

APPLICATION FOR THE 2010 MALCOLM BALDRIGE NATIONAL QUALITY AWARD MAY 2010

Jerry D. Weast, Ed.D.
Superintendent of Schools



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2010 ELIGIBILITY CERTIFICATION FORM AND
ADDITIONAL INFORMATION NEEDED FORM

Malcolm Baldrige National Quality Award

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OMB Clearance #0693-0006
Expiration Date: April 30, 2010

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1. Your Organization

Official name	Montgomery County Public Schools
Other name	NA
Prior name	(if changed within the past 5 years)

Headquarters address	850 Hungerford Drive Rockville, Maryland 20850
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2. Highest-Ranking Official

Mr. Mrs. Ms. Dr.

Name	Jerry D. Weast
Job title	Superintendent of Schools
E-mail	Suzanne_Peang-Meth@mcpsmd.org
Telephone	301-279-3381
Fax	301-279-3205

Address	<input checked="" type="checkbox"/> Same as above
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3. Eligibility Contact Point

Designate a person who can answer inquiries about your organization. Questions from your organization and requests from the Baldrige Program will be limited to this person and the alternate identified below.

Mr. Mrs. Ms. Dr.

Name	Michael P. Perich
Job title	Acting Director, Systemwide Continuous Improvement
E-mail	michael_p_perich@mcpsmd.org
Telephone	Office - 301-279-3626 Cell - 301-221-0347 Home - 717-359-4933
Fax	301-279-3428

Address	<input type="checkbox"/> Same as above 850 Hungerford Drive Room 149 Rockville, Maryland, 20850
Overnight mailing address	<input checked="" type="checkbox"/> Same as above (Do not use a P.O. Box number.) same as above

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4. Alternate Eligibility Contact Point

Mr. Mrs. Ms. Dr.

Name Telephone Fax

5. Application History

a. Has your organization previously submitted an Eligibility Certification Package?

Yes. Indicate the year(s) and the organization's name at that time, if different.

Year(s)
 Name(s)

No
 Don't know

b. Has your organization ever received the Malcolm Baldrige National Quality Award?

Yes. Did your organization receive an Award in 2004 or earlier?
 Yes. Your organization is eligible to apply for the Award.
 No. If your organization received the Award during 2005–2009, it is eligible to apply for feedback only. Contact the Baldrige Program at (877) 237-9064, option 3, if you have questions.

No

c. (Optional; for statistical purposes only) Has your organization participated in a state or local Baldrige-based award process?

Yes. Years:
 No

6. Award Category and Criteria Used

See pages 5–6 of the 2010 Baldrige Award Application Forms booklet.

a. Award category (Check one.)

Your education or health care organization may use the Business/Nonprofit Criteria and apply in the service, small business, or nonprofit category. However, you probably will find the sector-specific Criteria more appropriate.

- | For-Profit | Nonprofit |
|--|---|
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Nonprofit |
| <input type="checkbox"/> Service | <input checked="" type="checkbox"/> Education |
| <input type="checkbox"/> Small business (≤500 employees) | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Education | |
| <input type="checkbox"/> Health care | |

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b. Criteria used (Check one.)

- Criteria for Performance Excellence (Business/Nonprofit Criteria)
- Education Criteria for Performance Excellence
- Health Care Criteria for Performance Excellence

c. Industrial classifications. List up to three of the most descriptive NAICS codes for your organization (see page 20 of the 2010 Baldrige Award Application Forms booklet). These are used to identify your organizational functions and to assign applications to Examiners.

611	6111	6117
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7. Organizational Structure

a. Total number of paid employees, staff, and/or faculty:

b. Sales, revenue, or budget

For the preceding fiscal year, the organization had

- | | | |
|---|---|--|
| <input type="checkbox"/> up to \$1 million | <input type="checkbox"/> \$1.1 million-\$10 million | in <input type="checkbox"/> sales |
| <input type="checkbox"/> \$10.1 million-\$100 million | <input type="checkbox"/> \$100.1 million-\$500 million | <input type="checkbox"/> revenue |
| <input type="checkbox"/> \$500.1 million-\$1 billion | <input checked="" type="checkbox"/> more than \$1 billion | <input checked="" type="checkbox"/> budget |

Align your responses in c, d, and e below to item 12, Site Listing. Count offices or other work areas located near each other as one site if you consider them as one for business and personnel purposes.

	Inside U.S./territories	Outside U.S./territories
c. Number of sites	226	
d. % of employees	100	
e. % of physical assets	100	

f. Attach a line-and-box organization chart that includes divisions or unit levels. In each box, include the name of the unit or division and the name of its leader. Do not use shading or color in the boxes.

The chart is attached.

g. The organization is _____ a larger parent or system. (Check all that apply.)

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not a subunit of (Proceed to item 8.)

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- a subsidiary of controlled by administered by owned by
- a division of a unit of a school of other _____

Parent organization		Address	
Total number of workforce members	(including subunits but excluding joint ventures)		
Highest-ranking official		Job title	

h. Is your organization the only subunit of the parent intending to apply for the Award? Based on the parent organization's size, the Program accepts multiple applications from subunits, all Award categories combined (see page 7 of the 2010 Baldrige Award Application Forms booklet).

Yes No (Briefly explain below.) Don't know

i. Attach a line-and-box organization chart(s) showing your organization's relationship to the parent's highest management level, including all intervening levels. In each box, include the name of the unit or division and its leader. Do not use shading or color in the boxes.

The chart is attached.

j. Considering the organization chart, briefly describe below how your organization relates to the parent and its other subunits in terms of products, services, and management structure.

k. Provide the title and date of an official document (e.g., an annual report, organizational literature, a press release) that clearly defines your organization as a discrete entity.

Title Date

Attach a copy of relevant portions of the document. If you name a Web site as documentation, print and attach the relevant pages.

Relevant portions of the document are attached.

1. Briefly describe the major functions your parent or its other subunits provide to your organization, if appropriate. *Examples are strategic planning, business acquisition, research and development, facilities management, data gathering and analysis, human resource services, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.*

8. Eligibility Determination

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See also pages 5-7 of the 2010 Baldrige Award Application Forms booklet.

a. Is your organization a distinct organization or business unit headquartered in the United States?

Yes No. *Briefly explain.*

b. Has your organization officially or legally existed for at least one year, or since April 5, 2009?

Yes No

c. Can your organization respond to all seven Baldrige Criteria Categories? That is, does your organization have processes and related results for its unique operations, products, and/or services? For example, does it have an independent leadership system to set and deploy its vision, values, strategy, and action plans? Does it have approaches for engaging customers and the workforce, as well as for tracking and using data on the effectiveness of these approaches?

Yes No

d. If some of your organization's activities are performed outside the United States or its territories and your organization receives a site visit, will you make available sufficient personnel, documentation, and facilities in the United States to allow a full examination of your worldwide organization?

Yes No

e. If your organization receives an Award, can it make sufficient personnel and documentation available to share its practices at The Quest for Excellence Conference and at your organization's U.S. facilities?

Yes No

If you checked "No" for 8a, 8b, 8c, 8d, or 8e, call the Baldrige Program at (877) 237-9064, option 3.

Questions for Subunits Only

- f. Is your subunit recognizably different from the parent and its other subunits? For example, do your customers distinguish your products and services from those of the parent and/or other subunits? Are your products or services unique within the parent? Do other units within the parent provide the same products or services to a different customer base?
- Yes. *Continue with 8g.*
- No. *Your subunit is probably not eligible to apply for the Award. Call the Baldrige Program at (877) 237-9064, option 3.*
- g. Is your organization a subunit in education or health care?
- Yes. *Check your eligibility on page 6 of the 2010 Baldrige Award Application Forms booklet, and proceed to item 9.*
- No. *Continue with 8h.*
- h. Does your subunit have more than 500 paid employees?
- Yes. *Your organization is eligible to apply for the Award. Proceed to item 9.*
- No. *Continue with 8i.*
- i. Is your subunit in manufacturing or service?
- Yes. Is it separately incorporated and distinct from the parent's other subunits? Or was it independent before being acquired by the parent, and does it continue to operate independently under its own identity?
- Yes. *Your subunit is eligible in the small business category. Attach relevant portions of a supporting official document (e.g., articles of incorporation), and proceed to item 9.*
- No. *Continue with 8j.*
- No. *Your subunit is probably not eligible to apply for the Award. Call the Baldrige Program at (877) 237-9064, option 3.*
- j. Does your subunit (1) have more than 25 percent of the parent's employees, and (2) does your subunit sell or provide 50 percent or more of its products or services directly to customers/users outside your subunit, its parent, and other organizations that own or have financial or organizational control of your subunit or the parent?
- Yes. *Your organization is eligible to apply for the Award.*
- No. *Your organization is probably not eligible to apply for the Award. Call the Baldrige Program at (877) 237-9064, option 3.*

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9. Supplemental Sections

The organization has (a) a single performance system that supports all of its product and/or service lines and (b) products or services that are essentially similar in terms of customers/users, technology, workforce or employee types, and planning.

- Yes. *Proceed to item 10.*
- No. *Your organization may need to submit one or more supplemental sections with its application. Call the Baldrige Program at (877) 237-9064, option 3.*

10. Application Format

If your organization applies for the 2010 Award, in which format will you submit your application?

- 30 paper copies (due May 20, 2010) CD (due May 6, 2010)

11. Use of Cell Phones, Cordless Phones, and Voice-over-Internet Protocol (VoIP)

Do you authorize Baldrige Examiners to use cell phones, cordless phones, and VoIP to discuss your application? *Your answer will not affect your organization's eligibility. Examiners will hold all your information in strict confidence and will discuss your application only with other assigned Examiners and with Program representatives as needed.*

Yes No

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12. Site Listing

Align the number of sites listed and the number of employees, faculty, and staff to the information you reported in items 7a and 7c. *If your organization receives a site visit, the Baldrige Program will request a more detailed listing. Although site visits are not conducted at facilities outside the United States or its territories, these facilities may be contacted by teleconference or videoconference.*

Example		
Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Check one or more. <i>List the numbers at each site.</i>	Check one. List the % at each site, or use "N/A" (not applicable).
	Number of <input type="checkbox"/> Employees <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff	% of <input type="checkbox"/> Sales <input type="checkbox"/> Revenue <input checked="" type="checkbox"/> Budget
Feld Hall Freedom, TX	38 Faculty 10 Staff	40%
Stark Institute of Health Sciences San Antonio, TX	35 Faculty 6 Staff	35%
Institute of Health Sciences Dallas, TX	24 Faculty 5 Staff	25%

Your Organization		
Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Check one or more. <i>List the numbers at each site.</i>	Check one. Enter the % at each site or "N/A" (not applicable).
	Number of <input checked="" type="checkbox"/> Employees <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Staff	% of <input type="checkbox"/> Sales <input type="checkbox"/> Revenue <input checked="" type="checkbox"/> Budget
Metro North Central Services 7361 Calhoun Place Rockville, Maryland 20855	106.78	0.7%
Upcounty Central Services Upcounty Regional Services Center 12900 Middlebrook Road Suite 3305 Germantown, Maryland 20874	133.0	1.2%
Rocking Horse Road Central Services 4910 Macon road, Room 204 Rockville, Maryland 20852	81.4	0.5%
Spring Mill Central Services Spring Mill Field Office 11721 Kemp Mill road Silver Spring, Maryland 20902	27.94	0.2%

If you are unable to respond to any item, call (877) 237-9064, option 3, before submitting this form.

Lynnbrook Center Central Services 8001 Lynnbrook Drive Bethesda, Maryland 20814	95.88	0.5%
Lincoln Center Central Services 580 N. Stonestreet Avenue Rockville, Maryland 20850	66.50	0.4%
Carver Central Services 850 Hungerford Drive Rockville, Maryland 20850	869.16	6.65
200 Schools	16198.38	79.1%
Oak Grove Corporate Park 2096 Gaither Road Rockville, Maryland 20850	188.93	1.2%
Gaithersburg Middle School 2 Teacher's Way Gaithersburg, Maryland 20877	52.65	0.2%

Attach as many additional pages as needed to include all sites. For each, give the city and state/country; the number of employees, faculty members, and/or staff; and the percentage of sales, revenue, or budget.

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<p>Child Find Stephen Knolls School 10731 St. Margaret's Kensington, Maryland 20895</p>	19.70	0.1%
<p>Infants and Toddlers Program Sligo Middle School 1401 Dennis Avenue Silver Spring, Maryland 20902</p>	58.80	0.3%
<p>Carl Sandburg Center 451 Meadow Hall Drive Rockville, Maryland 20851</p>	10.90	0.1%
<p>Maintenance (4 depots) Bethesda Depot 10901 Westlake Drive Rockville, Maryland 20852 Clarksburg Depot 13100 Shawnee Lane Clarksburg, Maryland 20734 Randolph Depot 1801 Old Randolph Road Silver Spring, Maryland 20902 Shady Grove Depot County Service Park 16651 Crabbs Branch Way Rockville, Maryland 20855</p>	356.00	1.7%
<p>Transportation (5 depots) Bethesda Depot 10901 Westlake Drive Rockville, Maryland 20852 Clarksburg Depot 13100 Shawnee Lane Clarksburg, Maryland 20734 Randolph Depot 1800 Old Randolph Road Silver Spring, Maryland 20902 Shady Grove Depot County Service Park 16651 Crabbs Branch Way Rockville, Maryland 20855</p>	1,645.35	4.9%

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West Farm Depot 11920 Bournfield Way Silver Spring, Maryland 20904		
Food Services 16644 Crabbs Branch Way Rockville, Maryland 20855	136.38	0.4%
Blair G. Ewing Center 14501 Avery Road Rockville, Maryland 20853	127.10	0.7%
Infants and Toddlers Program Children's Resource Center 332 W. Edmonston Drive Rockville, Maryland 20850	45.00	0.3%
Infants and Toddlers Program at E. County Center Rosa Parks Middle School 19200 Olney Mill Road Olney, Maryland 20832	47.55	0.3%
Infants and Toddlers Program Neelsville Middle School 11700 Neelsville Church Road Germantown, Maryland 20876	47.25	0.3%
Infants and Toddlers Program at Emory Grove 18100 Washington Grove Lane Gaithersburg, Maryland 20877	29.00	0.1%

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13. Key Business/Organization Factors

List or briefly describe the following key business/organization factors. Limit your answers to the space provided, and be as specific as possible. *The Baldrige Program uses this information to avoid conflicts of interest when assigning Examiners to your application. Examiners also use this information in their evaluations.*

- a. Main products and/or services and major markets served (local, regional, national, and international)

Montgomery County Public Schools (MCPS) has captured 85% of the market share of school-age children living in the district and provides a pre-kindergarten through Grade 12 public school education program in heterogeneously grouped K-2, K-5, 6-8, and 9-12 classrooms.

- b. Key competitors (those that constitute 5 percent or more of your competitors)

158 private and or parochial schools in the district

- c. Key customers/users (those that constitute 5 percent or more of your customers/users)

MCPS primary internal customers are the approximately 140,000 students and their parents. Key external customers are the businesses, colleges, and the universities in the Washington Metropolitan area and beyond. In addition, various community groups use our facilities extensively.

- d. Key suppliers/partners (those that constitute 5 percent or more of your suppliers/partners)

Office Max, BP OIL Company, Data Networks, Inc., Duron, Inc., Enable Systems, Inc., Grimm and Parker, Hess Construction, Smith and Haines, Inc., Xerox Corporation. Other suppliers include universities such as Towson, University of Maryland, Hood College, Johns Hopkins University, and George Washington University that develop professional development schools as the primary vehicle for the preparation of our pre-service teachers.

- e. Financial auditor

- f. Fiscal year (e.g., October 1-September 30)

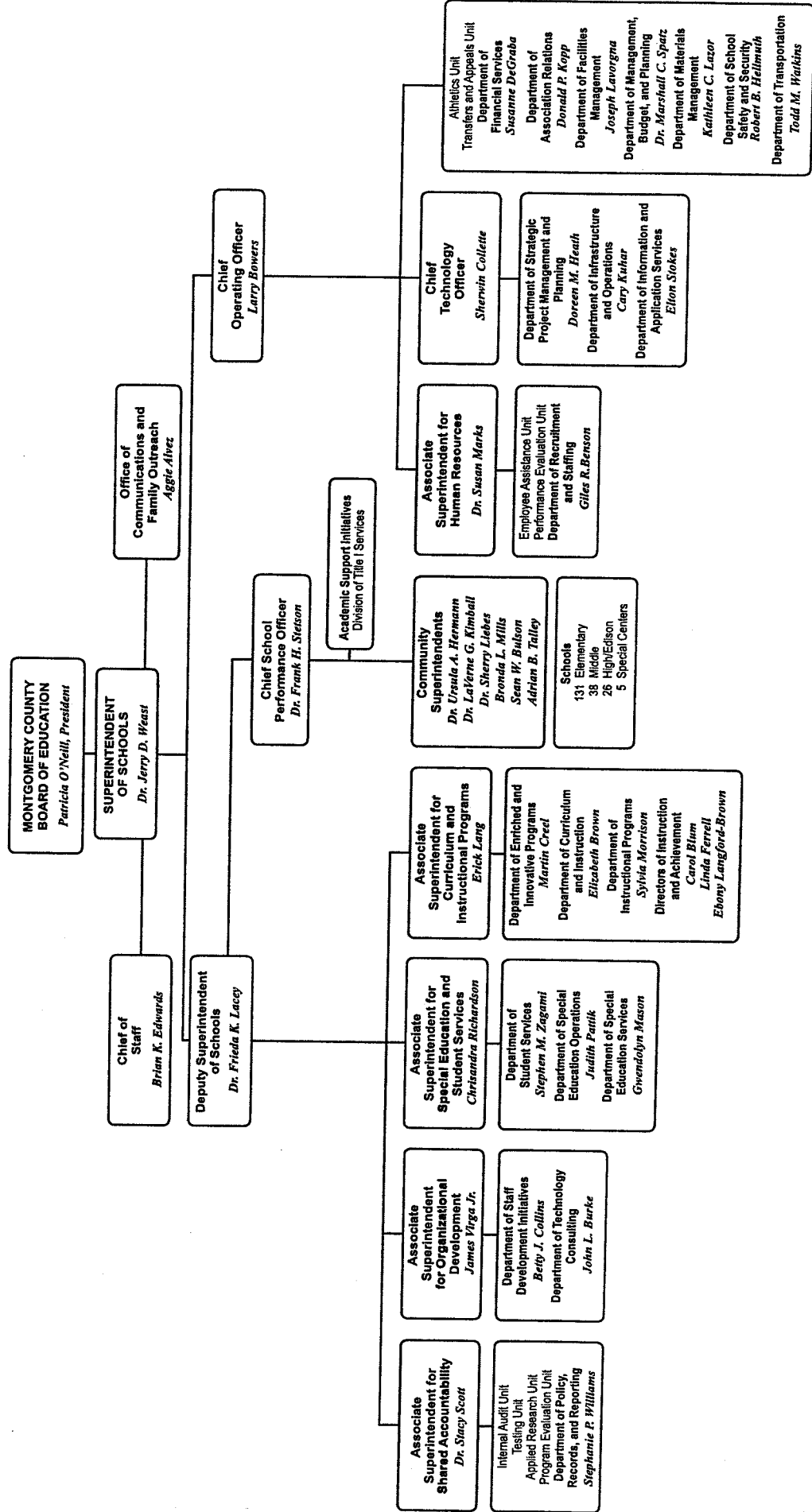
Clifton Gunderson LLP	July1-June 30
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MONTGOMERY COUNTY PUBLIC SCHOOLS FY 2011 ORGANIZATION



Malcolm Baldrige National Quality Award

OMB Clearance #0693-0006
Expiration Date: April 30, 2010

1. Your Organization

Official name	Montgomery County Public Schools
Mailing address	850 Hungerford Drive Rockville, Maryland 20850

2. Award Category and Criteria Used

- a. Award category (Check one.)
- Manufacturing
 - Service
 - Small business. The larger percentage of sales is in (check one) Manufacturing Service
 - Education
 - Health care
 - Nonprofit
- b. Criteria used (Check one.)
- Business/Nonprofit
 - Education
 - Health Care

3. Official Contact Point

Designate a person with in-depth knowledge of the organization, a good understanding of the application, and the authority to answer inquiries and arrange a site visit, if necessary. *Contact between the Baldrige Program and your organization is limited to this individual and the Alternate Official Contact Point. If the Official Contact Point changes during the application process, please inform the Program.*

Mr. Mrs. Ms. Dr.

Name	Michael P. Perich
Title	Acting Director, System-wide Continuous Improvement
Mailing address	<input type="checkbox"/> Same as above 850 Hungerford Drive Room 149 Rockville, Maryland 20850
Overnight mailing address	<input checked="" type="checkbox"/> Same as above (Do not use a P.O. box number.)
Telephone	301-279-3626
Fax	301-279-3428
E-mail	michael_p_perich@mcpsmd.org

4. Alternate Official Contact Point

Mr. Mrs. Ms. Dr.

Name	Larry A. Bowers, Chief Operating Officer
Telephone	301-279-3626
Fax	301-279-3428
E-mail	Larry_Bowers@mcpsmd.org

5. Release and Ethics Statements

Release Statement

I understand that this application will be reviewed by members of the Board of Examiners.

If my organization is selected for a site visit, I agree that the organization will

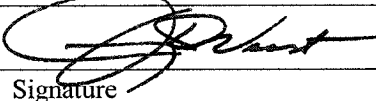
- host the site visit,
- facilitate an open and unbiased examination, and
- pay reasonable costs associated with the site visit (see page 4 of the 2010 Baldrige Award Application Forms booklet).

If selected to receive an Award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations.

Ethics Statement and Signature of the Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this Award Application Package.
- (2) To the best of my knowledge,
 - this package contains no untrue statement of a material fact and
 - omits no material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices. This includes but is not limited to sanctions and ethical breaches.

	5/17/10
Signature	Date
<input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. <input checked="" type="checkbox"/> Dr.	
Printed name	Jerry D. Weast
Job title	Superintendent of Schools
Applicant name	Montgomery County Public Schools
Mailing address	<input checked="" type="checkbox"/> Same as above
Telephone	301-279-3381
Fax	301-279-3205

GLOSSARY OF TERMS AND ABBREVIATIONS

A&S	Administrative and Supervisory	FORTIS	An enterprise document management solution developed by Westbrook Technologies
ACT	American College Testing Program	FTE	Full-time Employee
ADA	Americans with Disabilities Act	FY	Fiscal Year
AfAm	African American	HAPIT.....	Honors/AP Potential Identification Tool
AIX	Advanced Interactive eXecutive) Operating System	HHPC.....	Healthy High Performance Cleaning
AOS.....	Available on site	Hisp.....	Hispanic
AP-PR	Assessment Program in Primary Reading	HRIS	Human Resource Information System (SUN)
AP/IB	Advanced Placement/International Baccalaureate	HSA.....	High School Assessment
AP	Advanced Placement or Assistant Principal	HVAC.....	Heating, Ventilation, Air Conditioning
APQC.....	American Productivity Quality Center	IAQ.....	Indoor Air Quality
AsAm.....	Asian American	IB	International Baccalaureate
ASBO.....	Association of School Business Officials	IBM.....	International Business Machines
ASC.....	Achievement Steering Committee	ICS	Incident Command System
AYP.....	Adequate Yearly Progress	IDEA	Individuals with Disabilities Education Act
Board.....	The Board of Education	IEP	Individualized Education Program
BRP	Business Resumption Plan	IGOE	Inputs, Guides, Outputs, and Enablers
BTE	Bridge to Excellence	ITV.....	Instructional Television
CAC.....	Curriculum Advisory Committees	JLMCC.....	Joint Labor/Management Collaboration Committee
CI.....	Continuous improvement	LASU	The Language Assistance Services Unit
CIPA.....	Children's Internet Protection Act	LEAs	Local Education Agencies
CIP	Capital Improvement Program	LEED	Leadership in Energy and Environmental Design
COMAR....	Code of Maryland Administrative Regulations	LEP	Limited English Proficiency
COO	Chief Operating Officer	LMCC	Labor Management Collaboration Council
CT	Consulting Teacher	LMC.....	Labor/Management Committee
CTL.....	Council on Teaching and Learning	LRE.....	Least Restrictive Environment
DHHS.....	Department of Health & Human Services	MBE.....	Minority Business Enterprise
DRP.....	Disaster Recovery Process	M-NCPPC ..	Maryland-National Capital Park & Planning Commission
EAF	Entrepreneurial Activities Fund	M-Stat	Process that provides ongoing access to data on student progress
ECPD	Equitable Classroom Practices Document	MCAAP	Montgomery County Association of Administrators and Principals
ECPE.....	Emergency/Crisis Preparedness Expectations	MCBRE	Montgomery County Business Roundtable for Education
EEO.....	Equal Employment Opportunity	MCCPTA ..	Montgomery County Council of Parent Teacher Associations
EFO	Educational Facilities Officer	MCEA	Montgomery County Education Association
EGPS.....	Editorial Graphics and Publishing Services	MCPS.....	Montgomery County Public Schools
ELL	English Language Learners	MFD.....	Minority/Female/Disabled Person-owned businesses
ELO-SAIL	Extended Learning Opportunities - Summer Adventures in Learning	MGT	MGT of America, Inc.
ELT	Executive Leadership Team	MMS	Materials Management System
EPA	Environmental Protection Agency	MMSR	Maryland Model for School Readiness
ERP	Enterprise Resource Planning	MOSH.....	Maryland Occupational Safety and Health
ERSC	Employee and Retiree Service Center	MP.....	Bridge to Excellence Master Plan
ESOL.....	English for Speakers of Other Languages	MSA	Maryland School Assessment
ESPP.....	Early Success Performance Plan	MSDE.....	Maryland State Department of Education
ETDT	Equity Training and Development Team	NBCT.....	Nationally Board-certified Teacher Candidates
FARMS	Free and Reduced-priced Meals System		
FCPAC	Family and Community Partnerships Advisory Council		
FERPA	Family Educational Rights and Privacy Act		
FIS.....	Financial Information System		
FMS	Financial Management System		

NBPTS.....National Board for Professional Teaching Standards	SEPA.....Students Engaged in Pathways to Achievement
NCLB..... <i>No Child Left Behind Act</i>	SERT.....School Energy and Recycling Team
NRC.....National Research Center, Inc.	Seven Keys.....The Seven Keys to College Readiness
NCUST.....National Center for Urban School Transformation	SIIRs.....Supervisor's Incident Investigation Reports
NEO.....New Educator Orientation	SIP.....School Improvement Plan
NP.....National Percentile	SL.....Senior Leaders
NTI.....New Teacher Induction	SMOB.....Student Member of the Board
NTT.....New Teachers Taking Modules	SMST.....Safety Management Services Team
OARS.....Online Achievement and Reporting System	SpEd.....Special Educational
OASIS.....Online Administrative Student Information System	SPO.....School Plant Operations
OAT.....Observing and Analyzing Teaching	SPP.....Strategic Planning Process
OCA.....Our Call to Action	SRR.....Student Rights and Responsibilities
OCFO.....Office of Communications and Family Outreach	SSAA.....Secondary School Administrators Association
OCIP.....Office of Curriculum and Instructional Programs	SSA.....System of Shared Accountability
OCOO.....Office of the Chief Operating Officer	SSE.....Survey of School Environment
OCTO.....Office of the Chief Technology Officer	SSL.....Student Service Learning
OHR.....Office of Human Resources	SSPGS.....Supporting Services Professional Growth System
OLC.....Online Learning Community	SSTD.....Supporting Services Training and Development
OLO.....Office of Legislative Oversight	SST.....Studying Skillful Teaching
OOD.....Office of Organizational Development	STEM.....Science, Technology, Engineering, and Mathematics
OSA.....Office of Shared Accountability	SWOT.....Strengths, Weaknesses, Opportunities, and Threats
OSESS.....Office of Special Education and Student Services	SWSP.....Systemwide Safety Programs
OSHA.....Occupational Safety and Health Administration	TechMod...Technology Modification
OSP.....Office of School Performance	TN/2.....TerraNova Second Edition
PAR.....Peer Assistance and Review program	TPGS.....Teacher Professional Growth System
PCC.....Parent community coordinators	USDA.....U.S. Department of Agriculture
PDIP.....Process Design and Improvement Process	USDE.....U.S. Department of Education
PDO.....Professional Development Online	WAN/LAN.....Wide Area and Local Area networks
PDP.....Professional Development Plan	
PDSA.....Plan Do Study Act	
PELP.....Public Education Leadership Program	
PFRP.....Pandemic Flu Response Plan	
PGCs.....Professional Growth Consultants	
PGS.....Professional Growth System	
PIP.....Performance Improvement Process	
PIS.....Performance Improvement System	
PLAR.....Planned Life-cycle Asset Replacement	
PLCI.....Professional Learning Communities Institute	
PLC.....Professional Learning Communities	
PMI.....Process Management and Improvement	
PSAT.....Preliminary Scholastic Assessment Test	
PTA.....Parent Teacher Association	
PV.....Photovoltaic System	
REC.....Renewable Energy Certificate	
REM.....Real Estate Management Enterprise Fund	
RUP.....Rational Unified Process	
SAT.....Scholastic Assessment Test	
SDCFT.....Staff Development Cross-functional Team	
SDT.....Staff Development Teacher	
SEIU Local 500 Service Employees International Union	

ORGANIZATIONAL PROFILE

Preface: Organizational Profile

P.1 Organizational Description

P.1a(1) Organizational Environment. Welcome to Montgomery County Public Schools (MCPS) and our commitment to continuous improvement (CI), performance excellence, and quality and equity for all staff and students. CI in MCPS is not an option; it is the way we do business and is based on high expectations for all staff and students, embodies the belief that all children can and will learn, and is embedded in all areas of the system.

MCPS is located in central Maryland and forms the northern border of Washington, D.C., the nation's capital. MCPS covers over 500 square miles, has the largest school enrollment in Maryland, and is the 16th largest school system in the United States.

The district offers a prekindergarten through Grade 12 public school education for elementary, middle, and high school students. In some instances, unique structures to better meet the needs of students are employed, e.g., elementary schools with the most highly diverse and economically disadvantaged students in the district have lower class sizes in Kindergarten and Grades 1 and 2 (17:1).

Instructional programs include special education for students with disabilities, English for Speakers of Other Languages (ESOL), and accelerated and enriched learning opportunities for students, such as programs for highly gifted students; foreign language immersion programs; career and technology education; science, math, and computer science programs; humanities and communication programs; International Baccalaureate programs; and performing arts and visual arts programs. High school juniors and seniors who are “college ready” may earn college credits while in high school through dual enrollment programs, while the Gateway to College Program at Montgomery College serves high school students, 16–20 years old, for whom high school completion is at risk. MCPS also offers extended-day and extended-year programs at all 38 middle schools. eLearning—Online Courses for High School Students provides MCPS students with the opportunity to enhance their educational experience through high-quality online courses. Some examples of services offered to support the delivery of instructional programs include Home and Hospital Teaching, International Student Admissions, School Health Services, Psychological Services, and School Counseling Services.

P.1a(2) Organizational Culture. MCPS has committed itself to a culture based on the principles and practices of CI, which embodies performance excellence and high expectations for students and staff. MCPS is driven by its strategic plan—Our Call to Action: Pursuit of Excellence (OCA). The plan contains five strategic goals and is aligned with the state board of education's Bridge to Excellence Master Plan (MP), which is aligned with the federal government's *No Child Left Behind Act* (NCLB). School improvement plans and office, department, and division plans are aligned with OCA. The plan's guiding tenets include the following:

Mission: To provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning.

Vision: A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

Core Values:

- MCPS is committed to doing whatever it takes to ensure that every child, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability, learns and succeeds.
- Student outcomes shall not be predictable by race or ethnicity.
- MCPS has high expectations for all students, believing that all children can learn at high levels.
- Every student is a unique learner and MCPS will tailor instruction to meet the learning needs of each student.
- A comprehensive early-years program is critical for students to acquire the knowledge and skills necessary to be successful in reading, writing, and mathematics.
- The pursuit of excellence for all students requires providing our neediest students with the extra support necessary to attain rigorous targets.
- MCPS demonstrates commitment to continuous improvement by reviewing, evaluating, and improving our work and monitoring student performance data.
- MCPS is committed to a culture of respect that includes fair treatment, honesty, openness, and integrity.

District Goals:

- Ensure success for every student
- Provide an effective instructional program
- Strengthen productive partnerships for education
- Create a positive work environment in a self-renewing organization
- Provide high-quality business services that are essential to the educational success of students

Board of Education Academic Priorities:

- Organize and optimize resources for improved academic results
- Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement
- Develop, expand, and deliver literacy-based initiatives from Prekindergarten through Grade 12
- Develop, pilot, and expand improvements in secondary content, instruction, and programs that support students' active engagement in learning
- Use student, staff, school, and system performance data to monitor and improve student achievement
- Foster and sustain systems that support and improve employee effectiveness, in partnership with MCPS employee organizations
- Strengthen family-school relationships and continue to expand civic, business, and community partnerships that support improved student achievement

Critical Questions:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

In order to provide a high-quality, world-class education that ensures success for every student through excellence in teaching and learning, we have identified the following core competencies:

- 1) The development and implementation of a rigorous instructional program responsive to the individual needs of every student, and
- 2) an effective, systematic, and integrated approach to continuous

improvement that is aligned across all work systems, builds individual and organizational capacity, and focuses the organization on becoming more process centered in order to achieve our mission. Having high expectations for all students and staff is a cornerstone of our commitment to CI. Our instructional program includes the systematic diagnosis and assessment of our students' academic needs and performance, which informs action planning, process development, and resource allocation and provides a basis for prioritizing opportunities for improvement and innovation. High levels of student learning for all students is our sole mission and is supported in work systems in every office, department, and division throughout MCPS.

P.1a(3) The district has 22,229 administrative and supervisory staff, teachers, and supporting services employees—65.4 percent White, 18.5 percent African American, 6.9 percent Asian American, 0.3 percent American Indian, and 8.9 percent Hispanic. A total of 10.6 percent of our 720 administrators hold doctoral degrees and 78.5 percent hold master's degrees. One percent of our 11,673 teachers hold doctoral degrees, 58 percent hold master's degrees, and 27 percent have master's equivalent degrees. The remaining 14 percent hold bachelor's degrees. In Title I classrooms, the 224 paraeducators work as assistants. Less than 0.5 percent hold doctoral degrees, 4 percent hold master's degrees, 35 percent hold bachelor's degrees, 9 percent hold associate degrees, and 50 percent hold high school diplomas. The 9,335 supporting services employees have various skill sets and levels of training, education, and preparation. For example, many supporting services employees require special licenses, such as bus drivers, while the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) certify others. Employees may join one of the bargaining units that supports their job classification:

- Montgomery County Education Association (MCEA)
- Service Employees International Union (SEIU), Local 500
- Montgomery County Association of Administrators and Principals (MCAAP)

P.1a(4) Major Facilities, Technologies, and Equipment. Major facilities, valued at \$5 billion, include 200 schools—25 high schools (9–12), 38 middle schools (6–8), 131 elementary schools (Pre-K–5), 5 special schools, 1 technology center, and 30 additional specialized support facilities. The total floor area of these facilities is approximately 23 million square feet. School building sizes range between 29,000 square feet for a small elementary school and 386,000 square feet for the largest high school. In addition to institutional-type, permanent construction, MCPS uses 551 relocatable classrooms to address increases in enrollment as well as class size and full-day kindergarten initiatives.

Major technologies are focused on student learning, knowledge sharing (collaboration), management of information, and business processes. Technology is used to support programs such as student literacy, where online resources and assessments are helping teachers individualize instruction. This requires that all students have access to up-to-date computers in school. The school system's 47,607 computers are refreshed on a five-year cycle through the technology modernization program. The increased instructional use of the Internet, Web 2.0, and video in instruction requires that network bandwidth is continuously monitored and adjusted. Innovative technologies that engage students include interactive white boards and student response systems that are installed in 65 percent of secondary school classrooms.

The enterprise portal, myMCPS and the MCPS website facilitates communication and knowledge sharing among parents, students, and staff. Examples include parent access to student grades and assignments, staff access to payroll information and benefit forms, and student access to online courses and sample tests for SATs and state assessments. Broadcasting on two Comcast cable channels in Montgomery County, MCPS Instructional Television (ITV) produces or airs more than 40 hours of programming a day, focusing on educational and instructional programs. ITV provides programs to more than 220,000 homes and all 200 schools in Montgomery County. Editorial, Graphics and Publishing Services (EGPS) processes hundreds of distinct job orders on a monthly basis. Much of this work is periodical and/or annually recurring. Information management focuses on the use of student, staff, school, and system data to monitor and improve student achievement. High-quality business services in a \$2.2 billion school system require enterprise technology, including e-mail and business applications for financial management, human resources, transportation, and food services.

Major equipment in MCPS includes 113,517 various items valued at \$255,983,852; 47,607 computers valued at \$46,803,910; 2,019 vehicles valued at \$116,152,756; and more than 3,500 interactive white boards valued at \$19,052,800.

P.1a(5) Operational/Regulatory Environment. MCPS must meet the academic and content standards established by the state and is accountable for developing a comprehensive seven-year master plan that includes goals and strategies to promote academic excellence among all students and eliminates performance gaps that persist based on students' race, ethnicity, socioeconomic circumstances, disability, or native language. MCPS is mandated to assess students annually using the Maryland School Assessment (MSA). The results of these assessments are incorporated into the strategic planning process and aligned with other system data points. MCPS is accountable and responsible to numerous legal and regulatory agencies and state and federal statutes. The primary regulatory agency is the Maryland State Board of Education (MSBE), which empowers the Maryland State Department of Education (MSDE) to oversee the operations of all school districts in Maryland. Both agencies are governed by the Maryland General Assembly, which has plenary power over education in the state. Curriculum mandates by the state ensure that all districts align their curricula to the state learner outcomes. All applicants offered employment with the district must submit to a background check and fingerprinting. All teaching staff are required to meet certain certification requirements, developed by MSDE and enforced by the state, at the time of employment and throughout the employee's tenure. Tenure for teachers is governed and enforced by the state. Many supporting services positions require specifically prescribed licenses as a prerequisite for employment. Other agencies and state and federal statutes that are part of the legal and regulatory environment are *Americans with Disabilities Act* (ADA); *Individuals with Disabilities Education Act* (IDEA); *Family and Medical Leave Act*; sexual harassment policies; MSDE requirements; Internal Revenue Service; state and local tax regulations; Workers Compensation; Fair Labor Standards; negotiated agreements; Board policies; child nutrition and food distribution programs; United States Department of Agriculture (USDA); Montgomery County Department of Health and Human Services; Occupational Safety and Health Administration (OSHA); Maryland Department of Health and

Human Services; federal law, such as NCLB; Title I; COMAR (Code of Maryland Administrative Regulations); *Children's Internet Protection Act*; and Section 504 accessibility.

MCPS meets all of the prescribed mandates in state and federal statutes that also are reinforced in Board of Education policies and regulations and local county law. MCPS is one of 24 counties in the state of Maryland and, by law, is responsible for providing an education to all school-age students who live within its boundaries.

P.1b Organizational Relationships

P.1b(1) Organizational Structure and Governance System.

The governance system for MCPS begins with an elected eight-member Board of Education (Board), including a student representative. Members are elected for four-year terms on an alternating, biennial timeframe; and they are responsible for establishing policies that govern the operation of MCPS. In collaboration with the superintendent and Executive Leadership Team (ELT), they also determine the direction for MCPS and communicate the direction to the public. Their power is granted by statute in the Annotated Code of Maryland; and they convene twice per month in public session to conduct business. The superintendent serves as the executive officer, secretary, and treasurer of the Board and is evaluated annually by the Board. The deputy superintendent of schools, chief operating officer (COO), and chief of staff report directly to the superintendent and are evaluated annually by the superintendent. The chief academic officer, chief school performance officer, and six community superintendents; the associate superintendent for special education and student services; the associate superintendent for curriculum and instructional programs; the associate superintendent for organizational development; and the associate superintendent for shared accountability report to the deputy superintendent of schools. The associate superintendent for human resources, the chief technology officer, and the following departments: Financial Services; Association Relations; Facilities Management; Management, Budget, and Planning; Materials Management; Safety and Security; and Transportation report to the COO. These staff members form the core of the superintendent's ELT. The team meets biweekly and is responsible for monitoring the progress of the goals, key processes, strategies and initiatives, and data points in the strategic plan and providing the superintendent and the Board with a leadership system that ensures implementation of the system's goals, processes, strategies, and initiatives (see Organizational Chart).

P.1b(2) Key Student Segments and Stakeholder Groups.

MCPS has identified its key stakeholder groups as students, parents, partners, staff, community, and business. Our 141,777 students segmented by program include 138,315 in K–12 education programs, 16,823 in special education programs, 3,462 in pre-K programs, and 17,664 in ESOL programs. MCPS has a high level of mobility, with typically 13,000 to 14,000 students entering the system each year and a similar number exiting the system. The school system also is very diverse and, in 2009, 38.1 percent of the student population was White, non-Hispanic, 23.2 percent was African American, 15.6 percent was Asian American, 22.7 percent was Hispanic, and 0.3 percent was Native American, which represents 160 countries and 140 different languages. Twenty-nine percent (41,464) of the students in 2009 participated in the Free and Reduced-price Meals System (FARMS), which is greater than the total enrollment in 16 of Maryland's 24 school districts. The

key requirements for student/stakeholder groups are success for all students, regardless of race, ethnicity, socioeconomic level, gender, language proficiency, and disability status, and an effective instructional program delivered by highly qualified staff in a safe environment and supported by high-quality business services.

P.1b(3) Suppliers and Partners. One goal of the district in OCA is to strengthen productive partnerships for education. The responsibility for parent and community outreach resides in all units and at all levels of the school system. The Board meets regularly with designated community groups such as the Montgomery County Council of Parent-Teacher Associations (MCCPTA) and the three employee organizations. The Board's Long-range and Strategic Planning Committee invites Parent-Teacher Association (PTA), civic, and employee organization representatives to its meetings on issues that are important to the school system and the community. Each MCPS office and department maintains a relationship with the community by way of various curriculum and advisory committees. Some examples of other partnerships are included in **Figure P.1b(3)**. Key partners and suppliers are active contributors who work with the district to improve services and help achieve its mission and goals.

Figure P.1b(3)

Partner	Role
Parents	SIP, volunteers, resources, support, engagement in students' learning, tutoring, mentoring, classroom support
PTAs	Resources, support, budget input, focus groups, and work groups
Colleges and Universities	Research, highly qualified teachers in critical areas, program evaluation, technology centers for low-income students and families
Dept. of Health & Human Services	Mental health and medical services for at-risk, low-income students. In-school health rooms for all students
George B. Thomas Learning Academy	Tutoring and mentoring low-income, minority, at-risk students
County Government	Contributes 74.1 percent of school system's budget
Montgomery County Police Dept.	Provide crossing guards and educational facility officers (EFOs) in all high schools with responsibility for all schools in a geographic area
Technology Businesses	Provide innovative, cost-effective solutions for customized products
Employee Associations	Provide interest-based bargaining and attend all ELT meetings. Advise superintendents and deputy
Family and Community Partnerships	Promote student achievement by strategically creating and fostering connections among diverse families, community partners, and schools

Suppliers include commercial and USDA products to serve 14 million meals per year; fuel delivery for 1,272 buses every day; 2,000 different items on a 30-day turnaround basis to supply schools; and heating, cooling, carpentry, electrical, plumbing, lawn and garden supplies, cleaning supplies, heating, ventilation, and air conditioning (HVAC) repair parts, and window glass to maintain all facilities. Partners and suppliers play a vital role in

both key learning-centered and key support processes. (The most important requirements for our suppliers are timeliness, quality of work, integrity, courtesy, and delivery of high-quality products.)

P.1b(4) Please refer to **Figures 3.1-2–3.1-4** regarding key student and stakeholder communication relationship-building strategies and support processes. The preferred communication mechanism for key partners and suppliers is face to face or telephone conversations, followed by e-mail. Both formal and informal data are collected to determine partner/supplier satisfaction. The data collected and analyzed from partners and suppliers are used for process improvement and innovation. MCPS incorporates the Plan, Do, Study, Act (PDSA) cycle of continuous improvement and the process design and improvement models (**Figure 6.2-1**) for process improvement and innovation.

P.2a(1) Competitive Environment. MCPS has captured 85 percent of the market share of school-age children living in the district. This percentage has increased gradually since 2000, when it was 80.8 percent. This indicates a high level of satisfaction with the district’s educational programs and services. With one of the highest per capita incomes in the United States, many parents in the community are able to afford the high cost of a private education in one of the 158 private and parochial schools in the district. Beginning in 2001, MCPS has begun to see a net yearly enrollment gain of 300 to 500 students from county private schools (more than 3,500 students since 2001). This increased to a yearly net gain in enrollment of more than 700 students in 2008 (**Figure 7.2-5**).

P.2a(2) Principal Success Factors, Changes. The principal factor that determines our success relative to our competitors, and comparable organizations is our ability to raise the bar and close the gap for all students so that student achievement outcomes are not predictable by race, ethnicity, disability, gender, language proficiency, and socioeconomic status and all students achieve at the highest levels. Additional success factors and opportunities for innovation include the following:

- Maintaining our commitment to CI by operationalizing the vision, mission, core values, and Board academic priorities of the strategic plan
- The Seven Keys to College Readiness (Seven Keys)
- Recruiting, hiring, and retaining highly qualified staff by building their capacity through effective implementation of professional growth systems
- Successful implementation of the key learning-centered and support processes through process management and improvement
- Use of technology to guide instructional decision making (myMCPS) and communicate with parents and stakeholders (EdLine/Connect Ed, Web)
- Use of technology to support business systems/operations (Financial Management System (FMS), Human Resource Information System (HRIS), etc.)
- Implementation of Baldrige-guided school and office improvement plans, process mapping, Six Sigma, LEAN, and process management
- Maintaining community support for public education
- Achieving the strategic objectives and action plans (**Figure 2.1-2**)
- Making data-driven decisions for continuous improvement
- Cohesive implementation of multiple reform strategies (class-size reduction, full-day kindergarten, staff

development teacher (SDT))

- Aligning standards-based curriculum and assessment with standards-based grading and reporting

Key changes that impact our competitive situation are the constantly changing demographics with regard to diversity, including increases in FARMS and students requiring special services such as ESOL and special education. Federal and state laws are clear about collaborating with private schools that are recognized by the state. On a yearly basis, MCPS meets with all private and parochial schools to discuss opportunities for their involvement with the district in various programs and services.

P.2a(3) Comparative data are available through the state-mandated testing program. SAT national comparative data are available through reports developed by the Educational Testing Service, which administers the SAT. The TerraNova 2 is a nationally norm-referenced test that provides national comparative data for each skill area tested. Comparative data are used for applicable analogous processes (e.g., the cost of MCPS mail service compared with the U.S. Postal Service delivery costs, video services transaction costs compared with a national vendor, comparative data provided by the U.S. Department of Commerce for technology security audits, comparison of school districts in the state regarding the number of students per computer based on a state target, industry standard for food costs compared with MCPS costs, and a comparison of MCPS teacher turnover and resignation rates with the national average). The main limitations are the inconsistencies across all organizations. Sheer size also is a factor. As the 16th largest district in the United States, finding other districts that actually collect the same data with the same breadth and depth is very difficult. Since January 2005, MCPS has been a member of the American Productivity and Quality Center (APQC), along with other school districts from across the country working on benchmarking key processes and process management. APQC is a 35-year-old nonprofit organization that has done extensive work with leading businesses throughout the world to help improve their processes by comparing the efficiency and effectiveness of their processes with those of other organizations. Because of its excellent reputation, MCPS was the first school system in the United States invited to participate in the benchmarking and process management projects.

P.2b Strategic Challenges. The guiding principle that defines our strategic context and enables us to identify strategic challenges and advantages associated with organizational sustainability is educational equity. We have defined educational equity for our students as—

- narrowing the gap between the highest and lowest performing students so that all children will achieve at the highest levels possible, and
- eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Montgomery County Public Schools is committed to improving academic achievement and rigor for all students while simultaneously eliminating the achievement gap by race (**Category 7.1**). MCPS aspires to be a school system where student achievement is no longer predictable by race. However, we understand that in order to fully institutionalize educational equity in MCPS, the entire organization must focus on equity. We have seen many significant results (**Figures 7.1-1**) with respect to narrowing the gap and reducing the racial predictability;

however, we will not be satisfied until the gap is eliminated and student success is not predictable by race.

The first strategic challenge is increasing the academic rigor for all students, while providing differentiated instruction and equitable learning environments for an increasingly diverse student population that is changing constantly (**Category 7.1**). Examples of these changes include high student mobility and increased enrollment of English language learners, economically disadvantaged students, and students with disabilities.

A second strategic challenge is ensuring that all children attend schools that are staffed with highly qualified teachers, principals, and supporting staff who have the capacity to meet the needs of every student (**Figure 7.4-9**). Through the development of professional growth systems for administrators, teachers, and supporting services personnel, MCPS ensures that our personnel do have that capacity. MCPS hires approximately 2,000 faculty and supporting staff each year, and the challenge is to recruit and retain the best and the brightest for all positions in the district. Our employees are the primary reason that student achievement has continued to improve on a steady, incremental basis each year.

The third strategic challenge facing MCPS is increasing community support for public schools (**Figures 7.3-1**). MCPS is very dependent on local taxpayers to fund the operating budget; however, only 23 percent of the households in Montgomery County have children in public schools. The community has

been very supportive over the past 10 years, and it is imperative that MCPS maintain that level of support, in light of the large numbers of students enrolling in our schools with diverse needs. Adding to this challenge are the increased costs for goods and services, transportation, food services, instructional materials and textbooks, cleaning more than 200 facilities, and costs associated with modernization and construction.

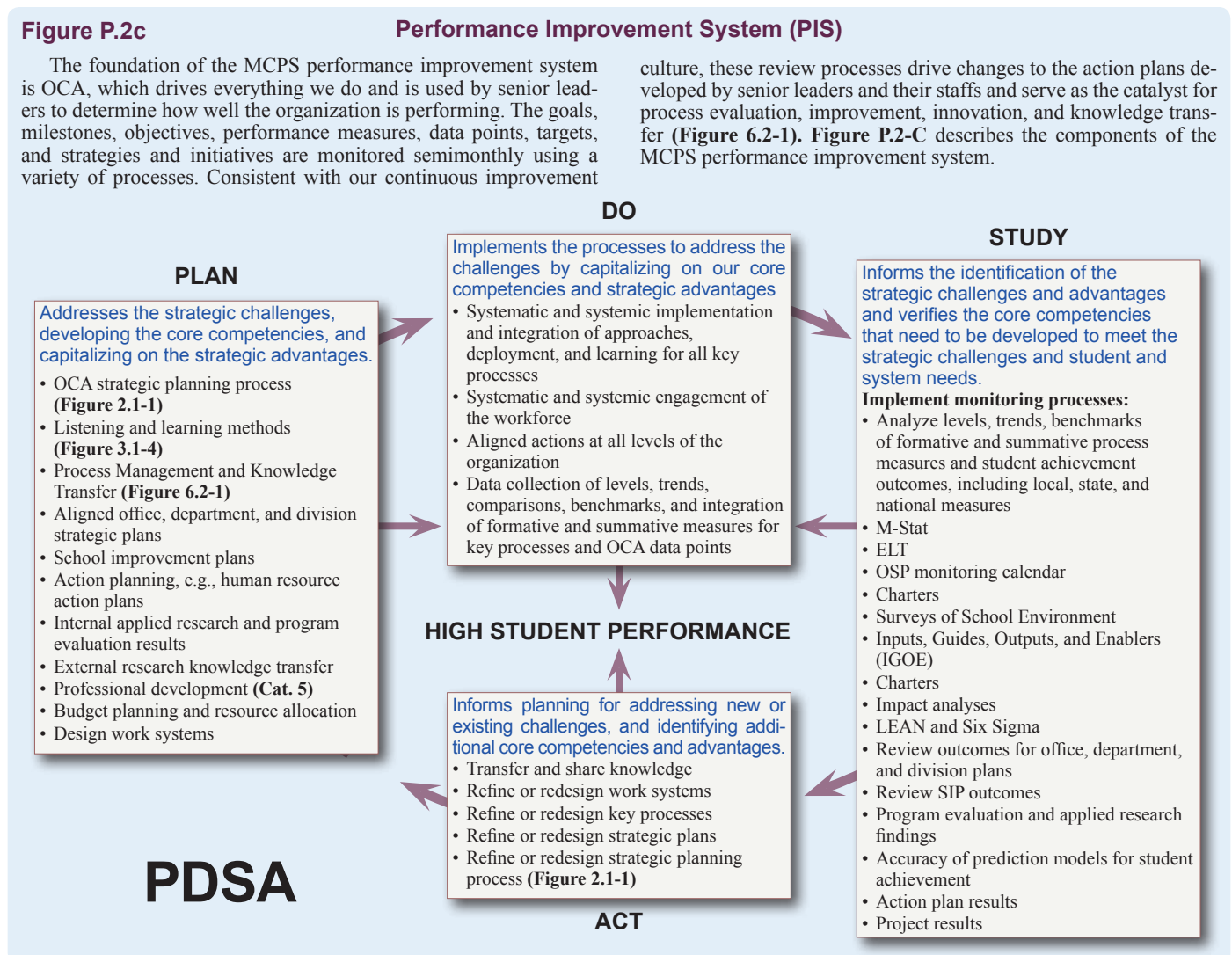
The strategic advantages associated with organizational sustainability are—

- Commitment to continuous improvement
- Visionary leadership from our superintendent and Board
- Stability in superintendent, chief operating officer, deputy superintendent positions
- Strategic planning and implementation
- Identification of the Seven Keys to College Readiness (Seven Keys)
- Process management and improvement
- Professional development and a high-quality workforce
- Development and implementation of sophisticated student and business technology systems
- Curriculum alignment, rigor, and acceleration
- Internal research, analysis, and evaluation of program and policies
- Culture of respect with a focus on equity
- Professional growth systems (PGS)

Figure P.2c Performance Improvement System (PIS)

The foundation of the MCPS performance improvement system is OCA, which drives everything we do and is used by senior leaders to determine how well the organization is performing. The goals, milestones, objectives, performance measures, data points, targets, and strategies and initiatives are monitored semimonthly using a variety of processes. Consistent with our continuous improvement

culture, these review processes drive changes to the action plans developed by senior leaders and their staffs and serve as the catalyst for process evaluation, improvement, innovation, and knowledge transfer (**Figure 6.2-1**). **Figure P.2-C** describes the components of the MCPS performance improvement system.



1.0 Leadership

1.1 Senior leadership

MCPS has a districtwide leadership system—the Board, superintendent of schools, ELT, presidents of the three employee associations, principals, other administrators, and teacher leaders—that guides the district’s CI processes. These CI processes are aligned from the Board through central services to schools and each classroom. A Baldrige Quality Academy supports this alignment and the deployment of CI processes. All schools are implementing a Baldrige-guided school improvement process that is responsive to the Baldrige Educational Criteria for Performance Excellence.

In order to create an environment of continuous improvement, senior leaders (SLs) (defined as the superintendent and ELT members) collaborate with stakeholders to resolve problems, address common issues, and identify opportunities for improvement. PGSs have been developed and implemented to sustain an environment of continuous improvement. Every school and work site has a CI leadership team that utilizes process improvement strategies and quality tools. These teams focus on outcomes and student results that are aligned with the vision, core values, and goals of the school system. Staff understand that continuous improvement is not an option; it is the way we do business.

1.1a. Vision and Values

1.1a(1) SLs developed the MCPS guiding tenets—core values, vision, mission, goals, academic priorities, and critical questions—collaboratively with stakeholders. These guiding tenets (shown on page i of the Organizational Profile) were adopted by the Board and included in OCA.

Beginning in August 1999, SLs engaged in an extensive outreach with parent and community groups, business partners, advisory groups, local governing entities, and the faith communities to solicit shared concerns and expectations. The input received through these conversations was codified in OCA. In addition to the guiding tenets, the plan includes the key performance measures for the system, such as milestones, data points, targets, and the Seven Keys. Through OCA, SLs establish the priorities and guide the work of MCPS staff. OCA is updated annually following an extensive, collaborative process led by SLs.

The process used to develop and annually update the MCPS strategic plan and the methods used by SLs to deploy the vision and values (**Figure 1.1-1**) have provided a clear picture to the staff, community, and other stakeholders of student expectations, the accountability system being used to monitor results and drive performance, and the strategies employed to achieve the goals.

OCA is the foundation for improving the instructional program in every school. In addition, the Board approves a master

plan that is submitted to the MSBE to meet the requirements of NCLB and the state’s MP. OCA is the foundation of this master plan.

The Board has adopted a framework that aligns its policies with the vision and goals articulated in OCA. This framework structures the relationship between Board policies and the strategic plan, linking vision and action. There are eight core governance policies that express the vision, values, and goals of the Board and provide the philosophical foundation for the work directed by the strategic plan. These core governance policies are directly supported by other Board policies, and all of these policies are deployed through a series of regulations that are approved by the superintendent and implemented by SLs, who ensure compliance (policies and regulations AOS).

The superintendent’s bimonthly administrative and supervisory (A&S) meetings with more than 500 leaders of the school system focus on the vision, core values, and expectations for performance and results. The superintendent’s continuous focus on the vision and expectations in meetings with staff, parents, and community members has been critical in aligning all the work of the school system. The Board and SLs conduct forums, held at different sites throughout the county and attended by both community stakeholders and MCPS employees, to gather feedback on the strategic plan. This feedback has been used to make improvements in the plan and help align the operating budget with the plan.

Critical to achieving the mission is the systematic and systemic monitoring of student performance so that student achievement is not predictable by race. Classroom teachers, principals, and SLs monitor student performance by disaggregating data by race, ethnicity, gender, disability status, English proficiency, and economically disadvantaged status. Disaggregating the data ensures that every student’s needs are considered when making instructional decisions. Schools use a variety of tools and strategies to monitor student performance. At the system level, cross-functional teams study student performance by drilling down to root causes and then developing action plans. M-Stat and Achievement Steering Committees (ASCs) are strategies used by SLs and school staff working in collaboration to ensure success for every student.

The M-Stat process provides a framework for the systematic and systemic monitoring of critical student achievement and performance data that enables the district and school leadership teams to drill down to root causes, focus on areas of need, develop action plans for improvement, and document best practices for recognition and dissemination throughout the system.

Through the Baldrige practice of “plan, do, study, act,” key data points and processes are examined throughout the school improvement planning cycle. The M-Stat process provides a

Figure 1.1-1. How Senior Leaders Set and Deploy Organizational Vision and Values

Set	Deploy	Senior Leaders’ Personal Actions
<ul style="list-style-type: none"> • Our Call to Action: Pursuit of Excellence (OCA) • Bridge to Excellence Master Plan • Board Academic Priorities • Board/superintendent meetings with employee organizations • Board policies/regulations • Organizational Culture of Respect • Professional Growth Systems 	<ul style="list-style-type: none"> • Superintendent’s A&S Meetings • Baldrige-guided School Improvement Plans • Office/Department Strategic Plans • Implementation of strategies/initiatives • Framework for Improving Teaching/Learning • Baldrige Quality Academy • My Job, Your Job, Our Job Handbook • Baldrige Principal’s Handbook • Professional Learning Communities • OSP Monitoring Calendar 	<ul style="list-style-type: none"> • Communicate beliefs and expectations • Model organization’s values • Engage in organizational and personal learning • Empower staff to lead • Model collaboration and shared decision making • Frequently monitor progress and share best practices

focused, intensive review of individual schools by school, central office leaders, and SLs.

ASCs provide focused support to address performance concerns and are a collaborative effort to improve instructional practices in order to improve student performance.

MCPS is committed to improving academic achievement for all students, while simultaneously eliminating the achievement gap by race, by building the capacity of all staff to promote equity for all students. MCPS builds the capacity of school and office leaders by providing ongoing professional development for administrators. The superintendent's A&S meetings focus on issues surrounding race and its impact on teaching and learning and the work environment.

MCPS continues to develop a systemic framework for promoting equity and addressing race, including clear expectations for implementation, explanations of supports, and guidelines for monitoring progress.

The systematic infusion of equitable practice into all professional development related to curriculum, instruction, and assessment supports the ability of teachers to refine and modify instruction to ensure that all students meet rigorous standards.

The deployment process begins under the leadership of the community superintendents as each school annually develops and implements a school improvement plan that is aligned with the Board's strategic plan. Community superintendents meet regularly with their principals to deploy strategies to accomplish the system's goals. Other SLs guide the development and implementation of office and department strategic plans that also are aligned with OCA. This strategic planning process guides staff throughout the school system in their work with schools, parents, and the community.

The school improvement process has been designed to reflect the components of the Baldrige Education Criteria for Performance Excellence. Schools are expected to implement the school improvement planning model using the "look-fors" from the Framework for Improving Teaching and Learning and Baldrige categories. The progress on school improvement plan goals is evaluated regularly with all stakeholders.

MCPS has instituted a program to transform all schools into professional learning communities (PLC) in which all employees are afforded time, support, and opportunities for continuous growth and improvement. PGSSs (**Category 5**) focus on improvement of skills and competencies and a continuous examination of and reflection on personal professional growth.

1.1a(2) SLs, with the support of all employee associations, have created a culture in MCPS that fosters and requires legal and ethical behavior. They have adopted an agreement to create an organizational culture of respect to ensure success for every student. This agreement, which is aligned with the vision and core values of the school system, sets an expectation that every employee will behave professionally at all times, which includes legal and ethical behaviors. The PGSSs, training activities, and new employee orientations include the tenets of the Culture of Respect and improvements to foster appropriate behavior. Extensive training programs that are required for all staff who have fiduciary responsibility for school and school system funds have been implemented this year. A new financial manual outlining the fiscal responsibilities of all staff has been developed. All principals receive extensive training on their legal and ethical responsibilities.

SLs meet regularly with principals and other school system leadership to communicate expectations for legal and ethical behavior. The Principal's Handbook communicates these expectations and describes laws, policies, and regulations that must be followed by all school staff under the leadership of the principal.

Additionally, the Board has approved policies and regulations that require legal and ethical behavior of staff, including the following:

- Ethics Policy—guidance for MCPS personnel concerning ethics and related matters
- Employee Conflict of Interest Regulation—procedures for avoiding conflicts of interest
- Human Relations Policy—a framework for the establishment, implementation, and maintenance of human relations programs, services, and activities that strengthen human relations practices and cultural competency
- The Student Rights and Responsibilities (SRR) Policy—expectations for appropriate behavior by students (SRR Handbook—AOS)

A brochure reviews expectations for employees for ethical behavior and avoiding conflicts of interest. A compliance officer, who reports directly to the deputy superintendent, is responsible for ensuring all federal and state employment laws are being implemented and all complaints and concerns are addressed appropriately. The Board's Ethics Panel reviews specific situations brought to its attention and monitors compliance with the Ethics Policy.

1.1a(3) The Board reviews all Equal Employment Opportunity (EEO) and sexual harassment complaints with SLs on a quarterly basis. Processes are in place to monitor and investigate all situations and provide support to resolve them. SLs create a sustainable organization through the rigorous, systematic, and systemic strategic planning process, which is the foundation for building and sustaining MCPS (**Figure 2.1-1**). SLs use the Baldrige Criteria to lead and manage MCPS. SLs demonstrate consistent, pervasive vigilance regarding our expectation for excellence and high quality for all students by monitoring the progress on the goals, strategic objectives, and performance measures. SLs also consistently communicate with staff about expectations for continuous improvement for all students.

SLs create a sustainable organization through building the capacity of all employees. PGSSs have been implemented, including recruiting and hiring the best staff, mentoring and developing staff, evaluating based on high standards, and recognizing excellence. These components are the pillars for creating and sustaining an outstanding school system.

SLs have participated in the Public Education Leadership Project (PELP) at Harvard University. A critical objective of this program is to create sustainability through building capacity of staff. SLs have used PELP case studies in leadership development sessions for school-based and central services leadership teams. Case studies also have been developed for three MCPS schools as well as the school system, and these case studies, along with some used at Harvard, are included in training and development sessions for the PLCI. This is a professional development initiative to help schools develop high-performing teams that use collaboration, data analysis, and Baldrige-guided strategies to create an integrated management system and a focused school improvement plan. The School Leadership Teams Institute engages school staff in high-quality professional

development on effective team collaboration and empowerment to build the capacity of the leadership team, and contribute to improved school performance and student achievement.

Figure 1.1-2 outlines the methods and processes used by SLs to create an environment that supports performance improvements, accomplishment of mission and strategic objectives, innovation, organizational agility, and faculty and staff learning.

One of the initiatives for creating an environment of CI is participation in the American Productivity Quality Center (APQC) project on process improvement, along with 25 other school systems from across the U.S. MCPS has benefited by learning from other school systems and businesses. MCPS has been recognized as a best-practice partner by APQC in action-driven decision making, professional development, ESOL, math and science, and PLC (Studies AOS).

Figure 1.1-2. Creating Environments for Continuous Improvement

<p>Performance Improvement</p> <ul style="list-style-type: none"> • Baldrige Criteria to lead/manage • Superintendent’s meetings with district leaders • Baldrige-guided school improvement process • Baldrige Quality Academy • Equity Framework • School Improvement Leadership Teams
<p>Accomplishment of Mission and Strategic Objectives</p> <ul style="list-style-type: none"> • PLC Institute • Collaborative processes and structures • M-Stat • Achievement Steering Committees (ASC) • OSA briefs and studies
<p>Innovation</p> <ul style="list-style-type: none"> • Public Education Leadership Project (PELP) • Online learning community • Project management teams • APQC PIIE project • Best Practices Knowledge Center • Job-imbedded professional development
<p>Organizational Agility</p> <ul style="list-style-type: none"> • Baldrige assessments • PDSA and continuous improvement tools • Performance benchmarking • Interest-based problem solving • ELT systematic review of strategic targets
<p>Teacher/Staff Learning</p> <ul style="list-style-type: none"> • Professional growth systems • Professional learning communities • Professional development online (PDO) • Studying Skillful Teaching and Observing and Analyzing Teaching
<p>Succession Planning</p> <ul style="list-style-type: none"> • Leadership and involvement in the development, deployment, evaluation, and refinement of the professional growth systems • Leadership Development Institute • Career lattice for teachers • Support Services Mentoring Program • MCPS Careers • Career Pathways for support employees
<p>Personal Leadership Skills</p> <ul style="list-style-type: none"> • PELP • M-Stat, ASC, and project management leadership • Principal advisory committees

1.1b Communication and Organizational Performance

1.1b(1) SLs deploy OCA strategies and initiatives through collaboration with leadership teams in all schools. SLs meet with all school leadership teams several times each year to monitor the results through an accountability system that involves data collection on milestones, data points, targets and Seven Keys. They maintain close communication on student performance with schools and key stakeholders. This process has fostered continuous two-way

communication on the deployment of organizational values, goals, and performance expectations through regularly scheduled meetings with key stakeholders and suppliers.

Numerous strategies are in place to ensure that all stakeholders are engaged. Communication devices include the following:

- Councils on Teaching and Learning (CTL) provide input on initiatives designed to meet targets and provide input on implementation.
- School improvement planning teams review progress and next steps, which are reviewed by SLs.
- The deputy superintendent, COO, associate superintendents, and employee association presidents discuss initiatives and review progress in development and implementation.
- M-Stat, project teams, and cross-functional teams and committees encourage two-way communication.
- MCPS television stations air programs that reflect MCPS values, goals, expectations, and results.
- The MCPS and school websites provide information about the strategic plan and key improvement initiatives.
- The Board meets with PTA, student, and union leaders and engages the community through public forums.
- Professional learning communities and principal advisory committees provide ongoing dialogue between SLs and principals and other administrative staff.

MCPS receives feedback as part of frank, two-way communications in a variety of ways: labor-management collaboration committees; PGS implementation teams; tell-it-please cards; surveys of parents, students, and employees; focus groups; and a variety of committee and advisory groups, including M-Stat and project teams.

MCPS fosters broad-based community involvement by constituents with a vested interest in the education of children. The Board meets regularly with parent, student, community, business, and civic groups. In order to strengthen partnerships for education, the school system employs effective two-way communication in a variety of languages using multiple forms of media and person-to-person interaction at all levels. The district and local schools create environments where students, parents, and community members feel welcome and respected and where their ideas and perspectives are valued in decision-making processes. The Parent Academy empowers parents as advocates and effective partners in their children’s education and provides strategies for parents to get them involved in their local schools and at the district level.

MCPS’s success depends on the commitment of its employees to the organization’s vision, values, and goals. To reward this commitment, MCPS recognizes employees who contribute to the overall success of the organization. This is an important component of the PGSSs. Recognition identifies best practices and creates an atmosphere of respect. All supervisors have a responsibility to identify and highlight the individual achievements of the people who they supervise or with whom they collaborate. Formal and informal methods of recognition by supervisors are expected. The Extended Leadership Program recognizes administrators and supervisory staff for contributions they make to the school system that extend beyond their regular job responsibility. The superintendent recognizes hundreds of employees each year through the Above and Beyond the Call of Duty awards program. He also recognizes staff by giving “Red Hat” awards at A&S meetings.

The Board’s policy on honors and recognition encourages the recognition of students’ outstanding achievements in both academic and extracurricular activities. Such efforts reinforce the school system’s focus on strengthening the beliefs about the potential of every student. The school system collaborates with area news media in the announcement of student awards, including those who achieve honor roll status or earn awards and scholarships. School system publications, television, and the website publicize these achievements.

The Board established the awards for Distinguished Service to Public Education to recognize individuals, groups, and organizations that have made exemplary contributions to public education in Montgomery County. These awards are given to organizations and individuals who have made contributions that have had a profound effect on the school system.

1.1b(2) SLs use results on performance measures to identify opportunities for process improvement and innovation. Improvement and innovation opportunities are then evaluated with key partners and stakeholders to ensure organizational alignment and consistency. SLs use regularly scheduled meetings with principals and key staff to communicate priorities and opportunities to improve performance that are part of the CI model. This information also is shared with partners at regular community meetings, advisory committees, and business partnership meetings.

SLs have developed processes to review data, assess effectiveness of initiatives, and analyze resource deployment in a cycle of CI. The M-Stat process is used to monitor progress on the Seven Keys. In addition, the work of project teams is aligned with strategic plan initiatives. SLs also have developed a monthly monitoring plan to engage principals in an examination of strategies to determine what to develop, what to strengthen, and what to discard to maintain focus on what is having a impact on student achievement.

OCA identifies key performance targets (milestones, data points, targets, and Seven Keys) that raise expectations and standards for student and school performance. These performance targets reflect the requirements of national, state, and local accountability mandates and consider expectations about the levels of performance MCPS hopes to meet for all students within the next five years. As a result, MCPS developed the Seven Keys trajectory by looking backwards from the goal of college and work readiness and linking successful attainment of one standard with the likelihood of successful attainment of a subsequent standard.

1.2 Governance and Social Responsibilities

1.2a Organizational Governance

1.2a(1) MCPS processes and strategies for organizational governance include both fiscal and program oversight. Monitoring protocols are an integral part of how the district makes decisions, develops new initiatives, and evaluates its strategic plan. The monitoring protocols are used at leadership team meetings to structure the monitoring of the strategic plan implementation. The Board, superintendent, and SLs have processes in place to monitor compliance with federal, state, and local laws and regulations and Board policies. Reports are submitted to comply with myriad laws and requirements. The most extensive accountability for management’s actions is the MP that is submitted to MSDE each October. The requirements of the Maryland General Assembly were established to ensure that strategies and an accountability system are in place to ensure every child is successful under the

guidance of NCLB legislation.

The chief financial officer and director of Management, Budget, and Planning monitor, analyze, and control expenditures; implement budget decisions; review the financial conditions; and recommend management initiatives to improve efficiency and effectiveness and maintain fiscal control. Systems have been put in place to monitor expenditures and ensure adherence to the budget and compliance with legal and regulatory requirements. Managers are responsible for completing a monthly financial report and monitoring position management.

MCPS uses both internal and external program reviews regularly to ensure independence in and validity of program audits. An independent accounting/auditing firm is employed to conduct an annual financial audit, and the County Council Office of Legislative Oversight (OLO) conducts periodic program audits. **Figure 1.2-1** illustrates how MCPS addresses accountability for management’s actions, fiscal accountability, transparency in operations, independent audit reviews, and protection of stakeholders interests’ as part of our governance system. These key factors in the governance system have built-in cycles of evaluation and refinement.

Figure 1.2-1. Organizational Governance

<p>Accountability for Management’s Actions</p> <ul style="list-style-type: none"> • Federal/State/Local Statutes/Regulations • Board Policies and MCPS Regulations • Annual Report: Our Call to Action • County Council Budget Process and Oversight
<p>Fiscal Accountability</p> <ul style="list-style-type: none"> • ASBO (Association of School Business Officials) Financial Reporting Standards) • Monthly Budget Reports • Position Control System • Expenditure Control System • Grant Requirements
<p>Transparency in Operations/Selection and Disclosure Policies for Governance Board</p> <ul style="list-style-type: none"> • Bridge to Excellence Master Plan • Public Disclosure Regulations and Reports • Public and Televised Board Meetings • Federal/State Reporting Requirements • OSA Studies and Briefs
<p>Independence in Internal-External Audits</p> <ul style="list-style-type: none"> • Internal Audits of School Independent Activity Funds • Annual External Financial Audit and Management Report • OLO Program Audit Reviews/Reports • MSDE, OLA, A-133 audits
<p>Protection of Stakeholder Interests</p> <ul style="list-style-type: none"> • Administrative and Grievance Complaint Procedures • Citizen Complaint Process • Community Forums/Hearings • Board Appeal Process • Alternative Dispute Resolution Process

SLs have initiated a series of formal processes to ensure the interests of stakeholders are protected. Informal complaint processes are in place throughout the school system to resolve issues at the lowest level possible. However, if the informal process does not work, there is a formal complaint process that can be used to resolve issues. Ultimately, if these issues are not resolved, they may be appealed to the Board of Education for its review and decision. Formal complaints are analyzed and categorized to determine patterns (AOS).

1.2a(2) The superintendent’s annual evaluation by the Board is aligned with the goals and performance expectations in OCA. The superintendent’s performance is evaluated both on the deployment of OCA strategies and initiatives as well as the

outcomes and the amount of progress that has been made. SLs are formally evaluated annually against a standards-based PGS to expand their knowledge and skills in six critical areas of performance (Criteria AOS).

The superintendent evaluates the deputy and associate superintendents and chief of staff, the chief school performance officer evaluates the community superintendents, the deputy and COO evaluate other members of the ELT, and the community superintendents evaluate the principals. These evaluations are based on the standards that use the research-based data and the Interstate School Leaders Licensure Consortium, which are national standards (AOS).

The evaluation system for senior leaders is designed to indicate what is being done well and identify opportunities for improvement. Professional development plans are developed during the years SL are not being evaluated that identify opportunities for improvement in those areas identified in the evaluation.

The members of the Board receive feedback from their constituents through ongoing formal and informal communications. They meet regularly with PTA leadership and other community groups, hold public forums and hearings, and solicit input from the public in a variety of ways. This feedback on the directions of the school system and on the progress that is being made is used to evaluate the work of the Board.

1.2b Legal and Ethical Behavior

1.2b(1) The Board uses the core values, vision, and focus on CI to improve as well as address impacts and concerns about programs, offerings, services, and operations and to meet and exceed regulatory, safety, accreditation, and legal requirements. Embedded in these values is recognition that an ethical school system requires fair treatment, honesty, openness, integrity, and respect, and that a high-quality school system strives to be responsive and accountable to the customer.

Senior leaders hold public forums and focus groups and conduct surveys to gather feedback from stakeholders. Extensive involvement is a critical part of all strategic initiatives and there are cycles of evaluation and refinement embedded in the process.

MCPS ensures a safe working and learning environment through formal processes and security initiatives that are developed to address physical safety and well-being for staff and students. MCPS's ongoing security initiatives include a systemwide emergency response plan, individualized emergency plans at all schools, emergency preparedness drills, emergency communications procedures, specialized training for teams to manage an emergency, and security assessments of all schools.

MCPS has a long-standing commitment to responsible environmental stewardship and energy efficiency, dating back to the 1970s when the first energy policy was adopted. For over 20 years, MCPS has developed an energy conservation retrofit program, automated energy management control systems, and initiated sustainable new building design and construction practices. Since 1993, MCPS has had a School Energy and Recycling Team (SERT) program. This nationally recognized program was presented to the Maryland Senate Finance committee earlier this year as a model for the state of Maryland.

MCPS constructed the first Leadership in Energy and Environmental Design (LEED) Gold-rated school building in the state of Maryland. MCPS also is the first school system in its region to install large production-scale solar photovoltaic

systems on the roofs of schools (**Category 7.6**). A culture of sustainability infuses the organization, as evidenced by an annually updated Resource Conservation Plan, six schools heated through geo-exchange heat pump systems, B-5 biodiesel-powered buses, schools that average a 38 percent rate of recycling, the installation of all Energy Star-rated computers, the purchase of 15 percent of the total electricity requirements from clean and renewable sources, and a commitment to design and build all new and modernized schools to a minimum LEED Silver rating. In addition, MCPS is a member of the Montgomery County Sustainability Taskforce and actively contributed to the development of a Climate Protection Plan.

MCPS is subject to various laws and regulations. These requirements are incorporated in the strategic planning process and used to ensure that regulatory, safety, legal, and accreditation requirements are met or exceeded at all times. The key processes, measures, and goals are shown in **Figure 1.2-2**.

1.2b(2) An environment that promotes and ensures legal and ethical behavior is fostered through the core values of the school system, Board policies and regulation, and the *Student Rights and Responsibilities Handbook* (SRR) (AOS). The Board has adopted the Code of Ethics and an Ethics Policy to govern actions of its members, SLs, and employees. Key policies are supported by regulation that spell out specific requirements and procedures to support appropriate behaviors.

The key processes, measures, and goals that address risks associated with MCPS programs and operations and that enable SLs to monitor ethical behavior are shown on **Figure 1.2-2**.

The Board has had a policy on ethics since 1983 (Policy BBB) that applies to all MCPS employees. This policy serves as a guideline for senior leadership to model the appropriate behavior and institute the best practices to guide their workforce to a level of excellence, thereby ensuring public confidence in transparent procedures that comply with both the ethical guidelines and state and county laws. This policy is brought to the attention of staff on a regular basis as a reminder, and financial disclosure statements are required annually for MCPS employees who are in positions that make or influence financial decisions made in their areas of responsibility.

MCPS suppliers also are governed by ethical requirements. For example, the ethics of architects and engineers for major capital projects in the Capital Improvements Program (CIP) are governed by their licensure and the American Institute of Architects as well as the various associations to which they belong. The professional "standards of care" from these organizations are incorporated into MCPS contract documents. They carry professional liability insurance coverage to insure against faulty design and/or excessive changes brought about by poor-quality design. The forms on which the contractors' bids are received include a statutory affidavit and noncollusion certification that are signed as part of all bid submissions. The bid forms also include documented requirements for certified Minority Business Enterprise (MBE) participation, with specific goals for each project.

MCPS field inspection teams are continually reviewing the quality of work and its conformance to the contract documents. Infractions by a construction manager, general contractor, or subcontractor could result in legal action and/or debarment from future MCPS bid consideration.

Figure 1.2-2. Legal and Ethical Behavior

Type of Responsibility	Process	Measures/Results	Goals
Regulatory	Financial audits	# findings 7.6	0
	Employee drug tests	# positive results 7.6	0
	Kitchen inspections by health department	# violations 7.6	0
	State transportation audits	# violations 7.5-4	0
	Hazardous materials compliance	% compliance 7.6	100%
Safety	Indoor air quality	# complaints 7.6	↓ 10%/yr
	Workplace safety	# workers compensation claims AOS	↓ 3%/yr.
	Safety & Regulatory Compliance	% MOSH and OSHA compliance 7.6	100%
	Bus safety	# accidents 7.6	↓ 3%/yr.
	Crisis preparedness	% school plans completed 7.5	100%
Accreditation	Fire/Code Red & Blue drills	% of required drills completed 7.5	100%
	NCLB certification—teachers	% Highly qualified teachers 7.4	100%
	NCLB certification—paraeducators	% Highly qualified Title I paraeducators 7.4	100%
Legal	National Board Certification	% NBC teachers 7.4	100/yr.
	EEO	# complaints AOS	↓ 3%/yr.
	Sexual harassment reporting	# complaints AOS	↓ 3%/yr.
	Hate/violent acts reporting	# incidents reported AOS	100%
Program Risks	Child abuse reporting	# incidents reported AOS	100%
	Energy conservation	% reduction kwh 7.5	↓ 10%
	Recycling	% waste stream recycled 7.5	36%
	NCLB requirements	# schools meeting AYP 7.1	100%
Service/Operations Risks	Clean air on buses	# buses retrofitted 7.6	100%
	Compliance with policies	# complaints AOS	0
	Compliance with negotiated agreements	# grievances 7.4	↓ 5%/yr.
Ethical Behavior	State building maintenance inspections	findings	TBD
	Background checks	# violations 7.6	0
	Ethics policy	# violations 7.6	0
	Student ethical behavior	# suspensions/expulsions 7.2	↓ 5%/yr.
	Conduct on buses	# infractions AOS	↓ 5%/yr.
	Investigations of employee wrong doing	# actual wrongdoing 7.6	0
	Ethical use of computers	# violations 7.5	0
	Student misuse of computers—bullying	# violations	0
	Testing protocols/security	# violations AOS	0

↓= Reduce; #=Number; %=Percent; 0=no violations or findings

All employees are fingerprinted and prints are reviewed by the Criminal Justice Information System Central Repository. In addition, any criminal history record information is maintained on each employee. All employees complete and sign a Supplement Application Information form, including questions about criminal offenses, a statement on drug abuse, and maintaining a drug-free workplace provision. The Office of Human Resources conducts investigations when an incident involving an employee is reported (**Category 7.6**).

1.2c Support of Key Communities

Montgomery County Public Schools plays a critical role in building a strong community in Montgomery County. The

reputation of the school system and the high quality of the instructional programs are reasons why many businesses and families move to the county. Montgomery County is the economic engine for the state of Maryland, and the school system helps to ensure that these businesses and families want to relocate here or remain in the county. This helps to ensure a high quality of life for our families, including those who are less fortunate and lack the personal resources to attain this for their family.

MCPS also makes a commitment to parents that their children will be ready to be successful in college or the world of work when they leave the school system. MCPS graduates are much more successful at completing college than peers throughout the country. For these students, this means a lifetime of much higher earnings as well as being prepared to give back to society.

MCPS also gives back significantly to the environment through its leadership in environmental stewardship. The most recent initiative to dramatically increase the amount of recycling being done by schools is an example of this leadership. MCPS has also taken on leadership in the county by taking steps to reduce its budget and address the fiscal and budgetary problems in the county. Over the past two years, MCPS has saved more than \$200 million. The school system took the lead with its employee associations to address negotiated wage increases in 2009, and reached a settlement where the associations and employees agreed to give up \$89 million of wage increases that had previously been negotiated. This allowed the other county agencies to reach similar agreements with their employee associations and resulted in the county being able to close the budget gap for FY 2010.

The Board and SLs have identified key communities that foster and support students, staff, and parents. Partnerships have been developed with these key communities to strengthen family-school relationships, support improved student achievement, and improve staff effectiveness. Senior leaders, principals, and other key staff are expected to be members of and actively participate in and contribute to these key community organizations and partnerships. Following are examples of key communities that are supported by MCPS:

- Local chamber of commerce and business groups
- County governmental agencies that provide services to support families
- Employee associations
- Charitable organizations that provide community support, such as the United Way
- Community organizations that promote understanding of diversity and support parent involvement and student achievement
- Parent, teacher, and student organizations

Senior leaders have identified areas of emphasis and expected outcomes from involvement and support of key communities through OCA. The partnerships and key communities that MCPS supports have organizational missions that are aligned with student achievement, citizenship, and parent and community involvement in student success. SLs take an active role in ensuring these communities are supported and they contribute to student success through membership in the key community-governing structure or oversight of the implementation of strategies to accomplish the Board's goal to strengthen productive partnerships for education. Examples include the following:

- Members of the Board serve on local and state organizations that support public education, such as the Maryland Association of Boards of Education.
- The superintendent, deputy superintendent of schools, and COO are members of the steering committee for the Montgomery County Business Roundtable for Education (MCBRE).
- Community superintendents, principals, and office and department heads are members of advisory committees that review and provide advice on diverse topics.

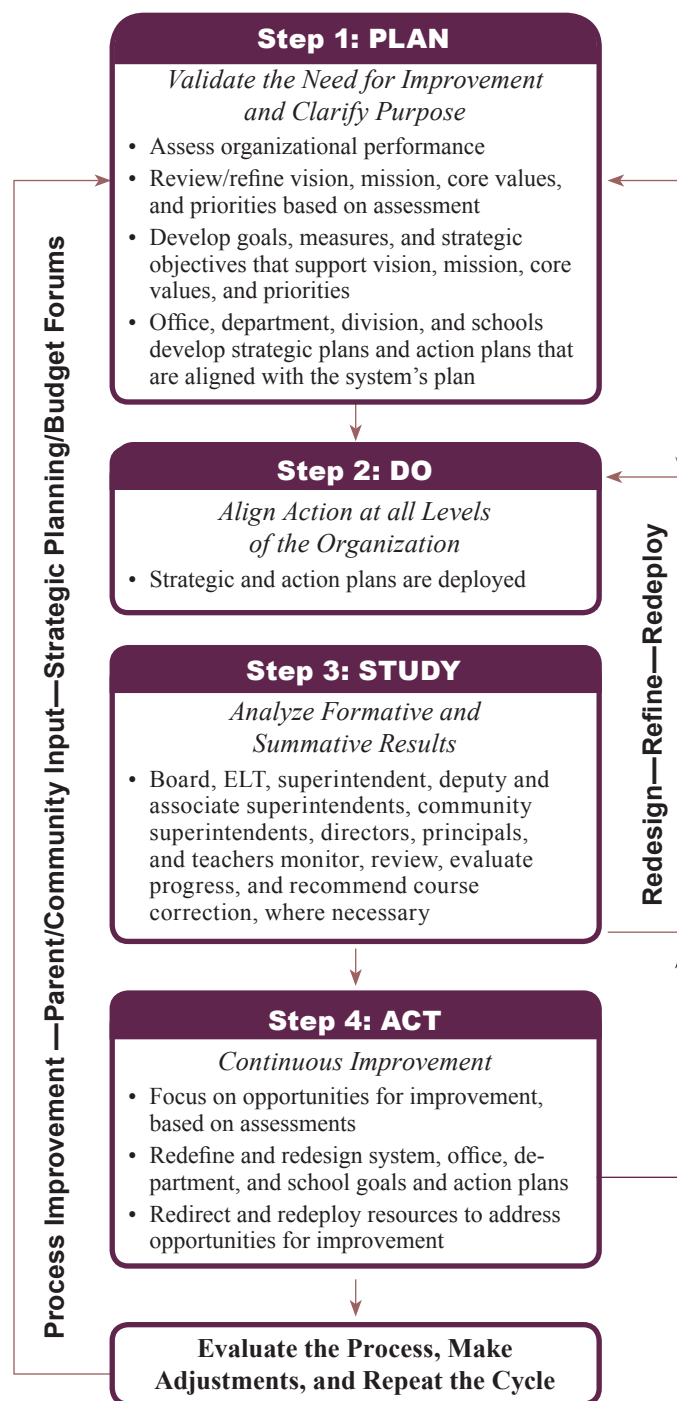
2.0 Strategic Planning

2.1 Strategy Development

CI is not an option in MCPS; it is the way we do business. MCPS has developed a rigorous, systematic, systemic, results-driven strategic planning process (SPP) that is responsive to and aligned with student and stakeholder needs. In addition to focusing on outcomes, MCPS has made a concerted effort to also focus on process management and improvement (PMI) (**Category 6**). The MCPS strategic plan is OCA. The SPP addresses the requirements of and is aligned with the MP, which is responsive to and aligned with the achievement goals of the federal NCLB. The multilayered process integrates and deploys planning efforts throughout the school system with built-in cycles of evaluation and refinement (**Figure 2.1-1**). By level of organization, the SPP components include Board goals and academic priorities; the MCPS system-level strategic plan (Our Call to Action: Pursuit of Excellence); and, for deployment across the system, office- and department-level strategic plans, school improvement plans (SIP), and individual staff professional development plans (PDPs). Aligned with and imbedded in SPP are the key processes (AOS) for every central services office, department, and division, which include process maps; measures; and Inputs, Guides, Outputs, and Enablers (IGOE) (**Category 6**).

2.1a(1) The PDSA cycle of continuous improvement drives the MCPS SPP and the planning processes that occur at the office, department, and school levels, which run parallel to and align with system-level strategic planning. All 200 schools use a Baldrige-guided SIP that is responsive to the Baldrige Criteria for Performance Excellence (SIP AOS). Baldrige-quality tools also are used in many classrooms by teachers and students to develop students' process thinking skills and inform and improve teaching and learning. At the office, department, and school levels, annual strategic plan updates are directly aligned with the system-level goals, milestones, data points, targets, and Seven Keys. Individual offices, departments, and schools develop action plans identifying the "what," "who," "how," "when," and "how well." Therefore, the strategic planning process is aligned with the national and state mandates to the Board to offices, departments, and divisions and to schools, classrooms, and individual students. Core competencies, strategic challenges, and strategic advantages are determined through the Performance Improvement System (**PIS, P.2-C**), which requires the systematic and systemic analyses of all milestones, data points, targets, and Seven Keys contained in OCA and regularly scheduled evaluations of key processes.

Figure 2.1-1 Strategic Planning Process



Step 1: Plan—Validate the Need for Improvement and Clarify Purpose—On an annual basis, the Board, superintendent, SLs, and various directors validate the need for district improvement by using the PDSA cycle to review the status of the district, based on the current goals, established performance measures, milestones, data points, targets, strategies, initiatives, and processes. Input from the community is accomplished in Step 1 through a series of strategic planning/budget forums, which provide the community with an opportunity to study the strategic plan and make recommendations at the beginning of the strategic planning/budget cycle. This process innovation is a direct result of the strategic planning evaluation cycle. Parents wanted input before the budget was developed. **Figures 3.1-4**

and 3.2-2 list other avenues of communication that are used to collect feedback on issues directly impacting student learning and operations. Goals and milestones express a five-year planning time horizon. Strategic objectives/targets data points, and Seven Keys define short-term planning horizons and are annual measures (**Figure 2.1-2**). Our strategic planning time horizons are established as a direct result of the data analysis processes that occur on a regular basis and based on national, state, and local performance expectations. MCPS has the agility to adjust planning time horizons to meet specific student and operational needs and avoid blind spots. Our SPP addresses these time horizons by frequently monitoring data at all levels in the organization and incorporating cycles of evaluation (**Figure 2.1-1**). MCPS has the organizational agility to respond faster to the needs of our students and stakeholders because of our SPP. The strategies and initiatives detailed in the strategic plan form the system's core action plans to accomplish the goals. All key processes are maintained by individual offices, departments, and divisions with the responsibility of ensuring that every process is adding value in supporting student learning and operational efficiency and effectiveness (process books and strategic plans AOS for all offices, departments, and divisions).

Step 2: Do—Align Action at all Levels of the Organization

—The superintendent, through the ELT, is responsible for ensuring that each level of the organization has assumed the responsibility for deploying the strategic plan components throughout their work systems. It is expected that every office, department, school, and classroom in MCPS not only deploy OCA components, but also have processes in place for monitoring performance in achieving the goals. ELT meets biweekly and uses OCA to organize its discussions and decision-making processes. Schools work with parents, community members, and staff to develop and implement school improvement plans that are aligned with the system goals. Potential blind spots and threats are identified by—

- frequently monitoring progress in meeting the goals and targets in OCA;
- engaging the community in the strategic planning process;
- maintaining positive relationships with all stakeholders and developing collaborative partnerships with local, state, and national governments;
- employing process management and improvement;
- working effectively and collaboratively with the three bargaining units;
- developing positive relationships with various civic and church-related organizations;
- monitoring and analyzing system data, such as satisfaction, turnover, complaints, and grievances; and
- using established communication mechanisms such as the Councils on Teaching and Learning, labor management collaboration committees, cluster meetings with school and PTA representatives, focus groups, and study circles.

Step 3: Study—Analyze the Results—Progress is monitored on goals, milestones, data points, targets, and Seven Keys for all 200 schools. Every school team, which includes parents, is responsible for analyzing its performance data through its SIP. The Office of School Performance (OSP) monitors all SIPs and community superintendents require quarterly reviews from every school, indicating progress on meeting the school's goals. Office and department plans are monitored by the deputy

or appropriate associate who has supervisory responsibility. Together, these processes, along with PIS, form the organizing and accountability framework for OCA and provide the impetus for refinement, organizational learning, and agility. In addition, the deputy, COO, appropriate associate superintendent, community superintendent, and director also review data from key processes that have been identified (**Category 6** and AOS).

The Board reviews progress reports on the goals, milestones, data points, targets, and Seven Keys throughout the year. Discussions between MCPS staff and the Board use OCA as a framework for focusing dialogue and evaluating system progress. The MCPS performance results also are provided to every school, office, department, the community, elected officials in the county who fund the school system, and MSDE as part of the MP requirements. The ongoing review, evaluation, and refinement of the strategic plan and key processes provide direction for the superintendent and school system administrators and help clarify the purpose and direction for the organization.

Throughout the year, ELT and all other organizational levels throughout MCPS analyze progress on milestones, data points, targets, Seven Keys, and processes. OSP, for example, publishes a calendar on myMCPS that alerts principals on a monthly basis about the items due and questions to be considered about their data. In addition, throughout the year school system stakeholders (students, staff, community, advisory boards, PTA leaders, employee and business organizations, etc.) are convened by the superintendent to review school system progress and provide input to the strategic plan. The MCPS and school websites serve as a point of access for school system plans and performance information. On an annual basis, performance is reported in the *Annual Report on Our Call to Action* (AOS). Based on these results, revisions to OCA are proposed to the Board. Every strategy and initiative contained in OCA is subjected to the PDSA process and, on an annual basis, changes are made based on that process. Every central services office, department, division, and all schools also are responsible for monitoring their key processes, which include regularly scheduled evaluations.

Comparable ongoing assessments of performance measures guide office- and department-level strategic planning. At the school level, each school's academic measures incorporate the accountability features required by MCPS, MP, and NCLB. Performance results are used to drive improvement efforts at the system, office, school, and classroom levels. MSDE evaluates our plan to ensure that we have met the performance goals in MP. Finally, SPP is subjected to the PDSA process to determine if all planning processes are adding value. Another example of process innovation, as a result of the evaluation cycle, is the inclusion of interpreters for the five major languages spoken in our community at the strategic planning and budget forums, so that parents could be actively engaged using their own language. Once all of the data are analyzed and input from stakeholders is collected and analyzed, the strategic plan components may be revised, refined, abandoned, or new ones developed.

Step 4: Act—Continuous Improvement—Staff incorporates the recommended changes if they are aligned with and support the vision, mission, core values, academic priorities, and needs and expectations of students and stakeholders. Annually, the staff presents the recommended changes to OCA to the Board, which approves the document for implementation

or asks staff for clarification before approving the document. Changes also may be required to office and department strategic plans and school improvement plans if they do not align with the system's strategic plan. As mentioned previously, budgeting and strategic-planning processes are coordinated so that the strategic plan drives budget decisions.

2.1a(2) MCPS's commitment to CI automatically triggers the identification of strengths, weaknesses, opportunities, and threats (SWOT) in all of our work. We do not use the term SWOT in our system; however, our PIS; OCA; SIP; PDSA; PMI; and office, department, and division strategic plans include these components. Our SWOT process is PDSA, which includes the systematic and systemic data analyses and planning and evaluation throughout the organization. MCPS believes strongly in data-driven decision making and the Office of Shared Accountability (OSA) is dedicated to testing, research, and program evaluation to assist in the decision-making process. MCPS was identified as a Best Practice Partner in Data-Driven Decision Making by APQC, when compared with school districts from across the United States.

MCPS subscribes to the tenet that the best way to identify our organization's strengths, weaknesses, opportunities, and threats and prepare for the future is to thoroughly understand the past and the present. Environmental scans enable the system to understand the planning context and developing trends at the local, regional, and national levels. MCPS conducts its own demographic research and relies on extensive research sources in the Washington, D.C., metro area. These include county planning, housing, finance, and economic development departments; the Washington Council of Governments; MSDE; Maryland Office of Planning; U.S. Census; U.S. Department of Education; and local think tanks, including the Brookings Institute. These sources enable comprehensive environmental scans to be developed.

Educational reform and technological innovation in education are reviewed constantly across the nation and the world. Analysis of the performance of other school districts helps guide the search for best practices. Membership in APQC provides access to best practices and benchmarking data. **Category 4** outlines specific processes that address risk and major shifts in technology and how the Office of the Chief Technology Officer (OCTO), through the MCPS Strategic Technology Plan, addresses those issues.

MCPS is focused on increasing academic rigor to prepare students to enter a competitive world and has identified the Seven Keys (**Figure 2.1-2**). The Seven Keys are significantly more demanding than the state requirements for earning a high school diploma. Students who only meet state high school graduation requirements may not be prepared to take college-level classes and may be required to take and pay for remedial courses. The SPP drives system reform, as seen in the Grades K–12 standards-based grading and reporting system, curriculum frameworks, related formative assessments, and the Seven Keys. Community superintendents, directors of school performance, curriculum staff, OSA staff, and staff development teachers participate in school-based structured walk-throughs and program reviews to evaluate the effectiveness of school operations. This information then is used to help schools align with system-level goals, strategies, and initiatives. Cycles of evaluation and refinement are used at all levels of the organization.

Research-based scientific surveys of stakeholders are

conducted annually. These surveys and stakeholder focus groups enable the system to remain current on the needs and expectations of these groups. This input also enables PDSA assessments to be conducted (**Categories 7.2 and 7.4**).

The competitive environment includes numerous private schools in Montgomery County and the Washington, D.C., metro area. Annual assessments show that the share of students attending MCPS compared with those attending nonpublic schools has increased since 2000 when it was 80.8 percent. Currently, it is 85 percent, despite the fact that there are 158 private and parochial schools operating in the county. Entries from private schools into MCPS have increased since 2001 (**P.2a(1) and Figure 7.2-5**).

Technology plays an essential role in executing the OCA and in transforming teaching and learning. The integration of content, pedagogy, and innovative technology in pre-K to Grade 12 classrooms provides equitable access, opportunity, and support to engage a diverse range of learners. Using innovative 21st century interactive classroom technologies provide teachers with a rich array of resources and capabilities to actively engage students in learning and immediate feedback in assessing student knowledge. The myMCPS portal, a Web-based, one-stop application, simplifies access to student achievement data and provides a structure for digital, multimedia instructional resources to support staff collaboration and sharing of best practices.

A student-centered support services system enables schools to concentrate on executing the strategic plan by efficiently providing building service operations, transportation, facilities management, and food services support to students and teachers. The MCPS system of monthly financial reporting and monthly position management reporting ensures organizational stability. Crisis management plans exist in all schools and offices to guide staff in responding to emergencies.

MCPS's sustainability is predicated largely upon what we refer to as the virtuous cycle. By building the capacity of our staff, we have consistently obtained outstanding achievement results in closing the gap and raising the bar and, during the past 10 years, we have had the highest level of school funding in the history of Montgomery County (**Figure 7.3-1**). Parents of school-age children move to Montgomery County because of the excellent school system. Business and industry also are attracted to the county because they know highly skilled and educated employees want to move here because of the schools (**Figure 7.2-8**).

Another key strategy for system sustainability has been strategically planning for the future by focusing our resources on the most at-risk students (**Figure 7.3-7**) while, at the same time, raising the academic bar for every student (Seven Keys). Our two lowest performing groups of students, African American and Hispanic students, now are making larger gains than White and Asian American students in some areas. (**Category 7.1**).

Examples of processes that enable MCPS to continue operations in the event of emergencies, thus ensuring sustainability, are discussed in **4.2b(2)** with results in (**Category 7.5**).

MCPS's ability to execute the strategic plan is based on the rigorous, systematic, and systemic SPP that incorporate the elements of the PSI, including cycles of evaluation and refinement (**Figure 2.1-1**). Everyone in the organization understands his or her responsibilities and knows that excuses for not trying to get better are unacceptable. Our SPP and beliefs and understandings, coupled with the agility to respond faster to the needs of students and stakeholders, and our attention to PMI enables

us to successfully execute the strategic plan. Finally, rigorous monitoring processes at all levels throughout the organization guarantee execution of the strategic plan.

2.1b(1) Our key strategic objectives are identified in **Figure 2.1-2** and address the strategic challenges. **Figure 2.1-2** shows the alignment of the five goals in OCA, our key strategic objectives, and short- and long-term action plans that support the strategic objectives. MCPS monitors 52 data points contained in OCA. It must be noted that each data point in OCA may have related data points (e.g., the MSAs, which have 16 related data points that we track every year (*Annual Report on Our Call to Action—AOS*)). The strategic objectives are part of the system targets (**Figure 2.1-2**). The original MCPS targets were established for 2006–2010 (AOS). Using process improvement strategies, 126 multistakeholders on M-Stat and project teams participated in a systematic, transparent, systemic, and strategic process that evaluated the existing targets and aligned them with the Seven Keys. The teams recommended to ELT if the existing targets should be revised or eliminated and/or if new targets were required to align with the Seven Keys. As a result, in 2011–2015 there will be 19 performance targets compared with 24 targets in 2006–2011 (the complete process, targets, and results are AOS).

Principals and community superintendents monitor progress at the school level; the deputy and associate superintendents and directors monitor office and department progress; and the Board and ELT monitor progress at the system level.

2.1b(2) We systematically identify our strategic challenges and advantages through our PIS. The interrelationship and interdependency of all processes contained in our PIS serve to identify opportunities for innovation in educational programs, offerings, services, and operations. For example, the “Study” processes in our PIS help to verify the current and future core competencies that need to be developed to address the challenges. As a result, the Seven Keys were identified, which help to address both long- and short-term challenges and balance the needs for all students (**Category 7.1**). The strategic objectives, which form the foundation of OCA, address our strategic challenges directly because the entire system is focused on meeting those challenges through OCA, SIP, PIS, PDSA, and office and department strategic plans (**Figure 2.1-1**). It is through this “drill down” deployment strategy that short- and longer-term challenges and opportunities are addressed and balanced for all stakeholders. We rely on our strategic advantages to meet the strategic challenges. Our focus on key processes also has enabled us to be more efficient and effective in addressing strategic challenges. The most difficult strategic challenge involves demographic change and disparities between demographic groups in student achievement. Differences in achievement within groups pose a challenge in terms of meeting the accountability goals of NCLB. However, MCPS has shown remarkable improvement for all students, including typically lower-performing subgroups of students (**Category 7.1**). The challenge is to meet the need to increase academic rigor (raise the bar) for all students, while narrowing the achievement gap. Rigor has been increased for all students and is evident in the results (Seven Keys) (**Category 7.1**).

Improving achievement levels for underachieving students, while raising achievement levels for students already achieving well is a complex effort. (see **Category 7.1** for student

results.) The strategies and initiatives described in OCA balance the needs of students and stakeholders in areas of poverty with the needs of students and stakeholders in middle class and affluent areas of the county. Early childhood programs, services for non-English-speaking children, summer school, and class-size reductions in Kindergarten and Grades 1 and 2, are examples of strategies that benefit students in poverty areas. On the other hand, full-day kindergarten; establishment of consortia and student choice; and increases in gifted and talented programs, magnet programs, language immersion programs, thematically based academic programs, and smaller learning communities are examples of strategies that benefit all students. The Seven Keys ensure that students will be ready for college and the world of work.

The two other strategic challenges (**P. 2b**) are hiring and retaining highly qualified staff and maintaining and increasing community support for schools. The focus on staff is addressed through strategies, initiatives, and processes such as recruitment, retention, building capacity, and placement of highly qualified teachers and administrators. Strategies used to build capacity and address hiring and retention of highly qualified staff are discussed in **Category 5** and **results in Category 7.4**. With only 23 percent of the population having school-aged children, maintaining and increasing support for MCPS continues to be a challenge. However, we have been very successful over time in meeting this challenge (**Category 7.3**).

2.2. Strategy Deployment

2.2a(1&2) All MCPS offices, departments, and schools develop short- and longer-term action plans based on the milestones, data points, targets, and Seven Keys established for the district and for every school and drive the implementation of OCA. Evidence of strategic and action plan deployment and implementation can be seen in changes to MCPS programs, offerings, and services. Some recent examples driven by SPP include a standards-based grading and reporting system, a middle school reform initiative, creation of whole-school magnet programs at middle schools, creation of smaller learning communities at high schools, a shift in how evening high school programs are delivered to provide flexible schedules for working students and to increase academic rigor, a literacy initiative, and identification of career opportunities for ESOL students lacking formal education prior to coming to the United States. Identification of the Seven Keys and the action plans associated with the implementation are most recent. Each initiative is monitored, evaluated, and refined based on student and process results. An example of developing and deploying action plans with key suppliers and partners and in response to state and national agendas is the Science, Technology, Engineering, and Mathematics (STEM) education that influenced the development of curriculum that requires the use of skills and knowledge from each STEM discipline to solve authentic engineering problems.

The strategies and initiatives detailed in the strategic plan are identified by each office and form the system’s core action plans to accomplish the goals. OCA is deployed broadly as described in **Figure 1.1-1**. The MCPS SPP (**Figure 2.1-1**) includes action planning, deployment, evaluation, and refinement in the PDSA cycle of continuous improvement. Specifically, the office- and department-level strategic plans and the school-level SIP have detailed action plans for deployment and

Figure 2.1-2. Strategic Objectives

Goal	Seven Keys	Strategic Target	M-Stat Short-Term Action Plan	M-Stat Long-Term Action Plan	M-Stat Performance Measures
2	1 & 2	Advanced Reading –2	<ul style="list-style-type: none"> Analyze end-of-year Grades K, 1, and 2 trend data, including new K benchmark and impact on disproportionality. Identify strategies for monitoring instruction that align to the content of TN2 	<ul style="list-style-type: none"> Identify strategies for achieving advanced on Reading MSA 	MCPSAP-PR (Fig. 7.1-1) TN/2 (Fig. 7.1-4) MSA Advanced (Figs. 7.1-9, 7.1-10) Cat. 7.1
2	3	Advanced Math Grade 5	<ul style="list-style-type: none"> Monitor and analyze data compared to targets over time. 	<ul style="list-style-type: none"> Reduce variance between enrollment and successful completion 	Unit assessments AOS
1	4	Algebra 1 by Grade 8	<ul style="list-style-type: none"> Review existing targets and proposed targets for 2011–2015. Develop a placement tool. Recommend course pathways, skills, and performance criteria leading to successful course completion. Analyze enrollment and performance trend data. 	<ul style="list-style-type: none"> Implement findings of K–12 Math Work Group Plan and conduct a Teacher-Stat for math teachers by level. Identify practices resulting in increased enrollment and successful completion, especially for African American and Hispanic and students with disabilities. 	Unit assessments Course grades C or higher (2011) (Cat. 7.1)
1	5	Algebra 2 by Grade 11			Course grades C or higher (2011) (Figs. 7.1-11, 7.1-12, 7.1-13, 7.1-14)
2	6	AP/IB Exam Performance	<ul style="list-style-type: none"> Monitor and analyze data to determine strengths and areas of growth related to AP and IB performance using myMCPS. Identify practices resulting in exam scores eligible for college credit, especially for African American and Hispanic students. Identify and disseminate shared leadership practices that promote positive outcomes in AP/IB enrollment, participation, and performance. 	<ul style="list-style-type: none"> Train all teachers of Honors and AP courses in content and instructional practices. Develop a “Studying Skillful Teacher” course (credit) for teachers of advanced courses. 	AP Exams 3 or higher (Fig. 7.1-14) IB Exams 4 or higher
2	7	SAT/ACT Performance	<ul style="list-style-type: none"> Monitor and analyze SAT/ACT monthly participation and performance data. Develop and monitor systemwide protocols for increasing SAT/ACT participation and performance. Monitor the implementation of Triumph. 	<ul style="list-style-type: none"> Examine students’ use of ACCUPLACER as a college readiness test and impact on targets. Implement SAT/ACT test plan to ensure most appropriate match between individual and test (guidance counselors, resource teachers) 	SAT combined score 1650 ACT composite score 24 (Fig. 7.1-16)
2		Ineligibility	<ul style="list-style-type: none"> Monitor and analyze relationships between attendance, suspensions, loss of credit, and ineligibility. Conduct focus groups of ineligible students to hear student perspective. Analyze 08–09 ineligibility data to identify schools that have met the target for African American and Hispanic students and identify and disseminate best practices. 	Investigate how established programs such as Study Circles and George B. Thomas Learning Academy can be employed in a systemic manner to reduce ineligibility.	page 39–1 st column
1		Suspension	<ul style="list-style-type: none"> Ensure that suspensions are limited to behavior that is disruptive and detrimental to the operation of the school. Analyze discretionary suspensions to determine if they meet COMAR criteria, with focus on disproportionality. Identify alternatives to suspensions. 	<ul style="list-style-type: none"> Heighten the awareness of staff on the relationship of the Pyramid of Interventions and Preventions and teaching and learning processes in the reduction of suspensions. Develop data management tools to record suspensions. 	Trend Data (Fig. 7.2-6)

Goal	Strategic Target	Short-Term Action Plan	Long-Term Action Plan	Performance Measures
4 & 5	Highly qualified staff	<ul style="list-style-type: none"> Principals receive weekly updates indicating teachers’ certification status. Targeted recruitment trips to find teachers who are highly qualified according to NCLB. Principals receive updates of the certification status of involuntary and voluntary transfers and teachers returning from leave. 	<ul style="list-style-type: none"> University Partnerships Staff teaching out of area are informed of necessary courses or testing Special educators who are not highly qualified are informed of necessary coursework and testing 	Fig. 7.4-9
3 & 5	Community support for public schools	<ul style="list-style-type: none"> Improved multimedia communication of the MCPS budget, including the Web, to publish budget documents and budget facts and make them easier to understand. The Budget in Brief (AOS) summarizes the budget in a more concise format, easily followed on the Web. The Program Budget (also on the Web) shows alignment between the system strategic plan and specific budget proposals. 	<ul style="list-style-type: none"> A multiyear effort to involve stakeholders as full participants. Representatives of employee organizations and the parent-teacher associations participate throughout budget deliberations, reviewing all budget details and having an opportunity to offer their own suggestions during the budget development process. This process has resulted in growing trust between system leadership and stakeholders, and is especially valuable in difficult fiscal circumstances. 	Figs. 7.2-1–3, 7.2-5, 7.2-8, 7.3-1

integration of components and strategies to accomplish the strategic objectives. Each office, department, and school identifies its own goals, strategies, performance measures, and monitoring and evaluation cycles needed to first support the needs of their students and stakeholders, and second to be aligned with the strategic objectives and expectations in OCA. These

are then integrated into daily operations and decision making. In addition, the operating and capital budgets, curriculum rollouts, teacher training, and professional development plans constitute additional deployment and integration activities. The cyclical nature of these activities promotes ongoing learning and improvement and the emphasis on monitoring and

evaluation promotes continuous improvement. The most recent key change is the identification of the Seven Keys. Through the M-Stat process, key action plans are developed at central office and each school to ensure the fidelity of implementation. Monitoring processes are developed and implemented to ensure the fidelity of implementation and successful results.

2.2a(3) A zero-based budgeting approach enables the school system to focus resources on priorities each year and redirect resources to areas of focus (e.g., implementation of full-day kindergarten and class-size reductions in focus schools). Resources are allocated through a budget-allocation process. For example, school staffing and funds for textbooks, materials, and supplies are allocated by OSP based on predetermined ratios that are applied to school enrollment levels, special programs, and academic needs. Capital projects for school facilities are determined through numerous assessment and planning tools that identify and prioritize projects. Extensive community involvement is a hallmark of both operating and capital budgeting activities. Risks are assessed and managed through rigorous budget processes to ensure that they are held to a minimum and support for action plans is accomplished. All financial processes are AOS.

2.2a(4) Modified action plans are developed and deployed using SPP. Every office, department, division, and school is expected to frequently monitor its action plans and processes. Through regularly scheduled cycles of evaluation (PDSA) of action plans and processes at all levels in the organization, those not adding value in achieving district, department, or school goals are refined. The refined process or action plan is shared with appropriate staff and is subject to the same cycles of evaluation.

2.2a(5) A number of human resource plans have evolved as a result of strategic planning activities. One of the major initiatives has been the expansion of staff development supports in schools. Since the current strategic plan was adopted, the budget for staff development activities increased from \$11 million in FY 2000 (1 percent of the total budget) to \$54.9 million in FY 2009 (2.7 percent of the total budget.) About one third of the staff development budget provides for a staff development teacher in every school to enhance organizational and personal learning. Professional development for our teachers is extremely important to the success of our students in achieving the Seven Keys outcomes, which addresses the strategic challenge of increased academic rigor for all students.

Key performance measures for tracking progress on our action plans can be viewed in **Figures 2.1-2** and in the individual strategic and action plans of every office, department, and school (AOS). Specific results are in the results categories (**Categories 7.1–7.6**). The MCPS performance measurement system provides an extensive array of measures. Each year the *Annual Report on Our Call to Action* (AOS) presents a comprehensive review of key performance measures in each goal area (**total of 196 for all goal areas**). In addition, the ELT, offices, departments, and schools review performance measures regularly for their areas of responsibility. Each unit's strategic plan includes action plans and performance measures tied to their unique area of responsibility and aligned with district-level goals. This ensures that the measurement system covers all key deployment areas. Performance reviews at all levels of MCPS enable modification of strategies, initiatives, and processes where necessary, and reinforce organizational alignment with OCA.

Another example are the PGSs for teachers, administrators and supervisors, and support services staff that promote cooperation, initiative, empowerment, innovation, and our organizational culture. The PGSs enable us to ensure that highly qualified professional and support staff are working with our students and in our business operations (**Category 5**). MCPS recruitment, retention, and placement of highly qualified staff is another example of the strategic plan driving school system operations. These successful efforts are resulting in the filling of vacancies in a timely manner and the hiring of a more diverse workforce. Recruitment trips and partnerships with universities also assist in these efforts. In addition, students in MCPS are being introduced to teaching as a career to increase the future supply of candidates. MCPS also is encouraging support services employees to obtain qualifications that will enable them to move into higher-level jobs, including teaching positions.

Still another example is reducing central office staff and expenditures over time to one of the lowest in the state to ensure that the largest percentage of the budget is earmarked for the instructional program (**Figure 7.3-8**).

2.2a(6) Key measures include—

- student results in achieving the Seven Keys and other data points in OCA (**Categories 7.1–7.6**);
- staff results in achieving highly qualified status for teachers, administrators, and support personnel (**Category 7.4**);
- feedback on the PGSs from all staff (**Category 7.4**);
- university partnerships data (AOS);
- central office staffing (**Category 7.3**); and
- per pupil expenditures (**Category 7.3**)

2.2b Performance Projection

MCPS has extensive measures of student performance and meets the requirements for disaggregation of this data, as required by NCLB, and for monitoring adequate yearly progress (AYP) at schools (**see Category 7.1**).

MCPS benchmarks student and school performance against past progress. Benchmarking is performed against other Maryland school districts on MSAs and against other school districts of similar enrollment size and demographics on SAT scores (**Category 7.1**). The MSDE website enables extensive comparison of school districts. Benchmarking opportunities with the American Productivity and Quality Center (APQC) has enabled us to compare ourselves with other school districts across the nation. MCPS has been identified as a best practice partner in the areas of professional development, data-driven decision making, services to ESOL students, Professional Learning Communities, and math and science (studies AOS). Some examples of other comparative data: the Department of Materials Management benchmarks its operations against United Parcel Service; Food Services and Transportation benchmark itself against national standards. Current or projected gaps in performance that are identified are addressed as part of the strategic planning's PDSA cycle of continuous improvement.

It should be noted that the OCOO monitors over 100 performance measures that support the mission of MCPS, however, due to limited space, most are not reported in the application but are AOS. Some of the process effectiveness results are reported for the OCOO in **Figure 7.5-4**, and again, due to limited space, all are not reported but are AOS.

3.0 Customer Focus

3.1a(1) MCPS tracks and analyzes student achievement data and demographic trends to inform decisions about programs and services. Curriculum and instructional programs are designed to ensure that our students are college ready or work ready when they leave MCPS. MCPS has formal avenues for engaging stakeholders to collaborate in the identification of programs, offerings, and services. MCPS staff collaborates with local colleges and businesses to determine what students need to know and be able to do when they graduate; school leadership teams engage their stakeholders in discussion; OSA conducts internal research studies (AOS), which help guide the decision-making process; national education research is reviewed; and listening and learning channels established with stakeholders provide ongoing participation. MCPS exchanges information with local colleges and businesses, including the Montgomery County Business Roundtable for Education (MCBRE), and meetings with local chambers of commerce. At the local school level, school-based staff and parents, in

MCPS is engaged in an innovative equity and diversity initiative to ensure all students are college or work ready when they leave MCPS. Through workshops with national experts, administrators work with staff to build cultural competence and to examine classroom and central office practices that may serve as barriers to achievement among students of color. In July 2007, the Kennedy Project, a joint effort between MCPS and the Montgomery County Government (County), resulted in a services model for African American students to improve student performance. The goal is to break down institutional barriers and address factors inside and outside school that affect students' ability to excel academically.

MCPS hosts numerous events and implements key processes to attract new students and extend relationships with families (**Figure 3.1-2; results Figure 7.2-13**).

3.1a(2) MCPS uses various methods to communicate with and obtain key information about stakeholders' needs and changing expectations, including multimedia, multiple languages, and personal contact. **Figures 3.1-2 and 3.1-4** provide

Figure 3.1-1. Sample of Programs Available in MCPS

Level	Program	
Elementary (Grades K–5)	Primary Years International Baccalaureate Programme Highly Gifted Center	Immersion Programs in Chinese, French, and Spanish Primary Magnet
Middle (Grades 6–8)	Aerospace Technology Magnet Program Chinese Immersion Program Creative and Performing Arts Magnet Immersion Programs in French and Spanish	Middle Years International Baccalaureate Programme Magnet for Information Technology Mathematics, Science, and Computer Science Program
High (Grades 9–12) (complete list AOS)	Academy of Science and Media Biosciences & Health Professions Career and Technology Education Communication Arts Program Creative and Performing Arts Engineering Finance, Business Management, Marketing Humanities, Arts, and Media Information Technology	International Baccalaureate Leadership Training Institute Mathematics, Technology, and Science MediaCom: Multimedia & Telecommunications Naval Junior Reserve Officer Training Corps Politics, Advocacy, and Law Science, Mathematics, and Computer Science Signature Programs Tri-M: Medical Careers, Sports Medicine

collaboration with central office staff, serve on leadership teams to identify strategic projects and program development. MCPS surveys, state and national educational agendas, and Board policies guide curriculum planning. For example, in response to Science, Technology, Engineering, and Mathematics (STEM) education, MCPS developed curriculum that requires the use of skills and knowledge from each STEM discipline to solve authentic engineering design problems. Every high school offers comprehensive programs, including visual and performing arts, humanities, and Advanced Placement courses that are designed to prepare students for college or the world of work. **Figure 3.1-1** details only some of the innovative programs designed to attract students in each grade band. In addition to current programs, teachers design courses through the Pilot Course Process, in response to specific interests of their students. If adopted by the Board, the course can expand to other interested schools.

Our business partner Lockheed Martin provided project management training to key central office staff. As a result, MCPS uses a project management approach for strategic initiatives in the system. School-based staff and parents serve on projects, in collaboration with central office staff, to ensure customers are represented. Higher education partnerships provide incentives to staff as they continue their education to obtain higher level jobs.

Figure 3.1-2. Communicating, Expanding Relationships, and Attracting New Students*

Event	Purpose
Back-to-School Fair	Answer questions about all offices in the school system as well as resources from partner organizations
Individual School Open Houses	Provide information about individual schools for new families
Magnet Open Houses	Provide information about courses in magnet schools
Consortium Open Houses	Learn about the opportunities available through the consortium
“Ask MCPS”	Parents can ask questions and have direct access to MCPS staff
“Ask MCPS” Call Center and E-Mail	Speak with or e-mail staff with questions and concerns
Direct Family Support	Staff work directly with parents recommended by school
Edline Activation	Provides parents with direct online access to monitor student progress and engage with their school
Study Circles	A dialogue and action program that addresses racial and ethnic barriers to student achievement and parent involvement
Parent Workshops	Workshops developed by MCPS to address issues and concerns and provide accurate information about school system policies, programs, and activities
MCPS QuickNotes	An outreach tool that provides a monthly e-mail newsletter in six languages with valuable information for parents

*Figure 3.1-2 Results in 7.2-13–7.2-15

a sample list of formal listening, learning, and communication methods (complete list AOS). MCPS publications are routinely translated into multiple languages and are available on the website and in print. The school district’s cable television channel offers programming that highlights events, instruction, and key information about MCPS. These programs are broadcast in multiple languages. “Viewpoint” is a television program where parents, students, and MCPS staff discuss current issues affecting the school system. Viewers can call in with their questions.

The Connect-Ed automated call-out system is deployed by schools and central offices to respond to both staff and parent needs. Subscribers to MCPS QuickNotes also can elect to receive emergency messages via text messages to their cell phone. School orientation programs for incoming students and family members provide information that is critical to successful transition to a new school. Many schools also provide peer “buddies” for new students, which is particularly important in schools with a high mobility rate.

Several MCPS policies delineate the contact requirements for stakeholders, including our Parent Involvement Policy (AOS), which describes the expectation for comprehensive parent involvement. The corresponding regulation includes the requirements for communicating with parents, providing programs that help parents to support and assist with learning at home, parent volunteerism, encouraging parental advocacy and decision making, and community collaboration. For many, the regulations identify the starting point of outreach to parents. All MCPS policies and regulations are posted on the website. Key support process requirements for students and stakeholders (Figure 3.1-3) are determined through data analyses and components of listening and learning processes (Figure 3.1-4).

3.1a(3) Beginning in 1999, MCPS embarked on an ambitious plan of systemwide reform that was prompted by demographic shifts in the county and a persistent achievement gap. The Early Success Performance Plan (ESPP) focused on the elementary schools in the early 2000s. In March 2004, MCPS contracted with MGT of America, Inc. (MGT) to conduct a comprehensive external program review that examined all aspects of the middle school program to ensure they could sustain the increased levels of student achievement, as a result of ESPP. The superintendent used the Steering Committee Process, which engages staff, parents, students, and community members, to review the recommendations made by MGT and design a comprehensive program known as the Middle School Reform Initiative, which is currently being implemented.

In addition, SLs work with leadership of the three employee associations to address MCPS priorities. The Staff Development Cross-functional Team discusses issues and makes decisions about staff development and training programs so that they are aligned and focused on system goals. The Joint Employees Benefits Committee (JEBC) reviews the Employee Benefit Plan and makes recommendations to the Board and the executive boards of the associations. The Collaboration Management Coordinating Committee provides oversight for collaborative problem solving in MCPS. The vice presidents of the three employee associations co-chair this committee. The committee addresses opportunities to improve the coordination and alignment of the collaborative problem solving initiatives in MCPS. The PGS implementation teams oversee the implementation of the three PGSs. Figure 3.1-3 provides a sample of support processes developed and implemented for key student segments and stakeholders.

Figure 3.1-3. Support Processes for Students and Stakeholders

Stakeholders	Supports	
Special Education Students	<ul style="list-style-type: none"> • Diagnostic testing • Psychological testing • Individual Education Program (IEP) • Counseling services • Access to the general education curriculum with accommodations and modifications • Opportunities to access the general education curriculum by learning in co-taught classrooms 	<ul style="list-style-type: none"> • Community-based instruction and transition services for students who leave the system at age 21 • Social skills support (separate classes or embedded throughout the school day) • Continuum of services for students in self-contained or inclusive settings, depending on their needs • Critical staffing (1 to 1 paraeducators) for students who have critical needs and need 1 to 1 support
ESOL Students	<ul style="list-style-type: none"> • Implementation of a locally developed, rigorous ESOL curriculum, based on the MSDE ESOL Content Standards and aligned with the reading and writing standards in the MCPS reading/language arts curriculum. • Bilingual and cross-cultural ESOL counseling services 	<ul style="list-style-type: none"> • ESOL parent outreach program to ensure a consistent and collaborative approach to parent and family issues • ESOL parents are also supported by the Language Assistance Services Unit (LASU), which provides professional translation and interpretation services in multiple languages
Parents, Partnerships, and Community	Special supports for staff are discussed in Cat. 5 with results in Cat. 7.4 . Results for parent support are presented in Cat. 7.2 . Schools have reported a total of 808 partnerships in 2009, which is an increase of 346 percent since 2007. MCPS is very supportive of our communities, which is discussed in Cat. 7.6 .	
Pre-K through Grade 12 students	<ul style="list-style-type: none"> • Rigorous curriculum • Highly qualified teachers • Guidance and counseling services • Extracurricular activities • Clean and safe environment • Summer school for elementary and high school 	<ul style="list-style-type: none"> • Extended day and year for at-risk students • Extended Learning Opportunities (ELO) • High School Plus for students who have failed or are in danger of failing • Credit Recovery • HSA (High School Assessments) Interventions
Teachers	<ul style="list-style-type: none"> • Very desirable salary and benefits • Safe and secure working environment (Cats. 7.5, 7.6) • Staff development time (Cat. 5) • Online curriculum and resources • Palm Pilots in Kindergarten through Grade 2 	<ul style="list-style-type: none"> • myMCPS (Cat.4) • PDO (Cat. 4) • OASIS (Online Administrative Student Information System) (Cat. 4) • MCPS Careers

Figure 3.1-4. Listening, Learning, and Building Relationships

Method	Stakeholder Group*
Advisory Groups	S, P, C, ST
Back-to-School Night	P
Best Practice Research (APQC) and OSA	ST
Board of Education Meetings	S, P, C, ST
Community Forums	S, P, C, ST
Community Partnerships	C
Conferences (parent and student)	S, P, C, ST
Connect Ed	S, P, ST
Councils for Teaching and Learning	ST
Instructional Television	S, P, C, ST
Interest-based Bargaining	ST
Labor Management Committees	ST
Language Assistance Services Unit	P, ST
Montgomery County Business Roundtable for Education	C, ST
Nonpublic Collaboration	C
PTA Meetings	P, C, ST
Parent Workshops	P
Parent-teacher Conferences	P
Periodic Customer Surveys (parent, teacher, student)	S, P, C, ST
Principal Advisory committees	ST
Professional Learning Communities	P, S, C, ST
Public Forums	S, P, C, ST
Publications and Feedback Cards	S, P, C, ST
Research Briefs	S, P, C, ST
Student Orientations	S, P
School Newsletters	S, P
Website	S, P, C, ST

P = Parents, S = Students, C = Community, ST = Staff

OSA conducts research on new and existing programs that contain stakeholder satisfaction data, and results, and makes recommendations. Surveys are consistently deployed to determine the type of support staff members need to do their job effectively and to learn if programs and services are working for our customers. Schools and offices regularly use programs such as Survey Monkey and Test Pilot to ensure the programs and services they provide meet the needs of their stakeholders.

3.1b(1) The employee associations, the Board, superintendent, and executive staff are committed to an organizational culture of respect. Inherent to this belief is the recognition that there is strength in diversity and that all employees are essential to a successful learning community. The Equity Training and Development Team (ETDT) works with schools and offices to operationalize these beliefs by building the capacity of staff to incorporate race and equity into their day-to-day work with client groups and ensure that students receive a positive educational experience and stakeholders' views are honored. MCPS has identified four key messages that are inherent in all staff interactions with students that define the culture of teaching and learning: **This is important, You can do it, I won't give up on you, and Effective effort leads to achievement.**

The three MCPS PGSs support our employees. Each level includes a comprehensive system for attracting, recruiting, mentoring, developing, evaluating, and recognizing staff, as well as a dynamic structure for critical reflection, continuous improvement, and lifelong learning. Numerous professional development opportunities are available and a PDP, a

personalized professional plan developed by each employee, is required for professional growth. PLC allow job-alike groups to learn together and work through problems they encounter. When an employee is performing below standard, support is available through our Peer Assistance and Review Program (PAR) (**Categories 5 and 7.4**).

3.1b(2) MCPS is one of the most economically and racially diverse school districts in the country. Active outreach is the key to stakeholder engagement. **Figures 3.1-2–3.1-4** provide a sampling of relationship-building strategies. The Language Assistance Services Unit (LASU) translates documents and supplies interpreters for non-English-speaking families. This unit, formed in response to the needs of our ever-changing demographics, provides schools and offices with the ability to translate pertinent documents to ensure all families receive information critical to their children's success in school. MCPS also contracts with Language Line Services to assist staff when communicating with parents who speak a language other than English. Document translation was recently automated through the use of new technology to increase the capacity of LASU. The new technology now helps LASU provide more consistent translation of documents.

Parent community coordinators (PCC) from the Division of ESOL/Bilingual Programs (ESOL) and the Office of Communications and Family Outreach (OCFO) proactively initiate contact with families. Many community providers, such as Linkages to Learning, partner with MCPS to ensure that families have the support they need to engage in their children's academic career. To close the circle of support, students often volunteer with these same partners to complete their required student service learning hours, providing them with an opportunity to give back to their neighborhoods and schools.

3.1b(3) OCA outlines strategic goals and sets the direction for programming to meet these goals. MCPS collaborated with stakeholders to establish achievement targets that predict student readiness for college and the world of work. The supports needed for all students to reach the achievement targets are a key focus. For example, the M-Stat process engages executive staff, principals, teachers, and central office staff in an open forum where school-level data is compared, analyzed, and discussed. The goal of M-Stat is to identify and share best practices that can be replicated. **Categories 1–6** provide evidence of how we build a student- and stakeholder-focused culture. Results in **Categories 7.1–7.6** provide further evidence.

3.2a(1) MCPS combines personal listening and learning opportunities with technology-based tools to identify and respond to stakeholders' needs (**Figure 3.1-4**). MCPS uses data to monitor the effectiveness of our programs and measure the impact on our students' success. The results of an internal study of Advanced Placement (AP) courses justifies continuing our efforts to encourage our students to participate in AP courses (**Figure 7.1-14**).

This process also helps us track our students' success after they leave our system. The Board solicits citizen participation on its standing and ad-hoc advisory committees. These committees advise the Board, facilitate MCPS activities and programs, and recommend possible policy changes. The student member of the Board (SMOB) is a voting member and seeks input from the SMOB Student Advisory Committee. The Board also meets annually to seek information from secondary students

regarding district-level issues. The CIP allows stakeholders and members of the community to provide input into the facilities planning process, including boundary studies. All feedback received from stakeholders is reviewed and used for continuous improvement. In response to parent requests, the Chinese and Spanish immersion programs at the elementary school level have been expanded to increase access.

MCPS systematically listens to the business community through MCBRE, a nonprofit organization founded in 2002 by leading Montgomery County employers to promote excellence in public education. An added benefit of the partnership is to inform us about job areas with critical shortages. With this information, we can offer courses linked to specific career options. Executive staff and MCBRE members are engaged in joint training sessions that provide opportunities to incorporate industry best practices into school operations in order to efficiently and effectively use resources. The intense nature of special education and ESOL programs results in equally intense communication and interaction with parents, staff, and students. For example, many of the interactions are prescribed by law (IDEA) for special education students. MCPS monitors all students from the time they enter our system until they leave. We are constantly researching new strategies to meet their needs. The quality of our educational programming is determined by the results our students are obtaining (**Category 7**). Courses or programs that do not add value to preparing students for college or work are eliminated. The PIS process ensures that we systematically and systemically monitor our work systems.

3.2a(2) Private schools, our natural “competitors,” do not share satisfaction data. However, MCPS tracks the enrollment of private school students into MCPS. Since 2005, the number of private school students entering MCPS has increased (**Figure 7.2-5**). We compare standardized assessment results with other local public school districts in the state and neighboring jurisdictions in order to inform our instructional practices. Teachers regularly use feedback mechanisms such as consensograms, surveys, and plus/deltas with parents and students to obtain timely actionable information to inform decision making.

3.2a(3) MCPS believes concerns and complaints can be used to strengthen the organization and provide information to fuel our continuous improvement efforts. The goal of the Complaint Management Process is to ensure that staff responds quickly and efficiently at the point of service to stakeholder concerns and that all staff periodically review and revise practices in response to changing stakeholder needs. This process is detailed through formal BOE policies and regulations and is published on the MCPS website. (Formal process AOS.) In addition, all offices, departments, and divisions are responsible for both informal and formal complaint management processes. For example, OSP monitors and helps to resolve complaints from all 200 schools by involving the principal and other appropriate staff.

3.2b(1) Proposed programs and initiatives require an impact statement to assist senior leadership in the decision-making process. **Figure 3.2-1** contains a sampling of feedback mechanisms used to collect actionable information in the district.

The OCFO was created to promote student achievement by strategically creating and fostering connections among our families, community partners, and schools (**Figures 7.2-13–7.2-15**). OCFO created an online principal’s toolkit that contains parent engagement strategies, assessment tools, which allow schools to determine areas of strength and need, and parent program/workshop materials. Stakeholder participation is tracked, evaluated, and analyzed following each event and is used to confirm and identify marketing strategies.

3.2b(2) MCPS routinely collects satisfaction data (**Categories 7.2 and 7.4**). When an area of improvement or a need is identified, project teams are formed to review research, benchmark with other school systems, and identify successful strategies deployed. APQC has recognized MCPS as a best practice partner in four areas: professional development, mathematics and science, English language learners, and data-driven decision making. Individual schools share instructional best practices that increase student achievement in multiple settings, a sample of which are highlighted in **Figure 3.2-3**.

3.2b(3) Student and stakeholder levels of satisfaction and dissatisfaction are continually assessed through our communication

Figure 3.2-1. Feedback Mechanisms

Activity	Feedback Mechanism	Result	Actions	
New Program or Initiative Implementation	Program evaluation with specified outcomes and evaluation methods (e.g., statistical analysis, surveys, observations, OSA research briefs, etc.)	Recommendations for program improvements	<ul style="list-style-type: none"> Executive leadership review Decision to revise and implement recommendations or to discontinue 	
Offices and Department Daily Operations/Support Documents for Schools	Principal advisory committees	<ul style="list-style-type: none"> Feedback on operations Document revisions Changes to existing processes or proposed programs or initiatives 	Revisions based on information	
Foundations Program	<ul style="list-style-type: none"> Student surveys Parent surveys 	<ul style="list-style-type: none"> Ideas for recruitment strategies Speakers for the courses 	<ul style="list-style-type: none"> Recruitment for the program is revised and more outreach provided Speakers are secured and field trips designed based on parent interest 	
Professional Development (courses and workshops)	Evaluation of training. Guskey model discussed in Cat. 5 .	<ul style="list-style-type: none"> Information on whether participants’ needs were met Ideas for future training Data on whether teachers learned content of training 	<ul style="list-style-type: none"> New training developed Revisions to existing training opportunities More sessions offered 	
Satisfaction Survey	<ul style="list-style-type: none"> Parent survey Staff survey Student survey 	Results available in Cat. 7.2 and 7.4	<ul style="list-style-type: none"> Areas in which stakeholders are satisfied identified Areas that need improvement identified 	<ul style="list-style-type: none"> Changes to operations Review data for SIP Review data for System SPP

Figure 3.2-2 Sharing Best Practices

Meeting	Audience	
Superintendent's Administrative and Supervisory Meetings	School-based and Central Office Administrators	
Cluster Meetings	Principals, Community Superintendents, Directors of School Performance	
M-Stat	Principals, Teachers, Executive Staff	
Curriculum Update Meetings	Principals	
Professional Learning Communities	<ul style="list-style-type: none"> Elementary, Middle, and High School Principals Title I Principals 	<ul style="list-style-type: none"> Business Managers Assistant Principals Directors Central Office
Special Area Teacher Meetings	<ul style="list-style-type: none"> Staff Development Teachers Reading Specialists Resource Teachers 	<ul style="list-style-type: none"> ESOL Teachers Head Start Teachers Math Content Coaches

mechanisms (**Figure 3.1-4**) and surveys of school environment and operations. The data are analyzed and used to inform office, department, and school improvement plans. In 2008, the biannual parent survey was placed online to increase accessibility. Translated surveys are provided to increase parent participation. All departments, offices, and schools use satisfaction data from surveys to inform and improve processes and programs. OSA convenes stakeholder meetings to provide input on the survey topics and questions. Many schools use a variety of quality tools, such as consensograms, plus/deltas, and surveys to gather stakeholder input. Newspaper articles and editorials provide an unsolicited venue for listening to stakeholders. As a result of parent comments at Board meetings, a project team was formed to establish a districtwide policy regarding course-related fees.

3.2c(1) Achievement, satisfaction, and complaint data, public testimony, etc. are used regularly to review current and develop future program offerings and services. For example, testimony at a Board meeting from the Latino community in 2006 resulted in two new programs for Latino students. Students Engaged in Pathways to Achievement (SEPA) was designed to provide older high-school-age Latino students with little formal education with entry-level job skills and English language instruction. Additionally, the new "Grow Your Own" teacher program was designated to address the Latino community's concern that our staff diversity did not reflect our students' diversity. As a result, students were provided with an alternate educational pathway and we have begun recruiting our Latino students into the teaching profession.

3.2c(2) When Maryland changed the graduation requirements to include the opportunity for students who failed required tests to complete projects as an alternative, a district steering committee was established. A broad range of stakeholders focused on customized, flexible options to support communication, implementation, and data needs regarding the alternative pathway. Additionally, the ESOL course pathway was changed to ensure ESOL students participated in required courses before their senior year to ensure their graduation with same-age peers.

3.2c(3) MCPS students and stakeholders are becoming more technology literate and demand just-in-time information. The MCPS website is a marketing tool which features our up-to-date accomplishments for the benefit of those seeking housing in the Washington suburbs. The cable television stations provide school system information to potential students and their families. The Office of Human Resources promotes MCPS to prospective teachers with online videos and a booklet highlighting

the benefits of employment. Prospective teachers are interviewed online using MCPS Careers to save travel costs and time. Interactive white boards, electronic student assessment and data reporting capability available on myMCPS, and the paperless accounting process are all examples of identifying opportunities for technology innovation and proactively responding to changes in student and stakeholder needs (**Category 4.0**).

3.2c(4) By consistently listening to our stakeholders, we keep our approaches current with the needs of our stakeholders and determine the direction for future services. As our customers become more knowledgeable users of information, more information is being placed online. The expansion of the Online Achievement and Reporting System (OARS) to elementary schools and the increased usage of Edline and e-mail alerts are a direct result of this demand.

MCPS staff attends relevant conferences to build their knowledge of content and processes and remain current with research-based best practices. Staff also works closely with the Maryland State Department of Education to ensure changes in educational requirements are made quickly. MCPS collaborates with neighboring Local Education Agencies to identify new practices. For example, the Department of Special Education participates in ongoing discussions with other Maryland school districts regarding best practices in instruction, assessment, and compliance issues.

4.0 Measurement, Analysis, and Knowledge Management

In pursuit of excellence to achieve the academic and operational goals of OCA, MCPS depends on timely and reliable data and a system of accountability to monitor results, ensure equity, and drive performance.

4.1 Measurement, Analysis, and Review of Organizational Performance

4.1a(1) The key performance measures in OCA, including milestones, data points, targets, and Seven Keys, guide processes for selecting, collecting, aligning, and integrating data and information to track daily operations and overall organizational performance. In alignment with our SPP, strategic objectives and action plans are developed in every office, department, division, and school. As action plans are deployed, formative and summative data are collected and analyzed to assess results. Academic and business needs drive the time frame for data collection and range from daily to annual, depending on the measurement objectives. Using the PDSA CI, data and information are used to identify opportunities for improvement, redefine and redesign

processes, and implement innovative solutions. Key organizational performance measures (Figure 2.1-2) use data sources for measurement and analysis. Application systems provide access to essential information related to students, financial and human resource management, and professional development.

The myMCPS portal provides one-stop access to information and applications that support teaching and learning, facilitate communication and collaboration, and aid effective decision making and innovation. Among the applications are the OASIS, the Data Warehouse, ePaystub accessible through the Employee and Retiree Service Center (ERSC) link, and PDO. OASIS is the central repository for the collection and management of student data. From initial registration until a student leaves MCPS, data about individual academic performance is collected and stored in OASIS. Data are updated daily and distributed to information systems accessible through myMCPS for use by teachers to differentiate instruction. Performance trends and comparisons, available through the Data Warehouse, are used to drive educational strategies and action plans, including the monitoring of critical data points through the M-Stat process. M-Stat is an intensive review of school-level student performance data disaggregated by NCLB categories. The resulting identification of successful school and classroom practices are featured on the MCPS website and in *The Bulletin* (staff newsletter). Central to communications are Outlook Web Access, the MCPS website, and emergency notifications which are available on the portal. Staff has access to resources for their professional development (PDO) and employee benefits (ERSC) that are updated daily.

Research and analysis of national, state, and local data are published in OCA and *Schools at a Glance*. This information is available on the MCPS website. The *Annual Report on Our Call to Action* is used to communicate progress toward meeting the strategic objectives in OCA; *Schools at a Glance* is used by a wide variety of stakeholders to inform decisions ranging from school programs to real estate investments.

Business and operational processes use a family of measures focused on customer, financial, human resources, and organizational results. Monitoring of these measures is conducted by the Office of the Chief Operating Officer (OCOO) to assess performance at the organizational level and alignment with strategic direction. All staff levels use the Financial Management System (FMS) daily to track and manage budgets, spending, procurement, accounting, and employee expense reimbursements. Data from supporting services surveys are used to determine student and parent levels of satisfaction with Food Services, Facilities-Custodial, Safety and Security, and Transportation. The HRIS provides staff with comprehensive information to support the administrative functions of human resources data and information, payroll, benefits, time and attendance, leave, certification, and systemwide vacancies. The MCPS Careers website provides transparent and equitable access to position vacancies for current and prospective employees.

4.1a(2) MCPS uses a number of sources for comparative data within the academic community to inform the district about performance and innovation relative to similar school districts and business partners. Within the academic community, MCPS compares itself with the other 23 Local Education Agencies (LEAs) in the state, using resources on the MSDE website. State and local assessment data are benchmarked with the state

of Maryland, as well as with Baltimore County, based on demographic and data points. For business functions, MCPS obtains benchmarks from our partnerships with MCBRE, Harvard University, and APQC for industry best practices and innovation in education.

4.1a(3) Keeping performance measurement systems current with educational needs and directions is exemplified in the district’s M-Stat process. Through data-driven analysis and discussion, M-Stat provides school staff with a structure and urgency to address the needs of each student. The M-Stat process is modeled on a Harvard case study used by MCPS executive staff at the Harvard PELP.

A central theme of the district’s journey to become a process-centered organization is developing well-defined, designed, deployed, and documented processes that include identifying external factors that guide and influence the performance of work processes. Cross-functional PDSA teams ensure that performance measures and processes are sensitive to rapid or unexpected external changes. When MSDE announced options to the High School Assessment for students to meet graduation requirements, MCPS quickly developed a process for implementing the Bridge Plan for Academic Validation.

4.1b(1) Ensuring the success of all students is the responsibility of the entire school system and its stakeholders and is dependent on continuous monitoring, assessment, feedback, and improvement. **Figure 4.1-1** illustrates how organizational performance and capabilities are reviewed. The Applied Research Unit in OSA analyzes and reports on MCPS student performance and the relationship of student academic performance, demographic variables, and participation in selected schools, classes, and programs. OSA staff conducts research and provides analytics on

Figure 4.1-1. Model for Review of Organization Performance and Capabilities

Who	Time Frame/Participants/Purpose
Board of Education (Board)	<ul style="list-style-type: none"> Board Calendar School leaders, community, central office staff Ensure alignment of strategic plan, vision, and actions with Board policies
Superintendent	<ul style="list-style-type: none"> Bimonthly meetings 500 school system leaders Reinforce vision, review and set direction on organization performance in key areas
Executive Leadership Team	<ul style="list-style-type: none"> Twice monthly Deputy superintendent of schools, chief operating officer, associate superintendents, community superintendents, employee association presidents Assess organizational performance and capabilities toward achieving OCA milestones, targets, and data points to determine actions needed to achieve strategic objective
Community superintendents	<ul style="list-style-type: none"> Monthly meetings Principals Review school-level progress on school improvement plans (SIP)
Central office administrators	<ul style="list-style-type: none"> Monthly meetings Deputy superintendent of schools leadership team and chief operating officer team Associate superintendents and directors Assess operational performance for deployment through department, division, and unit leadership
School improvement teams	<ul style="list-style-type: none"> Weekly meetings Principals, teachers, parents, students Assess progress in achieving School Improvement Plan Action Plans, including student performance data and student achievement

national, state, and local performance. OSA uses univariate and multivariate statistical models, such as analyses of covariance (ANCOVA), propensity score matching, regression, and structural equation modeling, to confirm the validity and reliability of conclusions in research and evaluation briefs and reports published. This information serves as the catalyst for district leadership to assess progress toward achieving the data points in OCA. Examples include the rise in student participation in AP classes (Figure 7.1-14) and the reduction in suspensions (Figure 7.2-6). The expectation is that action plans emerging from these reviews address the ever-changing academic needs of students and the challenges within the operating environment. The review model supports rapid response to changing organizational needs and challenges through effective communication and ongoing examination of performance measures and progress on strategic objectives with the continuous cycle of refinement.

4.1c(1) The organizational performance review findings led MCPS to create the Seven Keys. These Seven Keys allow for continuous and breakthrough improvement by establishing a clear pathway to college readiness with the intent to have all students reach rigorous levels of achievement. Structures such as the Middle School Reform initiative created collaborative planning opportunities for teachers resulting in innovative teaching practices that engage the adolescent learner and increase performance in reading, mathematics, science, and social studies. The PGSs are an example of breakthrough improvement in the employee evaluation and training process.

Priorities and opportunities are deployed through the annual report on OCA, and the Educational Facilities Master Plan. Figure 1.1-1 illustrates deployment of the organizational vision

and values by senior leaders. Each school is provided with individualized disaggregated data and information through myMCPS. The MCPS website provides information to the diverse community about the school system's strategic direction and performance accountability. Through the website and instructional television, the community may view Board meetings and get up-to-date information on the school system.

4.2 Management of Information, Knowledge, and Information Technology

4.2a(1) Data accuracy, integrity, and reliability depend largely on the quality of the data that is input and consistent review processes. Technology systems are designed with built-in checks to facilitate data accuracy, whether entered in the classroom or received from external systems. One example is the electronic grade book that tracks and maintains score assignment and modification history. Internal research and evaluation processes, conducted by OSA, subjects data and information to rigorous statistical analysis, internal reviews, and evaluation to ensure alignment with programs and strategic goals. The demand for timely data is served through the growing use of online assessment applications that facilitate data entry directly through technology-driven systems and provide immediate results for teachers. Figure 4.2-1 displays systems that are continuously updated to reflect the most current information available to support schools and offices.

Well-established regulations and security procedures are continually monitored to prevent unauthorized use and attacks from viruses, worms, and malicious code and to protect confidentiality (Category 7.5). Security staff conducts reviews, investigates student and staff violations, and implements

Figure 4.2-1. Data Systems

Data System	Contents	Provider
myMCPS	One-stop portal access to applications, data repositories, collaboration sites, and other systems. Signing into myMCPS once provides access to authorized applications without signing in again.	MCPS
Online Administrative Student Information System (OASIS)	Student data from the electronic grade book application, state and national assessments, student schedules, enrollment, demographics, and Individualized Education Plans (IEP).	MCPS
Online Achievement and Reporting System (OARS)	Electronic grade book application and a Web-based classroom-to-home communication solution.	Global Scholar, Edline
Data Warehouse	Data from multiple application systems providing current-year and longitudinal reports for analysis of school's educational programs. Provides M-Stat data for monitoring progress toward Our Call to Action milestones.	MicroStrategies
OASIS/Student Services (O/SS)	Web-based application for completion of the state IEP form.	MCPS
Assessments	A collection of online and external data sources that facilitate the collection of timely and accurate data on student achievement.	Scantron, MSDE, Scholastic, NWEA, Wireless eneration, LasLinks, MCPS
Curriculum Archive	Online access to MCPS curriculum guides and resources searchable by grade, subject, or course.	MCPS
Professional Development Online (PDO)	Web-based professional development system that highlights courses available to staff; targets announcements, information, and contents to staff based on position; and provides access to resources, including, transcripts and course reimbursements.	TrueNorthLogic
Connect-ED	Mass messaging service for communicating timely information to parents, staff, and stakeholders.	Blackboard
Employee and Retiree Service Center (ERSC)	One-stop service for employees and retirees to obtain information and conduct employment-related business accessed through MCPS website.	MCPS
Human Resource Information System (HRIS)	Web-based system providing human resource information, including payroll, leave, insurance, and retirement.	Lawson
MCPS Careers/Applicant Tracking System	Web-based access to position vacancies for current and prospective employees.	Taleo
Financial Management System (FMS)	An integrated, Web-enabled solution for tracking and managing MCPS financial business functions.	Oracle
Operations Services Systems	Applications for budgeting, transportation, food and nutrition, and facilities management.	MCPS

technology-based protection solutions. Security software monitors systems for vulnerabilities and attacks. One component of MCPS security software is filtering, which effectively blocks access to sites containing inappropriate material for students and staff, ensuring compliance with state and federal laws (**Category 7.5**). MCPS regulations and security procedures enable certification of compliance with the Children's Internet Protection Act. A partnership among MCPS, the Montgomery County Police Department (MCPD), and the Montgomery County State's Attorney's Office, focused on CyberSafety, has established a collaborative effort to protect children, arrest violators, and prosecute criminals.

A user's role determines access to authorized systems as they log in. Confidentiality of student records is ensured through limited access to sensitive data by users who have knowledge of the Family Educational Rights and Privacy Act.

4.2a(2) Data and information, in multiple languages, are accessible to all stakeholders through the MCPS and school websites, automated phone messaging, e-mail, cable television, and community programs. The MCPS and school websites make available a wide variety of information and knowledge resources to the community, schools, parents, students, and staff. OCA is available online, providing information on performance target achievement. *Schools at a Glance*, *Special Education at a Glance*, *Safety and Security at a Glance* (all AOS) provide enrollment, staffing, facilities, programs, demographics, and operating costs by school, by level, and by county. Connect-ED, a phone-messaging service, enables schools to notify parents about emergencies, their child's attendance, or about important upcoming school events. Many district families have Internet access and routinely visit the MCPS website and receive QuickNotes, a service that provides current news and information about the school system (including emergency closings). MCPS operates two cable channels that reach more than 220,000 homes in the county, providing programming for instructional and staff development, information, and community outreach. "Ask MCPS" invites parents to attend community events to learn about school programs and services and to take home tips on helping children succeed. Staff, suppliers, partners, and collaborators have access to information systems focused on their area of need, including myMCPS, the Data Warehouse, Edline, FMS, PDO, and HRIS.

4.2a(3) Organizational knowledge is managed through the PGS, PLC, PIS, and PMI. Staff represented by all three employee associations have a PGS aimed at building the knowledge, skills, strategies, and beliefs to perform their jobs. PLCs engage staff in collaborative exchanges and sharing best practices to improve teaching and learning. Baldrige-based processes guide school improvement plans and organizational performance. The MCPS and school websites and myMCPS support and enrich the sharing of best practices. A staff development teacher in each school links the use of data to the selection of appropriate instructional strategies to meet student needs. From participation by stakeholders in Board meetings to parent engagement on school improvement teams, the ongoing commitment of MCPS staff and partners to share information is reflected in the quality of services offered to students and the community. The Office of Communications and Family Outreach (OFCO) promotes student achievement by creating and fostering connections among diverse families, community partners, and schools through programs such as the Parent Academy, Parent Advisory Council,

"Ask MCPS," Study Circles, back-to-school fairs, and informational kiosks at local malls.

OCA provides details on the school system's performance on milestones for each of the five goals. Assembling and transferring data, information, and relevant knowledge to effectively monitor performance is a continuous process that examines student, school, and district data from multiple sources. The knowledge acquired is combined with input from a broad range of stakeholders for use in the strategic planning process.

4.2b(1) MCPS is committed to providing the highest-quality technology solutions to support teachers, engage students, and assist in effective business operations. These solutions reflect stakeholder requirements and priorities and follow best practices for project management, collaboration, and communication. The application design and development process includes gathering requirements, following quality assurance practices and field-testing improvements before deployment. The International Business Machines (IBM) Rational Unified Process (RUP) and the Agile/Scrum methodology guide development processes along with Microsoft's Team Foundation Server, used to monitor progress and track changes. The efficient and effective management of the data center, network operations, and telecommunication services ensure the security and reliability of hardware, software, and network environments. Operations are monitored 24/7 using alert systems, dashboard data displays, and reports. Ongoing audits are conducted, in conjunction with state and local requirements, to review security practices and procedures, and to examine the health of our current security systems. School servers are backed up automatically, following a daily and weekly schedule to ensure data at each school is secure and recoverable.

End users drive the process for ensuring that hardware and software are user friendly. A standardized desktop image provides consistency across schools and offices, ensures security, anti-virus programs, version updates, and system patches are in place, and gives all students and staff access to user-friendly technologies. The Technology Modernization program enables refreshment of the district's hardware, software, and network infrastructure on a five-year cycle. Computer refreshment, self-warranty processes, and print cost management ensure the ongoing reliability and cost-effective operation (**Figure 7.5.4**) of school-based hardware. To keep pace with the rapid advancement of technology, staff researches new and emerging technologies and works continuously with users in reassessing which best meet their needs. Support is available to facilitate the end-user experience through the Help Desk, information technology systems specialists, and technology consultants.

4.2b(2) In the event of a system outage or disaster, the MCPS Disaster Recovery Plan (DRP) and Business Resumption Plan (BRP) are activated as part of the Emergency Response Plan developed by the Department of School Safety and Security. All plans identify the people, facilities, computer hardware, and application software resources needed for continued functioning, restoration, and communication of business operations with stakeholders. DRP provides for the continued operation of critical systems from an off-site location, should the MCPS data center cease operations due to a catastrophic emergency. Systems at the off-site location are comparable with MCPS hardware and software architecture and provide for the continued availability of data and information to stakeholders. Disaster recovery processes

are tested on a regular basis to practice recovery (**Figure 7.5-1**). These tests ensure the functionality of the off-site systems and demonstrate the ability to recover fully each hardware, software, and application platform within 24 to 72 hours. After the emergency has passed, BRP details processes to move MCPS back to operational mode. Business functions are prioritized and recovered in accordance with the plan.

4.2b(3) The Montgomery County Public Schools Strategic Technology Plan guides technology-related decisions and priorities. The school system is committed to preparing school staff to use the same types of 21st century resources in their classrooms as those with which their students are familiar. In formulating the future-oriented strategic technology plan, key stakeholders were actively engaged in aligning technology resources with academic priorities. As a result of this collaboration, hardware and software systems enable students to hone skills needed to be successful in the global economy.

5.0 Workforce Focus

5.1 Workforce Engagement:

5.1a (1 and 3) All MCPS systemic efforts begin with OCA, which is based on compelling student data, developed with all employee groups, informed by public testimony, and approved by the Board.

OCA is used to develop school, office, and department strategic and action plans. There is alignment between the OCA and school/office and department plans.

Throughout these processes, critical information is contributed by the MCPS workforce through the three employee associations: MCEA, MCAAP, and SEIU Local 500. The employee associations have multiple opportunities to contribute ideas, raise concerns, and plan innovations with the system. The employee association presidents meet regularly with SLs, participate as full members of ELT at bimonthly meetings, and participate in joint labor-management collaboration committees (JLMCC). The employee organization presidents also participate fully in the process to develop the operating budget for the upcoming fiscal year, by attending and interacting at every meeting of the operating budget committee, which also includes senior executive staff. In all these settings, employee organization representatives serve as the voice of teachers, administrators, and supporting services staff, proposing innovations and removing obstacles to workforce capability and capacity. In addition, they help determine the key factors that affect workforce satisfaction. The CTL has more than 100 elected teacher representatives who interact on a monthly basis with staff from the offices responsible for curriculum and professional development. The Leadership Development Advisory Committee is a group of school-based and central office administrators who meet monthly to review plans and priorities for professional development for administrators and supervisors. The Career Development and Educational Improvement Committee performs the same tasks for supporting services employees. In addition, the deputy and each associate superintendent have a principal advisory group with members selected by MCAAP. Associates meet with their advisory group and also communicate via e-mail to get feedback on both short- and long-term plans and issues.

The system worked collaboratively with the teachers association to reinvent the current teacher evaluation system and replace it with a teacher professional growth system (PGS AOS). This system established six rigorous standards for teacher performance and provided clear examples of actions that would demonstrate that the teacher was meeting standard as well as examples of behaviors that would be deemed not meeting standard. Establishment of the teachers PGS also outlined processes for evaluation years. These would involve formal evaluation and nonevaluation years in which teachers would be expected to develop and implement a personal professional development plan. The teacher PGS established that all novice teachers would receive intensive support from a consulting teacher (CT) and determined that teachers who were not meeting standard would be provided CT support. The teacher PGS developed a PAR panel comprising eight teachers and eight principals to hear cases about novice and under-performing teachers and then make recommendations to the superintendent. These recommendations could include release to the professional growth cycle, an additional year of support, or nonrenewal/dismissal. The teacher PGS is reviewed on a monthly basis by an implementation team, which includes representatives of central offices (OHR) and the presidents of the teachers and administrators associations. The Teacher PGS Handbook (AOS) is updated every school year and a print copy is distributed to every teacher in the system. The handbook also is available online for all teachers. In this way, all 11,000 teaching professionals in MCPS are provided with clear, consistent messages about the expectations for their performance, their responsibilities as an employee, the supports provided by the system, and the processes involved in evaluation, accountability, and professional growth.

Teachers PGS was the first professional growth system to be established and implemented; MCPS has since accomplished the same for administrators and support professionals. **Figure 5.1-1** shows the alignment and unique characteristics of the three PGSs that constitute our workforce performance management system (AOS). The effective deployment of professional growth systems for all employees capitalizes on the strategic advantage of a high-quality workforce and addresses the strategic challenge to continually develop that workforce and meet the NCLB standard for highly qualified staff. The three PGSs support high-performance work and workforce engagement. MCPS offers one of the best salary and benefit packages in the country and, over the past three years, has formally recognized more than 5,000 employees for their efforts and achievements. One hundred percent of principals and paraprofessionals are highly qualified, as defined by NCLB. Ninety six percent of more than 11,000 teachers meet the same criteria.

5.1a(2) With a guiding principle of educational equity, MCPS is committed to the arduous task of providing every student with a differentiated and rigorous academic program and the necessary supports to be successful in that program.

MCPS has been devoted to a more focused conversation about race and its impact on teaching and learning and has worked to support workforce transition into a new way of thinking and a new way of meeting the needs of all students so that no child is denied access to rigorous instruction due to low expectations on the part of MCPS staff.

Figure 5.1-1. Alignment of Professional Growth Systems

Professional Growth System	Foundation of PGS	Oversight by:	Support provided to:	Support provided by	Cases heard by	Expectations communicated through
Teachers	Six standards (AOS)	TPGS Implementation Team—meets monthly	Novice and underperforming teachers	Consulting Teachers (28.0 FTE in FY 2010)	TPGS PAR panel (eight teachers and eight principals)	TPGS handbook, distributed to all teachers and principals and through online resources
Administrators and Supervisors	Six standards (AOS)	A&SPGS Implementation Team—meets monthly	Novice and underperforming administrators and supervisors	Consulting Principals (3.0 FTE in FY 2010)	A&S PGS PAR panel (eight principals and eight community superintendents)	A&S PGS handbook, distributed to all administrators and through online resources
Supporting Services	Eight competencies (AOS)	SSPGS Implementation Team—meets monthly	Underperforming supporting services employees	Professional Growth Consultants (8.0 FTE in FY 2010)	SSPGS PAR panel (administrators and supporting services staff)	SSPGS handbook, distributed to all support staff and principals and through online resources

MCPS first established and then expanded the Equity Training and Development Team (ETDT) in the Office of Organizational Development (OOD), a team devoted to building the capacity of MCPS staff to lead for equity. ETDT works with leadership teams in schools and offices to build the capacity of staff to promote equitable learning environments and eliminate racial disparities in student performance. ETDT provided direct support to 17 schools in FY 2007, 35 in FY 2008, and 70 in FY 2009.

To support classroom implementation of equity training content, the ETDT reviewed the research and developed the Equitable Classroom Practices Document (ECPD), a listing of 27 different strategies shown to increase the engagement and achievement of African American and Hispanic students in the classroom (AOS). In order to demonstrate alignment with the professional growth systems, ECPD uses a similar format to PGS, with one column describing the behavior of a teacher who is promoting equity and the second column capturing the behavior of a teacher who is not promoting equity. This document has been distributed throughout the school system and used by many schools in their school improvement plans, including use in peer observations, walk-throughs, and professional development plans.

For the past four years, the superintendent’s meetings with 500 administrators and supervisors five times per year have explicitly dealt with race and its impact on teaching and learning. This is a conscious effort on the part of the school system to build the capacity of school and office leaders to promote equitable learning environments and eliminate racial disparities in student performance. Nationally known consultants have increased the awareness of the district’s principals and administrators and built their capacity to effect change for equity. Community superintendents have reinforced this learning by working directly with their principals on looking at student data through an equity lens, pointing out areas where there is disparity according to race, and working to eliminate it.

5.1b(1) MCPS senior leaders, principals, teachers, support staff, and central office staff play a critical role in the effort to pursue educational equity. MCPS is committed to providing the system’s leaders with the skills, knowledge, and tools they need to lead for equity. MCPS has constructed a system for leadership development that is aligned with the school system’s core competencies, addresses a strategic challenge, and supports achievement of our OHR action plans, which will equip the system’s leaders to address the key strategic challenges.

The leadership development process begins with current

leaders identifying and mentoring potential leaders, as outlined in the A&S PGS. **Figure 5.1-2** describes each participant’s role in the process.

Figure 5.1-2. Leadership Development

Who	What
Principals	Identify and mentor potential leaders at school and provide them with leadership experiences
Central Office Directors	Identify staff and provide them leadership experience
Aspiring Administrators	Apply to be part of assistant principal pool. If accepted, participate in 3-year training program
Assistant Principals	Required to take observing and analyzing teaching (OAT)—a 39-hour graduate course
Newly Appointed Principals	Assigned to a consulting principal

Data available in **Cat. 7.4** for A&S and supporting services leadership preparation.

Throughout the leadership development process, there is a constant theme—all MCPS leaders are expected to use continuous improvement processes to ensure that all students are receiving a rigorous academic program, and that leaders must take responsibility to ensure that this program is delivered in an environment that provides equity for all students.

MCPS senior leaders model the process of professional development and continuous learning through participation in experiences that broaden their perspectives and help them learn from other high-performing organizations. Since 2003, representatives of MCPS have attended the PELP at Harvard University. In PELP, MCPS leaders experienced case studies and communication with other districts. This experience led to initiatives like the Professional Learning Communities Institute (PLCI) middle school reform, hiring for excellence and equity, and the M-Stat process. In recent years, the PELP experience has helped MCPS leadership to crystallize the focus on race and work toward developing a clear equity transformation framework. MCPS executive staff also have established a partnership with MCBRE and meets with these business leaders three times a year to study issues of organizational performance. This two-way communication has helped the business community to have a greater understanding of the successes and challenges of the school system, while MCPS has benefited from business perspectives on people management, employee feedback, and recruiting for talent.

5.1b(2) The MCPS system of professional development for all employees meets and exceeds the context, process, and content standards endorsed by the National Staff Development Council. In 2007, APQC identified MCPS as a best practice partner in the

area of professional development. In 2008, APQC again recognized MCPS as a best practice partner, this time in the area of supporting professional learning communities (PLCs), a key component of professional development in MCPS.

MCPS gathers feedback and input from stakeholders about their professional development needs on a continual basis. At the system level, the Staff Development Cross-Functional Team (SDCFT), which includes representatives from all central offices and the presidents of the three employee associations, meets at least monthly to discuss professional development needs of the employee groups. The SDCFT considers how the proposed professional development activities support the goals of OCA, in particular the Seven Keys. SDCFT members analyze different models of delivery (face to face, trainer of trainers, online) and the costs associated with the training. SDCFT then makes recommendations that are reviewed by ELT. Teachers who participate in required training in the summer receive their hourly rate of pay for each hour of participation.

MCPS continues to grow in its use of Guskey's five levels of impact to evaluate professional development, measuring participant reaction, participant acquisition of new learning, support provided by the school to use the new learning, quality of implementation, and effect on student learning. This approach is clearly visible in a number of professional development efforts, including Middle School Reform, PLCI, and Observing and Analyzing Teaching (OAT) courses. MCPS is working to make this approach more consistent and pervasive (data AOS).

At the school level, professional development needs are collected and assessed through the school improvement process. As principals and leadership teams review student data and the school's performance on strategic plan data points, key areas for professional development are identified. Each school has a staff development teacher who is responsible for planning and delivering professional development that will equip school staff to meet school and district targets. Staff development teachers are provided with central office support by staff development specialists in OOD. Every school's SIP is developed using the Baldrige criteria and quality tools and includes a plan for the professional development of staff. For schools with the greatest needs, Achievement Steering Committees (ASC) meet monthly to review data and create action plans. Very often, these action plans involve professional development for staff, which is coordinated by the staff development teacher (SDT) and may involve numerous central offices in direct support.

5.1b(3) In MCPS, professional development sessions start with a clear articulation of the outcomes for the professional development session. Sessions end with a process to gather feedback from participants, both to assess whether outcomes have been accomplished and to identify opportunities for improvement. At the conclusion of larger professional development events, a more comprehensive process is used. For example, summer training in MCPS usually involves more than 80 separate training sessions that are attended by more than 5,000 participants. Following implementation of summer training, representatives of several teams convene to conduct a thorough debriefing. The debriefing concludes with action steps to improve the next year's implementation. Systemwide professional development is designed and delivered with the expectation and intention that the professional learning will be implemented in the schoolhouse. Principals and staff development teachers are

provided with information that helps them to support implementation in their classrooms. MCPS also uses a focus group approach at times to gather feedback that will inform continuous improvement.

MCPS strives for efficiency in providing professional development through use of the PDO tool. PDO was implemented in 2006 to organize and streamline processes related to professional development, including registration, sectioning, scheduling, processing payment, and documenting participation for personal portfolios (demo AOS). Implementation of PDO has saved thousands of work hours that previously were devoted to registering and paying training participants by hand. PDO also makes it easier to review registration records, which informs decisions to eliminate sessions due to low enrollment or add additional sessions to avoid having a waiting list. Licensure for support staff is discussed in the organizational profile. Professional staff are licensed or certified by MSDE.

5.1b(4) All three professional growth systems (PGS) include a mentoring component, reflecting the MCPS belief that all employees should be mentored by supervisors and other professionals. Supporting services mentor profiles are available online, so employees can review the profiles and then choose to contact a mentor for support. Employees can choose to work with a mentor who shares their current job (for example, building service) or may choose a mentor who may coach them into a new type of position. Each PGS also includes a professional development plan, a system document that encourages conversations between employees and their supervisors regarding possibilities for career advancement and the accompanying professional development needs. The success of these efforts is evident in the large number of MCPS supporting services employees who have moved into teaching positions. Career advancement for all employees is supported by the dozens of higher education partnerships that MCPS has cultivated with area colleges and universities. More than 30 programs are available to help employees earn degrees and add to their certification: supporting services staff can earn teaching degrees, teachers can earn master's degrees, and administrators can earn doctoral degrees. MCPS is currently developing and refining more formal systems for career advancement through work groups that are designing the Teachers Career Lattice and the Supporting Services Career Pathways.

Succession planning retreats for leadership positions take place through the supervisory work of the Office of School Performance (OSP) and collaboration with all other offices. One example of this process is the annual A&S Placement Retreat, a day-long event in which current and aspiring assistant principals are considered for moves into new positions. The retreat includes representatives from the offices of Human Resources, Organizational Development, and School Performance.

Leadership succession at the school level is guided by procedures that are outlined in the MCPS Principals Handbook, which recommends a transition process for principals who are leaving their current positions to facilitate the entry of the new principal.

The Office of Human Resources (OHR) uses a variety of processes and tools to ensure that candidates for positions in teaching, administration, or supporting services have the necessary certification and licenses. OHR also uses e-mail to communicate with current staff to provide reminders about keeping

certification up to date. For staff who need courses to update or expand their certification, MCPS offers a slate of training opportunities and continuing professional development classes.

5.1c Assessment of Workforce Engagement

Indicators such as retention, absenteeism, grievances, safety, and productivity are monitored and used to improve processes.

5.1c(1) MCPS believes that workforce engagement is critical in addressing the strategic challenges faced by the system. Accordingly, MCPS uses a variety of formal and informal assessment methods to gauge how employees are engaged in the work and their level of satisfaction. Surveys of work environment were distributed to all employees on an annual basis from 2003–2009 (**Categories 7.2 and 7.4**). Surveys were not distributed in 2008. Survey results for all employees are reviewed and analyzed by ELT and schools' staff.

At the school level, principals share survey results with staff and use this data in developing the school improvement plan. Community superintendents discuss school-based results with principals during supervisory visits. Associate superintendents and central services directors review survey results with their teams and incorporate the data into office strategic plans, which are reviewed by the deputy superintendent and the chief operating officer.

Senior leaders in the Office of the Chief Operating Officer (OCOO) use a family of measures (AOS) to measure customer results, financial results, human resources results, organizational results, and leadership and social responsibility results as they measure progress on a key milestone of Goal 5 of the Strategic Plan: *All business services will meet or exceed customers' needs, requirements, and reasonable expectations*. To address this milestone, teams from OCOO survey principals' satisfaction with service from the division of maintenance, student satisfaction with cafeteria food, and parents' satisfaction with transportation, among other items. Staff from the Department of Materials Management conduct targeted school visits to collect feedback in structured interviews with staff and send out "quick response" online surveys. As a result, staff feedback is collected and used in a systematic fashion to lead continuous improvement.

Grievances (**Category 7.4**) filed by employees are tracked and analyzed. Data indicates a steady decline of grievances since 2000, due to use of an interest-based bargaining process. The MCPS Department of Association Relations serves a critical role in supporting this process and facilitating communication with employee groups.

5.1c(2) MCPS believes that an engaged workforce is better positioned to produce student-achievement results and promote educational equity. MCPS strives to engage staff by responding to their feedback and sharing the urgency of student achievement needs.

When review of system data continually showed that middle school students in MCPS were not achieving system targets, the need for a comprehensive reform was apparent. The MCPS Middle School Reform Initiative, launched in 2007, has numerous components, but one of the key strands is professional development for staff. MCPS developed a comprehensive professional development plan for middle school staff in the reform, focusing on principals, leadership teams, and key teacher leader positions. Professional development was centered on content connected to this specific reform, including

characteristics of the adolescent learner, academic rigor, collaborative planning, and the racial identity of students.

Another process that MCPS uses to engage the workforce in the strategic work of the system is accomplished by the Office of Shared Accountability (OSA), the internal research arm of MCPS. When OSA researchers are studying the implementation or effectiveness of a particular program, their research protocol frequently engages them with staff through surveys, focus groups, or interviews. The data from these interactions is then analyzed and incorporated into the recommendations in the research briefs. The brief is then reviewed by ELT and published on the Web. Staff members who participated in the surveys, interviews, and focus groups can then see their input (sometimes their verbatim comments) reflected in the research brief that is being used to inform decisions at the highest level of the system. This sends a powerful message of respect for the insights and perceptions of the workforce (all research briefs AOS).

5.2 Workforce Environment

5.2a(1&2) MCPS engages in an annual process to assess the capability and capacity needs as a component of the overall strategic planning and budgeting process. MCPS uses a zero-based budgeting process combined with a thorough analysis of student data to update OCA, craft the proposed operating budget, and plan systemic professional development. When student data indicates that a change is necessary, the system responds by equipping staff with the necessary knowledge and skills to implement the change effectively.

When review of MCPS student data showed that students with special needs who were receiving their instructional program in a self-contained learning center were performing far below students who were receiving services in their home schools, the system moved to close down the learning centers and return these students to their neighborhood buildings. To ensure that principals, teachers, and paraeducators would have the skills and knowledge to adequately meet the needs of these students, mandatory professional development was provided to all affected teachers and paraeducators. Staff from the Office of Organizational Development (OOD) collaborated on designing and delivering professional development to more than 500 staff members in the summer of 2007. Ongoing support was then provided throughout the school year.

MCPS has processes in place to identify and respond to changing human resources needs. Staffers in OHR have continuous dialogue with principals to monitor staffing needs and changes. They then incorporate the information they collect into a unified plan for staffing priorities that includes high-priority staffing needs. These high needs areas usually include special education and secondary math and science. This approach has proven successful. For example, the number of special education vacancies at the beginning of the school year has decreased each year. Since 2002, OHR has placed a great emphasis on hiring teaching candidates who are deemed highly qualified under the provisions of the *No Child Left Behind Act*.

5.2a(2) OHR has established processes and practices to attract and hire high-quality candidates who can support MCPS efforts to provide a rigorous academic program while eliminating racial disparities in student performance. Recruitment of diverse candidates into teaching, administrative, and support service positions is a key effort of OHR. Having racial diversity in the school-based workforce not only allows all students

to see themselves in their principal, teachers, and support staff, it also creates the opportunity for interracial dialogue among school staff, a key component in building capacity to have courageous conversations and deal with equity issues.

OHR actively recruits candidates of color, including at historically black colleges and universities. These efforts have led to changes in the makeup of the teaching and administrative ranks. The Asian and Hispanic Leadership project was launched in 2007 with the goal of establishing system processes that would increase the percentage of Asian American and Hispanic staff in administrative positions. As previously mentioned, MCPS sees this effort as directly linked to issues regarding educational equity and providing rigorous instruction for all students.

5.2a(3&4) MCPS organizes and focuses the efforts of its workforce by continuously communicating the system's mission, the key targets (now represented in the Seven Keys), the systemic supports and efforts to achieve those goals, and the individual responsibility of every employee to play a part in realizing that vision. OCA, the professional growth systems for all employees, the communication systems, and all other aspects of the system can be traced back to the mission of providing rigorous instruction for every learner, opportunities for every student, and equitable environments for all MCPS students. The MCPS commitment to continuous improvement is driven by ongoing systematic review of student data. As trends in student data demonstrate a need for change in workforce capacity, the system responds with concerted efforts to build the capacity of employees. More and more, MCPS believes that the solutions to the emerging challenges are most effectively addressed through and with teams in schools and offices. There is a concerted effort to encourage teacher collaboration and reduce teacher isolation. Implementation of PLCI, a two-year program of ongoing professional development for leadership teams from schools, has shown that a focused experience for teams can have a powerful effect on school culture and student results (**Cat. 7.4**). More than 40 schools have completed the two-year PLCI experience. In a similar way, the School Leadership Team Institute has provided teams from schools with intense short-term training that leads to more effective meetings, better-shared decision making, and more focus on teaching and learning.

Collaborative teamwork in schools also is supported through providing schools with staff development time. This annual allocation gives schools a resource to provide time for instructional teams to engage in professional development. The staff development teacher in each school is responsible for managing the use of this resource.

5.2b Workforce Climate

5.2b(1) At the system level, the Board has enacted policies and regulations regarding workplace and school safety, security, and wellness. When MCPS enacted a revised Wellness Policy in 2006, MSDE recognized the policy with a commendation. Safety regulations and procedures are in compliance with local, state, and federal regulations and expectations, including those regarding hazard response/mitigation, hazardous chemicals, bloodborne pathogens, and OSHA regulations. The system, through the Safety Management Services Team (SMST), provides training sessions on bloodborne pathogens to select staff in every school and office. SMST also conducts safety reviews,

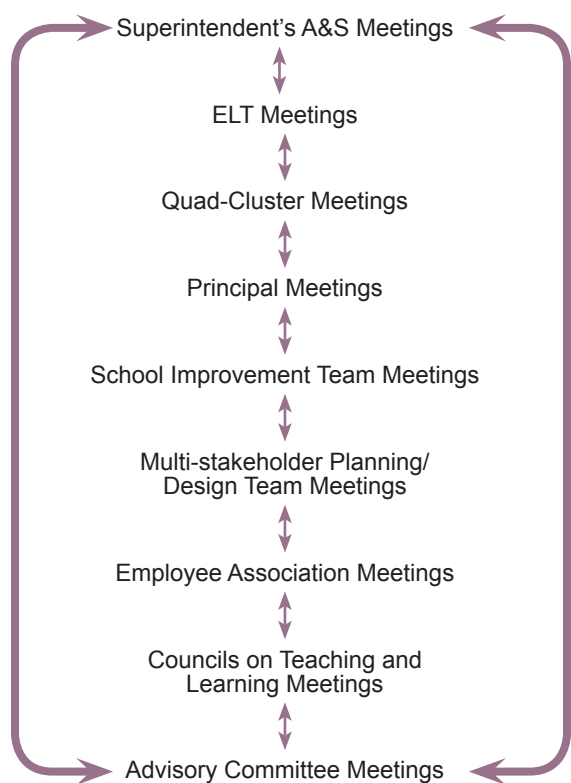
traffic studies, and ergonomic evaluations. Complaints about indoor air quality (IAQ) are taken very seriously and handled by the IAQ team in the Department of Facilities Management. Complaint forms are available online and the protocol for responding to complaints also is documented on the school system website.

5.2b(2) MCPS values its workforce and demonstrates that by providing competitive salaries, opportunities for enhanced income, and benefit packages that recognize the needs and priorities of employees. Employee pay is based on salary schedules, published as part of the operating budget, for each pay grade and step. As employees increase their experience, they reach higher steps on the salary schedule. Salaries for supporting services employees depend on the number of hours worked in addition to their years of service. Teacher salaries increase as teachers complete levels of graduate education. Teachers also receive a salary increase when they achieve National Board Certification. Selected teacher leader positions (staff development teacher, reading specialist, resource teacher, etc.) are contractually guaranteed a number of summer work days, at their normal rate of compensation, so that they can play a critical role in summer planning and training. These policies communicate to teachers that, as they invest time and energy in improving their skills and knowledge, the system will recognize and reward their efforts. When combined with the system's generous policy for tuition reimbursement, MCPS salaries are a powerful tool to recruit and retain high-quality employees.

6.0 Work Systems

6.1a(1) The foundation for designing and innovating our overall work systems begins with a thorough analysis of local, state, and national MCPS student achievement data. In part, this analysis dictates staffing for our schools; development and/or refinement of processes, strategies, and programs; budget allocations; professional development; and OCA goal and data point refinement. In addition, data are collected and analyzed for operations that support and help to influence student success. Every office, department, and division develops, implements, monitors, and evaluates its key processes that support our mission (process books AOS). Work systems are designed, innovated, implemented, and evaluated by cross-functional teams based on the key requirements of the work processes, which includes data monitoring and analysis for the data points and milestones in OCA. Teams are composed of senior leaders and central office staff, school-based administrators and teachers, supporting services staff, students, parents, community members, and contractors, as appropriate, to ensure the success of every student. Project teams, under the direction of a project sponsor, articulate the project charge, determine the scope, define the deliverables and timeline, and create an action plan to complete, monitor, and evaluate the project. Effective two-way communication is a critical component of work system design, innovation, and monitoring. At each project team meeting, notes, action items, and meeting evaluations are recorded and communicated in an effort to inform all stakeholders and continually monitor the project. A well-defined system of communication supports the organizational management of work systems and processes (**Figure 6.1-1**).

Figure 6.1-1. System of Communication



All offices, departments, divisions, and schools use student achievement and performance data as well as data collected through the district's surveys of the school or work environment to identify priorities to improve the work systems and processes. Individual schools and offices use these data to adjust their improvement plan goals and focus on those issues related to both improving student achievement and the school or work environment. The collaborative relationship with the three employee associations has led to a more proactive approach to resolving work-system issues.

Cross-functional teams identify the requirements and select the most appropriate value-added internal or external resources. For example, MCPS uses internal resources to develop much of its rigorous curriculum and monitor results. However, in some instances, it uses external resources such as Advanced Placement and International Baccalaureate (AP/IB) courses and examinations for these key processes. This decision was driven by the district's requirement to use national and international comparison achievement data to assess college readiness. When developing new technology solutions, external contractors may be used if it is determined that MCPS does not have the internal capacity or resources to complete a process. An example is the utilization of an external contractor to support the cross-functional team with the development of the district's online Individual Education Program (IEP) for students with disabilities.

6.1a(2) The district's core competencies: 1) an effective, systematic and integrated approach to continuous improvement aligned across all work systems focuses the organization on becoming more process centered, and 2) the development and implementation of a rigorous instructional program responsive to the individual needs of every student, define how work systems are designed and how key processes are deployed and implemented.

6.1b(1) The five key work processes—developing rigorous curriculum, delivering effective instruction, building staff capacity, providing high-quality business services, and monitoring results—help to fulfill the mission of MCPS to provide a high-quality, world-class education that ensures success for every student. The Board's academic priorities focus the key work processes and are critical to meeting the district's goals. These key work processes provide the foundation for teaching and learning by providing the answers to the four critical questions (**Category P.1a.2**). These key work processes form an integrated structure for continuous improvement of teaching and learning business services and organizational excellence.

The key work processes are formalized in OCA goals, strategic objectives, data points, milestones, strategies, and initiatives and are supported by cross-functional action planning. The curriculum provides teachers, students, and parents with well-defined, researched-based expectations for what students should know and be able to do. Through systemic and systematic professional development, staff members increase their capacity to deliver or support effective instruction that ensures all students have access to and succeed in a challenging curriculum.

The district monitors student and staff learning, differentiating instruction and professional development to add value for students with different learning needs and for staff with varying levels of experience. A Web-based learning management system, myMCPS, collects and organizes data on multiple districtwide formative and summative assessments that can be accessed and analyzed by administrators and teachers. Data on student progress toward attainment of local and state standards, federal requirements under NCLB, and college-level performance inform day-to-day instructional decisions and drive OCA, office, and school improvement plans. Operations support student learning through a variety of key processes (**samples in Figure 7.5-4**).

By integrating the key work processes, MCPS ensures that all students across the district have access to a standards-based curriculum and the instructional challenges and support they need to succeed. These interrelated processes build the essential knowledge and skills required by staff to effectively and efficiently fulfill their responsibilities to equitably promote teaching and learning. By collecting and analyzing student, teacher, and organizational performance data, all members engage in a cycle of continuous improvement based on results and best practices.

Financial return and sustainability are predicated on student success (**Categories 7.1 and 7.3**), which fosters community support (**Categories 7.2 and 7.3**) and success in all aspects of MCPS (**Categories 7.1-7.6**).

Curriculum, instructional resources, assessments, and job-embedded professional development are disseminated through a Web-based Online Learning Community (OLC), which contributes to sustainability and agility. Initiated in 2009, OLC was designed to create an environment for a 21st century school system, beginning with resources and tools for teachers and later adding resources for students and parents. This environment establishes a dynamic community for collaboration and learning, sharing best practices, and accessing MCPS curriculum.

OLC provides professional development resources, including content-specific tools for teachers and administrators for job-embedded staff development. OLC also includes lessons and resources created by peers, which are aligned with

the MCPS curricula and promote professional growth. OLC includes, in dynamic form, all secondary courses originally disseminated in MCPS as paper binders and introduces new curricula for an integrated elementary curriculum. As teachers collaboratively create and evaluate content posted for specific subjects and grade levels, they provide invaluable feedback on centrally and teacher-developed resources, allowing for timely revisions and adaptations that contribute to student and organizational success. A systemic process for reviewing, revising, and developing new curriculum products incorporates analysis of student and staff performance data, practices in benchmark districts, current research on teaching and learning, and stakeholder input and feedback. This process builds in feedback on feedback and communicates to stakeholders the rationale for decisions. Factors that trigger curriculum review, revision, and development are defined and implemented formally, according to Board policy and district regulation.

6.1b(2) The key work processes are determined by analyzing student performance on the milestones and data points of the strategic plan disaggregated by NCLB subgroups; the annual review of MCPS vision, mission, core values, goals, strategic objectives, academic priorities; international, national, state, and local performance expectations; and the best practices described in the research on teaching and learning. Multiple and varied formative and summative assessments inform teachers, students, and parents about student progress toward attainment of local and state standards and federal requirements under NCLB.

The Board curriculum policy requires curriculum development and staff capacity-building to be conducted in partnership

with all stakeholders. The system’s curriculum regulation defines the process for obtaining stakeholder input and feedback through curriculum advisory committees (CAC) for each content and student advocacy area. A cross-content curriculum advisory assembly brings representatives of each CAC together to advise on curriculum products, programs, and services from a districtwide perspective. Members’ responsibilities include representing constituents, providing input, seeking clarification on relevant issues, and communicating to the larger community.

ELT obtains systematic, ongoing feedback from teachers on curriculum, instruction, performance results, and professional development through the Councils on Teaching and Learning; from principals through advisory committees; from students through the countywide student government; and from parents through MCCPTA and the deputy superintendent’s Minority Achievement Advisory Committee.

The key requirements for the work processes are eliminating the achievement gap, preparing all students for college and career performance without remediation, maintaining a highly effective staff, and maintaining support from our community. These requirements are evaluated through systematic and systemic analysis of data related to MCPS targets, data points, milestones and the Seven Keys, the requirements of NCLB, and external assessments of college and career readiness. The Board curriculum policy requires a written, taught, learned, and assessed curriculum aligned with state, national, and international standards. Additionally, the policy calls for ongoing staff development and monitoring to ensure consistent implementation across the district (**Figure 6.1-2**).

Figure 6.1-2. Requirements for Key Work Processes

Key Work Processes	Requirements	How Determined
Develop Rigorous Curriculum	<ul style="list-style-type: none"> Articulated pre-K–Grade 12 Graduating students who are college-ready without having to take remedial courses Meets or exceeds Maryland Content Standards (State Curriculum) Complies with requirement of NCLB 	<ul style="list-style-type: none"> Local, state, federal, national, international standards Board of Education Policy Backmapped from Advanced Placement Annual Strategic Planning Forums Executive Leadership Team
Deliver Effective Instruction	<ul style="list-style-type: none"> Implementation of curriculum with fidelity Knowledge of research-based best practices Ability to differentiate to meet the needs of all students Equitable classroom practices 	<ul style="list-style-type: none"> Studying Skillful Teaching (SST) Collaborative Problem Solving Walk-throughs Professional Growth Systems
Build Staff Capacity	<ul style="list-style-type: none"> Highly effective staff Structures for collaborative data analysis and planning Equitable classroom and workplace practices 	<ul style="list-style-type: none"> National and State Standards for Professional Development Observation and Analysis of Teaching (OAT) Professional Growth Systems Walk-throughs ASC M-Stat PLCI
Monitor Results	<ul style="list-style-type: none"> Achievement of OCA strategic targets Achievement of Seven Keys to College Readiness 	<ul style="list-style-type: none"> OCA Data Point Monitoring at ELT Annual Report Supervisory Visits OSP Monitoring Protocol M-Stat Achievement Steering Committee (ASC) myMCPS
Provide High-quality Business Services	<ul style="list-style-type: none"> Provide outstanding customer service Recruit, support, and retain highly qualified business services personnel Plan, develop, secure, and effectively manage fiscal resources, in compliance with internal and external accountability All business functions effectively and efficiently deliver the highest quality products, resources, and business services 	<ul style="list-style-type: none"> Surveys (Figs. 7.2-8–7.2-15) OHR data/results (AOS) Cat. 7.3 and 7.6 All business functions data (AOS)

Curriculum resources are designed to engage all students in active learning. Instructional guides include extensions to above-grade-level content and strategies for reteaching. Results from formative and summative assessments are organized in myMCPS by individual student, class, NCLB subgroup, school, and the district, allowing teachers and administrators to analyze data and make decisions about intervention, reteaching, enrichment, and acceleration for individual students. Schools employ the response to intervention model by providing effective first teaching that is differentiated to meet individual needs. If all appropriate instructional strategies are unsuccessful, then students may participate in interventions matched to their needs, as determined by performance data and diagnostic assessments.

The district's culture of becoming a process-centered organization supports performance excellence using a PDSA model. School or district teams look at data, determine root causes, and develop action plans to prepare for individual differences in student learning, capabilities, rates, and styles. Such planning is evidenced by district and local school action plans for advanced math, AP/IB performance, and SAT/ACT. The Honors/Advanced Placement Potential Identification Tool (HAPIT) is an example of a technology solution that identifies students with potential for advanced-level courses using Grade 10 PSAT scores.

The MCPS pre-K–Grade 12 curriculum is back mapped from Advanced Placement courses, and provides opportunities for all students to access these and other rigorous courses. The instructional guides include pre-assessments that provide information on students' understanding of concepts and skills and instructional sequence pages that delineate pacing for acceleration/enrichment as well as reteaching. This format supports teaching and learning for students who require accelerated and enriched instruction, such as English language learners (ELL) or students with disabilities. In addition, parent guides delineating what students should know and be able to do at each grade level are available in five languages and appear on the MCPS website.

Student performance data were used by OSA to develop a model to predict student performance on upcoming state or national assessments in Grades 3 through 8, with a 90+ percent accuracy rate. School staff uses this locally developed prediction model to match instruction with individual student needs (Prediction Models AOS).

MCPS disaggregates all student performance data by the subgroups designated by NCLB. These data guide the development and deployment of targeted initiatives, such as hours-based staffing, reduced class size, math content coaches, and extended-learning opportunities that engage all students in appropriate and active learning.

6.1c. Emergency Readiness

Ensuring work system and workplace preparedness is discussed in **Categories 7.5 and 4.2b(2)**.

6.2 Work Processes

6.2a Work Process Design. The approach MCPS uses to design and innovate work processes is embedded in the goal of becoming a process-centered organization that incorporates customer and stakeholder feedback. To become process centered, MCPS developed a Roadmap to Process Management and Improvement and Knowledge Management (**Figure 6.2-1**) Senior leaders and process teams at the district, department, division, school, and classroom level ask critical questions focused on teaching and learning and operations to reinforce,

substantiate, and guide our process design, strategies, and action plans (**Figure 6.2-1, Steps 1-11**).

Process teams follow the PMI model when designing a new process and during process reviews. PMI step 6 provides a checklist of Success Factors for Process Design, which establishes criteria to be considered during process design, including the research of new and existing technology and its applicability to the process. Important to the design of work processes is the ability to make agile design changes as a result of re-asking the critical questions for teaching and learning and the utilization of organization knowledge from research and professional learning communities.

To enhance a key work process, delivery of effective instruction, MCPS transitioned from an external data analysis technology solution, to the new myMCPS, a locally developed tool that fully communicates with a wider range of the district's data sources.

Additional innovative technology tools, interactive white boards and electronic learning response systems, facilitate equitable classroom practices and create a 21st century interactive learning environment. These tools were incorporated into the process design of rigorous curriculum and effective instruction through the Middle School Reform initiative.

PMI Step 8 instructs the process team to develop a performance measure plan to plan and manage the collection of performance data on the process. This plan formalizes the collection of data on use of time and includes the detailed definition of each performance indicator, data source, method of data collection, frequency or schedule of data collection, and the responsible person. In-process measures of time, cost, and quality (rework) are monitored at critical key points of the process so that proper corrective action can restore the performance of the process to its design specification (**examples of cycle time, productivity, and cost savings, Figure 7.5-4**).

MCPS ensures that key operational services are consistently provided across the geographically dispersed organization by centralizing support functions and minimizing cost by avoiding duplication of administrative functions and taking advantage of economies of scale. For example, purchasing practices provide reduced costs by combining quantity requirements of all schools and offices to obtain bulk purchasing efficiencies.

6.2b Work Process Management

6.2b(1) Process management teams receive training that guides the completion of work process design. MCPS uses a systematic and systemic model, IGOE (Inputs, Guides, Outputs and Enablers), to determine the interdependency and interrelatedness of key processes for each key work process. IGOE contains all the necessary components that should be used in developing either a new process or reviewing an existing process.

As a result of IGOE, the process team monitors progress and facilitates resolution of issues and changes to student and stakeholder requirements using the improvement steps outlined in PMI, **Figure 6.2-1** and PDSA Steps A-G.

During annual reviews, process owners use the following inputs to identify improvement opportunities: educational research, customer feedback, technology assessments, staffing capabilities, desired learning outcomes, alignment to MCPS mission, new technology, and regulatory requirements.

Business operations designed and implemented a major Enterprise Resource Planning (ERP) process. This project is an

enterprise-wide information system designed to coordinate all the resources, information, and activities needed to complete business processes such as order fulfillment or billing. The process management team maintained and constantly reviewed the design requirements. Mapping implementation results to design documents kept the project on task. Customer groups reviewed the system to make sure all requirements were met. After implementation, customer feedback is maintained through the use of focus groups and professional learning communities such as business managers, financial assistants, and administrative secretaries. These feedback processes capture the voice of the customer and keep the process design efficient and responsive to changing customer requirements.

Each key process has a process management team with the responsibility of monitoring the day-to-day performance results of the in-process measures of cycle time, cost, quality (productivity or rework), and process efficiency. In addition, business operation measures are reviewed monthly by the OCOO leadership team. ELT meets twice a month to monitor measures as they relate to student learning and OCA outcomes.

To ensure that the design requirements for day-to-day operations are met, MCPS has created online curriculum and staff development folders that facilitate timely communication and dissemination of best practices to inform the effective delivery of instruction and professional development. Stakeholders provide input, engage in discussions, and share improvements and lessons learned to maximize student learning and build a professional learning community that supports the professional growth of staff.

The OSP Monitoring Protocol is a level-specific monthly calendar for principals of timely performance results/data points and other areas that require monitoring, accompanied by probing questions; specific items due to OSP; and monthly reminders (AOS) (**Figure 6.2-2**). The Monitoring Protocol establishes consistent expectations among all 200 schools and facilitates the day-to-day operations of schools by incorporating prompts for monitoring and reminders for other operational tasks. Community superintendents use the protocol when making supervisory visits to reflect on specific monthly expectations as well as ongoing requirements.

In order to support the provision of rich feedback to teachers based on sound educational theory and practice, administrators and other school-based staff responsible for observing classroom instruction are required to take coursework in OAT. To ensure a common understanding of concepts, strategies, and vocabulary, two courses, Studying Skillful Teaching 1 and 2 (SST), based on the same educational knowledge base as the OAT courses, have been developed for teachers and other MCPS professional staff. These courses are highly recommended for teachers to take as excellent vehicles to support the expansion of teaching repertoires to meet the needs of the diverse learners that constitute MCPS. The content of the OAT and SST courses as well as the online curriculum and staff development folders promote the use of formative assessments to drive instructional delivery and assessment. Classroom observations and formative assessments help staff members to reflect on effective instructional practices and support building effective learning environments.

Input from principals, teachers, paraeducators, students, and parents is obtained in a systematic way through content-specific

Curriculum Advisory Committees (CAC) and the Curriculum Advisory Assembly, which both meet quarterly. In addition, principal curriculum updates occur monthly and serve as another venue to get input and feedback on curriculum, instructional practices, and assessments, as well as on the professional growth systems for administrators, teachers, and supporting services personnel. Cross-functional project teams, work groups, or M-Stat teams are convened to study specific curricula and curriculum-related issues. These may be subject-specific, such as the K–12 Math Work Group or Grades 3–8 Literacy Benchmarks Project Team, or can be specific to an instructional program, such as the AP/IB M-Stat Team, or Gifted and Talented Screening Project Team. **Figure 6.1-1** illustrates the MCPS communication system that provides for systematic input and feedback on key work processes.

Feedback from MCPS teachers and administrators resulted in the need for a more efficient, intuitive online IEP tool than the one that had been customized in collaboration with an outside supplier. A cross-functional project team engaged in the development, implementation, and monitoring of a new online IEP tool that will provide stakeholders with user-friendly functionality so that teachers and administrators can be more focused on instructional activities rather than the administrivia associated with the IEP process. The project team conducted focus groups and used the input to revise the online IEP, which was piloted with a small group of schools prior to full-scale implementation in January 2010.

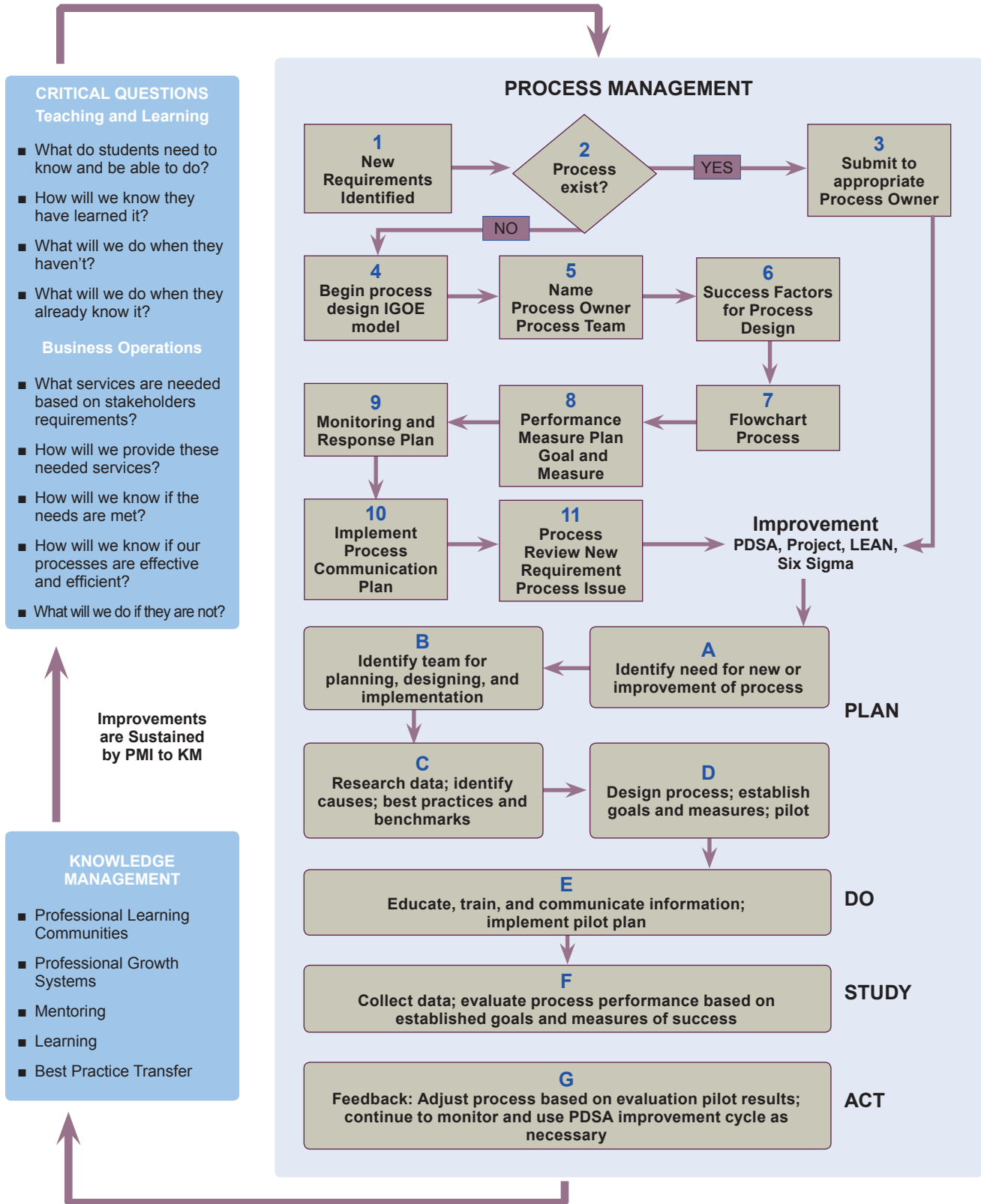
On the operational side, Facilities Management staff continually researches best methods of reducing utilities expenses, which led MCPS to be the first school system in the Maryland/Virginia region to host large-scale solar Photovoltaic (PV) systems. As a result of the partnership, MCPS negotiated purchase power agreements that allow competitively priced electricity and lowered capacity costs (**Category 7.6**).

6.2b(2) Centrally developed instructional guides aligned with the Maryland State Curriculum provide the blueprint for curriculum, instruction, and assessment, thereby preventing variability in implementation. The professional growth and research-based standards for observing and analyzing instruction are used to prevent variability in teaching that may impact student learning. Job-embedded professional development, differentiated support, and monitoring facilitated by administrators and teacher leaders ensure fidelity of the implementation of our key work processes. Systemwide professional development, as required by the Board of Education Policy IKA, *Curriculum*, accompanies the rollout of any new curriculum. Content teachers, special education teachers, ESOL teachers, and local-school staff development teachers attend the training so that follow-up training can occur throughout the year. Directors of instruction and achievement also preview new curriculum, instruction, and assessments at the monthly level-alike principal curriculum update meetings.

The journey to becoming a process-centered organization begins with all employees in the organization recognizing and focusing on their processes. All employees understand that their work is contributing to the performance of the key process. Every office, department, and division identified their key processes, mapped them, used IGOEs to identify the interrelationships and interdependencies of key processes and staff, and determined what measures would be used to determine the

Figure 6.2-1

Road Map to Process Management and Improvement (PMI) and Knowledge Management (KM)



effectiveness of the processes. All key processes have in-process measures that monitor quality such as rework and errors. Frequent monitoring of these in-process quality measures is the first step to reducing and preventing errors. If rework and errors continue, then a process improvement review would be covered by the process owner. The process team would determine which improvement method of PDSA is appropriate: LEAN, Six Sigma, or Project Management. The specific improvement redesign would then be incorporated into the process and monitored through the IGOE and in-process and outcome measures.

6.2c Leaders and process owners review best practices and technological advances to identify improvement opportunities. In 2006, MCPS received a site visit as part of the Malcolm Baldrige National Quality Award process and used the feedback report to strengthen our work systems by focusing on process management and improvement. As opportunities are identified, teams use improvement methods to incorporate the lessons into existing processes. MCPS uses a systematic process to review and revise policies and regulations to ensure continuous compliance with regulatory and organizational changes. These processes standardize methods to reduce variability across the system.

Measures are identified and developed to guide the process team in determining the efficiency of the process. A sample of measures is included in **Figure 7.5-4**. In the area of instruction, formative and summative assessment measures are incorporated into the instructional guides for teachers to administer frequently so that instruction can be adjusted, both to meet the individual needs of the learner and to monitor student progress on the learning continuum. The diagnostic information gained through the use of assessments informs intervention, acceleration, and/or enrichment.

Outcome measures (did the process achieve the intended results?) and in-process measures of time, cost, and quality are monitored at critical key points of the process so that proper corrective action can restore the performance of the process to

Figure 6.2-2. Sample of OSP Monitoring Calendar

Performance Results/ Data Points Monitoring	
<ul style="list-style-type: none"> TerraNova Second Edition (TN2) MSA mClass Reading 3D Suspensions 	<ul style="list-style-type: none"> Compare all data with previous year Determine impact on SIP plan Implications for professional development
Other Areas Monitored	
<ul style="list-style-type: none"> Grade Distribution G/T Identification School Climate Fiscal Monitoring Master Schedule 	<ul style="list-style-type: none"> Students recommended for above-grade-level instruction Process used to schedule students for most rigorous courses Process used to strategically assign teachers in schedule
Items Due to OSP	
<ul style="list-style-type: none"> Master schedule SIP Final exam schedule Update on PSAT participation plan 	<ul style="list-style-type: none"> Back-to-School dates Organizational plan/current enrollment Yearly Evaluation Report
Monthly Reminders	
<ul style="list-style-type: none"> Processes in place for serious incident Emergency substitute plans Linkages charts and action plans 	<ul style="list-style-type: none"> Baldrige-guided School Improvement General Management Procedures Student Related Safety and Security Staff Related

its design specification. What action is required should corrective action be necessary is determined by the process team.

MCPS values knowledge transfer to drive organizational and personal learning and innovation. Several structures and processes are in place that support key work process improvement. Multi-stakeholder teams review student performance data to determine best practices. Such practices are shared with appropriate staff at the superintendent's A&S, community superintendents' quint/quad cluster, and M-Stat meetings. Best practices also are disseminated via print documents, the MCPS website, and the online *Bulletin*. Job-alike professional learning communities for elementary, middle, and high school principals are another venue through which best practices are shared.

PLCI is an innovative initiative designed to increase student achievement in selected schools by building the school improvement capacity of each school's leadership team. Through participation in PLCI, leadership team members, including administrators, teachers, support professionals, and parents, develop the skills and knowledge that will enable them to create and sustain a high-performing professional learning community in their schools. PLCI participants review case studies of high-performing organizations, including schools, engage in reflective discussions, examine their own practices, and plan for improvement. To ensure that PLCIs are high-performing, teams are provided with structured professional development, ongoing support from the PLCI staff, and enhanced school improvement funding (**Results in Figures 7.4-10 and 7.4-11**).

7.0 Results

7.1. Student Learning Outcomes

One of the key strategies of MCPS is to align the entire MCPS curriculum—from Prekindergarten through Grade 12—so that all students, regardless of race, ethnicity, gender, socioeconomic level, ESOL, and special education, receive the essential skills and knowledge to be successful after high school. MCPS has identified Seven Keys or data points to help define a clear pathway to college readiness (**Figure 2.1-2**).

For statewide data (such as MSA), Baltimore County was identified as the comparison district because it is most similar to MCPS in terms of enrollment and percentage distribution of racial/ethnic groups and students receiving FARMS, ESOL, and special education services. Whenever appropriate, we also compared our results with the state of Maryland results for all school districts—**All data are represented by fiscal year (July 1– June 30)**.

Kindergarten to Grade 2 Reading

The MCPS Assessment Program in Primary Reading (AP-PR) provides formative and summative data that are used to monitor the effectiveness of the instructional program in reading for students in Kindergarten through Grade 2 (**Figure 7.1-1**). In 2009, MCPS “raised the bar” to report data at a Level 6 benchmark. More than 73 percent of kindergarten students have already reached or exceeded this level in 2009, an 8.8 point increase from 2007. Hispanic and African American students have shown significant gains in attaining this higher-level benchmark.

Figure 7.1-1. Percentage of Kindergarten Students Reading at Text Levels 4 and 6 or Higher, 2007–2009—Key 1

Demographic Group	% Met Kindergarten Benchmark (Level 4)			% Met Kindergarten Benchmark (Level 6)		
	2007	2008	2009	2007	2008	2009
All Students	86.6	86.0	91.1	64.4	65.4	73.2
African American	82.4	81.9	88.5	56.9	58.5	66.7
Asian American	92.2	92.3	95.3	75.5	78.5	84.9
Hispanic	75.9	74.0	83.1	41.2	42.3	54.2
White	92.0	93.5	95.7	75.7	77.2	83.5

Note: American Indian students are included with all students but are not reported separately.

Figures 7.1-2 and 7.1-3 show the percentage of all Grade 1 and Grade 2 students who continue to achieve at higher levels (gender and special services data AOS).

Figure 7.1-2. Percentage of Grade 1 Students At or Above Benchmark in Reading on MCPS Assessment Program, by Racial/Ethnic Group—Key 1

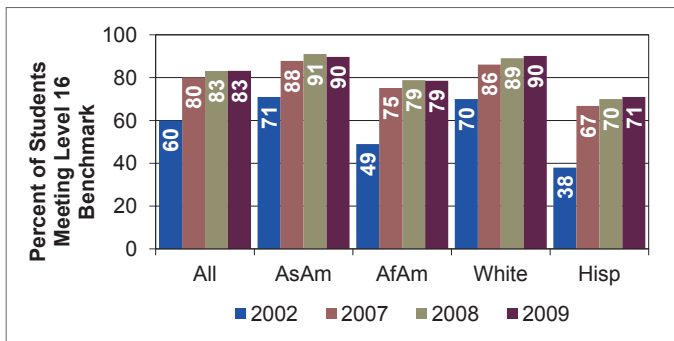
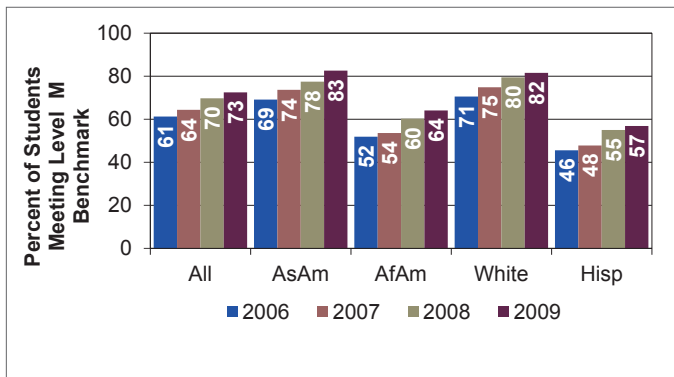


Figure 7.1-3. Percentage of Grade 2 Students At or Above Benchmark in Reading on MCPS Assessment Program, by Racial/Ethnic Group—Key 1

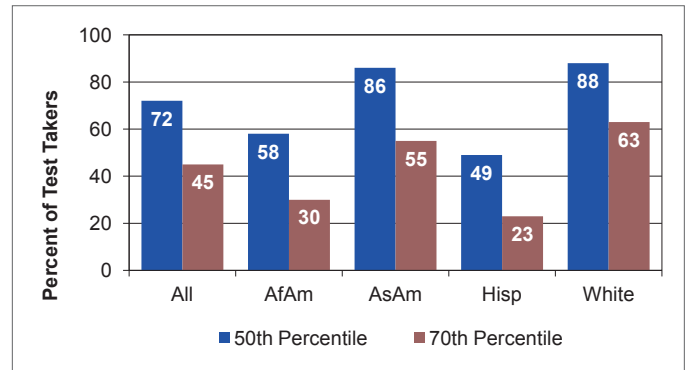


TerraNova Second Edition

The TerraNova Second Edition (TN/2) test allows for the comparison of MCPS Grade 2 student performance with students nationwide. In 2008, students of all racial/ethnic groups were reading at or above the national average (50th percentile). Forty-five percent of students met or exceeded the 70th national percentile (NP) rank in reading (Figure 7.1-4). If a student scores at the 50th or 70th NP, he/she performs higher than 50 percent or 70 percent of the students in the national sample who took the same test. MCPS internal research (AOS) has found that students scoring at or above the 70th percentile are exceeding the grade-level

benchmark and are more likely to perform well on the next data point, the MSA.

Figure 7.1-4. Percentage of Grade 2 Test Takers who Scored At or Above the 50th and 70th Percentiles on the TN/2 Reading Test in 2009—Keys 1 and 2 and Strategic Target

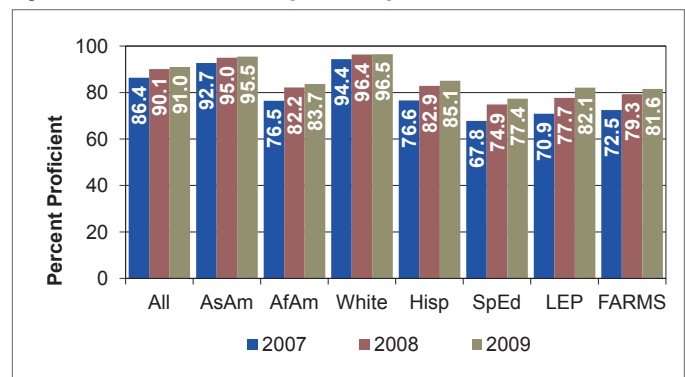


Maryland School Assessments (MSA)

Under the *No Child Left Behind Act of 2001* (NCLB) reauthorization of the Elementary and Secondary Education Act, each state must develop and implement measurements for determining whether districts and individual schools are making adequate yearly progress (AYP). As a comparison, AYP for all schools for a recent Baldrige award winner with only 34 schools was 79.4 percent. MCPS, with 200 schools, achieved 83.3 percent without special schools included and 80.25 percent with special schools. Baltimore County AYP was 78 percent with 156 schools.

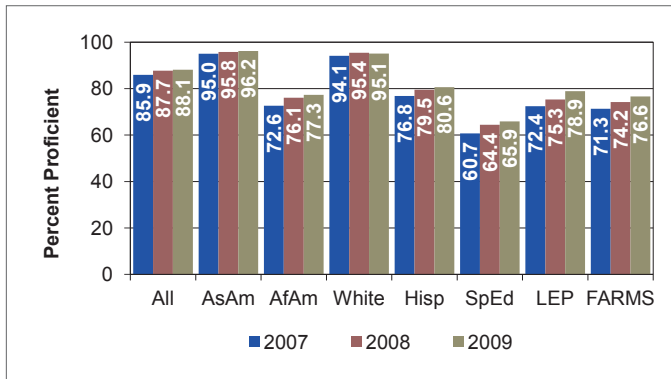
Since 2007, the percentage of elementary school students earning a proficient or advanced score in reading increased for all subgroups. Gains of more than 9 percentage points were noted for special education (9.6 percentage points), Limited English Proficiency (LEP) (11.2 percentage points), and FARMS (9.1 percentage points) subgroups, while gains of more than 7 percentage points were seen for African American (7.2 percentage points) and Hispanic (8.5 percentage points) subgroups (Figure 7.1-5).

Figure 7.1-5. 2007–2009 Maryland School Assessment, Elementary AYP Reading Proficiency, by Racial/Ethnic Group and Special Services



The percentage of students earning a proficient or advanced score in mathematics also increased for all subgroups from 2007 to 2009. Gains of more than 5 percentage points were noted for special education (5.2 percentage points), LEP (6.5 percentage points), and FARMS (5.3 percentage points) subgroups (Figure 7.1-6).

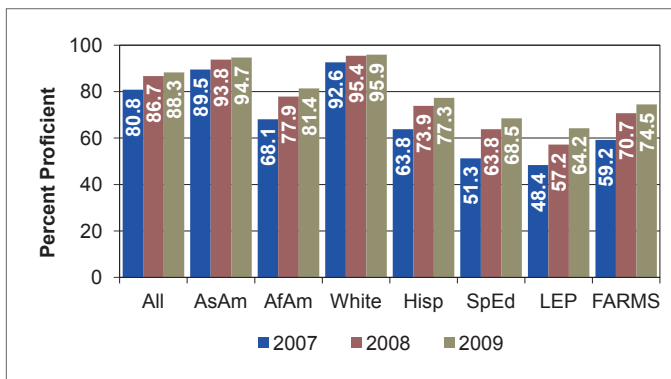
Figure 7.1-6. 2007–2009 Maryland School Assessment, Elementary AYP Mathematics Proficiency, by Racial/Ethnic Group and Special Services



Since 2007, the percentage of middle school students earning a proficient or advanced score in reading increased for all subgroups. Gains of more than 13 percentage points were noted for African American (13.3 percentage points), Hispanic (13.5 percentage points), special education (17.2 percentage points), LEP (15.8 percentage points), and FARMS (15.3 percentage points) subgroups (Figure 7.1-7).

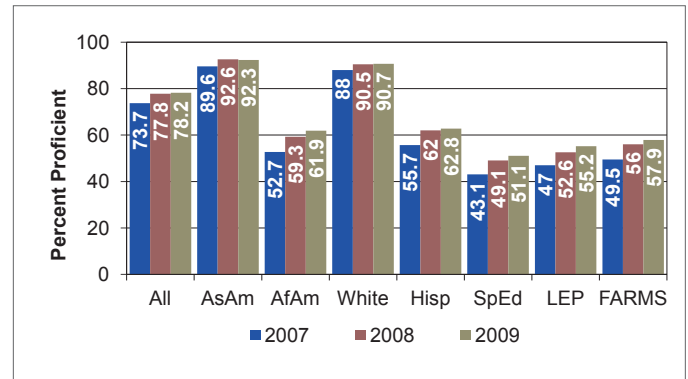
In 2009, all MCPS high schools met the reading proficiency target for students overall and for Asian American, African American, White, Hispanic, and FARMS subgroups. One school did not meet the reading proficiency target for the special education and LEP subgroups. All schools met the mathematics proficiency target for students overall and for all subgroups.

Figure 7.1-7. 2007–2009 Maryland School Assessment, Middle School Reading AYP Proficiency, by Racial/Ethnic Group and Special Services



The percentage of middle school students earning a proficient or advanced score in mathematics also increased for all subgroups since 2007. Gains of more than 9 percentage points were observed for African American (9.2 percentage points), Hispanic (7.1 percentage points), special education (8.0 percentage points), LEP (8.2 percentage points), and FARMS (8.4 percentage points) subgroups (Figure 7.1-8).

Figure 7.1-8. 2007–2009 Maryland School Assessment, Middle School Mathematics AYP Proficiency, by Racial/Ethnic Group and Special Services



MSA Reading—Advanced

MSA requires students in Grades 3 through 8 to demonstrate what they know about reading, math, and science and measures basic as well as higher-level skills in these subjects. In 2009, MCPS exceeded the required proficiency rate in reading for all school levels and all student groups (except special education). To ensure all students are college ready, MCPS has “raised the bar” and currently focuses on increasing the percentage of students scoring advanced on the MSA assessments. Examples are provided for Grade 3 and Grade 8 students who scored advanced on the MSA reading section (Figures 7.1-9 and 7.1-10).

Students who score advanced in Grade 3 are likely to score advanced again in subsequent tests (MCPS internal study AOS; Other grade-level results are AOS).

Figure 7.1-9 MCPS Grade 3 Advanced Reading with Comparison District and State, 2003, 2007–2009—Key 2 and Strategic Target

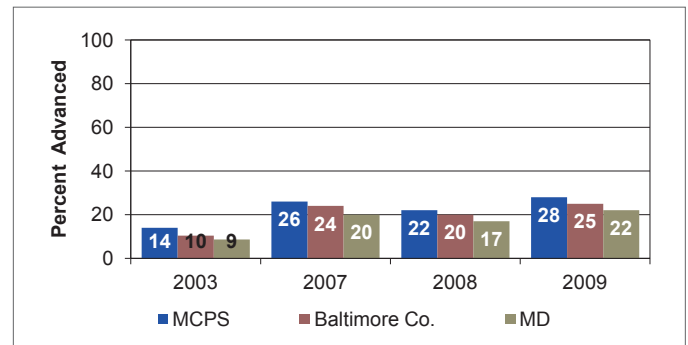
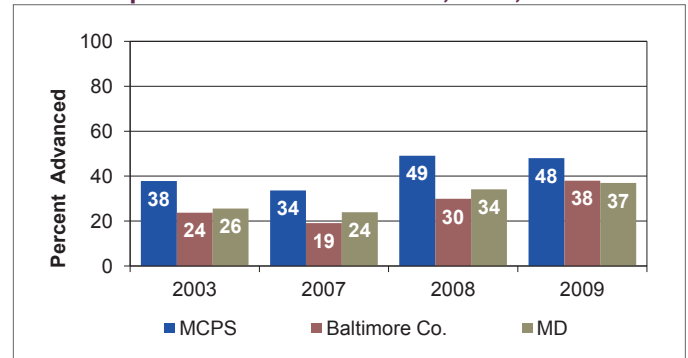


Figure 7.1-10. MCPS Grade 8 Advanced Reading with Comparison District and State, 2003, 2007–2009

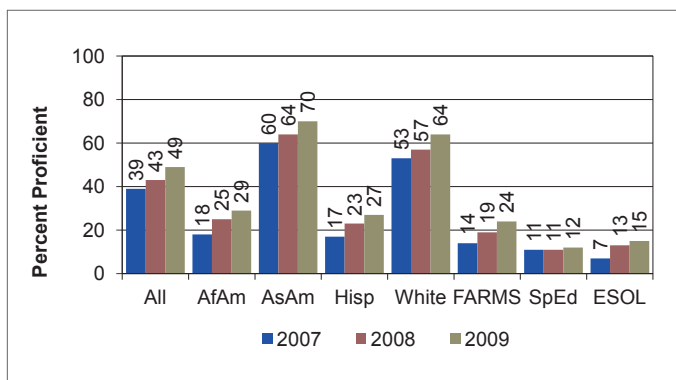


Advanced Math in Grade 5

MCPS strives to accelerate students in mathematics in elementary school so they are prepared for completion of algebra or higher-level mathematics by the end of Grade 8 and for enrollment in Honors and AP courses in middle and high school. In 2009, 55 percent of Grade 5 students were enrolled in Math 6 or higher-level mathematics courses, compared with 45 percent in 2007.

In 2009, almost half (49 percent) of Grade 5 students successfully completed Math 6 or a higher-level mathematics course, compared with 39 percent in 2007 and 43 percent in 2008. All student groups showed increases from 2007 to 2009, ranging from 1 percentage point (for students receiving special education services) to 11 percentage points for White and African American students (Figure 7.1-11). Asian American and Hispanic students as well as students receiving FARMS services also showed double-digit increases. This measure is important because MCPS internal research suggests that students who successfully complete Math 6 in Grade 5 are more likely to continue to take accelerated mathematics courses upon entry to middle school (MCPS internal study AOS).

Figure 7.1-11. Percentage of MCPS Grade 5 students Proficient in Math 6 or Higher Level, by Race and Ethnicity and Special Services, 2007–2009—Key 3 and Strategic Target

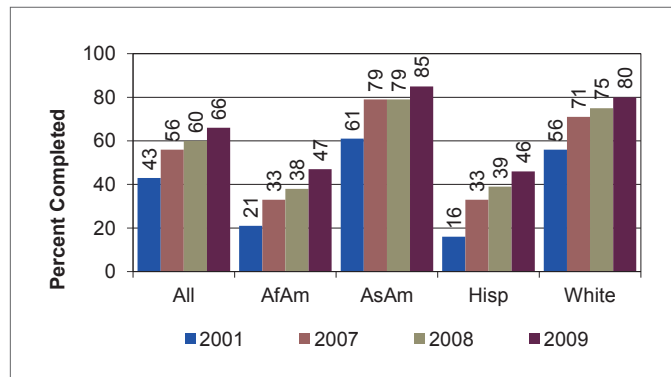


Algebra 1 or Higher by Grade 8 with a C or Higher

MCPS encourages all students to pursue higher-level mathematics and science courses. Success in Algebra 1 is necessary to gain access to higher-level mathematics and science courses in high school and college. The percentage of students completing Algebra 1 or a higher-level mathematics course with a C or higher by the end of Grade 8 during 2009 increased by 23 percentage points since 2001 (Figure 7.1-12). The Grade 8 overall completion rate by all racial and ethnic groups has steadily increased. The percentage of Hispanic students successfully completing Algebra 1 or a higher-level mathematics course with a C or higher by the end of Grade 8 increased from 16 percent in 2001 to 46 percent in 2009; the percentage of African American students successfully completing this course showed similar gains (21 percent in 2001 to 47 percent in 2009).

This data point is important because students earning a C or higher in Algebra 1 are likely to perform better on the SATs than students who did not earn a C. A recent MCPS internal study found that students who complete Algebra 1 by the end of Grade 8 are more likely to earn SAT mathematics scores of 550 or higher than students who take Algebra 1 in high school (MCPS internal study AOS).

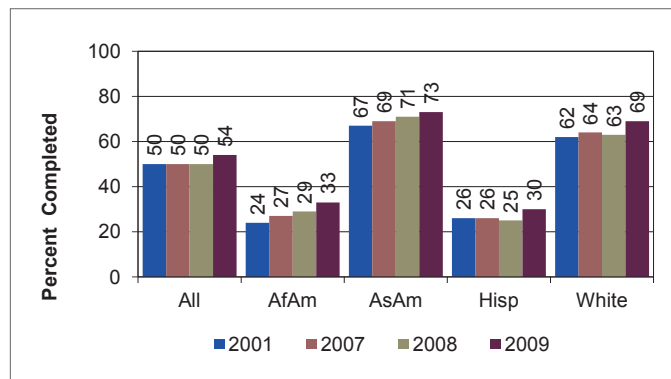
Figure 7.1-12. Percentage of MCPS Grade 8 Students Who Completed Algebra 1, by Race and Ethnicity, 2001, 2007–2009—Key 4 and Strategic Target



Algebra 2 or Higher by Grade 11 with a C or Higher

Like Algebra 1, success in Algebra 2 by Grade 11 provides a solid foundation for higher-level mathematics and science courses in high school and college. In 2009, 54 percent of Grade 11 students overall successfully completed Algebra 2 or higher (Figure 7.1-13). According to a College Board study, students who take higher-level mathematics courses in high school are less likely to need remediation in mathematics in college than those who do not take these courses, regardless of gender or race and ethnicity. An internal MCPS study (AOS) also found that students who complete high school mathematics through the level of Algebra 2 have the content background needed to do well on the SAT mathematics sections.

Figure 7.1-13 Percentage of MCPS Grade 11 Students Who Completed Algebra 2 with a C or Higher, by Race and Ethnicity, 2001, 2007–2009—Key 5 and Strategic Target



Score 3 or Higher on Advanced Placement Exam or 4 or Higher on International Baccalaureate Exam

The AP/IB exams measure student readiness for college-level work and are used by colleges for possible course credit and advanced placement. Research shows that students who take an AP exam do better in college than those who do not, even if students do not earn scores of 3 or higher on the exam (references for this research AOS). Students who earn AP exam scores of 3

or higher or IB exam scores of 4 or higher may receive college credit or advanced placement upon entry to college. MCPS encourages all students to challenge themselves to take at least one AP or IB exam by the end of Grade 12.

Between 2000 and 2009, the number of AP exams taken by MCPS students more than tripled and the number of AP exams that received a score of 3 or higher more than doubled. In the Class of 2009, 64 percent of MCPS graduates took at least one AP exam, compared with 27 percent nationally and 40 percent in Maryland. Increases in the number of AP exams taken and the number of AP scores of 3 or higher were observed for most student groups (data AOS). Almost half (49 percent) of the MCPS class of 2009 scored 3 or higher on at least one AP exam, compared with 16 percent nationally, 25 percent in Maryland, and 24 percent for New York state public school districts—previously the highest percentage nationwide. MCPS also scored significantly higher than the 2008 Baldrige education recipient (2009 data not available).

According to the *Sixth Annual Advanced Placement Report to the Nation*, published by the College Board, the percentage of African American graduates in the MCPS Class of 2009 who earned at least one AP exam score of 3 or higher was more than three times the rate for African American graduates in Maryland and more than five times the rate for African American graduates nationwide. Moreover, Maryland, for the second year in a row, was the state with the highest percentage of graduates who earned one or more AP exam score of 3 or higher. MCPS graduates had a substantial effect on this ranking. Without their contribution, Maryland would slip from first to ninth place. In addition, African American, Asian American, Hispanic, and White students in MCPS outperformed students in both Maryland and the nation.

In 2009, the percentage of AP exams taken by MCPS students that earned a score of 3 or higher was about 11 points greater than the percentage for public school students in Maryland and 15 points greater than the percentage for public school students in the nation (Figure 7.1-14). In addition, African American, Asian American, Hispanic, and White students in MCPS outperformed students in both Maryland and the nation.

Figure 7.1-14. AP Participation and Performance Compared with Maryland, the Nation, and Baldrige Recipient for all MCPS Students, 2009—Key 6 and Strategic Target

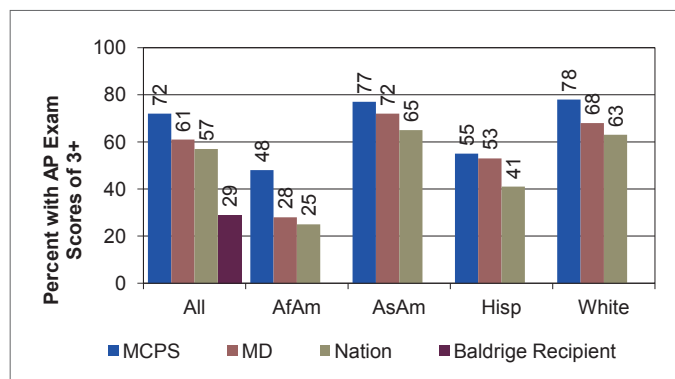
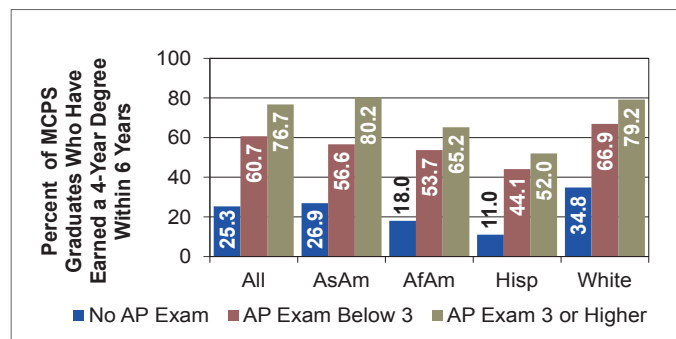


Figure 7.1-15 demonstrates the impact that taking AP courses and scoring a 3 or higher has on the college graduation rate for our students.

Figure 7.1-15. AP Participation Drives College Graduation Rate

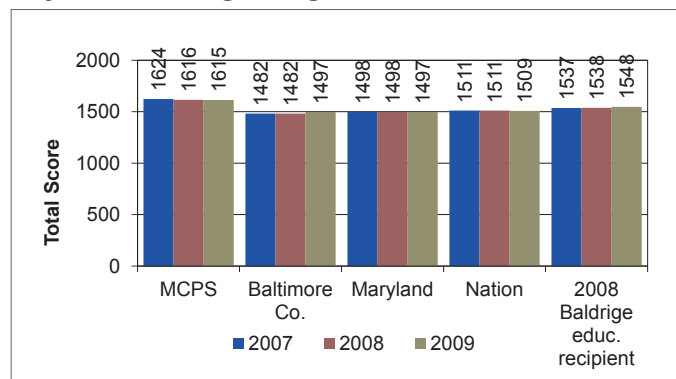


Note: Data available as of April 2009 (MCPS Classes of 2001 and 2003)

SAT Scores of 1650 or Higher or ACT Score of 24 or Higher

The SAT measures student readiness for college-level work and is designed to evaluate the attainment of skills considered essential for academic success. In 2009, the MCPS total SAT score was 1615. MCPS students continued to outperform students in Baltimore County, Maryland, and the nation by more than 100 points; and scores were more than 60 points higher compared with the 2008 Baldrige education recipient (Figure 7.1-16). An MCPS internal research study (AOS) found that 81 percent of the SAT test takers in the MCPS Classes of 2006 to 2009 who completed Algebra 2 by the end of Grade 11 with course marks of A or B, and 49 percent of test takers who completed Algebra 2 by the end of Grade 11 with a course mark of C, earned SAT mathematics scores of 550 or higher.

Figure 7.1-16. SAT Performance Compared with Benchmark Districts and the Nation, 2007–2009—Key 7 and Strategic Target

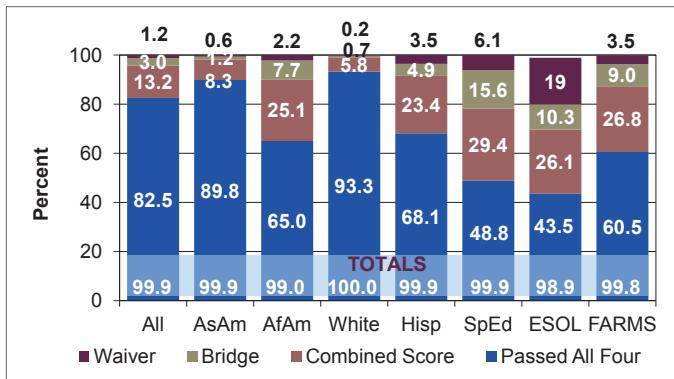


MCPS graduates are increasingly taking the ACT in conjunction with, or as a substitute for, the SAT. The ACT is more closely linked to the high school curriculum and measures English, mathematics, reading, and science achievement. In 2009, 81.2 percent of students participated in SAT/ACT testing, representing a 1-point increase since 2007 and a 4-point increase compared with 2008. All four racial and ethnic subgroups showed increases compared with previous years. In addition, MCPS outperformed the state and nation on the four ACT subtests and composite score (AOS).

Passing the High School Assessments (HSA) is a Maryland State Department of Education (MSDE) graduation requirement for students who enrolled in Grade 9 in or after August 2004 (Class of 2009). Overall pass rates are high: 92 percent for algebra, 92.3 percent for biology, 89.0 percent for English, and 96.2 percent for government (disaggregated data AOS). MSDE

allows students to meet the overall HSA graduation requirement in three ways: 1) obtain passing scores on the four HSAs/Mod-HSAs; Algebra 2, biology, English, and government; 2) obtain a combined score of at least 1602 on the four HSAs/Mod-HSAs; or 3) use the Bridge Plan for Academic Validation to meet the passing requirement. Students who received passing HSA scores via Advanced Placement/International Baccalaureate (AP/IB) exams or transferred course credit are included in these statistics. Beginning in 2009, MSDE allowed waivers to be granted to students who had met all other graduation requirements but were prevented from meeting the HSA requirement due to extenuating circumstances (Figure 7.1-17).

Figure 7.1-17. Percentage of 2009 Diploma Graduates Who Met HSA Graduation Requirement by Different Methods, by Racial/Ethnic Group and Special Services

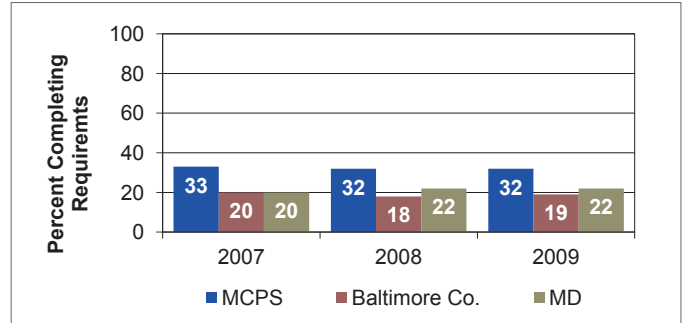


High School Program Completion

Examining the percentage of students completing a high school program reflects the culmination of aligning a rigorous curriculum, outstanding delivery of instruction, and continuous monitoring of MCPS students to be college- and work-ready. A rigorous high school program, as defined by MSDE, includes mastering four of the six performance indicators, including 2 or more credits in the same foreign language with a grade of B or better; 1 or more credits in mathematics courses at a level higher than Algebra 2 and Geometry with a grade of B or better; 4 credits of science with a grade of B or better; 2 or more credits of approved advanced technology education with a grade of B or better; a score of 1,000 or higher on SAT-1 or a score of 20 or higher on ACT, or both; and a cumulative grade point average of 3.0 or higher on a 4.0 scale.

The percentage of MCPS students completing rigorous high school requirements is higher, compared with Baltimore County and Maryland districts, by more than 10 percentage points for the past three years (Figure 7.1-18)

Figure 7.1-18. Percentage of Students Completing Rigorous High School Requirements Compared with Benchmark District and the State, 2007–2009



Additional student achievement results are as follows:

- Six MCPS high schools ranked among the top 100 in the nation by *Newsweek* magazine in 2009. In the previous four years, five high schools have appeared in the ranking. All MCPS high schools are listed in the top 3 percent nationwide. *Newsweek's* ranking is based on the number of AP or IB tests taken by all students at a school divided by the number of graduating seniors.
- Three MCPS high schools were awarded gold medal status—placing them among the top 100 high schools in the nation—in a 2008 *U.S. News & World Report* ranking of America's best high schools. The top 100 high schools nationwide with the highest college readiness index scores were awarded gold medals. **They were the only three schools in Maryland to receive gold medal rankings.**
- A total of 103 elementary and secondary schools in MCPS earned certificates of recognition from MSDE in the 2009 Maryland School Performance Recognition Program. The awards were based on performance in the 2008–2009 MSA and HSA.
- Sixteen Title I elementary schools—schools that qualify for federal funds because they serve many low-income students (greater than 40 percent of students are eligible for FARMS services)—also received \$2,000 each for the performance of their students on the MSA.
- Sixty-one elementary schools, 15 middle schools, and 11 high schools received recognition for overall achievement or for improvement within a subgroup from the 2008 to the 2009 MSA/HSA performance. Of these schools, 18 were recognized for both overall achievement and improvement within a subgroup.
- Highland Elementary School (a Title I school) was recently named a Maryland Blue Ribbon School. This result is even more impressive because the school has a poverty rate of 81.6 percent, one of the highest in MCPS. Approximately 60 percent of the students participate in the ESOL program. Highland Elementary School is also 1 of 11 schools to receive the National Excellence in Urban Education Award this year from the National Center for Urban School Transformation (NCUST).
- A total of 98 percent of MCPS elementary schools met the state proficiency performance goal, compared with 95 percent in 2008. **For the fifth consecutive year, none of the elementary schools in MCPS with the highest poverty levels (Title I) are on the state's School Improvement list.**
- Thirty-two schools have been identified as a Maryland Blue Ribbon School, a state and national program honoring

schools that exhibit high performance and/or significant improvement in reading and mathematics achievement, as measured by the state's assessment under the *No Child Left Behind Act*. In 2008, six schools earned this award.

- The National Center for Summer Learning at Johns Hopkins University recognized MCPS for efforts supporting Extended Learning Opportunities–Summer Adventures in Learning (ELO-SAIL). The program provides opportunities for nearly 8,000 students to catch up on grade-level concepts and academic learning by pre-viewing concepts.
- MCPS is one of five finalists for the prestigious Broad Prize for Urban Education. The Broad Prize honors large school districts where significant gains have been made in student achievement and in closing the socioeconomic and racial achievement gaps. MCPS is one of the five districts that rose to the top based on this intensive, lengthy review. We are in elite company. Since the award's inception nine years ago, only 22 districts have been named finalists. **Montgomery County Public Schools is the only district from Maryland and from the entire Washington, D.C., metropolitan region ever to be named a finalist.**

7.2 Customer-focused Outcomes

One of the district's core values is to create a high-quality school system that strives to be responsive and accountable to its customers by engaging them in the feedback system for continuous improvement. MCPS monitors the perceptions of staff, parents, and students with regard to the school environment to determine their level of satisfaction. **Since 2001, more than 100,000 parents, 250,000 students, and 40,000 staff members from elementary, middle, and high schools completed the Survey of School Environment (SSE).** (The SSE was not administered in 2008.) Overall, levels of satisfaction are very positive for all three school levels. Almost 90 percent of students in elementary, middle, and high schools agreed that they were getting a good education at their school. When parents were asked to rate their child's school, more than 74 percent gave an "A" or "B" (additional data by race and ethnicity is AOS) (Figure 7.2-1). **This percentage is much higher compared with the nationwide results of public school parents provided by the 2009 Phi Delta Kappa/Gallup Survey of 51 percent rating public schools in their community as an "A" or "B."**

Figure 7.2-1. Parent and Student Satisfaction, 2005–2009

Year	Elementary School		Middle School		High School	
	Parent ¹	Student ²	Parent ¹	Student ³	Parent ¹	Student ³
2005	n/a	91.4	n/a	83.9	n/a	83.3
2006	84.7	94.1	79.1	86.2	76.8	86.4
2007	83.1	93.7	79.5	87.0	76.5	87.7
2009	83.9	n/a	78.0	n/a	73.7	n/a

Note: ¹Parent question: What grade would you give the public schools in Montgomery County? (letter grade of A or B)

²Elementary student question: I am learning a lot at this school (strongly agree+ agree)

³Middle school/high school student question: I am getting a good education at this school (strongly agree+agree)

More than 90 percent of MCPS parents of students in elementary, middle, and high schools agreed that their child's teachers expect their child to do well in class (Figure 7.2-2). Student sentiment of high expectations also was very positive, with more than 87 percent of students agreeing that teachers have high expectations for them to do well in school. Between 94 and 96 percent of staff in elementary and middle schools, and about 84 percent of staff in high schools, also agreed that their school has high expectations for all students. These results compare very favorably with the 2008 Baldrige education recipient, where only—

- **82 percent of students agreed that "staff believe all students can learn."**
- **61 percent of students agreed that "teachers communicate expectations."**
- **85 percent of parents agreed that "teachers communicate expectations."**

Figure 7.2-2. Parent, Student and Staff Expectations, 2005–2009

Year	Elementary School			Middle School			High School		
	Parent ¹	Student ²	Staff ³	Parent ¹	Student ³	Staff ³	Parent ¹	Student ³	Staff ³
2005	98.5	n/a	n/a	96.9	n/a	n/a	94.3	n/a	n/a
2006	98.2	95.7	95.7	95.0	88.3	90.8	94.2	85.9	84.9
2007	97.7	95.5	96.5	96.0	89.1	90.3	94.3	87.2	86.1
2009	96.9	95.3	95.5	94.1	90.6	93.6	90.9	86.9	84.3

Note: ¹Parent question: My child's teachers expect my child to do well in class.

²Student question: My teachers have high expectations for me to do well in school.

³Staff question: This school has high expectations for the academic performance of all students.

A third area addressing customer satisfaction focuses on school climate—how safe students, parents, and teachers feel about their school (Figure 7.2-3). **These results compare very favorably with the 2008 Baldrige education recipient, where 85 percent of parents agreed that "students and staff feel safe at school."** For MCPS the average for all three levels was 91 percent.

Figure 7.2-3. Parent, Student, and Staff Perceptions of Safety, 2005–2009

Year	Elementary School			Middle School			High School		
	Parent ¹	Student ²	Staff ³	Parent ¹	Student ³	Staff ³	Parent ¹	Student ³	Staff ³
2005	97.6	86.6	95.2	90.5	76.2	89.7	89.8	76.4	88.7
2006	96.6	90.2	95.3	89.2	77.7	88.1	89.2	74.9	82.4
2007	96.3	86.7	96.1	91.7	77.6	87.4	91.8	78.3	89.0
2009	96.1	89.6	96.5	89.5	80.8	94.1	87.4	78.0	89.7

Note: ¹Parent question: My child feels safe at school.

²Student question: I feel safe at school.

³Staff question: This school is a safe place to work.

In addition to creating an environment of high expectations and satisfaction, MCPS teachers report a high level of collaboration with colleagues and stakeholders. All these strategies demonstrate a cooperative, engaged, and satisfied staff (Figure 7.2-4).

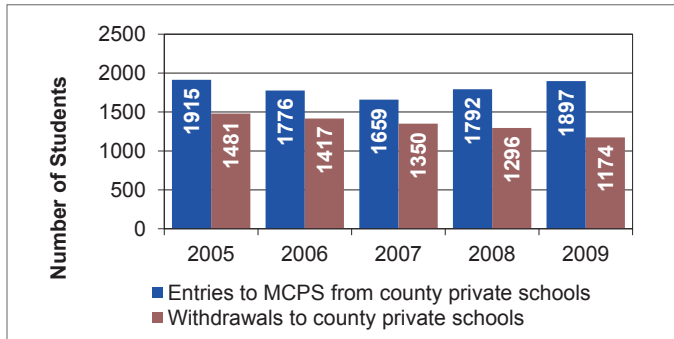
Figure 7.2-4. Staff working collaboratively with and engaging stakeholders, 2005–2009

Year	Elementary School			Middle School			High School		
	Working with—			Working with—			Working with—		
	Staff ¹	Student ²	Parents ³	Staff ¹	Student ²	Parents ³	Staff ¹	Student ²	Parents ³
2005	83.9	95.3	n/a	80.9	91.8	n/a	77.6	91.1	n/a
2006	89.7	96.3	95.5	87.0	91.9	92.3	84.6	91.5	91.1
2007	89.2	96.7	95.6	86.4	90.8	93.3	84.3	92.7	90.8
2009	89.4	95.5	95.5	88.8	94.1	93.1	87.7	91.0	89.3

Note: ¹Working with Staff question: I regularly discuss my teaching methods and strategies with other school staff members.
²Working with Students question: When students in this school have difficulty learning, teachers use a variety of methods to help students learn.
³Working with Parents question: My school encourages parental involvement.

From 2004 to 2008, an average of 1,809 students chose to enter MCPS from private schools each year, an indication of satisfaction with the school district. Since 2006, there has been a steady increase in the number of students entering MCPS from county private schools. The number of students withdrawing to county private schools from MCPS has decreased by 307 students from 2004 to 2008, with an average of 1,344 withdrawals each year. **The net gain of students to MCPS from private schools has been 2,321 students over the past five years (Figure 7.2-5).**

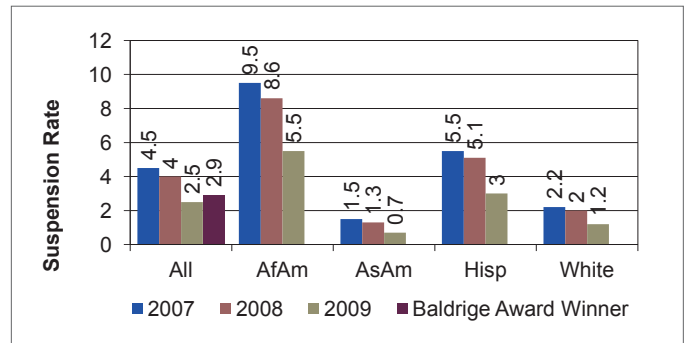
Figure 7.2-5. Entries and Withdrawals to/from Montgomery County Private Schools



Another measure of satisfaction with MCPS is reflected in the increasing percentage of students enrolled, compared with students enrolled in nonpublic schools. The percentage of students enrolled in MCPS has increased in the past five years, from 81.4 percent in 2004 to 85.6 percent in 2009. The number of students enrolled in county private schools peaked in 2003 at 31,528 for K–12, and has since decreased to 23,307 in 2009.

Of greatest importance to every child’s learning is access to a rigorous curriculum, which is accomplished through regular attendance and participation. MCPS has initiated processes that both encourage attendance and participation and work toward reducing student suspensions. Data from 2007 showed a disproportionate percentage of African American and Hispanic students suspended from schools, a trend that mirrored school districts around the country. MCPS leadership formed an M-Stat team to better understand the reasons for this disproportionality and challenged schools to decrease the suspension rate overall, and by subgroup. MCPS will continue to work aggressively to continue this downward trend. **MCPS has seven times the enrollment of the most recent Baldrige winner and has a lower suspension rate (Figure 7.2-6).**

Figure 7.2-6 MCPS Suspension Rate, by Race and Ethnicity, 2007–2009—Strategic Equity Target



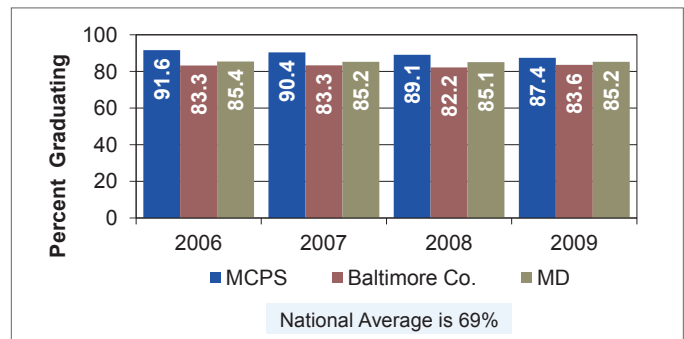
Ineligibility is an MCPS Strategic Target

There was a decrease in the ineligibility rate from 2008 to 2009 in middle and high schools for all students, as well as for all subgroups, with the greatest percentage point decrease among African American students (-4.2), students receiving special education (-2.9), ESOL (-4.0), and FARMS services (-3.3) for middle school students. Between 2008 and 2009, the greatest decreases in ineligibility in high schools were among African American students (-3.5) and students receiving FARMS services (-2.5).

Graduation Rate

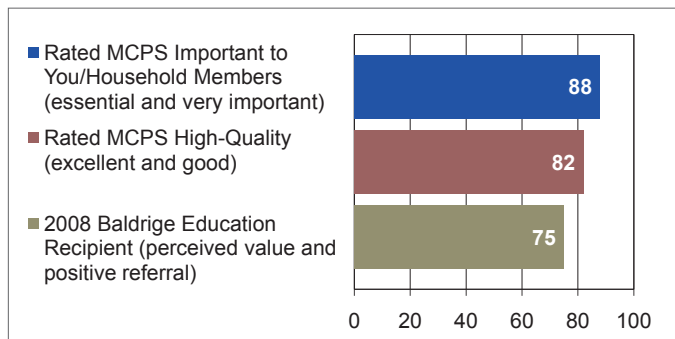
Another indicator of student satisfaction is the graduation rate. Figure 7.2-7 indicates a consistently higher graduation rate, compared with Baltimore County and Maryland.

Figure 7.2-7. Graduation Rate by Comparison and Benchmark Districts, 2005–2009



Another measure of customer satisfaction is based on recent survey results. Montgomery County contracted with National Research Center, Inc. (NRC) to conduct a countywide resident survey that provides residents the opportunity to rate service delivery and their satisfaction with local government. **MCPS was among the services included in the survey and scored higher, compared with the 2008 Baldrige education recipient (Figure 7.2-8).**

Figure 7.2-8. Results of Montgomery County Resident Survey, December 2009



Further indicators of customer satisfaction and the perceived value of the services provided to students are as follows:

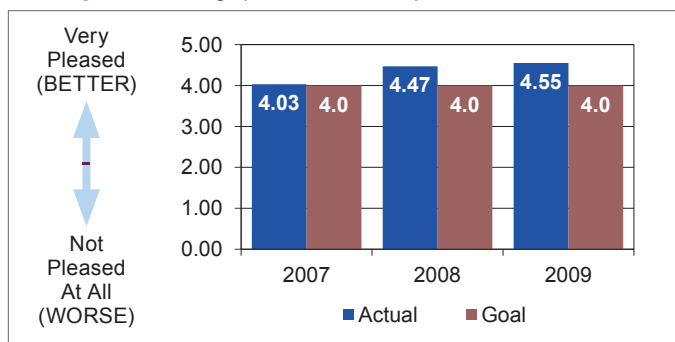
- MCPS has been named a Gold Medal school system for 14 consecutive years by *Expansion Management* magazine. **MCPS was recognized for offering companies among the best educational services nationally, including well-prepared high school graduates and excellent schools for employees to enroll their children.** The rating is based on graduate outcomes such as average SAT or ACT scores and graduation rate; a resource index, including teacher salaries, per-pupil spending, and student-teacher ratio; and a community index, including median household income, adult education levels, and child poverty rate.

Additional award: According to a study published by *Education Week*, the graduation rate in MCPS ranks at the top among the nation’s 50 largest school districts. The MCPS graduation rate of 87.4 percent surpasses the national average of 69.2 percent and the Maryland graduation rate of 85 percent.

Sample of Customer Satisfaction Surveys

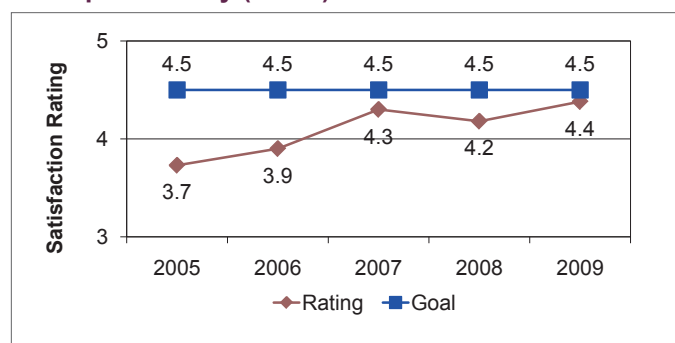
Since 2003, the Division of Construction has maintained a 4.25 satisfaction rating out of a possible 5.0 on the Principals Survey which exceeds the goal of 4.0 (Figure 7.2-9)

Figure 7.2-9. Customer Satisfaction School Principals Survey (Construction)



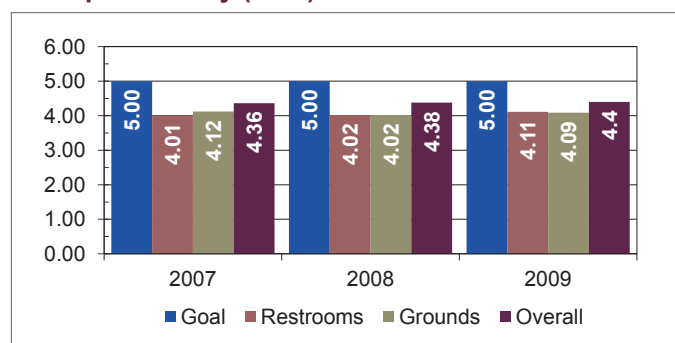
The School Energy and Recycling Team (SERT) continues to improve customer satisfaction (Figure 7.2-10).

Figure 7.2-10. Customer Satisfaction School Principals Survey (SERT)



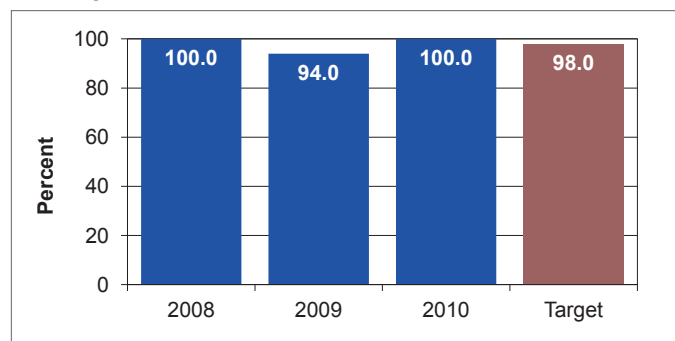
Another example of customer satisfaction is related to the services provided by the Department of School Plant Operations (Figure 7.2-11).

Figure 7.2-11. Customer Satisfaction School Principals Survey (SPO)



Data in Figure 7.2-12 indicate community participants’ satisfaction with boundary studies and reflects results from approximately 90 meetings. Ninety-five percent stated that their ideas were represented and thoughts respected while 90 percent believed the process worked well in surfacing community viewpoints.

Figure 7.2-12. Percent of Participants in Community Involvement Processes Satisfied with Opportunity to Participate



The Department of Family and Community Partnerships mission is to communicate effectively and provide useful information that supports student success and connects MCPS to its diverse community (Figure 7.2-13)

Figure 7.2-13. Communicating, Expanding Relationships, and Engaging Parents

Events	Results
Back-to-School Fair	5,000 parents attended in 2008–09, 8,000 attended in 2009–10—60% increase
“Ask MCPS”	Since 2007, 3,751 parents have attended
“Ask MCPS” Call Center and E-Mail	14,762 calls from 2008–09
Direct Family Support	821 families supported in 2008–09, and YTD 568 families in 2009–10
Edline Activation	Student Accounts: 2007—37,350; 2008—56,437; 2009—66,807 Parent Accounts: 2007—22,429; 2008—49,835; 2009—44,511
Study Circles	114 study circles from 2008–2010; total participants—2,281
MCPS QuickNotes	38,145 subscribers – messages translated into Chinese, French, Korean, Spanish, and Vietnamese

Local schools, in collaboration with their school parent teacher associations and other parent organizations, conduct numerous workshops and informational sessions throughout the year (Figures 7.2-14 and 7.2-15).

Figure 7.2-14.

Event/Level of Participation	2007	2008	2009
Number of district-level workshops	556	529	944
Number of parents participating in district-level workshops	17,519	35,033	39,446
Percentage of district-level workshops made available in languages other than English	18.0	57.3	66.8

Figure 7.2-15.

Evaluation Question for District-Level Workshops	Percentage of Parents Who Agree		
	2007	2008	2009
The workshop/forum helped with understanding the topic	98.0	98.8	98.2
Information/material was clearly presented and easy to understand	98.0	99.5	99.4

Other indicators of parent and community involvement include the following:

- Use of volunteer services has increased from 22,000 in 2007 to 57,791 in 2009. Just for 2009, 426,054 volunteer hours were reported.
- Eighty-nine percent of schools had business or community partnerships. In 2009, schools reported 808 partnerships, which is an increase of 346 percent since 2007.

7.3. Budgetary, Financial, and Market Outcomes

Academic results depend partially on successful budgetary and financial management and market performance. One of the strategic challenges faced by the district involves strengthening community support for public schools. In addition, improving the market share of public schools, and maintaining a system of strong financial integrity are also important for strengthening community support. Market share is discussed in Section 7.2. Increasing our efficiency and effectiveness in all areas of the school system’s operations helps to maintain the positive community support we have experienced.

The annual growth in the operating budget reflects improvement in educational services, enrollment growth, and increases in

compensation and operating costs. Budget increases also reflect community support for the school system. The operating budget has increased by 80.5 percent over the past 10 years, an indicator of strong community confidence in the school system (Figure 7.3-1). The cost per student has increased from \$11,592 in FY 2006 to \$14,919 in FY 2010 (Figure 7.3-2).

Figure 7.3-1. Annual Growth in the Operating Budget

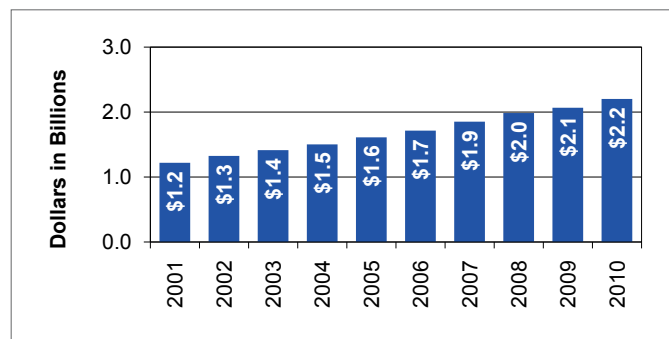
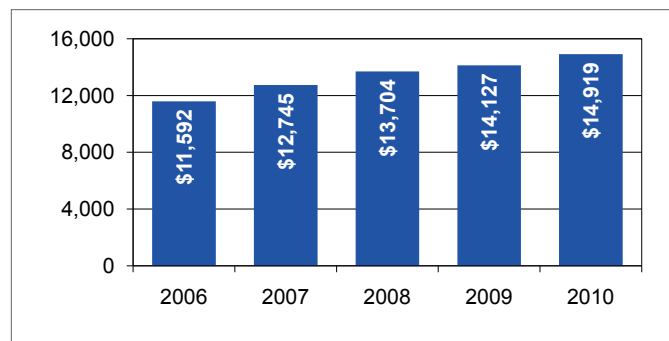
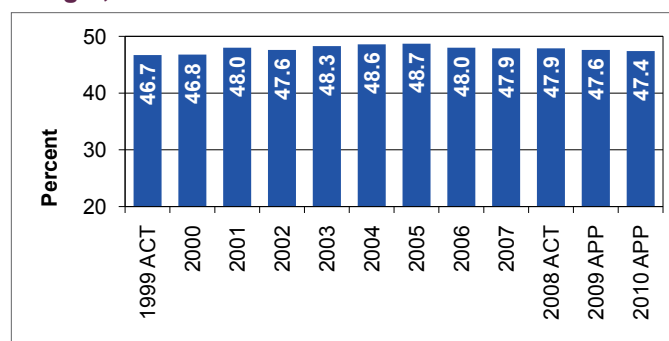


Figure 7.3-2 Total Operating Cost per Student



The percentage of the total county operating budget, including all agencies and all funds, received by the MCPS is an important measure of market share of resources and of the community’s support of MCPS. During the past eight years, this percentage has remained almost steady, at 47 percent, showing continued high community support for public schools (Figure 7.3-3).

Figure 7.3-3. MCPS Share of Total County Operating Budget, All Funds FY 1999–FY 2010



Source: Montgomery County FY 2010 County Budget, Schedule F-1.
Note: FY10 MCPS EXCLUDES \$79.5 million in debt service reimbursement.

Expenditures

Patterns of expenditure indicate the priorities of the school system regarding instruction. One of the Board’s academic priorities is to organize and optimize resources for improved academic results. In 2007, the most recent year for which comparative state data are available, MCPS spent 61.3 percent of its budget on instructional categories. This is higher than the state-wide average of 60.6 percent and 58.0 percent for Baltimore

County. These figures do not include the cost of employee benefits for instructional staff, the inclusion of which would increase the MCPS percentage of costs for instruction to about 80.7 percent in FY 2010 (Figure 7.3-4.) The percentage of the budget for school-based services is 64.9 percent, compared with 8.4 percent for school support operations and 5.7 percent for central services, with the balance of 21.0 percent for systemwide employee benefits (Figure 7.3-5).

Figure 7.3-4. Percentage of Budget for Instruction Compared with Nearby County and State, FY 2007

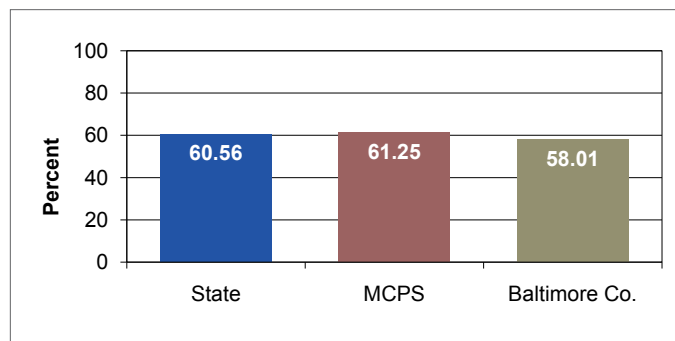
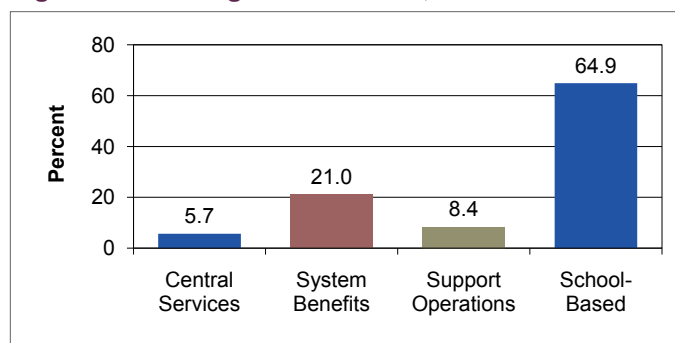
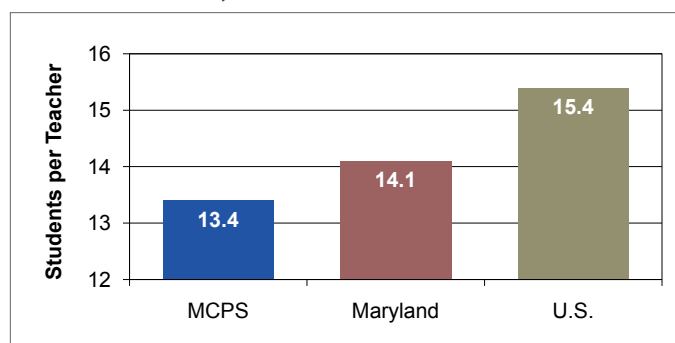


Figure 7.3-5. Budget Distribution, FY 2010



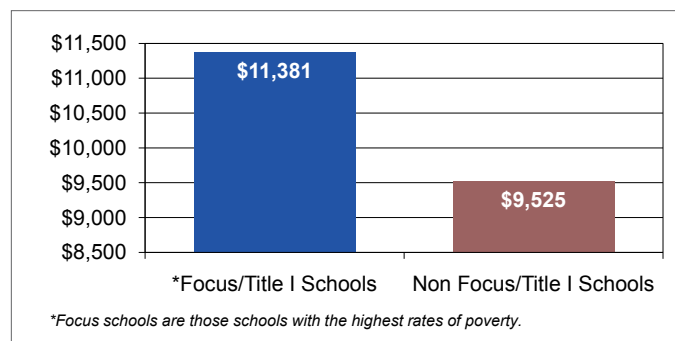
The school system’s continuing effort to optimize resources has led to lower class size, which enables teachers to meet the individualized needs of students. In FY 2009, MCPS had 13.4 students for each teacher, compared with the statewide average of 14.1, and the United States average of 15.4 (Figure 7.3-6).

Figure 7.3-6. Students per Teacher, Compared with State and Nation, FY 2008



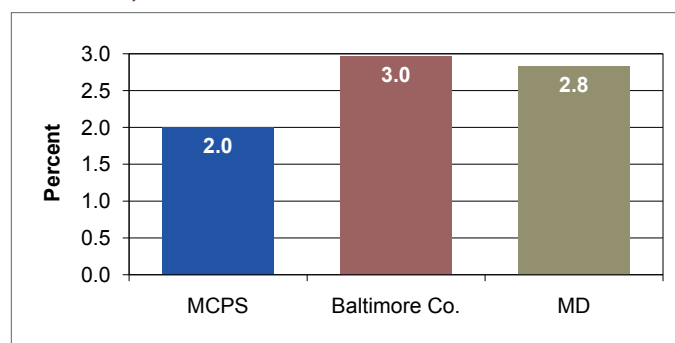
MCPS has concentrated resources in schools with the highest rates of poverty, called focus schools. In these elementary schools, per-student spending averages \$11,381, compared with \$9,525 in other elementary schools, a difference of 19.5 percent (Figure 7.3-7). The amounts reflect actual dollars allocated to schools absent all other costs such as transportation and food services.

Figure 7.3-7. Cost Per Student of Focus Elementary Schools vs. Nonfocus Schools, FY 2009



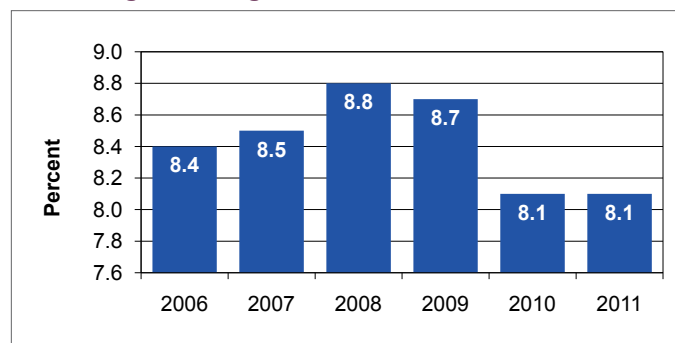
The percentage of the budget spent on central administrative functions has decreased over the past five years, evidence of continuing improvement in management efficiency. The FY 2011 amount of 1.9 percent is the lowest percentage ever and the FY 2007 total of 2.0 percent was significantly lower than the state average of 2.8 percent or 3.0 percent for Baltimore County (Figure 7.3-8).

Figure 7.3-8. Percentage of Budget for Central Administration Compared with Nearby County and State, FY 2007



The percentage of the budget spent on total administrative functions, including central and school-based administration, has decreased over the past six years, from 8.4 percent in FY 2006 to 8.1 percent in FY 2011, evidence of continuing improvement in management efficiency. (Figure 7.3-9).

Figure 7.3-9. Total Administration Cost as Percentage of Budget, FY 2006–2010



Another financial strategic challenge for the school system is to maintain effective budget control. Minimizing the variance between budget and actual expenditures is an important indicator of budget accuracy and fiscal control. During the previous fiscal years, FY 2007–2009, categorical transfers were less than 1 percent of the budget, a strong indicator of excellent fiscal control (Figure 7.3-10). The district saved more than \$220 million over 2 years while minimizing the impact on classroom instruction (Figure 7.3-11).

Figure 7.3-10. Categorical Transfer as Percentage of Budget, FY 2007–2009

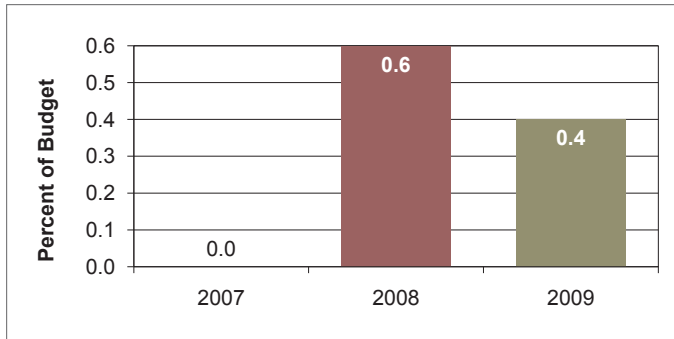
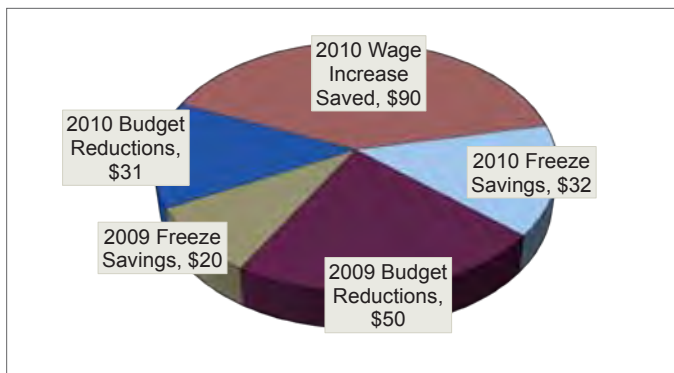


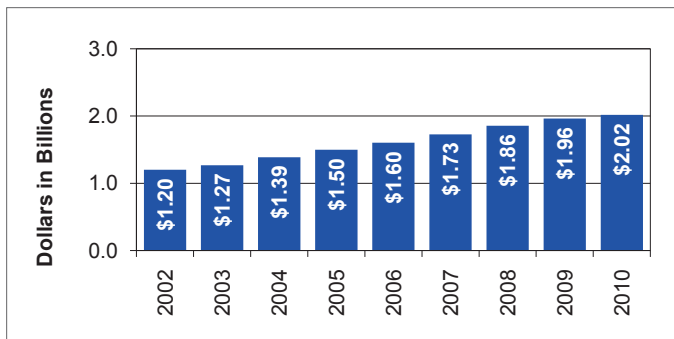
Figure 7.3-11. FY 2009–2010 Budget Savings, Dollars in Millions



Revenue

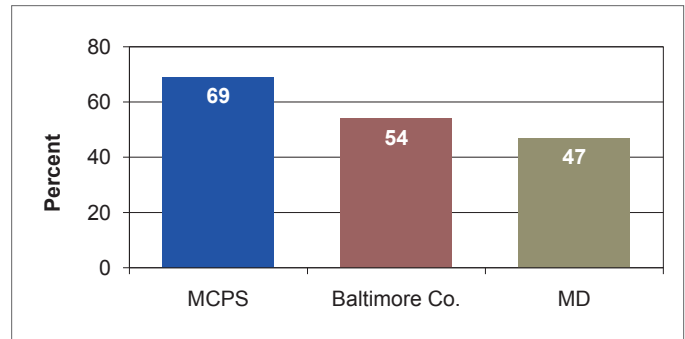
MCPS also has maintained strong funding for schools, with the combined local and state tax contribution increasing over the past eight years, from \$1.2 billion to \$2.0 billion, an increase of 68 percent (Figure 7.3-12).

Figure 7.3-12. Combined State and Local Funding Contributions, FY 2002–2010



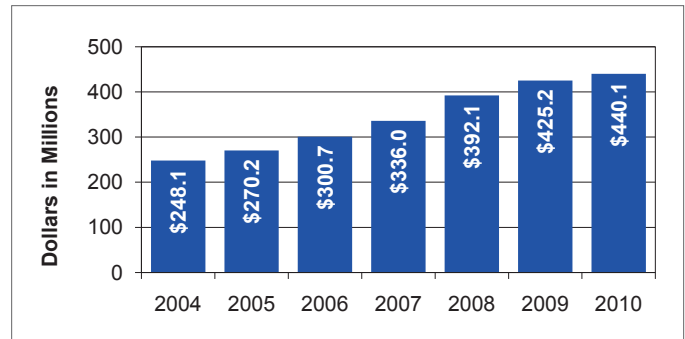
MCPS depends significantly more on local tax support than most other state school districts. In FY 2009, MCPS relied on county taxpayers for 69 percent of total dollars, compared with 42 percent statewide and 54 percent for Baltimore County (Figure 7.3-13). Over the past 10 years, an average of 99.7 percent of the MCPS budget request has been funded by county government.

Figure 7.3-13. Percentage of Budget Funded by Local Taxes



State funding of MCPS schools has increased from \$248 million in FY 2004 to \$440 million in FY 2010, an increase of 77 percent. This increase has made possible improvements in services to the classroom without incurring increases in local taxes (Figure 7.3-14). Because most state aid for schools is wealth-adjusted, MCPS receives only \$1,645 per pupil in state foundation aid, less than half of the statewide average of \$3,385. Montgomery County is the third lowest school system in the state in terms of state current expense aid per pupil.

Figure 7.3-14. State Aid Less Grants, FY 2004–2010



MCPS also has increased the use of grants to reduce the burden on the local taxpayer, especially to meet the needs of students at highly impacted schools. From FY 2004–2009, the total amount of grants received increased from \$69.9 million to \$76.0 million.

7.4 Workforce-focused Outcomes

The Staff Survey of School Environment provides information about school staff’s satisfaction with their job and their school. Since 2001, more than 40,000 staff members have participated. Survey results for 2009 show that more than 91 percent of elementary, middle, and high school staff are satisfied with their jobs (Figure 7.4-1). In 2009, 84.8 percent of non-school-based employees reported they were satisfied with their jobs compared with 78.9 percent in 2004. The survey also reported that 88.7 percent would recommend their workplace as a good place to work compared with 78.9 percent in 2004.

Figure 7.4-1. I Get Satisfaction From My Work—Percentage Agreement, 2007–2009

	2007	2008	2009
Elementary Schools	94.4	95.5	94.8
Middle Schools	91.3	91.3	91.5
High Schools	92.7	94.0	93.4

The data reported in **Figures 7.2-2, 7.2-3, and 7.2-4** about teachers’ perceptions about high expectations, safety, and collaborations, also are all positive indicators of staff satisfaction.

Another indicator of employee satisfaction is turnover rate. MCPS has extremely high retention rates and our teacher turnover rate for 2009 was 12.2 percent below the national average (**Figures 7.4.2–7.4.4**).

Figure 7.4-2. Administrative Turnover, 2007–2009

Fiscal Year	Number of Administrators*	Turnover		Retention
		Number	%	%
2007	736	49	6.7	93.3
2008	747	54	7.2	92.8
2009	728	28	3.8	96.2

Figure 7.4-3. Teachers Turnover, 2007–2009

Fiscal Year	Number of Teachers*	Turnover		Retention
		Number	%	%
2007	11,929	913	7.7	92.3
2008	11,929	776	6.5	93.5
2009	11,905	546	4.6	95.4

*Nationally, rate is 16.8 percent.

Figure 7.4-4. Supporting Services Turnover, 2007–2009

Fiscal Year	Number of Supporting Services Employees*	Turnover		Retention
		Number	%	%
2007	9,323	695	7.5	92.5
2008	9,523	579	6.1	93.9
2009	9,383	436	4.6	95.4

Fortune 500 magazine in 2007 reported on 15 of the top 100 companies to work for in the United States. They had an average turnover rate of 3.93 percent. MCPS is very close to that rate.

Another indicator of satisfaction is the significant reduction in grievances filed. With all bargaining units, MCPS uses an interest-based bargaining process that has strengthened the collaborative relationship between the Board and employee associations and significantly reduced grievances filed overall (**Figures 7.4-5 and 7.4-6**). MCPS is committed to fostering and sustaining systems that support and improve employee effectiveness. MCPS recognizes staff efforts and achievements in pursuit of system goals and related priorities. **Since 2007, 4,927 staff members have received systemwide recognition for their accomplishments (complete data set AOS).**

Figure 7.4-5. Montgomery County Education Association (MCEA) Grievances Addressed

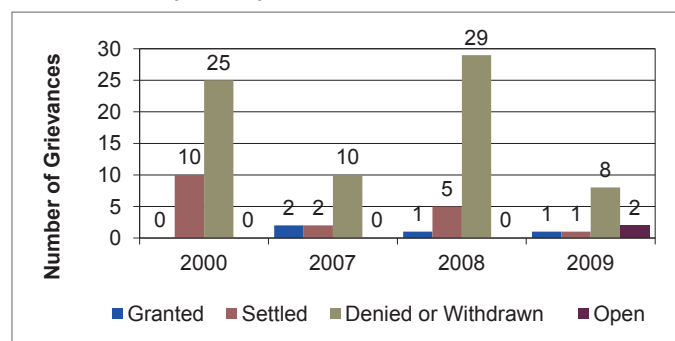
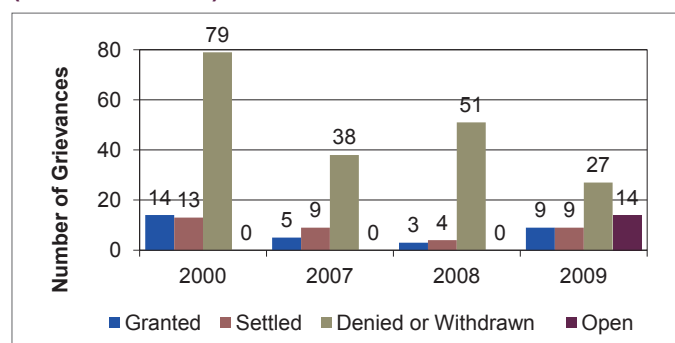


Figure 7.4-6. Service Employees International Union (SEIU Local 500) Grievances Addressed



The Professional Growth Systems (PGSs) for teachers, administrators, and supporting personnel are an integral part of Goal 4 of Our Call to Action: Pursuit of Excellence (OCA). The teachers PGS is consistent with the teacher quality movement and the expectations of the *No Child Left Behind* (NCLB) legislation.

Teachers Supported by Consulting Teachers (CT)

CT provide intensive, individualized instructional support and resources to novice teachers and teachers who have been identified as needing to improve. **During the past four years, CT have served 2,494 teachers, of which 295 were identified as underperforming teachers and 2,199 were novice teachers.**

Teachers Who Are Nonrenewed, Resigned, or Dismissed as a Result of PAR.

The Peer Assistance and Review (PAR) Panel reviews data collected by consulting teachers monthly, including formal observation reports and final summative reports, and provides suggestions for interventions and supports for the client teachers. The PAR panel then uses information from consulting teachers, as well as from principals and the teachers themselves, to make recommendations to the superintendent of schools regarding the employment status of the client (**Figure 7.4-7**).

7.4-7. Peer Assistance and Review Panel Data, 2006–2009

	2006	2007	2008	2009
Recommended for Dismissal	9	9	7	13
Resigned	31	45	54	39
Recommended for Nonrenewal	4	14	15	20
Total Dismissal/Reassigned	44	68	76	72
Teachers Successfully Released to the Professional Growth Cycle	593	591	547	405

Teachers and Administrators Who Have Participated in Studying Skillful Teaching and Observing and Analyzing Teaching Coursework

The Center for Skillful Teaching and Leading equips teachers, administrators, and paraeducators with a common vocabulary about student learning and achievement. Courses are based on the essential belief of high expectations for all students. Four areas of study include motivation, management, curriculum planning, and instructional strategies. **Since 2007, more than 3,000 teachers have completed these courses.**

Support for New Teachers Through Induction and Mentoring

The New Teacher Induction (NTI) program in MCPS is a nationally recognized program that provides comprehensive induction to teachers new to MCPS. The primary goal of the NTI program is to support and retain novice and experienced new-to-MCPS educators through a year-long comprehensive induction system that improves instructional practice (Figure 7.4-8) (USDE, June 2009). The reduction from 2007–2009 is a result of hiring fewer teachers.

Figure 7.4-8. New-Teacher Induction Program Activities

Induction Activities	2007	2008	2009	2010
New Educator Orientation (NEO)				
August Orientation Participants	800	537	489	467
February Late-hire Orientation Participants	66	66	N/A	N/A
Professional Development				
New Teachers Taking NTT Modules (01, 02, 03)	65	145	159	62
Professional Development Workshops	97	173	138	82
Teacher Mentors				
Paid Mentors	374	324	180	237
New Teachers with Mentors	438	335	257	250
Mentors Completing TOT-02 and TOT-03	155	195	175	158*

*TOT-02 only and the course is not over.

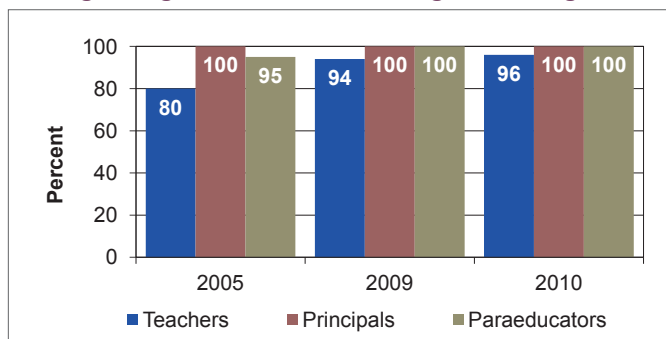
The National Board for Professional Teaching Standards (NBPTS) advances the quality of teaching and learning by offering a voluntary job-embedded certification process for what highly accomplished educators should know and be able to do.

Teachers achieve certification after completing a rigorous series of assessments that include teaching portfolios, student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning.

With 453 National Board Certified Teachers (NBCT) overall, Montgomery County far surpasses all other counties in Maryland. The second ranking district is Anne Arundel County, with 159, followed by Prince George’s County, with 133. No other Maryland system has more than 100 NBCTs. MCPS ranks among the top 20 school systems in the nation in the number of new and cumulative total of National Board Certified Teachers.

In 2005, 80 percent of core academic teachers were highly qualified. The number has increased to 96 percent in 2010. The percentage of highly qualified paraeducators in Title I schools, as defined by NCLB, was 55 percent in 2004 and increased to 100 percent in 2005 and remains at that level in 2010. The percentage of highly qualified principals remains at 100 percent (Figure 7.4-9).

Figure 7.4-9. Percent Highly Qualified Staff (NCLB)—Strategic Target Addresses a Strategic Challenge



The Professional Learning Communities Institute

The PLCI is an innovative professional development initiative designed to increase student achievement in selected elementary and middle schools by building the school-improvement capacity of each school’s leadership team.

Impact on Student Learning

The mission of PLCI is to increase student achievement in all PLCI schools and eliminate disparities in student achievement. Results from state assessments have consistently shown that schools that participate in PLCI demonstrate exceptional growth in student achievement as well as narrowing in the gaps between groups of students. **African American students in Grade 8 demonstrated the greatest growth, posting gains in reading (+18.7%) and math (+12.8%). Hispanic students demonstrated significant growth in reading (+16.6%) and math (+4.5%) (Figures 7.4-10 and 7.4-11).**

Figure 7.4-10. Professional Learning Communities Institute Cohort III Middle Schools Percentage of Students Scoring Proficient or Advanced on the Reading MSA, 2007–2009, by Race/Ethnicity

	2007	2008	2009	Change 2007–2009
Asian American	87.6	92.1	95.1	+7.5
African American	62.9	75.9	81.6	+18.7
White	88.9	92.4	95.5	+6.6
Hispanic	61.6	71.8	78.2	+16.6

Figure 7.4-11. Professional Learning Communities Institute Cohort III Middle Schools Percentage of Students Scoring Proficient or Advanced on the Mathematics MSA, 2007–2009, by Race/Ethnicity

	2007	2008	2009	Change 2007–2009
Asian American	86.9	91.7	91.9	+5.0
African American	44.5	55.1	57.3	+12.8
White	81.6	86.5	88.9	+7.3
Hispanic	52.5	62.5	57	+4.5

The Supporting Services Professional Growth System (SSPGS) recognizes the roles of support professional employees as multifaceted, dynamic, and integral to supporting high-quality teaching and learning.

One component of SSPGS is the Performance Improvement Process (PIP), which provides underperforming supporting services employees with an opportunity to receive the intensive, individualized assistance and professional development necessary to improve job performance and meet the core competency criteria of SSPGS.

Figure 7.4-12. Referrals to the Performance Improvement Process, 2006–2009

	2006	2007	2008	2009
Employees referred	72	65	83	66
Employees retained	59	43	65	61
Employees separated	13	12	18	5

Primarily, professional growth consultants (PGCs) fulfill their roles of providing intensive, individualized support to underperforming support professionals. The intricate and complex nature of their work requires dedicated time to coordinate resources, provide support, monitor progress, and document professional growth for each client. **Over the four-year implementation of SSPGS, PGCs have spent an average of 71.3 hours per client who has completed the six-month PAR program. In addition to providing support to clients, PGCs have provided more than 24,000 hours of face-to-face training time to support the professional development of support professional employees and administrators/supervisors (complete list of training programs by number of participants is AOS).**

The Supporting Services Training and Development (SSTD) program provides professional development experiences that are aligned with the seven core competencies identified in SSPGS. Tuition reimbursement for supporting services is also available for staff to further their skills.

7.4a(1) Indicators of workforce engagement and satisfaction are discussed in **Category 5** and results reported in **Figures 7.4-1–7.4-12.**

7.4a(2) Leadership

The PGS for administrators recognizes the importance of having outstanding leaders throughout the organization. In particular, school leadership is paramount to the success of our students.

Since 2005, 783 elementary and secondary potential school administrators participated in our Leadership Development Program. Approximately 90 percent of newly appointed principals from 2005–2009 have attended the leadership program. The support for new administrators does not end when they are appointed. As part of the PGS for administrators, the consulting principal (CP) position was created and designed to serve two functions: to coach novice principals through their first year of the principalship and to work with underperforming principals, assistant principals, and other administrators to build their capacity so that they meet standard. Since 2005, CPs have provided support to 131 novice or principals new to MCPS. A total of 124 met standard, 3 were reassigned, and 4 are in their evaluation cycle.

In addition to the training provided by MCPS through the PGSs, various departments in MCPS also conduct leadership training for their employees. **The Division of Maintenance** provides all employees with opportunities to participate in basic, intermediate, and advanced leadership courses. The results are: 1) Upward trend in morale (based on personal interviews); 2) Upward trend in overall employee satisfaction ratings; 3) Upward trend in employees' perceptions of their supervisors' attitudes, sensitivities, and abilities; 4) Upward trend in production of completed work orders ("Overall" production and "by major trade groups"); 5) Reported allegations of racially or ethnically motivated misconduct have become rare; 6) Individual employee grievances have dropped to near "Zero" in the division (complete data set AOS).

The Department of School Plant Operations (SPO) leadership training includes how to plan, schedule, and organize work; time and material management techniques; and effective communication. Participants also learn how to conduct an effective interview, motivate and influence employees, and implement the SSPGS.

Today's Manager is a five-day training program offered to those who aspire to be a cafeteria manager. Promotions to cafeteria manager are dependent on positions becoming available as a result of new schools being opened or current managers vacating their positions. This training class assists in developing a set of qualified candidates to fill these key leadership position vacancies as they become available. Since 2007, 24 candidates have been promoted to cafeteria manager.

7.4a(3) Workforce capability and capacity are discussed in **Category 5** with results in **Figures 7.4-1–7.4-12.**

7.4a(4) In 2009–2010, Systemwide Safety Programs (SWSP) developed a safety compliance training matrix and implementation plan to ensure a safe working and learning environment. SWSP provides online and face-to-face safety training, safety site visits/responses, occupational data analysis, trend identification, and online Supervisor's Incident Investigation Reports (SIIRs). MCPS has identified and documented occupational injury/accident trends for calendar years 2007, 2008, and 2009 to establish strategic goals and supporting objectives. SWSP has established a goal to reduce the number of occupational injuries by 2 percent per year for the next three years, based on an established baseline calendar year of 2009. A total of 34 online interactive, Web-based, multilingual safety courses are available for specific job codes to reduce by the number of occupational injuries in the workplace and to meet OSHA/MOSH training requirements. The goals of SWSP are to provide clear expectations and explanations of available support along with guidelines for ensuring a safe and healthy working and learning environment (complete data sets (AOS)).

7.5 Process-effectiveness Outcomes

7.5a(1) Continuity of operations is ensured in the event of an emergency by a systematic Emergency Response Plans developed under the Incident Command System (ICS). The ICS reflects national, state, and county models for identifying and coordinating organizational responsibilities in response to a systemwide emergency or crisis that threatens the health and safety of students, staff, and parents in the school system. When the emergency warrants, the incident commander activates the planning, finance, and administration teams.

The disaster recovery process for all electronic data and communication systems is activated upon a catastrophic outage/loss of our data center. Staff restore key instructional and business technology systems at an offsite recovery location within 48–72 hours, restoring user access to instructional and business functions.

Figure 7.5-1. Major Systems in Disaster Recovery Plan

System	2005 (2/8/05)– (5/16/05)	2006 (5/31/06– 6/1/06)	2008 (11/24/08– 11/26/08)	Time to Restore (hours)
Implementation of DRP	✓	✓	✓	48–72
FirstClass Email*	✓	N/A	N/A	2–4
HRIS* (Sun OS)	✓	N/A	N/A	12–18
AIX Operating System	✓	✓	✓	6–8
FIS, MMS (Mainframe)*	✓	–	N/A	24–48
WAN/LAN	✓	✓	✓	2–4
E-mail	✓	–	–	4–6
Active Directory	✓	✓	✓	4–6
Exchange	✓	✓	✓	4–6
MCPS Website	–	✓	–	4–6
Payroll	–	✓	✓	12–24
Internet	–	✓	✓	2–4
HRIS (AIX OS)*	N/A	✓	–	12–18
Student Systems (Mainframe)*	–	✓	N/A	12–24
CESC File Share	–	✓	–	4–6
FMS			✓	18–24
OASIS*		–	✓	18–24
FORTIS*		–	✓	12–18

*N/A – No longer available; – = Not Tested; ✓=Tested;

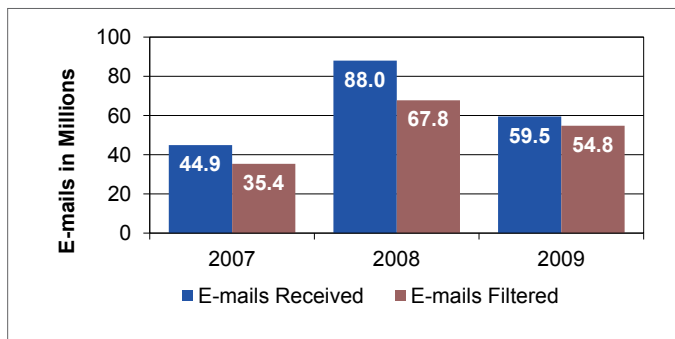
To ensure readiness for such a disaster, staff copy data and systems to backup media tapes (approximately 120–150 tapes on a three-week rotation cycle) and transfer the tapes to a secured offsite storage facility. System and data recovery is tested and validated according to established plans and priorities to verify the ability to successful recovery. Anomalies are identified and corrective action is taken to adjust procedures. Over the past three years, MCPS has conducted two full-scale disaster recovery tests at the offsite location (Figure 7.5-1).

The preparedness of staff to respond and the availability of facilities, computer hardware, applications software, tape backups, test scripts, and processes provide the ability to restore services to schools and offices within established timeframes.

Student and business systems, essential to operations, are tested for recovery at an offsite location to ensure preparedness in the event that a catastrophe disables the data center.

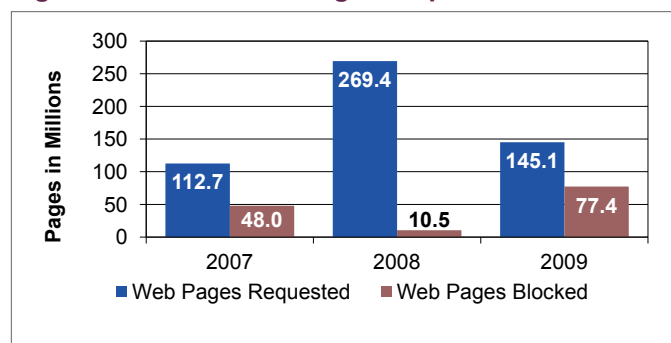
E-mail security technologies filter incoming messages and prevent a wide variety of threats, including spam, malware, and phishing from being introduced to computer systems and users' mailboxes.

Figure 7.5-2. Total E-mails Received and Filtered



Web content filtering blocks access to Internet sites containing materials defined as harmful to students and staff, in alignment with the MCPS regulation *User Responsibilities for Computer Systems, Electronic Information, and Network Security (IGT-RA)* and in support of the *Children's Internet Protection Act*.

Figure 7.5-3. Total Web Pages Requested and Blocked



Pandemic Flu Planning

MCPS has worked with Montgomery County government agencies including the Department of Health and Human Services (DHHS) to develop a comprehensive plan that is aligned with the MCPS Pandemic Flu Response Plan (PFRP) (AOS).

Many aspects of this plan were put to the test with an outbreak of the H1N1 virus during the 2008–2009 school year. In fact, the county health department closed down Rockville High School for three days, due to a confirmed case of the Swine Flu (H1N1 virus) and high absenteeism. PFRP served as a guide to implementing protocols for communicating to schools and communities and collaborating with DHHS, state, and federal government agencies.

An Elementary, Middle, and High School Emergency Plan, Guidelines for School Closures (AOS) ensures that instruction will continue in some format.

Every school is required to participate in emergency crisis preparedness. All 200 schools are compliant with this requirement. The Emergency/Crisis Preparedness Expectations are required for implementation in every school (ECPE is AOS). Two videos (AOS), one for use in middle and high schools, and one for use in elementary schools, have been developed and address two levels of emergencies. MCPS, a school system directly affected by 9/11 and the sniper shootings of 2002, developed these step-by-step procedures to help administrators and other personnel prevent injury and loss of life. The U.S. Department of Education and U.S. Department of Homeland Security recognized MCPS as having an exemplary emergency plan in place. **Code Blue** indicates a lower level alert; **Code Red** signifies the highest level of alert.

Figure 7.5-4 provides a sample of measures and indicators of process effectiveness and efficiency that are used by MCPS to monitor work system performance (additional indicators are AOS).

Figure 7.5-4. Measures and Indicators of Process Effectiveness

Process	Process Requirement	Process Improvement Results
ESOL Exit Process—1, 3	100% of eligible ESOL students who meet exit criteria are moved to RELL status	2009—100% compliance with local and state exit requirements
Maryland Model for School Readiness (MMSR)—1, 2, 3	100% MMSR checklists submitted to MSDE	2009—100% submitted on time
ESOL/Special Education Exit Process	100% of students are exited according to established criteria	2009—100% of the ESOL/Special Education students were exited
ESOL Level Change Process—1	100% of the ESOL students are enrolled in an ESOL course equivalent to their English language proficiency level (beginning of year, midyear)	2009—100% of students were enrolled in the appropriate courses
Initial Evaluation of Special Education Students—2,3	100% of initial evaluations must occur within 60 days of identification of student's placement	2007 Baseline was 56.8%; 2009 was 91.8%; and YTD for 2010 is 94.2%
Individual Education Program (IEP)—2, 3	100% of 2-year-old children who qualify for special education services must have an IEP developed and implemented by their third birthday	2009 was 95% and currently we are at 100% compliance
Secondary Transition for Special Education Students—2,3	The goal is for 100% of Special Education students who turn 14 to discuss their plans for high school and/or post-high-school career education or work plans.	2006–2007, 99%; 2008–100%; and 2009–2010, 100%
Least Restrictive Environment (LRE)—A	The goal is to exceed MSDE's LRE A target of 61.61% of Special Education students in general education.	LRE A-2009–2010, MCPS achieved 66.7% of Special Education students in general education.
Least Restrictive Environment (LRE)—C	The goal is to be below MSDE's LRE C target of 15.86% of special education students in self-contained classrooms.	MCPS is at 12.70%, which is below MSDE's target of 15.86% or fewer students in self-contained classrooms.
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	Increase participation for all students	The participation rate increased from 2007 to 2009 for all students and for all subgroups.
Suspensions for Students with Disabilities	Decrease the suspension rate for students with disabilities.	MCPS has the lowest suspension rate in the state (3.8%)—Baltimore County is 20% and the state average is 15.3%.
Student Enrollment Projections	The goal is 99.5% accuracy for each year	Since 2004, MCPS has achieved an average of 99.02% accuracy of enrollment projections.
School Energy and Recycling Team (SERT) —Additional SERT data AOS 1, 2, 3	Improve energy conservation and recycling processes for all 200 schools and offices.	Increase in Energy Cost Avoidance from \$632,000 in 2006 to \$2.5 million in 2009 Increase in Kilowatt Hour Avoidance from 6.4 million in 2006 to 18.6 million in 2009 Decrease in solid waste disposal from 13.5 thousand tons in 2005 to 9.6 thousand tons in 2009, which is a difference of \$171,000 from 2005 to 2009. Increase in recycling rates from 27% in 2007 to 38% in 2009. Achieved a 98% pass rate on recycling inspections. 3-year average of \$357,000 in energy rewards given to schools.
Teamworks—In-house Copier Repair 1,2,3	Repair copiers faster, cheaper, and better than previously done by outside vendor.	Outside vendor cost for one year of copier repairs—\$2.7 million MCPS TeamWorks in-house copier repair for one year—\$1.2 million Cost savings—\$1.5 million
School Printing Costs	Reduce school printing costs by using remanufactured printer cartridges.	Cost savings for 2008 and 2009 was \$300,472. Annualized cost savings estimate for 2010 based on five months of actual savings is \$430,128
Computer Self-Warranty Program	Ensure timely repair for more than 9,000 out-of-warranty computers. Target is to have repairs completed within 12 hours.	Current data show that 77% of repairs are being completed within 12 hours despite a loss of 8 days due to inclement weather
CopyPlus—1,2	Increase instructional time for teachers by providing copying services.	In 2009, the CopyPlus program produced 99 million copies centrally for teachers to use in their classrooms, which saved 40,000 hours of instructional time. We are on track in 2010 to produce 125 million copies and save 50,000 hours of instructional time for teachers.
Logistical Services—1,2	Logistical requests completed within 7 days.	90.9% completion within 7 days over 3 years.
Media and Video Services—1,2	Customer satisfaction.	85% customer satisfaction rating over 3 years.
Mail Services—1	Reduce cost per piece of mail delivered	3-year Average—MCPS is \$.33 /piece and U.S. Postal Service is \$.46/piece.
Property Services—1	Percentage of inventory found on first visit	3-year average of 80%.
Supply Warehouse—1	100% completed orders with no backlog orders on first shipment.	3-year average of 94%.
Employee and Retiree Service Center (ERSC) Call Center Monthly Calls—1	Reduce the number of calls to ERSC by improving the communication process to all employees.	Reduction of the average number of calls per month from a high of 6800 calls per month in 2007 to an average of 5,600 calls per month through March 2010. Electronic Paystub and electronic, customized message containing answers to most likely questions sent to all employees three days before each bimonthly pay period.
T1-83 calculator repair—1,2	Rather than having schools order new calculators when they malfunction, MCPS has begun making the necessary repairs to save purchase costs.	Year to date as of April 2010, MCPS has repaired 366 T-1-83 calculators, for a cost savings of \$31,500.
Emergency Work Order Response Time—1,2,3	Respond to all emergency work orders in 1 day.	The 1-day response rate to Emergency Work Orders has increased from 80% in 2005 to 90% in 2009.
Work Order Completion—1,2,	Increase the percentage of work orders completed.	The maintenance department receives an average of 60,000 work orders per year and has improve the completion rate from 85% in 2005 to 90% in 2009.

Process	Process Requirement	Process Improvement Results
Custodial Equipment Repair	Maintain below budget for equipment repair.	\$412,676 budgeted in 2009-2010 – Expenditures for the same time frame was 257,175 for a cost savings of \$155,501.
Maintenance Costs for Overtime—Budgeted costs v. Actual Use—1,2,3	Maintain below budgeted costs for overtime.	From 2005 through 2009 the Maintenance Department has maintained an average of 88% of budgeted costs.
Facility Temperature Compliance—1,2,3	Meet or exceed the 80% compliance rate.	Since 2005, MCPS has exceeded the 80% compliance rate and in 2008 and 2009 achieved 100% compliance.
Facility Ventilation Compliance—1,2,3	Meet or exceed the 80% compliance rate for facility ventilation—meet carbon dioxide guidelines (not more than 700 ppm above outdoor readings).	Since 2002, MCPS has met or exceeded the 80% compliance rate and reached an all-time high in 2009 of 95%.
Planned Life-Cycle Asset Replacement –PLAR—1,2,3	Maintain the percentage of projects completed on time and within budget.	MCPS has maintained its goal of 95% project completion within budget.
Construction Projects Bid on Schedule—1,2,3	100% bids completed on schedule.	Increased from 90% in 2007 to 100% in 2009.
Construction Projects Completed within Budget—1,2,3	100% of projects completed within budget.	Increased from 87% in 2007 to 100% in 2009.
Food Costs Below Industry Standard as a Percent of Expenditures—3	Maintain food costs below industry standard of 45% of expenditures.	Since 2007, the Department of Food and Nutritional Services (DFNS) has kept food costs at an average of 35% of expenditures which is 10 percentage points below the industry standard of 45%.
Division of Food and Nutrition Services Help Desk Problem Calls Resolved With-in One (1) Business Day—1,3	Resolve all help desk problem calls within one business day (target is 99%).	Since 2007, DFNS has resolved problem calls to the help desk in one day 98.4% of the time.
The Graphics and Printing component of the MCPS Entrepreneurial Activities Fund (EAF)—1,2	Provides products and services to local and county government agencies, nonprofit organizations, and the independent activities and PTA-sponsored initiatives within MCPS schools.	Revenue generated with this process is used to improve efficiencies and capabilities within the MCPS Editorial, Graphics & Publishing Services Unit, reducing the annual operating budget requirements for the publishing needs of the school system. From 2007 to 2009, the Graphics & Printing EAF generated \$1.8 million in gross revenue.
Food Warehouse Inventory Turns Per Year—2,3	Meet or exceed the industry standard of 12 turns per year	DFNS exceeded the industry standard in 2007—14.2 turns and 2008—13.8 turns but fell below the standard in 2009—10.4 turns, due to accepting large quantities of USDA bonus commodities at no cost to MCPS. This additional inventory resulted in a temporary reduction in the number of inventory turns per year, but was also a tremendous cost savings. However, on average for 2007 through 2009 the warehouse exceeded the industry standard of 12 turns per year by achieving 12.8 turns per year.
State of Maryland oversight audits of MCPS Transportation system—2,3	The target is to have 0 citations in compliance with the <i>Code of Maryland Regulations</i> for training requirements, hiring practices, and drug and alcohol testing.	FY 2000 through FY 2009 revealed no state citations.
Maryland State Bus Inspections—2,3	The target is to not have any buses out of service for more than 24 hours.	From 2004 through 2009, MCPS has not had to pull any bus from service for more than 24 hours. Average bus fleet size during this time was 1,250.
Central Food Warehouse Logistics—1,2	99% order fill rate. 100% accuracy of pieces picked.	Year to date (YTD) fill rate is 98.9%—impacts customer satisfaction, productivity, and labor cost containment. YTD pick accuracy is 99.86%—impacts quality, productivity, and labor cost containment.
Financial Claims and Accounts Payable—DFNS—1	100% claims submitted to MSDE on time. Claims are submitted for USDA and state reimbursement for nutrition programs.	YTD 100% of claims submitted to MSDE by deadline. Ensures that established cycle times are met to maximize interest income from reimbursement funds.

Benefits: 1) Staff, 2) Students, 3) Parents

7.6 Leadership Outcomes

7.6a(1) Measures that address the strategic challenges identified in The Organizational Profiles and the strategic targets (objectives) in **Figure 2.1-1** can be found in the Results section of the application, (**particularly Categories 7.1, 7.3, and 7.4**). Numerous processes (AOS) and action plans have been developed and implemented to meet our strategic challenges.

7.6a(2) Fiscal Accountability

Internal and external fiscal accountability is governed by federal and state statute and the *Code of Maryland Regulations* (COMAR), county charter, and Board policies. Other influences of fiscal accountability include Governmental Accounting Standards Board Pronouncements; Governmental Accounting, Auditing, and Freedom of Information Act. During the past 28 years, MCPS has been recognized by the ASBO International with the Certificate of Excellence in Financial Reporting Award for achieving the highest standards in governmental accounting and financial reporting. MCPS also is a multiyear recipient of the Government Finance Officers Association’s Certificate

of Achievement for Excellence in Financial Reporting. In addition, each year the organization undergoes various internal audits, an external federal A-133 audit, and periodic audits of restricted grant and construction programs by state and federal auditors. MCPS has been error-free with regard to these audits.

The Office of Legislative Audits within the Maryland General Assembly’s Department of Legislative Services stated in its January 2009 Financial Management Practices Performance Audit Report of MCPS, that in many cases, MCPS had procedures and controls in place to ensure the safeguarding of assets and the efficient use of financial resources. A plan has been implemented to address their recommendations for improvement.

Internal audits have emphasized the fiduciary responsibility of school principals.

For fiscal year ended June 30, 2009, external auditors, Clifton Gunderson LLP, reported an unqualified opinion of the MCPS financial statements for being in conformity with generally accepted accounting principles. Clifton Gunderson LLP further reported that MCPS was in compliance with the requirements

of laws, regulations, contracts, and grants applicable to each of its major federal programs (all audits AOS).

7.6a(3&4) Ethical Behavior, Stakeholder Trust, and Legal, Regulatory, Safety, and Accreditation Compliance

The foundation for stakeholder trust in senior leaders and governance of MCPS is public school law. The law authorizes the Board to adopt appropriate provisions concerning conflicts of interest, financial disclosure, and lobbying to help ensure the highest public confidence in the impartiality and independent judgment of Board members and school system employees. Findings that indicate that a Board member, school official, or employee has violated any provisions of the law or policy shall constitute grounds for removal from office, discipline, or other personnel action consistent with Maryland law and Board policies. As public servants, MCPS senior leaders, employees, and its governing body are carefully scrutinized by the public and state and local governing and funding institutions. The Board's existence, structure, and governance responsibilities also are grounded in public law, including having meetings open to the public with opportunities to address members of the Board.

On February 1, 2010, MCPS took additional steps to ensure an ethical workplace for all employees by contracting with an independent company to provide several options for anonymously reporting allegations of fraud, waste, or abuse. Employees can use the company's independent hotline, e-mail, or website to make anonymous reports 24 hours a day, seven days a week.

Under Board Policy BBB, *Ethics*, certain employees (senior leaders) with responsibility for preparing, approving, or auditing, or who have the authority to commit the school system to rent, purchase, or lease any of the following items with an aggregate value of \$100,000 in any fiscal year: personal services; specifications for materials, supplies, or equipment; or requests for proposals or bids, are required to file an annual financial statement for the preceding calendar year. Policy BBB requires that certain statements shall be public and shall be made available during normal office hours for examination and copying by the public. The Board Ethics Panel shall review this statement for completeness of form and for determination of an existing or potential conflicts of interest. This statement shall be retained for a period of four years and then destroyed.

The Occupational Safety and Health Administration (OSHA) and Maryland Occupational Safety and Health (MOSH) have regulations that set the standards for safety and health processes. MCPS meets all OSHA and MOSH regulations. A full-time OSHA-certified safety director (Systemwide Safety Programs) is employed by the school system to provide safety training and safety monitoring/oversight for all segments of the workforce, including students and schools/facilities. MCPS is compliant with all OSHA and MOSH regulations.

MCPS decided in 2009 to discontinue the relationship with the Middle States Commission for Secondary Schools (MSCSS) and their accreditation process. We believe the purpose and intent of the accreditation process is similar in scope to Our Call to Action: Pursuit of Excellence, the strategic plan for MCPS, and the Baldrige-guided School Improvement Process that is implemented in all of our schools. In fact, high school principals felt that the scope and ongoing review of the Baldrige Guided School Improvement Plan is more rigorous and more valuable than the MSCSS process. Prior to 2009, all 25 high schools met the accreditation

The Department of Safety and Security has developed a number of initiatives to ensure the safety and security of students, staff, and parents (AOS). They have installed cameras in all secondary schools that can be monitored centrally (demonstration AOS) and access control systems for all elementary schools. The Crimes Operation Package is a software program that is used to track and monitor all security violations (AOS).

We take internal and external stakeholder trust very seriously and act judiciously and swiftly when someone violates that trust. Some additional examples to **7.6a(2)** of performance measures/indicators that contribute to enhancing stakeholder trust and confidence in MCPS are as follows:

- From 2007–2009 the Board ethics panel received one formal complaint, which was unfounded.
- From July 2006–July 2009, 8,212 confidential and externally performed random drug and alcohol tests were conducted on employees. Of the 37 that came back positive during this time period, 27 employees were terminated and 10 were required to enter rehabilitation.
- 341 internal investigations of wrongdoing were conducted from July 2006–July 2009—46 resigned, 107 were not sustained, 95 received reprimands, 23 received suspensions, 12 were demoted, and 58 were terminated.
- 9,423 pre-employment fingerprint screenings were conducted during the same time frame—1,188 came back indicating a criminal record. Felonies require immediate dismissal and others are handled on a case-by-case basis. Disposition is confidential and cannot be released.
- Participation in 1,120 health department inspections of school kitchen facilities from FY 2007 through FY 2009, indicated no uncorrected critical violations.
- Participation in state oversight audits of the transportation system in compliance with *Code of Maryland Regulations* (COMAR), e.g., training requirements, hiring practices, and drug and alcohol testing, FY 2000 through FY 2009 revealed no state citations.
- The average number of MCPS bus accidents from 2003 to 2009 is 4.9 accidents per million miles traveled. The average miles driven annually for the same period is 20,047,479. Baltimore County rate was 5.5 accidents per million miles and their average miles driven were 14.2 million.
- From 2004–2009, MCPS has not had to pull any bus from service for more than 24 hours as a result of Maryland state bus inspections. Fleet size during this time was 1,250.

7.6a(5) Examples of how MCPS fulfills its societal responsibilities and supports its key communities:

- MCPS had the courage and determination to put equity at the forefront of our mission to raise the bar and close the gap for all students. Harvard University published a book titled *Leading for Equity: The Pursuit of Excellence in Montgomery County Public Schools*, which provides a comprehensive look at the school system's reform efforts over the past decade to increase achievement for all students while closing the achievement gap. The text is a guide designed to assist other school systems engaged in the critical work of education reform. In addition to "Leading for Equity," Harvard University faculty and researchers have produced several case studies over the past four years that provide detailed insights about the MCPS reform journey.

“How do we move from islands of excellence—which exist today in virtually every school district—to systems of excellence which unfortunately today are much harder to find? Many of the answers lie in the Montgomery County story. We can hope to serve every child only by committing to whole-district transformation—and Montgomery County is one of the examples that shows us the way.”

—Arne Duncan, former CEO, Chicago Public Schools, currently U.S. Secretary of Education, appointed by President Obama

- MCPS Transportation Department is leading the way in the state in becoming eco-friendly; by the end of 2010, MCPS will have 50 percent of the fleet with diesel particulate filters. These filters comply with the recommendations set forward by California Air Resource Board (CARB) for particular matter reduction Level III, which states that the reduction must be of 85% at a minimum. MCPS DOT has been the recipient of several federal and state grants to retrofit its fleet with emission-reduction devices.
- Since 2004, MCPS has donated more than 32,000 computers for local and international communities' use.
- Since 2007, MCPS has blocked in excess of 230 million Web pages required by the *Children's Internet Protection Act*.
- The translation team of the MCPS Language Assistance Services Unit (LASU) provides written translations of systemwide documents in the five most populous languages of our student body—Spanish, Chinese, French, Vietnamese, and Korean. All emergency messages are also translated into these languages.
- On June 17, 2008, the Fourth Annual Partners for Rigor through Relevancy, Engaging Secondary School Students and Their Communities, took place at Northwest High School in Germantown, Maryland. Nearly 650 leaders representing education, business, and the community attended. The event included 27 breakout sessions that focused on engaging diverse communities to lead change; promoting rigor, relevance, and relationships; navigating transitions through secondary school and beyond; and balancing work, school, and life.
- MCPS staff has generously contributed to charitable organizations. The annual campaign of the United Way is conducted in MCPS each year. Trend data indicate that staff have contributed an average of \$196,000 per year from 2006–2009 to the United Way Campaign. MCPS staff fully supports charitable organizations working within the community.
- MCPS is compliant with all MOSH and OSHA safety and hazardous materials standards and has processes in place, in accordance with applicable laws and regulations for handling and disposing all chemicals.
- Indoor air quality complaints have been reduced by 30 percent from 2007–2009.
- In the past five years, the SERT program energy savings has increased from 4 to 11 percent. Significant energy cost avoidance in 2009 reached \$2.5 million. Annual recycling rates in the past five years have increased from 28 to 40 percent and have reduced solid waste disposal fees in excess of \$56,000 in 2009 alone (**Category 7.5a(2)**)
- Most recently, MCPS has established Power Purchase Agreements (PPA) for on-site electric renewable energy generation that extends out to 20 years. These contracts

hold a stabilized rate below the cost of conventional grid electricity and provide additional risk management for electric rates well into the future. A PPA allows a government building owner to host the operation of a solar photovoltaic (PV) system on the roof of a building. A solar developer funds installs, owns, and maintains the solar array and sells power directly to the building owner. Unlike a government building owner, the developer is able to access significant cost offsets to solar projects available under state and federal tax incentives. The building owner benefits from electricity at below market rates, **with no up-front cost or risk to MCPS.**

DFM has acted quickly to avail our facilities of solar electric generation now at competitive costs to conventional power. Large-scale solar photovoltaic systems from 80 kilowatts up to 319 kilowatts have been completed at eight schools. As a result, MCPS is currently the leading host of net-metered, solar power purchase agreements in Maryland, with 1,264 kilowatts AC installed per the following table:

7.6-1. Photovoltaic Installations

School	Capacity (kW AC)	Number of Panels	Construction Value (\$)	Completion Date
Clarksburg HS	260	1,466	\$1,504,000	1/23/2009
Lakelands Park MS	133	770	\$790,000	2/10/2009
College Gardens ES	86	497	\$510,000	2/12/2009
R. Montgomery HS	135	784	\$804,000	6/30/2009
Parkland MS	151	851	\$873,000	1/20/2010
Francis Scott Key MS	100	564	\$578,000	12/20/2009
Quince Orchard HS	319	1799	\$1,846,000	12/20/2009
Sargent Shriver ES	80	495	\$508,000	12/20/2009
Totals:	1,264	7,226	\$7,413,000*	

*Cost assumed by developer—not MCPS

The long-term strategy of MCPS is to install 7 megawatts (7,000 kW) peak AC of solar PV on school roofs by the end of 2017, when federal incentives are scheduled to be reduced. In addition to reduced rates, on-site energy generation reduces strain on the regional electric transmission grid, helping to avoid brownouts and blackouts. Within the next seven years, DFM expects to deter a significant position of the Peak Load Contribution (PLC) for our schools through hosting solar installations. Recent rate hikes in PLC charges would have raised the utility cost for MCPS by \$4.5 million per year, if not abated. The solar buildings experience reduced annual PLC charges, which becomes another significant financial savings for MCPS. The PLC of Lakelands Park Middle School was brought essentially to zero this past summer with the assistance of solar power.

MCPS has procured 10 percent of its electricity as clean or renewable energy through purchase of renewable energy certificates (RECs) in FY 2007 and 2008. MCPS is participating in an interagency procurement of green power RECs, and increased its FY 2009 and FY 2010 green power purchase to 15 percent of annual kilowatt hours consumed. In FY 2011, green power procurement will be raised to 20 percent through direct purchase of wind or solar PV power or equivalent numbers of RECs (**Figure 7.6-1**).

See **Category 7.2** for other examples of how we support and engage our key communities.



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