

2019 Black and Brown Forum for Educational Equity and Excellence

VISION →

By 2025, all students, and *particularly Black and Brown students*, have equitable access to the resources, opportunities, and supports they need to be successful in college, career, and life.

This will require stakeholders to work collaboratively to remove barriers and build infrastructure that addresses disparities that systematically disadvantage students with the greatest needs.

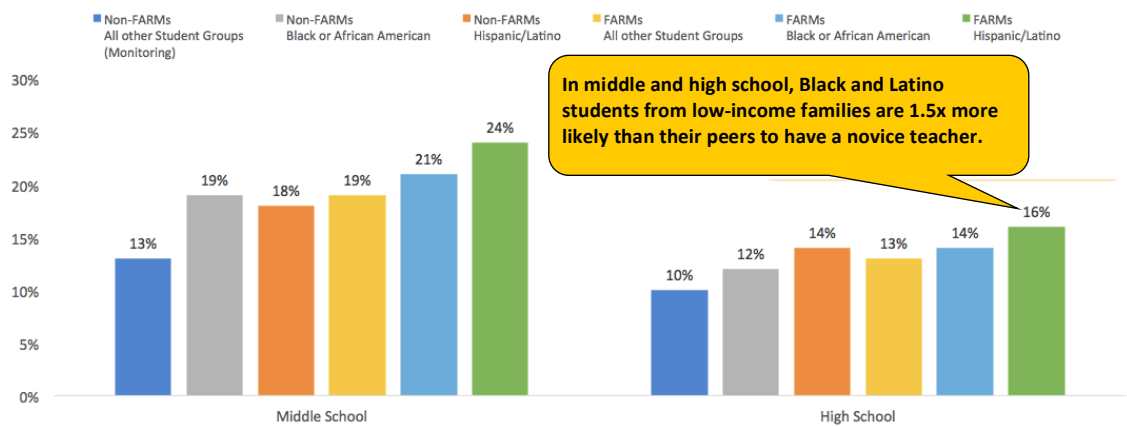
#1: In Montgomery County Public Schools (MCPS), Black and Brown students, particularly from low-income families, spend more time with novice teachers than do their peers.

In middle schools, the difference is mostly due to the fact that there are more novice teachers in schools that serve the most students of color. In high schools, it is mostly due to decisions within schools about which teachers teach which classes and students.

→ All students, particularly Black and Brown students, must have access to effective and diverse teachers, and these teachers must be supported to succeed.

Research demonstrates that effective instruction for students is impacted by the teachers' skills, as well as the resources, support, and time provided to teachers to do their jobs. We also know that teacher turnover impacts the classroom.

Student Assignment to Novice Teachers (Less than 3 Years of Teaching Experience)
MS/HS: Percent of Classes With Novice Teachers



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-needs schools.

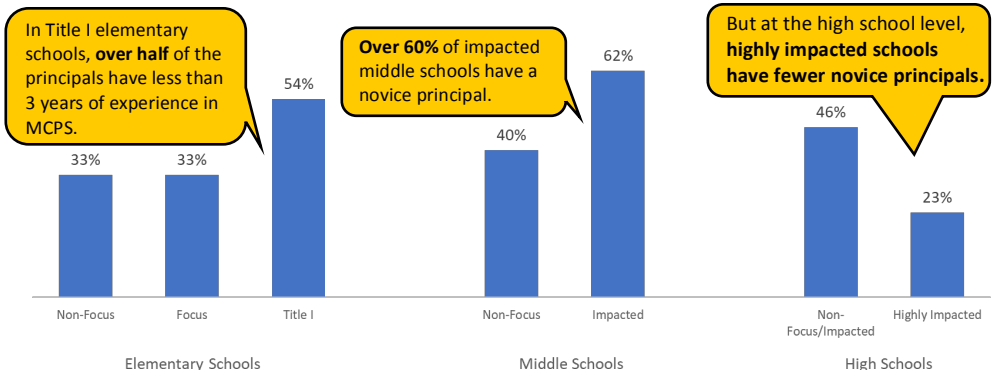
#2: In MCPS, lower-income elementary and middle schools are much more likely to have novice principals.

Most low-income elementary and middle schools are led by principals with less than 3 years of experience in MCPS.

→ 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.

Research shows that effective leadership is impacted by the leaders' skills and experience, as well as the resources, support, and time provided to leaders to do their jobs. We also know that turnover in leadership in the school impacts the classroom.

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



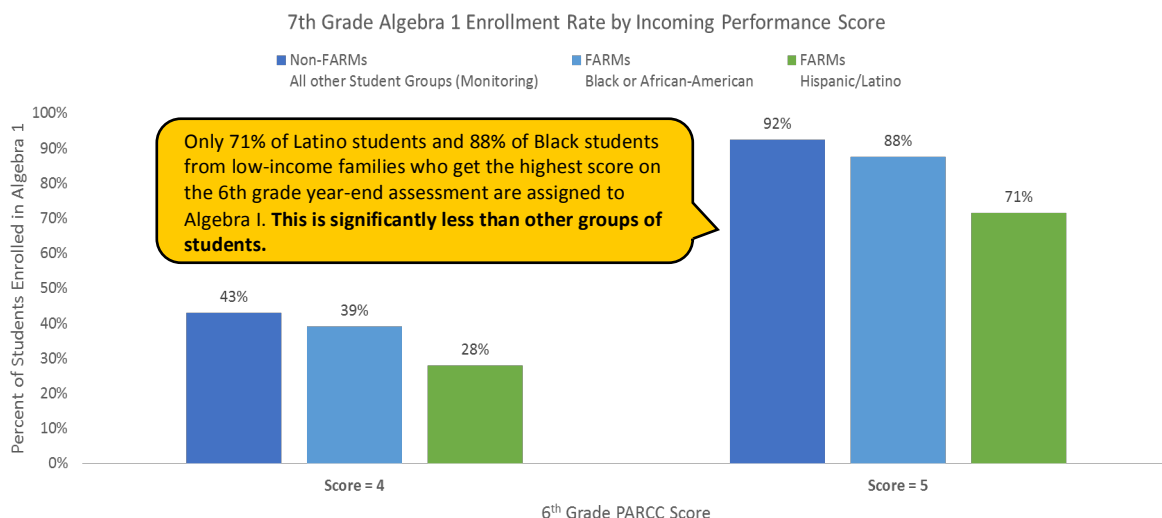
TO ACHIEVE THIS, WE MUST:

- ▶ 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.

#3: In MCPS, Black and Brown students are less likely to take the most advanced math classes.

Only 5% of Latino students and 8% of Black students from low-income households take Algebra I in 7th grade, compared to 39% of their peers. That's true even when these students have the **SAME** score at the end of 6th grade as their peers.

→ All students, particularly Black and Brown students, must be engaged in and supported to master rigorous coursework to ensure success in college and careers.



Research shows that students in advanced courses work harder and engage more in school, leading to better outcomes. It also shows that when advanced coursework opportunities are extended to Black and Brown students, and when teachers receiving training and resources, these students thrive alongside their peers.

TO ACHIEVE THIS, WE MUST:

- ▶ **Ensure that all MCPS students, particularly Black and Brown students, receive a solid foundation and academic supports** – through effective instruction, early learning initiatives, and interventions – to perform on or above grade-level by 3rd grade and 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 (providing students and families with the opportunity to “opt out”).
- ▶ **Expand access to effective supplemental learning opportunities** to help students, particularly Black and Brown and low-income 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 are enrolled in and how they can help students succeed.

TO ENSURE THAT THIS HAPPENS:

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 BLACK AND BROWN
COALITION FOR
EDUCATIONAL EQUITY
AND EXCELLENCE

TO JOIN THE COALITION: Contact Us
MocoEdEquitynow@gmail.com

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