The Black and Brown Coalition for Educational Equity and Excellence Initiative Partners

Latino Health Steering Committee (LHSC)
Latino Public Safety Workgroup for Montgomery County (LPSW)

Leadership Montgomery

Montgomery County Executive Latin American Advisory Group (LAAG)

1977-II Action Group

Mill Creek Parish United Methodist Church
Emory Grove United Methodist Church
Black and Brown Forum for Educational Equity and Excellence

Presented by:

THE BLACK AND BROWN COALITION FOR EDUCATIONAL EQUITY AND EXCELLENCE

@MoCoEdEquityNow
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www.MoCoEdEquityNow.com

Disclaimer Notice: This evening’s event is being filmed and photographed
Acknowledgements

Thank you

Students
Parents and Guardians
Families
Community members
Advocates
Acknowledgements

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Montgomery County Education Association
Montgomery County Association of Administrators and Principals/
Montgomery County Business and Operations Administrators
Service Employees International Union - SEIU Local 500
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Montgomery County Board of Education

Shebra L. Evans, President
Patricia O’Neill Vice President
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Karla Silvestre, At-Large
Rebecca Smondrowski, District 2
Nathaniel Tinbite, Student Member
Brenda Wolff, District 5
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Mr. Cary D. Dimmick, Principal, Gaithersburg High School
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Montgomery County Executive

Marc Elrich
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Montgomery County Council

Nancy Navarro, President
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Andrew Friedson, District 1
Evan Glass, At-Large
Tom Hucker, District 5
Will Jawando, At-Large
Craig Rice, District 2
Hans Riemer, At-Large
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Erica Fuentes on behalf of U.S. Representative Jamie Raskin
Sydney Parker on behalf of U.S. Representative David Trone
Maryland Senator Nancy King, District 39
Delegate Charlotte Crutchfield, District 19
Delegate Sara Love, District 16
Delegate Julie Palakovich Carr, District 17
Delegate Pamela Queen, District 14
Delegate Jared Solomon, District 18
Chief of Staff on behalf of Delegate Jheanelle Wilkins, District 20

Mayor Jud Ashman, Gaithersburg
Mayor Bridget Newton, Rockville
Mayor Kate Stewart, Takoma Park
Laurie Anne Sayles, Gaithersburg City Council

Other Maryland State, County and Local Government Elected Officials
The Black and Brown Coalition for Educational Equity and Excellence

- Founded by Identity and the NAACP Montgomery County Md Education Committee’s Parents’ Council, the Black and Brown Coalition for Educational Equity and Excellence is a grassroots volunteer initiative established to address inequities in education

- **Our Goal**: Work with the Montgomery County Public Schools, its partner associations, and other county leaders to immediately eliminate institutional barriers to student achievement

- **Our Focus**: Create the infrastructure and culture needed to achieve real and lasting improvements that transforms student experiences in schools for all youth, especially Black, Brown and low-income students
What brings us here now?

• A critical moment in Montgomery County and MCPS:
  • School leaders are committed – some key progress has been made (e.g., new Equity Accountability model)
  • **Resource Study**
  • School Choice Study
  • Boundary Analysis
  • **Montgomery County Racial Equity and Social Justice Act**
  • Statewide work of the Kirwan Commission
  • **Negotiations with all association partners**

• **We must ensure that Black and Brown student success is front and center throughout these conversations**
We know there is work to be done.

ALL IN: EQUITY AND ACHIEVEMENT FRAMEWORK

- Evidence of Learning
- Equity Accountability Model
- Equitable Access to Resources
We have to look at more than funding and outcomes to identify where resource inequities exist.

<table>
<thead>
<tr>
<th>Vision for All</th>
<th>Latino/Black FARMs 7th Grader</th>
<th>White Non-FARMs 7th Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding &amp; Staffing</strong></td>
<td><strong>Teaching Quality</strong></td>
<td><strong>Time &amp; Attention</strong></td>
</tr>
<tr>
<td>$11,640 funding</td>
<td>Experience high quality and diverse teachers</td>
<td>Differentiated time &amp; attention they need to thrive</td>
</tr>
<tr>
<td>85 teachers &amp; staff</td>
<td>2 of 7 classes with a novice teacher</td>
<td>24 students in my core classes</td>
</tr>
<tr>
<td>$10,940 funding</td>
<td>1 of 7 classes with a novice teacher</td>
<td>27 students in my core classes</td>
</tr>
</tbody>
</table>

Note: Funding = School Attributed $s per pupil for focus school vs non-focus school. Number of teachers and staff is calculated from specifically school-attributed Gen Ed FTE / 900 Gen Ed students (average for MS). Number of novice teachers is approximate based on average student-experienced percent of time with a novice teacher.
Access to Effective Teachers
Black and Latino students from low-income families spend more time with novice teachers than their peers.

In middle and high school, Black and Latino students from low income families are 1.5x more likely to have a novice teacher than their peers.

Source: MCPS 17-18 Course Schedule
In middle schools, the difference in student experience is mostly because there are more novice teachers in schools serving the most students of color and students from low-income families.

Across Schools

- **Focus School**: 23% novice teachers
- **Non-Focus School**: 11% novice teachers

“Focus schools” have more students of color and students from low-income families, and they have more novice teachers.

“Non-Focus schools” have fewer students of color and students from low-income families, and they have fewer novice teachers.

Source: MCPS 17-18 Course Schedule.
In high schools, the difference in student experience is mostly due to decisions within schools about which teachers teach which classes and students.

- **Classroom 1 (Novice)**: 10 Black students, 10 Latino students, 7 White students
- **Classroom 2 (More experienced)**: 9 Black students, 6 Latino students, 8 Asian students, 4 White students
- **Classroom 3 (Novice)**: 11 Black students, 10 Latino students, 3 White students, 3 Asian students
- **Classroom 4 (More experienced)**: 5 Black students, 7 Latino students, 5 Asian students, 10 White students

20% of teachers in School A are novice.

*Source: MCPS 17-18 Course Schedule*
Students of color and students from low-income families are also less likely to be assigned to:

- Teacher leaders
- National Board Certified (NBC) teachers
- Teachers with advanced degrees
Ask #1:

All students, particularly Black and Brown students, must have access to effective teaching and diverse teachers, and these teachers must be supported to succeed.
Ask #1:

To achieve this, we must:

• **Strategically recruit and hire** a strong and diverse teacher workforce

• **Create incentives** to recruit and retain strong teachers in high needs schools

• Move towards more equitable assignment of effective teachers both between and within schools

• **Increase the collaboration, professional learning, and support** for teachers in high-need schools
Access to Effective Leaders
Lower-income elementary and middle schools are much more likely to have novice principals than wealthier schools.

Percent of Schools with a Novice Principal (Less than 3 Years of Experience in MCPS)

- In Title I elementary schools, **over half** of the principals have less than 3 years of experience in MCPS.
- Over **60%** of Impacted middle schools have a principal with less than 3 years of experience in MCPS.
- But at the high school level, non-impacted schools have fewer novice principals.

Source: MCPS SY17-18 employee data,
All students, particularly Black and Brown students, must attend schools led by effective and diverse leaders committed to providing equitable access to opportunities and resources, and these school leaders must be supported to succeed.
Ask #2

To achieve this, we must:
• **Strategically recruit and hire** strong and diverse school leaders
• **Provide more support** to principals (especially novice principals) in high-need schools
• **Create incentives** to encourage the most effective school leaders to work in the highest need schools
• Create school leadership teams that **meaningfully elevate the voices, perspectives, and experiences of Black and Brown students and their families**
Access to and Support in Rigorous Coursework
What pathways do students in MCPS take for math?

<table>
<thead>
<tr>
<th>Math Pathways</th>
<th>Grade:</th>
<th>K - 3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Path 1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Path 2</td>
<td></td>
<td>Math K - 3</td>
<td>Math 4</td>
<td>Math 5</td>
<td>Math 6</td>
<td>Math Investigations</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Precalc</td>
<td>AP</td>
</tr>
<tr>
<td>Path 3</td>
<td></td>
<td>Math 4</td>
<td>Math 5</td>
<td>Math 6</td>
<td>Math 7</td>
<td>Math 8</td>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Precalc</td>
<td>Calc / Stat / AP</td>
</tr>
</tbody>
</table>

Path 1 is the most rigorous pathway and allows students to take multiple AP courses by the end of high school. Path 3 is the least rigorous pathway and concludes with pre calculus.

Source: MCPS Mathematics Curriculum Brochure, MCPS 17-18 Course Schedule
Black and Latino students from low income families are significantly less likely to be enrolled in 7th grade algebra.

Fewer than 2 in 20 Black students from low-income families and only 1 in 20 Latino students from low-income families are in algebra I in 7th grade!
In middle and high school, Black and Latino students are most likely to be enrolled in the least advanced math courses.

By 12th grade, 62% of Latino students from low-income families and 53% of Black students from low-income families are enrolled in the least advanced math courses.

Source: MCPS 17-18 Course Schedule.

In 12th grade, all AP/IB courses and advanced topics (e.g. linear algebra, multivariable calculus, etc.) are categorized as advanced. Non-AP calculus and statistics classes are categorized as standard.
Even when Black and Latino students from low-income families have the **SAME score** at the end of 6th grade as their peers, they are less likely to be enrolled in algebra 1 in 7th grade.

**7th Grade Algebra 1 Enrollment Rate by Incoming Performance Score**

- **Non-FARMS**
  - All other Student Groups (Monitoring)
  - 43%

- **FARMS**
  - Black or African-American
  - 92%

- **FARMS**
  - Hispanic/Latino
  - 88%

- **FARMS**
  - Only 71% of Latino students and 88% of Black students from low income families who get the highest score on the 6th grade year end assessment are assigned to algebra 1.

Source: MCPS 17-18 Course Schedule
All students, particularly Black and Brown students, must be engaged in and supported to master rigorous coursework to ensure success in college and careers.
Ask #3

To achieve this, we must:

• Ensure that all MCPS students, particularly Black and Brown students, receive a **solid foundation and academic supports** to sustain on or above grade level performance through graduation.

• **Expand the number and types of advanced courses** in all schools, particularly those serving the most Black, Brown, and low-income students.

• **Automatically enroll** all students that meet transparent, objective criteria (e.g., receive a “4” or higher on the year end assessment) in advanced courses.

• **Expand access to effective supplemental learning opportunities** to help students catch up and accelerate.

• **Empower students, families, and community members** with training and information to engage in shared decision-making about which courses students take and how they can help students succeed.
Beginning with the 2019-2020 school year, we call on all County education leaders and particularly the Board of Education in its oversight role, to regularly collaborate with the Black and Brown Coalition and other equity advocates to eradicate systemic and institutionalized barriers, and more rapidly innovate systemic solutions that result in Black and Brown student success.

We call on you to:

- set ambitious but achievable goals,
- establish intermediate and measurable targets,
- monitor progress at all levels, and
- allocate funding necessary to sustainably redress gaps in equitable access to resources, opportunities, coursework and supports.

The Board and MCPS will publicly report on progress in achieving those goals at least twice per year.
The Community’s Pledge

Do we commit tonight to supporting these leaders to advocate for Black and Brown students and hold them accountable for change?
If yes, let us stand to show our leaders that we are engaged and not going away!

¿Nos comprometemos a apoyar y a responsabilizar a estos líderes en su lucha para mejorar la situación académica de jóvenes afroamericanos y latinos?
Si la respuesta es sí, por favor levantémonos para demostrarles a nuestros líderes que estamos comprometidos y dispuestos a luchar al largo plazo para eliminar la inequidad educativa.

Est-ce que nous nous engageons ce soir à soutenir ces dirigeants pour plaider pour les étudiants noirs et bruns et tenir les responsables du changement?
Si oui, levons nous pour montrer à nos dirigeants que nous sommes engagés et nous ne partons pas.
The Leader’s Pledge

• Will you pledge to take specific and measurable action -- working with other leaders--to accomplish the asks presented today on behalf of black and brown students?

• If yes, please stand up to demonstrate your commitment.
Join the Coalition!
¡Únase a la coalición!
Joindre la Coalition!

November 19, 2019: NAACP Parents’ Council Kick Off
(Northwest High School; 5:30 pm to 9:00 pm)

Join us to continue the conversation with keynote speaker John B. King, Jr., current President and CEO of the Education Trust, and former United States Secretary of Education under President Barack Obama.

• October 21, 2019: County Council Education and Culture Committee meeting on MCPS Resource Study (2 pm)
• October 21, 2019: County Executive Budget Forum
• October 28 and 30, 2019: County Council Budget Forums
• October 29, 2019: County Council Hearing on County’s Racial Equity & Social Justice Legislation (Stella Warner Council Office; 1:30 pm and 7 pm)
• November 6, 2019: Blueprint for Maryland’s Future Forum: Montgomery County (Blair High School; 6-8 PM)
• December 18, 2019: Superintendent’s 2021 Budget presentation to the Board of Education

Join the coalition by e-mailing mocoedequitynow@gmail.com and follow us at our website www.mocoedequitynow.com and on Twitter @mocoedequitynow