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Differentiated Treatment in Montgomery County Public Schools

Almost six years into a large-scale improvement strategy led by Superintendent Jerry Weast, Montgomery County Public Schools (MCPS) continued to improve student achievement despite the district's growing enrollment and changing demographics. For the fifth consecutive year, MCPS students in Grade 2 posted higher reading assessment scores and the minority-white student achievement gap appeared to be narrowing. Similarly, "Jerry's Kids", the first class of kindergartners affected by the district's reforms, had scored the highest-ever results on the 2005 Maryland School Assessment in fourth grade reading and mathematics, with an average of 85% of the class scoring at proficient or above.¹ At the high school level, the first class of ninth-graders under the new reforms had recently scored the highest-ever average SAT score of 1102 with 80% of students taking the test, the largest percentage of SAT participation in MCPS history. Thirty-nine percent of that same graduating class in 2004 scored a 3 or higher on at least one Advanced Placement test – three times the national average of 13% and double the average of 19% in Maryland.

With results climbing each year, the school system gained more local support and national attention. Recent MCPS enrollment data showed more parents electing to move their children out of private school into MCPS schools. County surveys reflected that over 67% of county residents rated the school district as "excellent" or "good" and 86% opposed cuts to school spending to balance the county budget.² For the fifth year in a row, the Montgomery County Council approved an average increase of \$100 million in the MCPS budget to support reform efforts. Also, the American Association of School Administrators honored Weast as a final four finalist for the National Superintendent of the Year award.

Despite the overall success of MCPS' reform strategy, MCPS leadership wondered how long reform efforts would continue to meet the county's increasingly high student achievement expectations. As "Jerry's Kids" moved through the system, administrators planned to keep reform efforts at least one step ahead which meant that their focus would soon shift to middle schools. The

¹ The Maryland School Assessment (MSA) is a test of reading and mathematics achievement that the Maryland State Department of Education (MSDE) uses to fulfill the requirements of the federal No Child Left Behind Act (NCLB).

² Overview of Organizational and Academic Performance Trends 1999-2004, Memorandum, Jerry D. Weast, July 7, 2004.

Professors Richard Elmore and David Thomas and Research Associate Tonika Cheek Clayton prepared this case. PELP cases are developed solely as the basis for class discussion. Cases are not intended to serve as endorsements, sources of primary data, or illustrations of effective or ineffective management.

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“differentiated treatment” approach to executing the MCPS strategic plan had worked well at the elementary level, but district officials were unsure if it would be as successful with middle schools.

MCPS Background

The largest school district in the state of Maryland and the 17th largest in the United States, MCPS student enrollment grew by 53% to 139,337 students over a fifteen year period (see **Exhibits 1 and 2** for MCPS facts and figures). Over that same time frame, MCPS had evolved from an almost 80% white student population to a minority majority student body comprised of 45% white, 22% African American, 19% Hispanic, 14% Asian, and 0.3% American Indian students in 2005. Bordering the Washington D.C. metropolitan area, Fairfax County, Virginia and neighboring Maryland counties, MCPS drew on a largely diverse community shaped by a recent influx in immigration, and it operated 192 schools serving students from more than 164 countries. As ethnic diversity and district enrollment increased, more students became eligible for free and reduced-price meals (FARMS), rising to 22% of the student population in SY05 (36% when including students who had *ever* received federal meal assistance).³ There were also a growing number of elementary students enrolling in English for Speakers of Other Languages (ESOL), representing 9% of students in SY05.

Superintendent Jerry Weast

Background

In August 1999, Weast became superintendent of MCPS following 23 years of superintendent experience in seven school districts across four states: Kansas, Montana, North Carolina and South Dakota (see **Exhibit 3** for Weast’s career chronology). He had most recently served six years as the superintendent of Guilford County Schools (GCS) in North Carolina where he had been honored as North Carolina’s Superintendent of the Year for his leadership. Although GCS board members lobbied to keep Weast in GCS, he decided to move to MCPS, a school district over twice the size of GCS in student enrollment, the annual budget, and the number of schools. At the time, Weast noted that “he saw an opportunity in MCPS to develop education reforms that could become national models for suburban and urban school systems undergoing similar strains.”⁴

Identifying the Achievement Gap

The MCPS Board of Education appointed Weast with a mandate for reform amid growing concerns across the district that student performance was waning. Before Weast’s arrival, MCPS board members were dissatisfied with overall student performance on reading and math assessment tests which had remained flat over the previous 3 years.⁵ In some schools, scores had actually decreased. Since those tests were unrelated to state or national standards, some people questioned

³ SY is a PELP convention that denotes “school year.” For example, SY05 refers to the 2004-05 school year.

⁴ “Weast Starts by Studying; Every School Analyzed to See What Works,” Manuel Perez-Rivas, *The Washington Post*, August 19, 1999.

⁵ Exam Scores Don’t Improve; Montgomery Official Blames ‘Lethargy’ in School System, Brigid Schulte, *The Washington Post*, October 19, 1999.

the tests' value and what the scores really meant.⁶ Though the previous administration's "Success for Every Student" plan had been in place from 1991 to 1999, African American and Hispanic students continued to score significantly lower than their white and Asian counterparts.

In the first few months of his tenure, Weast sought to identify the pressing problems within MCPS internally. He looked at each MCPS school independently to get a sense of which schools worked and those that did not. "During his first few months as superintendent, I remember he got on the pony truck, our interoffice mail truck, and rode around, showing up at schools unexpectedly," recalled one elementary school principal.

Weast also spent time analyzing aggregated and disaggregated data. Using a geographic mapping system to depict the county's student achievement results and demographic data visually, Weast recognized a geographic correlation among low-performing schools with increasing poverty, high mobility, limited English proficiency, and a growing number of Hispanic and African American students. Weast commented:

My first approach was to define the problem and try to understand the issues we were working on before looking for solutions. Then the question became, what do you do if 75-80% of all minority students live in a well-defined geographical area, 75-80% of all poverty is in that same area, 75-80% of all students learning English are in that same area, and disproportionately lower student performance occurs across that same geographical area?

What do you do when that same geographical area includes more than 67,000 students, the equivalent of the 53rd largest school district in the nation, and the poverty rate in kindergarten is 50% and growing?

Mapping the Issues

In an effort to communicate MCPS' findings and a strategic approach to addressing the two disparate regions within the county, MCPS administrators, under Weast's leadership, created a map that divided MCPS into red and green zones (see **Exhibit 4** for maps). In contrast to the green zone, the red zone represented areas in which the schools were labeled as "highly-impacted," an MCPS term used to define schools with significantly higher poverty, increased mobility, more students learning English as a second language, and disproportionately more African Americans and Hispanics (see **Exhibit 5** for demographic figures). Recognizing a relationship between the achievement gap and the concentration of highly-impacted schools, administrators sought to develop a strategy that could both address needs of the red zone and improve achievement in all schools.

Knowing that MCPS had been allocating resources and management nearly equally across schools regardless of need or performance, administrators hoped to garner enough support from the local community to allow MCPS to employ different strategies aimed at addressing the unique needs of each school. The wrong message could either trigger "white flight"⁷ or alarm the local community, which provided the majority of the district's funding (see **Exhibit 6** for MCPS budget). Previously, local political pressure from affluent voters to maintain equity across schools had been strong enough to spread out the distribution of federally funded programs, which usually went only to schools with targeted needs. Weast noted that this generally resulted in "just enough money for schools to support a plan, but not enough to really do anything meaningful."

⁶ *Ibid.*

⁷ A colloquial term used to describe the emigration of white families away from areas with large non-white populations.

Call to Action

Galvanizing support and input from board members, union leaders, and community stakeholders, Weast and his senior staff created “Our Call to Action: Raising the Bar and Closing the Gap,” a report which would eventually serve as the basis for the MCPS strategic plan (see **Exhibit 7** for excerpts). The 34-page booklet used pictures, graphs and brief paragraphs to explain the district’s changing demographics, achievement gap and other obstacles. It also presented a collaborative MCPS vision and strategy developed using feedback from all stakeholders. Associate Superintendent of Organizational Development, Darlene Merry, described the process leading up to Our Call to Action, “We worked very long hours compiling information and deciding what the report would highlight. The collaborative process worked well but also led to some intense debates internally and with external stakeholders because everyone did not understand all of the components of the report.”

The report summarized MCPS’ plan to develop a standards-based curriculum that would be supported by professional development and monitored using diagnostic assessments. It contained supportive quotes throughout from community leaders representing the school board, county council, unions, PTAs, and minority groups. Once finished, it was widely distributed throughout the community. “But it served only as a symbol, and we needed more than symbolic change,” said Weast. “We needed people to express their commitment to real reform.”

Community Reactions

Before Dr. Weast arrived, we would have said that MCPS is a great school system given the high SAT scores and achievement levels. And it is. But we never looked at disaggregated data this intensely before, in a way that told us it’s not a great system for all kids. And there’s a certain sense of honesty and freedom in examining the data more openly.

—Dale Fulton, Former Associate Superintendent of Curriculum and Instruction

“There was a great deal of denial before Weast,” said one teachers’ union official who asked not to be named. “Some of it was believing your own propaganda. We always had a group of kids that you could hang the world-class system on. And you could kind of close your eyes and not see the other school system. Dr. Weast came and said we can’t just not see it anymore.”

—Anonymous Teachers’ Union Official⁸

My election cycle was the first one after Weast was hired. The concern in the community was how can you both raise the bar and close the gap. People in the wealthier sections of Montgomery County, identified as “green,” were afraid that all resources would go to the needier, or “red,” area. People in the red area were afraid they wouldn’t get the attention they needed because of the raising the bar issues of the green area. And I remember answering the question in the campaign by saying that the expectation is that while we’re increasing achievement levels and working to fulfill every child’s potential, children with more dramatic barriers would improve at a faster rate than the other students who were already up there.

—Sharon Cox, MCPS Board of Education Member

⁸ “School Year to Test Weast’s Revival Mission; Montgomery Plan Has Its Skeptics,” Brigid Schulte, *The Washington Post*, October 24, 2000.

We support the Call to Action to raise the achievement of students and close the gap of Hispanic and African American students. We're behind the superintendent and board of education 100 percent.

—Henry Quintero, Director, Latino Civil Rights Task Force of Maryland⁹

We must raise the bar for all students, and it is critical that we ensure the highest standards for every student and the implementation of the gifted policy at every school.

—Margaret Hare, Former Co-Chair of Advisory Committee on Gifted and Talented Education¹⁰

To address community concerns, MCPS conducted a series of community meetings across the county to communicate the district's new direction. Armed with color-coded maps and universal goals from "Our Call to Action," Weast, joined by leaders of stakeholder groups, campaigned vigorously to garner support for the new strategy while exposing the grim educational inequalities.

The Differentiated Treatment Approach

To tackle the issues outlined in "Our Call to Action," the district chose to focus the initial wave of reforms on elementary schools (see **Exhibit 8** for MCPS reform chronology). MCPS administrators first identified the 60 most highly-impacted elementary schools, which represented almost 50% of total elementary schools and elementary student enrollment. All located in the district's red zone, these "focus schools" comprised 80% of MCPS' total elementary FARMS population, 75% of the total elementary ESOL population, 78% of the total elementary Hispanic population, and 70% of the total elementary African American population. As part of the improvement strategy, district-level resource allocation and "loose or tight" control over management of a school depended on the school's demography and performance.

After identifying the focus schools, MCPS administrators in conjunction with stakeholders – especially union leaders – supported a gradual implementation of various reform initiatives across elementary schools by using a differentiated approach to resource allocation and management support for focus schools versus non-focus schools. For some initiatives, district-level capacity constraints forced MCPS to choose which schools would benefit first, so identification of the 60 schools gave them a natural starting point. Weast intended for this approach to impact every level of the organization, including principal management, technology, staff development, teacher training, and student instruction (see **Exhibit 9** for MCPS organizational chart). He remarked:

The most important thing we did was focus on differentiation, beginning with instruction. It is how you approach individual students. In the primary grades, for example, if a child doesn't know his sounds, I've got to teach him phonemic awareness. But if the student does know his sounds, I can take him to text reading.

This is the basis of our organizational strategy. You start out with these little simple things to explain that one size doesn't fit all. Everybody knows that, but they don't know how to apply it. That's where the training and development comes in. So you start with a common language and then you build from that basis. Differentiating what a school needs or a teacher needs based upon what a kid needs has been critical to our progress.

⁹ *Our Call to Action: Raising the Bar and Closing the Gap* – Revised November 12, 1999.

¹⁰ *Ibid.*

Although focus schools received more management attention and resources under the differentiated treatment approach, MCPS planned to implement many reforms across all elementary schools. District-wide curricular changes with professional development training had to reach all schools. However, resource laden initiatives usually started at focus schools due to capacity and time constraints. Weast described how differentiation affected MCPS' kindergarten reforms:

Every kindergarten teacher in the whole system was trained. They all learned the student outcomes we expected and how to do student monitoring. Kindergarten teachers in the red areas got the smaller class size of 1 to 15 students and also received full day kindergarten. If you as a teacher didn't like that, if you wanted a 1:15 student ratio or a full day, I said 'I'll get you a job in the red area.'

MCPS's new initiatives coupled with a differentiated approach received mixed reactions from school level staff. In an effort to boost support from principals and teachers, Weast collaborated extensively with union leaders to develop reform details and the implementation process. Montgomery County Education Association (MCEA) president, Bonnie Cullison, commented:

To gain the trust and commitment of school staff, it was important to convince them that we understood that they weren't doing it all wrong. It helped tremendously that, as a representative for teachers, I was directly involved in making decisions regarding what resources would be deployed to each school and what the performance expectations were for teachers. I was a part of the discussions with district administrators to determine the pace at which reform efforts would be introduced. However, due to the sense of urgency to move quickly at the district level, we may have put too many burdens on school staffs too fast.

Merry, who spent considerable time translating reform ideas to principals, went back and forth between principals and district administrators many times to get to a common understanding of what needed to be accomplished and why. She noted, "We had lots of tough meetings with principals when pursuing these reforms. We had imposed a different level of accountability at the school level, and there was definitely a feeling that the stakes were higher. So it was very important that we listened to their concerns and gained their trust." Additionally, some worried about the long-term effect of Weast's strong leadership style on the culture at the district and school levels.

From 2000 to 2005, MCPS reforms were rolled out to elementary schools using the differentiated treatment approach. As standardized test scores rose each year and the minority achievement gap narrowed, MCPS enjoyed widespread support from stakeholders (see **Exhibits 10a** and **10b** for achievement results). Nevertheless, some community members did not approve of the differential treatment that appeared to favor schools in the red area. Former Principal Jody Leleck of Broad Acres Elementary School, a highly-impacted school, remembered receiving several phone calls from concerned taxpayers. "They'd see something in the paper and then call me and say 'I'm not giving any more money to those kids.' It was unbelievable." MCPS board member Sharon Cox recalled:

When I was visiting a green zone community just recently, I actually had someone say to me, 'Those children don't need all day kindergarten, they've got Head Start.' And the response this board has used is, 'It's not about equity of resources, it's about equity of outcomes. If you believe your children are challenged to their fullest potential, then the resources that we're putting into these other areas aren't taking away from your children.'

Strategy Implementation

Curriculum and Instruction

While developing the “Call to Action” strategy, Weast called for a curriculum audit which became the first of its kind in MCPS history. Prior to Weast’s arrival, the MCPS Department of Curriculum and Instruction (DCI) would develop and recommend certain curricula, but all schools had the freedom to choose their own even outside of what the district proposed. This resulted in multiple math and reading curricula across schools. To ensure that curriculum standards were aligned with state standards and rigorous enough to prepare students for honors and advanced placement (AP) courses, DCI worked with the Council for Basic Education, The College Board and Achieve Inc. to review curriculum frameworks. Also, the board created a new policy giving itself authority to approve all curricular changes to ensure all new curricula mapped to the district’s vision and goals.

To align the school system’s math curricula with state standards and aim for all students to take Algebra I by ninth grade, MCPS directed all elementary schools to choose between two different math curricula, *Harcourt* and *Everyday Mathematics*. With only two math curricula to support across schools, MCPS then had the capacity to tailor teacher professional development to the chosen curricula and provide instructional guides for teachers throughout the system. MCPS also directed every school to adopt a balanced literacy reading curriculum while allowing some focus schools to also take on supplemental programs like *Reading First*, *Horizons*, *Read 180* and *Corrective Reading*, if the school had special reading needs. Additionally, MCPS required at least 90 minutes of reading and 60 minutes of math for all students each day across all schools.

During the implementation phase, the amount of district resources and level of autonomy given to school sites depended on the school’s performance and whether or not it was highly-impacted. “This is not a big central office setup,” said former DCI Associate Superintendent Dale Fulton, “so we decided that we would look at the 60 focus schools where achievement was of most concern and place our emphasis there.”

For Title I schools,¹¹ the district central office determined each school’s curricular program model and converted each school to all-day kindergarten. MCPS also asked every Title I school to hire a math content coach and a gifted and talented specialist to address parental concerns that many students of poverty were not being identified for gifted and talented programs. Focus schools not falling under Title I status were also required to convert to full-day kindergarten, reduce kindergarten class sizes to a student/teacher ratio of 15 to 1, reduce grades one and two to a student/teacher ratio of 17 to 1, and use specific reading intervention techniques. Some focus schools were also asked to hire math content coaches or gifted and talented specialists depending on the school’s needs. Fulton commented on the differentiated treatment of schools in his department:

I look forward to when we can spend more time on schools just on the fringe of the focus schools because we give them less attention. We also have schools in our highest socioeconomic areas where I think the instruction certainly is not where it should be. It would be great to have the same supports we have for Title I schools everywhere. But as more schools become autonomous and are doing better, we’ll have more time to work with those schools.

¹¹ Title I is a federal government status defining high poverty students and schools, making them eligible to receive specific federal funds.

Organizational Training and Development

Staff development was a key factor in MCPS's efforts to build schools' capacity to implement the reforms. To ensure that the necessary training preceded the delivery of new curriculum in schools, cross-functional teams were created that included staff from DCI, Organizational Development, and representatives from all three unions (teachers, principals and support services). Under this reorganization, DCI developed the curriculum and the Organizational Development team conducted curriculum training. Together, the cross-functional team decided what curriculum would be introduced and when the training would take place given budget and capacity constraints.

Organizational Development provided training for reforms, administered peer assistance and review programs for teachers, implemented the staff development teacher position, and introduced *The Skillful Teacher*¹² coursework. All kindergarten through Grade 2 teachers, math content coaches, reading specialists, and staff development teachers received training before carrying out the new initiatives. Additionally, all elementary schools were provided a staff development teacher whose primary role was to help develop teachers' instructional skills without playing an evaluative role.

Besides the assignment of reading, math or other specialists to focus schools, differentiation across schools appeared in the content of training and development sessions. Of the 15 days of training that staff development teachers received, half were driven by district requirements and the other half were driven by the school's specific needs. Also, MCPS mandated administrative and teaching staff in certain focus schools to attend *The Skillful Teacher* courses, leaving it optional for other schools.

Technology and Data Assessment

Early on, Weast made technology and data assessment a top priority for his administration. Within a few months of arriving at MCPS, Weast fired the chief information officer (CIO) following a system failure that left thousands of students unable to register for high school classes. While searching for a replacement, Weast sought expertise from the business sector on how to use technology to make MCPS more effective instructionally and operationally. Shortly thereafter, Weast hired John Q. Porter, a business technology consultant, to take over the CIO position and later promoted him to deputy superintendent of Strategic Technologies and Accountability (STA), overseeing all data warehousing, technology, data reporting, and organizational development. To build up the district's technological infrastructure, Weast more than doubled the baseline technology infrastructure budget from \$7 million to \$17 million over five years and increased the technology operating budget from \$22 million to \$38 million. He also approved Porter's decision to hire almost an entirely new leadership team, mostly from the business sector.

Porter's team built a data warehouse to house student assessment data for all schools and implemented a web-based system called the Instructional Management System (IMS). Designed to accompany the district's curricular and professional development reforms, IMS allowed teachers and administrators to access curriculum guides, lesson plans, and individual student data from any computer. The IMS website explained how each school's curriculum aligned with MCPS and state standards. It also served as a guide to teachers or principals with questions about curriculum and teaching methods. Since the system stored the latest elementary student test results mandated by the

¹² *The Skillful Teacher* is a professional development program focused on the development of teachers' skills and knowledge in such areas as student engagement, lesson design, adjustment of teaching to individual differences among students, and managing time and instructional resources in the classroom. See Jon Saphier and Robert Gover, *The Skillful Teacher: Building Your Teaching Skills* (Research for Better Teaching: Acton, MA, 1997, Fifth ed.).

district, it gave teachers an opportunity to monitor each student's performance and adjust the student's instruction accordingly. Porter commented on STA's goals:

We wanted to create a knowledge management system that not only captures all the information we need, but also turns this information into knowledge to inform and drive staff decisions. For example, teachers can use this knowledge to shape and focus their instructional approaches and our professional development staff is able to align and customize professional development opportunities accordingly. By providing easy access to individual student performance data, we hope to help teachers save time and support them in focusing on tailoring their instruction to match a child's needs.

To monitor whether students were meeting benchmarks that would result in higher scores on the first MCPS Comprehensive Test of Basic Skills (CTBS) administered in second grade,¹³ technology and curriculum staff created K-2 reading and math diagnostic tests and reported results on IMS. To assess reading skills, teachers were trained to administer a 30-minute test given individually to students in grades K-2 three times a year. For math, teachers gave students three individual assessments per quarter to monitor the student's progress in grasping concepts.

By SY05, IMS had been in place three years exclusively at elementary schools, and STA had piloted new hand-held computer technology in 19 focus schools to enable elementary teachers to more quickly assess reading data from "running records."¹⁴ Porter acknowledged that even though the technology systems put in place applied equally to all elementary schools, "new technological rollouts always started with the 60 most highly impacted schools."

The Baldrige in Education Initiative

In 2000, MCPS joined the Baldrige in Education Initiative, "a national effort to transform American K-12 education using the Malcolm Baldrige Quality Criteria for Performance Excellence as a framework for restructuring education and improving student performance."¹⁵ Baldrige drove the district's strategic-planning process and gave participating schools a continuous improvement framework to foster productive relationships with teachers, students, parents, and other stakeholders. Unlike some initiatives, participation in Baldrige started off as voluntary across elementary and secondary schools with participation restrictions against the most highly-impacted schools. Weast explained when schools could most benefit from Baldrige:

It depends on where you're at. If we start a school with Baldrige and there are problems in reading instruction, we're just wasting our time. Baldrige is not going to make someone a better reading teacher. Baldrige will take you to that next level of improvement, but you've got to know all of your basics first.

By the end of SY05, 86 schools participated in Baldrige, 106 schools short of MCPS' expressed goal of 100% participation by SY06.

¹³ The TerraNova CTBS measures basic reading, language, and mathematics skills and provides comparative information on the performance of students relative to the performance of students in the CTBS national norming samples. CTBS results are reported as national percentile ranks. (Source: MCPS Annual Report on Our Call to Action)

¹⁴ Method used by teachers to assess an individual student's reading ability. The teacher listens as the student reads and notes any errors, substitutions, or self-corrections using a predetermined coding system.

¹⁵ "Baldrige & MCPS: A Historical Perspective," MCPS website <<http://www.mcps.k12.md.us/info/baldrige/overview.shtm>>, accessed March 28, 2005.

School Site Perspectives

Broad Acres Elementary School With the highest poverty rate in MCPS (89%), an ESOL population representing 26% of students, and a 31% mobility rate, Broad Acres, a Title I school, topped the district's list of highly-impacted schools (see **Exhibit 11a** for school overview). It would become the first restructured school in MCPS, implementing changes that involved collaboration between district administrators, school staff and union leaders.

When Principal Jody Leleck started in 1999, she attempted to work with teachers and staff to improve student performance without much direction from the district office. Leading up to the test scores release from her first year, Leleck had already begun to notice changes in the district's management of schools. Each school had to hire a staff development teacher and was prescribed a kindergarten curriculum which required special training for kindergarten teachers. Also, Leleck was allowed to hire a reading specialist, a math content coach and two Reading Recovery teachers.¹⁶ Leleck recalled receiving the SY00 results from her first year and the aftermath:

We were in the fifth percentile in third grade math and the eleventh percentile in third grade reading. Those were my first test scores. Congratulations. You've finished your first year and you've taken this school to even lower levels than anyone thought humanly possible.

At that point, the school system came up with a restructuring plan for our school. The planning went on from November 2000 until March of that school year. It involved the unions and all the key district departments: curriculum, organizational development, office of shared accountability and human resources. I was involved in some of the planning, but not all of it.

We came up with three action steps. One was people who wanted to remain here had to commit for three years. Two was that everyone had to take the *The Skillful Teacher*. And the third was that people would work 15 extra days and be paid a stipend for that work. Dr. Weast was very clear that we would turn the school around using the resources we had. There was not going to be any more money - no extra funds, no extra resources, no extra staffing.

Then, the only person who really had to reaffirm their commitment was me. And I had a long meeting with the superintendent, deputy superintendent and my boss, the community superintendent. Dr. Weast was wonderful and very honest – brutally honest. He said, 'if this fails, your career may be over here. Do you really want to do it? It's going to be tough. And if you do it, I expect it to work with no more resources.' After I made my commitment, I felt both empowered and supported by the district to make decisions that best suited Broad Acres.

Though the district reconstituted Broad Acres with specific directives, the school staff still had to develop and implement the instructional improvement strategy. MCEA president Cullison remarked, "It was a challenge for us to develop a process to effect significant change while empowering the Broad Acres school staff to identify the best instructional practices for their learning community. Learning from so many other failed reform attempts when districts were too prescriptive to schools, we knew it was important to allow schools to make daily instructional decisions."

The improvement strategy Leleck's staff developed included many activities. Among the central features were: (1) group work by teachers to examine student performance data, to work on common instructional strategies, and to adjust teaching to a student's individual needs; (2) revamping the day

¹⁶ The Reading Recovery program identified students who were at risk for not meeting reading benchmark levels for their grade level. Reading Recovery teachers were trained to work with each student to help them achieve their reading goals.

schedule to accommodate group work; (3) realignment of staff to reduce class sizes; (4) reassignment of teaching responsibilities making each teacher accountable for two subjects; (5) professional development explicitly designed to address instructional problems; and (6) investments in individual teacher development, including support for completing National Board Certification.

From SY02 to SY04, Broad Acres showed steady incremental improvement in second grade math and reading CTBS scores despite its demographics and disproportionately high mobility rate (see **Exhibit 11b** for results). Moreover, "Jerry's Kids" at Broad Acres, fourth graders during SY05, reached 75% proficiency or advanced in reading and 82% proficiency or advanced in math on the 2005 MSA.

Ronald McNair Elementary School In contrast to Broad Acres, McNair Elementary resided within the district's green zone with a relatively low poverty rate and an ethnic mix closely mirroring the district as a whole (see **Exhibit 12a** for school overview). When former Principal Michael Kline took the helm in 1998, he inherited an average performing elementary school by MCPS standards, with over half of students scoring proficient or advanced on district standardized tests.

Because McNair was not among the district's lowest performing schools, it exercised more school-site control over its improvement strategy. Like other elementary schools, McNair adopted the new reading and math curricula and hired a staff development specialist. Independently, McNair staff developed special reading and math interventions for students who failed to meet district standards and used IMS extensively to monitor interventions and other instructional data. Kline was among the most enthusiastic proponents of IMS and quickly adapted it to the schools improvement strategy. He described McNair's use of IMS and the development of interventions:

IMS helps me pull up data very quickly and I use it every day. When I receive a new student now from another Montgomery County school, I can pull up that student on my computer the very next day and look at their test scores and report card grades. During parent conferences, I can pull up a student's data and print a report to give to the parents as we meet.

Where we're given autonomy as a school is how we implement things such as intervention plans for kids. We have what we call AIPs – academic improvement plans. They are intervention plans that we design specifically for students who are not meeting proficiency in reading, writing, or math. These AIPs have measurable goals so we can go back and actually measure whether or not the student met his/her goals.

Each student performing below grade level was given an AIP which contained a specific plan of improvement. Teachers used it as the basis for consultations with parents, and put it on IMS for future use and discussion with other teachers. The AIP served as a guide for the student's primary teacher and for supplementary instructors who worked individually with students.

Other organizational changes accompanied AIPs and interventions. Teachers were organized into grade-level teams, each with a leader responsible for coordinating group work with school-wide activities and other grade-level teams. Group work focused on instructional issues that grew out of concerns they had for each student's learning. To create more time for team instructional activity and to maintain classroom instruction time, non-instructional responsibilities were systematically moved to support staff. According to teachers, these changes fostered a more cohesive and focused culture.

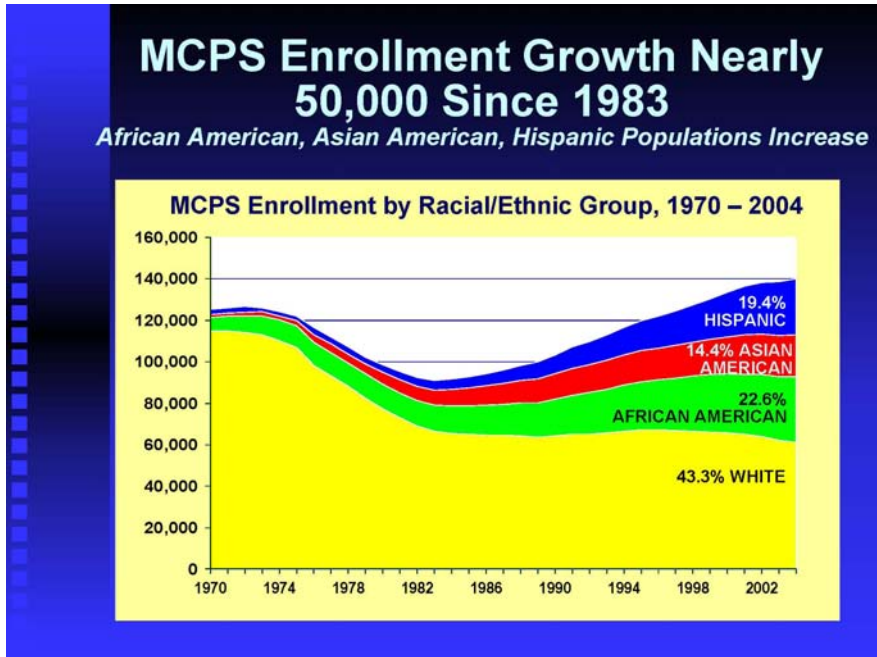
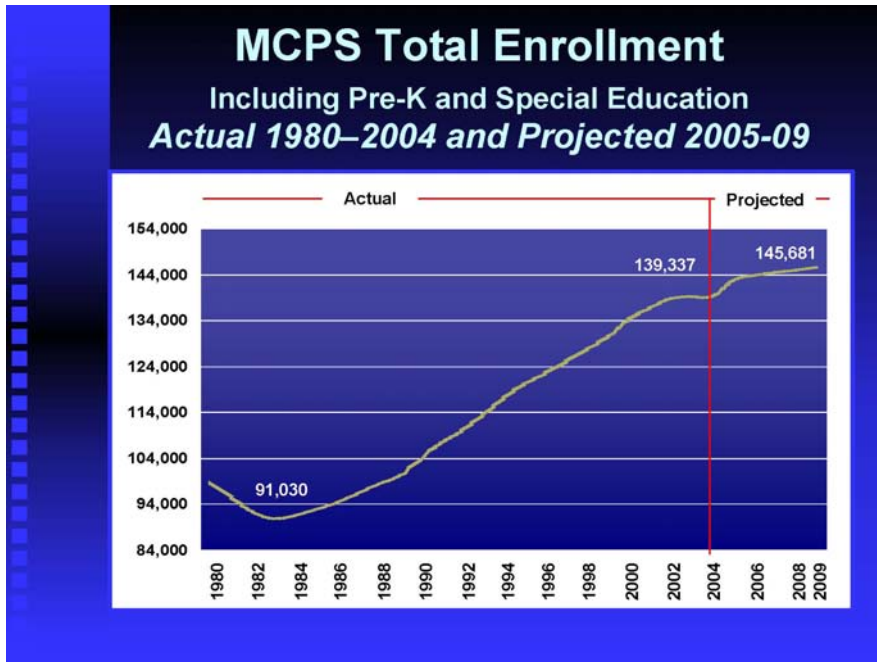
As of SY05, McNair was one of MCPS' highest performing schools; demonstrating achievement improvements across multiple grade levels (see **Exhibit 12b** for results). By 2004, 63% of African American second-graders and 63% of low-income second-graders were scoring above the national norms in reading.

The Next Level of Work

Although MCPS leadership was generally reassured with the progress of efforts to “green the red zone,” they knew there were challenges ahead to sustaining achievement growth in years to come. While targeting the bulk of early reforms on elementary schools, Weast’s administration had purposely left middle schools virtually untouched and steered high schools to preparing students for college. By pushing high schools to enroll more students in AP courses, encouraging more students to take the PSAT and SAT, and urging all students to complete Algebra I by the end of ninth grade, Weast endeavored to improve high school student performance on select indicators (i.e. SAT, AP and Honors courses) used by colleges and universities to determine a student’s capabilities. Even though these initiatives led to some promising SAT and AP test results, there was still a significant disparity in performance between whites and minority students (see **Exhibit 13** for select indicators).

The district’s differentiated treatment approach was beginning to narrow the achievement gap at the elementary level, but it was unclear as to whether this strategy was appropriate for middle and high schools. With “Jerry’s Kids” just one year away from reaching sixth grade, Weast worried about the district’s capacity to continue implementing initiatives across elementary schools while simultaneously shifting the focus to address the needs of older students. Among the issues were whether and how to modify the elementary strategy based on the recent achievement results, how to address issues of differentiated treatment as students advanced into upper grades, and how to adapt MCPS’ central administrative structure and capacity to the demands of a more extensive strategy.

Exhibit 1 MCPS Enrollment and Demographic Figures



Source: Montgomery County Public Schools.

Exhibit 2 MCPS Facts and Figures

SY05 MCPS Overview	
Student Demographics	
Number of students (K–12)	139,337
White	43.3%
African American	22.6%
Hispanic	19.4%
Asian American	14.4%
American Indian	0.3%
Students receiving free and reduced-price meals (FARMS)	23.7%
English-language learners	8.9%
Special education students	11.9%
Graduation Rate (SY04)	92%
Schools and Staff	
Number of schools	192
Elementary	125
Middle	36
High	24
Special or Alternative	6
Career/Technology Center	1
Number of teachers	10,632
Total full-time employees (FTEs)	16,500

Source: Montgomery County Public Schools.

Exhibit 3 Jerry Weast Career Chronology**Professional Employment:**

- 1999-present, Superintendent of Schools, Montgomery County Public Schools, Rockville, MD
- 1993-1999, Superintendent of Schools, Guilford County Schools, Greensboro, NC
- 1992-1993, Superintendent of Schools, Sioux Falls School, District 49-5, Sioux Falls, SD
- 1989-1992, Superintendent of Schools, Durham County Schools, Durham, NC
- 1984-89, Superintendent of Schools, Cascade County School District #1 and A, Great Falls, MT
- 1981-84, Superintendent of Schools, USD #445, Coffeyville, KS
- 1978-81, Superintendent of Schools, USD #375, Towanda, KS
- 1976-78, Superintendent of Schools, USD #235, Uniontown, KS
- 1973-76, Secondary Principal, USD #235, Uniontown, KS
- 1972-73, Elementary/Secondary Principal, USD #247, McCune, KS
- 1969-1972, Accounting and Psychology Teacher/Coach, Belleville and Colony, KS

Graduate Instructor:

- Vanderbilt U., Member, National Ed. D. Advisory Board, Peabody College, 2005
- U. Maryland, College Park, Special Member, Graduate Faculty, College of Education 2003-present
- U. North Carolina at Chapel Hill, Adjunct Professor, School of Education, 1992; Clinical Professor, School of Education, 1997-1999
- U. Montana, Missoula, Montana, Instructor, 1985-89
- Pittsburg State University, Pittsburg, Kansas, Instructor, 1986

Education:

- Ed.D., Administration, 1981, Oklahoma State University, Stillwater, Oklahoma
- Ed.S., General Administration, 1974, Pittsburg State University, Pittsburg, Kansas
- M.S., Administration and Supervision, 1972, Pittsburg State University, Pittsburg, Kansas
- B.S., Business Education, 1969, Pittsburg State University, Pittsburg, Kansas
- A.A., Business, 1967, Allen County Community College, Iola, Kansas

Recent Awards:

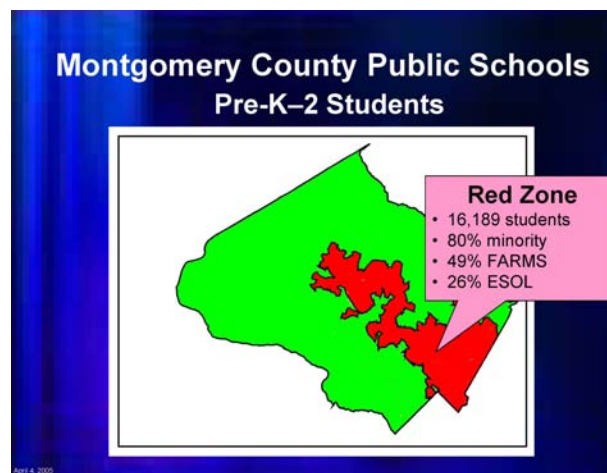
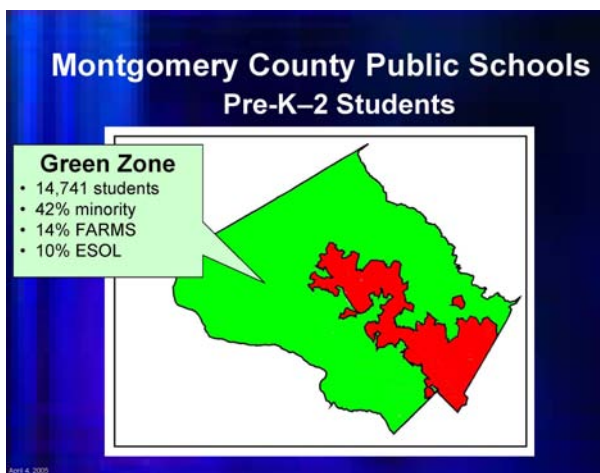
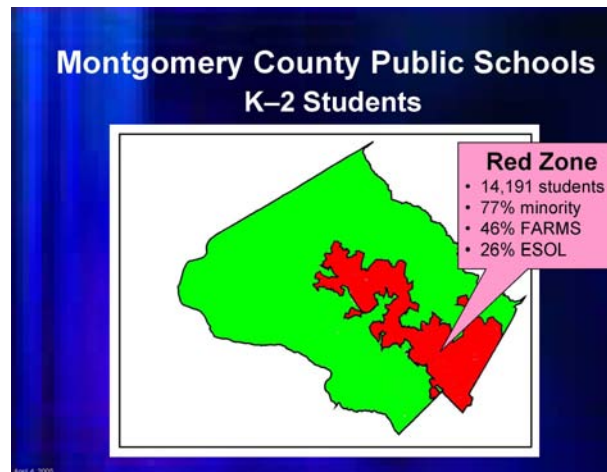
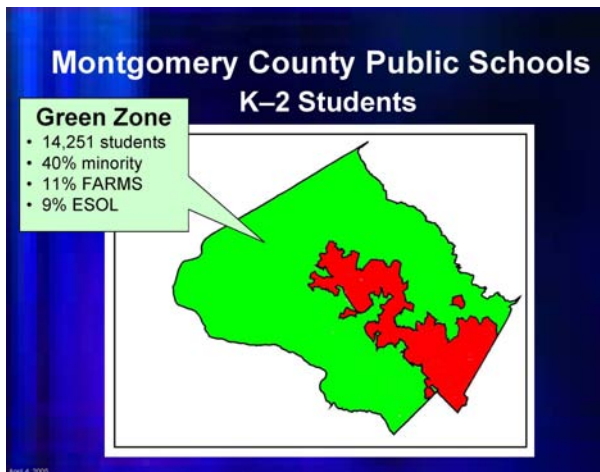
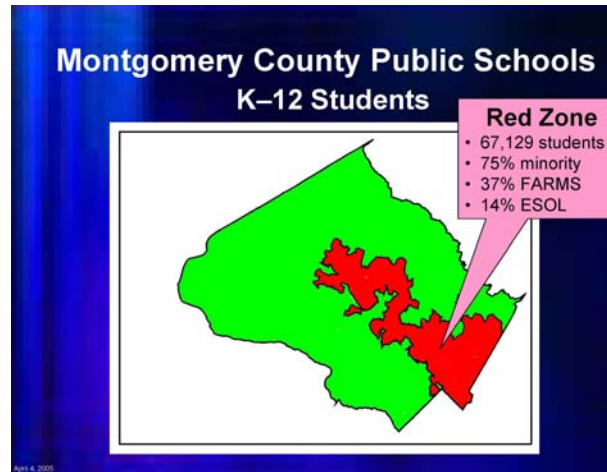
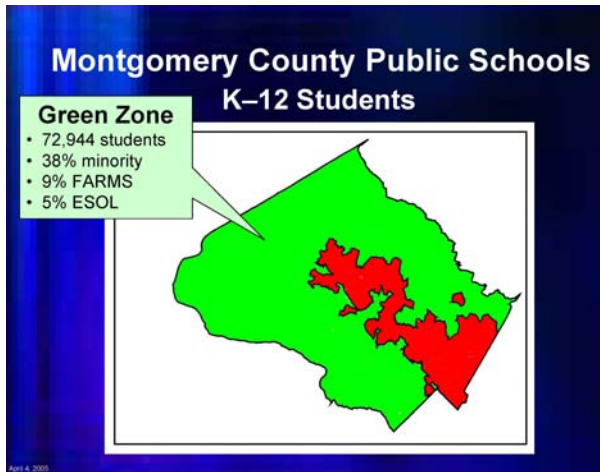
- District Winner, 2004 US Senate Productivity Award
- District Winner, Maryland Civic Star Award, for Ruth Rales Reading Together initiative
- Finalist, National Superintendent of the Year, 2004
- Maryland Superintendent of the Year, 2003
- Hall of Fame, Oklahoma State University College of Education, 2003
- Leadership for Learning Award for the "Comprehensive Kindergarten Initiative," American Association of School Administrators, 2002
- President's Technology Award for "Innovative Vision for Effective Use of Technology," American Association of School Administrators, 2002
- Outstanding Advocate Award for "Commitment to Mental Health," Maryland Association of School Psychologists and National Association of School Psychologists, 2002

Selected Publications:

- "Why We Need Rigorous Full Day Kindergarten," Principal, 2001
- "Sharing the Vision: The Superintendent as Teacher," Leadership, 1999, NCASA, Spring/Summer 1999 (with Jonathon Young)
- "Technology in Learning: The Administrator's Role," Leadership North Carolina, NCASA, Leadership, 1998 (with Zelia Frick)
- "When Bigger Can be Better," The School Administrator, October 1997
- "Truth Telling in Staff Assessments," The School Administrator, September 1996

Source: Montgomery County Public Schools.

Exhibit 4 MCPS County Maps – Red/Green Zone



Source: Montgomery County Public Schools.

Exhibit 5a MCPS Red/Green Zone Enrollment Figures by Ethnicity

**Number and Percent of MCPS Students Residing in "Red Zone" and "Green Zone" Areas by Race/Ethnic Group*
Percentages Reflect Number Compared to Total MCPS Enrollment**

	# African American	Percent of Total Enrollment	# Asian American	Percent of Total Enrollment	# Hispanic	Percent of Total Enrollment	# White	Percent of Total Enrollment	# American Indian	Percent of Total Enrollment
Red Zone Area:										
Grades K-5	8,645	6.2%	3,490	2.5%	8,999	6.4%	6,180	4.4%	95	0.1%
Grades 6 - 8	4,383	3.1%	1,784	1.3%	4,113	2.9%	3,403	2.4%	29	0.0%
Grades 9 - 12	6,140	4.4%	2,571	1.8%	5,063	3.6%	5,333	3.8%	62	0.0%
Total K - 12	19,168	13.7%	7,845	5.6%	18,175	13.0%	14,916	10.6%	186	0.1%
PreK & Head Start Special Education	674	0.5%	242	0.2%	977	0.7%	102	0.1%	3	0.0%
	1,972	1.4%	263	0.2%	1,462	1.0%	1,132	0.8%	12	0.0%
Red Zone Total	21,814	15.6%	8,350	6.0%	20,614	14.7%	16,150	11.5%	201	0.1%
Green Zone Area:										
Grades K-5	3,830	2.7%	5,269	3.8%	2,682	1.9%	18,164	13.0%	90	0.1%
Grades 6 - 8	1,988	1.4%	2,648	1.9%	1,354	1.0%	9,756	7.0%	55	0.0%
Grades 9 - 12	2,698	1.9%	3,644	2.6%	1,777	1.3%	13,998	10.0%	44	0.0%
Total K - 12	8,516	6.1%	11,561	8.3%	5,813	4.1%	41,918	29.9%	189	0.1%
PreK & Head Start Special Education	195	0.1%	85	0.1%	155	0.1%	54	0.0%	1	0.0%
	1,107	0.8%	322	0.2%	527	0.4%	2,490	1.8%	11	0.0%
Green Zone Total	9,818	7.0%	11,968	8.5%	6,495	4.6%	44,462	31.7%	201	0.1%
GRAND TOTAL	31,632	22.6%	20,318	14.5%	27,109	19.4%	60,612	43.3%	402	0.3%

Enrollment is as of January 2005.

*Numbers represent students residing in these areas. Some students attend schools outside their area.

Source: Montgomery County Public Schools.

Exhibit 5b MCPS Red/Green Zone Enrollment Figures by FARMS and ESOL Status

**Number and Percent of Students Residing in "Red Zone" and "Green Zone" Areas by
FARMS and ESOL Status***

Percentages Reflect Number Compared to Total MCPS Enrollment

	# FARMS	Percent of Total Enrollment	# ESOL	Percent of Total Enrollment
<u>Red Zone Area:</u>				
Grades K-5	12,705	9.1%	5,234	3.7%
Grades 6 - 8	5,294	3.8%	1,131	0.8%
Grades 9 - 12	4,540	3.2%	1,969	1.4%
Total K - 12	22,539	16.1%	8,334	5.9%
PreK & Head Start	1,794	1.3%	955	0.7%
Special Education	2,214	1.6%	286	0.2%
Red Zone Total	26,547	19.0%	9,575	6.8%
<u>Green Zone Area:</u>				
Grades K-5	3,290	2.3%	2,073	1.5%
Grades 6 - 8	1,465	1.0%	516	0.4%
Grades 9 - 12	1,245	0.9%	726	0.5%
Total K - 12	6,000	4.3%	3,315	2.4%
PreK & Head Start	413	0.3%	156	0.1%
Special Education	935	0.7%	87	0.1%
Green Zone Total	7,348	5.2%	3,558	2.5%
GRAND TOTAL	33,895	24.2%	13,133	9.4%

Enrollment is as of January 2005.

*Numbers represent students residing in these areas. Some students attend schools outside their area. FARMS and ESOL numbers and percents are based on current enrollment in programs.

Source: Montgomery County Public Schools.

Exhibit 6 MCPS Budget

Fiscal Year 2005	
Total Operating Budget	\$1.6B
Projected cost per pupil	\$10,537
Funding Sources	
Montgomery County	75.3%
State education aid	17.3%
Federal government grants	3.5%
Enterprise Funds	3.2%
Fees, other sources	0.6%
Special revenue fund	0.1%
Expenditures by Category	
Instructional	80.6%
School support	13.8%
System-wide support	2.4%
Enterprise funds	3.3%

Source: Montgomery County Public Schools 2004 Annual Report: Building Our Future.

Exhibit 7 Excerpts from *Our Call to Action: Raising the Bar and Closing the Gap*



OUR CALL TO ACTION
RAISING THE BAR AND CLOSING THE GAP
BECAUSE ALL CHILDREN MATTER

Call to Action Cover



Students in Montgomery County are dedicated to doing well in standardized tests and in the classroom. We are glad to see this support for the achievement of all students.
DUSTIN JETER,
PRESIDENT,
MONTGOMERY COUNTY
REGION OF THE MARYLAND
ASSOCIATION OF STUDENT
COUNCILS: GRADE 10,
SENECA VALLEY
HIGH SCHOOL

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- 4 Board of Education Goals and Academic Priorities
- 5 Academic Milestones
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- 10 The Goal
- 12 The Challenge
- 14 Themes of Mind, Heart, Hand, and Voice
- 16 Developing a System of Shared Accountability
- 18 Early Success
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- 24 Broadening the Concept of Literacy
- 26 Reorganizing Assets for School Success
- 28 Creating Family- and Community-Friendly Partnerships
- 30 Closing the Achievement Gap
- 32 Next Steps
- 33 Research Foundations for Our Call to Action
- 35 Contributors to Our Call to Action

- HAND:** Shared Accountability
- HEART:** Attitudes and Expectations
- VOICE:** Inclusiveness and Collaboration
- MIND:** Thinking and Learning



A Call to Action
NOVEMBER 9, 1999

We have a challenge before us. Student achievement needs to be improved for all students, and the gap in student performance by race and ethnicity needs to be closed. We are committed to using an inclusive, collaborative process to design



an effective response to this challenge. The result is *Our Call to Action: Raising the Bar and Closing the Gap, Because All Children Matter*, which is our plan to plan. Our intention is to empower the entire educational community of Montgomery County by organizing the necessary resources, knowledge, and skills – and to amass our collective will – to fulfill the promise of Success for Every Student.

The call for this initiative comes directly from students, parents, teachers, principals, central office staff members, community and business leaders, elected county and state officials, and from me. I personally believe there is no more important issue. This report organizes the strategies that have resulted from the willingness of a large number of people to lend their support in achieving the vision and goals of the Board of Education.

The “Academic Milestones” that originated with the Success for Every Student Plan remain the most compelling focus for our efforts. The milestones data indicate the challenge facing this school system when academic achievement remains flat and a significant gap separates many African American and Hispanic students from the highest achievement levels. The recently adopted

Academic Priorities of the Board of Education form the guiding framework for the design of this response. We now have the challenge of focusing the direction of our school system, aligning our organizational resources, and inspiring the entire educational community to respond to our call.

We know we have a tough job ahead of us. The potential of this school system to succeed is immense. The complex issues of change for such a diverse and large community are exciting and daunting at the same time. We will need the help of every possible resource and every single employee and community partner to respond with us. Already a great many people have heard this call and promised to respond with solutions.

Respectfully,



Jerry D. Weast
Superintendent of Schools

Ensuring a quality education for every child requires commitment and leadership from all sectors of the community. Schools, county government, businesses, nonprofit providers and the faith community must work hand in hand. We must raise standards and achievement for all students; have high expectations for all students; and provide quality professional development for the teachers, principals, and support staff who are on the front lines of meeting this challenge.

DOUGLAS M. DUNCAN,
MONTGOMERY COUNTY
EXECUTIVE

Exhibit 7 (continued) Excerpts from *Our Call to Action: Raising the Bar and Closing the Gap*

There are many well-grounded new prescriptions for educational excellence... My personal list has three items on it: time, expectations, and connections... Students must have enough time to learn... Teachers must believe in the limitless potential of every child... Each student must know at least one adult at the school – a counselor, a teacher, an administrator, a coach, a secretary, even a volunteer tutor – who knows them and is looking out for them. This is difficult to arrange, for it is a matter of the heart. It requires more than increased budgets and revised staffing plans.
 JAY MATTHEWS,
 "VOTING FOR SCHOOLS," THE WASHINGTON POST MAGAZINE (NOVEMBER 7, 1999)

10

Bridging the gap is essential to maximizing the potential of every student regardless of their background. As educators, we must be caring, sensitive, and creative in reaching all of the communities represented in our schools. Every ethnicity and religion counts.
 SAMIRA HUSSEIN,
 MUSLIM/ARAB COMMUNITY

30

The Goal

STUDENT ACHIEVEMENT: RAISING THE BAR AND CLOSING THE GAP

We must raise the academic bar for all students. Improvement in overall student achievement has stalled. The average results on the Criterion-Referenced Tests (CRTs) in reading and mathematics for all students have remained flat or decreased over the past several years. Results on the Maryland School Performance Assessment Program (MSPAP) have remained below expectations. Overall average scores on the Scholastic Assessment Test (SAT), while still being the highest in the Washington area and the state, reflect a lack of improvement over time. All students must learn to communicate effectively, read challenging material with understanding, analyze data, and solve complex problems. We must provide a technology-rich instructional program that challenges our students to achieve their potential, opens doors to parents and to the business community, and gives our instructional leaders powerful tools to determine priorities and measure success.

Disparity in student achievement by race and ethnicity is evident in nearly every educational indicator, not only in Montgomery County but also across the nation. The gap in average student achievement between African American

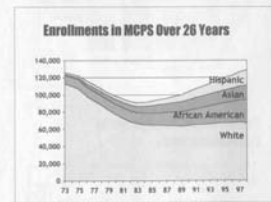
and Hispanic students and their white and Asian classmates begins at an early age and continues throughout high school. The divergence is evident in perceived pre-kindergarten skills and continues as students enter first grade. The gap becomes most evident in the CRT results in reading and mathematics in third through eighth grade and sometimes widens over time.

In high school, the disparity is evident in student participation in Honors and Advanced Placement courses. In addition, the 1999 SAT results demonstrate a disparity in performance that has remained nearly constant for the past decade. The percentage of African American and Hispanic students scoring below 900 on the SAT is significantly greater than the percentage of their white and Asian classmates in that score range.

These academic indicators have occurred during a time of significant changes in the student enrollment. The overall number of students has rebounded from the dramatic decreases of the 1980s to reach the highest level in the school system's history. While white student enrollment has remained nearly constant, enrollment has increased among African American, Asian, and Hispanic students. The enrollment is now approximately 50

percent white, after having been more than 90 percent white in the early 1970s.

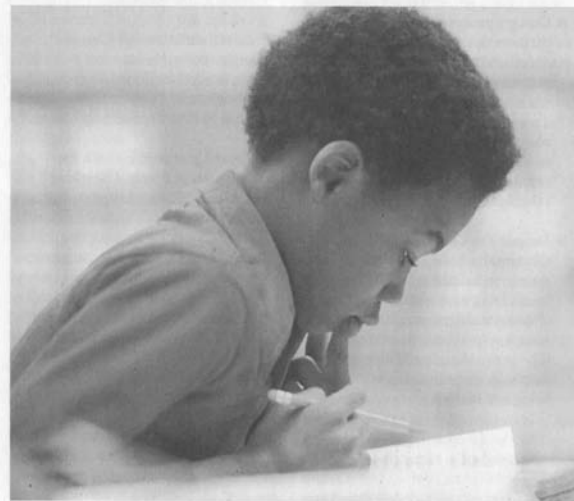
Other demographic changes include a larger percentage of students receiving Free and Reduced-Price Meal Services (FARMS), rising from less than 5 percent in the early 1970s to more than 30 percent today (when counting all children ever in the program who are enrolled in school). The number of English language learners in Montgomery County represents more than half of all students in the English for Speakers of Other Languages (ESOL) programs in the entire state. Approximately 20 percent of MCPS students are current or former ESOL students.



scientists, community leaders, parents, and educators who will determine which projects get funded and why.

Approved projects will be measured rigorously against clear standards related to student achievement. Those that prove effective in closing the gap, even if only for a handful of students, will be repli-

cated as programs in other locations, neighborhoods, classrooms, schools, or clusters. These, too, will be measured rigorously against standards, and if they collectively prove effective in closing the gap, they will be written into policy with clearly related strategies for thoughtful implementation across Montgomery County.



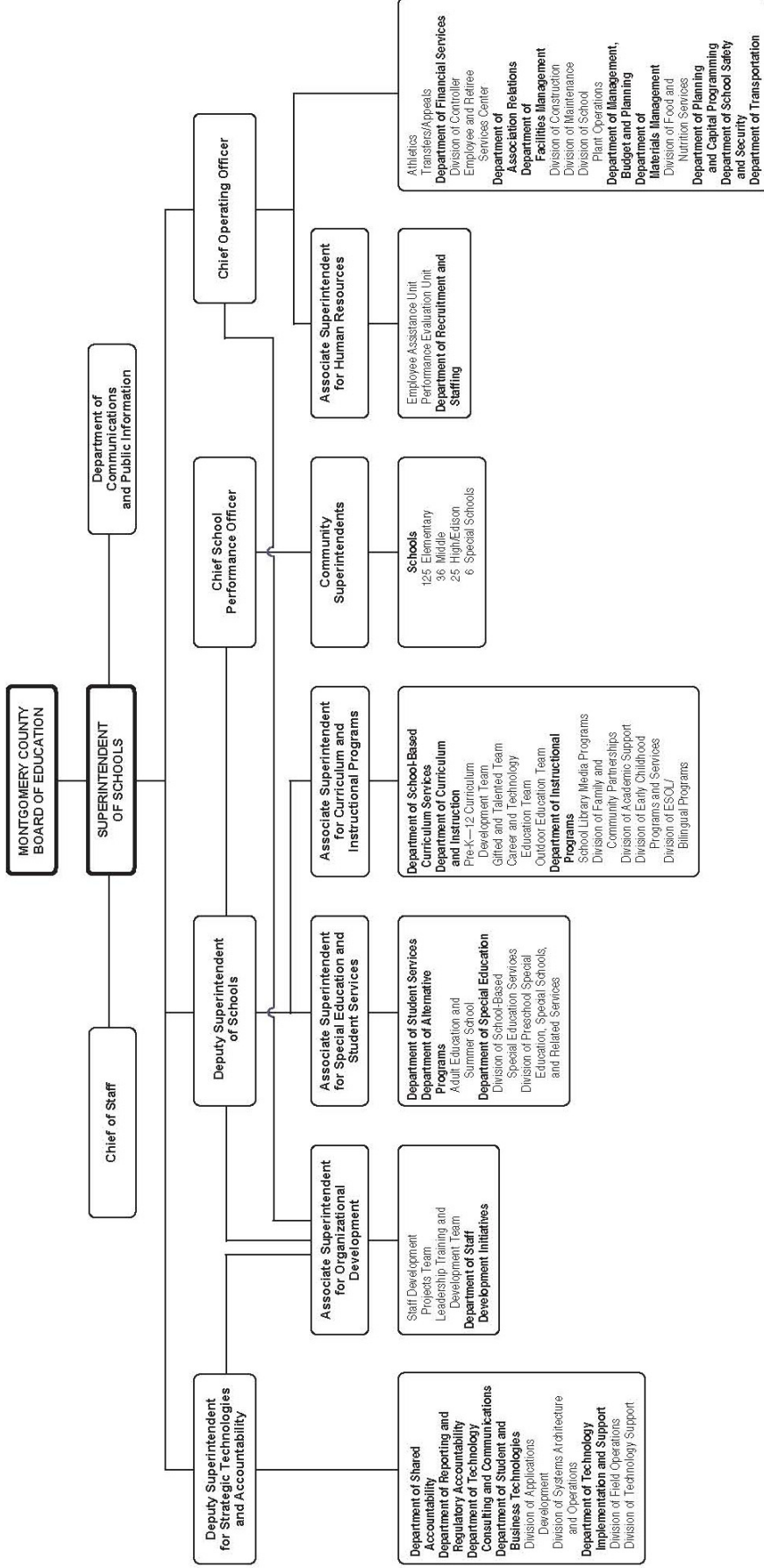
Source: Montgomery County Public Schools.

Exhibit 8 MCPS Reform Chronology – Case Timeline

1999	August	Weast hired as superintendent
1999	November	“Our Call to Action” report released to community
2000	January	Focus schools identified
2000	February	MCPS joins <i>Baldrige in Education Initiative</i>
2000	July	Kindergarten reform initiatives begin in focus schools
2000	July	<i>Peer Assistance and Review</i> program for teachers begins
2000	July	Staff development teachers hired across all schools
2000	August	<i>Studying Skillful Teacher</i> course introduced
2001	July	Board institutes new curricular review policy
2001	July	Broad Acres Elementary School begins first school year after restructuring
2002	February	IMS launched at select elementary schools
2002	July	Math curricular limited to <i>Harcourt</i> and <i>Everyday Mathematics</i> district wide
2002	July	Daily reading and math requirements instituted across all schools in Grades 1-2
2003	July	Daily reading and math requirements begins expansion to Grades 3-5
2004	February	Handheld computer technology used to assess reading literacy introduced at select elementary schools

Exhibit 9 MCPS Organizational Chart

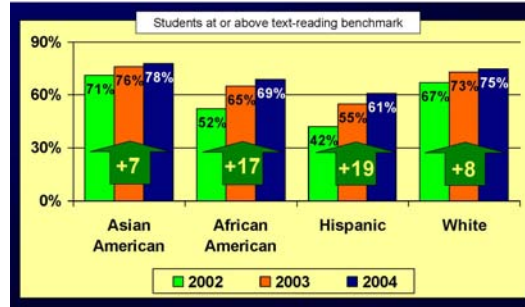
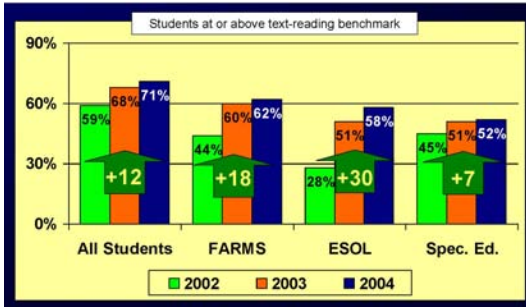
MONTGOMERY COUNTY PUBLIC SCHOOLS FY 2005 ORGANIZATION



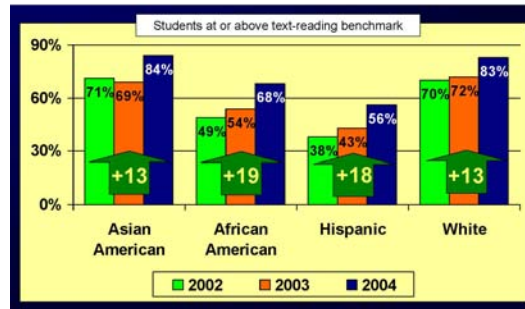
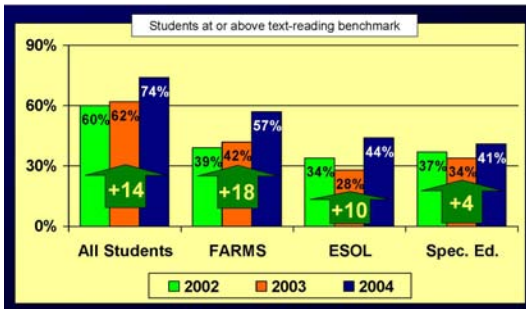
Source: Montgomery County Public Schools.

Exhibit 10a MCPS Assessment Primary Reading Program Student Achievement Results*

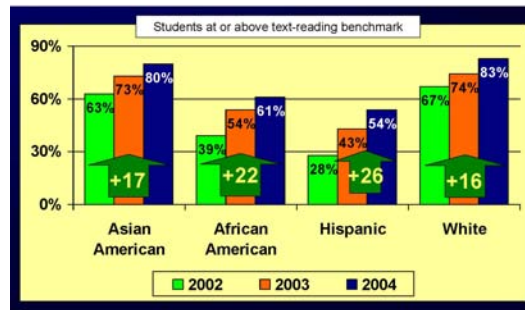
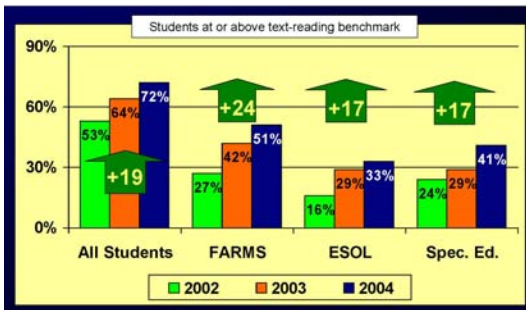
Kindergarten: Students at or above benchmark in reading on MCPS assessment program



Grade 1: Students at or above benchmark in reading on MCPS assessment program



Grade 2: Students at or above benchmark in reading on MCPS assessment program



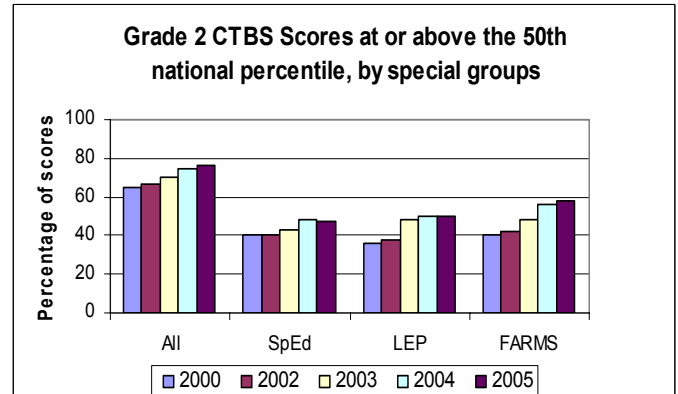
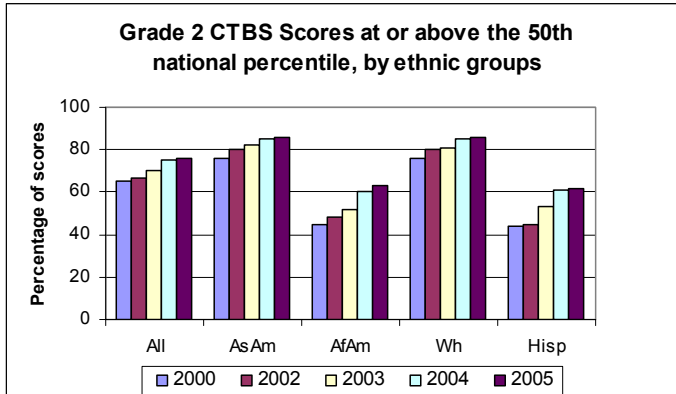
* The MCPS Assessment Primary Reading Program is a locally developed assessment that provides formative information to help teachers, schools, and the district monitor students' progress in reading, from pre-kindergarten through Grade 2. The stated goals of this assessment program are to provide continuous confirmation of the student's reading development and understanding of the student's oral reading fluency, accuracy, and comprehension.

Benchmark performance targets have been established for three grade levels. For kindergarten, the benchmark is for students to be able to read a level 3 text with 90% or higher accuracy and attain a score of 2 out of 3 in oral retelling. For Grade 1, students must read a level 16 text with 90% higher accuracy and score 80% or higher on oral comprehension. The Grade 2 benchmark is for students to read a level M text with 90% or higher accuracy and score a 2 or 3 for written comprehension, which represents partial or essential understanding of the text.

Source: 2005 MCPS Annual Report on Our Call to Action.

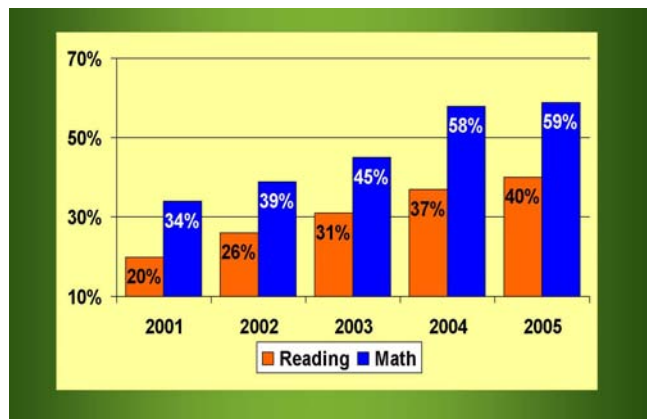
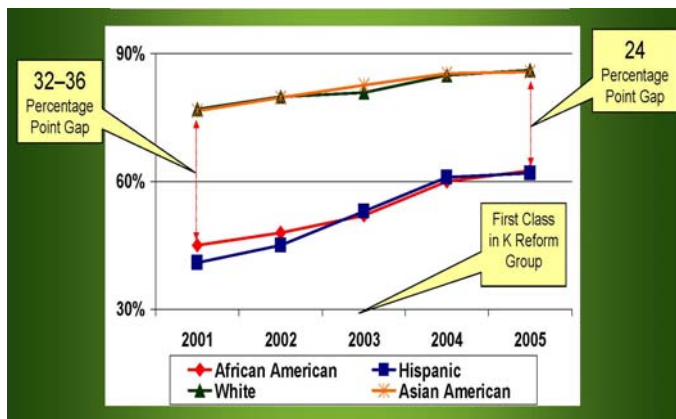
Exhibit 10b MCPS Grades 2 and 3 Student Achievement Results

Grade 2: Comprehensive Tests of Basic Skills (CTBS) Composite

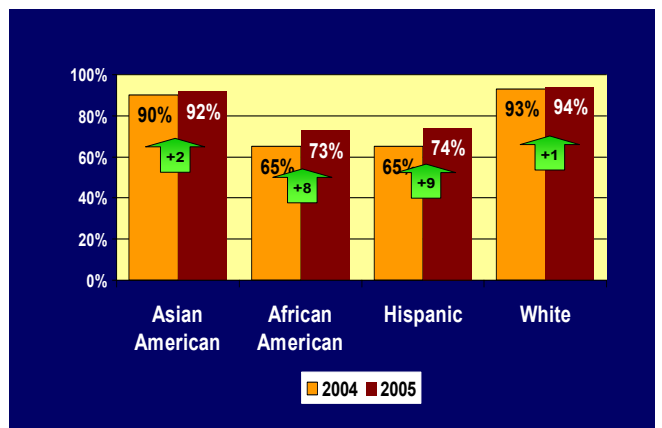
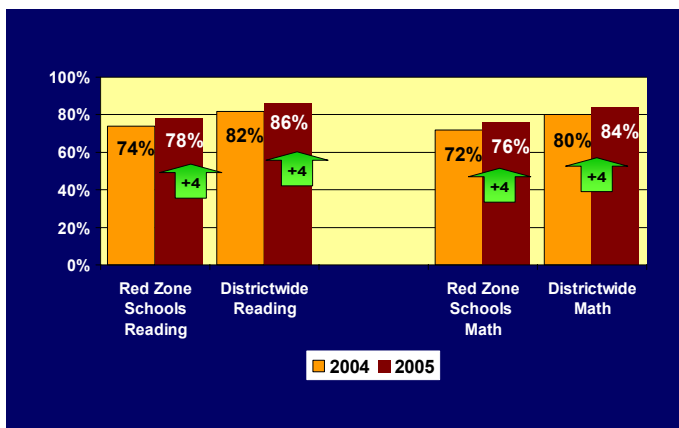


Grade 2: Percentage of CTBS Scores At or Above 50th National Percentile

Grade 2: Percentage of Schools Scoring At or Above the 75th Median National Percentile Rank on CTBS



Grade 4: Percentage of Students at or Above Proficiency on the 2005 Maryland School Assessment



Source: Montgomery County Public Schools.

Exhibit 11a Broad Acres Elementary School Overview

Broad Acres Elementary School - #304

Principal: Ms. Suzette Chagnon

710 Beacon Road Silver Spring, MD 20903

Office Phone: (301) 431-7616

Community Supt: Ms. Susan F. Marks

www.mcps.k12.md.us/schools/broadacres/

Fax Number: (301) 431-7691

School Hours: 8:50 - 3:05

Cluster Name: Northeast Consortium

Feeder Schools:

Receiving Schools: White Oak

2004-2005 Enrollment = 508											
	% Total	% Gender		% Racial/Ethnic Composition					Enrollment by Grade		
		Female	Male	Afr Am	Am Ind	Asian	Hisp	White		Number	Percent
All Students		47.0	53.0	21.1	0.8	10.8	66.7	0.6	Pre K	60	11.8
SPED	5.3	1.0	4.3	1.6	0.0	0.6	3.1	0.0	Half-Day K	0	0.0
ESOL	26.0	12.2	13.8	2.8	0.0	2.2	21.1	0.0	Full-Day K	73	14.4
FARMS	89.4	42.1	47.2	18.3	0.8	7.9	61.8	0.6	Grade 1	67	13.2
									Grade 2	78	15.4
									Grade 3	85	16.7
									Grade 4	76	15.0
									Grade 5	69	13.6
									Grade 6	0	0.0
									Total	508	

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Outside a General Education Class			
	Less than 21%	Between 21% and 60%	More than 60%
All SPED Students	50.0	50.0	0.0

Other Participation
Students now or have in the past received FARMS = 95.1%
Mobility Rate (Entrants + Withdrawals) * = 31.3%
Attendance Rate * = 96.6%
Suspension Rate * = 3.6%

School Programs
Focused Academic Support-Federal Title I Funds
Head Start
MCPS Preschool
Full-Day Kindergarten
Multidisciplinary Educational Training and Support (METS)
Linkages to Learning
Elementary Home School Model

Grade 2 Comprehensive Test of Basic Skills *						
Percent at or above the 50th National Percentile						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	57.1	61.4	78.6	72.9	91.4	72.3
African American	58.8	70.6	70.6	52.9	82.4	67.1
American Indian						
Asian American	50.0	62.5	87.5	87.5	100.0	77.5
Hispanic	59.1	56.8	79.5	77.3	93.2	73.2
White						
Female	70.0	63.3	90.0	73.3	93.3	78.0
Male	47.5	60.0	70.0	72.5	90.0	68.0
SPED	16.7	33.3	66.7	66.7	100.0	56.7
ESOL	42.9	57.1	100.0	71.4	85.7	71.4
FARMS	61.3	62.9	77.4	72.6	90.3	72.9

	Staff Diversity					Classes Taught by Highly Qualified (HQ) Teachers *				
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
Afr Am	Am Ind	Asian Am	Hispanic	White	Male	Female				
Professional	21.1	0.0	5.3	8.8	64.9	14.0	86.0	91	94.5	5.5
Supporting Services	34.6	3.8	11.5	19.2	30.8	11.5	88.5			

Class Size/Staff Ratio
Student/Instructional Staff Ratio = 7.0
Average Class Size Kindergarten = 15.4
Grades 1 to 2 = 16.6
Grades 3 to 5 = 19.4

Years Experience of Professional Personnel		
Less Than 5 Years	5-15 Years	More Than 15 Years
26.3	52.6	21.1

Source: 2004-2005 MCPS Schools at a Glance.

Exhibit 11b Broad Acres Elementary School Achievement Indicators

Percentage of Students at Excellent or Satisfactory 1999-2002
Maryland School Performance Assessment Program (MSPAP)

	1999-2000	2000-2001	2001-2002
<i>Reading</i>			
Grade 3	11.8	28.6	15.9
Grade 5	21.0	35.3	24.1
<i>Mathematics</i>			
Grade 3	5.3	18.6	5.6
Grade 5	15.2	20.5	12.1

Source: Montgomery County Public Schools School Performance Program Report, 2002.

Percentage of Students at Proficiency and Advanced 2002-2005
Maryland School Assessment (MSA)

	2002-2003	2003-2004	2004-05
<i>Reading</i>			
Grade 3	42.9	75.1	66.7
Grade 4	Not tested	66.7	74.6
Grade 5	45.1	60.3	54.8
<i>Mathematics</i>			
Grade 3	64.8	67.1	69.4
Grade 4	Not tested	66.7	82.1
Grade 5	46.4	53.9	74.2

Source: Montgomery County Public Schools School Performance Program Report, 2005.

Percentage of Students Scoring At or Above the 50th National Percentile 1999-2005
Comprehensive Tests of Basic Skills (CTBS)

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<i>Reading</i>						
Grade 2	24.7	22.0	29.2	47.4	57.1	49.3
Grade 4	35.4	29.3	40.0	32.4	n/a	n/a
<i>Mathematics</i>						
Grade 2	34.2	21.7	38.2	53.7	72.9	64.0
Grade 4	27.2	39.0	40.0	41.2	n/a	n/a

Source: Results of the Spring 2005 Administration of Grade 2 TerraNova Comprehensive Tests of Basic Skills (CTBS).

Exhibit 12a Ronald McNair Elementary School Overview

Ronald McNair Elementary School - #158

Principal: Mr. C. Michael Kline

13881 Hopkins Road Germantown, MD 20874

Office Phone: (301) 353-0854

Community Supt: Ms. Cynthia A. Rattley

www.mcps.k12.md.us/schools/ronaldmcnairs/

Fax Number: (301) 353-0964

School Hours: 9:15 - 3:30

Cluster Name: Northwest

Feeder Schools:

Receiving Schools: Kingsview

2004-2005 Enrollment = 697											
	% Total	% Gender		% Racial/Ethnic Composition					Enrollment by Grade		
		Female	Male	Afr Am	Am Ind	Asian	Hisp	White		Number	Percent
All Students		50.2	49.8	26.3	0.6	19.7	11.9	41.6	Pre K	40	5.7
SPED	9.2	3.4	5.7	2.7	0.0	1.3	1.3	3.9	Half-Day K	0	0.0
ESOL	6.9	3.2	3.7	0.9	0.0	3.9	2.0	0.1	Full-Day K	106	15.2
FARMS	18.2	9.3	8.9	8.9	0.0	1.4	5.7	2.2	Grade 1	123	17.6
									Grade 2	115	16.5
									Grade 3	109	15.6
									Grade 4	106	15.2
									Grade 5	98	14.1
									Grade 6	0	0.0
									Total	697	

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Outside a General Education Class			
	Less than 21%	Between 21% and 60%	More than 60%
All SPED Students	90.6	9.4	0.0

Other Participation
Students now or have in the past received FARMS = 25.0%
Mobility Rate (Entrants + Withdrawals) * = 14.2%
Attendance Rate * = 96.5%
Suspension Rate * = 0.9%

School Programs
MCPS Preschool
Full-Day Kindergarten
Elementary Home School Model

Grade 2 Comprehensive Test of Basic Skills *						
Percent at or above the 50th National Percentile						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	76.6	76.6	93.5	90.7	88.8	85.2
African American	62.5	62.5	87.5	78.1	81.3	74.4
American Indian						
Asian American	80.0	75.0	95.0	90.0	100.0	88.0
Hispanic	85.7	100.0	100.0	100.0	100.0	97.1
White	82.6	82.6	95.7	97.8	89.1	89.6
Female	74.6	79.7	93.2	91.5	89.8	85.8
Male	79.2	72.9	93.8	89.6	87.5	84.6
SPED						
ESOL						
FARMS	62.5	50.0	50.0	62.5	75.0	60.0

	Staff Diversity					Classes Taught by Highly Qualified (HQ) Teachers *				
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
Afr Am	Am Ind	Asian Am	Hispanic	White	Male	Female				
Professional	9.4	0.0	5.7	3.8	81.1	18.9	81.1	84	85.7	14.3
Supporting Services	20.0	0.0	10.0	10.0	60.0	25.0	75.0			

Class Size/Staff Ratio		Years Experience of Professional Personnel		
Student/Instructional Staff Ratio = 13.2		Less Than 5 Years	5-15 Years	More Than 15 Years
Average Class Size	Kindergarten = 21.4	26.4	35.8	37.7
	Grades 1 to 2 = 23.8			
	Grades 3 to 5 = 26.3			

Source: 2004-2005 MCPS Schools at a Glance.

Exhibit 12b Ronald McNair Elementary School Achievement Indicators

Percentage of Students at Excellent or Satisfactory 1999-2002
Maryland School Performance Assessment Program (MSPAP)

	1999-2000	2000-2001	2001-2002
<i>Reading</i>			
Grade 3	47.4	40.1	43.2
Grade 5	61.5	59.9	44.1
<i>Mathematics</i>			
Grade 3	50.4	37.8	39.3
Grade 5	59.3	50.3	52.4

Source: Montgomery County Public Schools School Performance Program Report, 2002.

Percentage of Students at Proficiency and Advanced 2002-2005
Maryland School Assessment (MSA)

	2002-2003	2003-2004	2004-2005
<i>Reading</i>			
Grade 3	72.2	83.2	89.6
Grade 4	Not tested	83.0	97.1
Grade 5	85.6	81.8	86.6
<i>Mathematics</i>			
Grade 3	83.3	92.0	90.6
Grade 4	n/a	87.9	96.1
Grade 5	78.9	75.5	88.7

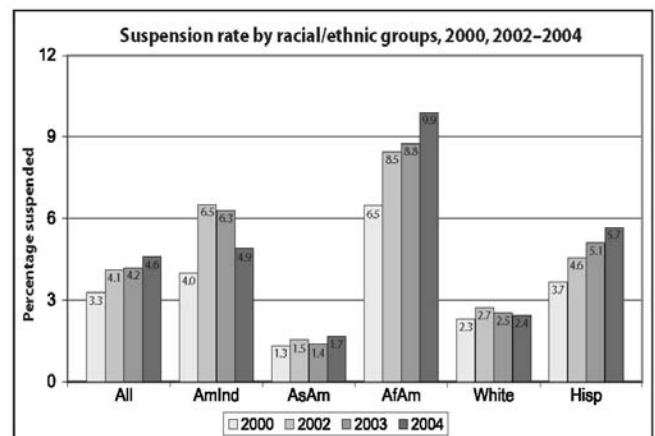
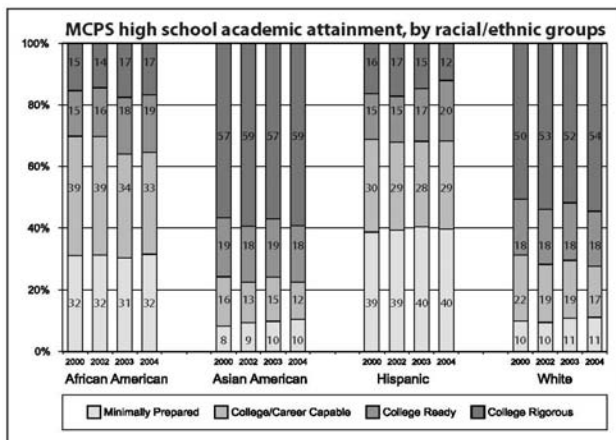
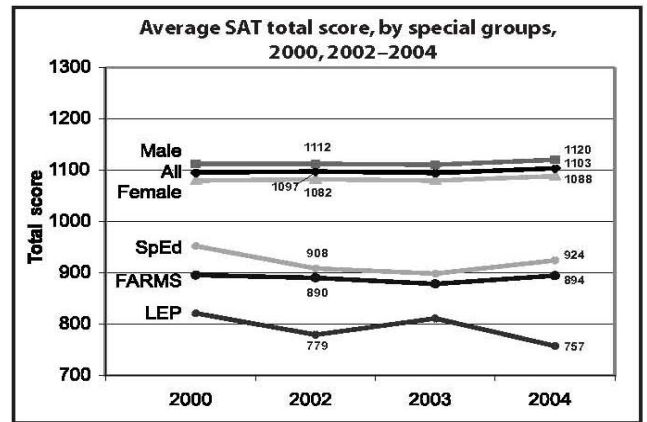
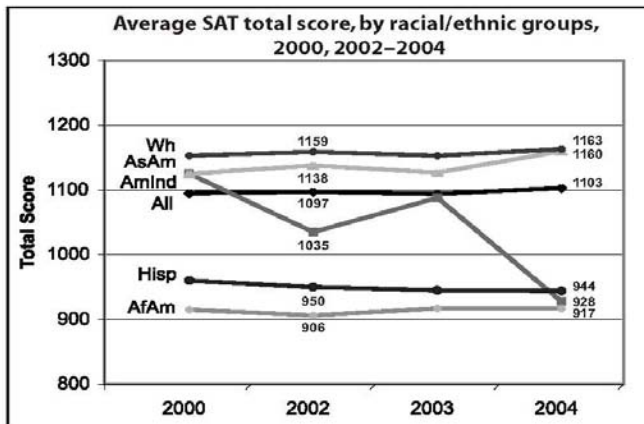
Source: Montgomery County Public Schools School Performance Program Report, 2005.

Percentage of Students Scoring At or Above the 50th National Percentile 1999-2005
Comprehensive Tests of Basic Skills (CTBS)

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<i>Reading</i>						
Grade 2	61.6	63.1	55.2	68.3	76.6	77.8
Grade 4	72.5	70.4	73.6	69.7	n/a	n/a
<i>Mathematics</i>						
Grade 2	72.4	74.5	81.3	71.4	90.7	87.2
Grade 4	75.4	70.4	78.0	76.4	n/a	n/a

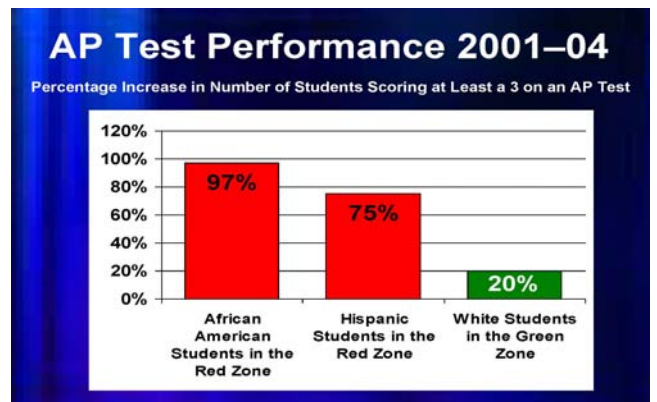
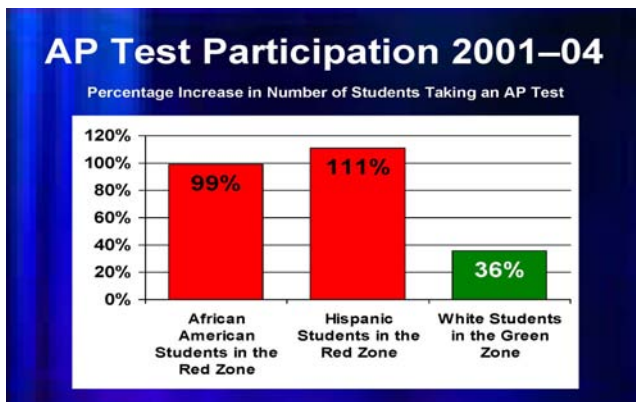
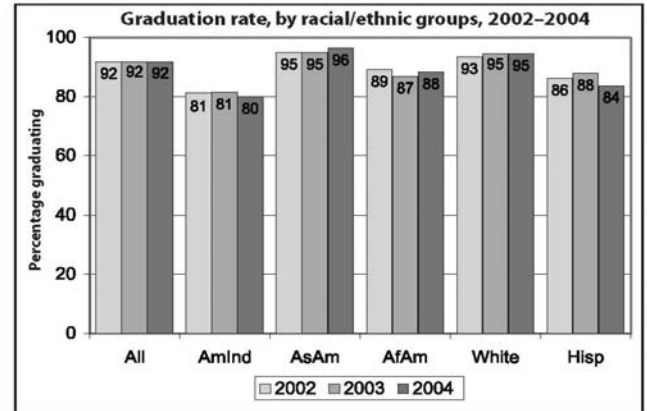
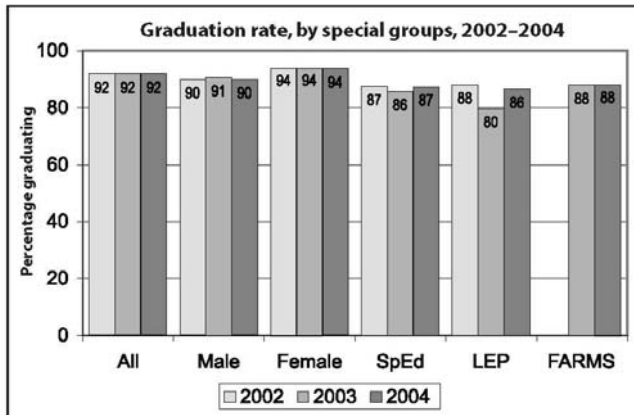
Source: Results of the Spring 2005 Administration of Grade 2 TerraNova Comprehensive Tests of Basic Skills (CTBS).

Exhibit 13a Select MCPS High School Achievement Indicators



Sources: Montgomery County Public Schools, 2005 MCPS Annual Report on Our Call to Action.

Exhibit 13b Select MCPS High School Achievement Indicators



Sources: Montgomery County Public Schools, 2005 MCPS Annual Report on Our Call to Action.