

Chapter 2

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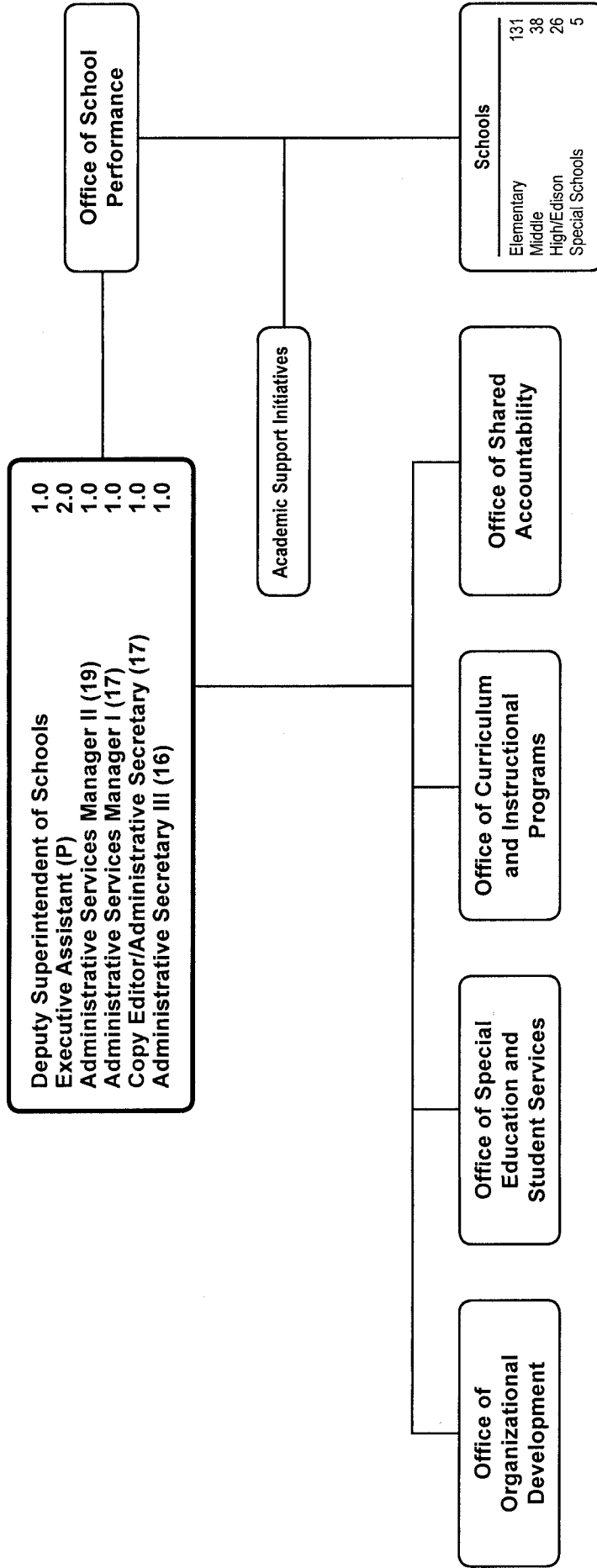
**Office of the Deputy Superintendent of Schools**

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**Deputy Superintendent of Schools  
Summary of Resources  
By Object of Expenditure**

OBJECT OF EXPENDITURE	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 BUDGET	FY 2010 CHANGE
<b>POSITIONS</b>					
Administrative	7.000	6.000	6.000	3.000	(3.000)
Business/Operations Admin.					
Professional					
Supporting Services	5.000	6.000	6.000	4.000	(2.000)
<b>TOTAL POSITIONS</b>	<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>7.000</b>	<b>(5.000)</b>
<b>01 SALARIES &amp; WAGES</b>					
Administrative	\$1,015,714	\$941,716	\$941,716	\$489,360	(\$452,356)
Business/Operations Admin.					
Professional					
Supporting Services	342,181	415,473	415,473	275,906	(139,567)
<b>TOTAL POSITION DOLLARS</b>	<b>1,357,895</b>	<b>1,357,189</b>	<b>1,357,189</b>	<b>765,266</b>	<b>(591,923)</b>
<b>OTHER SALARIES</b>					
Administrative					
Professional		1,000	1,000	1,000	
Supporting Services	47,847	10,147	10,147	10,147	
<b>TOTAL OTHER SALARIES</b>	<b>47,847</b>	<b>11,147</b>	<b>11,147</b>	<b>11,147</b>	
<b>TOTAL SALARIES AND WAGES</b>	<b>1,405,742</b>	<b>1,368,336</b>	<b>1,368,336</b>	<b>776,413</b>	<b>(591,923)</b>
<b>02 CONTRACTUAL SERVICES</b>	<b>1,583</b>				
<b>03 SUPPLIES &amp; MATERIALS</b>	<b>15,503</b>	<b>25,411</b>	<b>25,411</b>	<b>25,411</b>	
<b>04 OTHER</b>					
Staff Dev & Travel	1,578	4,203	4,203	2,753	(1,450)
Insur & Fixed Charges					
Utilities					
Grants & Other					
<b>TOTAL OTHER</b>	<b>1,578</b>	<b>4,203</b>	<b>4,203</b>	<b>2,753</b>	<b>(1,450)</b>
<b>05 EQUIPMENT</b>					
<b>GRAND TOTAL AMOUNTS</b>	<b>\$1,424,406</b>	<b>\$1,397,950</b>	<b>\$1,397,950</b>	<b>\$804,577</b>	<b>(\$593,373)</b>

# Office of the Deputy Superintendent of Schools



F.T.E. Positions 7.0

(In addition, the positions in the Office of School Performance are shown in Chapter 1, Office of Shared Accountability in Chapter 3, Curriculum and Instructional Programs in Chapter 4, Special Education and Student Services in Chapter 5, and Organizational Development in Chapter 6.)

## Mission

The mission of the Office of the Deputy Superintendent of Schools (ODSS) is to lead systemic school reform in providing the highest quality education to all students. ODSS ensures success for every student by optimizing teaching and learning through the alignment of rigorous instructional programs, equitable distribution of resources, initiatives targeted to eliminate the achievement gap, and workforce excellence in a system of shared accountability.

## Major Functions

The ODSS leads and directs the instructional priorities of Montgomery County Public Schools (MCPS), grounded in an organizational culture of respect. The ODSS supervises the offices of the Chief Academic Officer, Curriculum and Instructional Programs, Organizational Development, School Performance, Shared Accountability, and Special Education and Student Services, as well as Human Relations Compliance (HRC). The integrated efforts of these offices are focused on continuously increasing student achievement through an aligned curriculum, quality instruction, shared accountability system, and the elimination of institutional barriers to individual student success.

The development and implementation of a rigorous, standards-based, Grades Prekindergarten–2 curriculum provides the foundation for the success of all students, including our most vulnerable populations such as English Language Learners, Special Education students, and students receiving Free and Reduced-price Meals System (FARMS) services. This rigorous curriculum exceeds the standards outlined by the MSDE Voluntary State Curriculum and extends learning to position students on a trajectory for success in college or work. The ODSS leverages strategic initiatives such as Early Childhood Literacy, Middle School Reform, and Standards-based Grading and Reporting to accelerate student academic performance.

The ODSS identifies strategic interventions designed to increase the achievement of targeted student populations through the alignment of resources; for example, critical initiatives targeting populations including students who have not yet met graduation requirements (i.e. HSA and/or credit hours), middle school students, and special education students. Through the development and implementation of systemic reform efforts targeting these specific populations, the ODSS has established a safety net of support that acknowledges and provides for the variety of student needs in MCPS. The Office of the Chief Academic Officer (OCAO) coordinates and integrates the work of the offices under the auspices of ODSS using the project team model. Through cross-functional central and school-based project teams, action plans are designed to ensure that students eligible for the MSDE Bridge graduation completer are identified and supported. The OCAO closely monitors the work of the project teams, providing technical support to the teams, and regular status reports to the ODSS. The High School Plus Program enables high school students to earn the required credit hours for graduation within and outside the traditional

school day. The continued roll-out of the Middle School Reform plan represents a major focus of the ODSS effort to ensure a rigorous, engaging instructional program at the middle school level. Least restrictive environment (LRE) continues to be a focal point of the ODSS commitment to the special education population as MCPS moves towards a more inclusive educational environment for all students.

The ODSS is committed to dismantling institutional barriers to student success, creating a culture of high expectations, mutual respect, and shared accountability. Through the M-Stat process, individual student and school progress on the key data points of the rigorous MCPS trajectory are analyzed and monitored. Gate-keeping mechanisms and other impediments to student engagement and achievement are identified and systematically eliminated. This central office model is coordinated by the OCAO and has become the cornerstone for data-driven decision making throughout MCPS. The ODSS monitors the processes by which schools are held accountable for the success of every student and the propagation of best practices throughout the school system. In addition to the key academic performance data points, the M-Stat process is being deployed for the critical analysis of data related to ineligibility and student suspension.

The ODSS is responsible for setting the standard for a culture of respect for students by ensuring that MCPS is in compliance with all federal, state, and local laws regarding issues of illegal discrimination, sexual harassment, hate/violence, and the Americans with Disabilities Act, as well as the dispute resolution process for students with disabilities. Through a comprehensive approach to safeguarding the rights of students, the ODSS monitors the coordination of efforts between various offices, maintaining a systemic approach that allows for trend analysis and strategic planning and decision making.

As the liaison to the community, the ODSS convenes key stakeholder groups to maintain an ongoing two-way dialogue. In particular, the ODSS has provided a forum for traditionally underrepresented communities to share information, plan actions, and strengthen relationships across lines of difference. The Deputy's Minority Achievement Advisory Council, for example, is comprised of members representing the rich diversity of Montgomery County. Recognizing that focused and intensive collaboration with the entire community is required to raise the academic achievement of all students, the ODSS also provides outreach opportunities to special education community groups, higher education forums, focus groups, and all other community groups in an effort to address the challenges of public education.

## Trends and Accomplishments

A major trend led by the ODSS is the increased horizontal integration of the work of the offices within and external to the ODSS. In this critical time of increasing student needs and restricted resources, it is imperative to organize our actions through innovative and creative collaborations resulting in increased efficiencies. Examples of major strategies include: the Online Achievement and Reporting System

(OARS); digitizing the curriculum; 21st Century classroom technology; and web-accessed professional development.

An additional ODSS trend is the relentless effort to ensure that equitable practices permeate the MCPS organization. Through the intentional analyses of data points disaggregated by race and discussed openly and honestly in a culture of respect, ODSS continues to keep equity at the forefront of our work. A pivotal aspect of our work is to ensure the systemic implementation of equity through the dissemination of exemplary leadership and sound pedagogical practices, as well as close monitoring and routine evaluation of their impact on student learning.

There continues to be both national and state recognition of MCPS's outstanding accomplishments. At the elementary level, a record number of 93 percent of all kindergarten students met or exceeded their reading benchmark levels at text level 3 based on end-of-year 2008 assessments. More than 72 percent of Grade 2 students who took the nationally normed TerraNova 2 (TN/2) exam in spring 2008 scored at or above the national average (an increase from 69 percent in 2007), with the greatest gains of 5.2 percent made by African American and 5.3 percent by Hispanic students. On the Maryland School Assessments (MSAs), 95 percent of MCPS elementary schools, which is 124 out of 130, met the state Adequate Yearly Progress (AYP) performance goal.

MCPS middle schools met the 2008 testing targets with 33 out of 38 (86 percent) achieving AYP, a significant increase over 71 percent (compared to 27 of 38) in 2007. An all time high of 68 percent (7,073 students) of the Grade 8 students completed Algebra I or higher in 2008; more than double the number of students in 2001.

At the high school level, 2,355 of approximately 10,135 graduates in the class of 2008 took the ACT College Entrance Examination. Of this group, based on the ACT results, 81 percent were deemed ready for college English composition, compared to 72 percent statewide; 64 percent are ready for college algebra, compared to 51 percent statewide; 70 percent are ready for college social studies, compared to 59 percent statewide; and 47 percent are ready for college biology, compared to 34 percent statewide.

In 2008, Newsweek magazine ranked six MCPS high schools in the top 100 high schools in the nation based on academic achievement—more than any other school district in the United States. All of the county's eligible schools are counted among the top 3 percent in the country.

The MCPS Class of 2007 set new Advanced Placement examination participation and performance records and capped an eight-year trend of consistently higher performance for graduates from all student groups. Sixty percent of 2007 MCPS graduates took at least one AP exam and 46 percent of graduates earned at least one AP score of 3 or higher.

## Major Mandates

The ODSS is responsible for ensuring that each office under its supervision meets its individual mandates while

coordinating and aligning the work of all the offices in order to maximize efficiency and optimize staff performance and resource utilization. The functions and activities of the ODSS are responsive to numerous federal, state, and local government mandates, as well as MCPS Board of Education policies. Our major mandates include the following:

- The No Child Left Behind Act of 2001
- The Individuals with Disabilities Education Act of 2004
- Title VI (discrimination in publicly funded programs) and Title VII of the Civil Rights Act of 1964 (employment discrimination)
- Title XI of the Education Amendments of 1972 (gender equity)
- The Americans with Disabilities Act (ADA)
- The Rehabilitation Act of 1973 (Section 504)
- The Safe Schools Reporting Act of 2005 (incidents of harassment or intimidation)
- Our Call to Action: Pursuit of Excellence, the MCPS strategic plan
- MCPS Board of Education Core Governance Policies
- The MCPS Sexual Harassment policy
- The MCPS Nondiscrimination policy

## Strategies

- Facilitate the horizontal integration of the instructional offices to more effectively deliver services.
- Facilitate courageous conversations about race and ethnicity in order to dismantle institutional barriers to achievement.
- Utilize the M-Stat process to monitor MCPS strategic plan data points and for identifying best practices for systemic implementation.
- Institutionalize equitable practices through the development and revision of curriculum, professional development, and processes for student participation in educational opportunities.
- Form project teams to lead the development and implementation of action plans to achieve key goals in the MCPS strategic plan.
- Use data-driven decision-making processes and Baldrige tools to effect improvements in performance excellence.
- Guide the implementation of a standards-based grading and reporting system.
- Implement the administrative and supervisory professional growth system.
- Obtain, allocate, and align resources for improved student achievement.

- Manage the effective delivery of resources and services from the central offices to the schools.
- Monitor the implementation of all academic initiatives in meeting stakeholder needs.
- Monitor fair and equitable practices and procedures for compliance with federal, state, county, and district laws, policies, and regulations on sexual harassment, illegal discrimination, hate/violence, and the Americans with Disabilities Act.
- Evaluate programs/initiatives for effectiveness and revise or eliminate as warranted.

## **Budget Explanation Office of the Deputy Superintendent of Schools—615**

The FY 2010 request for this office is \$804,577, a decrease of \$593,373 from the current FY 2009 budget of \$1,397,950. An explanation of this change follows.

### *Continuing and Negotiated Salary Costs—(\$11,084)*

There are no negotiated salary changes for employees in this unit. As a result of the serious economic outlook and budget projections, MCPS and the employee organizations are in renegotiations with regard to salaries for FY 2010. There is a decrease of \$11,084 in continuing salary costs. Step or longevity increases for current employees are offset by reductions for staff turnover.

### *Reductions—(\$582,289)*

Reductions in the Office of the Deputy Superintendent of Schools are as follows:

1.0 chief academic officer position—(\$182,260)

1.0 executive assistant position—(\$142,559)

1.0 coordinator position—(\$122,021)

1.0 office manager position—(\$74,396)

1.0 administrative secretary II position—(\$59,603)

Travel for staff development—(\$1,450)

# Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

Description	FY 2008 Actual	FY 2009 Budget	FY 2009 Current	FY 2010 Request	FY 2010 Change
<b>01 Salaries &amp; Wages</b>					
Total Positions (FTE)	12,000	12,000	12,000	7,000	(5,000)
Position Salaries	\$1,357,895	\$1,357,189	\$1,357,189	\$765,266	(\$591,923)
<b>Other Salaries</b>					
Supplemental Summer Employment					
Professional Substitutes					
Stipends					
Professional Part Time		1,000	1,000	1,000	
Supporting Services Part Time		10,147	10,147	10,147	
Other					
Subtotal Other Salaries	47,847	11,147	11,147	11,147	
<b>Total Salaries &amp; Wages</b>	1,405,742	1,368,336	1,368,336	776,413	(591,923)
<b>02 Contractual Services</b>					
Consultants					
Other Contractual					
<b>Total Contractual Services</b>	1,583				
<b>03 Supplies &amp; Materials</b>					
Textbooks					
Media					
Instructional Supplies & Materials					
Office		25,411	25,411	25,411	
Other Supplies & Materials					
<b>Total Supplies &amp; Materials</b>	15,503	25,411	25,411	25,411	
<b>04 Other</b>					
Local Travel		1,309	1,309	1,309	
Staff Development		2,894	2,894	1,444	(1,450)
Insurance & Employee Benefits					
Utilities					
Miscellaneous					
<b>Total Other</b>	1,578	4,203	4,203	2,753	(1,450)
<b>05 Equipment</b>					
Leased Equipment					
Other Equipment					
<b>Total Equipment</b>					
<b>Grand Total</b>	<u>\$1,424,406</u>	<u>\$1,397,950</u>	<u>\$1,397,950</u>	<u>\$804,577</u>	<u>(\$593,373)</u>

# Office of the Deputy Superintendent of Schools - 615

Dr. Frieda K. Lacey, Deputy Superintendent of Schools

CAT	DESCRIPTION	10 Mon	FY 2008 ACTUAL	FY 2009 BUDGET	FY 2009 CURRENT	FY 2010 REQUEST	FY 2010 CHANGE
1	Deputy Supt of Schools		1.000	1.000	1.000	<b>1.000</b>	
1	Chief Academic Officer		1.000	1.000	1.000		(1.000)
1	P Executive Assistant		4.000	3.000	3.000	<b>2.000</b>	(1.000)
3	N Coordinator		1.000	1.000	1.000		(1.000)
1	19 Admin Services Manager II		1.000	1.000	1.000	<b>1.000</b>	
1	18 Office Manager		1.000	1.000	1.000		(1.000)
1	17 Copy Editor/Admin Sec			1.000	1.000	<b>1.000</b>	
1	17 Admin Services Manager I		1.000	1.000	1.000	<b>1.000</b>	
1	16 Administrative Secretary III		2.000	1.000	1.000	<b>1.000</b>	
1	15 Administrative Secretary II			1.000	1.000		(1.000)
	<b>Total Positions</b>		<b>12.000</b>	<b>12.000</b>	<b>12.000</b>	<b>7.000</b>	<b>(5.000)</b>