

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

August 1, 2018

MEMORANDUM

To: Members of the Board of Education
From: Jack R. Smith, Superintendent of Schools
Subject: Every Student Succeeds Act of 2015 (06-12-18-09)

During the ESSA presentation, Board members requested the following information:

Question

Ms. Jill Ortman-Fouse requested information regarding the percentage of current teachers with more than 15 years of experience.

Response

In Fiscal Year 2018, 31.7 percent of teachers had more than 15 years of experience with Montgomery County Public Schools (MCPS) (Attachment 1). A total of 42.4 percent of teachers had more than 15 years of total experience, which included experience in MCPS as well as other creditable service (Attachment 2).

Question

Ms. Ortman-Fouse requested information regarding the degree of ease that someone seeking a teaching position with MCPS would have if he or she was willing to accept a position at a school with a higher FARMS rate?

Response

Current teachers who are interested in transferring to schools with high Free and Reduced Price Meals System (FARMS) services rates may do so with ease. The MCPS Careers database provides all teachers access to view vacancies that are available at various worksites. For the last three hiring seasons, Title 1 schools and secondary schools at which 45 percent or more of the student population receive FARMS services were able to host job fairs two days in advance of other schools, hold these job fairs at their worksites, and offer positions earlier than their counterparts. This process provided interested teachers an opportunity to visit these schools and learn

more about the instructional programs. Principals appreciated the opportunity to hire staff early as it decreased the competition often associated with candidates who may be interested in teaching in other schools.

New employees also can easily access and be hired at schools with a high FARMS rate. However, staff in the Office of Human Resources and Development (OHRD) ensures that the principals are fully knowledgeable about a candidate and provides the most talented candidates to these schools. Open contracts are sent to schools with high FARMS rates for principals to interview and consider for hire.

Question

Ms. Ortman-Fouse requested a scatter plot of the data showing the number of years of teaching experience of employees to the FARMS rate of schools in the district.

Response

The attached scatterplots (Attachment 3) provide the number of years of employee teaching experience in comparison to the FARMS rate for MCPS and for each school level.

Question

Mrs. O'Neill suggested that the PowerPoint presentation given at the April A&S meeting be shared with all Board members.

Response

The Business of Impact PowerPoint presentation was shared with staff at the April 9, 2018, Administrative and Supervisory Meeting (Attachment 4). The link to the presentation is:

<http://www.montgomeryschoolsmd.org/uploadedFiles/departments/publicinfo/AnSPPT20180409.pdf>

Question

Ms. Ortman-Fouse requested information regarding whether a comparison between student achievement and the climate survey data exists?

Response

A comparative analysis between student achievement and the climate survey data does not exist.

Question

Dr. Docca requested information regarding how the students in the ESSA presentation were counted. If a student falls into multiple categories, how is a single student counted who falls into multiple data slots? And how does this student representation affect the (funding) needs of the students and their respective schools?

Response

The data represented in the PowerPoint presentation illustrate disaggregated service group participation in relation to the operating cost per student. The data presented were at the aggregate level and designed to illustrate:

- the operating cost per student based on staffing costs as it related to the overall student enrollment for each school;
- the operating cost per student based on staffing costs as it related to the aggregate student achievement on the Evidence of Learning for Literacy and Mathematics; and
- the operating cost per student based on staffing costs can be the same for schools containing different enrollments.

In terms of how students are counted for funding purposes, a student is counted for each of the services he/she receives. For example, if a student receives both special education and English for Speakers of Other Languages (ESOL) services, the student would be counted for both the allocation of ESOL support and special education support.

If you have questions, please contact Dr. Janet S. Wilson, associate superintendent, Office of Shared Accountability, at 240-740-2930 or Ms. Nicola Diamond, chief financial officer, at 240-740-3160.

JRS:HRJ:lgp

Attachments

Copy to:

Executive Staff

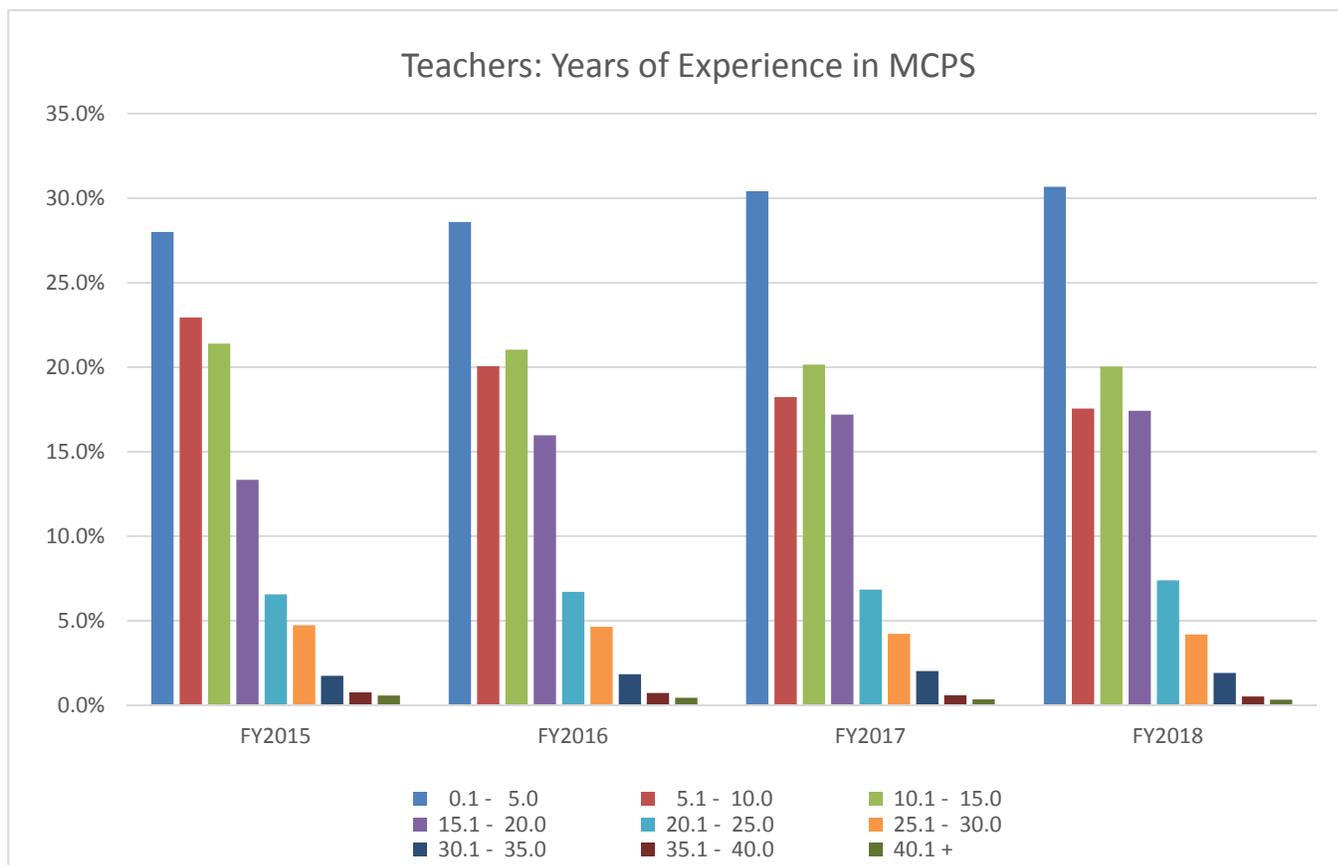
Mr. Ikheloa

Teachers: Years of Experience in MCPS

Years of Experience	FY2015		FY2016		FY2017		FY2018	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0.1 - 5.0	3,459	28.0%	3,517	28.6%	3,879	30.4%	3,988	30.7%
5.1 - 10.0	2,834	22.9%	2,467	20.1%	2,326	18.2%	2,283	17.6%
10.1 - 15.0	2,642	21.4%	2,589	21.0%	2,570	20.2%	2,606	20.0%
15.1 - 20.0	1,648	13.3%	1,966	16.0%	2,192	17.2%	2,266	17.4%
20.1 - 25.0	810	6.6%	825	6.7%	872	6.8%	959	7.4%
25.1 - 30.0	584	4.7%	570	4.6%	538	4.2%	545	4.2%
30.1 - 35.0	214	1.7%	226	1.8%	257	2.0%	247	1.9%
35.1 - 40.0	93	0.8%	89	0.7%	76	0.6%	66	0.5%
40.1 +	70	0.6%	55	0.4%	43	0.3%	41	0.3%
TOTAL	12,354	100.0%	12,304	100.0%	12,753	100.0%	13,001	100.0%

1. Data reflects prior and continuous years worked in MCPS in an administrative or professional position (adjusted for periods of long term leave). Distinct years of experience for either teaching or administrative positions are not available.

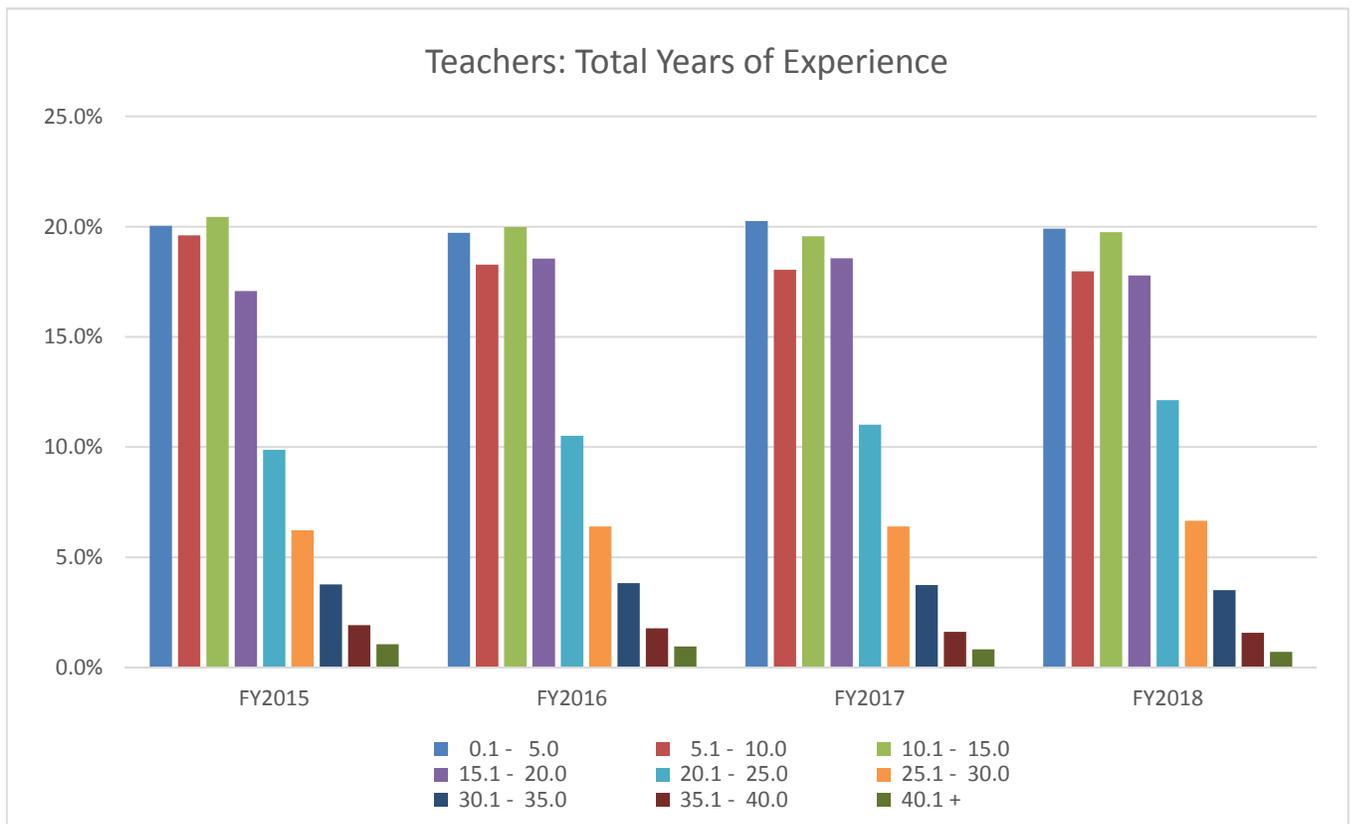
2. Data Captured as of October 15.



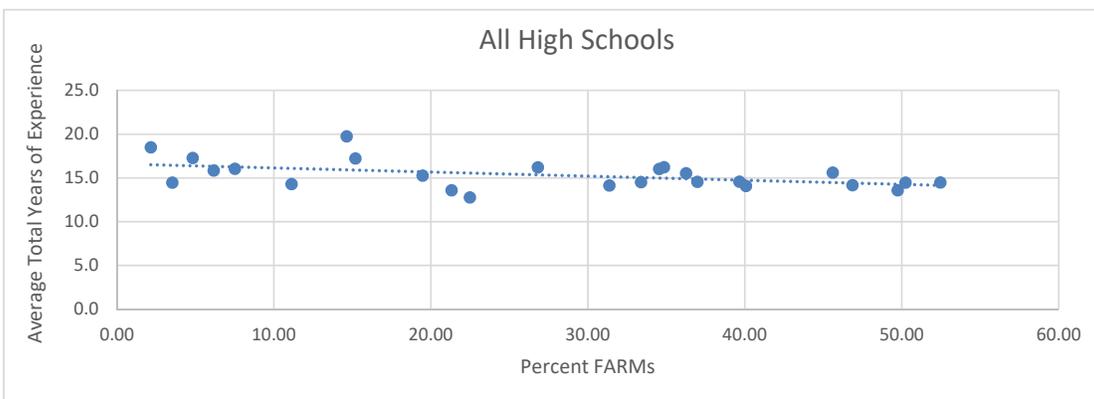
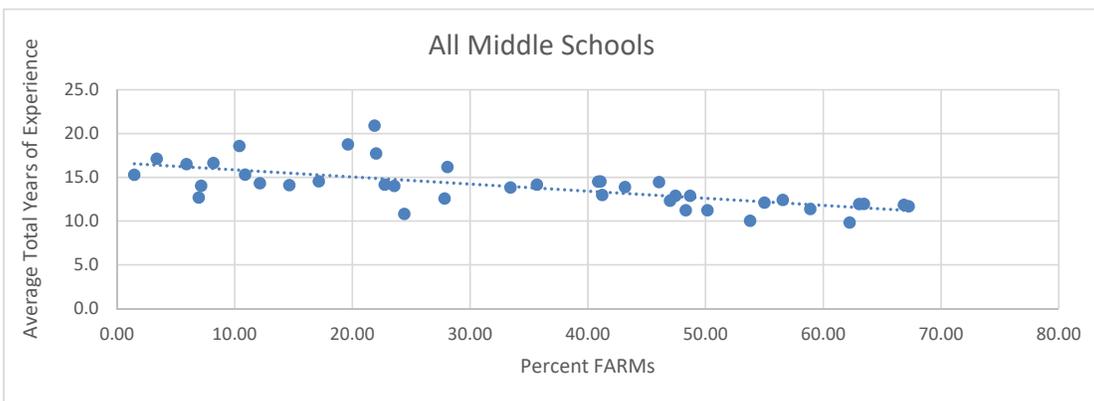
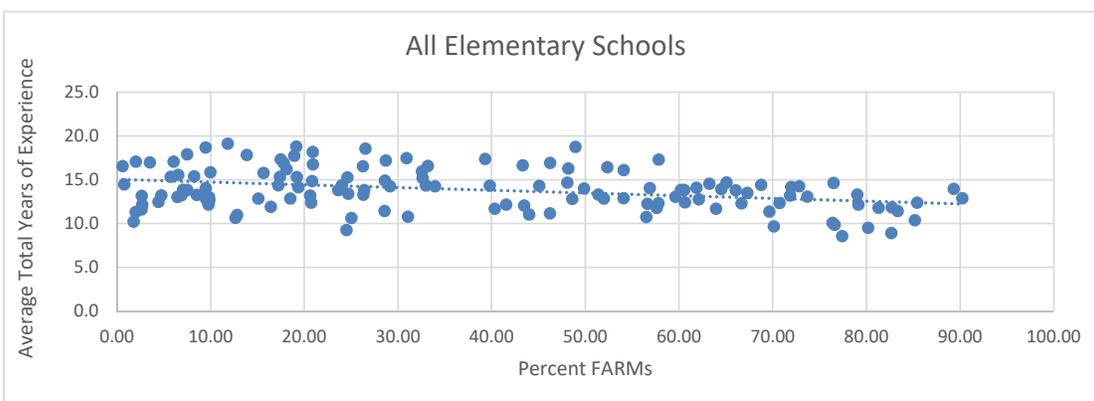
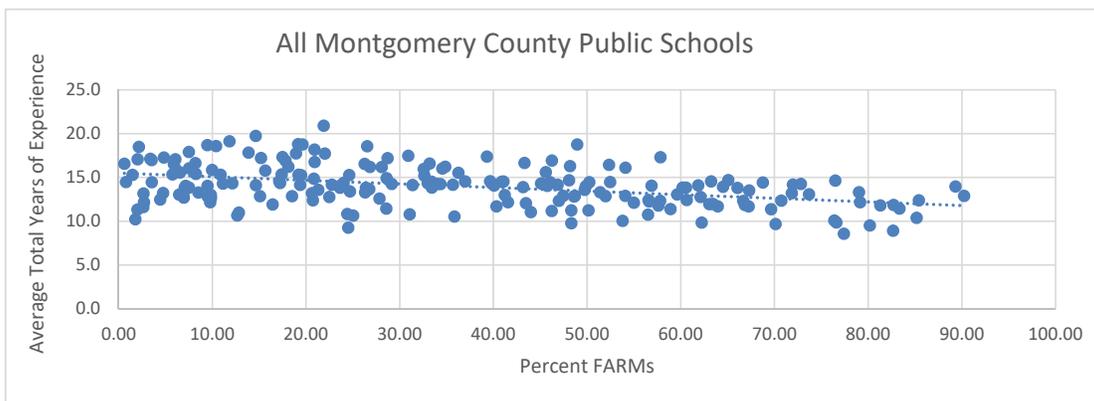
Teachers: Total Years of Experience

Years of Experience	FY2015		FY2016		FY2017		FY2018	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0.1 - 5.0	2,475	20.0%	2,427	19.7%	2,583	20.3%	2,588	19.9%
5.1 - 10.0	2,421	19.6%	2,248	18.3%	2,301	18.0%	2,337	18.0%
10.1 - 15.0	2,525	20.4%	2,459	20.0%	2,494	19.6%	2,567	19.7%
15.1 - 20.0	2,110	17.1%	2,282	18.5%	2,368	18.6%	2,313	17.8%
20.1 - 25.0	1,220	9.9%	1,293	10.5%	1,404	11.0%	1,576	12.1%
25.1 - 30.0	768	6.2%	787	6.4%	815	6.4%	866	6.7%
30.1 - 35.0	466	3.8%	471	3.8%	477	3.7%	457	3.5%
35.1 - 40.0	238	1.9%	219	1.8%	206	1.6%	204	1.6%
40.1 +	131	1.1%	118	1.0%	105	0.8%	93	0.7%
TOTAL	12,354	100.0%	12,304	100.0%	12,753	100.0%	13,001	100.0%

1. Data reflects years worked as an administrator or professional within MCPS or other agency. Distinct years of experience for either teaching or administrative positions are not available.
 2. Data captured as of October 15.



School FARMS to Staff Years of Experience 2017-2018



Accountability

The Business of Impact
Administrative and Supervisory Meeting
April 9, 2018



Essential Questions

- **Are our children learning?**
- **Are they learning enough?**
- **How do we know?**
- **If not, why not?**
- **What are we going to do about it?**

How many?

How much?

How well?

How many?

The Hanover Report

Hanover Research
School Staff Internal and External
Benchmarking Study
Montgomery County Public Schools



External Benchmarking Peer Groups

National Peer Districts

- Orange County Public Schools
- Palm Beach County Public Schools
- Fairfax County Public Schools
- Gwinnett County Public Schools
- Wake County Public Schools
- Charlotte-Mecklenburg Schools
- San Diego Unified School District
- Duval County Public Schools
- Cobb County Public Schools
- Baltimore County Public Schools
- Pinellas County Public Schools
- Northside Independent School District
- Jefferson County Public Schools

State Peer Districts

- Prince George's County Public Schools
- Baltimore County Public Schools
- Anne Arundel County Public Schools
- Howard County Public Schools

Key Questions:

- **Internal**

How do staffing levels of school based employees compare within MCPS?

How are staff allocated to serve specific student populations across MCPS?

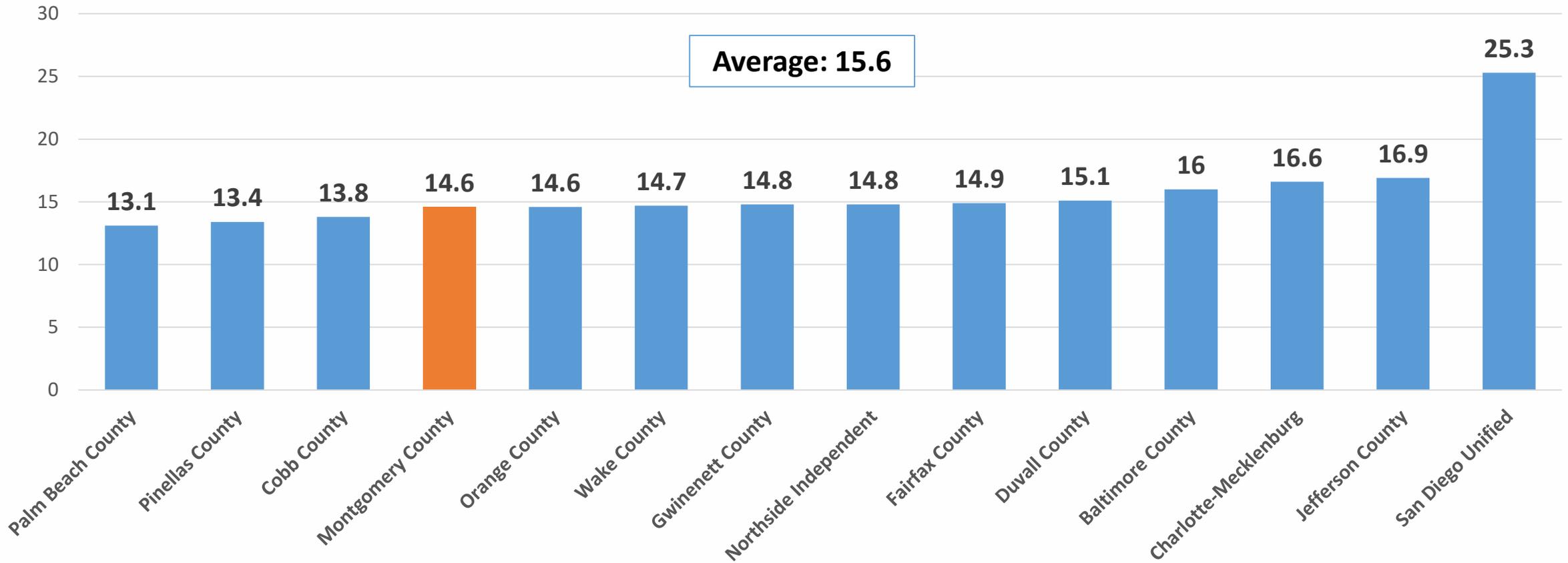
- **External**

How do staffing levels at MCPS compare to peer school districts in Maryland and the United States?

External Benchmarking

Average Student/Staff Ratio among National Peers

Elementary Schools 2014–2015

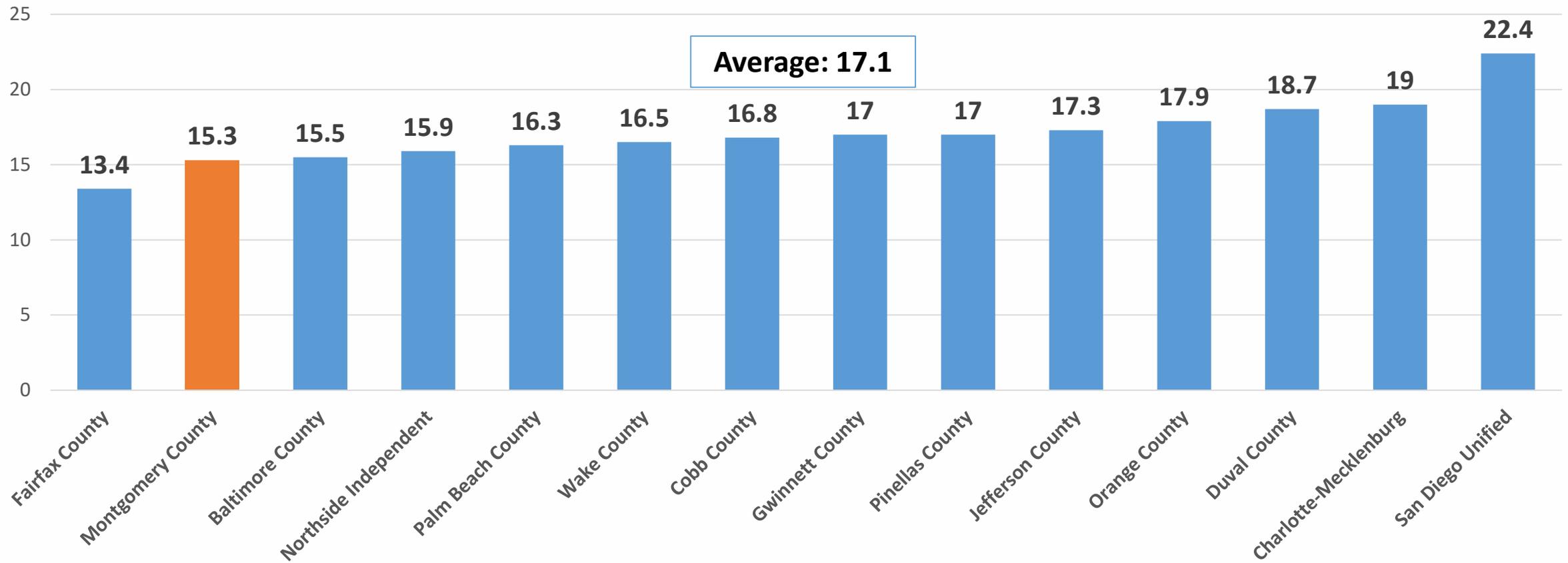


Source: National Center for Education Statistics

External Benchmarking

Average Student/Staff Ratio among National Peers

Middle Schools 2014–2015

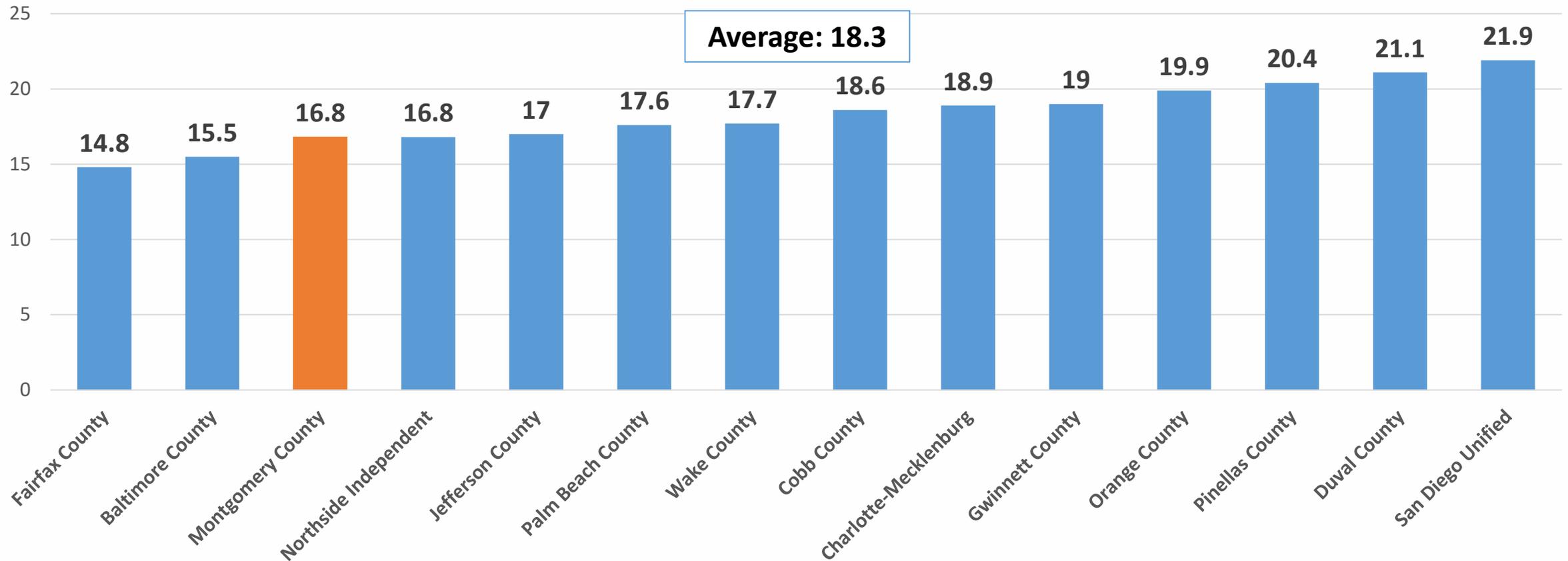


Source: National Center for Education Statistics

External Benchmarking

Average Student/Staff Ratio among National Peers

High Schools 2014–2015



Source: National Center for Education Statistics

External Benchmarking

Student/Teacher Ratio for Core Academic Teachers

Among State Peers, 2014–2015

District	Elementary	Middle	High
Anne Arundel	20.1	17.8	21.9
Baltimore County	19.4	18.3	20.1
Howard	16.5	21.9	26.5
Montgomery	16.6	18.0	23.4
Prince George's	20.9	23.4	38.9
Average	18.9	19.7	26.6

Source: Maryland Department of Education

External Benchmarking

Teacher Staffing Levels by Title 1 Status

2014–2015

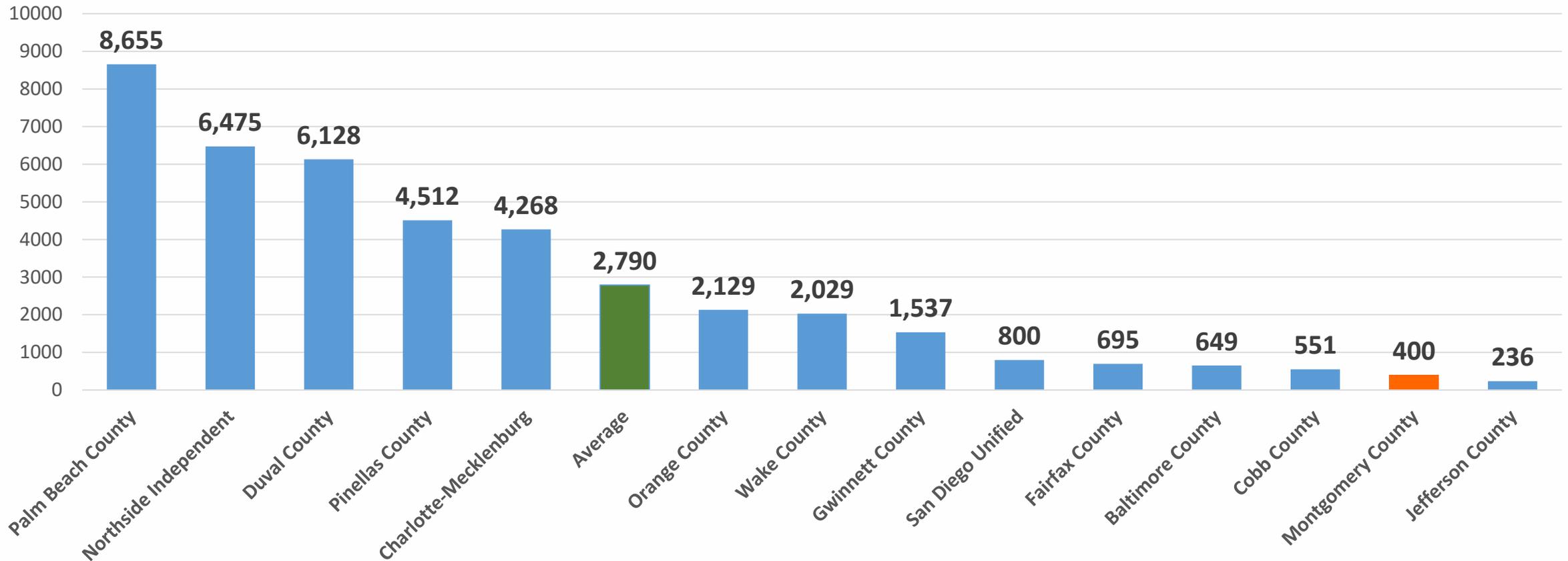
School Type	Student/Staff Ratio		
	MCPS Average	State Peer Group Average	National Peer Group Average
Title 1 Elementary Schools	12.6	14.0	14.8
Non-Title 1 Elementary Schools	15.4	15.4	16.4

Source: National Center for Education Statistics

External Benchmarking

Instructional Coordinator Student/Staff Ratios

National Peers 2014–2015

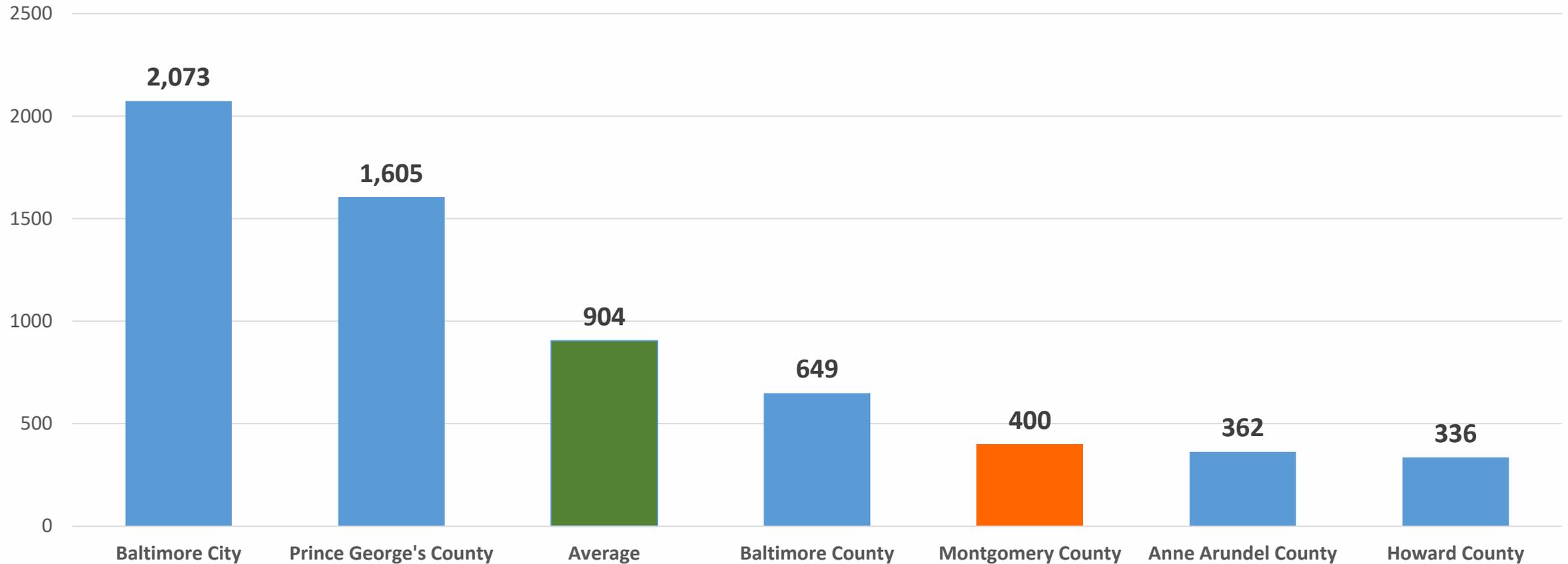


Source: National Center for Education Statistics

External Benchmarking

Instructional Coordinator Student/Staff Ratios

State Peers 2014–2015

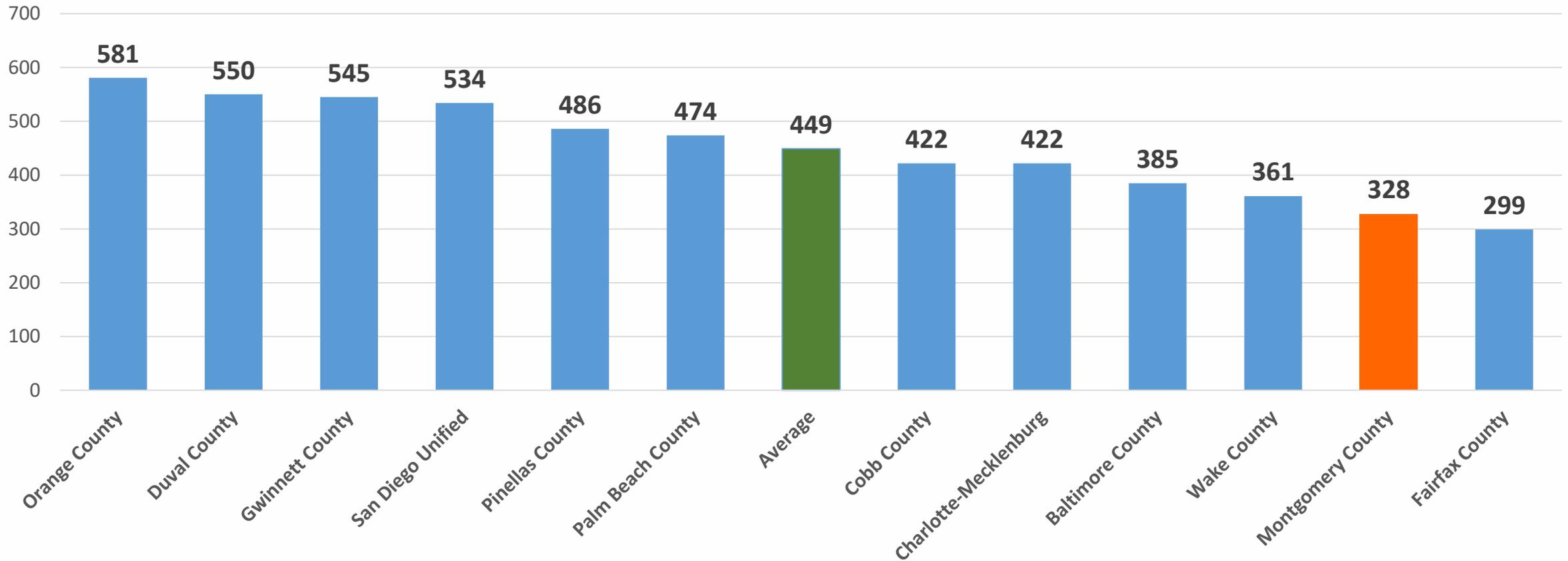


Source: National Center for Education Statistics

External Benchmarking

Guidance Counselor Student/Staff Ratios

National Peers 2014–2015

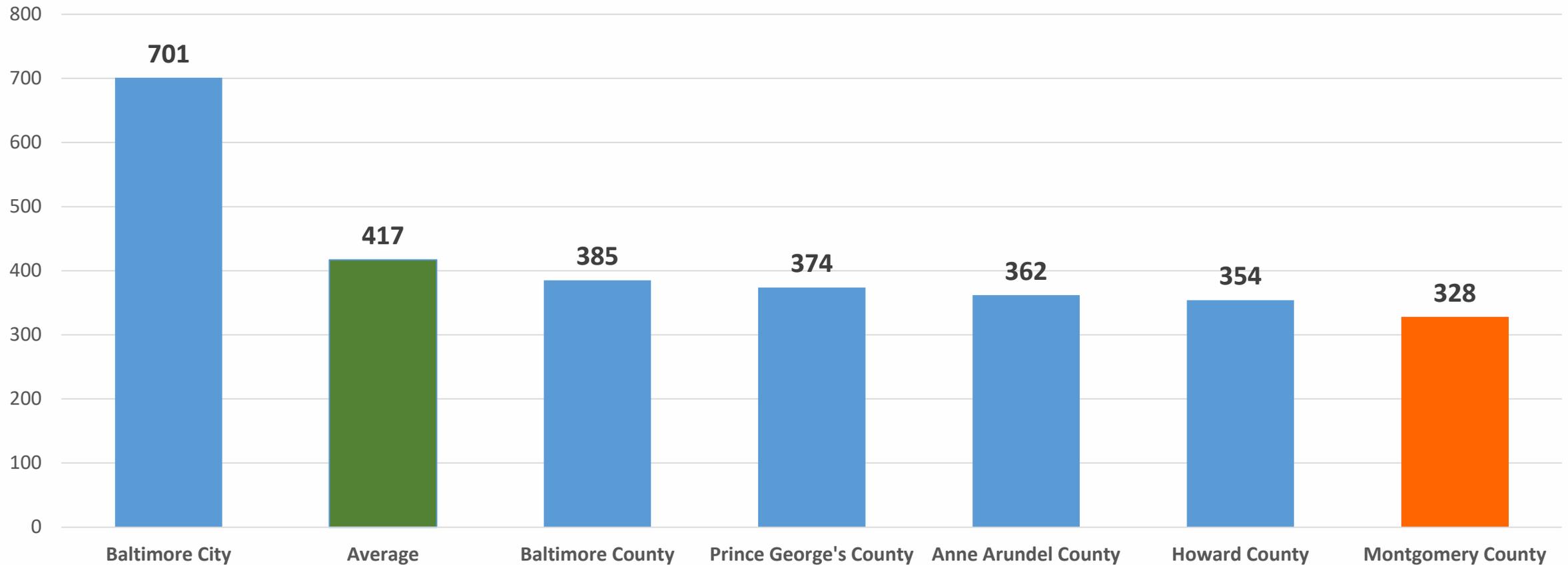


Source: National Center for Education Statistics

External Benchmarking

Guidance Counselor Student/Staff Ratios

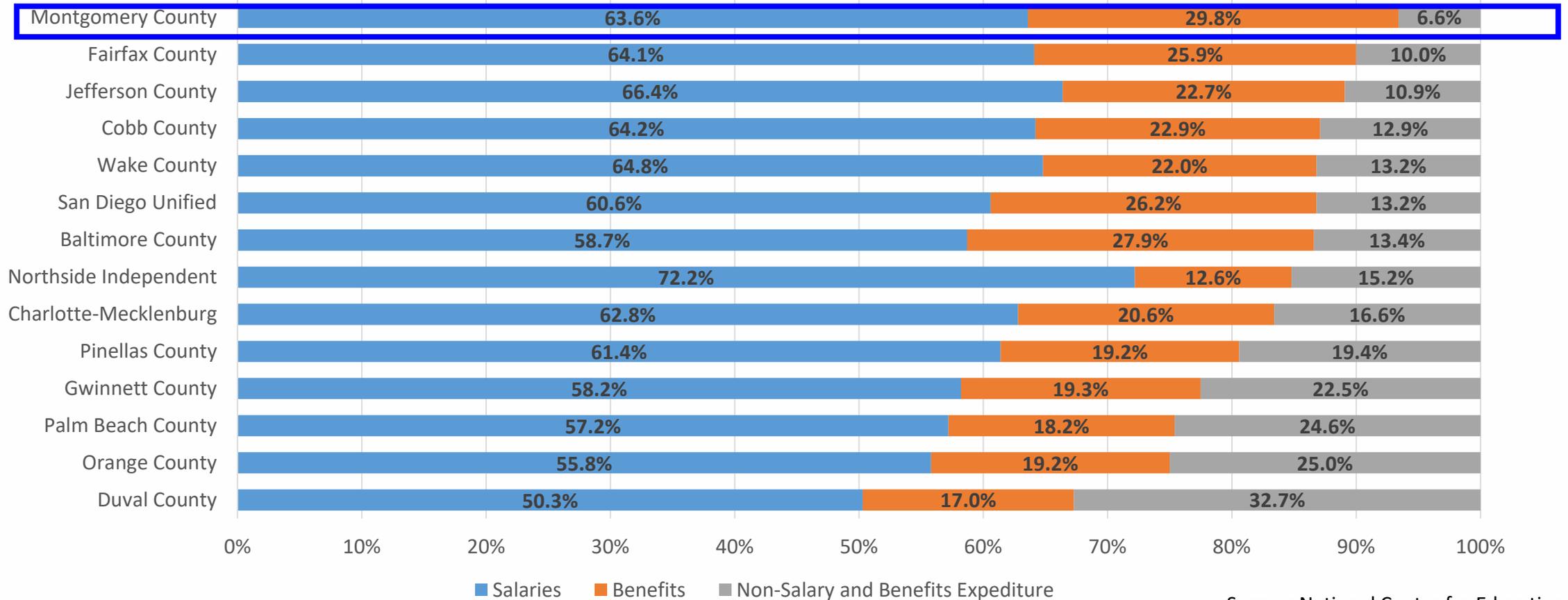
State Peers 2014–2015



Source: National Center for Education Statistics

Budgetary Analysis

National Peer Expenditure on Salary and Benefits of All Employees as a Percentage of Current Expenditures on Education Programs 2013–2014



Source: National Center for Education Statistics

Summary of Findings

External Benchmarking

- MCPS administrative and support staff staffing levels are typically similar to national and state peer group averages.
- In terms of teacher staffing, MCPS observes lower student-teacher ratios than national peer group averages across school levels.
- Staffing levels of other instructional staff—including instructional specialists, media specialists, and library support staff—tend to vary widely by district.
- Among state and national peers, MCPS spends a higher-than-average proportion of its elementary and secondary budget on instruction
- Among both state and national peers, MCPS spends the greatest share of its elementary and secondary budget on employee salaries and benefits

Summary of Findings

Internal Benchmarking

- **Elementary schools with high FARMs enrollment have smaller student-teacher ratios for Grades K-5 than low FARMs schools.**
- **Core classroom teacher ratios across middle and high schools are generally similar.**
- **Title 1 Schools and Focus Schools have larger average student-teacher ratios for Reading/Literacy Teachers.**
- **Title 1 and Focus Schools have smaller student-staff ratios for most Specialist Staff, Counselors, and Paraeducators.**
- **Special Education Staff across all school levels tend to observe similar student-staff ratios.**
- **Administrative staff ratios rise based on school size**

How much?

The ESSA Funding Report

Accountability

- Historically, accountability has been a State, LEA, and school reporting system for student achievement, graduation rates, attendance and other variables
- ESSA will continue to report the same types of measures but there is a new twist- Accountability with a per pupil expenditure lens

Per-pupil Expenditure Reporting in ESSA

- A State and its LEAs must annually report per-pupil expenditures of Federal, State, and local funds on State and LEA report cards, disaggregated by source of funds.
- *ESEA section 1111(h)(1)(C)(x), (h)(2)(C)*

Per-pupil Expenditure Reporting in ESSA

Continued...

- Per-pupil expenditures must include ***actual*** personnel and non-personnel expenditures.
- A State and its LEAs must report per-pupil expenditures for the LEA as a whole and for ***each school*** served by the LEA for the preceding fiscal year.

Reporting Timeline

- As stated in the June 28, 2017, *Dear Colleague Letter*, States and LEAs have until the 2018–2019 school year to report on annual report cards regarding per-pupil expenditures as described on the previous slide.
- This means reporting will be included approximately December 2019. Work on the content of that reporting has already started.

But aren't we already doing this in the *Schools at a Glance*?

Staff Positions			
Professional		Supporting Services	
Administrative			
Principal	1.000	Instructional Support	
Assistant Principal	1.000	Paraeducators	
Principal Intern		Regular	4.472
Asst School Administrator		Special Education	3.687
Administrative Total	2.000	IT Systems Specialist	
Teachers		Teacher Assistant	
Kindergarten	8.000	Media Assistant	0.500
Classroom	31.300	Instructional Data Assistant	0.500
Staff Development	1.000	Instructional Support Total	9.159
ESOL	3.800	Other Support	
Reading/Literacy		Administrative Secretary	1.000
Physical Education		Secretary	1.000
Art	1.400	Parent/Community Coord	
Music	1.400	Lunch Hour Aide	1.024
Instrumental Music	0.300	Other Support Total	3.624
Preschool	0.600	Building Services	
Special Education:		Manager	1.000
Classroom	5.600	Leader	1.000
Resource Program		Worker	3.500
Teachers Total	53.400	Plant Equipment Operator	
Other Professional		Building Services Total	5.500
Counselor	1.000	Food Services	1.687
Media Specialist	1.000	Total Supporting Services	9.970
Spec Ed Related Services	2.100		
Other Professional Total	4.100		
Total Professional	59.500		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1966	2013	12.1	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1-6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
44	28	5	1	0	7	3

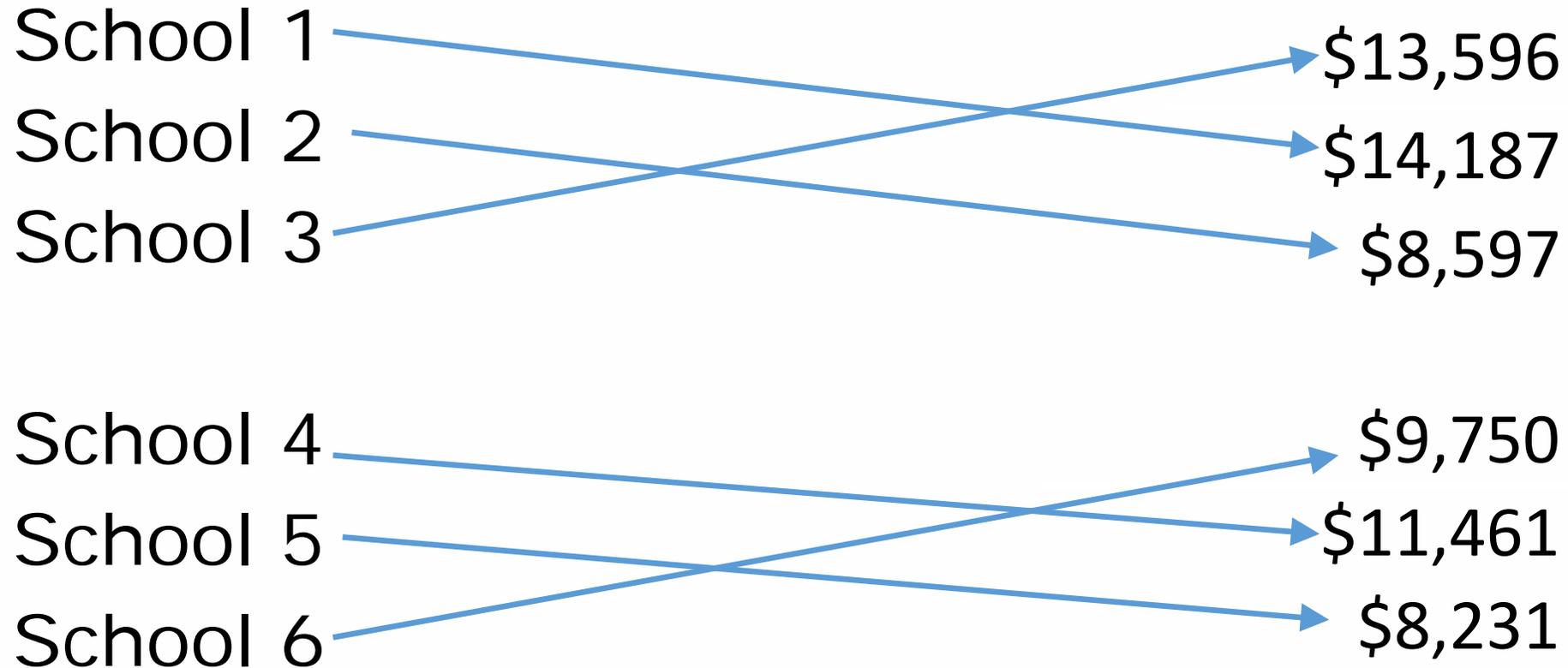
Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
762	762	722	741	748	742	748	740

School Personnel Costs	
Professional Salaries	\$4,752,887
Supporting Services Salaries	\$868,584
Employee Benefits	\$1,443,519
Total Allocated Cost	\$7,064,990

ACTIVITY DIRECTIONS

- Think about the factors that may influence the per pupil expenditures calculated for a school
- With a partner discuss the factors influencing per pupil expenditures
- Examine the characteristics assigned to two groups of three schools with similar enrollments.
- Within each group of three schools, match the school with the appropriate per pupil expenditure calculation based on your discussion.

HOW DID YOU DO?



How well?

What is the ROI?

ESSA Accountability MSDE Model

Why develop an MCPS
Accountability Model?

Accountability: The Business of Impact

- More than a report of student results
- Determine the impact a school makes on its students
- In short, the model should answer the question, “What difference did this school make for its students?”

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Reliance on the State

Self-reliance

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Single Test

Multiple Measures

Evidence of Learning

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Scoring on total school population at 95%

Scoring at the student population level at 100%

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Pass/Fail

Credit for Progress

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Growth

Accelerated growth toward a proficiency standard

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Percentile rankings

Lexiles

Winners/Losers

Quantiles

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

One-size fits all

Consideration for school complexity

Do we believe that ESSA is an adequate measure of OUR schools?

Federal/State Accountability

Local Accountability

Closes gap by 50% by 2030

Accelerated gap closure

Elementary/Middle Components

MSDE

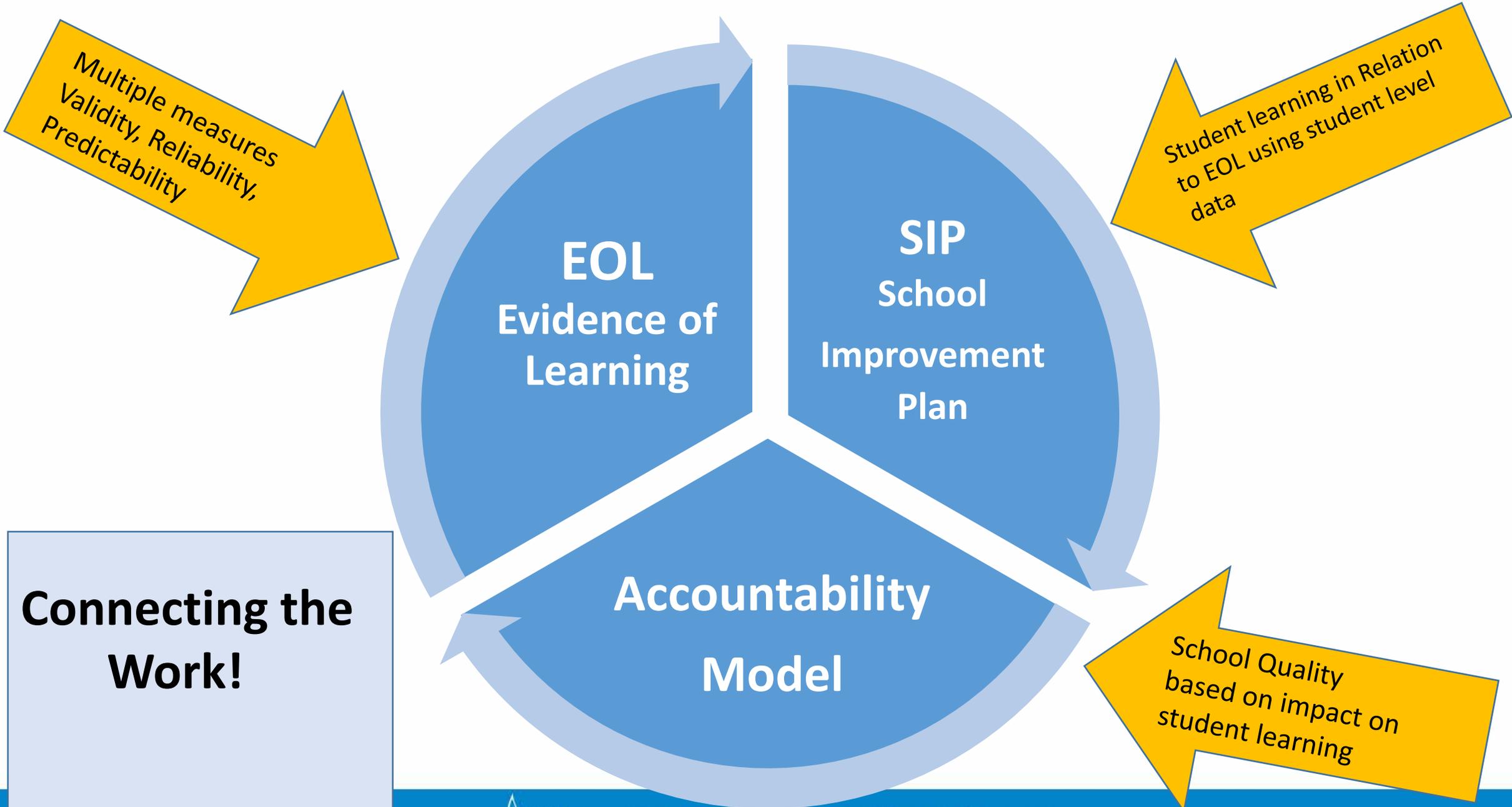
MCPS

High School Components

MSDE	MCPS
Achievement: PARCC	Achievement: EOL
Readiness for Post-Secondary Success	Academic Progress: On Track/CCR
Graduation	Graduation
LEP	LEP and SWD
School Quality/Student Success	Culture and Equity
	Priority Focus: Data Driven

MCPS Accountability Model

- Roll out in phases
- Develop components based on data availability
- Stakeholder input
- Revise and improve
- Reinforce our goals for our students, our schools and our district



Resources That May Interest You

- ESSA Funding Transparency

<http://www.edweek.org/ew/articles/2018/04/04/making-school-spending-data-transparent-and-accessible.html>

- Boundaries and Inequality -MCPS

<https://ggwash.org/view/66650/are-bad-school-boundaries-spurring-inequality-in-montgomery-schools>

- Hanover Reports