

MCCPTA Vice President for Education report to MCCPTA Board of Directors [January 19 meeting]

By Rodney Peele

Updates since Board of Directors report (12/8) in italics

Activities (since Nov. 30)

MCCPTA Executive Committee (Dec. 6)
MCPS Board of Education (Dec. 7)
MSDE State Board of Education (Dec. 7)
MCPS AEI Feedback (Dec. 8)
MCCPTA Board of Directors (Dec. 8)
MCCPTA Curriculum Committee (Dec. 10)
MCPS Safety and Security (Dec. 15)
MCPS Crown Farm HS (Dec. 16)
MCCPTA Operating Budget Workshop (Jan. 8)
MCCPTA Executive Committee (Jan. 9)
Julius West MS PTSA (Jan. 11)
MCPS Elementary Centers for Enriched Studies (Jan. 12)
MCPS Community Conversation (Jan. 12)
MCCPTA Curriculum Committee (Jan. 14)
Richard Montgomery HS PTSA (Jan. 18)
MCCPTA Executive Committee meeting with Interim Superintendent (Jan. 19)

Information:

Mitigating learning loss:

- *Virtual instruction in the pandemic had the greatest impact in literacy and math on primary students and students in transition grades at the secondary level (see report items, below).*
- *The overall district goal for students in Grades K–12 is to perform at or above grade level in literacy and math as evidenced by report card grades, district assessments aligned to the curriculum, and standardized assessments such MAP-M, MAP-R and MAP-RF. Growth targets have been set at a 15% increase in math and literacy achievement for all Focus Groups, and particularly for students who are Black, African American, Hispanic/Latin, English Language Learners, or FARMS.*
- *MCPS created 6-point plan: School Improvement Planning, Literacy and Mathematics Instructional Foci, Assessment of and for Learning, Acceleration of Learning, Tutoring/Intervention, and Professional Learning.*
- *Acceleration (skipping ahead) is preferred to remediation because it may keep students engaged in grade-level content while teachers use formative data to diagnose gaps in critical skills and concepts that may impede students in the future.*
- *MCPS is providing “high dosage” tutoring and interventions by MCPS staff, and tutoring by external contractors. As of December 13, 162 MCPS lead teachers and 1,049 MCPS tutors have been hired to serve students outside the school day, and total student participation in high dosage tutoring or interventions outside the school day is 2010 (elementary) 1,356 (middle) and 230 (high), or 3,596 total.*
- [https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLAK04F954/\\$file/Mitigating%20Learn%20Disruption%20220113.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLAK04F954/$file/Mitigating%20Learn%20Disruption%20220113.pdf)

Tutoring:

- *Beginning next Tuesday (Jan. 25), MCPS will provide free tutoring and 24/7 homework help through two new approved tutoring providers, FEV Tutor and Tutor Me Education. All students will have access to these virtual services through their MCPS Google account, using Clever.*
- <https://www.montgomeryschoolsmd.org/reopening2021/tutoring.aspx>

Financial Literacy:

- *MCPS reported to Board of Education that adding a 0.5 financial literacy credit graduation requirement is “feasible” beginning for students entering 9th grade in 2023-24 (current 7th graders, graduation class of 2027). There would be impacts on scheduling, staffing and students.*
- *The school system considered alternatives such as whether the course content could be covered in other required courses (just as some financial literacy is already covered in grades 3, 5, 7 and HS government classes), adding it to a math course, expanding an elective course from 6 high schools to all, or not including a requirement for credits (such as SSL).*
- *MCCPTA opposed recent proposals to increase the total number of credits required for graduation. When MSDE went ahead and increased the credits required by the state in health from 0.5 to 1.0, MCPS reduced the number of electives the county required to graduate.*
- *If MCPS implements the financial literacy graduation requirement, it could increase the total number of credits required (from 22 to 22.5), or reduce other credits required (such as 1.0 credits in physical education (which MCPS declined to change when the state increased the health credits). 8 of the 24 local school districts in MD have a specific credit requirement for financial literacy.*
- *1,138 12th graders (primarily Hispanic/Latino, FARMS, and/or ESOL students) are taking at least 6 courses this year required for graduation, and half of the seniors attend Montgomery Blair, Einstein, Gaithersburg, Kennedy, Northwood, Springbrook, Watkins Mill, or Wheaton HS.*
- [https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLAN050F7B/\\$file/Finan%20Literacy%20Grad%20Require%20220113.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLAN050F7B/$file/Finan%20Literacy%20Grad%20Require%20220113.pdf)

Curriculum Evaluation & Implementation:

- *Board of Education postponed discussion (ran out of time last week)*
- *MCPS reviews curriculum on 5-year cycle, last done in 2017-2018, which led to MCPS obtaining new curricula: Benchmark Advance/Adelante (elementary literacy), StudySync (secondary literacy, Eureka Math from Great Minds (elementary math), and Illustrative Mathematics (secondary math). MCPS is initiating next 5-year review one year early, starting by collecting information from stakeholders this winter and issuing a preliminary report in the spring.*
- *MCPS accelerated implementation to all schools in 2020-21.*
- *MCPS reports 34 middle schools are offering the new Accelerated Mathematics 6 Plus course through Illustrative Mathematics.*
- *MCPS reports students are experiencing significantly more minutes of math instruction and engagement directly targeting the grade level standards in Eureka Math.*
- *MCPS reports with StudySync students have access to online and print resources and novels, additional resources were developed to support students at lower proficiency levels, and continues to work on the addition of diverse texts.*
- *MCPS reports the Benchmark Advance curriculum lacks cultural diversity in some lessons and texts, sufficient development of foundational reading skills, and technology support and integration. A new Benchmark Advance 2022 curriculum will start to roll out this fall.*

Meanwhile, MCPS reported elsewhere this month that the Benchmark Advance curriculum is not adequate for advanced learners, and that rollout/expansion of the ELC to more elementary schools would continue, as MCCPTA has requested.

- [https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLA904C8AC/\\$file/Curr%20Implement%20Eval%20Review%20220113.pdf](https://go.boarddocs.com/mabe/mcpsmd/Board.nsf/files/CAGLA904C8AC/$file/Curr%20Implement%20Eval%20Review%20220113.pdf)

Blueprint for Maryland's Future

- Enacted in February 2021. <https://www.mabe.org/adequacy-funding/>
- MCPS has a single implementation coordinator and must submit its implementation plan by June 15. MCPS also must track and report student progress to graduation.
- Five policy areas: 1. High-quality Education and Care. 2. High-Quality and Diverse Teachers and Leaders. 3. College and Career Pathways (including Career and Technical Education). 4. More resources to Ensure All Students are successful. 5. Governance and Accountability.
- Montgomery County representatives from the Offices of County Executive, County Council and MCPS will work collaboratively to embark on a county-wide process to engage stakeholders, review existing data, think critically and formulate concrete recommendations for future work in the 5 Key Policy Areas represented in the Blueprint Bill.
- MCCPTA asked to participate on steering committee for a College and Career Pathways (including Career and Technical Education) workgroup. The charge includes a fully aligned instructional system including "an internationally benchmarked curriculum that enables most students to achieve college and career ready status by the end of Grade 10 and then pursue pathways that include IB, AP, or Cambridge diploma programs, early college, and or rigorous technical education, leading to industry standards," a "CTE system that produces graduates ready and qualified to work in in-demand fields that will propel Maryland's economic future" and global standards such that those who reach college have required literacy in English and Math (and when practicable Science) to succeed in first year credit bearing courses in open postsecondary institutions (mainly community colleges) in the state.

MCPS choice/magnet programs:

- Elementary School programs: universal screening (no application necessary) in 3rd grade for Center for Enriched Studies programs will occur in March after the winter MAP testing. Screening includes grades, reading level, and MAP-R score). Selection from candidate pool by lottery. Notification to families expected the week of March 28. Information session held Jan. 12, with English and Spanish available. <https://www.montgomeryschoolsmd.org/curriculum/specialprograms/elementary/highly-gifted-centers.aspx>
- Elementary School programs: Immersion program (Spanish, French, Chinese) Interest Form for the lottery will be available Feb. 1, with the deadline to submit electronically by April 22. <https://www.montgomeryschoolsmd.org/curriculum/specialprograms/admissions/immersion.aspx>
- Middle School programs: universal screening in 5th grade. Parent notification expected this week for "criteria based programs." Round 2 applications due Feb. 5 for out-of-consortium students for non-consortium students. <https://www.montgomeryschoolsmd.org/curriculum/specialprograms/>
- High School programs: applications were due last month. Notification to families expected in late January, with acceptance decision deadline of February 18. Round 2 for DCC and NEC are due Feb. 11.

MSDE preliminary outcomes from fall testing:

- 92% of students assessed.
- For ELA, 35% in grades 3-8 met or exceeded expectations (was 44% in 2018-19).
- For math, 15% in grades 3-8 met or exceeded expectations (was 33% in 2018-19).
- In science, 39% met or exceeded expectations.
- For kindergarten, 40% showed “readiness” (was 47% in 2018-2019).

https://content.govdelivery.com/attachments/MDMSDE/2021/12/08/file_attachments/2016511/MCAP%20Results%20Press%20Release%2012.8.21%20.pdf

MCPS outcomes:

- Filling in gaps from the September Board of Education meeting, MCPS provided additional information on students not meeting evidence of learning in math or in literacy in grades 2, 5, 8 and 11. For those interested in the statistics:

<https://www.montgomeryschoolsmd.org/uploadedFiles/boe/meetings/memorandum/211103%20Equity%20Account%20Framework%2009-21-2021-A-01-04-B%20BD.pdf>

MSDE Virtual Academy:

- MCPS has 3,068 students (statewide is 24,947, with nearly half in Prince Georges County and a quarter in MCPS or Baltimore County).
- Statewide, 50% are African American
- Majority of students are in Elementary School.
- MCPS has 600 students on waitlist
- Virtual class sizes comparable to in person class sizes.
- Live virtual instruction time is significantly less than in person for older students: ES (28.8 hours), MS (26.9 hours) and HS (10.0 hours).
- MCPS had 179 teachers in quarter 1 (160 full time virtual).
- Online attendance rates better than in person attendance.
- Failure rates low in ES but high in HS.

<https://marylandpublicschools.org/stateboard/Documents/2021/1207/LEAVirtualProgramsUpdate-December2021.pdf>

- *Moving into Office of Curriculum and Instructional Programs.*

ESOL:

- MSDE reports that ESOL population increased from 88,838 (2020) to 98,575 (2021), with more than half in MCPS (26,370) and Prince Georges County (27,478).
- MSDE identified 5 two-way immersion ES, and 15 ES with potential (30-70% native Spanish speakers).
- MSDE workgroup preliminary recommendations:
 - 1) Identify dual language learners
 - 2) Certify bilingual teachers
 - 3) Prepare all teachers to serve English learners
 - 4) Expand teacher development pipeline
 - 5) Increase two-way immersion programs
 - 6) Support “multilingualism”
 - 7) Equitable communication with multilingual families
 - 8) Validate assessments for multilingual students (in dominant language)

<https://marylandpublicschools.org/stateboard/Documents/2021/1207/BlueprintDeepDiveELWorkgroupUpdateDecember2021.pdf>

International Students

- MCPS reported 1,782 international students were cleared to enroll, since July 1. *More recent numbers indicate 1,230 students from the Office of Refugee Resettlement, 11th highest county in the nation, and 2,180 students from the International Admissions Office.*