

# 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
- Cuttitta, Merle, 57, 59, 142

- data-driven decision making
  - about, 22, 25, 96–97
  - examples, 118
  - M-STAT, 105–109
  - mCLASS:Reading 3D, 99–101
- Deloitte, 68
- Department of Education, U.S., 145–148
- Dewey, John, 3
- differentiation, 45, 46–50, 132–134
- Diversity Training and Development (DTD), 113–115
- Duncan, Arne, 146
- Duncan, Doug, 62
  
- Early Success Performance Plan, 37
- Edwards, Brian, 90
- elementary school level
  - literacy reform efforts, 36–38
  - mathematics curriculum redesign, 42–43
- Emerging Student Leaders program, 67–68
- English for Speakers of Other Languages (ESOL), 78
- equity practices, 25–26, 35–36, 52–53, 133, 141–143
- Equity Training and Development Department, 129
- Ervin, Valerie, 112–113
- ethnicity. *See* race and ethnicity issues
- Everyday Mathematics*, 42
- expectations, teacher, 80, 111–112, 138–139
  
- federal government role, 145–148
- forecasting, 102–103
  
- Gates, Bill, 147
- Gateway to College program, 69–70
  
- 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
- Hollingshead, Donna, 109
- Honors/AP Potential Identification Tool (HAPIT), 107–108, 123, 127, 152
- honors courses enrollment. *See* AP/honors courses enrollment
- human capital, 3–4, 75–76
- 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

- Lacey, Frieda, 27, 70, 106, 107, 123, 143  
*The Larson Report*, 16  
 Latino Civil Rights Task Force of Maryland, 22  
 Leggett, Isiah, 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  
   early 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
- standards, content area, implementing, 28–29, 46–50, 93–94, 132–134, 145–146
- 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