

Question 1

When will data be available on how the budget affects specific schools?

Directors along with associate superintendents monitor and analyze school and student data. That data provides information for recommendations about which schools would be impacted from specific programs. Once the budget is approved in June 2018 by the Board of Education following appropriation of the budget by the County Council, decisions will be made about program placement.

Question 2

What criteria will be used to determine which schools receive new programs and resources for career programs, ESOL teachers, and foreign language pilot classes? Can you further explain alignments in these segments of the budget?

In terms of Career and Technology Education Programs, MCPS is working to develop a multi-year plan which will include a process for decisions related to the placement of career programs. A stakeholder group will convene in January 2018, through a one-day retreat, to begin working on prioritizing the Career Readiness Report recommendations and formulating a plan. The Montgomery County Council of Parent Teacher Associations has been invited to identify participants for the stakeholder group.

The location of a two-way immersion program at a particular school is determined based on student populations in our schools. To initiate a two-way immersion program, there needs to be a “general” balance of students who are native speakers of the target language and English speaking students. MCPS has analyzed school populations in order to identify schools which meet the criteria to initiate a two-way immersion program. MCPS staff shared the program rollout plan with the Board of Education. It is our hope to expand to have two-way immersion schools across the district.

In terms of world languages, MCPS is working to identify schools to offer world language courses based on program needs. For example, MCPS is exploring the option of offering new world language “specials” in schools which already have an immersion program to allow non-immersion students in the schools to have access to a world language program.

Question 3

The budget calls for reductions in leave and professional development funding. Given school teachers’ time constraints, how can MCPS assure teachers access to appropriate training (outside class time) without requiring them to work late into the evening or during summers? If there is professional development during school hours, will it still be possible to obtain a substitute (since it appears that part of the budget is being eliminated)?

MCPS places a priority in having teachers in classrooms with students as much as possible. When a teacher utilizes a substitute, there is not the same level of instruction or learning. At the same time, MCPS has an interest in expanding professional learning opportunities for teachers. Unfortunately, to expand professional learning without directly impacting student learning through

the use of substitutes requires the school district to use afternoons, evenings, and summers to offer professional learning opportunities. Although MCPS is reducing the amount of substitute time available for teachers to participate in professional learning during the school day, the district is exploring options to expand professional learning that could maximize online learning and look for opportunities as we solidify options in the calendar year.

Question 4

Will school curriculum change as a result of Johns Hopkins' MCPS review? How will reductions in the OCIP impact MCPS' ability to implement key changes? How will the cross-functional teams (p. 43 of Dr. Smith's Dec 19 ppt) be staffed? Will they include curriculum experts able to deliver trainings and support for teachers potentially recommended by JHU?

Johns Hopkins' University (JHU) will complete the curriculum review in late winter 2018 and MCPS will share the results of the review with the Board of Education in the early spring 2018. The purpose of the review is to identify areas for improvement related to curriculum, instruction, and professional learning. MCPS anticipates the recommendations from the report will result in changes. Currently, Office of Curriculum and Instructional Programs (OCIP) staff write curriculum, develop assessments, lead professional learning, and provide direct support to schools. The new organizational structure will offer an opportunity to increase the immediacy and focus of support to schools through the Office of School Support and Improvement (OSSI). Although some positions are moving to OSSI, there are positions retained in OCIP to continue important work related to curriculum, assessments, programs, and professional learning.

Question 5

How will the proposed alignments of OAEI's key personnel impact this program (and related students)? How will these changes affect magnet testing, identification of enrichment students, and instruction thereof?

There will continue to be an Accelerated and Enriched Instruction (AEI) Unit with a supervisor and instructional specialists in the Office of Curriculum and Instructional Programs. This team will carry out the mission and work of AEI. The Division of Consortia Choice and Application Program Services (DCCAPS) manages the application and identification processes for the Centers for Enriched Studies (formerly known as the Centers for the Highly Gifted) and magnet programs and will continue to do so within the new organizational structures. There are no staff reductions in DCCAPS. The overall organizational structure changes in central office are designed to create broader ownership and advocacy for gifted and talented students through multiple components, not just one division.

Question 6

What is an Equal Opportunity School and how would a school receive such a designation?

Equal Opportunity Schools (EOS) are high schools that have been selected to identify and increase the number of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses at the school. High schools volunteer to be designated as an EOS and some schools are selected based on data. The mission is to ensure that all students have the opportunity to succeed in challenging high school courses. The focus is on challenging high school courses because the academic intensity of the high school curriculum is the biggest driver of college completion. The students identified by these schools are students who demonstrate the potential to be successful in AP and IB courses.

The partnership between Montgomery County Public Schools and EOS is grounded on the expert knowledge of EOS in helping school leaders identify and support students who can succeed in AP or IB courses, but who are not yet enrolled in those courses for systemic reasons related to race or socioeconomics.

The objectives of the collaboration are as follows:

- Fully close race and income participation gaps in AP/IB by fall 2018 as measured by equally high AP/IB participation rates for Latino, African-American, and low-income students as compared to their peers.
- Raise AP/IB performance by spring 2019, as measured by AP/IB exam passing.
- Develop sustainable systems and structures for the district to improve upon these results in future years, catalyzing a higher sense of what's possible for missing students and enabling a further increase in college readiness, in addition to a closure of opportunity and achievement gaps.

Question 7

Many school PTAs find themselves donating books and supplies critical for instruction. There appeared to be reduction in that segment of the 2018 budget which seems to continue in 2019. Is this an area that will be addressed in another way?

MCPS has worked to minimize the impact of reductions on schools and maintain consumable materials that are critical to the instructional program. The reduction in textbook and instructional materials funding for FY 2019 is in elementary schools where we are seeing an overall reduction in enrollment. The reduction is only due to the calculation being based on a per pupil allocation. Schools will be allocated the same per pupil allocation plus an inflation increase. In addition, innovations such as the greater use of digital materials have reduced the need for some purchases and reduced expenditures in some areas. Central copying through the MCPS Copy Plus program have resulted in significant savings in paper and toner for schools—items that were purchased previously using instructional materials funds.

Question 8

Is MCPS identifying new eligibility requirements for Magnet applications instead of opening applications to students residing anywhere in the county? Is the application process different for the Centers at ES/MS/HS levels or the same across the ages?

The goal of the changes to the center and magnet identification processes is to ensure all students who will benefit from accelerated and enriched instruction have their needs met. Prior to the changes, only students who “applied” to application programs had the opportunity to access services. The new universal screening process ensures that all students who meet the identified criteria are given the opportunity to apply for center and magnet programs. The new process is being rolled out to all elementary schools and piloted in the “downcounty” application magnet middle schools in the 2017-2018 school year. It is expected there will be countywide implementation in all the application middle school magnet programs during the 2018-2019 application process. The multi-year plan includes implementation of the universal screening process at the high school level in subsequent years.