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 opportunity and achievement for all students, in all classrooms and in all of our schools. The MCPS *All In: Equity and Achievement Framework* provides the purpose, path and plan to ensure success for all students.

Evidence of Learning

www.montgomeryschoolsmd.org/evidence-of-learning-framework/

The Evidence of Learning (EOL) framework consists of multiple measures in classroom, district and external categories that assess student learning. This allows the district to monitor student progress at each level—primary, intermediate, middle and high school with the goal of being college- and career-ready.

Are our students learning?   Are they learning enough?

Equity Accountability Model

www.montgomeryschoolsmd.org/evidence-of-learning-framework/equity-accountability-model.aspx

The Equity Accountability Model (EAM) uses EOL data to determine the impact schools have on students who have typically not performed as well as their White and Asian peers. The EOL data results are organized by five focus groups—African American/Black FARMS, African American/Black non-FARMS, Hispanic/Latino FARMS, Hispanic/Latino non-FARMS and all other FARMS students. The district also measures and monitors the progress of non-FARMS Whites and Asians, with the goal of 90 percent achievement among all student groups.

How do we know? If not, why not?

Equitable Access to Resources

www.montgomeryschoolsmd.org/evidence-of-learning-framework/equitable-allocation-of-resources.aspx

The Equitable Access to Resources (EAR) portion of the Equity and Achievement Framework examines how well the system and schools are using staff, time and money as measured by student outcomes, with emphasis on the performance of the five focus groups. The primary goal of a deep examination of system resource allocation and use is to reduce the likelihood that student outcomes are predictable by race or income.

What are we going to do about it?

STUDENT EXPERIENCE & OUTCOMES

BE WELL 365 — BE HEALTHY • BE KIND • BE YOU

Students must have the physical, social and psychological well-being in order to be academically successful.
MCPS' Be Well 365 initiative will ensure that students have the skills to:

• Become positive members of the community • Manage their emotions • Build academic and social resilience
• Identify and access supports • Peacefully resolve conflict • Make positive decisions

MCPS' Strategic Planning Committee, Board of Education, Key Community Stakeholders

The Strategic Planning Process identified equitable practices as a backbone for systemwide operations, including allocation of resources. The MCPS Strategic Plan ensures academic success is not predictable by race, ethnicity, gender, socioeconomic status, language proficiency or disability. We will continue until all gaps have been eliminated for all groups.

INFLUENCERS

For more information: https://www.montgomeryschoolsmd.org/campaigns/Strategic-Planning-FY19-22/

EQUITABLE ACCESS TO RESOURCES

The Every Student Succeeds Act (ESSA) requires states to annually report every public school's total per-pupil spending of federal, state and local money disaggregated by source of funds. This includes actual (not average) spending on personnel.

MCPS has expanded on the requirements of ESSA to examine not only **how much** is being spent, but also **how well** the resources (money, time and staff) are being used across and within schools to ensure equity and excellence for all students.
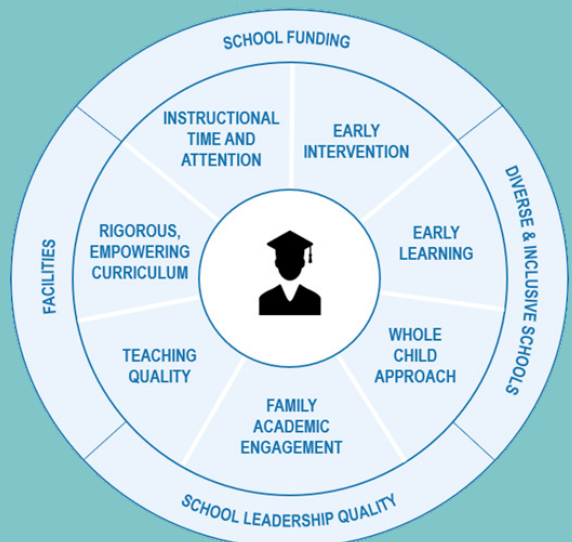
GUIDING PRINCIPLES:

» a deep understanding of resource allocation

» an understanding of how MCPS compares to similar districts in resource allocation, use and equity

» learning from schools that are achieving better student performance

» utilizing tools that enable school leaders and community stakeholders to make informed decisions about resource use

» ensure continuous improvement

» effective communications of school resource allocation

DIMENSIONS OF EQUITY

The dimensions of equity with appropriate allocation of resources work together for positive experiences and outcomes for all students. This is done through ensuring that the annual operating budget process is fully informed and considers the guidance of the EAR framework.

SCHOOL FUNDING

INSTRUCTIONAL TIME AND ATTENTION

EARLY INTERVENTION

DIVERSE & INCLUSIVE SCHOOLS

RIGOROUS, EMPOWERING CURRICULUM

EARLY LEARNING

FACILITIES

WHOLE CHILD APPROACH

TEACHING QUALITY

FAMILY ACADEMIC ENGAGEMENT

SCHOOL LEADERSHIP QUALITY

COURTESY OF EDUCATION RESOURCE STRATEGIES (ERS)