

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

January 8, 2019

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools

Subject: Adoption of the Curriculum and Instructional Materials

Montgomery County Board of Education Policy IFA, *Curriculum*, requires review of curriculum content areas on five-year cycles. The 2017–2018 school year marked the natural review period for English Language Arts (ELA) and mathematics curriculum in Grades Pre-K–8. In July 2017, Montgomery County Public Schools (MCPS) contracted with the Johns Hopkins Institute for Education Policy (Johns Hopkins) to conduct a comprehensive review of the written, taught, and learned aspects of Curriculum 2.0. On March 22, 2018, the Johns Hopkins review team presented their findings and made the following recommendations to the Board:

- Begin a transition toward externally developed evidenced-based researched and reviewed instructional materials in ELA and mathematics.
- Design and implement a multiyear phase-in of newly selected ELA and mathematics materials, to provide multiple levels of stakeholder engagement, logistical support, and extensive up-front and ongoing professional assistance and development for teachers.
- MCPS implement new materials spanning a period not greater than the next three academic years, to include robust professional development for teachers.

In response to these recommendations, MCPS assembled a multistakeholder team to develop a [Request for Proposal \(RFP\)](#) for externally developed Pre-K–8 ELA and mathematics curricular and instructional materials and outline the curriculum evaluation and selection process. The RFP not only detailed requirements of new curricular materials that would address the findings of the curriculum review, but also stipulated requirements specific to MCPS that included an emphasis on:

- Meeting the needs of all learners in every classroom, with explicit materials for:
 - Special Learning Needs
 - Second Language Learners
 - Highly Able Learners

- Interventions and support materials
- Culturally responsive and relevant materials
- Balance of digital and print materials
- Integrated assessments to inform and improve instruction
- Parent-facing materials to provide parents/guardians with greater access to the curriculum

On September 11, 2018, the Office of Curriculum and Instructional Programs (OCIP) presented to the Board an overview of the curriculum selection process (Attachment A). This memorandum provides details of each phase of the process from October 2018 through December 2018 (Attachment B).

Proposal Review Process, Evaluation and Selection

The first phase of the curriculum evaluation and selection process was a comprehensive review of the 34 proposal submissions (19 ELA and 15 mathematics) received by the September 28, 2018, RFP deadline. The initial step included both a pre-vetting and in-depth technical review of each proposal. During the pre-vetting, a team of central services staff from the offices of the General Counsel (OGC), Chief Technology Officer (OCTO), Shared Accountability (OSA), and OCIP evaluated the following components of the proposals for adherence to mandatory requirements outlined in the RFP, including:

- EdReports evaluation or other comparable external review
- Exceptions to MCPS General Contract Articles
- Digital and online content compatibility and other technology requirements
- Assessments and progress measures

The pre-vetting evaluation reduced the number of proposals from 34 to 16 (9 ELA and 7 mathematics). The remaining 16 proposals received an in-depth review for alignment to each of the requirements set forth in the RFP. Employee association leadership, principals, and central services staff recommended the team members conducting the review; the team was composed of 118 staff members—48 teachers, 2 paraeducators, 19 school-based content specialists, 29 instructional specialists, 13 school-based administrators, and 7 central services administrators.

Team members were divided into small content grade band teams with the responsibility to review two to four proposals each. The following table outlines the composition of the review teams:

Content Area	Grade Band	Team Composition
ELA or Mathematics	Pre-K–2 or Grades 3–5 or Grades 6–8	1-Central Services Content Specialist 1-Central Services Other Specialist (Equity, OCTO, Office of School Support and Improvement (OSSSI), etc.) 1-School based administrator 1-School based content specialist 1-3 grade level teachers 1-English for Speakers of Other Languages (ESOL) teacher 1-Special Education teacher 1-Other (paraeducator, staff development teacher or other school based personnel) 1-Central services content supervisor (review all elementary or secondary proposals) 1-Central services Special Education Instructional Specialist (review all elementary or secondary school proposals) 1-Central services ESOL supervisor (review all elementary or secondary school proposals)

The core team evaluation process began with a two-day training for each reviewer, including training on the rubric and emphasis on MCPS requirements such as cultural relevance and explicit materials that meet the needs of every learner.

Within a three-week period, team members reviewed their assigned proposals and submitted an independent evaluation, spending 8-12 hours reviewing each proposal. The process also included periodic discussion among the reviewers in a specific grade band, to allow for norming and calibration of the rubric scoring and check for adherence to the rubric guidelines. In addition, each team member provided an overall summative recommendation for each proposal. Using an extensive rubric, each proposal was independently evaluated in the following areas to determine if products had strong, partial, or insufficient evidence for each requirement.

- Student Materials
- Teacher Materials
- Assessments
- Digital Media
- Differentiated Instruction
- Culturally Responsive
- Additional Requirements

Vendor Presentations and Interviews

As a result on the reviews by the core team, some products were eliminated based on clear data trends that emerged from the independent ratings—overall low ratings and concerns in areas of differentiation and cultural responsiveness. As a result, the Review Team evaluations yielded five ELA and five mathematics products recommended to move forward in the curriculum selection process.

The next phase on the curriculum selection process entailed three steps:

- vendor product presentation to MCPS community stakeholders,
- public online review of the vendor product presentation, and
- vendor interviews with MCPS staff.

In-person Vendor Presentations

In November 2018, vendors presented their products to 300 invited community stakeholders, with approximately 150 people attending each of the content areas. Stakeholders included 200 school based personnel, 30 parent/guardian and community organization representatives, 20 students, and 50 central services staff members. Each vendor was provided one hour to describe their product in full implementation and respond to audience questions. The presentations were organized in the following categories:

- Student Experience
- Teacher Experience
- Parent/guardian Experience
- Assessment model and expectations

The day of the vendor presentations began with an orientation for stakeholders followed by the presentations. Attendees completed an anonymous evaluation after each presentation. Prompts included:

- Student Experience: Does the product actively engage students and differentiate instruction to address the learning needs of all students?
- Teacher Experience: Does the product support all teachers to plan and deliver high quality instruction to meet the learning needs of all students?
- Parent/guardian Experience: Does the product provide parents/guardians with information about the curriculum and enable parents/guardians to support student learning outside the classroom?

The presentation feedback results were collected and analyzed by MCPS staff, and served as an important data point to supplement the external ratings and core team reviews, providing additional data in the evaluation and selection process.

Public Presentations

After completion of the in-person presentation, each vendor submitted a “public” presentation in both English and Spanish, which was made available online to the MCPS community at large. The presentation comprised an introductory video and the oral presentation, excluding any confidential information.

On December 3, 2018, Dr. Maria V. Navarro, chief academic officer, transmitted an e-mail message inviting community members to review and provide feedback on the vendor online presentations by December 9, 2018. The same anonymous evaluation was used for both the in-person and online presentations. Likewise, these results were collected and analyzed by MCPS staff.

Vendor Interviews

In the final step in this phase of the curriculum evaluation and selection process, selected central service leaders and school-based staff, conducted interviews with each vendor to provide or obtain detailed information in the areas outlined in the RFP. Each vendor interview occurred in a 4.5-hour time period during which the following three interviews took place:

Interview #1: Curriculum

Audience	Topic(s)
<ul style="list-style-type: none"> • Curriculum Review Team members – Elementary/ Secondary Curriculum and Instructional Programs staff • Curriculum Review Team members – school based staff • Curriculum Review Team members – Special Education staff • OSA staff 	<ul style="list-style-type: none"> • Clarifying questions • Professional Development • Student performance measures • Lexile and Quantile frameworks

Interview #2: Technology

Audience	Topic(s)
<ul style="list-style-type: none"> • OCTO staff members • OSA staff members • Curriculum Review Team Members 	<ul style="list-style-type: none"> • Review of technical capabilities as defined in section 3.8 of RFP

Interview #3: Legal

Audience	Topic(s)
<ul style="list-style-type: none"> • OGC staff members • Curriculum Review Team Members 	<ul style="list-style-type: none"> • Exceptions to General Contract Articles (section 20.0 of RFP)

Each interview team documented the strengths and areas of concern for each vendor based on the requirements in the RFP.

Final Product Selection

Before making final product recommendations, a team of central services staff contacted at least two references for each vendor to gather additional recommendations and understand their experience with professional development, student outcomes, challenges/concerns, customer service, and lessons learned. The demographics for the school districts contacted range from 31,000–640,000 students, 5.6 percent to 92.5 percent ESOL, 32 percent to 86 percent Free and Reduced-price Meals Systems, and 2,100–24,000 teachers.

Using the data from the proposal review team evaluations, vendor presentations and interviews, references, and discussions with the Senior Leadership Team, recommended products for elementary mathematics, secondary mathematics, and secondary ELA are presented to the Board today. The elementary ELA will be presented to the Board on February 12, 2019, in order to allow time to continue with in-depth reference checks for school districts of comparable size and demographics. In addition, in mathematics, staff will be taking additional time to consider options for high school Algebra 1 and accelerated pathways that include “compacting” grade levels in a single year.

Curriculum Implementation and Professional Learning

Throughout the past several months, schools have engaged in collaborative processes with their stakeholders to determine interest and investment in participating in the first cohort of schools to implement the new instructional materials. As a result, 77 elementary schools and 24 middle schools will be implementing the new instructional materials during the 2019–2020 school year (Attachment C). The tables below detail the number of schools that will be implementing each content area during the three-year rollout period.

Elementary School Cohort Implementation

	Year 1 (2019–2020)	Year 2 (2020–2021)	Year 3 (2021–2022)
Cohort 1-A	33 Math	33 ELA	
Cohort 1-B	44 ELA	44 Math	
Cohort 2-A		19 ELA	19 Math
Cohort 2-B		40 Math	40 ELA
TOTAL	77	136	59

Middle School Cohort Implementation

	COHORT 1	COHORT 2	COHORT 1	COHORT 2	COHORT 1	COHORT 2
ELA	24 English 6	-	24 English 7, 8	16 English 6	-	16 English 7, 8
MATH	20 Math 6, 7, 8	-	20*	20 Math 6, 7, 8	-	20*
Total	24		40		36	

*Accelerated courses such as Investigations in Mathematics and Algebra 1

Meanwhile, central services staff have been collaborating with employee association leaders, teachers, principals, parent representatives, and other stakeholders to gather input on the implementation and professional development plan. Based on this input and in an effort to provide the robust professional learning needed for successful implementation, the implementation plan has been developed in a progression that includes the initial introduction to materials for all teachers; deep, extensive professional learning for participating teachers; and ongoing professional learning during implementation.

The following school adoption and implementation plans have been communicated to all MCPS schools and central services staff. After the new curricular products are approved, MCPS staff (including school-based personnel) will work with the selected vendors to develop the three-year professional development plan for each content area and grade level.

	COHORT 1 (2019–2020)	COHORT 2 (2020–2021)
Access to view materials	Spring 2019	
Receive materials for initial use	Spring 2019	Spring 2020
Access to online professional development modules	Spring 2019	
Initial professional learning, orientation to materials	Spring 2019	Spring 2020
Trial implementation, short time period of new lessons	Spring 2019	Spring 2020
Deeper, intensive professional learning	Summer 2019	Summer 2020
Full implementation in first content area	Fall 2019	Fall 2020

Conclusion

There has been extensive collaboration with employee associations, school-based teachers and leaders, and parent leadership, which has resulted in a strong RFP, evaluation, and selection processes. These processes began with collaborative development of the RFP, comprehensive evaluation and selection of materials, ultimately bringing recommendations forward to the Board.

Following approval, staff immediately will begin working with our new partners to develop the highest quality implementation and professional development plan. This will include an introduction to the materials for all teachers in the coming weeks, setting the stage for deep professional learning this summer and Cohort 1 implementation in fall 2019. Through this multiyear plan, I am confident that we will provide the professional learning necessary and maximize support to schools, and meet the learning needs of all students.

Recommended Resolution

WHEREAS, Montgomery County Board of Education Policy IFA, *Curriculum*, requires review of curriculum content areas on five-year cycles; and

WHEREAS, School year 2017–2018 marked the review period for English Language Arts and Mathematics; and

WHEREAS, Montgomery County Public Schools contracted Johns Hopkins University to perform an assessment of Prekindergarten through Grade 8 English Language Arts and Mathematics which yielded a recommendation to purchase externally created curricular and instructional materials; and

WHEREAS, Montgomery County Public Schools issued Request for Proposal No. 4478.1, English Language Arts and Mathematics Curricular and Instructional Materials Elementary and Middle School, to purchase externally created curricular and instructional materials for an initial term of three years with three one-year renewal options; and

WHEREAS, A curriculum selection process was developed that included extensive input and feedback from MCPS stakeholders, such as school based staff and administrators, central services staff, parents/guardians, community organizations, and employee associations in evaluating the responses to Request for Proposal No. 4478.1, attending in-person vendor presentations, reviewing online vendor materials, and conducting vendor interviews; and

WHEREAS, A three-year rollout of the new curricular and instructional materials has been designed so that each school has an introduction to the materials in the spring, intense professional learning in the summer and full implementation in the fall of the implementation year; and

WHEREAS, The curriculum selection process identified certain Prekindergarten through Grade 8 curricular and instructional materials and professional development that would best meet the needs of Montgomery County Public Schools students and staff; and

WHEREAS, Montgomery County Public Schools staff continue to consider options for Prekindergarten through Grade 5 English Language Arts, high school Algebra 1 and accelerated pathways in mathematics; and

WHEREAS, Based on the outcome of the curriculum selection process, the superintendent of schools recommends the purchase of the following curricular and instructional materials:

- Grades prekindergarten through Grade 5 Mathematics: Eureka Math by Great Minds, LLC
- Grades 6, 7, and 8 English Language Arts: StudySync by McGraw-Hill Education, Inc.
- Grades 6, 7, and 8 Mathematics: Illustrative Mathematics by LearnZillion, Inc.

WHEREAS, All students in Montgomery County Public Schools will continue to receive high quality instruction aligned with common core standards; now therefore be it

Resolved, That the Board of Education approves the purchase of the following Prekindergarten through Grade 8 Curricular and Instructional materials and professional development, based on estimated student counts, not to exceed the amounts set forth below:

Company	Year 1	Year 2	Year 3
Great Minds, LLC	\$1,149,000	\$3,038,360	\$2,663,400
McGraw-Hill Education, Inc.	\$705,688.88	\$1,872,427.82	\$1,016,191.98
LearnZillion, Inc.	\$309,000	\$730,296	\$941,022

and be it further

Resolved, That the president of the Board of Education and superintendent of schools be authorized to negotiate and execute agreements with Great Minds, LLC, McGraw-Hill Education, Inc., and LearnZillion, Inc. for the purchase of English Language Arts and Mathematics Curricular and Instructional materials for elementary schools and middle schools; and be it further

Resolved, That the superintendent of schools be authorized to execute all other documents and grant any approvals necessary for this transaction.

JRS:MVN:ss

Attachments


DISCUSSION

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 11, 2018

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Curricular Instruction Materials

Background

In response to the March 22, 2018, Johns Hopkins University report on Montgomery County Public Schools (MCPS) curriculum, MCPS initiated the process to identify and purchase externally developed curricular and instructional materials for kindergarten through Grade 8, in English Language Arts (ELA) and mathematics, including Algebra 1. The core curriculum standards remain the same; however, the materials and supports used to teach to those standards comprise the focus of the purchase. To initiate the process for identifying the curricular and instructional materials for purchase, MCPS issued a Request for Proposals (RFP) and received numerous responses. Additionally, MCPS posted an online New Curriculum Survey to solicit input from the Montgomery County community. In May, the process was paused, allowing time to reflect on and refine the process for curriculum selection. Building on lessons learned during the initial process, MCPS resumed the curriculum selection process in June, meeting with and receiving feedback from a wide range of stakeholders to help refine the process and apply key learnings.

Stakeholder Engagement, Feedback, and Revisions

Throughout summer 2018, MCPS engaged in conversation with a broad range of stakeholders including the three employee associations, the Evaluation Core Team (those previously responsible for recommending the new curricular and instructional materials), the Curriculum Advisory Assembly, central services staff, and school staff. Beginning in spring 2018, these stakeholders provided detailed feedback on the previous RFP, structures for evaluating and selecting materials, and options for professional development and implementation. More than 1,700 responses from the New Curriculum Survey also were analyzed, including responses from parents/guardians, teachers, and students.

Based on the feedback, the following key revisions were made to the RFP.

- Clarifying expectations for professional development;
- Identifying and differentiating clearly between requirements as “required” or “preferred”;
- Including explicit language to address the needs for special populations (advanced learners, students receiving special education services, and English Language Learners);
- Requesting the inclusion of tools to engage parents/guardians in new and innovative ways;
- Incorporating materials that are easy to access and use by students, teachers, and parents/guardians;
- Allowing additional time for vendors to submit proposals; and
- Providing detailed guidelines for the structure of the proposals.

Additionally, the feedback also led to revisions to the selection and implementation process. These process modifications included expanding the timeline for the Evaluation Core Team to review submissions, increasing the number of Evaluation Core Team members to include additional areas of expertise, and extending the implementation timeline to provide a gradual transition to full adoption for schools. On Monday, August 20, 2018, the updated RFP was reissued.

Curriculum Selection and Implementation

During the next several months we will continue to engage with a cross section of stakeholders as we finalize the selection process and begin planning for implementation. Following a thorough evaluation process by content experts, school-based staff, and other stakeholders, we expect to present recommended options to the Board in January 2019.

To set the stage for effective professional learning and smooth implementation, the initial rollout of materials and professional learning will begin during the second semester of the 2018–2019 school year. The first cohort of schools (Cohort 1) will focus on one content area (either ELA or mathematics) with professional learning during the second semester of 2018–2019 and will begin a gradual implementation in spring 2019, thereby setting the context for in-depth training in summer 2019, with full adoption in fall 2019. Dedicated time will be set aside for orientation with the curricular materials and training for implementation during and/or after the school day in spring 2019, with the expectation to implement particular new lessons on an abbreviated scale before the end of the school year. This will be followed with intensive training in summer 2019 and full implementation in Cohort 1 schools in fall 2019 in the content area selected. Cohort 1 schools will complete a similar process in 2020 to roll out the second content area (either ELA or mathematics) using a similar process.

To remain within our three-year implementation timeline for elementary schools, we are condensing the elementary school cohorts from three to two. Schools initially selected to implement new curriculum in Year 1 still are considered Cohort 1 schools, unless they opt not to implement in Year 1. Other schools either will be added to Cohort 1 or will be part of Cohort 2.

Of note, middle schools will continue with the original two-year implementation timeline (with two cohorts).

All Cohort 2 schools will receive samples of the new curricular products to review and study in spring 2019, with full implementation beginning in fall 2020. This will allow these school communities time to become familiar with the materials, develop a level of assurance prior to the start of implementation, and permit the time for robust professional learning after teachers have been introduced to the materials.

The following table provides a high-level timeline for curriculum selection and implementation of the elementary schools.

Date	Action
August 20, 2018	Release RFP
October–November	Evaluation and selection process
November	Vendor finalist presentations to large stakeholder groups
December	Finalize recommendations
January 2019	Proposal for adoption to the Board
February 2019– June 2020	Professional Learning and Implementation in first content area (ELA/mathematics)—Cohort 1
February 2020– June 2021	<ul style="list-style-type: none"> • Professional Learning and Implementation in second content area (ELA/mathematics)—Cohort 1 • Professional Learning and Implementation in first content area (ELA/mathematics)—Cohort 2
February 2021– June 2022	<ul style="list-style-type: none"> • Professional Learning and Implementation in second content area (ELA/mathematics)—Cohort 2

Middle schools will follow a three-year implementation plan and will roll out, in both ELA and mathematics, progressively by grade level.

The Transition

As MCPS transitions to a new set of curricular and instructional materials in classrooms, it is imperative that every student in every school continues to have access to high quality instruction aligned with common core standards. The common core standards will provide the continuity as MCPS moves to new curricular and instructional materials. Therefore, regardless of the school cohort, all MCPS students will receive the same high quality instruction aligned to the Common Core State Standards. Although transitions may be complex and challenge the core of instruction, the interaction between the student, the teacher, and the standards will remain unchanged. MCPS' commitment to continuous improvement compels us to upgrade the materials used to teach the standard; however, the school system's long tradition of excellence will provide a seamless bridge for students from the curricular and instructional materials in Curriculum 2.0 to those purchased through the RFP process. MCPS will continue its commitment to improving teaching and learning and ensuring that all students achieve at the highest levels and are prepared to succeed in postsecondary study, career, and community.

Communication

In an effort to ensure all school-based staff, parents/guardians, and community members are informed throughout the selection process and transition, multiple avenues will be used for communication. All school-based staff will receive ongoing updates from the chief academic officer describing our current status in the selection and implementation process. Cohorts 1 and 2 principals will receive information detailing their involvement in professional learning and curriculum study for this school year and beyond. The MCPS Curriculum website will be refreshed with improved access to curriculum selection information and the MCPS community will be notified of the release of the RFP and will be provided the opportunity to submit questions and suggestions on the MCPS website. The curriculum selection committee will review feedback regularly. Finally, weekly collaboration and communication with the employee association representatives will continue.

Next Steps

As we prepare for evaluation of the new materials in fall 2018, we will continue meeting with stakeholder groups to discuss how best to fully engage the MCPS community in the selection process. This will include collaboration with teachers, administrators, parents/guardians, and the community about the final selection of curricular materials; the time and impact of this initiative; designs of professional learning; and approaches to rolling out the new materials in schools and classrooms. This feedback will be used to develop a specific implementation plan and timeline following Board approval and as we approach the 2019–2020 school year.

Revisions to the curriculum selection website will be updated on a regular basis and students, parents/guardians, staff, and community members will be encouraged to provide feedback and/or ask questions regarding the process. Ongoing communication and engagement with stakeholders will allow us to reflect on lessons learned and how best to position ourselves for the next iteration of curriculum and instructional resources going forward.

This multiyear effort will ensure that students receive a high quality educational experience that leverages the most up-to-date understanding of best practices and materials. By engaging with the full array of stakeholders and providing opportunities for meaningful input, the process has begun the work of creating a shared ownership of the future.

JRS:MVN:lsf

Curricular Instructional Materials

Montgomery County Board of Education
September 11, 2018

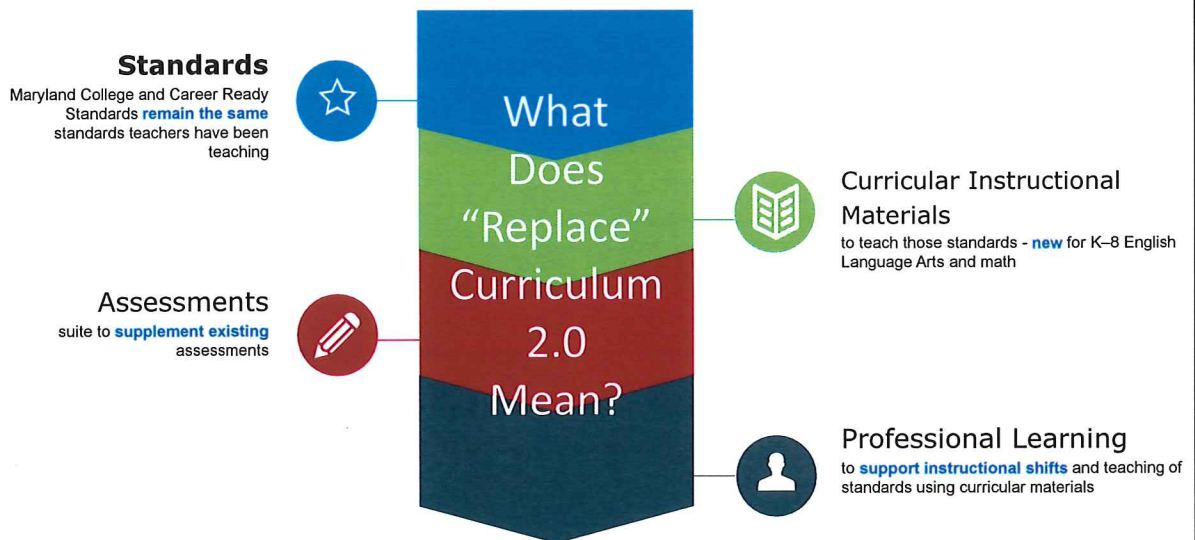
Today's Discussion

- Background
- Curricular Instructional Materials Selection Process
- Professional Learning and Implementation
- School Participation and Rollout Plan
- Stakeholder Engagement and Communication
- Next Steps

Background



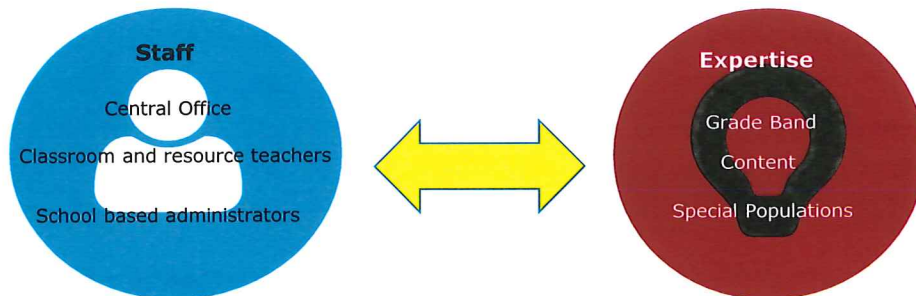
Background



Evaluation and Selection Process, Driven by Feedback

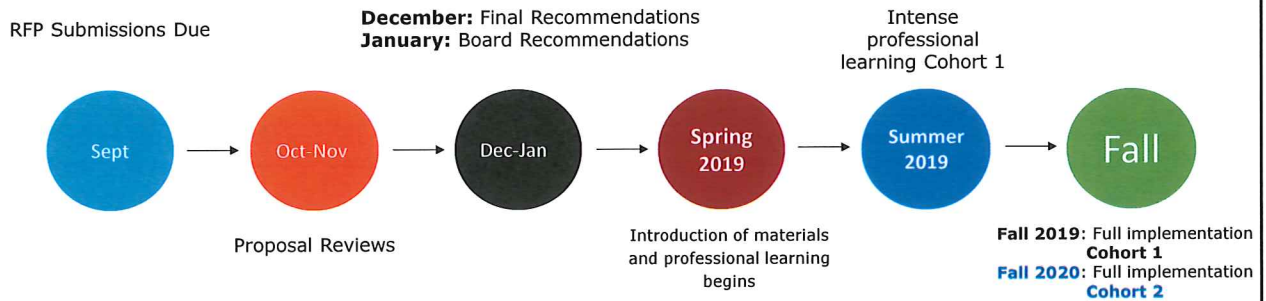


Evaluation and Selection Core Team



- Vendor Selection Presentations
- More teachers and school-based staff
 - Community representation
- Online surveys and other vehicles for input

Evaluation and Selection Timeline



Professional Learning and Implementation

- Interest and momentum from schools to maintain urgency, begin after Board adoption
- Two cohorts, phase-in literacy and mathematics to full implementation within three years
- Professional Learning Progression:
 - Introduction of Materials
 - Initial Professional Learning
 - Trial Use of Materials, Sample Lessons
 - Deep Professional Learning
 - Full Implementation

Sample Professional Learning and Implementation Timeline, Cohort 1

- Introduction of Materials (Spring 2019)
- Initial Professional Learning (Spring 2019)
- Trial Use of Materials (Spring 2019)
- Deep Professional Learning (Summer 2019)
- Full Implementation, Cohort 1 (Fall 2019)

*All schools have access to materials immediately

Cohort 1 and 2 Timeline

	COHORT 1 (2019–2020)	COHORT 2 (2020–2021)
Access to view materials	Spring 2019	
Receive materials for initial use	Spring 2019	Spring 2020
Access to online professional development modules	Spring 2019	
Initial professional learning, orientation to materials	Spring 2019	Spring 2020
Trial implementation, short time period of new lessons	Spring 2019	Spring 2020
Deeper, intensive professional learning	Summer 2019	Summer 2020
Full implementation in first content area	Fall 2019	Fall 2020

Elementary School Cohorts

	Year 1 (2019–2020)	Year 2 (2020–2021)	Year 3 (2021–2022)
Cohort 1-A	35 Math	35 ELA	
Cohort 1-B	35 ELA	35 Math	
Cohort 2-A		33 ELA	33 Math
Cohort 2-B		33 Math	33 ELA
TOTAL	70	136	66

Middle School Cohorts

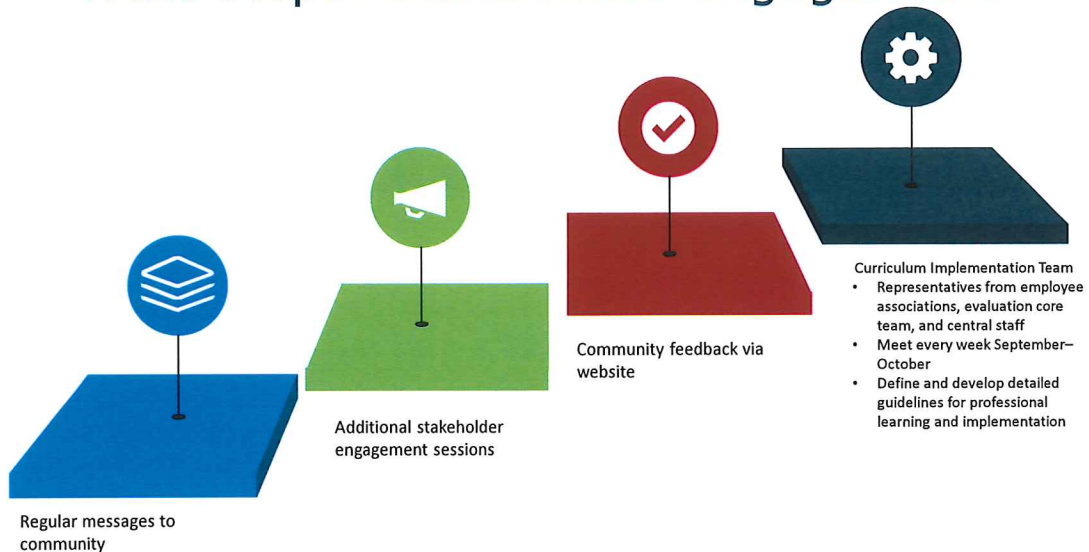
	Year 1 (2019–2020)		Year 2 (2020–2021)		Year 3 (2021–2022)	
	COHORT 1	COHORT 2	COHORT 1	COHORT 2	COHORT 1	COHORT 2
ELA	20 English 6	-	20 English 7, 8	20 English 6		20 English 7, 8
MATH	20 Math 6 (7, 8)	-	20 IM, Algebra	20 Math 6 (7, 8)		20 IM, Algebra
Total Middle Schools	20		40		20	

* High School Algebra 1: Begin with 15 high schools 2019–2020. All high schools 2020–2021.

Current Year Implications

- What are schools and teachers doing during the transition?
- Continuity of standards, aligned to state assessments
- Teachers teaching same standards, instructional shifts
- Professional learning around the shifts
- All students receive high-quality instruction aligned to the standards
- Summer 2018 professional learning
- Digital professional learning

Next Steps: Stakeholder Engagement



DISCUSSION

October 2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
		"Pre-Vet Proposals"				
8	9	10	11	12	13	14
	Finalize proposals for review	Training (1 day sub)		Training (1 day sub)		
15	16	17	18	19	20	21
		Proposal Reviews (1 day sub, up to 24 stipend hours)				
22	23	24	25	26	27	28
		Proposal Reviews	Group Discussion (1 day sub)			
29	30	31	Nov 1	Nov 2	Nov 3	Nov 4
		Proposal Reviews	Group Discussion (stipend)			

EVENTS

Group Discussions

Each team will review 2-3 proposals and discuss as a team before submitting individual reviews.

Proposal Reviews:

Each team member will be provided 1 sub day and up to 24 stipend hours to review proposals based on their schedule

November 2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
			1	2	3	4	
			Proposal Reviews				
5 Analyze Core Team Recommendations	6 Holiday	7	8 Vendor semi-finalist notified	9	10	11	
12 Parent Conferences	13 Parent Conferences	14	15 Vendor Presentations – ELA Cancelled – snow day	16 Vendor Interviews – ELA	17	18	
19 Vendor Presentations – Math (1 day sub)	20 Vendor Interviews - Math	21	22 Thanksgiving Break	23 Thanksgiving Break	24	25	
26	27	28 Vendor Presentations – ELA (1 day sub)	29	30			

EVENTS

Vendor Presentations

8:30 am – 4:30pm @ JHU
Each vendor will have one hour to
present product(s)
Sub day provided

Vendor Interviewers

Team will include 4-5 members from
the Core Team and 2-3 senior
leadership team members

- Curriculum
- Legal
- OCTO

December 2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
Public Presentation Review/ Begin Final Recommendation Process						
10	11	12	13	14	15	16
Final Recommendations Process						
17	18	19	20	21	22	23
Final Recommendations Process						
24	25	26	27	28	29	30
31						

EVENTS

Public Presentations

MCPS community will have a week to review and provide feedback to products

Final Recommendation Process

- Analysis of data from each phase of project
- Meeting with SLT to discuss strengths and areas of concern
- Develop pricing models
- Final questions with vendors

Final Recommendation Process

- Contract negotiations
- Final recommendations to the Board

Cohort 1: Elementary Schools

ELEMENTARY MATHEMATICS	ELEMENTARY LITERACY
Ashburton Elementary School	Bannockburn Elementary School
Beall Elementary School	Bells Mill Elementary School
Bradley Hills Elementary School	Belmont Elementary School
Brookhaven Elementary School	Bethesda Elementary School
Burning Tree Elementary School	Beverly Farms Elementary School
Burnt Mills Elementary School	Brooke Grove Elementary School
Candlewood Elementary School	Brown Station Elementary School
Rachel Carson Elementary School	Burtonsville Elementary School
Cedar Grove Elementary School	Cashell Elementary School
Cloverly Elementary School	Clopper Mill Elementary School
Cold Spring Elementary School	Capt. James E. Daly Elementary School
Diamond Elementary School	Darnestown Elementary School
Georgian Forest Elementary School	Dr. Charles R. Drew Elementary School
Germantown Elementary School	DuFief Elementary School
Goshen Elementary School	Fallsmead Elementary School
Great Seneca Creek Elementary School	Fields Road Elementary School
Harmony Hills Elementary School	Fox Chapel Elementary School
Jones Lane Elementary School	Glen Haven Elementary School
Kensington Parkwood Elementary School	Glenallan Elementary School
Luxmanor Elementary School	Greencastle Elementary School
Ronald McNair Elementary School	Highland View Elementary School
Monocacy Elementary School	Lake Seneca Elementary School
Oak View Elementary School	Lakewood Elementary School

Cohort 1: Elementary Schools

ELEMENTARY MATHEMATICS	ELEMENTARY LITERACY
William Tyler Page Elementary School	Laytonsville Elementary School
Poolesville Elementary School	Little Bennett Elementary School
Sally Ride Elementary School	Spark M. Matsunaga Elementary School
Ritchie Park Elementary School	Meadow Hall Elementary School
Lois P. Rockwell Elementary School	Mill Creek Towne Elementary School
Rosemont Elementary School	Pine Crest Elementary School
Bayard Rustin Elementary School	Judith A. Resnik Elementary School
Stone Mill Elementary School	Bayard Rustin Elementary School
Stonegate Elementary School	Sargent Shriver Elementary School
Strathmore Elementary School	Sequoyah Elementary School
Strawberry Knoll Elementary School	Seven Locks Elementary School
Viers Mill Elementary School	Summit Hall Elementary School
Weller Road Elementary School	Travilah Elementary School
Westover Elementary School	Twinbrook Elementary School
Wheaton Woods Elementary School	Waters Landing Elementary School
Wyngate Elementary School	Watkins Mill Elementary School
	Wayside Elementary School
	Wilson Wims Elementary School
	Wood Acres Elementary School

Cohort 1: Secondary Schools

Argyle Middle School	Both English 6 and Math 6
John T. Baker Middle School	Both English 6 and Math 6
Benjamin Banneker Middle School	Mathematics 6
Briggs Chaney Middle Schools	English 6
Cabin John Middle School	English 6
Eastern Middle School	Both English 6 and Math 6
William H. Farquhar Middle School	Both English 6 and Math 6
Gaithersburg Middle School	Both English 6 and Math 6
Kingsview Middle School	Both English 6 and Math 6
Col. E. Brooke Lee Middle School	Both English 6 and Math 6
Montgomery Village Middle School	Both English 6 and Math 6
Neelsville Middle School	Both English 6 and Math 6
North Bethesda Middle School	Both English 6 and Math 6
Parkland Middle School	English 6
Rosa M. Parks Middle School	Both English 6 and Math 6
John Poole Middle School	Both English 6 and Math 6
Thomas W. Pyle Middle School	Both English 6 and Math 6
Redland Middle School	English 6
Ridgeview Middle School	Both English 6 and Math 6
Shady Grove Middle School	Both English 6 and Math 6
Silver Creek Middle School	Both English 6 and Math 6
Silver Spring International Middle School	Both English 6 and Math 6
Hallie Wells Middle School	English 6
White Oak Middle School	Both English 6 and Math 6
Earle B. Wood Middle School	Both English 6 and Math 6
Montgomery Blair High School	Algebra 1
Damascus High School	Algebra 1
Albert Einstein High School	Algebra 1
John F. Kennedy High School	Algebra 1
Northwest High School	Algebra 1
Poolesville High School	Algebra 1
Quince Orchard High School	Algebra 1
RICA	Algebra 1
Seneca Valley High School	Algebra 1
Watkins Mill High School	Algebra 1
Wheaton High School	Algebra 1
Thomas S. Wootton High School	Algebra 1