

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

2021 Every Student Succeeds Act Consolidated Strategic Plan

Montgomery County Board of Education
October 5, 2021

Background

2002

- Maryland General Assembly enacted the Bridge to Excellence in Public Schools Act.

2015

- Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act (ESEA).

2019

- Transitioned to the Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement.

2021

- Implemented an “Equity Lens” for the identification of and response to disparities.

Components of ESSA

✓ **Annual Update:**

- ✓ Executive Summary—Summarizes progress Montgomery County Public Schools (MCPS) is making in accelerating student performance and eliminating the achievement gap
- ✓ Areas of Focus—Analyzes local assessment data and reports strategies to address any disparities
- ✓ Needs Assessment—Describes processes used to determine areas of focus through an equity lens
- ✓ Comprehensive Support & Improvement and Target Supports & Improvement Schools
- ✓ Code of Maryland Regulation: Gifted and Talented & Comprehensive Teacher Induction and Mentoring

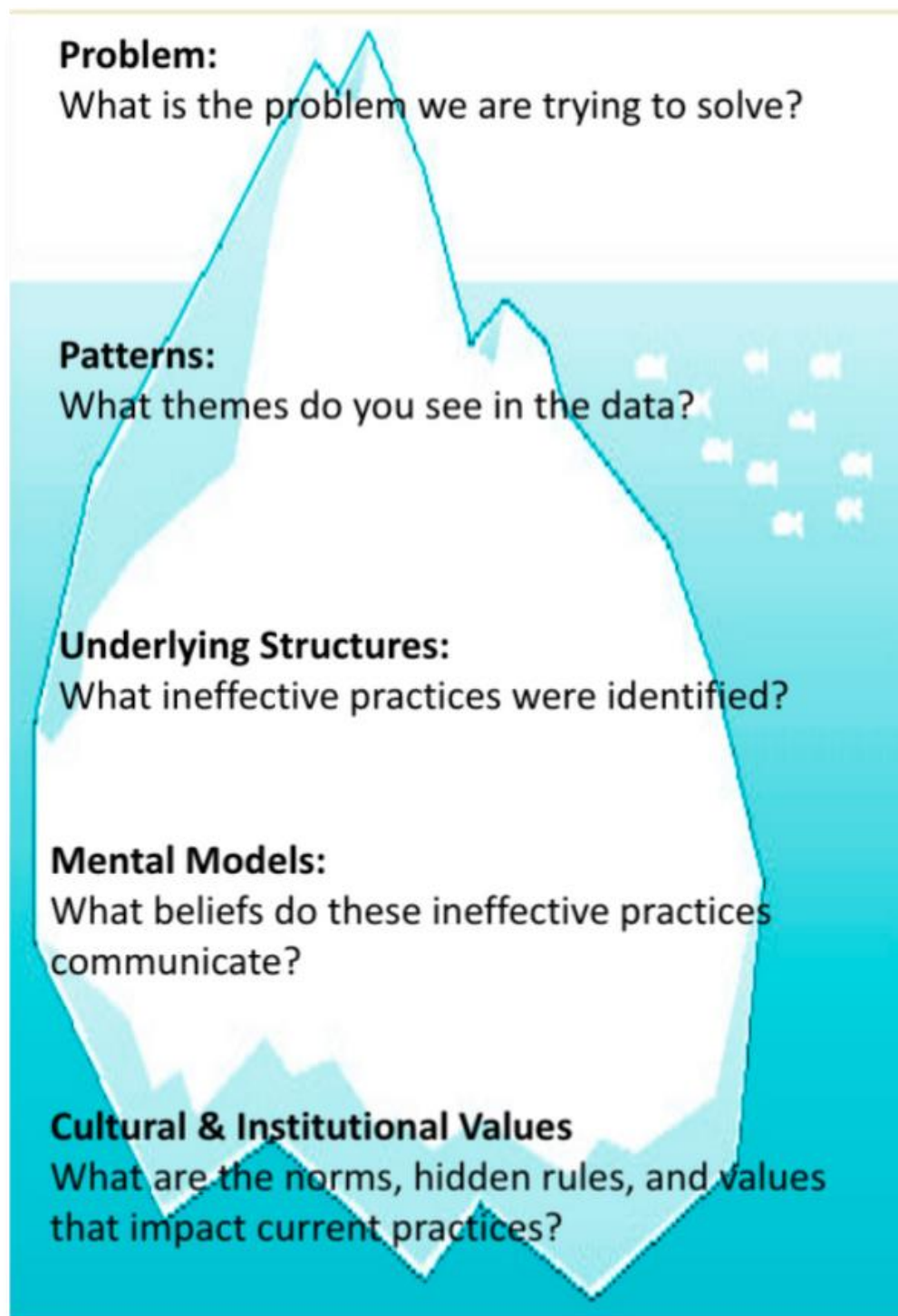
- ✓ Title I Part A—Improving Basic Programs
- ✓ Title I Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ✓ Title II Part A—Systems of Supports for Excellent Teaching and Leading
- ✓ Title III Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- ✓ Title IV Part A—Student Supports and Academic Enrichment
- ✓ Fine Arts

Root Cause Analysis

Systems Approach

Data Sources:

- Secondary Marks by Grade
- NWEA MAP Data Disaggregated
- On Track for Graduation
- Promotion by Credit
- Evidence of Learning (EOL) Data
- Student Well-Being Team Data
- ESOL ESSA Status by Grade



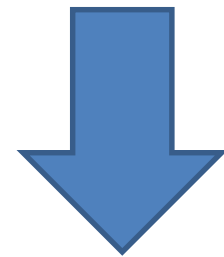
“An equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups.”

from the Maryland State Department of Education

Key Takeaways

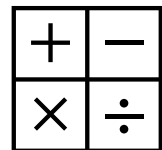


Literacy

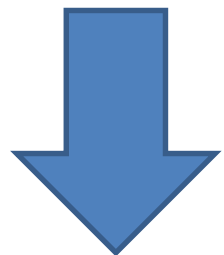


Grades 1–5
Grades 6 and 9

English Language Learners, Hispanic,
Special Education, and FARMS



Math



Grades 2–5
Grades 8 and 9

English Language Learners, Hispanic, Black
FARMS

Identifying Areas of Focus

- Non-FARMS Black or African American
- Hispanic/Latino FARMS
- White/Asian/All Other Student Groups FARMS
- Black or African American FARMS
- Hispanic/Latino Non-FARMS

- Root Cause Analysis revealed:
 - Early literacy skills more significantly impacted
 - Math learning gaps more pronounced in Grade 5
- Impact of learning disruption caused by the COVID-19 pandemic and virtual learning
 - Virtual implementation of new curricula
 - Professional learning shift to technology support

Three Areas of Focus

- Non-FARMS Black or African American
- Hispanic/Latino FARMS
- White/Asian/All Other Student Groups FARMS
- Black or African American FARMS
- Hispanic/Latino Non-FARMS

Area of Focus # 1:

Mathematics Achievement In Grades 5 and 8

Area of Focus # 2:

English Language Arts Academic Achievement of Students in Grades K–3

Area of Focus # 3:

English Language Arts Academic Achievement of Students In Grades 6 and 9

Area of Focus # 1

Mathematics Achievement In Grades 5 and 8

Goal: For all students to see a 15 percent increase in their MAP-M scores for the 2021-2022 school year, with particular focus on Black or African American, Hispanic or Latino students receiving FARMS, and students that are English Learners.

MCPS will employ the following strategies to address the need:

- Implementation of a focused, rigorous, aligned curriculum
- Implementation of evidenced-based interventions and tutoring
- Focused Professional Learning for teachers and school leaders

Areas of Focus 2 & 3

ELA Academic Achievement for Grades K–3, Grades 6 and 9

Goal: The percentage of students in Grades K–3 and Grades 6 and 9, specifically students in our five Focus Groups, ELLs, and students receiving Special Education services, meeting the grade-level benchmark for MAP-R/RF by the Spring administration will increase 15 percentage points.

MCPS will employ the following strategies to address the need:

- Implementation of standards-based, culturally responsive, and differentiated ELA instruction
- Effectively implement evidence-based interventions and tutoring
- Focused Professional Learning for teachers and school leaders

Discussion

Discussion