

Dr. Jerry Weast, Superintendent of Montgomery
Maryland Public Schools (MCPS)
“Achieving Excellence and Equity in Education”



An overview by
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Dr. Jerry Weast and (MCPS)

- Dr. Weast was first appointed in 1999; reappointed in 2003 and 2007.
- (MCPS) experienced great demographic change during his tenure.
- (MCPS) received the 2010 Malcolm Baldrige National Quality Award for its systemic changes to improve the academic outcomes for all Montgomery students.
- These improvements have been chronicled in Leading for Equity: The Pursuit of Excellence in Montgomery County Public School by Harvard Education Press.

MCPS

- The largest and most diverse school system in Maryland
- The 16th largest school system in America
- A system of 145,000 students
- The system with the highest graduation rate among the 50 largest school systems in America
- The national leader in having the most high school in the top 100 in America
- A system with all its high schools ranked in the top 3% of all high schools in the nation



Dr. Weast: We Need a Transformation in American Education

- Since 1999, family borrowing for college expenses has grown from \$90 to \$500 billion.
- 60% of high school graduates in college are receiving remediation in basic reading or mathematics.
- If African Americans and Hispanics are factored out, America ranks #1 on the PISA test administered to 11th graders.
- 58% of all teachers leave the profession by the end of their 5th year.



Pre Baldrige Approach to Education in MCPS

- Practiced random acts of improvement with nebulous outcomes.
- Isolated teachers and did not provide the necessary training and support.
- Overcrowded the curricular plate with too many programs.
- Operated with no clear, unified academic direction.



Using Baldrige Approach MCPS

- Abandoned the old **ABCs**: “Accuse, blame, and criticize”.
- “Changed the structure to change the culture.” It became a way of thinking **not** a new program for **every** employee in the system.
- Moved to Common Core Curriculum.
- Focused on “Aligned Acts of Improvement” designed to:
 1. Save teacher time
 2. Make teacher jobs doable
 3. Improve teacher performance
 4. Raise the bar and close the gap



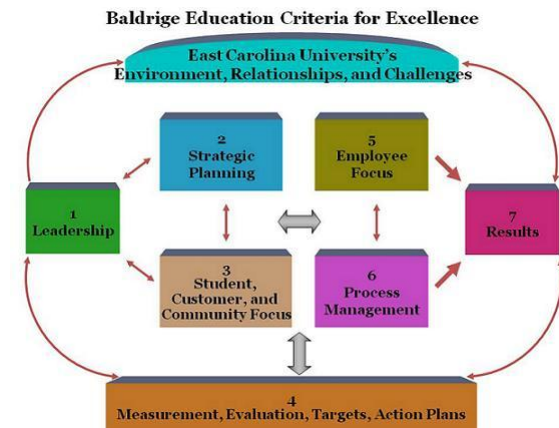
Using Baldrige Approach MCPS

- Used the data to present a moral, economic, emotional and rational reason for any systemic change
- Moved resources around and lowered class size as needed
- Used the data (pictures, graphs, charts, etc.) to paint the picture for their stakeholders because this type of data best projects what is. Chose not to be PC when it came to data because equity is the goal.



Using Baldrige Approaches MCPS

- Focused on “Under what conditions can we accomplish our goals?”
- Realized that if the staff truly believes in plan/process, the community will follow
- Used the National Board Certification standards for staff evaluation
- Developed a clear sense of “My job”, “Your job”, and “Our job”



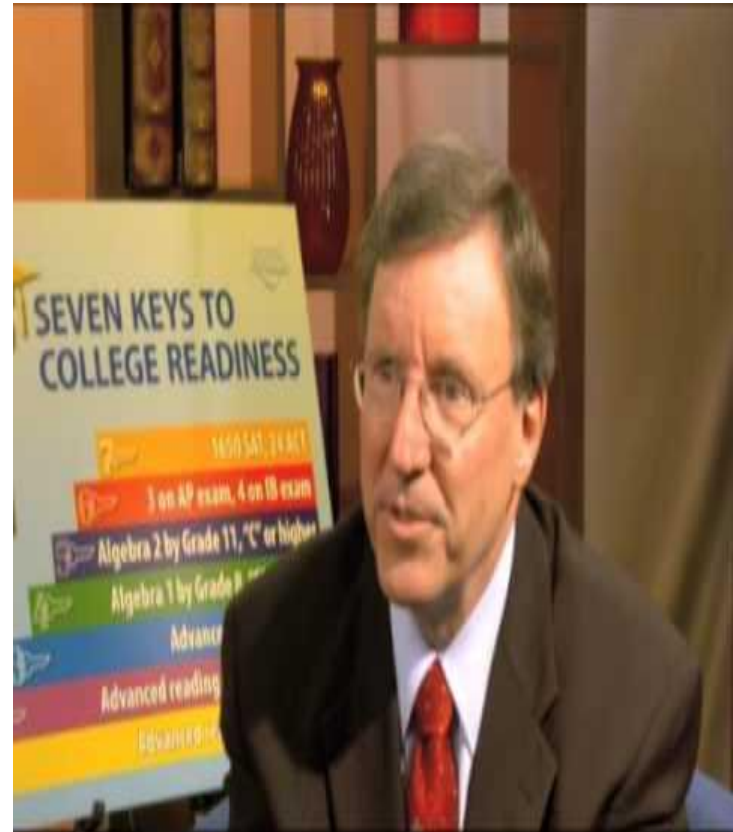
Using Baldrige Approach MCPS

- Asked the question: What do those who succeed in college have in common in terms of their K-12 academic experience. MCPS found 7 predictive analytics:
 - Advanced Reading PreK-2
 - Advanced Category in Reading on MSA
 - Advanced category in mathematic Grade 5
 - Algebra 1 by Grade 8, “C” or better
 - Algebra II by Grade 11, “C” or better
 - 3 on AP, 4 on IB 1650 SAT, 24 ACT



4 Ps of MCPS

- People
- Plan
- Process
- Persistence



4 Ps: PEOPLE

- Built relationships with every employee as the key to accomplishing goals
- Strove to **support/ transform** not improve/reform employees
- Looked for ways to capture and keep the first day twinkle in the eyes and the passion in the hearts of employees
- Focused on professional growth not evaluation
- Provided job clarity for employees
- Diffused governance and distributed leadership



4 Ps: Process

- Eliminated the crowded plate. It is wasn't worth doing, they stopped doing it.
- Used data like a thermometer:
 1. What does the data tell us?
 2. Where are we off?
 3. What do we need to do about it?
 4. How can the data be used to support teachers and help them keep track of their students?
 5. Focus on predictive analytics: *the patterns and relationships among the data points that turn it into usable, actionable information*



4 Ps: Plan



- Used a common language in professional training to promote a common culture.
- Started small. If it was good, it spread.
- Matched the curriculum to the readiness goals.
- Specified the goals: e.g.. 80% college ready by 2013.
- Focused on college and career readiness not grades and test scores.
- Committed to both college and career readiness. (6 years after high school, their career tech students had a lower unemployment rate and higher average income.)

4 Ps: Persistence

- Believed in the people, process, and plan and stayed the course to achieve the goals.
- Evaluated and amended as needed but took a long term view of success.

