

February Meetings/Conference Calls:

- 2/1 – MCCPTA BOD Meeting
- 2/5 – Meeting with Deputy Superintendent of OSSI and Chief Academic Officer
- 2/6 – Represented MCCPTA in Director Interviews
- 2/23 – Conference call with Deputy Superintendent of OSSI and Chief Academic Officer
- 2/26 – Latino Student Achievement Action Group Meeting with Dr. Lang
- 2/27 – MCCPTA Delegates Assembly – School Safety Meeting

February Activity Summary:

myMCPS “Document Library” – Check out this left navigation tab in the desktop version of myMCPS <https://portal.mcpsmd.org/public/>. At present, this option doesn’t show up on the mobile app, but through this new tab, there are a couple of great resources now available to parents so we are better connected to the progress of our students, including the following:

- **MAP Scores:** In elementary and middle school, students participate in MAP assessments – 2-3 times per year, depending on grade. Historically, if MAP results were shared with parents, it was entirely at the school’s discretion. Some schools provided these MAP scores to parents after each testing period, others sent scores home once per year, and still others only shared the MAP scores upon parent request. MCCPTA’s Curriculum Committee compared notes in how each of our schools approached MAP distribution and met with Office of Shared Accountability last year and asked that MCPS create a mechanism so all parents have access to this valuable information, regardless of zip code. MCPS heard our concern and has posted this resource for parent use! Any questions, contact your student’s teacher (elementary school) or school counselor (middle school).
- **Student Grades and Graduation Credit Report (SGGCR):** High school parents are now able to access this report electronically (historically distributed in hard copy twice a year) through the same myMCPS portal – go to “Document Library” in the left navigation and see the full high school transcript of your student.
- **PARCC Results (and more!):** Coming soon!

OSSI Restructuring: As we know from the Superintendent’s presentation on the Operating Budget and the responses throughout the public hearings, the restructuring of OSSI is designed to provide more direct assistance, and more accountability, in our schools. In this new structure, we move away from “levels” and into a structure where one OSSI Director will oversee the entire cluster – creating continuity and strengthening our transition strategies from level to level. The positions for the Associate Area Superintendents and the Directors were approved by the Board of Education in two sessions held in February. Though the “start dates” for this new structure is still a few months away (July 1, 2018), setting the stage and planning for these transitions will occur in the months leading up to the official start date. I’ll be following this transition closely and encourage our Board, particularly cluster coordinators, to engage these Associate Area Superintendents and the assigned Directors to ensure they are fully aware of the things that are going really well in the cluster as well as where there are opportunities for improvement.

- **Area Associate Superintendents, Office of School Support and Improvement (approved February 13)** – The link includes resumes for each of the appointed individuals.
 - **Diane D. Morris**, Present Position: Director of School Support and Improvement of Middle Schools, Office of School Support and Improvement

- **Cheryl L. Smith**, Present Position: Director of School Support and Improvement of Elementary Schools, Office of School Support and Improvement
- **Darrell L. Williams**, Present Position: Associate Superintendent of Secondary Schools, Office of School Support and Improvement

[https://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AWDMAX596811/\\$file/OHRD%20Rec%20Appts%20Public%20180213.pdf](https://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AWDMAX596811/$file/OHRD%20Rec%20Appts%20Public%20180213.pdf)

- **Directors, Learning, Achievement, and Administration**, Office of School Support and Improvement (approved by the BOE on February 26) – Again, link below includes resumes for each of the appointed individuals.
 - **Mary Jane Q. Ennis**, Present Position: Principal, Glen Haven Elementary School
 - **Peter O. Moran**, Present Position: Principal, Glenallan Elementary School
 - **Adrienne L. Morrow**, Present Position: Principal, East Silver Spring Elementary School
 - **Michelle E. Schultze**, Present Position: Director of School Support and Improvement of High Schools, Office of School Support and Improvement
 - **Brian W. Scriven**, Present Position: Director of School Support and Improvement of High Schools, Office of School Support and Improvement
 - **Sarah E. Sirgo**, Present Position: Director of School Support and Improvement of Elementary Schools, Office of School Support and Improvement
 - **Jennifer L. Webster**, Present Position: Director of School Support and Improvement of High Schools, Office of School Support and Improvement
 - **Eric A. Wilson**, Present Position: Director of School Support and Improvement of Elementary Schools, Office of School Support and Improvement
 - **Michael J. Zarchin**, Present Position: Director of School Support and Improvement of Middle Schools, Office of School Support and Improvement

[https://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AWEPWY656C34/\\$file/OHRD%20Rec%20Appts%20Public%20180226.pdf](https://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AWEPWY656C34/$file/OHRD%20Rec%20Appts%20Public%20180226.pdf)

2017-18 JUNIORS -- Test Vouchers: As noted in last month’s VP of Ed report, we are on the “learning curve” with the use of free test vouchers. We will be asking MCPS for a compiled report at the end of the year outlining what schools offered what tests. With any new activity/policy, hiccups will occur, but we want to ensure the choices students have are not being limited by the zip code where they attend school. Our aim is to share what each high school offered, by school, the number of students that participated in each activity, and give that information to our parents so they can advocate effectively if there are opportunities that would be well received in their home high school.

Middle School Math: I remain concerned about middle school math practices and particularly what seems to be a growing trend of accelerating students into “above grade level” courses, but because of the difficulty with the material, students are encouraged to give up an elective to take a second “math support” course. I’ve asked Scott Murphy, OCIP, Director of Secondary Schools, to share a snapshot of a particular point in time (e.g, Q3 last year and this) so we can see how many students are in these support courses. Do all middle schools offer these support courses? Is it only the schools that have eliminated Math 7 and/or Math 8? We’re hoping with some better information, we can help inform parents so they are fully aware of the options and impacts.

Choice Study, Magnet Admissions: This year, MCPS piloted a new application process with middle school magnet admissions for the down county schools. As mentioned in the November VP of Ed report, there were some changes foreshadowed with regard to how they would assess applications and one deviation included looking to see if there is a cohort of highly able individuals that could be formed in a local middle school.

MCCPTA is actively engaging in discussions about these placements and closely following (and advocating for) opportunities being made available to “well-qualified” students in the local middle schools. (More on the concerns and advocacy points are detailed in Lang Lin’s GCC February report). Over the next few weeks, we anticipate more clarity on the local programs planned.

Evaluation of Redesigned Bilingual Assessment Team Process

The MCPS Office of Shared Accountability (OSA), recently published this report – focused on the redesigned referral process for language dominance assessment and special education determination of students. This is specific to students who are eligible for English for Speakers of Other Languages (ESOL) services and may have an educational disability. This hits at a couple of key concerns throughout our schools as we move to more homeschool models for special education at the same time we see increases in students with limited English proficiency. The following are a few of the key recommendations taken from the report (link below).

- Provide more training to school-based staff about the redesigned referral process for special education determination of ESOL recipients with a focus on:
 - Referrals and assessments of ESOL level 1 and 2 students.
 - When to use interpreters.
 - Best practices for working with interpreters to assess ESOL recipients. Explore online training modules as a cost-effective way.
- Provide professional learning opportunities for interpreters about special education assessments, to more interpreters beyond the initial cadre of 25. For the initial cadre, provide detailed training about special education assessments.
- Explore ways to address the burden on interpreters of translating long, reading passages.

<http://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Report%20BAT%20Final%20OPDF.pdf>