Index

accountability, shared, 23, 24, 109, 136–138
Achieve, Inc., 42–43, 44–45
achievement gaps
about, 2, 112–113
by geography, 17–18, 19, 27
achievement testing, 102–103
African American students
achievement gaps, 2, 112–113
kindergarten reading, 2
mathematics achievement, 2
algebra, eighth-grade completion, 2, 90, 135, 136
Alvez, Aggie, 65
Anemone, Louis, 105
AP/honors courses enrollment. See also Honors/AP Potential Identification Tool (HAPIT)
about, 2–3, 16, 38, 50–51
Honors/AP Potential Identification Tool (HAPIT), 107–108, 123, 127, 152
progress, 125
assessment, student, 45–46
Baldrige Education Criteria for Performance Excellence, 95–96, 162
Barnes, Linna, 22
Bastress, Bob, 85
Bayewitz, Michael, 143
Bedford, Ann, 99–100
Bedford, Steve, 89, 106, 143
Bel Pre Elementary School, 40, 101
blame, culture of, 24
Bowers, Larry, 58, 85
Bratton, William, 105
Broad Acres Elementary School, 87, 116–117, 143
Brook Grove Elementary School, 76
Brown v. Board of Education, 14
business community, as stakeholders, 67–69, 99–101
career lattice, 82–83
Centro Familia, 112
College Board, 42–43, 44–45
college partnerships, 69–70
college-readiness goals, 20, 28, 128, 145
community participation, 24, 25–28
CompStat, 105
Congressional Black Caucus (CBC) Foundation, 68
Congressional Hispanic Caucus (CHC) Institute, 68
Council for Basic Education, 44–45
Courageous Conversations (Singleton), 113, 127
Cox, Sharon, 26
Cullison, Bonnie, 57, 58, 142, 163
“culture of respect” compact, 60–61
culture, school, 138–139
curriculum and instruction
audit, 41–43
comprehensive overhaul, 44–45
kindergarten, 39–41
standardization, 38–39
Cutitta, Merle, 57, 59, 142
data-driven decision making about, 22, 25, 96–97
government, shared, 23
grading and reporting practices, 16, 46–50, 139
Graves, Donna, 113, 127

Getting to Yes (Fisher and Ury), 57
Gordon, Edmund, 15
The Gordon Report, 15
governance, shared, 23
grading and reporting practices, 16, 46–50, 139
Graves, Donna, 113, 127

Harcourt, 43
Hermann, Ursula, 119–120
high school level reforms, 2–3, 16, 38, 50–51
Hispanic students
achievement gaps, 2, 112–113
kindergarten reading, 2
mathematics achievement, 2

Hurricane Katrina, 122

Identity, 70
information technology investments, 76, 97–101
institutional barriers, 94, 121–123, 139, 140
Instructional Management System, 97–98
Integrated Quality Management System (IQMS), 97–98
interest-based bargaining, 57

Kim, Yong Mi, 135
kindergarten

curriculum development, 39–41
full-day programs, 37, 41
reading targets, 102
Kubasik, Jane, 68
INDEX

Lacey, Frieda, 27, 70, 106, 107, 123, 143
The Larson Report, 16
Latino Civil Rights Task Force of Maryland, 22
Leggett, Isaiah, 23
Leleck, Jody, 89, 103–105, 116–117, 143
literacy
   early elementary, 36–38, 52
Lockheed Martin, 90

M-STAT, 105–109, 125, 139, 166–167
magnet schools, 14–15
Maple, Jack, 105
Math MSA Model, 102–103
mathematics program
   curriculum redesign, 42–43
   Mathematics Pathway, 103–105, 135
mCLASS:Reading 3D, 99–101, 139, 162–163
Measures of Academic Progress Reading (MAP-R), 102–103
Merry, Darlene, 51, 113
Minority Leadership Recruitment Committee, 125
minority student achievement
   achievement gaps, 2, 112–113
The Gordon Report, 15
Honors/AP Potential Identification Tool (HAPIT), 107–108
The Larson Report, 16
Success for Every Student (SES), 15–16
Montgomery College, 69–70
Montgomery County
demographics, 14–15, 17–18, 19, 35
Montgomery County Council, 23, 61–64
Montgomery County Association of Administrative and Supervisory Personnel (MCAASP), 56–61, 85–86
Montgomery County Board of Education, 61–64
Montgomery County Business Roundtable for Education (MCBRE), 67–68
Montgomery County Education Association (MCEA), 56–61, 75
Montgomery County Latino Education Coalition, 70
Montgomery County PTA, 22
Montgomery County Public Schools (MCPS). See also Weast, Jerry
   achievement gaps, by geography, 17–18, 19, 27
Baldrige Leadership Team, 95–96
central administration reorganization, 94–97
Deputy’s Minority Achievement Advisory Committee, 70
district self-assessment, 95–96
eyear successful schools, 116–120
Equity Training and Development Department, 129
financial resources, 144–145
hiring practices, 76–77
history, 14–17
information technology and, 97–101
Minority Leadership Recruitment Committee, 125
Office of Organizational Development (OOD), 79, 89, 113
overview, 1–9
zone divisions, 34–36, 65–66

National Association for the Advancement of Colored People (NAACP), 70
National Labor College, 112
Navarro, Nancy, 112–113, 127, 142
New Hampshire Estates Elementary School, 40
Newman, Rebecca, 57, 58, 85, 142
No Child Left Behind (NCLB) Act, 28, 145–146

Obama, Barack, 3, 146

Office of Organizational Development (OOD), 79, 89, 113

O’Neill, Patricia, 64

Operational Excellence project (OpEx), 68

Our Call to Action: Raising the Bar and Closing the Gap, 21–28, 64

Parent Advisory Council, 66

parents communicating with, 115
as stakeholders, 65–66

partnerships, stakeholding, 69–70

Pathway to Success, 48, 103–105

Peer Assistance and Review (PAR) program, 58, 77, 78, 81, 83–84

Piney Branch Elementary School, 116, 118–119, 143

Porter, John Q., 97

PricewaterhouseCoopers, 68

problem-solving process, for reform adaptations and modifications of plan, 168–170

implementation plan, 162–164

problem identification and analysis, 152–157

problem-solving process overview, 150–152

progress assessment, 166–168

strategy design, 159–161

strategy implementation, 164–166

theory of action development, 157–159

professional development (PD)
about, 74–75, 90–91
executive team development, 88–89

Professional Growth System (PGS), 77–78, 81–86

Professional Learning Communities Institute (PLCI), 87–88

professional learning environments, 77–79

Skillful Teacher courses, 79–80

Professional Growth System (PGS) about, 58

for administrative staff, 85–86

for instructional staff, 77–78, 81–84

for support staff, 86

Professional Learning Communities Institute (PLCI), 77, 87–88, 165

professional learning environments, 77–79

PSAT exam participation, 50, 106, 123, 125–126, 135, 151–152

PSAT M-STAT Data Booklet, 125

Public Education Leadership Project (PELP) at Harvard University. See also problem-solving process, for reform

Montgomery County Public Schools involvement, 4, 88–89, 105, 121

problem-solving process overview, 150–152

Quintero, Henry, 22

race and ethnicity issues discussing, 115, 121–123, 128–129, 140–141
diversity, 125–129
and outcomes link, 122–123, 129, 139–141

Study Circles, 124–125

reading data tracking, 99–101, 139

kindergarten benchmarks, 2

Research for Better Teaching (RBT), 78, 79
resources
equitable vs. equal distribution of, 25–26, 35–36, 52–53, 133, 141–143
focus of, 24
Rolling Terrace Elementary School, 40
Ronald McNair Elementary School, 87
root cause analysis, 154–157
Ruth Rales Comcast Kids Reading Network, 70

school culture, 138–139
school reform
call to action, 143–148
equal resources vs. equal opportunity, 25–26, 35–36, 52–53, 126
human capital and, 3–4
moral imperatives for, 3, 26–27
overcoming opposition, 51–52
six assumptions for, 24–25
six lessons for, 132–143
segregation, 14
Service Employees International Union (SEIU) Local 500, 56–61
Seven Keys to College Readiness, 128
“720” program, 67
Sherwood Elementary school, 96
Shirley, Ed, 57
Silverman, Steve, 62
Simon, Mark, 57
SIMS data system, 96–97
Simulation, Training and Support (STS), 90
Singleton, Glenn, 113, 127
Skillful Teacher courses, 79–80, 117
stakeholders, 55–56, 71–72
business community, 67–69, 98–101
county council, 61–64
parents, 65–66
partnerships, 69–70
school board, 61–64
unions, 56–61

national standards, 145–148
Stetson, Frank, 107
student information systems, 76
student-to-teacher ratios, 37–38
Success for Every Student (SES), 15–16, 21, 62
Supporting Service Professional Growth System (SSPGS), 86
teachers. See also professional development (PD)
career lattice, 82–83
clarifying expectations, 45–46
and class sizes, 51
Diversity Training and Development (DTD), 113–115
expectations, 80
grading and reporting practices, 46–50
hiring of, 76–77
importance, 73
and new standards, 29
Peer Assistance and Review (PAR) program, 58, 77, 78, 81, 83–84
Professional Growth System (PGS), 58, 77–78, 81–84
professional learning environments, 77–79
Skillful Teacher courses, 79–80
technological investment, 97–101, 139
theories of action, 157–159
Tilden Middle School, 96

unions, 56–61, 75, 137–138
UnitedHealthcare, 68
University System of Maryland, 69
Upcounty and Downcounty Latino Network, 70