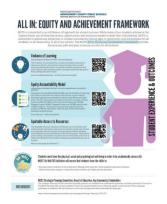**All In: Equity and Achievement Framework**
Feedback Form Cover Sheet

Overview of MCPS' *All In: Equity and Achievement Framework*

MCPS is committed to an All Means All approach for student success. While many of our students achieve at the highest levels, not all have had access, opportunities and resources needed to meet their full potential. MCPS is committed to addressing disparities in student outcomes by closing gaps in access, opportunity and achievement for all students, in all of our classrooms and schools. The MCPS *All In: Equity and Achievement Framework* provides the purpose, path, and plan to ensure success for all students.

This framework is made up of three interconnected components:

1. Evidence of Learning (EOL): Provides a framework that consists of multiple measures to assess student learning and monitor student progress.
2. Equity Accountability Model (EAM): Uses data to determine the impacts schools have on students.
3. Equitable Access to Resources (EAR): Examines how well the system and schools are using our resources (staff, time, and money) across eleven dimensions of resource equity.

Deep Dive on Equitable Access to Resources (EAR).

To help MCPS examine its equitable access to resources, MCPS partnered with the nonprofit organization known as Education Resource Strategies, Inc. (ERS). ERS partnered with MCPS to conduct a study exploring how well MCPS allocates and uses resources to promote equity and excellence for all students. ERS examined seven dimensions of equity to build a deeper understanding of equity in MCPS. Below is a summary of the study insights across those dimensions.

Dimension	Summary of Study Insights
Performance	Overall, MCPS outperforms other Maryland districts with similar levels of FARMs students – however not all student groups in MCPS experience this outperformance. Performance gaps still exist both across and within schools, particularly for FARMs students and students of color.
School Funding	MCPS spends more on its highest-need schools and students, resulting in more staff per student at higher-need schools. This 'extra' investment in high-need schools is more than we see in peer districts.
Teaching Quality	In MCPS, *Focus* group students are more likely than *Monitoring* group students to spend time with novice teachers and less likely to spend time with teacher leaders, National Board Certified teachers, and teachers with advanced degrees. Principals report mixed results on practices related to teacher support and teacher collaboration.

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Dimension	Summary of Study Insights
Instructional Time & Attention	On average, higher-need schools have lower class sizes than lower-need schools, but there is significant variation in class sizes across schools. Some schools differentiate class sizes and time for priority subjects, grade levels, and students, but these practices are inconsistent.
Access to Rigorous, Empowering Content	Enrollment in advanced course pathways decreases for all student groups over the course of elementary and middle school, suggesting that students are not getting the supports they need to succeed. *Focus* group students are less likely to be enrolled in advanced coursework, even compared to peers with the same incoming performance.
Diverse and Inclusive Schools and Classrooms	Students tend to be grouped in classes with peers of similar performance levels, limiting access to heterogeneous classes.
Whole Child Approach	Principals report low usage of 'Tier 1' practices that support social-emotional learning for all students.
School Leadership Quality	MCPS principals recommend working in MCPS more than principals in peer districts, suggesting higher levels of job satisfaction. Higher-need schools are more likely to be led by novice principals than lower-need schools. Principals report both strengths and opportunities for improvement regarding central office support.