Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December 21, 2021

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: Mitigating Learning Disruption (10-26-2021-03, A-K)

During the *Mitigating Learning Disruption* discussion, Board members requested the following information:

Question A

Ms. Harris requested the following information:

1. Please provide data regarding the number of students that took which particular classes (summer classes); what did they take; what other classes would the students like to see offered?
2. Please provide data regarding the number of students that actually completed the course that they signed up for, as referenced on slide 9.
3. Please provide an explanation regarding the notation that student literacy performance dipped as noted on slide 14.

Response Question A

1. Please refer to Attachment A for the enrollment by course in summer 2021.
2. In response to the data on slide 9 of the presentation, 6,942 students were enrolled in online high school credit courses. Students may have enrolled in more than one course. Students successfully completed 8,865 courses by a earning a passing grade in the courses for which they registered.
3. On slide 14 of the presentation regarding middle school literacy, a new external platform and assessment system was used for the first time in Montgomery County Public Schools (MCPS). Upon further analysis, MCPS discovered that the diagnostic assessments used typically are administered with at least 8 to 12 weeks between pretest and posttest. In the case of the 2021 MCPS summer program, there only were four weeks between assessments. Students may have made growth during that time, however, not noticeably enough to impact the score on the second diagnostic.

Question B

Ms. Wolff requested data regarding the differences noted between the teachers and the administrators in the instruction, curriculum, and learning experience, as noted on slide 17? They are clearly not seeing things eye-to-eye.

Response Question B

The summary scores for Instruction, Curriculum, and Learning Experience are based on different sets of survey questions for each respondent group. Survey questions for administrators and teachers reflected their different roles in the summer school program.

For administrators, the summary score was computed from two questions about instruction and learning experience. Specifically, the survey asked administrators about teachers' preparation for summer school, and about teachers' reliability throughout the course of the summer. On average, administrators at all levels—elementary, middle, and high—rated both questions positively (3.4 and higher). Middle school administrators had slightly higher levels of agreement than elementary and high school administrators.

The summary score for teachers was computed from two questions about curriculum and instruction: one question about the alignment of the curriculum with the needs of the students, and a question about regularly providing feedback to students. At all levels, teachers had higher levels of agreement with the question about providing feedback (average across levels = 3.2) compared with the question about curriculum alignment with student needs (average across levels = 2.9). High school teachers had slightly higher levels of agreement than elementary and middle school teachers on both questions.

Question C

Ms. Silvestre requested additional data regarding the information pertaining to Grade 7 students as noted on slide 13. Grades 6 and 8 were statistically significant, but not Grade 7? Why weren't they? What do we think was happening for Grade 7?

Response Question C

While no statistically significance was found in Grade 7 students' literacy performance, it is important to note that the students' mean scores actually increased during the summer. For example, a positive 0.4 mean score change between pretest and posttest was observed.

A factor possibly influencing Grade 7 literacy performance may be due to the different type of assessments administered. Additional follow-up is being pursued to better understand this phenomenon.

Question D

Ms. Silvestre requested information regarding the data noted on slide 10 for Grade 4 students: Why were they so low? Provide learning that preceded the summer instruction so that we can learn more about the patterns to help mitigate the learning loss.

Response Question D

The summer learning taught in the rising Grade 4 summer course was derived from topics omitted from the school year's instruction due to the compressed schedule. The content focused most heavily on measuring for area and perimeter, and problem-solving using area and perimeter. The major work of Grade 3 (what students learn during the school year) mostly focuses on Operations and Algebraic Thinking and Number and Operations in Base Ten. As a result of the compressed instructional time, more content in Measurement & Data and Geometry was either truncated or omitted. When reflecting on the Grade 2 year of these same students, key foundational learning for the area and perimeter work in Eureka Math would have been found in Grade 2 Module 8, the final module of that school year.

Question E

Ms. Silvestre requested information about the students that participated in summer instruction virtually versus in person: Did you see any differences for the students, in particular for the elementary school grades?

Response Question E

Elementary
The elementary school data suggests in-person learning noticeably was better than virtual learning for elementary students in mathematics. While elementary students, regardless of the learning setting, demonstrated significant improvement from mathematics pretests to posttests, those taking in-person classes increased more than those taking virtual classes, two to seven points, across the racial/ethnical groups, focus groups, and the service groups.

Although elementary students also demonstrated significant improvement from the literacy pretests to posttests, regardless of the learning setting, the advantage of in-person learning was small and sometimes in the opposite direction across student groups.

Middle School
The middle school results showed significant improvement from mathematics pretests to posttests among middle school summer program participants, regardless of the learning setting. However, the advantage of in-person or virtual setting was small and mixed across student groups. For middle school literacy, students taking virtual classes tended to improve more or decrease less than those taking in-person classes from pretests to posttests, by 1 to 12 points, across student groups.

Summary
Elementary students benefited more from in-person learning than from virtual learning, especially in mathematics. Middle school students benefited more from virtual learning than from in-person learning in literacy, though not in mathematics.

Question F

Ms. Silvestre requested information regarding if the students that needed the most support and acceleration actually participated in summer school, or is that captured in the feedback on slide 21.

Response Question F

A total of 8,020 students were recommended to participate in summer school. Of those students, 3,023 (37.7%) participated in summer school.

Question G

Ms. O'Looney recommended that the lead teacher for each school is prominently noted on each school's website.

Response Question G

We have been in communication with school staff as to the importance of identifying lead teachers and updating the school's website. The role of the lead teacher at each site is to be the liaison between the team of school-based tutors and the central office coordinator. Additionally, the lead teacher supports the tutoring staff in scheduling, payroll, organization of materials, and trainings. The lead tutor facilitates communication between the families of the students recommended to attend tutoring and the school-based tutors. Families whose student was not recommended to receive tutoring from MCPS staff will be provided information about how to access the external tutoring vendors recently approved by the Board.

Question H

Ms. Harris requested data for the students who have been in the system for at least 3 years: Please provide trend data before COVID (fall 2018 to spring/fall 2019) through present.

Response Question H

We are working collaboratively with the Office of Shared Accountability on gathering the data to respond to this request. Given the need to conduct a more comprehensive analysis, additional time is needed to prepare this response.

Question I

Ms. Harris requested data for students who largely completed a summer school class in a relevant subject area, and how they are progressing now in the fall.

Response Question I

The Office of Shared Accountability is working on a comprehensive report that details the impact of summer school participation on fall MAP outcomes. Upon completion, this report will be shared with the Board.

Question J

Ms. Silvestre requested previous MAP data to see what students were doing pre-pandemic versus now. (2019/2020 through present.)

Response Question J

Please refer to Attachment B for the slides providing 2019 data (pre-pandemic) for each of the student groups.

Question K

Ms. Silvestre requested information regarding what a teacher with 20 students that need additional supports is going to do versus a teacher with a class in which 3 students need additional supports because of learning loss.

Response Question K

Teachers plan for additional supports based on student data. Teachers provide small group instruction to meet student needs. This will be discussed at the January 13, 2022, Board meeting. The presentation will include a video of classroom instruction.

If you have any questions, please contact Ms. Ruschelle Reuben, chief of teaching, learning, and schools, via email.

MBM:RR:NB:NTH:lec

Copy to:
Executive Staff
Ms. Webb

Enrollment by Course in Summer 2021

Attachment A

Course	Students
2YR Algebra 2A	57
2YR Algebra 2B	41
2YR Algebra 2C	11
AHP AlliedHealth Intern A	10
AHP AlliedHealth Intern B	10
Algebra 1A	277
Algebra 1B	250
Algebra 2A	166
Algebra 2B	140
Art History A	26
Biology A	133
Biology B	92
Career Seminar A	2
Career Seminar B	2
Cert ClincalMedicAssist A	26
Cert ClincalMedicAssist B	26
Chemistry A	109
Chemistry B	113
CREA Auto Topics DP	16
CREA FoundConstruction DP	11
CREA GED Preparation	135
CREA Restaurant Management DP	10
English 10A	138
English 10A for English Learners I	8
English 10A for English Learners II	30
English 10A for English Learners III	21
English 10B	139
English 10B for English Learners I	9
English 10B for English Learners II	25
English 10B for English Learners III	22
English 11A	107
English 11B	77
English 12A	46
English 12B	50
English 9A	110
English 9A for English Learners I	49
English 9A for English Learners II	15
English 9A for English Learners III	21
English 9B	107
English 9B for English Learners I	28

Course	Students
English 9B for English Learners II	14
English 9B for English Learners III	18
English Lang Dev Seminar EL 1A	17
English Lang Dev Seminar EL 1B	18
Fnd of Engr and Technology TE A	90
Fnd of Engr and Technology TE B	61
Found Computer Sci TE A	265
Found Computer Sci TE B	227
Found Of Tech A	417
Found Of Tech B	330
French 1A	16
French 1B	13
French 2A	12
French 2B	14
Geometry A	369
Geometry B	316
Hon Algebra 2A	290
Hon Algebra 2B	271
Hon Biology A	190
Hon Biology B	156
Hon Chemistry A	219
Hon Chemistry B	196
Hon English 10A	266
Hon English 10B	245
Hon English 11A	207
Hon English 11B	187
Hon English 12A	63
Hon English 12B	67
Hon English 9A	367
Hon English 9B	275
Hon Geometry A	306
Hon Geometry B	273
Hon Health Education	1981
Hon Modern World A	175
Hon Modern World B	162
Hon NSL Government A	84
Hon NSL Government B	84
Hon Physics A	154
Hon Physics B	136
Hon Precalculus A	163

Enrollment by Course in Summer 2021

Attachment A

Course	Students
Hon Precalculus B	186
Hon US History A	176
Hon US History B	157
Intern Finance	4
Intern Info Tech	2
Internship A	16
Internship B	16
Introduction to Engineering Design A	17
Introduction to Engineering Design B	18
Mod World History A	89
Mod World History B	66
Music Perspectives A	12
NSL Government A	88
NSL Government B	50
Physics A	81
Physics B	53
Precalculus A	119
Precalculus B	119
Quantitative Literacy A	27
Quantitative Literacy B	30
Site Work Exp DP A	3
Site Work Exp DP B	2
Spanish 1A	63
Spanish 1B	43
Spanish 2A	50
Spanish 2B	49
US History A	116
US History B	72

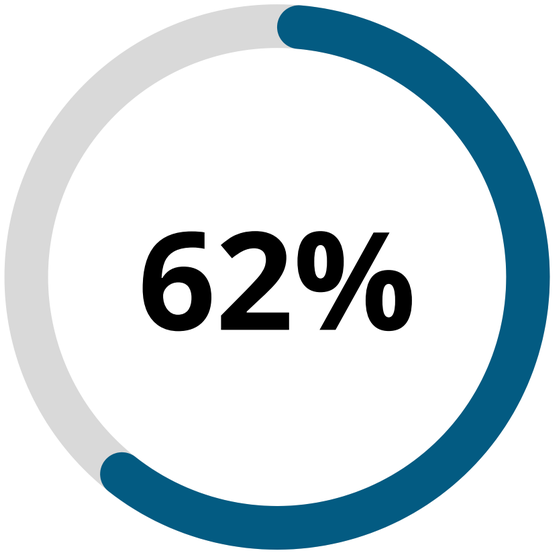
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

MATH

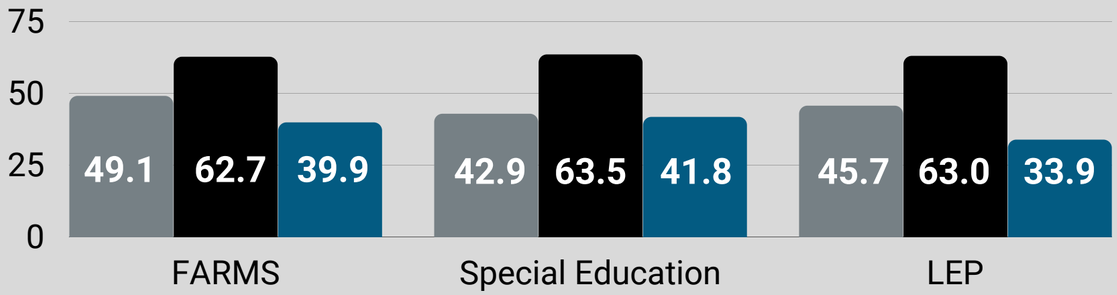
FALL 2021 MAP-M (Elementary - Primary)

MAP-M: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



Elementary
Primary
(Grade K-2)

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	86.7%	▼ **8.3** Change vs. Last Year
	2020	93.5%	
	2021	85.2%	
Non-FARMS Black or African American	2019	71.2%	▼ **20.5** Change vs. Last Year
	2020	84.7%	
	2021	64.2%	
Non-FARMS Hispanic/Latino	2019	64.1%	▼ **28.5** Change vs. Last Year
	2020	78.6%	
	2021	50.1%	
FARMS Asian/White/All Other Student Groups	2019	64.8%	▼ **18.3** Change vs. Last Year
	2020	77.1%	
	2021	58.8%	
FARMS Black or African American	2019	58.3%	▼ **19.0** Change vs. Last Year
	2020	69.6%	
	2021	50.6%	
FARMS Hispanic/Latino	2019	41.3%	▼ **25.7** Change vs. Last Year
	2020	55.9%	
	2021	30.2%	

Maryland's Largest School District
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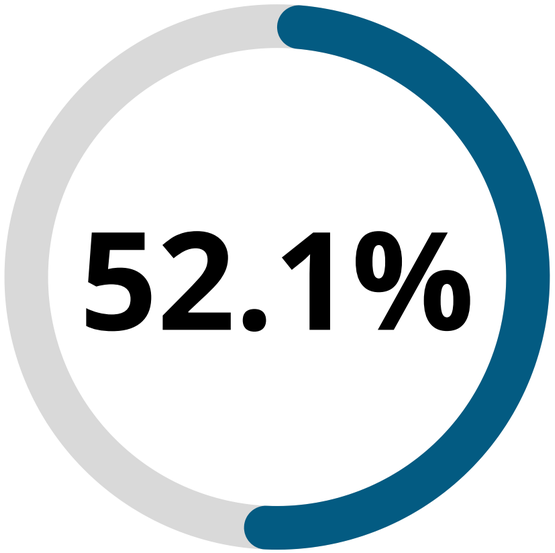
Expanding Opportunity and Unleashing Potential

Attachment B

MATH

FALL 2021 MAP-M (Elementary - Intermediate)

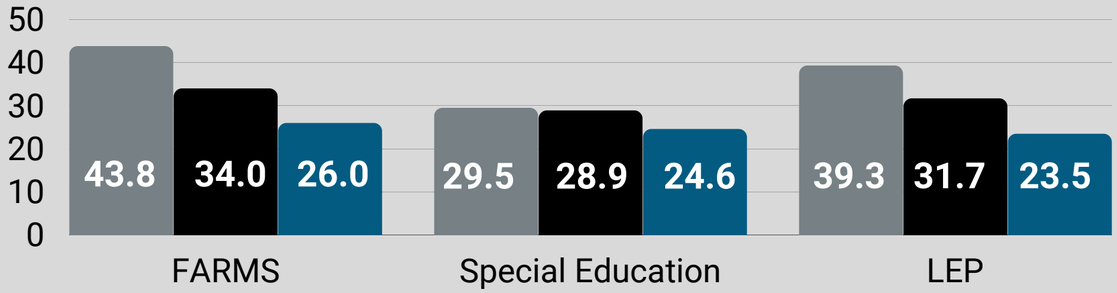
MAP-M: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



Elementary Intermediate

(Grade 3-5)

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	87.5%	▼ **3.1** Change vs. Last Year
	2020	83%	
	2021	79.9%	
Non-FARMS Black or African American	2019	65.8%	▼ **6.2** Change vs. Last Year
	2020	57.7%	
	2021	51.5%	
Non-FARMS Hispanic/Latino	2019	62.8%	▼ **10.1** Change vs. Last Year
	2020	57.1%	
	2021	47%	
FARMS Asian/White/All Other Student Groups	2019	60.5%	▼ **10.1** Change vs. Last Year
	2020	54.3%	
	2021	44.2%	
FARMS Black or African American	2019	47.5%	▼ **5.9** Change vs. Last Year
	2020	38.9%	
	2021	33%	
FARMS Hispanic/Latino	2019	38.2%	▼ **8.6** Change vs. Last Year
	2020	27%	
	2021	18.4%	

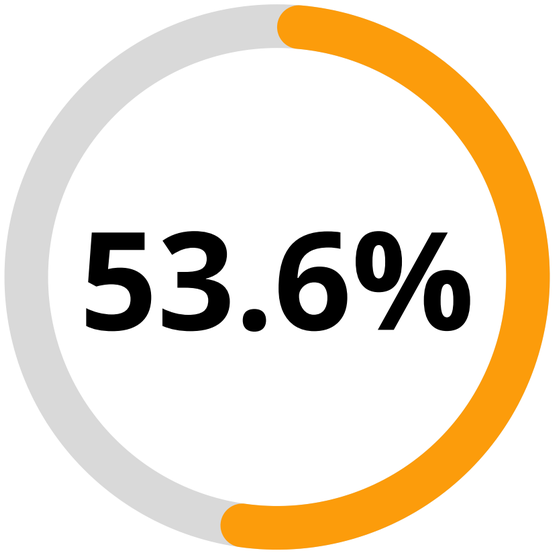
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

MATH

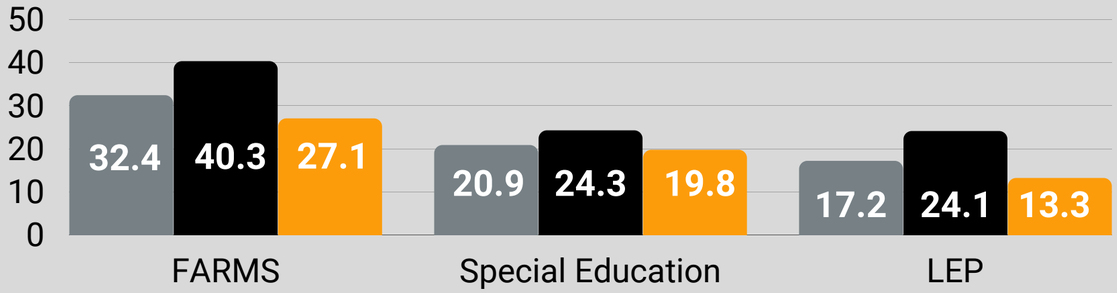
FALL 2021 MAP-M (Middle School)

MAP-M: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



Middle School

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	84.7%	▼ **6.1** Change vs. Last Year
	2020	87.1%	
	2021	81%	
Non-FARMS Black or African American	2019	55.2%	▼ **13.7** Change vs. Last Year
	2020	62.6%	
	2021	48.9%	
Non-FARMS Hispanic/Latino	2019	53.1%	▼ **13.1** Change vs. Last Year
	2020	60.1%	
	2021	47%	
FARMS Asian/White/All Other Student Groups	2019	54.4%	▼ **11.7** Change vs. Last Year
	2020	60.7%	
	2021	49%	
FARMS Black or African American	2019	33.2%	▼ **12.8** Change vs. Last Year
	2020	42.1%	
	2021	29.3%	
FARMS Hispanic/Latino	2019	27%	▼ **13.3** Change vs. Last Year
	2020	34.4%	
	2021	21%	

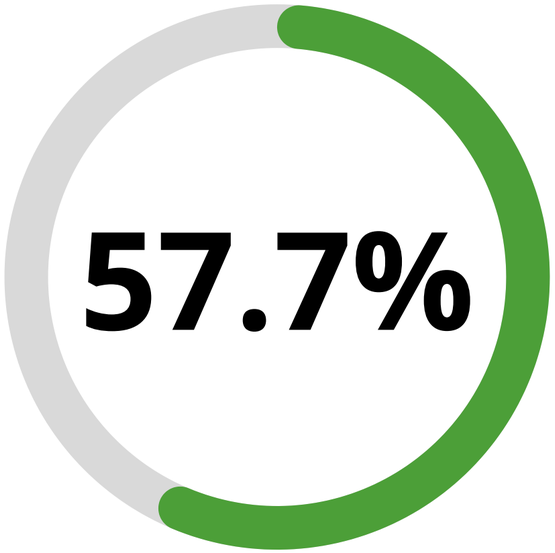
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

MATH

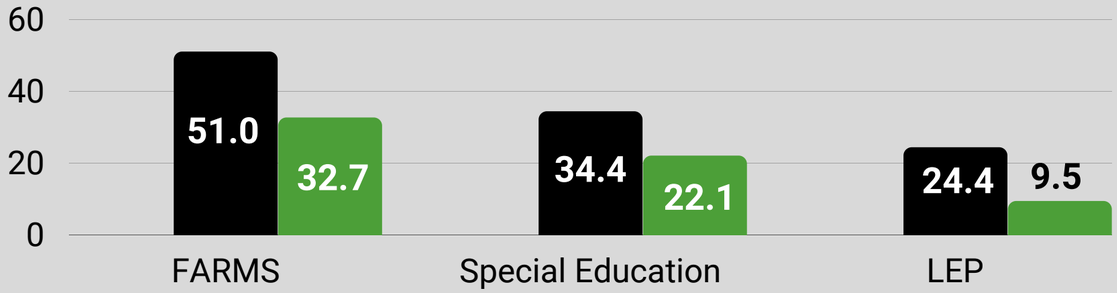
FALL 2021 MAP-M (High School)

MAP-M: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



High School

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019		▼ **6.2** Change vs. Last Year
	2020	91.5%	
	2021	85.3%	
Non-FARMS Black or African American	2019		▼ **14.2** Change vs. Last Year
	2020	68.1%	
	2021	53.9%	
Non-FARMS Hispanic/Latino	2019		▼ **19.2** Change vs. Last Year
	2020	65.7%	
	2021	46.5%	
FARMS Asian/White/All Other Student Groups	2019		▼ **15.3** Change vs. Last Year
	2020	73.1%	
	2021	57.8%	
FARMS Black or African American	2019	0%	▼ **17.0** Change vs. Last Year
	2020	51.6%	
	2021	34.6%	
FARMS Hispanic/Latino	2019		▼ **17.8** Change vs. Last Year
	2020	43.9%	
	2021	26.1%	

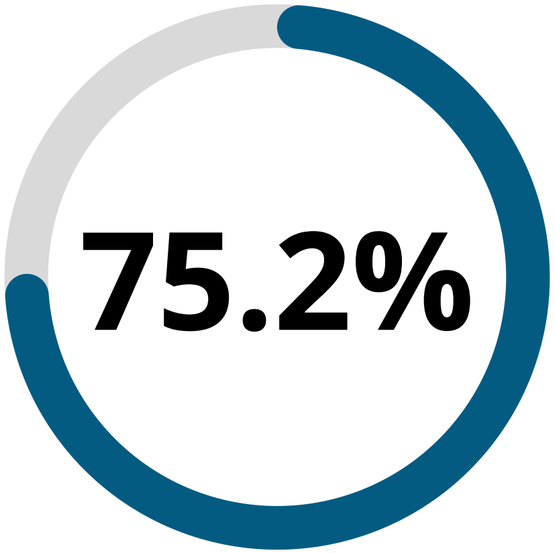
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

READING

FALL 2021 MAP-RF (Elementary - Primary)

MAP-RF: Percent of Students Meeting or Exceeding Grade Expectation (All Students + Focus Groups + Services)

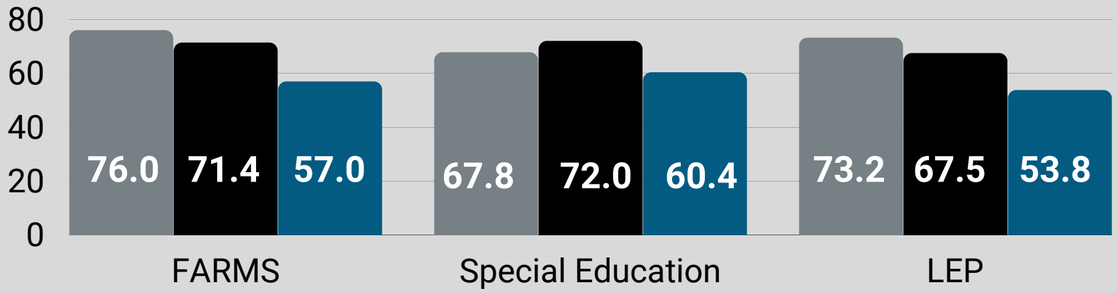


Elementary

Primary

(Grade K-2)

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	95.4%	▼ **3.0** Change vs. Last Year
	2020	95.4%	
	2021	92.4%	
Non-FARMS Black or African American	2019	91.7%	▼ **9.2** Change vs. Last Year
	2020	92.3%	
	2021	83.1%	
Non-FARMS Hispanic/Latino	2019	85.9%	▼ **17.3** Change vs. Last Year
	2020	86.4%	
	2021	69.1%	
FARMS Asian/White/All Other Student Groups	2019	82.4%	▼ **14.1** Change vs. Last Year
	2020	84.9%	
	2021	70.8%	
FARMS Black or African American	2019	84.7%	▼ **10.9** Change vs. Last Year
	2020	81.6%	
	2021	70.7%	
FARMS Hispanic/Latino	2019	70%	▼ **15.5** Change vs. Last Year
	2020	63%	
	2021	47.5%	

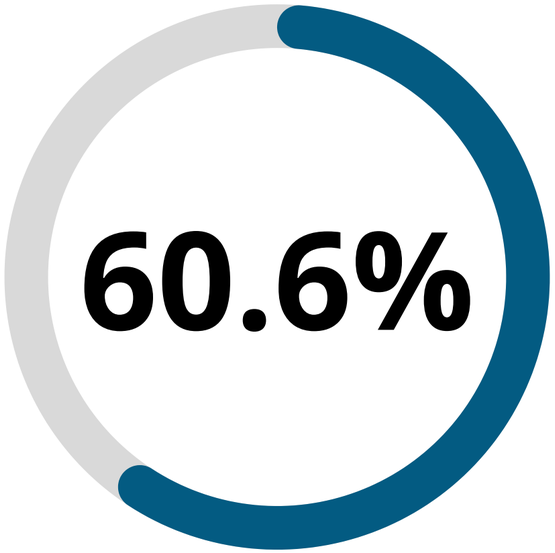
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

READING

FALL 2021 MAP-R (Elementary - Intermediate)

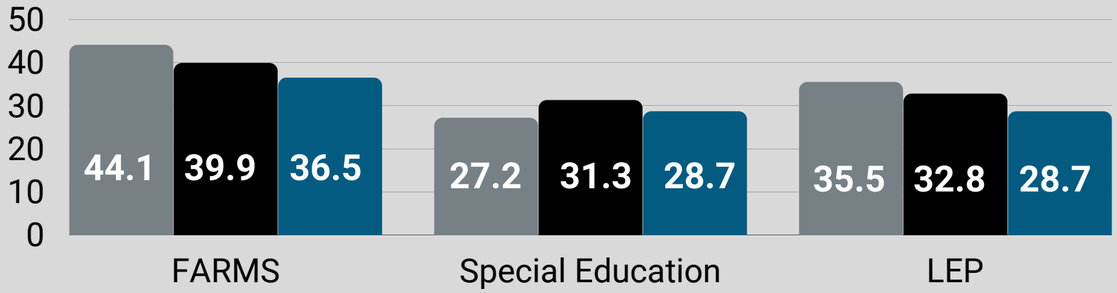
MAP-R: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



Elementary Intermediate

(Grade 3-5)

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	95.4%	▼ **3.0** Change vs. Last Year
	2020	95.4%	
	2021	92.4%	
Non-FARMS Black or African American	2019	91.7%	▼ **9.2** Change vs. Last Year
	2020	92.3%	
	2021	83.1%	
Non-FARMS Hispanic/Latino	2019	85.9%	▼ **17.3** Change vs. Last Year
	2020	86.4%	
	2021	69.1%	
FARMS Asian/White/All Other Student Groups	2019	82.4%	▼ **14.1** Change vs. Last Year
	2020	84.9%	
	2021	70.8%	
FARMS Black or African American	2019	84.7%	▼ **10.9** Change vs. Last Year
	2020	81.6%	
	2021	70.7%	
FARMS Hispanic/Latino	2019	70%	▼ **15.5** Change vs. Last Year
	2020	63%	
	2021	47.5%	

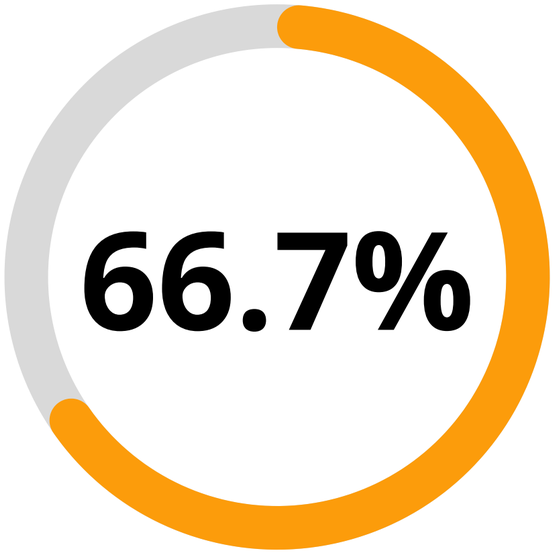
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

READING

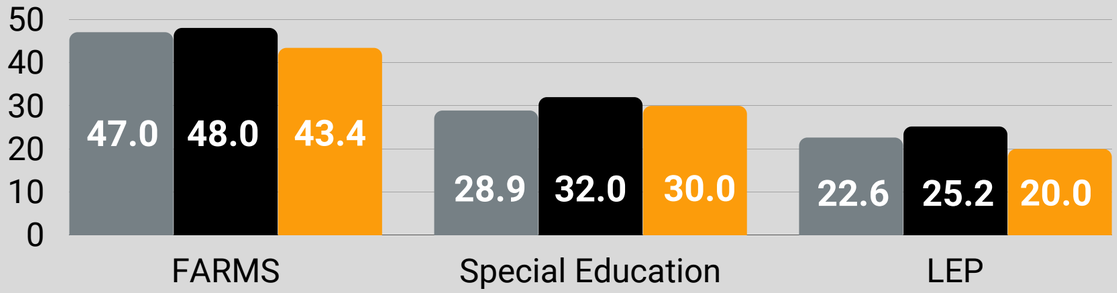
FALL 2021 MAP-R (Middle School)

MAP-R: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



Middle School

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019	89.3%	▼ **1.7** Change vs. Last Year
	2020	89.8%	
	2021	88.1%	
Non-FARMS Black or African American	2019	71.4%	▼ **4.7** Change vs. Last Year
	2020	74.5%	
	2021	69.8%	
Non-FARMS Hispanic/Latino	2019	67.8%	▼ **4.4** Change vs. Last Year
	2020	68.5%	
	2021	64.1%	
FARMS Asian/White/All Other Student Groups	2019	64.8%	▼ **4.0** Change vs. Last Year
	2020	66.3%	
	2021	62.3%	
FARMS Black or African American	2019	52.5%	▼ **4.6** Change vs. Last Year
	2020	54.9%	
	2021	50.3%	
FARMS Hispanic/Latino	2019	39.9%	▼ **4.3** Change vs. Last Year
	2020	39.8%	
	2021	35.5%	

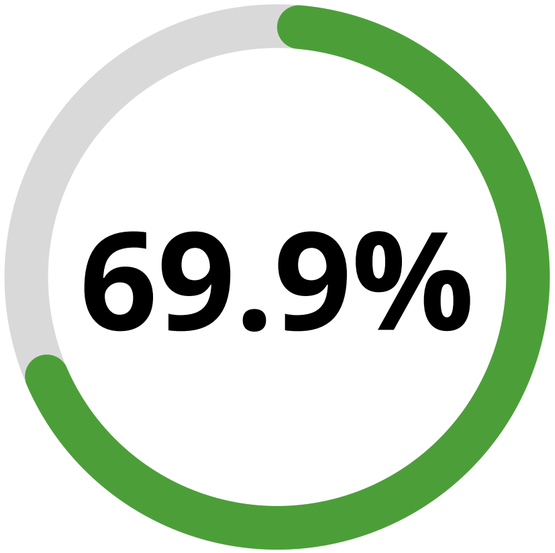
Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Attachment B

READING

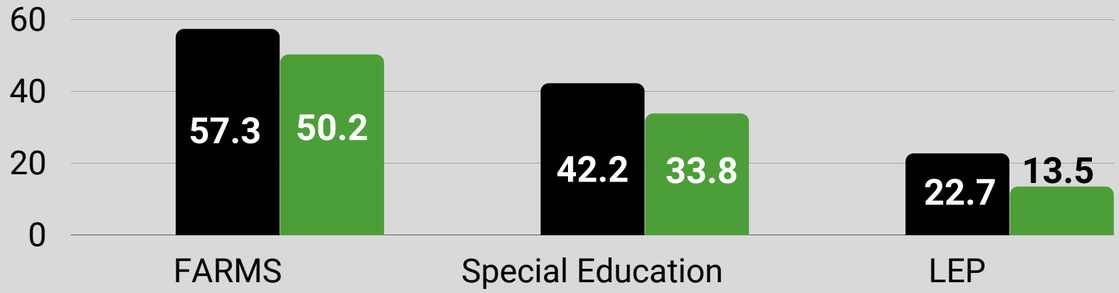
FALL 2021 MAP-R (High School)

MAP-R: Percent of Students At or Above the 50th Percentile (All Students + Focus Groups + Services)



High School

SERVICES



Non-FARMS Asian/White/All Other Student Groups	2019		▼ **2.0** Change vs. Last Year
	2020	91.3%	
	2021	89.3%	
Non-FARMS Black or African American	2019		▼ **5.9** Change vs. Last Year
	2020	75.9%	
	2021	70%	
Non-FARMS Hispanic/Latino	2019		▼ **7.6** Change vs. Last Year
	2020	70.9%	
	2021	63.3%	
FARMS Asian/White/All Other Student Groups	2019		▼ **7.8** Change vs. Last Year
	2020	74.7%	
	2021	66.9%	
FARMS Black or African American	2019		▼ **5.4** Change vs. Last Year
	2020	61.8%	
	2021	56.4%	
FARMS Hispanic/Latino	2019		▼ **6.1** Change vs. Last Year
	2020	49.3%	
	2021	43.2%	