

Bridge to Excellence

2011 Master Plan and Race to the Top

Annual Update



November 22, 2011

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HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Excellence in Teaching & Learning

**Bridge to Excellence
2011 Master Plan and Race to the Top**

Annual Update

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**Bridge to Excellence
2011 Master Plan and Race to the Top**

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Bridge to Excellence 2011 Master Plan and Race to the Top Update

PART I



2011 Master Plan Annual Update

(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update Part I

Due: November 22, 2011

Local School System Submitting this Report: Howard County Public School System

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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2011 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**

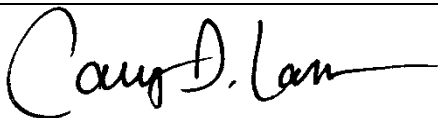


November 22, 2011

Signature of Local Superintendent of Schools

Date

Or Chief Executive Officer



November 22, 2011

Signature of Local Point of Contact

Date

Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence/Race to the Top planning team*. Please include affiliation or title where applicable.

Name	Title/Affiliation
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James Hackett	President, AFSCME
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Jim Teesdale	Representative, Howard County Chamber of Commerce
Cynthia Vaillancourt	Member, Board of Education, HCPSS
Linda Wise	Chief Academic Officer, HCPSS

**2010–2011 HCPSS District Planning Team Members*

Integration of Race to the Top with Maryland's Bridge to Excellence Master Plan*

Authorization

Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland

Public Law 111-5, *American Recovery and Reinvestment Act of 2009*

Introduction

Beginning in 2011 and continuing for the remainder of the Race to the Top (RTTT) grant period, Maryland will integrate the RTTT Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and will review and approve the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration is to allow Maryland's Local Education Agencies to streamline their efforts under these programs to increase student achievement and eliminate achievement gaps by implementing ambitious plans in the four RTTT reform areas. This integration also enables the Maryland State Department of Education to leverage personnel resources to ensure that all Scopes of Work receive comprehensive programmatic and fiscal reviews.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive Master Plan, to be updated annually, which links school finance directly and centrally to decisions about improving student learning. By design, the legislation requires school systems to integrate State, federal, and local funding and initiatives into the Master Plan. Under Bridge to Excellence, academic programming and fiscal alignment are carefully monitored by the Master Plan review process.

In August 2010, Maryland was awarded one of the Race to the Top education grants. The grant is worth \$250 million over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2011, local Scopes of Work will be integrated and reviewed as part of the BTE Master Plan.

**Guidance and instructions from MSDE for the 2011 Bridge to Excellence Master Plan Update appears throughout this report enclosed in bordered text boxes. HCPSS responses are presented without borders.*

New Master Plan Structure and Review

To facilitate the integration of the BTE Master Plan and LEA Scopes of Work, the Master Plan Guidance, which is currently based on the five No Child Left Behind goals, has been reorganized to reflect the four RTTT reform areas. The No Child Left Behind goals – still integral to the Master Plan – are subsumed under the RTTT reform areas. Under the new Master Plan structure, local school systems will begin with an Executive Summary, which sets the stage by providing analysis of local data, highlighting academic and fiscal priorities, and summarizing local Scopes of Work under the four reform areas. The Executive Summary will be followed by sections for each reform area, each beginning with the Scope of Work narrative and detailed action plan accompanied by a detailed budget for the current implementation year. Included in each reform area section will be the local report on progress to the respective NCLB goal area.

A comprehensive review of all 24 systems' Master Plans occurs annually. The review process involves panelists from all 24 LEAs and from the Maryland State Department of Education. It requires all 24 systems to update the State Board of Education and the State Superintendent of Schools on the effectiveness of federal grant programs, American Recovery and Reinvestment Act funds, and State Fiscal Stabilization Funds. In addition to the review of progress toward the NCLB goals, each system receives a separate financial technical review by the Maryland State Department Office of Finance to ensure fiduciary responsibility. Beginning in 2011, as part of the Master Plan review process, local Scopes of Work narratives, action plans, and respective budgets will receive the same level of intense review to ensure that the goals of BTE and RTTT are being met, the components of these programs are fully integrated, and to ensure fiscal accountability and responsibility. Ultimately, each local Master Plan must be reviewed by the State Board of Education and approved by the State Superintendent of Schools.

For 2011, the review of the local Scope of Work, which must align with Maryland's RTTT application, will focus on the approval of the narrative, action plan and budget for Year 2. Each local Master Plan and integrated Scope of Work will be unique based on the needs of the local school system.

**Part I – Section A: Executive Summary
to the Bridge to Excellence
2011 Master Plan and Race to the Top Annual Update**

Instructions:

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. The Executive Summary should serve as a stand-alone document that summarizes progress that the school system is making in accelerating student performance and eliminating achievement gaps, as described throughout Part I of the Annual Update. The School System's Race to the Top Scope of Work summary should be incorporated into the Executive Summary as well. The Scope of Work summary should address how the LEA's plan is aligned to the State plan; an overview of the LEAs goals in the reform areas for year two, and the success the LEA has had in implementing its year one plan.

The Executive Summary will include a budget narrative in addition to the summary of progress. The budget narrative should incorporate a discussion of the school system priorities for the coming year with a description of how fiscal resources are being distributed to support the priorities – including use of new and redistributed funds; and, how, if applicable, the school system is retargeting resources to meet the system's priorities. The focus will be on the total budget, as opposed to only new funds. LEAs should include a discussion of progress in expending year one Race to the Top funds. The budget narrative section should also describe any changes in demographics and the fiscal climate, along with a discussion of the effect of these changes on the school system and the Master Plan implementation.

The Executive Summary should include a summary of the school system's progress and challenges for all students and subgroups of students, along with summaries for the specific sections of Part I of the 2011 Master Plan Annual Update.

The following is a suggested outline for the Executive Summary:

- I. Introduction

- II. Budget Narrative
 - a. System priorities
 - b. Fiscal outlook
 - c. Climate changes

- III. Goal Progress
 - a. Race to the Top Scope of Work
 - b. Core Content Areas
 - c. Cross Cutting Themes and Specific Student Groups in Bridge to Excellence
 - d. Closing the Achievement Gap for Student Groups: FARMS, African American Males, English Language Learners, and Special Education students

Race to the Top Scope of Work Narratives and Action Plans

Instructions

I. General information

As noted in the introduction to this Guidance, the LEA Race to the Top Scopes of Work and Action Plans are now integrated into the Master Plan Annual Update process. For 2011, LEAs should begin with the section goals in the original Scopes of Work, as amended, if applicable. The narratives, action plans, and project budgets are expected to be fully detailed for Year Two. The time period covered by each Scopes of Work section should adhere to the federal fiscal year timeline (October 1, 2011 – September 30, 2012). The project budget documents are submitted separately with the Master Plan Annual Update finance section.

II. Section Narratives

Each section narrative should provide an overview of the alignment with the State's Race to the Top plan, incorporate the required activities listed in the Memorandum of Understanding, and establish section-specific, measurable goals. If an activity includes a project budget, and that activity/project is intended to continue beyond the scope of the grant, the narrative must include the source for ongoing funding. The section narratives should include detailed information on Year Two activities and the expected progress toward the goals for the section.

III. Action Plans

For year two, each action plan should contain action-oriented activities or tasks designed to occur (begin, continue and/or be completed) in year two in support of the goals for the section. One suggested way to be sure activities are action oriented is to begin with a verb and a product (align, develop, create, implement; curriculum, training, professional development). Action-oriented activities are measurable by task-specific accomplishments (staff hired, equipment purchased, training sessions held, documents available).

Action Plan Column Definitions

- a. Activities/Tasks – Specific activities/ tasks designed to accomplish the goals established for the section.
- b. Correlation to State Plan – Use the section and subsection codes to show where the activity aligns with the State Plan.
- c. Project # – If there is a Project Budget associated with this activity, include the previously identified project number. Note: each project budget must be associated with an activity and/or activities in an action plan.
- d. Timeframe – Specifically describe the time frame for this activity, including the expected start and completion dates.
- e. Key Personnel – List the LEA employees who will be responsible for the activity.
- f. Performance Measures – Action-oriented and/or evidence that indicates that the intended outcome(s) were achieved
- g. Recurring Expense – Indicate here if the project budget associated with this activity will occur beyond the scope of the grant and as such require ongoing funding. If the LEA indicates that there are recurring funding needs at the conclusion of the grant period, it must specify in its narrative exactly what those recurring expenses will be and propose an ongoing funding source.

Every Child Deserves **A World Class Education**

Executive Summary **2011 Bridge to Excellence Master Plan**

Introduction

In order to meet the demands of a world that is increasingly interconnected and competitive, today's graduates must be competent in science, technology, engineering and mathematics. They must be articulate not only in their first language but also in the international languages of business, science, technology, politics, and commerce.

The Howard County Public School System (HCPSS) is committed to providing all students with nothing less than a world-class education. Our goal is for our graduates to stand shoulder to shoulder with their peers internationally. For this to happen, the school system has made a commitment to ensure that every graduate is thoroughly prepared for success in college and in their career.

"...(Not) only do you have to graduate from high school... but you've got to keep going after you graduate. That might mean, for many of you, a four-year university. But it might, for some other folks, be a community college, or professional credentialing or training. But the fact of the matter is that more than 60 percent of the jobs in the next decade will require more than a high school diploma -- more than 60 percent. That's the world you're walking into..."

"When I meet young people like yourselves, I have no doubt that America's best days are still ahead of us, because I know the potential that lies in each of you. Soon enough, you will be the ones leading our businesses and leading our government. You will be the ones who are making sure that the next generation gets what they need to succeed. You will be the ones that are charting the course of our unwritten history. And all that starts right now..."

President Barack Obama
Back to School Message
September 28, 2011

The Third Wave of Reform

Education reform today is based on the fundamental belief that a high-quality education for all children is critical to America's economic future. Our nation's economic competitiveness and the path to the American Dream depend on providing every child with an education that will enable them to succeed in a global economy that is based on knowledge and innovation.

Maryland has built its education reform in three phases over the past decade. In 2002, the state enacted the *Bridge to Excellence in Public Schools Act*. This legislation established a standards-based approach to public school financing based on the premise that all students regardless of race, ethnicity, gender, disability or socioeconomic background can achieve when they have access to rigorous curriculum, highly qualified teachers, and programs that employ proven strategies and methods.

Executive Summary

Also that year, the federal government passed the *No Child Left Behind Act* (NCLB). Maryland's approach was consistent with the federal legislation in that it held schools accountable for meeting established standards for student performance across grade levels and content areas.

Ten years later, the third wave of reform was launched when Maryland was awarded a 4-year, \$250 million *Race to the Top* federal grant. The Howard County Public School System joined with other Maryland school systems in developing local Scope of Work Plans that aligned with the state plan. Each Scope of Work Plan was required to address the four tenets of the *Race to the Top* initiative:

- Establish world-class standards to help states build their reforms
- Put outstanding teachers in all classrooms
- Tackle the issues that have resulted in chronically under-performing schools
- Develop data systems that track students from the cradle to college and link student results back to teachers

The school system will participate in the statewide and national evaluation of the *Race to the Top* Program.

Central to *Race to the Top* reform is the Common Core Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.

The Maryland Common Core State Curriculum, which incorporates these standards, includes rigorous content and application of knowledge through higher-order thinking skills and aligns with college and work expectations. This summer, the principal and three teachers from each Howard County school attended Educator Effectiveness Academies, where they learned about Maryland's transition to the Maryland Common Core State Curriculum. This year, Howard County schools are focused on implementing the Standards for Mathematics Practices and the Writing Standards for all students across the curriculum. The school system also began implementation of the Maryland Common Core State Curriculum in kindergarten mathematics. Additionally, each school completed a transition plan that is being implemented this year.

The mission of the Howard County Public School System is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world.

Goal 1: Each child regardless of race, ethnicity, gender, disability or socioeconomic status will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

By 2020, 100 percent of students will be proficient in English/language arts and mathematics.

By 2020, 95 percent of students in each student group will graduate from HCPSS high schools within four years and are college and career ready.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Focus Areas

Four focus areas have been identified as critical to the school system's ability to accomplish its goals and meet its mission. These serve as the foundation for decision-making and are central to all program planning and implementation.

LEADERSHIP: The Howard County Public School System will build leadership capacity at the school and system levels.

One measure of a truly great system is the strength of its leadership. The HCPSS fosters leadership skills in all its employees based on the belief that leadership does not rest on the shoulders of a single individual. The school system is better able to achieve its goals because of the collective strength that emerges when everyone in the organization sees themselves as leaders.

CULTURAL PROFICIENCY: The Howard County Public School System will provide professional development and support to enable all HCPSS employees to be culturally proficient.

If public schools are to close achievement gaps and work effectively with students from the many different cultural groups, educators must be able to interact knowledgeably and respectfully with all students and their families. Cultural proficiency is not optional if the school system is to fulfill its mission of preparing every child for a rich and limitless future. Cultural proficiency is a journey, not a destination, and it begins with the willingness of each individual to look deeply into the influences and effects of his or her own culture.

CONTINUOUS IMPROVEMENT: The Howard County Public School System will implement improvement processes to identify efficiencies and increase effectiveness.

The HCPSS is the first public school system to join the Maryland World Class Consortium, an organization comprised of private and public organizations committed to the use of Lean principles to increase efficiency and effectiveness. The use of other models – such as PDSA (Plan, Do, Study, Act) – ensures ongoing, data-driven program improvement and a strategic approach to change.

COMMUNICATION AND PUBLIC ENGAGEMENT: The Howard County Public School System will increase the capacity of all school system leaders to positively and proactively communicate with, market to, and engage all stakeholder groups.

The HCPSS views communication as a primary function of leadership and vital to the health of the organization's relationships with stakeholders. Accurate, accessible and timely communication empowers families to actively participate in the education of their children and is essential to building public trust and support of the school system.

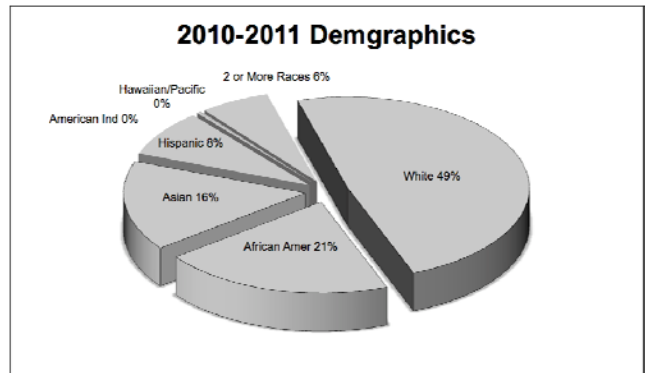
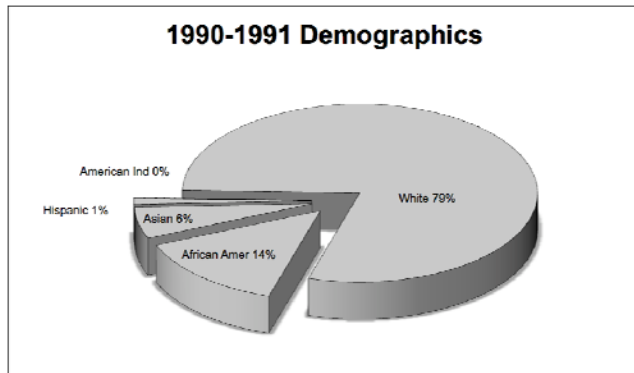
The Changing Face of Our Public Schools

Over the last twenty years the enrollment and demographics of the school system have been rapidly changing. As a result, educators found that processes, which once worked well for the majority of students, were insufficient for the growing number of children from diverse backgrounds. This new reality required all educators to adopt new instructional strategies and learn new skills for engaging families.

In the fall of 2010, the Howard County Public School System reached two significant milestones. First, the system's student enrollment fell 10 students short of 50,000. This caps off twenty years of unprecedented growth, which saw Howard County's enrollments increase by an average of 1,000 students per year. Projections show that enrollment growth will continue, although at a slower rate, over the next ten years.

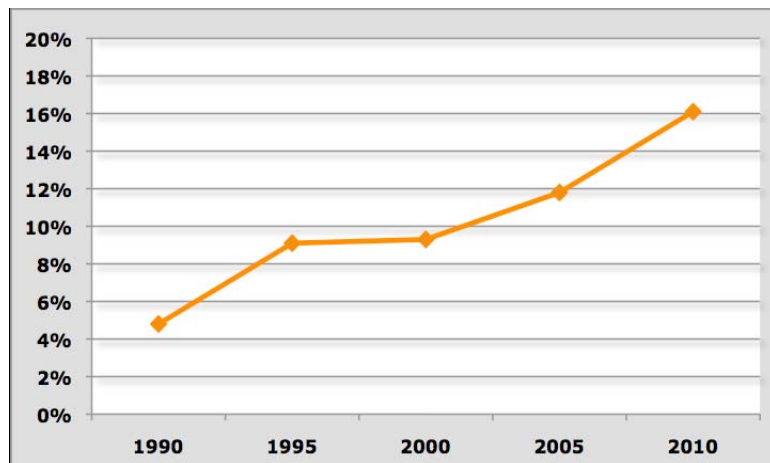
The combined minority population in the Howard County Public School System is now the majority.

Also in 2010, the combined minority student population topped 50 percent, with the greatest growth realized in the Asian and Hispanic populations. The percentage of Asian students increased from 6 to 16 percent over the past 20 years and during that same period, the percentage of Hispanic students increased from 1.1 to 7.6 percent.



The system was also enrolling a growing number of students whose first language was not English. Over 2,200 students participate in the English for Speakers of Other Languages (ESOL) program, representing 61 different languages and 78 countries. Howard County is also becoming socio-economically diverse as signified by the dramatic increase in the number of students eligible for federal Free and Reduced-Price Meals Services (FARMS). The percentage of students increased from just over 4 percent to 16 percent between 1990 and 2010.

Percentage of Students Receiving Free and Reduced-Price Meals Services



Race to the Top Scope of Work Plan

REFORM AREA: Rigorous Curriculum and Assessments

Year I

Curriculum leaders from the Howard County Public School System worked with the Maryland State Department of Education during the 2010-2011 school year to develop new curriculum that uses the framework of the Common Core State Standards, integrates science, technology, engineering and mathematics (STEM) content, and customizes instruction so that all students are college and career ready when they graduate from high school. Work began on the redesign of the HCPSS curriculum to align with the Common Core State Standards.

The school system provided intensive professional development for all administrative and instructional staff members to ensure understanding of the Maryland Common Core State Curriculum and the implications for instruction and assessment.

The system began implementing a comprehensive communication plan to share information about *Race to the Top*, the Common Core State Curriculum and the impact of higher standards and high quality assessments with all stakeholders.

Year II

During the 2011-2012 school year, Howard County schools will emphasize the Common Core Mathematics Practices and Writing Standards. Kindergarten students will receive instruction based on the Common Core Standards in mathematics and teachers will receive related professional development.

The HCPSS is creating a comprehensive plan for integrating engineering into the curriculum, beginning with the pilot of the *Engineering is Elementary* curriculum in Grades 2-3, and the development of STEM project-based lessons for use across content areas.

A K-5 World Language program offering Mandarin Chinese and Spanish is being piloted at two elementary schools.

Staff members who attended the Summer Educator Effectiveness Academies are providing professional development to their colleagues on the content and pedagogy they learned at the academies. In partnership with the Maryland State Department of Education (MSDE), the HCPSS is designing four online professional development courses, *Enhancing Teaching and Learning through the Use of Technology*, in biology, government, English and algebra.

Years III and IV

The HCPSS will continue to transition to the Common Core State Curriculum and provide intensive professional development on the new curriculum and assessments for all administrative and instructional staff members. The school system will continue the implementation of its comprehensive communication plan for sharing information about higher standards and high quality assessments with all stakeholders.

REFORM AREA: Data Systems

Year I

An HCPSS *Race to the Top* technology work group was formed to ensure that the school system has the technology infrastructure to support the initiative's requirements and to develop implementation plans for each component of the Instructional Improvement Systems. The group assessed the current state of existing systems, developed functional requirements and established timelines for system upgrades. The school system also established a plan for updating existing policies to protect individual student data.

Executive Summary

Year II

This fall, the school system launched an online Aspen Grade Book for secondary teachers and a Family Portal at the secondary level that provides students and parents with online access to student achievement and attendance data. Work begins this year on the preliminary planning for the grade management system, student performance dashboard item bank, adaptive testing, remedial e-learning and instructional intervention.

As new state assessments are created, the HCPSS will modify existing systems to incorporate data from the new tests and provide teachers with timely access to these data for decision-making at the classroom level.

Years III and IV

The school system will ensure that it has the data infrastructure in place to support state requirements and will continue to provide all stakeholders with data to support system goals for achievement and safe schools as well as national and statewide evaluation of the *Race to the Top* initiative.

REFORM AREA: Great Teachers, Great Leaders

Year I

The HCPSS is committed to hiring, training and retaining quality teachers and administrators. The system continues to increase the percentage of core academic classes taught by highly qualified teachers through targeted recruiting, hiring, and support strategies. Currently, 93.7 percent of all core academic classes are taught by highly qualified teachers.

A significant component of the *Race to the Top* reform is the call for a new evaluation system for educators, which includes student growth measures. In Howard County, the teacher evaluation system will build on the current Framework for Excellence in Teaching and Learning. The administrator evaluation system will be based on the Maryland Instructional Leadership Framework. Both evaluation tools will incorporate student growth measurements.

In collaboration with the Howard County Education Association and the Howard County Administrators Association, the school system leaders held a series of meetings so interested staff members could share perspectives about the upcoming changes to teacher and administrator evaluations. Subsequently, a workgroup was convened to discuss how to include student growth in the evaluation of teachers. The groups will develop and implement procedures for using evaluations to inform decision-making about professional growth and development.

Preliminary professional development was provided to the staff members who mentor and develop new teachers. Varied and differentiated professional development was provided for all administrative and instructional staff members in alignment with the training provided by MSDE through the Educator Effectiveness Academies.

An important component to improving schools is to place effective principals and teachers in critical positions. Work began on procedures to ensure the equitable distribution of highly effective teachers and leaders to schools with higher percentages of students who are not achieving at expected levels.

Year II

The HCPSS sent representatives to the Teacher Induction Academy this summer and began to train teacher leaders beyond those who attended the summer training. The school system will continue to support the Maryland State Department of Education's efforts to improve teacher and principal preparation programs. Additionally, the HCPSS will strengthen professional development provided to staff members who mentor and support new teachers.

The school system will design a new teacher and administrator evaluation system in collaboration with the Howard County Education Association and the Howard County Administrators Association.

Executive Summary

Years III and IV

System leaders will work with HCPSS bargaining units to implement new teacher and administrator evaluation systems and continue to enhance the effectiveness of staff members who mentor and develop new teachers.

Teacher evaluations will be used to inform teacher tenure decisions. Additionally, evaluations for teachers and administrators will be used to determine individual professional development plans, placement, promotion and removal decisions.

REFORM AREA: Strategic Support for Identified Schools

The Howard County Public School System identifies its schools with the greatest academic needs based on multiple criteria, beginning with schools that fail to meet the state standards, and analyzing performance on state, national, and local assessments, including teacher-based measures. Five key strategies are then used to provide differentiated support to identified schools.

- Educators are ensured access to relevant student-level and school-level data and are trained on effective analysis of data to drive change and improve instruction, leadership and learning.
- Highly effective staff members are recruited to work in identified schools and targeted professional development is used to build the leadership capacity of educators currently teaching in identified schools.
- Formal Professional Learning Communities foster peer-to-peer learning, problem solving and collaboration.
- Technology is used to provide access to real-time data, produce immediate feedback, and personalize conversations about student achievement, attendance and behavior.
- School administrators are supported in their efforts to improve school climate, foster a positive school culture and use appropriate supports.

Year I

During the 2010-2011 school year, the school system identified schools in need of additional services including schools that failed to make Adequate Yearly Progress (AYP) in 2010 and other schools determined to be at-risk for not making AYP in 2011. Central support teams worked with principals and staff members to identify areas of need and to provide interventions and supports. School climate and student performance data guided school improvement planning and school leaders were taught how to best collect, interpret and apply data to produce positive change.

Year II

In the current year, the school system will use lessons learned in the prior year to create a standard approach for addressing the needs of identified schools. The most promising novice teachers, especially those who intern through the HCPSS Professional Development School Program, will also be considered for placement in these schools.

Years III and IV

Work will continue with a focus on giving priority status to identified schools in the HCPSS hiring and transfer processes and expanding the Professional Learning Community model to include administrators from identified schools.

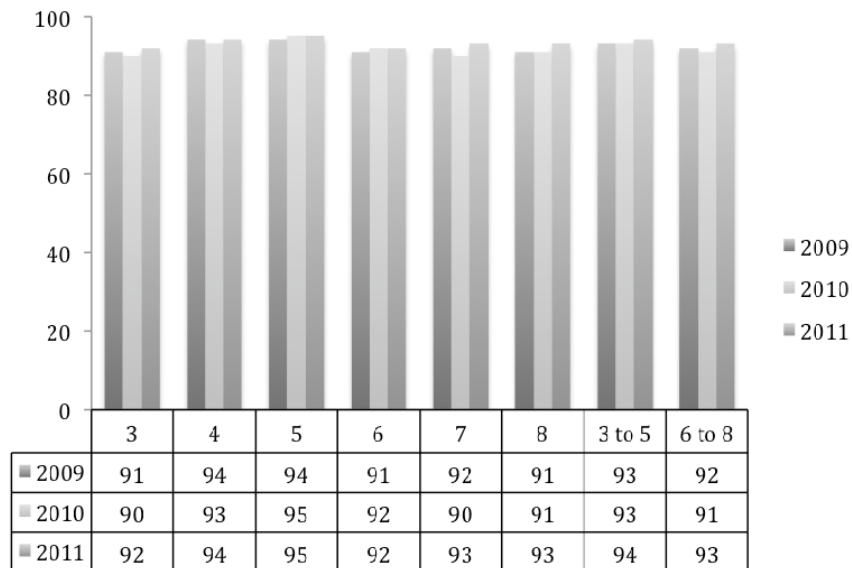
Progress Report

Goal 1: Academic Achievement

The results for the 2011 administration of the reading and mathematics Maryland School Assessment (MSA) are evidence that the HCPSS is a great school system with many high-performing students. Howard County students continue to score above state averages, with 94 percent of all elementary students scoring proficient or advanced in reading. At the middle school level, 92.6 percent of all students scored proficient or advanced in reading. In mathematics, 92.7 percent of elementary students and 87.3 percent of middle school students scored proficient or advanced. Howard County leads the state in the percentage of students scoring at the advanced level on the MSA.

The percentage of all elementary and middle school students scoring at the proficient or advanced level in Reading, as seen below, is at or above 92 percent and is the highest percentage at that level for each grade and grade band since 2009. Grade 5, again in 2011, led all other grades at percent proficient or advanced. All groups experienced some growth except English Language Learners (ELL), which remained the same at the elementary level and declined 12 percentage points at the middle level.

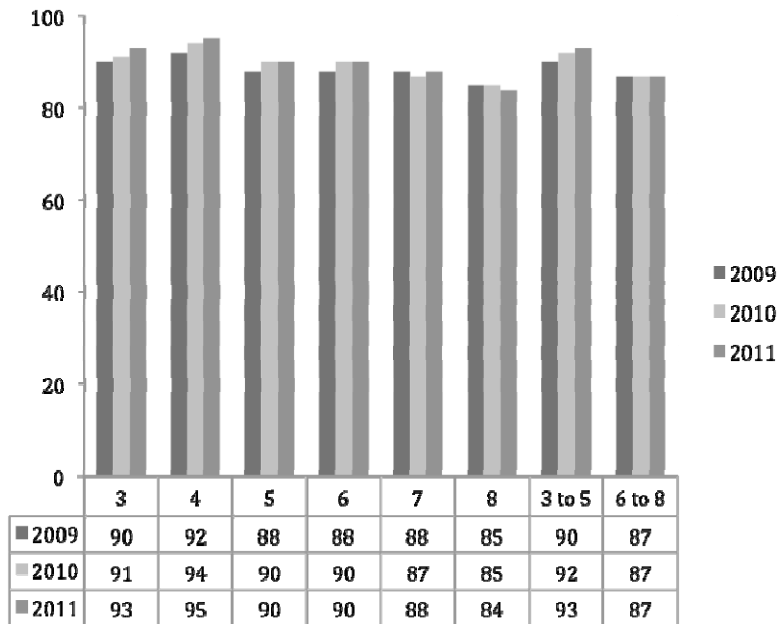
2011 MSA Reading: Percent Proficient or Advanced By Grade and Grade Bands



Mathematics performance for MSA 2011 for each grade and grade band is displayed in the table below. At each of the elementary grades and at Grade 6, performance at proficient or advanced is 90 percent or above. At Grade 7, percent proficient or advanced is 88 percent, and at Grade 8, 84 percent.

In Mathematics in 2011, all student groups and grade bands gained since 2009 except for the ELL student group at the middle grades. Impressive gains were experienced by the ELL (10 percentage points), FARMS (11 percentage points), and special education (11 percentage points) student groups at the elementary level and a 5 percentage point gain for the FARMS student group at the middle level.

2011 MSA Mathematics: Percent Proficient or Advanced By Grade and Grade Bands



At the high school level, again this year, no student in Howard County’s Class of 2011 failed to graduate solely because of failing to meet the High School Assessment requirement. The performance of these students was extremely strong and represents the commitment of the entire school system to ensure every student achieves excellence.

In 2011, the Howard County Public School System was one of 388 school districts nationwide selected to be a part the Advanced Placement® Program’s "AP® Achievement District Honor Roll." The Honor Roll recognizes school systems that have opened AP classroom doors to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher. The number of AP tests taken by HCPSS students increased nearly 40 percent between 2005 and 2010, from 4348 to 7140 tests. At the same time, the percentage of AP exams receiving a score of 3 or higher has remained consistently at 80 percent or above.

Howard County’s Class of 2011 had 33 National Merit finalists. Nearly 92 percent of Howard County graduates continue their education beyond high school, with 64 percent attending four-year colleges or universities.

Eliminating the Achievement Gap

The Howard County Public School System is particularly proud of its progress toward eliminating all achievement gaps among student groups. The system has realized dramatic increases in student performance across all ethnic and racial groups and all groups receiving special services. That success is the result of a comprehensive, focused approach that begins with the county’s youngest learners.

Each year since 2001-2002, kindergarten teachers have used the Maryland Model for School Readiness (MMSR) to individually assess the readiness of each of their students. The MMSR is a kindergarten assessment that evaluates what each child knows and is able to do in the seven Domains of Learning: Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, Physical Development, and Social and Personal Development.

Executive Summary

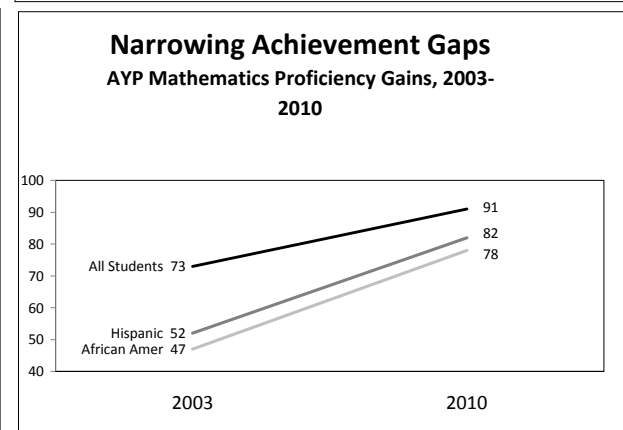
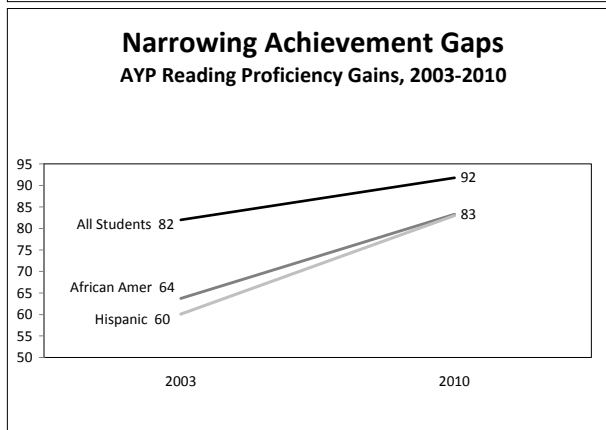
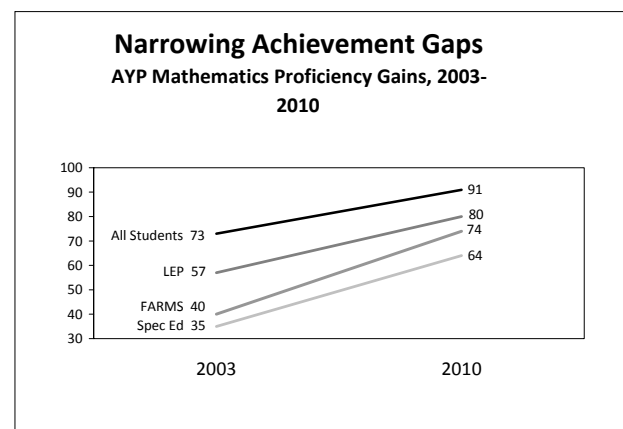
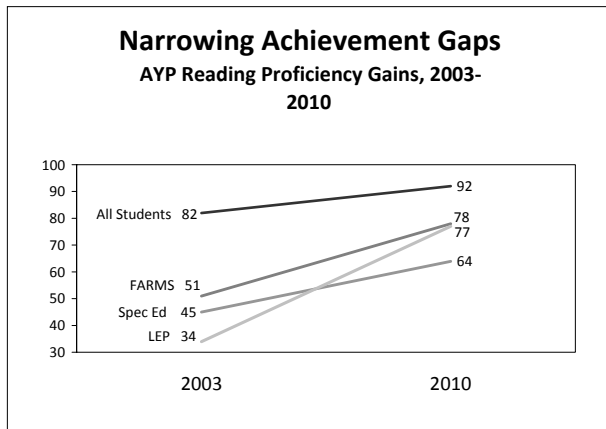
86% of Howard County's kindergartners were fully ready for school

Eighty-six percent of Howard County's kindergartners were fully ready for school this year, according to the 2010-2011 MMSR report issued by the Maryland State Department of Education. This represents a 20-point increase since the 2001-2002 school year. The report noted that Howard County's kindergartners outpace the full readiness level of students statewide, which is currently at 81 percent.

The report also notes that 80 percent of Howard's Black/African American kindergartners were fully school ready this year, compared to 48 percent in 2001-2002 and 72 percent last year. Gains were also realized for Hispanic children, with 77 percent fully school ready, up from 52 percent in 2001-2002 and 74 percent last year.

Additionally, a 33-point gain over the past nine years has narrowed the readiness disparity between kindergartners with disabilities and their non-disabled peers. This year 59 percent of children with disabilities were fully ready compared to 88 percent of children without disabilities. A total of 77 percent of English Language Learners were fully ready, a 5-point gain from last year, and 75 percent of children from low-income households were ready for school, up 7 points from last year.

Because education agencies were required to report racial and ethnic data using new federal categories starting in 2010-2011, comparable trend data is only available through 2010. Based on data from the 2010 Maryland School Assessments, the performance of all student groups has shown improvement since 2003. While gaps remain, the proficiency rates for all ethnic/racial groups and service groups are increasing at a rate that is greater than for students overall.



Executive Summary

While students in the All Students group grew in proficiency on the reading MSA at a rate of 10 percentage points between 2003 and 2010, the MSA reading proficiency for students in the Black/African American student group rose nearly 20 percentage points, from 64 percent to 83 percent. For Hispanic students of all races, reading proficiency increased nearly 23 percentage points from 63 percent in 2003 to 83 percent in 2010.

In mathematics, the percentage of students in the All Students group scoring at proficient or advanced increased 18 percentage points, from 73 percent to 91 percent. Hispanic students of all races increased their proficiency by 30 percentage points, from 52 percent in 2003 to 82 percent in 2010. Mathematics proficiency of Black/African American students increased by 31 percentage points, from 47 percent to 78 percent in that same time period.

The reading proficiency of English Language Learners increased by 43 percentage points, from 34 percent to 77 percent between 2003 and 2010

For students receiving Free and Reduced-Price Meals Services, the percent scoring at proficient or advanced on the Maryland School Assessment in reading increased from 51 to 78 percent. The mathematics proficiency rate for students receiving Free and Reduced-Price Meals Services increased by 34 percentage points, to 74 percent in 2010.

Between 2003 and 2010, the proficiency rate for English Language Learners climbed 43 percentage points to 77 percent in reading and 23 percentage points to 80 percent in mathematics.

The increase in performance for students receiving Special Education services has been equally significant. Between 2003 and 2010, the percentage of special education students scoring at proficient or above in reading increased from 45 to 64 percent. During that same time period, the performance of students receiving Special Education services on the mathematics assessment improved from 35 percent to 64 percent scoring proficient or above.

Howard County educators believe that learning can be accelerated for all students regardless of how they are currently achieving academically. Improvement goals are set for even the highest achieving students. In 2010-2011, the Gifted and Talented Education Program made progress toward meeting its local performance targets. Over 95 percent of the students who participate in the elementary GT mathematics program and the GT middle school content area classes performed at the advanced level on the Maryland State Assessments. This held true for students from different student groups, grades and schools. Additionally, the targeted GT participation rate of 15 percent for all student groups was achieved in the majority of elementary schools and the targeted participation rate of 20 percent was reached at all but one middle school.

In support of student achievement, the school system has implemented a successful technology program at the elementary level by staffing each elementary school with a Technology Resource Teacher, who teaches technology literacy skills to students and provides teachers with professional development and basic troubleshooting support. The Office of Instructional Technology collaborates with all departments to appropriately incorporate technology activities into curriculum and instruction. The office piloted a hybrid course during the summer of 2011 with a combination of classroom and online instruction. Work continues on a hybrid delivery model this year.

In addition, the Career and Technology Education Program expanded the number of industry certifications available to students in construction management, PC systems, allied health and visual communications. During the 2011-2012 school year, the school system is launching a new Homeland Security Academy, which incorporates cyber security into the coursework offered in the Information Technology Cluster. The Career and Technology Education staff is working to offer automotive technology and College Level Examination Program certification offerings.

Executive Summary

Goal 2: Safe, Nurturing Schools

Providing safe and nurturing learning environments in all schools is a strategic goal of the Howard County Public School System. No schools in the county were identified as persistently dangerous.

End-of-year data for 2010–2011 also show a reduction in the overall number of students suspended out-of-school, as well as reductions in the number of Black/African American, Hispanic and FARMS students who were suspended out-of-school.

The Positive Behavioral Interventions and Support (PBIS) initiative has expanded to 55 schools and professional development and resources will continue to be provided. The countywide Elementary Alternative Learning Team (CEAL) will continue to support elementary school teams as they intervene with elementary aged-students who have challenging behaviors so that they will not be suspended out of school. Strategies and activities to prevent bullying, cyberbullying and harassment continue to be included in all School Improvement Plans and are being implemented in efforts to maintain safe, respectful and nurturing school environments.

The Howard County Public School System maintained an overall 94 percent attendance standard for 98 percent of all schools during the 2010–2011 school year. Howard County high schools maintain high graduation rates; however, dropout rates among specific student groups continue to be of concern. The school system offers a range of supports beginning as early as elementary school to provide as many opportunities as possible for all students to successfully complete high school. Support is also provided by community organizations that focus on the achievement of specific ethnic groups.

The school system's STAR Cohort Dropout Prevention initiative is designed to reduce the number of factors that place students at-risk for dropping out of school as they transition from elementary to middle school and from middle to high school. The system realized significant reductions since the 2009–2010 school year in the number of students who have transitioned from elementary to middle school and from middle to high school with factors that place them at-risk for dropping out of school.

The school system's focus on cultural proficiency contributes to a positive school climate. During the past year, professional development to build cultural competency in all HCPSS staff members continued and a self-assessment tool was developed for teachers. Curriculum staff members continue to assess materials of instruction and curriculum to ensure that all students will see themselves in curriculum.

Improving community engagement and parent involvement, particularly among under-represented groups, continues to be a challenge for our school system. Funds are allocated to support the translation of materials, resources and other forms of communication for parents whose primary language is not English. Quarterly parent information events and monthly leadership programs continue to be designed and implemented for parents who seek to increase their participation and contributions at the school level.

The physical environment of the school building is also essential to the creation of a safe and nurturing environment for students and staff. An assessment of every physical facility in the HCPSS was completed and has been used to prioritize maintenance efforts. With tight budgets, it is essential that the resources be targeted in the most strategic manner possible to keep all schools operating efficiently. Results of the 2010 Goal 2 survey showed significant gains in both staff and parent positive perceptions of the physical environment, stemming primarily from improvements in comfort levels and the mechanical infrastructure of our buildings.

Challenges Remain

The current economic climate poses significant challenges. School system leaders are faced with difficult decisions regarding conflicting needs. Even in the most challenging economic times, the system's first priority is to protect the classroom and the programs that directly impact students. Identifying funds to support priorities in the FY12 budget required cuts in other areas. The HCPSS absorbed nearly \$2 million

Executive Summary

in Special Education costs previously funded by the American Recovery and Reinvestment Act (ARRA) in order to maintain the level of service for students with special needs.

While considerable progress has been made in closing achievement gaps, Howard County educators recognize that some students are not yet achieving the same proficiency as others. The school system will continue to target support and resources to ensure that all children are academically successful.

The school system also continues to face the challenge of reducing suspensions, especially for student groups that are disproportionately represented, including Black/African American and Hispanic students and students receiving free and reduced-price meals services. Additionally, there has been a marked increase in the number of bullying, harassment or intimidation incidents reported over the past three school years in the HCPSS. A number of initiatives and programs have been implemented to address these issues.

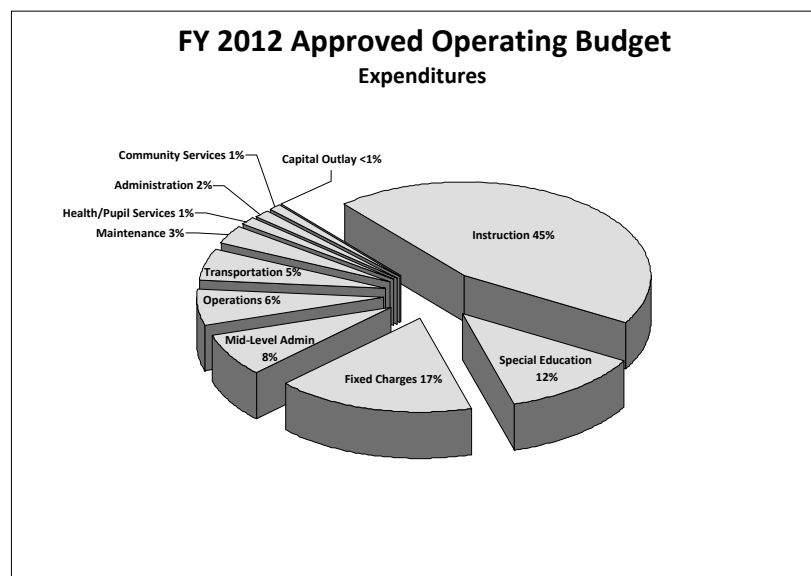
Teacher expectation is a key component of academic success for students. Therefore, the HCPSS continues to emphasize the importance of “knowing the students behind the data,” presumed competence and understanding how to differentiate instruction to accelerate the academic achievement of all students. Professional development is critical to accomplishing this. Funding continues for cultural proficiency training as well as targeted training for administrators and teachers on how to best meet the needs of all students.

Keeping pace with advances in instructional and administrative technology is an ongoing challenge. In order for administrators and teachers to access student data and track student performance, it is critical to keep computer hardware and software updated. Equally crucial is the need to expose students to current technology and real world applications so they will be adequately prepared to live and work in the 21st century.

“New Norm” Keeps Increases Small, Requires Reductions

The Fiscal 2012 approved operating budget totals \$683,835,040, an increase of \$8,487,390 or 1.3 percent over the Fiscal 2011 budget. The budget reflects a “new norm” that is driven by the national economic downturn. The budget benefits from strategic cost-saving measures implemented over the past several years.

Careful planning occurred in previous years to ensure the limited availability of American Recovery and Reinvestment Act (ARRA) funds would not create a situation where efforts could not be sustained once these funds were exhausted. Anticipating the ARRA “funding cliff” resulted in a sustainable budget for the HCPSS. Additionally, the school system did not receive *Race to the Top* funds during the 2010-2011 school year.



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Major Changes in Expenditures

The information below provides an overview of major changes in expenditures by type: **mandatory increases, enrollment related costs, funding to continue ongoing programs, program enhancements, and reductions to support mandatory increases.** These lists highlight major changes, but do not represent a comprehensive summary. The amounts listed for staffing changes include salary and benefits costs.

Mandatory Increases: Participation in established retirement plans, negotiated employee benefits, and changes in regulations and policies required increased funding. The budget funds step increments but does not include any cost of living increases for employees.

Item	Amount	FTE
Increases retirement costs for non-instructional personnel	356,740	
Adds admin, charges for members of the Teachers' Retirement and Pension Systems for use of MD Retirement Agency	1,117,000	
Increases unemployment costs	71,000	
Increases accrued leave pay-out	50,000	
Increases social security	499,000	
Increases contributions to the Workers' Compensation fund	630,000	
Increases tuition reimbursements	276,000	
Adds an Allied Sports program for students with disabilities or who have never played on a JV or varsity athletic team	279,310	
TOTAL	\$3,279,050	

Enrollment Related Costs: FY12 budget increases were necessary to support the demands of a growing school system. Additional positions to support enrollment growth were added or reallocated based on projected enrollment at schools. Staffing and materials to support growing student groups (English Language Learners and special education) was increased. The actual enrollment for the Howard County Public School System has been greater than projected for the past two years.

Item	Amount	FTE
Adds ESOL staffing (5.0 teachers/2.0 paraeducators)	417,200	7.0
Adds Prekindergarten staffing (1.0 teachers/1.0 paraeducators)	103,100	2.0
Adds Elementary Vocal Music staffing (0.6 teacher)	45,800	0.6
Adds Elementary Physical Education staffing (0.6 teacher)	45,800	0.6
Adds Reading Specialist staffing (0.5 teacher)	39,700	0.5
Adds Gifted and Talented staffing (1.0 teacher)	70,400	1.0
Adds Elementary staffing (15.0 teachers/2.0 paraeducators)	1,120,800	17.0
Adds Middle School staffing (10.0 teachers)	703,600	10.0
Adds High School staffing (4.0 teachers)	281,400	4.0
Adds Guidance Counselor (1.0 counselor)	70,400	1.0
Adds Teachers' Secretary (2.5 secretaries)	88,900	2.5
Decreases Assistant Principal (1.0 assistant principal)	(127,400)	(1.0)
Adds Bilingual Community Liaison (1.0 liaison)	46,700	1.0
Materials of Instruction allocated to the schools	31,500	
Textbooks	15,670	
TOTAL	\$ 2,953,570	46.2

Executive Summary

Funding to Continue Ongoing Programs: Supporting the continuation of ongoing programs at their current level of service was a priority. Decreasing Federal and State grant funds required staff positions, which were previously funded by restricted grants, to be moved to the unrestricted Operating Fund. Programs previously funded by the Federal American Recovery and Reinvestment Act (ARRA) contributed to the increase in costs, as well as the operation of the physical plant, such as technology infrastructure and rising fuel costs. In most cases, ongoing needs were funded at the maintenance of effort level.

Item	Amount	FTE
Adds 0.5 Art Resource Teacher moved from Grant Funds	42,680	0.5
Adds 1.0 Kindergarten Resource Teacher moved from Grant Funds	85,910	1.0
Adds 0.5 Human Resource Project Assistant for Teacher Support moved from Grant Funds	47,630	0.5
Adds 1.0 Professional Development Specialist moved from Grant Funds	91,000	1.0
Adds 0.5 Professional Development Facilitator moved from Grant Funds	63,790	0.5
Adds 1.0 Speech Pathologist moved from Grant Funds	68,300	1.0
Increases funds for building repair	250,000	
Adds transportation costs	3,655,840	
Increases user charges for the Technology Fund	676,150	
Increases funds for students attending the SEED School of MD	165,000	
Increases funds for contracted grounds repair	204,300	
Adds Special Education funds previously funded by the American Recovery and Reinvestment Act (ARRA)	1,944,490	
TOTAL	\$7,295,090	4.5

Program Enhancements: Enhancements totaling just over \$300,00 support the school system's mission and goals.

Item	Amount	FTE
Adds 0.5 Science Resource Teacher for the HC Conservancy	44,840	0.5
Adds 1.0 staff attorney to provide legal services normally contracted	68,200	1.0
Adds funds for planning and program development of a World Language Program at the elementary school level	120,000	
Adds security funds for out of county residency investigations	30,000	
Increases funds for cleaning upholstered furniture and carpets	25,000	
Adds funds for software license fees for the school activity accounting program	16,000	
Adds funds to establish a hotline for reporting possible fraud	7,000	
TOTAL	\$ 311,040	1.5

Executive Summary

Reductions to Support Mandatory Increases: Due to the fiscal climate, staff members were asked to find efficiencies or ways to redirect funds to create cost savings or future cost savings while still maintaining momentum toward improved academic performance. Efficiencies and savings from staff turnover resulted in \$3.3 million in reductions. The largest savings resulted from staff turnover - when staff members resign or retire and are replaced by less senior staff members.

Item	Amount	FTE
Decreases 1.0 Career Research and Development teacher	(70,400)	(1.0)
Decreases 1.0 Principal Secretary due to reorganization	(67,250)	(1.0)
Repurposes 1.0 Educational Interpreter to temporary help	(70,400)	(1.0)
Decreases 4.0 Cedar Lane paraeducators	(130,700)	(4.0)
Decreases 1.0 Bridges-Homewood paraeducators	(32,700)	(1.0)
Decreases 1.0 secretary	(68,200)	(1.0)
Salary savings due to turnover	(1,200,000)	
Replacement equipment funded in fiscal 2011	(494,000)	
Reduces Special Education summer services from 5 to 4 wks	(433,330)	
Audio visual replacement equipment funded in fiscal 2011	(275,000)	
Reduces workshop wages for staff performing extended duties	(150,000)	
Non-reoccurring Media/Library for new schools	(125,000)	
Decreases supplies/training for Technology Support Services	(50,780)	
Decreases postage due to increased use of technology	(45,600)	
Decreases HR recruitment supplies, mileage, classified ads	(45,000)	
Reduces utilities/telecommunication contracted labor/supplies	(35,530)	
Computers for Career Centers purchased in fiscal 2011	(31,360)	
Decreases repair of equipment, etc. for Risk Management	(11,500)	
TOTAL REDUCTIONS	(\$3,336,750)	(9.0)

In Conclusion

The Howard County Public School System is proud to rank among the country's top school systems. However, Superintendent Sydney Cousin asserts that today's global interdependence requires American school systems to strive for international leadership in the field of education. This is critical, he stresses, because this generation of students will require a world-class education to succeed in the 21st century.

World-class schools do not just happen. They are created with strategic vision, deliberate purpose and the collective efforts of an entire community. They flourish under exemplary instructional leadership and are recognized for exemplary instruction delivered by dedicated, high quality teachers who demonstrate skill and knowledge to meet the educational needs of all learners. They are warm, welcoming and creative learning environments where each student is valued, encouraged and presumed competent. They are exciting places, equipped with technology and instructional resources to enrich the learning experience of every student in every classroom each day. Above all, world-class schools set high standards, use data to monitor student progress and accept responsibility for outcomes.

The Howard County Public School System welcomes the move to higher standards, greater accountability, and the increased rigor of the new Maryland Common Core State Curriculum and future assessments. These reforms, combined with the ongoing support of parents, community members, and elected officials, and the unwavering commitment of its nearly 8000 employees, ensure the Howard County Public School System is well positioned to establish itself as a world-class school system.

Finance

Introduction

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, a Prior Year ARRA Variance Table (for FY 11 only), Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

Background

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. For the 2011 Annual Update, the focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This change in focus is indicated in the Executive Summary and the supporting tables.

Components

1. ***The Executive Summary (I.A)*** provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes information typically found in a budget narrative.
 - a. ***Supporting Budget Tables***
 - i. Current Year Variance Table: the budgetary plan for FY 2012.
 - ii. Prior Year Variance Table: a comparative look at the FY 2011 plan versus actual events.
 - iii. ARRA Prior Year Variance Table: a comparative look at the use of ARRA funds in FY 2011.
 - b. **Race to the Top Scope of Work Grant Documents**
 - i. Summary C-125
 - ii. C-125 forms for Years 2-4
 - c. **Race to the Top Project Budget Workbooks**
2. ***Resource Allocation Discussions are included in the content analysis throughout the 2011 Master Plan Update.*** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources, ARRA funds and Race to the Top funds. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.
3. ***Analyzing Questions*** are included for the Prior Year Variance Tables, the uses of ARRA funds, and monitoring progress with Race to the Top.

Section A: Executive Summary (continued)

Supporting Budget Tables

Instructions:

For the Current Year Variance Table, LEAs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal ARRA revenue and regular federal Title I and IDEA funds should be identified and listed separately by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
- Expenditures are reported based on the Race to the Top reform assurance area and the corresponding section of Race to the Top. LEAs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, include unrestricted (State and/or Local funds), restricted (non-ARRA) or ARRA funds by federal CFDA number.

The Prior Year Variance Tables are intended to provide a comparative analysis between the plan and the actual events in the prior year. LEAs will update both pre-populated tables with actual data (revenue, expenditure, and FTE).

- The Prior Year Variance table (plan v. actual for FY 2011). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. The expenditure data is presented as planned compared to realized expenditures and shown by Local Goal, mandatory costs, and other categories and attributed to one of the five federal No Child Left Behind Goals. This table also includes planned and actual FTE at the expenditure level.
- The Prior Year ARRA Variance Table (plan v. actual for FY 2011), the revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year by CFDA number. Expenditure data is presented as planned compared to realized expenditures and attributed to one of the four State Fiscal Stabilization fund assurance areas and includes FTE data.

For Race to the Top, LEAs should submit a C-125 workbook and a project budget workbook for each project in the Scope of Work.

- The C-125 workbook will contain four spreadsheets, one for each remaining year of the grant (years 2-4) and a summary of the entire grant. These should be completed using the amended grant documents as of 9/30/11.
- The project budget workbooks should be prepared for years 2-4 using the amended project budgets as of 9/30/11.

Resource Allocation Discussions are included in the content analysis throughout the 2011 Master Plan Update.

Instructions:

Throughout the Master Plan Annual Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. For the 2011 Annual Update, these prompts are more focused. LEAs are asked to identify challenges and then specifically, *describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.*

Section A: Executive Summary (continued)

In their responses, LEAs should include funding targeted to *changes or adjustments* in staffing, a particular program, initiative, or activity. The LEA should explain the source of the funding (unrestricted, restricted), if restricted ARRA funding – include the CFDA number and grant name, and the attributable funds.

Analyzing Questions

Instructions:

Please respond to the following questions using the information provided in the **Prior Year Variance Table**.

Revenue Analysis

Did actual FY 2011 revenue meet expectations as anticipated in the Master Plan Update for 2010? If not, identify the changes and the impact any changes had on the FY 2011 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Analysis of Actual Expenditures

- Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.

Questions 1-4 below are based on the school system's use of State Fiscal Stabilization Funds. Question 5 is based on all ARRA funds. Please respond to the following questions using the information provided in the **ARRA Prior Year Variance Table**.

1. Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)
2. If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.
3. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.
4. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.
5. How has the potential "funding cliff" impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?

Race to the Top Monitoring Questions

1. Please provide the reason for the balance of unused funds at the conclusion of Project Year 1. Where the reason is project-specific, please include this information at the project level.
2. How did the availability of unused funds at the conclusion of Project Year 1 impact the LEA's planning for Project Year 2 and beyond?

Section A: Executive Summary (continued)

3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?
4. What will the LEA do differently in Project Year 2 as a result of lessons learned in implementing Project Year 1?
5. Does the LEA anticipate any challenges in implementing Project Year 2? If so, please identify the challenges at the grant and project level, if applicable.

Definitions of Key Terms

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding

Submission Instructions

1. **Electronic transmittal.** MSDE will transmit the budget documents to Local School Systems (LSSs) in an Excel workbook in early June. The workbook will include spreadsheets for the Current and Prior Year Variance Tables.
2. **Two methods of submission.** As noted in the Submission Instructions in Appendix D, an electronic Excel workbook containing the budget documents should be submitted with the 2011 Master Plan Update and uploaded separately to DocuShare. This submission process applies to the October 14 and the November 22 submissions. ***LEAs should submit Race to the Top C-125 grant documents and all project budget workbooks (as amended) using the same process and timeline. ALL*** final budget documents should include any changes made as a result of the review process.

Section A: Executive Summary (continued)

1.1A: Current Year Variance Table						
Local Appropriation						\$ 467,617,041
Other Local Revenue						5,145,783
		Unanticipated Grant Contingency				21,341,794
State Revenue						214,613,190
Federal Revenue*						-
	84.386	Education Technology				409,076
	84.391	IDEA Part B - Grants to States-Pass-Through				1,190,758
	84.392	IDEA Part B - Preschool Grants				27,416
	84.393	IDEA Part C - Infants and Families				177,276
	84.394	State Fiscal Stabilization Fund Education Program				443,321
	84.395	Race to the Top				344,625
Other Federal Funds**						-
	84.01	Title I				1,801,054
	84.027	84.181 Infant & Toddler				809,561
		84.027 IDEA-Special Education Passthrough				8,599,104
		Other Federal Funds				4,645,041
Other Resources/Transfers						370,000
Total						727,535,040

Instructions: Itemize FY 2012 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

Expenditures:	Source	Amount	FTE
Salaries	84.4	21,880.00	
Contract	84.4	3,960.00	
Supplies and Materials	84.4	73,320.00	
Other Charges	84.4	1,674.00	
Indirect Costs	84.4	1,753.00	
Tuition Reimbursement	84.39	56,223.00	
Fixed Charges	84.39	27,510.00	
Career & Technology Grant	Restricted	290,904.00	
Fine Arts Initiative	Restricted	25,672.00	
Homeless Education Assistance	Restricted	87,000.00	
Judith P Hoyer	Restricted	322,000.00	2.5
MD Model for School Readiness	Restricted	78,000.00	
Star Talk Grant	Restricted	97,973.00	
STEM Education Grant	Restricted	100,000.00	
Language Acquisition Program	Restricted	394,947.00	5.5
Alt MD School Assessment	Restricted	23,315.00	
Infant & Toddler	Restricted	809,561.00	9.0
Medical Assistance	Restricted	774,300.00	3.5
Nonpublic Placement (Spec Ed)	Restricted	3,342,829.00	
IDEA Part B	Restricted	8,575,789.00	110.6
Preschool Passthrough	84.39	27,416.00	6.0
ARRA Passthrough	84.39	1,190,758.00	
Administration:Salaries	Unrestricted	930,620.00	11.5
Administration: Contracted	Unrestricted	124,580.00	
Administration: Supplies	Unrestricted	132,680.00	
Administration: Other	Unrestricted	4,390.00	
Mid-Level:Salaries	Unrestricted	594,640.00	6.0
Mid-Level:Contracted	Unrestricted	23,000.00	
Mid-Level:Supplies	Unrestricted	57,900.00	
Mid-Level:Other	Unrestricted	3,250.00	
Instruction: Salaries	Unrestricted	4,989,600.00	1.0
Instruction: Contracted	Unrestricted	1,644,010.00	
Instruction: Supplies	Unrestricted	12,095,710.00	
Instruction: Other	Unrestricted	235,030.00	
Instruction: Equipment	Unrestricted	145,600.00	
Instruction: Transfers	Unrestricted	509,000.00	
Special Education: Salaries	Unrestricted	490,360.00	
Special Education: Contracted	Unrestricted	701,620.00	
Special Education: Supplies	Unrestricted	373,500.00	
Special Education: Other	Unrestricted	284,090.00	
Special Education: Transfers	Unrestricted	5,845,930.00	
Student Personnel:Salaries	Unrestricted	117,220.00	2.0
Student Personnel:Contracted	Unrestricted	34,530.00	
Student Health: Salaries	Unrestricted	158,680.00	
Student Health: Contracted	Unrestricted	373,050.00	
Student Health: Supplies	Unrestricted	180,650.00	
Student Health: Other	Unrestricted	16,860.00	

Section A: Executive Summary (continued)

1.1A Current Year Variance Table Continued

Section C: Data Systems to support instruction							
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.							
Expenditures:		Source	CFDA	Amount		FTE	
Equipment		84.395		110,000.00			
Administration: Contracted		Unrestricted		1,359,900.00		39.0	
Mid-Level: Contracted		Unrestricted		2,962,730.00			
Special Education: Contracted		Unrestricted		288,160.00			
Student Personnel: Contracted		Unrestricted		234,300.00			
Student Health: Contracted		Unrestricted		36,420.00			
Transportation: Contracted		Unrestricted		194,310.00			
Operation of Plant: Contracted		Unrestricted		64,960.00			
Maintenance of Plant: Salaries		Unrestricted		2,061,850.00		33.0	
Maintenance of Plant: Contracted		Unrestricted		1,156,280.00			
Maintenance of Plant: Supplies		Unrestricted		404,000.00			
Maintenance of Plant: Other		Unrestricted		25,000.00			
Community Services: Contracted		Unrestricted		3,980.00			
Section D: Great Teachers and Leaders							
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.							
Expenditures:		Source	CFDA	Amount		FTE	
Salaries and Wages		84.395		89,400.00			
Contract Services		84.395		2,500.00			
Supplies and Materials		84.395		3,490.00			
Other Charges		84.395		6,839.00			
Indirect Costs		84.395		1,779.00			
Making American History Master Teachers		Restricted		395,798.00			
Title II -Teacher Quality		Restricted		964,092.00			
Salaries and Wages		84.386		409,076.00			
Administration:Salaries		Unrestricted		2,999,460.00		36.1	
Administration: Contracted		Unrestricted		306,000.00			
Administration: Supplies		Unrestricted		67,850.00			
Administration: Other		Unrestricted		282,380.00			
Mid-Level:Salaries		Unrestricted		44,849,050.00		580.5	
Mid-Level:Contracted		Unrestricted		303,690.00			
Mid-Level:Supplies		Unrestricted		2,861,240.00			
Mid-Level:Other		Unrestricted		387,610.00			
Instruction: Salaries		Unrestricted		277,261,560.00		4,345.5	
Instruction: Contracted		Unrestricted		50,810.00			
Instruction: Supplies		Unrestricted		248,730.00			
Instruction: Other		Unrestricted		10,580.00			
Special Education: Salaries		Unrestricted		76,022,180.00		1,496.4	
Special Education: Contracted		Unrestricted		29,510.00			
Special Education: Supplies		Unrestricted		18,450.00			
Special Education: Other		Unrestricted		2,850.00			
Student Personnel:Salaries		Unrestricted		2,339,960.00		30.0	
Student Personnel:Contracted		Unrestricted		5,250.00			
Student Personnel: Supplies		Unrestricted		23,510.00			
Student Personnel: Other		Unrestricted		39,050.00			
Student Health: Salaries		Unrestricted		5,300,130.00		127.0	

Section A: Executive Summary (continued)

1.1A Current Year Variance Table Continued

Section E: Turning Around the Lowest Achieving Schools						
Reform Area 4: Turning around our lowest-achieving schools						
Expenditures:	Source	CFDA	Amount	FTE		
Supplies and Materials	84.395		27,551.00			
Indirect Costs	84.395		479.00			
STARS Grant	Restricted		22,500.00			
Wages-Summer School	84.39		359,588.00			
Contracted Labor	84.39		177,276.00			
Title I Grant	Restricted		1,801,054.00	18.6		
21st Century Comm (Bridges)	Restricted		1,660,000.00	2.0		
Administration:Salaries	Unrestricted		254,670.00	3.0		
Administration: Contracted	Unrestricted		4,000.00			
Administration: Supplies	Unrestricted		6,000.00			
Administration: Other	Unrestricted		4,500.00			
Instruction: Salaries	Unrestricted		6,769,660.00	87.8		
Instruction: Contracted	Unrestricted		80,510.00			
Instruction: Supplies	Unrestricted		192,090.00			
Community Services: Salaries	Unrestricted		794,760.00	16.0		
Community Services: Contracted	Unrestricted		91,400.00			
Community Services: Supplies	Unrestricted		2,880.00			
Community Services: Other	Unrestricted		1,500.00			
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.						
Expenditures:	Source	CFDA	Amount	FTE		
Administration:Salaries	Unrestricted		3,579,970.00	51.8		
Administration: Contracted	Unrestricted		261,000.00			
Administration: Supplies	Unrestricted		496,730.00			
Administration: Other	Unrestricted		54,080.00			
Special Education: Contracted	Unrestricted		15,000.00			
Transportation: Salaries	Unrestricted		1,223,500.00	14.0		
Transportation: Contracted	Unrestricted		35,153,380.00			
Transportation: Supplies	Unrestricted		61,680.00			
Transportation: Other	Unrestricted		319,920.00			
Operation of Plant: Salaries	Unrestricted		18,559,950.00	450.0		
Operation of Plant: Contracted	Unrestricted		1,637,380.00			
Operation of Plant: Supplies	Unrestricted		1,271,070.00			
Operation of Plant: Other	Unrestricted		20,978,940.00			
Operation of Plant: Equipment	Unrestricted		267,290.00			
Maintenance of Plant: Salaries	Unrestricted		9,578,300.00	150.0		
Maintenance of Plant: Contracted	Unrestricted		4,695,120.00			
Maintenance of Plant: Supplies	Unrestricted		2,392,020.00			
Maintenance of Plant: Other	Unrestricted		24,580.00			
Maintenance of Plant: Equipment	Unrestricted		640,380.00			
Fixed Charges	Unrestricted		116,081,680.00	6.0		
Community Services: Salaries	Unrestricted		2,160,360.00	24.9		
Community Services: Contracted	Unrestricted		1,078,570.00			
Community Services: Supplies	Unrestricted		523,710.00			
Community Services: Other	Unrestricted		1,094,490.00			
Community Services: Equipment	Unrestricted		268,700.00			
Capital Outlay:Salaries	Unrestricted		815,510.00	10.0		
Capital Outlay:Contracted	Unrestricted		13,110.00			
Capital Outlay:Supplies	Unrestricted		12,120.00			
Capital Outlay:Other	Unrestricted		6,290.00			
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.						
Expenditures:	Source	CFDA	Amount	FTE		
Grant Contingency	Unrestricted		21,341,794.00	7.3		
Contingency	Unrestricted		100,000.00			
Our Board budgets a contingency grant fund for unanticipated or increased grant amounts thus providing funding authority. Individual grants obtained during the fiscal year are still approved by the Board of Education.						
***all other federal funds can be consolidated in other federal funds.						

Section A: Executive Summary (continued)

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)					
		FY 2011	FY 2011 Final		
	Revenue Category	7/1/2010	6/30/2011	Change	% Change
	Local Appropriation	464,708,788	464,708,788	-	0.0%
	State Revenue	203,265,236	196,972,207	6,293,029	3.1%
	Federal Revenue	-	-	-	0.0%
	Other Resources/Transfers	180,000		180,000	100.0%
	Other Local Revenue	17,044,847	8,688,161	8,356,686	49.0%
	Other Federal Funds	21,809,726	15,726,979	6,082,747	27.9%
	Federal ARRA Funds	12,039,053	19,460,642	(7,421,589)	-61.6%
	Total	719,047,650	705,556,777	13,490,873	1.9%
Change in Planned Expenditures					
Goal	Expenditure Description	Expenditure	Expenditure	Planned FTE	Actual FTE
	Goal 3: All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.				
	Cut contracted services -replaced professional developm	(1,036,440)	(1,036,440)		
3					
3	Reduced conference and meetings -no longer providing fi	(118,000)	(118,000)		
	Total	(1,154,440)	(1,154,440)		
	Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.				
4	Adds .5 Counselor for enrollment growth	27,500	27,500	0.5	0.5
4	Deferring numerous cosmetic maintenance projects	(722,350)	(598,088)		
	Total	(694,850)	(570,588)	0.5	0.5
	Goal 5: All students will graduate from high school.				
5	Maintains funds for mastery courses and after-school pr	-			
5	Reduced supplies and textbooks	(64,089)	3,890,246		
	Total	(64,089)	3,890,246		
	Mandatory Cost of Doing Business				
10	Additional Positions for Enrollment Growth (Salaries)	382,600	382,600	8.0	8.0
10	Central Office positions cut in order to maintain class si	(690,470)	(690,470)	(9.0)	(9.0)
10	Deferred the purchase of replacement vehicles	(417,700)	(304,355)		
10	Health Benefits	8,055,290	9,363,999		
10	Increases in contractual agreements - salaries	10,361,890	9,460,238		
10	Nonpublic Special Education Placements	5,530	5,530		
10	Reduced overtime for start of school preparation	(177,450)	(115,152)		
10	Retirement	1,471,000	1,439,546		
10	Transportation	618,680	1,347,225		
10	Tuition Reimbursements	224,000	(113,005)		
10	Utilities	(1,500,000)	(4,059,511)		
	Total	18,333,370	16,716,645	(1.0)	(1.0)
	Other (must not exceed 10% of Change in Total Revenue)				
25	Other Grant contingent revenues for anticipated ARRA fu	5,833,549	-		
	Total	5,833,549	-		
Total		22,253,540	18,881,863	(0.5)	(0.5)

Analyzing Questions

Please respond to the following questions using the information provided in the *Prior Year Variance Table*.

Revenue Analysis

- **Did actual FY 2011 revenue meet expectations as anticipated in the Master Plan Update for 2010? If not, identify the changes and the impact any changes had on the FY 2011 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Analysis of Actual Expenditures

- **Please provide a comparison of the planned versus actual expenditures for each local goal provided in the Prior Year Variance Table. Identify changes in expenditures and provide a narrative discussion of the impact of the changes.**

State revenue was not realized due to a reduction in the State Foundation Funds (\$6.3M). The Howard County Public School System (HCPSS) received an ARRA Education Jobs Fund grant in the amount of \$8.5M to offset the reduction in state revenue. The Jobs Fund grant is a restricted grant to be used for teacher salaries and benefits. Our fiscal 2011 budget needed to be realigned to accommodate the adjustment in revenue.

The HCPSS initiated an intensive energy saving program using technology upgrades, employee training and competitive bids on gas and electric purchases saving the school system \$4M. Another initiative increased salary turnover by not replacing positions after January 1. This additional salary and health benefit cost savings allowed the HCPSS to purchase additional school technology, funding for maintenance projects, and the purchase of replacement vehicles. In fiscal 2011, fuel prices increased causing additional expenditures in transportation.

Section A: Executive Summary (continued)

1.1C Prior-Year ARRA Variance Report						
Local School System: Howard						
Revenue		FY 09 Budget	FY 10 Budget	FY 11 Budget	FY 12 Budget	Total ARRA Funds
CFDA	Grant Name					
10.579	National School Lunch - Equipment Assistance	-	-	-	-	-
84.386	Title II - Enhancing Education Through Technology	-	25,125	824,462	409,076	1,258,663
84.386	College and Career Ready	-	-	10,661	-	10,661
84.387	Homeless Children and Youth	-	-	-	-	-
84.389	Title I - Grants to LEAs, Neglected and Delinquent	-	-	-	-	-
84.391	IDEA Part B - Grants to States-Pass-Through	-	4,563,836	3,735,117	1,190,758	9,489,712
84.392	IDEA Part B - Preschool Grants	-	210,747	137,429	27,416	375,592
84.393	IDEA Part C - Infants and Families	-	271,293	607,810	177,276	1,056,380
84.394	State Fiscal Stabilization Fund Education Program	-	4,950,799	5,533,111	443,321	10,927,231
84.395	Race to the Top (Year 2)	-	-	-	343,669	343,669
84.410	Education Jobs Fund	-	-	8,527,602	-	8,527,602
Total Arra Funds		-	10,021,801	19,376,192	2,591,516	31,989,509
Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.						
Description	CFDA	Planned Amount	Actual Amount	Planned FTE	Actual FTE	
Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).						
Conference and Meetings	84.392	3,045.99	-			
Contracted Services	84.391	30,263.41	12,400.00			
	84.392	13,500.00	-			
Fixed Charges	84.391	21,863.97	11,581.50			
	84.392	206.75	-			
	84.394	124,149.79	173,803.57			
National Board Certification-Salary	84.394	160,000.00	160,000.00			
Supplies & Material	84.391	1,125,796.78	1,075,626.61			
	84.392	-	-			
Tuition Reimbursement	84.394	2,319,012.00	1,986,994.93			
Wages-Professional Development	84.391	285,797.41	151,392.12			
	84.392	2,700.00	-			
	84.394	1,241,000.00	2,111,942.12			
Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).						
Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).						
Contracted Labor	84.386	195,900.00	415,268.77			
Fixed Charges	84.386	123,827.00	43,853.79			
Indirect Cost	84.386	23,971.39	14,230.83			
Mileage, Conference and Meetings	84.386	20,851.80	29,772.54			
Salaries & Wages	84.386	809,110.00	248,398.84	1.0	1.0	
Supplies	84.386	45,477.45	40,499.99			
Transfers-Private Schools	84.386	14,400.00	43,098.22			
Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).						
Contracted Labor	84.391	795,387.75	422,905.07			
	84.393	257,372.00	70,446.40			
Equipment	84.391	96,217.00	2,981.16			
Fixed Charges	84.391	144,809.91	96,362.33			
	84.392	9,673.95	9,561.58			
	84.393	52,452.80	68,894.55			
	84.394	145,064.00	78,196.32			
Indirect Cost	84.391	108,352.35	66,263.97			
	84.392	3,262.60	838.10			
	84.393	15,668.58	11,362.43			
Mileage, Conference and Meetings	84.393	32,455.97	24,461.99			
Non-public Transfers	84.391	294,623.01	156,397.05			
Salaries & Wages	84.393	411,378.13	411,885.21	3.0	3.0	
Supplies	84.391	129,491.41	228,992.55			
	84.393	15,759.03	20,759.79			
Supplies & Material	84.392	5,989.05	87,835.69			
Wages-Summer School	84.394	790,951.15	1,022,174.15			
Workshop Wages	84.394	1,196,255.00	-			
Workshop/Summer Wages	84.391	1,893,272.76	1,510,214.65			
Workshop/Temp Help/Summer Wages	84.392	126,466.99	39,193.50			
* Other						
Fixed Charges-Health Benefits	84.41		8,527,602.00			
Total			13,085,777.18	19,376,192.32	4.0	4.0
*Indicate any other ARRA funds received by the school system, including the CFDA number.						

Analyzing Questions

Questions 1-4 below are based on the school system’s use of State Fiscal Stabilization Funds. Question 5 is based on all ARRA funds. Please respond to the following questions using the information provided in the *ARRA Prior Year Variance Table*.

- 1. Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)**
- 2. If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.**
- 3. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.**
- 4. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.**
- 5. How has the potential “funding cliff” impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?**

Federal American Recovery and Reinvestment Act (ARRA) funding consists of State Fiscal Stabilization (SFS) funds, IDEA grant funds, and Education Jobs Fund. The HCPSS Operating Budget was built on the anticipation of major state aid programs being fully funded in FY11. The ARRA SFS funding of \$5.98M were purposefully directed to professional development priorities in our master plan. Addressing the need to increase the effectiveness of our highly qualified teaching staff, and to ensure all students have the College and Career Advantage, ARRA funds are being used for professional development, tuition reimbursement, and National Board Certification. In addition to professional development, ARRA funds are being used for summer academic intervention programs for students below grade level. Throughout our operating budget, ARRA funding is incorporated toward preparing HCPSS students for success in college and the workplace.

Funding was received through an Education Technology state grant, a collaborative effort throughout the state, to develop college and career data systems. The HCPSS is leading this ARRA grant titled, “College and Career Readiness”. The purpose of this grant is to assist school systems in increasing resources available for teachers and students and to strengthen existing support systems related to the Algebra II and English IV High School Assessments (HSAs). This project will support teachers as they integrate educational technology into HSA mastery classes, Algebra II and English IV instruction, and assessments of student performance, with an

Section A: Executive Summary (continued)

additional focus on using student data to guide instruction. Partner school districts will support the development of the learning modules and creation of reusable learning objects that can be part of online professional development courses, traditional face-to-face training, or flexible combinations of the two. Upon completion, these offerings will be accessible to all Maryland teachers as they work to prepare students for the 21st century workplace. The Jobs Fund was used to pay for health benefits for teachers.

The Howard County Public School System did not use State Fiscal Stabilization Funds for construction projects.

The school system's long range resource plan accounts for the reduction in program initiatives funded through the ARRA grants. The system used ARRA funds for one-time expenditures where feasible. For example, the school system used ARRA funds for one-time intense professional development for staff members.

Careful planning occurred to ensure the limited availability of ARRA funds would not create a situation where efforts could not be sustained once these funds were exhausted. The "College and Career Readiness" grant included the creation of one new position, and only three pre-school special education positions have been added through ARRA funding. The ARRA IDEA grant funds were targeted toward assistive technology, technology replacement, professional development provided to school staff regarding reading and mathematics, evidence based instruction, assessment and extended school year services for our special education students. Anticipating the ARRA "funding cliff" resulted in a sustainable budget for the HCPSS.

Section A: Executive Summary (continued)

Race to the Top Scope of Work Grant Documents

C-125 Summary

Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	823,257	AMENDED BUDGET #		REQUEST DATE	11/03/10
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Howard County Public School System		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/01/10	TO	06/30/14

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						13,201	13,201
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-204 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	389,570	17,400	223,284		150,000		780,254
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.							
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
205 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 08 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				29,802			29,802
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	389,570	17,400	223,284	29,802	150,000	13,201	823,257

Finance Official Approval: Raymond Brown (Name), [Signature] (Signature), 11/16/11 (Date), _____ (Telephone #)

Supt./Agency Head Approval: Sydney L. Cousin (Name), [Signature] (Signature), 11/16/11 (Date), 410-313-8877 (Telephone #)

MSDE Grant Manager Approval: _____ (Name), _____ (Signature), _____ (Date), _____ (Telephone #)

Maryland State Department of Education

HoCo Comb bdgt pgs 11-15-10.xls, RttT Grant Summary

RttT Grant Summary Rev. 11/29/07

Section A: Executive Summary (continued)

Race to the Top Scope of Work Grant Documents

C-125 Year 1

Race to the Top Year 1 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01-SALARIES & WAGES	02-CONTRACT SERVICES	03-SUPPLIES & MATERIALS	04-OTHER Charges	05-EQUIPMENT	06-TRANSFERS	
201 Administration							
Prog. 21	General Support						
Prog. 22	Business Support						
Prog. 23	Centralized Support						
202 Mid-Level Administration							
Prog. 15	Office of the Principal						
Prog. 16	Inst. Admin. & Supv.						
203-205 Instruction Categories							
Prog. 01	Regular Prog.						
Prog. 02	Special Prog.						
Prog. 03	Career & Tech Prog.						
Prog. 04	Gifted & Talented Prog.						
Prog. 07	Non Public Transfers						
Prog. 08	School Library Media						
Prog. 09	Instruction Staff Dev.						
Prog. 10	Guidance Services						
Prog. 11	Psychological Services						
Prog. 12	Adult Education						
206 Special Education							
Prog. 04	Public Sch Instr. Prog.						
Prog. 09	Instruction Staff Dev.						
Prog. 15	Office of the Principal						
Prog. 16	Inst. Admin & Superv.						
207 Student Personnel Dev.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30	Warehousing & Distr.						
Prog. 31	Operating Services						
211 Plant Maintenance							
212 Fixed Charges							
214 Community Services							
216 Capital Outlay							
Prog. 34	Land & Improvements						
Prog. 35	Buildings & Additions						
Prog. 36	Remodeling						
Total Expenditures By Object		-	-	-	-	-	-

Finance Official Approval Raymond Brown *Raymond H Brown* 11/16/11
 Name Date Telephone #
 Supt./Agency Head Approval Sydney L. Cousin *Sydney L. Cousin* 11/16/11 410-313-6877
 Name Signature Date Telephone #
 MSDE Grant Manager Approval _____
 Name Signature Date Telephone #

Section A: Executive Summary (continued)

Race to the Top Scope of Work Grant Documents

C-125 Year 2

Race to the Top Year 2 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.	
	01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21	General Support						-	
Prog. 22	Business Support					4,011	4,011	
Prog. 23	Centralized Support						-	
202 Mid-Level Administration								
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin. & Supv.						-	
203-205 Instruction Categories								
Prog. 01	Regular Prog.						-	
Prog. 02	Special Prog.	111,280	6,460	104,361		110,000	332,101	
Prog. 03	Career & Tech Prog.						-	
Prog. 04	Gifted & Talented Prog.						-	
Prog. 07	Non Public Transfers						-	
Prog. 08	School Library Media						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 10	Guidance Services						-	
Prog. 11	Psychological Services						-	
Prog. 12	Adult Education						-	
206 Special Education								
Prog. 04	Public Sch Instr. Prog.						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin & Superv.						-	
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation								
210 Plant Operation								
Prog. 30	Warehousing & Distr.						-	
Prog. 31	Operating Services						-	
211 Plant Maintenance								
212 Fixed Charges					8,513		8,513	
214 Community Services								
215 Capital Outlay								
Prog. 34	Land & Improvements						-	
Prog. 35	Buildings & Additions						-	
Prog. 36	Remodeling						-	
Total Expenditures By Object		111,280	6,460	104,361	8,513	110,000	4,011	344,624

Finance Official Approval: Raymond Brown

Name

Raymond Brown 11/16/11

Supt./Agency Head Approval: Sydney Cousin

Name

Sydney Cousin 11/16/11
Signature Date Telephone # 410-313-6877

MSDE Grant Manager Approval: _____

Name

Signature Date Telephone #

Section A: Executive Summary (continued)

Race to the Top Scope of Work Grant Documents

C-125 Year 3

Race to the Top Year 3 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.	
	01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21	General Support						-	
Prog. 22	Business Support					4,333	4,333	
Prog. 23	Centralized Support						-	
202 Mid-Level Administration								
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin. & Supv.						-	
203-205 Instruction Categories								
Prog. 01	Regular Prog.						-	
Prog. 02	Special Prog.	154,080	6,460	76,810		20,000	257,350	
Prog. 03	Career & Tech Prog.						-	
Prog. 04	Gifted & Talented Prog.						-	
Prog. 07	Non Public Transfers						-	
Prog. 08	School Library Media						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 10	Guidance Services						-	
Prog. 11	Psychological Services						-	
Prog. 12	Adult Education						-	
206 Special Education								
Prog. 04	Public Sch Instr. Prog.						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin & Superv.						-	
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation								
210 Plant Operation								
Prog. 30	Warehousing & Distr.						-	
Prog. 31	Operating Services						-	
211 Plant Maintenance								
212	Fixed Charges				11,787		11,787	
214 Community Services								
215 Capital Outlay								
Prog. 34	Land & Improvements						-	
Prog. 35	Buildings & Additions						-	
Prog. 36	Remodeling						-	
Total Expenditures By Object		154,080	6,460	76,810	11,787	20,000	4,333	273,470

Finance Official Approval: Raymond Brown *Raymond Brown* 01/16/11
 Name: Raymond Brown Date: 01/16/11 Telephone #: _____
 Supl./Agency Head Approval: Sydney L. Cousin *Sydney L. Cousin* 01/16/11
 Name: Sydney L. Cousin Date: 01/16/11 Telephone #: 410-313-8677
 MSDE Grant Manager Approval: _____
 Name: _____ Signature: _____ Date: _____ Telephone #: _____

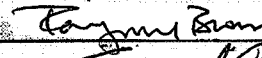
Section A: Executive Summary (continued)

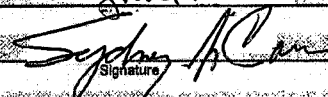
Race to the Top Scope of Work Grant Documents

C-125 Year 4

Race to the Top Year 4 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.	
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21	General Support						-	
Prog. 22	Business Support					3,165	3,165	
Prog. 23	Centralized Support						-	
202 Mid-Level Administration								
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin. & Supv.						-	
203-205 Instruction Categories								
Prog. 01	Regular Prog.						-	
Prog. 02	Special Prog.	124,380	4,480	43,622		20,000	192,482	
Prog. 03	Career & Tech Prog.						-	
Prog. 04	Gifted & Talented Prog.						-	
Prog. 07	Non Public Transfers						-	
Prog. 08	School Library Media						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 10	Guidance Services						-	
Prog. 11	Psychological Services						-	
Prog. 12	Adult Education						-	
206 Special Education								
Prog. 04	Public Sch Instr. Prog.						-	
Prog. 09	Instruction Staff Dev.						-	
Prog. 15	Office of the Principal						-	
Prog. 16	Inst. Admin & Superv.						-	
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation								
210 Plant Operation								
Prog. 30	Warehousing & Distr.						-	
Prog. 31	Operating Services						-	
211 Plant Maintenance								
212 Fixed Charges								
					9,515		9,515	
214 Community Services								
215 Capital Outlay								
Prog. 34	Land & Improvements						-	
Prog. 35	Buildings & Additions						-	
Prog. 36	Remodeling						-	
Total Expenditures By Object		124,380	4,480	43,622	9,515	20,000	3,165	205,162

Finance Official Approval: Raymond Brown  11/14/11
 Name: Raymond Brown Date: 11/14/11 Telephone #: _____

Supt./Agency Head Approval: Sydney L. Cousin  11/14/11
 Name: Sydney L. Cousin Date: 11/14/11 Telephone #: 410-313-8877

MSDE Grant Manager Approval: _____
 Name: _____ Signature: _____ Date: _____ Telephone #: _____

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System: Howard County Public School System					
Project Name: STEM-Elementary Engineering					
Associated with Criteria (B)(3)					
Project Number: 1					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Salaries and Wages	-	15,880	15,880	21,300	53,060
2. Contract Services	-	3,960	3,960	1,980	9,900
3. Supplies and Materials	-	73,320	73,320	43,252	189,892
4. Other Charges (FICA)	-	1,215	1,215	1,629	4,059
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	1,641	1,641	1,185	4,468
7. Total Costs (lines 1-6)	-	96,016	96,016	69,347	261,379
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System		
Project Title:	STEM-Elementary Engineering		
Criteria: (associated reform criteria)	(B)(3)		
Project Number:	1		
Project Budget Narrative			
Project Description:			
<p>HCPSS will implement an engineering curriculum at the elementary school level. This curriculum will be taught by technology teachers in each grade from PreK - Grade 5 in each of our elementary schools.</p>			
Funding:			
<p>This project will use Race to the Top funds to provide substitutes and workshop wages to train the teachers. These funds will also be used to purchase engineering kits, books, and lab supplies for an engineering unit at each grade level.</p>			
Year by Year Description:			
<p>Year 1: Twelve technology teachers will be trained to teach the engineering curriculum for Grades 2-3 (funded through MSDE STEM grant). Year 2: Twelve technology teachers will be trained to teach Grades 4 and 5 engineering curriculum. The teachers, who have been trained in year 1 to teach the engineering lessons for Grades 2 and 3, will train the remaining 28 teachers to teach Grades 2 and 3. All schools will implement the engineering instruction in Grades 2-3. Year 3: Twelve teachers will be trained to teach Grades K and 1 engineering curriculum. The teachers, who have already been trained in Year 2 to teach the engineering lessons for Grades 4-5, will train remaining 28 teachers to teach Grades 4 and 5. All schools will implement the engineering instruction in Grades 2-5. Year 4: Twelve teachers will be trained to teach Grade PreK engineering curriculum. The teachers, who have already been trained to teach the engineering lessons for Grades PreK-1, will train remaining 28 teachers to teach Grades PreK, K and 1. All elementary schools will offer engineering instruction to students during the technology instruction.</p>			

Section A: Executive Summary (continued)

Project Name:	STEM-Elementary Engineering				
LEA:	Howard County Public School System				
Project Number:	1				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Workshop Wages		15,880	15,880	21,300	53,060
Total		15,880	15,880	21,300	53,060
Please provide complete details for year 1. Year 1: At no cost to Race to the Top, 12 teachers will be trained For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 2: A group of 12 teachers will be trained to teach the engineering units for Grades 4 and 5 during an afternoon training session and a 2 day training (Afternoon session = 12 teachers X 4 hours X \$20/hr = \$960; 2 day session = 12 substitutes X 2 day X \$85/day = \$2040). During the summer, the 28 other teachers will be trained for Grade 2 and 3 Engineering Units (Trainers = 12 teachers X 7 hours X 2days X \$30/hr = \$5040; Participants = 28 teachers X 7 hours X 2 days X \$20/hr = \$7840).					
Year 3: A group of 12 teachers will be trained to teach engineering units for Grades K and 1 during an afternoon training session and a 2 day training (Afternoon session = 12 teachers X 4 hours X \$20/hr = \$960; 2 day session = 12 substitutes X 2 days X \$85/day = \$2040). During the summer, the 28 other teachers will be trained for Grades 4 and 5 Engineering Units (Trainers = 12 teachers X 7 hours X 2days X \$30/hr = \$5040; Participants = 28 teachers X 7 hours X 2 days X \$20/hr = \$7840).					
Year 4: A group of 12 teachers will be trained for PreK during an afternoon session and 1 day of training (Afternoon session = 12 teachers X 4 hours X \$20/hr = \$960; 1 day session = 12 substitutes X 1 day X \$85/day = \$1020). During the summer, the 28 other teachers will be trained for Grades PreK, K, and Grade 1 Engineering Units (Trainers = 12 teachers X 7 hours X 3 days X \$30/hr = \$7560; Participants = 28 teachers X 7 hours X 3 days X \$20/hr = \$11,760).					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
UMBC Engineering Professors		3,960	3,960	1,980	9,900
Total		3,960	3,960	1,980	9,900
Please provide complete details for year 1. Year 1: No costs incurred. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 2-4: University of Maryland-Baltimore County (UMBC) engineering professors will provide the training for each of the engineering units to a group of 12 teachers. (Year 2 = 12 teachers X \$165 per teacher X 2 units = \$3960; Year 3 = 12 teachers X \$165 per teacher X 2 units = \$3960; Year 4 = 12 teachers X \$165 per teacher X 1 unit = \$1980)					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Engineering kits, books and lab supplies		73,320	73,320	43,252	189,892
Total		73,320	73,320	43,252	189,892
Please provide complete details for year 1. Year 1: No costs incurred.					
For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 2-4: Funds will be used to purchase books, engineering kits (and refills) and lab supplies for an engineering unit at each grade level (Year 2: 12 each 4th & 5th grade kits @ \$325/kit = \$7,800; 3 each 4th and 5th refill kits X 12 schools X \$125/kit = \$9000; 2 sets of books per 4th and 5th grade teacher = 12 teachers X 2 units X \$36/set = \$1728; Teacher guides for 28 2nd and 3rd grade teachers = 4 sets of 8 guides X 2 sets X \$320/set = \$2560; 16 books for each 2nd and 3rd grade teacher = 2 sets of 8 books X 28 teachers X 2 units X \$36/set = \$4032; 28 each 2nd and 3rd grade kits = 28 kits X 2 grades X \$325 = \$18,200; 2nd and 3rd grade refill kits = 3 classrooms X 2 grades X 40 refill kits X \$125/kit = \$30,000; Year 3 = 12 each K & 1st grade kits @ \$325/kit = \$7,800; 3 each K and 1st refill kits X 12 schools X \$125/kit = \$9000; 2 sets of books per K and 1st grade teacher = 12 teachers X 2 units X \$36/set = \$1728; Teacher guides for 28 4th and 5th grade teachers = 4 sets of 8 guides X 2 sets X \$320/set = \$2560; 16 books for each 4th and 5th grade teacher = 2 sets of 8 books X 28 teachers X 2 units X \$36/set = \$4032; 28 each 4th and 5th grade kits = 28 kits X 2 grades X \$325 = \$18,200; 4th and 5th grade refill kits = 3 classrooms X 2 grades X 40 refill kits X \$125/kit = \$30,000; Year 4 = 12 PreK kits X \$325/kit = \$3900; PreK refill kits = 3 classrooms X 12 schools X \$125/kit = \$4500; 16 books per PreK teacher = 2 sets of 8 books X 12 teachers X \$36/set = \$864; Teachers guides for 28 PreK, K, and 1st teachers = 4 sets of 8 guides X 3 units X \$320/set = \$3840; 16 books for each PreK, K, and 1st teacher = 2 sets of 8 books X 3 units X 28 teachers X \$36/book = \$6048; 28 prek kits X \$325 kit = \$9100; PreK refill kits = 3 classrooms X 40 schools X \$125/kit = \$15,000)					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)	\$0	1,215	1,215	1,629	4,059
Total	\$0	1,215	1,215	1,629	4,059
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs incurred. Years 2, 3, and 4: Costs allocated indicate FICA costs (.0765) on workshop wages.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Item					-
Item					-
Total					-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs-1.77% (Transfer of administrative costs not individually identified to grants)		1,641	1,641	1,185	4,468
Total		1,641	1,641	1,185	4,468
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$96,016	\$96,016	\$69,347	\$261,379
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System: Howard County Public School System					
Project Name: Cross-Curricular Exemplars					
Associated with Criteria: (B)(3)					
Project Number: 2					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	6,000	8,000	6,000	20,000
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges (FICA)	-	459	612	459	1,530
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	112	150	112	374
7. Total Costs (lines 1-6)	-	6,571	8,762	6,571	21,904
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System						
Project Title: Cross-Curricular Exemplars							
Criteria: (associated reform criteria) (B)(3)							
Project Number:	2						
Project Budget Narrative							
Project Description:							
<p>HCPSS will develop cross-curricular exemplars, including performance tasks designed to illustrate the application of English language arts and mathematics Common Core curriculum standards across history/social studies, science, technical subjects, health/physical education, world languages, and the fine arts curricula.</p>							
Funding:							
<p>This project will use <i>Race to the Top</i> funds to provide workshop wages for teachers to develop cross-curricular exemplars. These funds will also include FICA costs.</p>							
Year by Year Description:							
<p>YEAR 1: The HCPSS will determine the logistics of the project, including which teachers will create the exemplars and what type of exemplars will be created. YEAR 2: Sixteen elementary and secondary teachers will collaborate across disciplines to develop cross-curricular exemplars, including performance tasks designed to illustrate the application of English language arts and mathematics Common Core curriculum standards across history/social studies, science, technical subjects, health/physical education, world languages, and the fine arts curricula. YEAR 3: Twenty elementary and secondary teachers will collaborate to create additional cross-curricular exemplars. YEAR 4: Sixteen elementary and secondary teachers will collaborate to create additional cross-curricular exemplars.</p>							

Section A: Executive Summary (continued)

Project Name:	Cross-Curricular Exemplars				
LEA:	Howard County Public School System				
Project Number:	2				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Workshop wages		6,000	8,000	6,000	20,000
Total		6,000	8,000	6,000	20,000
Please provide complete details for year 1. There are no expenses in year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 2 and 4: A group of 16 teachers will develop cross curricular exemplars, including performance tasks designed to illustrate the application of English language arts and mathematics Common Core curriculum standards across history/social studies, science, technical subjects, health/physical education, world languages, and the fine arts curricula (16 teachers x 3 days x 5 hours/day x \$25/hour = \$6,000). Year 3: (20 teachers x 4 days x 4 hours x \$25/hour = \$8,000)					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)		459	612	459	1,530
Total		459	612	459	1,530
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 2, 3, and 4: Costs allocated indicate FICA costs (.0765) on workshop wages.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total					-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to					
		112	150	112	374
Total		112	150	112	374
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$6,571	\$8,762	\$6,571	\$21,904
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System: Howard County Public School System Project Name: Instructional Improvement Systems Associated with Criteria: (C)(3) Project Number: 3					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-				
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-				
4. Other Charges	-				
5. Property	-	110,000	20,000	20,000	150,000
6. Transfers (Indirect Costs)	-				
7. Total Costs (lines 1-6)	-	110,000	20,000	20,000	150,000
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object. Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System						
Project Title:	Instructional Improvement Systems						
Criteria: (associated ref)	(C)(3)						
Project Number:	3						
Project Budget Narrative							
Project Description:							
<p>In order to locally support the Instructional Improvement data systems outlined in the Race to the Top application, HCPSS will need to acquire and install hardware necessary to support these systems. Hardware includes but is not limited to servers, software, storage devices, networking equipment, and product warranties.</p>							
Funding:							
<p>Race to the Top funds will be used for the purchase of hardware in accordance to specifications provided by MSDE to support a local installation of the Instructional Improvement data systems.</p>							
Year by Year Description:							
Year 1: No expenses							
Year 2: Funds will be used to purchase hardware per MSDE specifications to support the targeted Instructional Improvement data systems. It is expected that this system will require several high-end servers to handle the expected user volume.							
Years 3-4: Funds in Years 3 & 4 will be used as needed to expand/improve the initial hardware architecture based on usage statistics and user feedback.							

Section A: Executive Summary (continued)

Project Name:	Instructional Improvement Systems				
LEA:	Howard County Public School System				
Project Number:	3				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
					\$0
Total					\$0
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits					\$0
retirement					\$0
Total					\$0
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Hardware per MSDE specifications to support the targeted Instructional Improvement data systems		110,000	20,000	20,000	150,000
Total	-	110,000	20,000	20,000	150,000
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No expenses incurred. Years 2: Funds will be used to purchase hardware per MSDE specifications to support the targeted Instructional Improvement data systems. It is expected that this system will require several high-end servers to handle the expected user volume. Years 3-4: Funds will be used to expand/improve the initial hardware architecture based on usage statistics and user feedback.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs-2% (Transfer of administrative costs not individually identified to grants) Item					\$0
Total					\$0
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$110,000	\$20,000	\$20,000	\$150,000
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Instructional Team Leaders Professional Development				
Associated with Criteria (D) (5)					
Project Number:	4				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	\$35,680	\$35,680	\$25,680	97,040
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	2,750	2,750	-	5,500
4. Other Charges	-	\$2,730	\$2,730	\$1,965	7,424
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	716	716	481	1,913
7. Total Costs (lines 1-6)	-	41,875	41,875	28,125	111,876
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object. Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System						
Project Name:	Instructional Team Leaders Professional Development						
Criteria: (associated reform criteria)	(D)(5)						
Project Number:	4						
Project Budget Narrative							
Project Description:							
<p>Develop and implement a comprehensive plan that provides high quality on-going professional development experiences for all stakeholders, which include, but is not limited to, teachers, administrators, division of instruction central office staff, and the office of human resource staff. Workshop wages will be used to train instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring, and coaching at the school site. The training has as its end the goals of improving teacher knowledge concerning the new Maryland State Standards and the new means of teacher evaluation.</p>							
Funding:							
<p>HCPSS will provide workshop wages for one day instructional team leader training in first year and provide substitutes for subsequent follow up training in Years 2, 3, and 4. Additionally, moneys have been allocated for research and development. Start up costs are allocated for developing web-based tools to support a comprehensive plan that provides and sustains high quality on-going professional development experiences for Division of Instruction stakeholders.</p>							
Year by Year Description:							
<p>Year 1: HCPSS will provide data-informed professional development for instructional team leaders and teacher leaders, from all 74 schools, engaged in coordinating site-based professional development for instructional staff and those engaged in teacher mentoring. Initial training will also include modules on the new Maryland State Standards and changes in the teacher evaluation process. Additionally, HCPSS will develop and implement a comprehensive plan that provides high quality on-going professional development experiences for all stakeholders, which include, but is not limited to: teachers, administrators, Division of Instruction central office staff, Office of Human Resources staff.</p> <p>Subsequent training in Years 2, 3, and 4 will include opportunities for new instructional team leaders, teacher leaders, and central office staff to be inducted, as well as existing program supports to extend and enhance their repertoire of skills and strategies.</p>							

Section A: Executive Summary (continued)

Project Name:	Instructional Team Leaders Professional Development				
LEA:	Howard County Public School System				
Project Number:	4				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Workshop wages		\$25,680	\$25,680	\$25,680	\$77,040
Workshop wages		\$10,000	\$10,000		\$20,000
Total	\$0	\$35,680	\$35,680	\$25,680	\$97,040
Please provide complete details for year 1. During year 1, a professional development plan will be developed in alignment with the Educator Instructional Improvement Academy and the new teacher evaluation. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. During years 2-3, professional development plans and tools will be created. A comprehensive plan that provides high quality on-going professional development experiences for all stakeholders, which include, but is not limited to, teachers, administrators, division of instruction central office staff, and the office of human resource staff will be implemented. Workshop wages/substitutes will be used to train instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring and coaching at the school site. (Years 2-4: 214 teachers X \$20/hr X 6 hrs = \$25,680; Years 2-3: 400 hrs X \$25 hr = \$10,000)					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Item					-
Item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Resources to support development of online tools for exemplary instruction (site licenses, etc.)		2,750	2,750		5,500
Total		2,750	2,750	-	5,500
Please provide complete details for year 1. No costs. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. For years 2-3, resources to develop web-based tools to support a comprehensive plan that provides and sustains high quality on-going professional development experiences for Division of Instruction stakeholders. (Years 2-3: 550 staff X \$5.00 = \$2750)					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)		\$2,730	\$2,730	\$1,965	\$7,424
Total		\$2,730	\$2,730	\$1,965	\$7,424
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Years 2-4: Costs allocated indicate FICA (.0765) on workshop wages.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Item					-
Item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to grants)		716	716	481	1,913
Total		716	716	481	1,913
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$41,875	\$41,875	\$28,125	\$111,876
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Educator Instructional Improvement Academies				
Associated with Criteria (D)(5)					
Project Number:	5				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	\$37,740	\$37,740	\$37,740	113,220
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	\$2,887	\$2,887	\$2,887	8,661
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)		707	707	707	2,120
7. Total Costs (lines 1-6)	-	41,334	41,334	41,334	124,001
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System						
Project Title:	Educator Instructional Improvement Academies						
Criteria: (associated reform criteria)	(D)(5)						
Project Number:	5						
Project Budget Narrative							
Project Description:							
<p>HCPSS will provide support for participation in the Educator Instructional Improvement Academies to selected school-based coaches, teacher leaders, administrators, and teacher association representatives to:</p> <ul style="list-style-type: none"> • Review Common Core State Curriculum. • Learn item construction type and rigor of new Common Core Assessments. • Learn technology infrastructure and use of Instructional Improvement System. • Learn materials and resources in Online Instructional Toolkit. • Develop annual plan for engaging their school-based colleagues to apply these four professional-development outcomes in their classrooms. 							
Funding:							
<p>HCPSS will provide substitutes for three teacher leaders from seventy four schools/sites for two follow up sessions for the subsequent years two, three, and four of the grant.</p>							
Year by Year Description:							
<p>Year 1: HCPSS staff members will attend the MSDE sponsored five day summer Educator Instructional Improvement Academies for teacher leaders and central office staff.</p>							
<p>Years 2-4: HCPSS will provide substitutes for three teacher leaders from seventy four schools for two follow up sessions for the subsequent years two, three, and four of the grant. HCPSS will assign Division of Instruction personnel to work with staff members who attend the Educator Instructional Improvement Academies to implement the collaborative planning process on a consistent basis in the schools.</p>							

Section A: Executive Summary (continued)

Project Name:	Educator Instructional Improvement Academies				
LEA:	Howard County Public School System				
Project Number:	5				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Substitutes		\$37,740	\$37,740	\$37,740	\$113,220
Total		\$37,740	\$37,740	\$37,740	\$113,220
Please provide complete details for year 1. Staff will attend the initial training. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Substitutes for MSDE follow up sessions, twice per year, for three years. Substitutes will be provided for three teacher leaders from each of our 74 schools. Teacher leaders will be selected by building administrators.(Years 2-4: 2 sessions X \$85 per sub/day X 3 teachers X 74 sites = \$37,740)					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)	\$0	\$2,887	\$2,887	\$2,887	\$8,661
Total	\$0	\$2,887	\$2,887	\$2,887	\$8,661
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 2,3, and 4: Costs allocated indicate FICA (.0765) on substitute costs.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to					
		707	707	707	2,120
Total		707	707	707	2,120
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
		\$41,334	\$41,334	\$41,334	\$124,001
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Teacher Induction Academy				
Associated with Criteria:	(D)(5)				
Project Number:	6				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	\$3,400	\$3,400	\$3,400	10,200
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges (FICA)	-	\$260	\$260	\$260	780
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	64	64	64	191
7. Total Costs (lines 1-6)	-	3,724	3,724	3,724	11,171
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System				
Project Title:	Teacher Induction Academy				
Criteria: (associated reform criteria)	(D)(5)				
Project Number:	6				
Project Budget Narrative					
Project Description:					
<p>The Teacher Induction Academies provided by MSDE will provide professional development to the Director of Professional and Organizational Development and teacher leaders who will provide support to new teachers and teachers on second class certificates. It will include a week long training in the summer and two other sessions each year for three years. This project provides the funding for twenty teachers will attend the State's Teacher Induction Academies twice a year for three years. Funds will be used to provide substitutes to allow attendance.</p>					
Funding:					
<p>MSDE will provide funding for two teachers from each of our 74 schools to attend the five day MSDE Teacher Induction Academy. Follow up sessions will be conducted in the subsequent years of the grant. HCPSS will provide substitutes for the participation of twenty teachers in two sessions per year for years two, three, and four of the grant.</p>					
Year by Year Description:					
<p>Year 1: MSDE sponsored five day summer Teacher Induction Academy for teacher leaders and central office staff engaged in teacher mentoring.</p> <p>Years 2-4: Follow up training for teacher leaders for two sessions per year for remaining years two, three, and four of the grant. HCPSS will also provide regular training for all central office staff engaged in teacher mentoring. HCPSS will provide yearly information sessions for school based administrators to communicate the systemic and site-based supports available for teacher induction. Non-tenured and second-class certificated teachers are a priority and receive mentoring services in many different ways.</p>					

Section A: Executive Summary (continued)

Project Name:	Teacher Induction Academy				
LEA:	Howard County Public School System				
Project Number:	6				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Substitutes		\$3,400	\$3,400	\$3,400	\$10,200
Total		\$3,400	\$3,400	\$3,400	\$10,200
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs incurred. Years 2-4: Substitutes for twenty staff members engaged in teacher mentoring for two days each in Years 2, 3, and 4. (Years 2-4: 20 staff X \$85/day per sub X 2 sessions = \$3400)					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)		\$260	\$260	\$260	\$780
Total		\$260	\$260	\$260	\$780
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 2,3, and 4: Costs allocated indicate FICA (.0765) on substitute costs.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to grants)		64	64	64	191
Total		64	64	64	191
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$3,724	\$3,724	\$3,724	\$11,171
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Mentoring Professional Development for Teacher Leaders				
Associated with Criteria:	(D)(5), (D)(2)				
Project Number:	7				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	\$12,580	\$12,580	\$6,290	31,450
2. Contract Services	-	2,500	2,500	2,500	7,500
3. Supplies and Materials	-	740	740	370	1,850
4. Other Charges	-	\$962	\$962	\$481	\$2,406
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	292	292	168	\$751
7. Total Costs (lines 1-6)	-	17,074	17,074	9,809	43,957
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Local School System:	Howard County Public School System						
Project Title:	Mentoring Professional Development for Teacher Leaders						
Criteria: (associated reform criteria)	(D)(5), (D)(2)						
Project Number:	7						
Project Budget Narrative							
Project Description:							
<p>In alignment with the Teacher Induction Academy, substitutes and workshop wages will be used to extend, enhance, and update instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring, and coaching at the school site.</p>							
Funding:							
<p>Workshop wages will be used to extend, enhance, and update instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring, and coaching at the school site. Room rental for 6 days of training per year for three years. Supplies and resources for instructional team leaders and teacher leaders for three years. Costs allocated include FICA (.0765) on substitute costs for years two, three, and four.</p>							
Year by Year Description:							
Year 1: Planning.							
<p>Years 2-4: Workshop wages will be used to extend, enhance, and update instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring, and coaching at the school site. Room rental for 6 days of training per year for three years. Supplies and resources for instructional team leaders and teacher leaders for three years. Costs allocated include FICA (.0765) on substitute costs for years two, three, and four.</p>							

Section A: Executive Summary (continued)

Project Name:	Mentoring Professional Development for Teacher Leaders				
LEA:	Howard County Public School System				
Project Number:	7				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Substitutes		\$12,580	\$12,580	\$6,290	\$31,450
Total		\$12,580	\$12,580	\$6,290	\$31,450
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Substitutes and workshop wages will be used to extend, enhance, and update the professional development offered to instructional team leaders and additional teacher leaders who will coordinate training and deliver services, mentoring, and coaching at the school site. (years 2-3: 74 schools X 2 staff per school X \$85 per sub day X 1 day = \$12,580; Year 4 = 74 schools X 1 staff per school X \$85 sub day X 1 day = \$6290)					
Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Meeting Room Rental		2,500	2,500	2,500	7,500
Total	-	2,500	2,500	2,500	7,500
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No cost. Years 2-4: Room rental for 6 days of training per year. (Years 2-4: \$500 per room X 5 days = \$2500)					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Resources to support professional development (site licenses, books, etc.)		740	740	370	1,850
Total	-	740	740	370	1,850
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Years 2-4: Materials and resources for instructional team leaders and teacher leaders. (Years 2-3: \$5.00 per staff member X 74 schools X 2 staff each = \$740; Year 4: \$5.00 per staff member X 74 schools X 1					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)		\$962	\$962	\$481	\$2,406
Total		\$962	\$962	\$481	\$2,406
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Costs allocated include FICA (.0765) on substitute/workshop wages costs for years two, three, and four.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
item	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to grants)		292	292	168	751
Total		292	292	168	751
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs. Year 2-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$17,074	\$17,074	\$9,809	\$43,957
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Technology Pilot for Observational Data in Identified Schools				
Associated with Criteria:	(E)(2)				
Project Number:	8				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	27,551	-	-	27,551
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	479	-	-	479
7. Total Costs (lines 1-6)	-	28,030	-	-	28,030
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Local School System:	Howard County Public School System				
Project Title:	Technology Pilot for Observational Data in Identified Schools				
Criteria: (associated reform criteria)	(E)(2)				
Project Number:	8				
Project Budget Narrative					
Project Description:					
<p>Time is at a premium, especially at higher-needs schools. To facilitate administrators and teachers being able to quickly and efficiently record, analyze, and implement classroom changes based on teacher and student observations and student academic and behavioral data, the HCPSS will purchase portable electronic devices for administrators at their highest-needs schools. These devices will record classroom observations and teacher and student data and to provide administrators with additional time to analyze and make recommendations based on observations by minimizing the time required to conduct observations and store data.</p>					
Funding:					
<p>This project will use Race to the Top funding to provide administrators at identified schools with portable electronic devices to use to centrally record teacher and classroom observation measures and student academic and behavioral data.</p>					
Year by Year Description:					
<p>The HCPSS will research the devices and software that will best meet the project's needs during Year 1 and begin negotiations for discounts with vendors in order to purchase portable electronic devices in Year 2. Year 3-4: Equipment will be in use.</p>					

Section A: Executive Summary (continued)

Project Name:	Technology Pilot for Observational Data in Identified Schools				
LEA:	Howard County Public School System				
Project Number:	8				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE					
Salary					
Total					
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Technology for Observational Data		22,000			22,000
Misc. supplies (applications and training materials)		5,551			5,551
Total	-	27,551	-	-	27,551
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Year 1: No costs incurred. Years 2: Portable electronic devices purchased for observational data (44 units) for identified schools. Years 3-4: Technology in use.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits					
retirement					
Total					
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to grants)		479	0	0	479
Total		479			479
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 1: No cost. Year 2: Administrative costs not individually identified to grants. Years 3-4: No costs.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$28,030	\$0	\$0	\$28,030
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Project Budget Summary Table					
Local School System:	Howard County Public School System				
Project Name:	Collaborative Planning for Identified Schools				
Associated with Criteria:	(E)(2)				
Project Number:	9				
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Salaries and Wages	-	-	40,800	23,970	64,770
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	3,121	1,834	4,955
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	764	449	1,213
7. Total Costs (lines 1-6)	-	-	44,685	26,252	70,938
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.					
Column (e): Show the total amount requested for all project years.					

Section A: Executive Summary (continued)

Race to the Top Project Budget Workbooks

Local School System:	Howard County Public School System						
Project Title:	Collaborative Planning for Identified Schools						
Criteria: (associated reform criteria)	(E)(2)						
Project Number:	9						
Project Budget Narrative							
Project Description:							
<p>Teachers need time to collaboratively plan with each other around the new Maryland State Curriculum. In the identified schools, we will provide additional time for collaborative planning to improve teacher instruction and student performance. HCPSS will ensure that teachers in identified schools receive additional time and support to master the new State Curriculum.</p>							
Funding:							
<p>Race to the Top funds will be used to pay wages and FICA to provide collaborative planning time for classroom staff in identified schools.</p>							
Year by Year Description:							
<p>A collaborative framework will be devised by the HCPSS during Years 1 and 2 and then Race to the Top funds will be utilized during Years 3 and 4 for implementation at identified schools.</p>							

Section A: Executive Summary (continued)

Project Name:	Collaborative Planning for Identified Schools				
LEA:	Howard County Public School System				
Project Number:	9				
Project Details by Object					
Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Workshop wages and substitutes			40,800	23,970	64,770
Total			40,800	23,970	64,770
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 1-2: No costs incurred. Years 3-4: Substitutes for 12 staff in 20 targeted schools (Year 3 for 2 days and Year 4 for one day). (Year 3: 20 schools X 12 subs X \$85/day X 2 days = \$40,800; Year 4: 20 schools X 12 subs X \$85/day X 1 day = \$20,400; 21 extra subs for highest needs schools X \$85/day* 2 days = \$3570)					
Contract Services: expenditures for services performed by persons who are not on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fringe benefits (FICA)			3,121	1,834	4,955
Total			3,121	1,834	4,955
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 1-2: No costs incurred. Years 3 and 4: Costs allocated indicate FICA (.0765) on substitute costs.					
Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
Total	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Indirect Costs- 1.77% (Transfer of administrative costs not individually identified to grants)			764	449	1,213
Total			764	449	1,213
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here. Years 1-2: No costs. Years 3-4: Administrative costs not individually identified to grants.					
Total Project Costs					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	\$0	\$0	\$44,685	\$26,252	\$70,938
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

Race to the Top Monitoring Questions

- 1. Please provide the reason for the balance of unused funds at the conclusion of Project Year 1. Where the reason is project-specific, please include this information at the project level.**

- 2. How did the availability of unused funds at the conclusion of Project Year 1 impact the LEA's planning for Project Year 2 and beyond?**

- 3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?**

- 4. What will the LEA do differently in Project Year 2 as a result of lessons learned in implementing Project Year 1?**

- 5. Does the LEA anticipate any challenges in implementing Project Year 2? If so, please identify the challenges at the grant and project level, if applicable.**

The HCPSS did not use any Race to the Top funds in Project Year 1. All HCPSS activities were planned for Years 2-4 as described in the Project Budget Workbooks.

Section A: Executive Summary (continued)

Data

Data are embedded in the Content Section.

The results presented in this report include students who have taken either the MSA or the Mod-MSA as required by the state to meet the requirements of the No Child Left Behind Act. It must be noted that the results published by the Maryland State Department of Education (MSDE) on its website, www.mdreportcard.org now show MSA proficiency under the Assessment section and report AYP results under the AYP section.. The AYP results on that site have been calculated according to the AYP rules which take into account a student's attendance. AYP results only include students enrolled on both September 30 and March 15 of a school year. The MSA proficiency data represents the results of all students who took the MSA or Mod-MSA. The results presented in the data tables which are included in this report reflect the 2011 MSA performance of students who took the 2011 MSA.

There are additional differences from last year in the presentation of data for this report. To comply with federal regulations regarding the protection of student privacy, MSDE and local districts have changed the way student data are reported. Data will be reported in whole numbers rather than percentages. Additionally, aggregate data at or above 95 percent and at or below 5 percent will be reported as ranges of ≥ 95 percent or ≤ 5 percent, and student counts below ten will not be displayed. MSDE began reporting using the new race codes. For that reason, no trend data for race is available, and 2011 is considered baseline for race.

Section A: Executive Summary (continued)

Race to the Top Scope of Work Update

Section A: State Success Factors

Narrative: the narrative for Section A will describe the LEA's commitment to participation in the national and statewide evaluation of the Race to the Top program. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

Vision for Reform

The HCPSS is an excellent school system that is committed to becoming a world-class leader in the field of education. The system is a recognized source of local pride, consistently ranking among Maryland's top school districts based on student performance on state and national assessments. Howard County students score above the national averages on standardized tests and over 90 percent of graduates continue their education beyond high school. The system educates over 50,000 students in an environment that values excellence, customization of instruction, and parental/community involvement. Over the past ten years, the school system has grown rapidly and has become more diverse. Recent demographic data indicate that for the first time, the HCPSS is a majority minority school system. The student population is 49 percent white, 20 percent black or African American, 16 percent Asian, 8 percent Hispanic of any race, 6 percent two or more races, under 1 percent American Indian, and under 1 percent Native Hawaiian or other Pacific Islander.

Under the leadership of Dr. Sydney L. Cousin, the HCPSS is committed to working collaboratively with Howard County stakeholders and the Maryland State Department of Education (MSDE) to ensure the school system improves outcomes for all students. The state's commitment to 21st Century skills and increased academic rigor is a commitment the system shares. The school system will work with MSDE and local institutions of higher education to increase the percentage of students who graduate college and career ready and the percentage of students who graduate prepared for and interested in majoring in STEM-related fields.

Identified Needs and Goals

While overall achievement is very good, work remains to be done. The HCPSS will work to improve the achievement of all student groups, with an emphasis on the achievement of Black/African American students, Hispanic students, students receiving free and reduced-price meals services, English Language Learners, and students receiving special education services.

The HCPSS plans to achieve the following by 2020:

1. One hundred percent of students are proficient in English/language arts and mathematics.
2. Ninety-five percent of students in each student group graduate from HCPSS high schools, college and career ready.

Stakeholder Involvement

The Bridge to Excellence Master Plan presents a shared vision of school system stakeholders. Numerous presentations have been shared with key stakeholders, including Board members,

Section A: Executive Summary (continued)

school-based staff members, community advisory council members, bargaining unit representatives, and elected officials. The HCPSS District Planning Team reviewed proposed goals for this reform initiative and adopted the two targets listed above.

School system leaders are committed to ongoing dialogue with all stakeholders. This collaborative effort between the HCPSS and the community, and ongoing dialogue with stakeholders enhances the process for all. Dialogue will continue as implementation moves forward, ensuring the collaboration and support of the Howard County community.

Strategies for Increasing Student Achievement and Closing the Achievement Gap

In concert with MSDE, the HCPSS is putting forth a bold agenda of reform. The system will:

Rigorous Curriculum and Assessments

1. Work with the state to develop new curriculum that integrates STEM content, use the framework of the Common Core State Standards, and customize instruction so that all HCPSS students graduate from high school college and career ready.
2. Support development and implementation of new state assessments.
3. Provide intensive professional development on the new curriculum and assessments for all HCPSS administrative and instructional staff members to prepare them to meet the needs of all HCPSS students.
4. Develop and implement a comprehensive communication plan for sharing information about higher standards and high quality assessments with all stakeholders.

Data Infrastructure

5. Ensure the HCPSS data infrastructure supports MSDE requirements.
6. Support staff member use of the Instructional Improvement Process with Supporting Technology Subsystems.
7. Revise procedures about sharing data to support national and statewide evaluation of the Race to the Top initiative.

Great Teachers and Leaders

8. Work with HCPSS bargaining units to implement new teacher and administrator evaluation systems.
9. Enhance the effectiveness of staff members who mentor and develop new teachers.
10. Ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels.
11. Provide varied and flexible professional development for all HCPSS administrative and instructional staff members.

Support for Identified Schools

12. Work with principals and staff members from schools that have higher percentages of students who are not achieving at expected levels to provide the resources and supports needed to improve student outcomes.

Section A: Executive Summary (continued)

During year one of Race to the Top, the HCPSS has:

Standards and Assessments

1. Worked with, and plans to continue to work with, the state to develop new curriculum that integrates STEM content, uses the framework of the Common Core State Standards, and customizes instruction so that all HCPSS students graduate from high school college and career ready.
2. Provided initial professional development on the new curriculum for all HCPSS administrative and instructional staff members to prepare them to meet the needs of all HCPSS students.
3. Begun to implement a comprehensive communication plan for sharing information about higher standards and with all stakeholders.

Data Systems

1. Begun to explore options to ensure the HCPSS data infrastructure supports MSDE requirements.
2. Reviewed procedures about sharing data to support national and statewide evaluation of the Race to the Top initiative and will continue to share data.

Teachers and Leaders

1. Provided initial professional development to the staff members who mentor and develop new teachers.
2. Begun to develop procedures to ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels.
3. Provided varied and flexible professional development for all HCPSS administrative and instructional staff members in alignment with the training provided by MSDE.

Identified Schools

1. Worked with principals and staff members from schools that have higher percentages of students who are not achieving at expected levels to provide the resources and supports needed to improve student outcomes.
2. Begun establishing effective mechanisms to support schools that have higher percentages of students who are not achieving at expected levels.

The HCPSS did not budget Race to the Top funds for year one of the grant and has not used funds to date.

During year two of Race to the Top, the HCPSS will:

Standards and Assessments

1. Continue to work with the state to develop new curriculum that integrates STEM content, uses the framework of the Common Core State Standards, and customizes instruction so that all HCPSS students graduate from high school college and career ready. Implement Engineering is Elementary in grades 2-3.

Section A: Executive Summary (continued)

2. Provide professional development on the new curriculum for all HCPSS administrative and instructional staff members to prepare them to meet the needs of all HCPSS students. During the 2011-2012 school year, the Common Core Mathematics Practices and Writing Standards will be emphasized. Kindergarten students will receive instruction based on the Common Core Standards in mathematics and teachers will receive related professional development.
3. Continue to implement a comprehensive communication plan for sharing information about higher standards with all stakeholders and, as information becomes available about assessments, include it in the communication plan and share the information with stakeholders.

Data Systems

1. Procure needed equipment to ensure the HCPSS data infrastructure supports MSDE requirements.
2. Continue to share data to support national and statewide evaluation of the Race to the Top initiative.

Teachers and Leaders

1. Work with HCPSS bargaining units to design new teacher and administrator evaluation systems.
2. Design a teacher development protocol and provide professional development to enhance the effectiveness of staff members who mentor and develop new teachers.
3. Improve existing structures to ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels.
4. Continue to provide varied and flexible professional development for all HCPSS administrative and instructional staff members.

Identified Schools

1. Solidify a process to support schools that have higher percentages of students who are not achieving at expected levels.

More detailed plans are available in sections B, C, D, and E.

Cooperation with National and Statewide Evaluation

The Superintendent directed staff members to modify procedures in HCPSS Policy 3030 Research Involving Employees and Students to include data sharing agreements to support activities for approved research. The school system will participate in the national and statewide evaluation of the Race to the Top program.

Section A: Executive Summary (continued)

Action Plan: Section A

Goal(s):

- One hundred percent of students are proficient in English/language arts and mathematics.
- Ninety-five percent of students in each student group graduate from HCPSS high schools, college and career ready.

Section A: State Success Factors	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation	A		2010	Sept. 2012	Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation	Participation in evaluation	N
<i>Tasks/Activities:</i>							
1.							

Year 3 Goals:

These are areas of emphasis for year three:

- Complete the development and continue the implementation of a comprehensive communication plan for sharing information about higher standards and high quality assessments with all stakeholders.
- Develop and enhance the effectiveness of staff members who mentor and develop new teachers.

Year 4 Goals:

These are areas of emphasis for year four:

- Provide intensive professional development on the new curriculum and assessments for all HCPSS administrative and instructional staff members to prepare them to meet the needs of all HCPSS students.
- Work with HCPSS bargaining units to implement new teacher and administrator evaluation systems.
- Enhancement of hiring priority for identified schools in the HCPSS hiring and transfer processes

Part I – Section B: Standards and Assessments

Race to the Top Scope of Work Update

Section B: Standards and Assessments

Narrative: the narrative for Section B will describe the LEA’s commitment to implementing the Common Core Standards and assessments. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

Section B (3): Transition to Higher Standards and Assessments

The HCPSS will provide varied and differentiated professional development to facilitate understanding of the Maryland Common Core State Curriculum (MCCSC) and the philosophy and demands of the new curriculum and summative assessments. In addition, the HCPSS will work with MSDE to develop and implement formative assessments and the online toolkit - the Instructional Improvement Systems (online toolkit).

The HCPSS Division of Instruction staff members are laying the groundwork for the transition to the MCCSC and next generation teaching and learning. Staff members have participated in ongoing professional development on the Common Core State Standards and teachers of all disciplines will be infusing Common Core writing standards into lessons. A major area of focus will be argument writing. Teachers are also focused on developing and implementing lessons that require students to demonstrate the behaviors identified in the Standards for Mathematical Practices.

In partnership with MSDE, the HCPSS is designing four online professional development courses: *Enhancing Teaching and Learning Through the Use of Technology* in biology, government, English, and algebra. Staff has also designed a module on *Universal Design for Learning (UDL)*, and two modules with student resources. One is for Algebra II and the other is on writing in English.

The HCPSS curriculum is being redesigned to align with the Common Core State Standards. Initial work is focusing on K–2 mathematics. During the 2011–2012 school year, kindergarten teachers will teach new Common Core standards in mathematics. Other disciplines and grade levels will be added in August 2012.

Special Educators are recruited to participate in curriculum writing for all disciplines. The Curricular and Special Education staff members develop training and resources aligned with UDL principles for teachers to support all students particularly those students with disabilities with a focus on college and career readiness. Students with disabilities are participating in the Engineering is Elementary curriculum at the elementary level as part of the technology instruction and in the World Language pilot as part of the related arts rotation. The Office of Special Education is focused on increasing the percentage of students in the Least Restrictive Environment and therefore increasing the access students with disabilities have for all

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

opportunities. Through the facilitation and monitoring of transition plans for secondary students, access to STEM and world language curriculum is emphasized.

Standards

Teachers and other HCPSS educators will receive professional development on the MCCSC in preparation for implementation of the state curriculum. English and mathematics curriculum leaders have begun awareness training on the Common Core State Standards with key instructional staff members. Using internal and external resources, they will ensure that all curriculum staff members, school-based leaders, classroom teachers, related service providers, students, parents, and the general community are knowledgeable about the components of the Maryland Common Core State Curriculum. Resources for sharing information will include the HCPSS’s public website, the HCPSS staff intranet, HCPSS TV (Cable Channels 95 and 42), and local print media.

The HCPSS will continue efforts to increase the number of students who are well prepared to enter science, technology, engineering, and mathematics (STEM) careers. The system will collaborate with the public and private sectors, the higher education system, and the Howard County community to develop a sustainable model to inspire, engage, and prepare students for higher education and/or careers in STEM-related fields. Continued emphasis will be placed on: (1) providing relevant and enriched curricula and programs for all PreK-12 students, (2) recruiting and retaining highly qualified STEM teachers, (3) providing cutting-edge professional development for teachers and related service providers, and (4) developing dynamic partnerships with business, higher education, parents, and community organizations.

During year one and two, curricular leaders will continue integrating and aligning STEM-related standards into curricula. In addition, staff members will:

- Create a comprehensive plan for integrating engineering into the curriculum
- Collaborate across content areas to create STEM project-based lessons

Beginning in the 2011–2012 school year, staff members who attend the Summer Educator Effectiveness Academies will provide professional development to their colleagues on the content and pedagogy they learned while attending the summer academies.

Assessments

HCPSS leaders will ensure that stakeholders are knowledgeable and actively involved in assessment development as outlined by Maryland’s Education Reform Plan. The system is committed to ensuring that HCPSS teachers are highly effective. In addition to supporting the implementation of new curricula, the school system will also support implementation of MSDE-developed formative and summative assessments.

During the 2010–2011 school year, administrators, teachers, related service providers, and parents/guardians participated in MSDE focus groups for informing assessment development. In addition, staff members are committed to active involvement in the assessment design multi-state consortia, item development, pilot and field testing. Beginning in the 2011–2012 school year,

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

the HCPSS will assess the system’s capacity to deliver all state assessments using a technology platform, including how each school can implement universal assessment delivery.

College and Career Readiness

The HCPSS has identified the following characteristics as giving students an advantage when applying to college or seeking entry-level positions that lead to careers:

- Meeting the HCPSS graduation requirements and choosing rigorous courses and electives.
- Completing at least Algebra II and taking mathematics each year of high school
- Passing or scoring proficient or advanced on the required state high school assessments.
- Earning 500 or higher on each SAT subtest or earning a composite score of 22 or higher on the ACT.

The HCPSS will continue to use current college and career readiness indicators (The College and Career Advantage chart can be found at the end of this narrative) until the state’s model is developed and shared. Once the state model is available, the HCPSS will make adjustments to implement MSDE’s model for college and career readiness.

STEM

The HCPSS will prepare more students for advanced study and careers in STEM-related fields, by increasing STEM awareness and providing STEM curriculum modules at all levels. This will include purchasing *Engineering is Elementary* modules and phasing in their use at all elementary schools. The school system will inform parents and guardians of STEM opportunities available to their children and help parents identify an academic path that prepares their children for college and career readiness in STEM fields. System efforts will involve stakeholder groups such as the PTA, Early Childhood Learning Centers, advisory boards, and the HCPSS STEM Business and Education Coalition (STEMBEC).

Recurring Costs

The HCPSS will use operating funds to absorb the costs of refilling the consumables in the STEM *Engineering is Elementary* modules for the 40 elementary schools (Grades PreK–5).

The HCPSS will continue to work with STEMBEC to provide internships, mentors, and field experiences for students supporting their college and career readiness. These opportunities will also be available for teachers in order to increase their knowledge of the STEM workplace and opportunities.

World Language

The HCPSS established the Elementary World Language Committee to make recommendations for the implementation of K–5 world language programs. The committee researched models that build proficiency in a world language through STEM content. Two elementary schools will pilot a K-5 world language program in the 2011–2012 and 2012–2013 school years.

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

The HCPSS established the Elementary World Language Committee to make recommendations for the implementation of K–5 world language programs. The committee researched models that build proficiency in a world language through STEM content. Two elementary schools will pilot a K–5 world language program in the 2011–2012 and 2012–2013 school years. Students in Kindergarten through Grade 5 at both elementary schools will receive a semester of Chinese and a semester of Spanish for 60 minutes per week. The content will focus on science themes, but integrate other content areas also, such as social studies, mathematics, health, language arts, and the fine arts. Instruction will be 90–100 percent in the world language with a primary focus on building listening and speaking skills. Literacy skills in reading and writing will also be developed.

Professional Development

Teachers and related service providers will need highly effective professional development to support them in meeting all of the expectations inherent in the Race to the Top (RTTT) reform initiative. Through differentiated and ongoing professional development, HCPSS teachers and related service providers will understand the standards and be able to provide exemplary instruction and assessment of student performance.

The HCPSS will provide professional development for:

- Focusing on content determined by student achievement data and teacher effectiveness data in identified schools
- Increasing teachers' content knowledge, cross-curricular integration, and talent spotting for STEM students
- Incorporating STEM project-based lessons into instruction
- Integrating performance tasks into instruction.

During the 2010–2011 school year, the HCPSS established a RTTT Curriculum and Assessment Leadership Group to support schools in the transition to the MCCSC. Administrative and curriculum staff members received system training about the new Common Core State Standards during the Leadership I and II meetings. This training has also included identifying mathematics practices and writing standards as areas of focus for 2011–2012 and in-depth instruction on Universal Design for Learning (UDL). Curriculum staff members attended additional professional development to begin the creation of supporting documents for instruction.

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)



The Howard County Public School System (HCPSS) partners with families and the community to ensure that all students develop the knowledge and skills needed to be successful in the 21st century. The school system’s mission states that HCPSS expects each student to graduate ready “to participate responsibly in a diverse and changing world.” Although there is no single pathway to college and careers, achieving these readiness indicators as students progress from prekindergarten through grade 12 gives students the college and career advantage.

Readiness Indicators

	Ready for K <i>Early Childhood Beginnings</i>	Ready for Grade 3 <i>Laying the Foundation</i>	Ready for Middle School <i>Strengthening the Foundation</i>	Ready for High School <i>Building for Success</i>	College/Career Ready <i>Making the Most of High School</i>
Academic Achievement	<ul style="list-style-type: none"> Identified as fully ready across the seven domains of the Maryland Model of School Readiness (Language and Literacy, Mathematics, Science, Social Studies, Personal/Social, The Arts, Physical Development and Health) 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics by end of grade 2 At or above national norms on SAT-10 (Stanford Achievement Test) for grade 2 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in grades 3–5 Scored proficient or advanced on required state reading and mathematics assessments for grades 3 to 5 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in grades 6–8 Completed mathematics needed to take Algebra II in or before grade 12 Scored proficient or advanced on required state reading and mathematics assessments for grades 6 to 8 	<ul style="list-style-type: none"> Met HCPSS graduation requirements, choosing rigorous courses and electives** Completed at least Algebra II and took mathematics each year of high school Passed or scored proficient or advanced on required state high school assessments Earned 500 or higher on each SAT subtest or earned a composite score of 22 or higher on the ACT
Academic (Learning) Behaviors	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the Prekindergarten Report Card* 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the primary report cards (K and grades 1-2) 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the intermediate report card (grades 3-5) 	<ul style="list-style-type: none"> Developed satisfactory or outstanding organization and time management skills, as well as the motivation to succeed 	<ul style="list-style-type: none"> Identified career goals and steps necessary to achieve them Developed work ethic and employability skills
Extracurricular and Community Involvement	<ul style="list-style-type: none"> Participated in community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Completed Service Learning requirement Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest
Attendance and Punctuality	<ul style="list-style-type: none"> Attended prekindergarten 96% or more of school days* Arrived at school on time each day* 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day
Responsible Behavior and Positive Attitude	<ul style="list-style-type: none"> Interacted appropriately with other children 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations

* Not all students enroll in a prekindergarten program; other indicators may be used for students in other programs/settings.
 **Honors course, G/T course, AP course, Independent Research, G/T Intern/Mentor Program, or a high level course in the fine arts.



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Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Action Plan: Section B

Goal(s):

- At least 80% of surveyed stakeholders indicate awareness of the transition to higher standards and enhanced assessments.
- HCPSS participates in 100% of the collaborative work groups for which MSDE extends an invitation
- 100% of HCPSS teachers and administrators participate in high-quality professional development on new curriculum and assessments.
- At least 80% of surveyed HCPSS teachers and administrators indicate satisfaction with the quality of new curriculum and assessments.

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
1. Build awareness of the CCSS and of STEM programs with: <ul style="list-style-type: none"> • Curriculum leaders • School leaders • Teachers • Related Service Providers • Parents and community • Students. A. Provide monthly professional development focusing on MCCSC to central and school-based administrators at DOI meetings and Leadership 1 and 2 meetings. B. Provide ongoing professional development to school-based teacher leaders. These teacher leaders will facilitate embedded professional development for all instructional staff members related to transition to the Common Core State Curriculum in Reading/Language Arts and	(B)(3)		October 2011 October 2011	September 2012 June 2012	Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, & Marion Miller, Administrative Directors Bill Ryan, Executive Director, School Improvement and Administration Clarissa B. Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education	Communications posted using the HCPSS’s public website, the HCPSS staff intranet, HCPSS TV (Cable Channels 95 and 42), and local print media Feedback regarding the effectiveness of communication collected at meetings, such as: <ul style="list-style-type: none"> • Leadership I and II Meetings • Elementary and secondary curriculum meetings • Instructional Team Leader meetings • Countywide teacher professional development days Evaluation tools (on a five-point scale) indicate awareness of the CCSS and STEM Programs	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

<p>Mathematics.</p> <p>C. Provide ongoing professional development to related service providers. These providers will facilitate embedded professional development for transition to the Common Core State Curriculum in Reading/Language Arts and Mathematics.</p> <p>D. Teachers will provide students with explicit information about the requirements of the Common Core State Curriculum in Reading/Language Arts and Mathematics as they provide targeted instruction across curricular areas.</p> <p>E. Implement communication plan to ensure parents and community members are aware of transition to the Common Core State Curriculum in Reading/Language Arts and Mathematics.</p> <p>F. STEM Leadership teams in each school will plan and implement activities to increase staff member and community awareness of STEM and of school-based opportunities for students to participate in varied STEM activities.</p>					<p>Diane Martin, Director, Student, Family, & Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Patricia Caplan, Director, Public Information</p>		
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Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Participate in MSDE updates to ensure ongoing communication and remain knowledgeable about state activities	(B)(3) (D)(5)		October 2011	September 2012	Ray Brown, Chief Operating Officer Mamie Perkins, Deputy Superintendent Linda Wise, Chief Academic Officer	Updates are disseminated to appropriate stakeholders through <ul style="list-style-type: none"> • Leadership I and II meetings • Monthly Board of Education (BOE) updates • School Support Team (SST) • Elementary and Secondary Curriculum Program Meetings (ECP/SCP) • Other key stakeholder meetings 	N
3. Provide assistance with the development and delivery of hybrid and online professional development offerings using content from MSDE’s Educator Instructional Improvement Academies. Educator Effectiveness Academy team members will use transition plans developed over the summer to facilitate school-based professional development opportunities, using online and hybrid professional development resources. (Details will exist in each school’s transition plan.)	(B)(3) (C)(3)		October 2011	June 2012	School principals	District usage of hybrid and online professional development is tracked. Written feedback from academy participants on the effectiveness of professional development offerings is collected.	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Deliver and evaluate strategic professional development for teachers and related service providers in identified HCPSS schools focused on content determined by student-achievement data and teacher-effectiveness data.	(B)(3) (E)(2)		January 2012	September 2012	Linda Wise, Chief Academic Officer Juliann Dibble, Director, Professional & Organizational Development Clarissa B. Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Pamela Blackwell, Director, Student Services Diane Martin, Director, Student, Family, & Community Outreach	Student achievement data reflects improvement. Written feedback/evaluation from participants regarding the effectiveness of professional development is collected.	N
5. Assess the HCPSS’s current capacity to deliver all assessments using a technology platform, including how each school can implement universal assessment delivery using technology.	(B)(3)		June 2012	September 2012	Ray Brown, Chief Operating Officer Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development Rebecca Armani-Dove, Director, Student Assessment & Program Evaluation	Computers and technology infrastructure are capable and ready for testing in each school.	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>6. Ensure that administrators, teachers, and parents participate in MSDE sponsored first and second round meetings of content focus groups regarding new assessment system design to inform consortium discussions.</p>	<p>(B)(3) (D)(5)</p>		<p>October 2011</p>	<p>September 2012</p>	<p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors Bill Ryan, Executive Director, School Improvement and Administration Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Pamela Blackwell, Director, Student Services Diane Martin, Director, Student, Family, & Community Outreach Rebecca Armani-Dove, Director, Student Assessment & Program Evaluation</p>	<p>Key personnel to attend meetings are identified. Attendance at meetings is recorded. Written feedback/evaluation from participants regarding the effectiveness of data is collected.</p>	<p>N</p>
<p>7. Ensure that HCPSS curriculum staff members participate in the assessment design work conducted by multi-state consortia, including item development, pilot, and field test activities.</p>	<p>(B)(3) (D)(5)</p>		<p>October 2011</p>	<p>September 2012</p>	<p>Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>Participation in multi-state consortia activities is documented. District and teacher-created formative assessment materials are aligned with multi-state consortia products.</p>	<p>N</p>

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>8. Integrate/revise PreK-12 STEM-based curricula to align with the CCSS by collaborating with all content areas to ensure cross-curricular integration of STEM.</p> <ul style="list-style-type: none"> Technology teachers will align <i>Engineering is Elementary</i> Curriculum with appropriate Common Core Writing Standards, and science lessons for Grades 2 and 3 			October 2011	September 2012	Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach	STEM-based curricula are aligned. Aligned STEM-based curricula are integrated with instruction. Aligned STEM-based curricula are posted and disseminated. Teacher’s effective use of aligned STEM-based curricula is observed.	N
<p>9. Develop and implement an interdisciplinary STEM-based curriculum that includes the integration of engineering PreK-12.</p> <ul style="list-style-type: none"> Technology teachers and generalists will co-plan to align engineering/tech objectives with elementary science units in Grades 2/3 Implement <i>Engineering is Elementary</i> Curriculum in Grades 2 and 3 in 12 pilot schools 	(B)(3)	1	October 2011	September 2012	Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach	STEM-based curriculum is adopted and implemented. Elements of the STEM-based curriculum are integrated into instructional programs.	Y

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>10. Design and provide professional development activities that focus on sharing knowledge of STEM curricula and providing strategies for talent spotting of all students and especially those in under-represented groups.</p> <ul style="list-style-type: none"> • Pilot teachers will be trained by UMBC staff members in <i>Engineering is Elementary</i> Units for Grades 4 and 5 • Technology teachers and generalists participating in the <i>EiE</i> pilot will meet to evaluate success of lessons • Based on feedback above, tech teachers will revise Grade 2 and 3 • Pilot teachers will align <i>EiE</i> curriculum with technology and science objectives for Grades 4 and 5 • Pilot teachers will train 28 other tech teachers in <i>EiE</i> units in Grades 2 and 3 	(B)(3)		October 2011	September 2012	<p>Clarissa Evans, Executive Director, School Improvement and Curriculum</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Written feedback/evaluation from participants regarding the effectiveness of the professional development is collected.</p> <p>Teacher’s effective use of aligned STEM-based curriculum is observed.</p> <p>Collect base line information about participation of all students in STEM courses/extracurricular experiences including traditionally under-represented groups:</p> <ul style="list-style-type: none"> • African Americans, • English Language Learners • Students receiving Free and Reduced-price Meals Services (FARMs) • Hispanics • Females • Students with disabilities 	N
<p>11. Pilot K-5 world language classes in Chinese and Spanish in two elementary schools.</p>	(B)(3)		October 2011	June 2012	<p>Linda Wise, Chief Academic Officer</p> <p>Clarissa Evans, Executive Director, School Improvement and Curriculum</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>Pilot data and board report with recommendations is presented to the Superintendent and the Board of Education.</p>	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
12. Ensure that HCPSS educators participate in MSDE sponsored Educator Instructional Improvement Academies in PreK-12 reading/English language arts, mathematics, and STEM.	(B)(3) (D)(5)		October 2011	September 2012	David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors Bill Ryan, Executive Director, School Improvement and Administration Clarissa B. Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education	Teacher leaders from each school are identified. Documentation of participation in each day of training is collected. Information to key stakeholders is presented.	N
13. Align existing HCPSS electronic curriculum resources with those provided via the MSDE Educators' Portal, including the Online Instructional Toolkit.	(B)(3) (D)(5)		June 2012	September 2012	Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach Pamela Blackwell, Director, Student Services	Curriculum staff members report that electronic resources have been aligned and can show alignment upon request.	N
14. Align graduation requirements with state college and career-readiness standards and with standards for the STEM diploma endorsement.	(B)(3) (A)(1)		October 2011	September 2012	Linda Wise, Chief Academic Officer Clarissa B. Evans, Executive Director, School Improvement and Curriculum	HCPSS Policy is aligned with state requirements.	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
15. Design a student-growth model using differentiated assessments which could include: <ul style="list-style-type: none"> • State Developed Assessments (e.g., MMSR, MSA, HSA) • Portfolios • Locally required assessments • Passport to the Future • Advanced Placement 	(B)(3) (A)(1)	2	October 2011	September 2012	Linda Wise, Chief Academic Officer Ray Brown, Chief Operating Officer Clarissa B. Evans, Executive Director, School Improvement and Curriculum Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation	Processes and procedures in place are reviewed and revised to ensure proper implementation of the model.	N
16. Pilot, field test, and use high quality formative assessment items in selected schools that provide HCPSS teachers and related service providers with real-time data.	(B)(3) (C)(3) (D)(5)		October 2011	September 2012	Linda Wise, Chief Academic Officer Clarissa B. Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation	Teachers’ effective use of formative assessment items is observed as reflected in observation tools. Ongoing student performance is improved as measured by data.	N

Section B: Standards and Assessments – Race to the Top Scope of Work Update (continued)

Section B: Standards and Assessments	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Optional Activities:</i>							
1. Develop cross-curricular exemplars, including performance tasks designed to illustrate the application of English language arts and mathematics Common Core curriculum standards across history/social studies, science, technical subjects, health/physical education, world languages, and the fine arts curricula.	(B)(3)		October 2011	September 2012	Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education	Exemplars are developed.	N
2. Deliver and evaluate strategic professional development for teachers and related service providers across curricular areas in how to use and incorporate cross-curricular exemplars and performance tasks.	(B)(3)		October 2011	September 2012	Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach Pamela Blackwell, Director, Student Services	Written feedback from participants on the effectiveness of professional development offerings is collected.	N

Year 3 Goals:

- Refine implementation of student-growth model.
- Design models to infuse Common Core Standards in English/Language Arts and Mathematics across the curriculum.
- Grow use of formative assessments and Universal Design for Learning in all classrooms.

Year 4 Goals:

- Complete development of HCPSS version of instructional toolkit.
- Pilot new state assessments and reflect on lessons learned.
- Institutionalize training model that ensures all teachers are able to provide exemplary first instruction.

Section B: Standards and Assessments

Core Content Areas

No Child Left Behind Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- No Child Left Behind Indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.
- No Child Left Behind Indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

As required under No Child Left Behind (NCLB), Maryland has established continuous and substantial growth targets, or Annual Measurable Objectives (AMOs), for 100% of students to reach proficiency in reading/language arts and mathematics by 2013-2014.

NCLB requires that states test students in science at least once annually in grades 3-5, grades 6-9, and grades 10-12. Additionally, Maryland requires all students who entered ninth grade in or after 2005 to pass the High School Assessments (HSAs). Students may meet the graduation requirement by reaching a combined score of 1602 on the four (4) HSAs or by reaching a combined total of 1208 on the three (3) HSAs, which would include English, Algebra/Data Analysis and Biology.

Local school systems are asked to provide data in the Annual Updates to indicate the progress of all students toward attaining academic proficiency consistent with the AMOs and HSA graduation requirement.

Reading and Mathematics

Within the reading and mathematics content areas, local school systems should address the performance of elementary and middle school students using Adequate Yearly Progress (AYP) proficiency data through 2011.

LSSs should address the performance of high school students using AYP proficiency data for English and Algebra/Data Analysis through 2010. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for English and Algebra/Data Analysis for 2010, and local data on juniors (rising seniors) who have not yet met the graduation requirement as of June 30, 2011.

Science

Under NCLB, local school systems are required to administer annual science assessments at least once at the elementary level, once at the middle school level, and once at the high school level.

For the science content area, LSSs should address the performance of students in Grade 5 and students in Grade 8 using the Maryland School Assessment (MSA) data for 2011. Additionally, LSSs should address the performance of high school students using the HSA Assessment results for Biology for 2010, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2011.

Social Studies

Maryland Social Studies State Curriculum requirements serve to articulate the program criteria local public school systems must implement to produce graduates that are college, career, and citizenship ready. Graduates with these attributes are culturally and civically literate, globally aware and able to efficiently access and discriminate sources of information using 21st century technology. Social studies and its disciplines—history, economics, civics, and geography—have long been valued in American education because of their role in helping students participate meaningfully in the democratic process. Additionally, with the emergence of a postindustrial economy that emphasizes creativity, innovation, lifelong learning, and teambuilding, researchers have come to recognize the central role that social studies instruction plays in the formation of these skills (*MD Social Studies Task Force Report, 2010*).

Section B: Standards and Assessments – Core Content Areas (continued)

Core Content Areas
Reading – Maryland School Assessment (MSA)

Based on the examination of Reading performance data for elementary schools (Table 2.1) and middle schools (Table 2.2):

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10649	9906	93.0	10707	9931	92.8	11020	10359	94.0	5581	5106	91.5	5594	5089	91.0	5697	5291	92.9	5068	4800	94.7	5113	4842	94.7	5323	5068	≥ 95
Hispanic/Latino of any race							891	778	87.3							473	402	85.0							418	376	90.0
American Indian or Alaska Native							20	*	≥ 95							**	**	**							13	12	92.3
Asian							1866	*	≥ 95							928	*	≥ 95							938	*	≥ 95
Black or African American							2341	2026	86.5							1239	1043	84.2							1102	983	89.2
Native Hawaiian or Other Pacific Islander							16	*	≥ 95							**	**	**							**	**	**
White							5150	*	≥ 95							2677	*	≥ 95							2473	*	≥ 95
Two or more races							736	*	≥ 95							365	*	≥ 95							371	*	≥ 95
Special Education	822	574	69.8	843	542	64.3	822	587	71.4	581	408	70.2	601	393	65.4	565	408	72.2	241	166	68.9	242	149	61.6	257	179	69.6
Limited English Proficient (LEP)	439	324	73.8	446	319	71.5	522	387	74.1	241	179	74.3	257	177	68.9	294	218	74.1	198	145	73.2	189	142	75.1	228	169	74.1
Free/Reduced-Price Meals Services (FARMS)	1485	1168	78.7	1810	1453	80.3	1961	1658	84.5	745	563	75.6	901	677	75.1	1013	834	82.3	740	605	81.8	909	776	85.4	948	824	86.9

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11650	10651	91.4	11523	10468	90.8	11385	10537	92.6	6102	5437	89.1	5953	5270	88.5	5871	5307	90.4	5548	5214	94.0	5570	5198	93.3	5514	5230	94.8
Hispanic/Latino of any race							852	747	87.7							442	376	85.1							410	371	90.5
American Indian or Alaska Native							33	29	87.9							21	19	90.5							12	10	83.3
Asian							1738	*	≥ 95							883	835	94.6							855	*	≥ 95
Black or African American							2499	2113	84.6							1259	1009	80.1							1240	1104	89.0
Native Hawaiian or Other Pacific Islander							19	*	≥ 95							11	*	≥ 95							**	**	**
White							5553	*	≥ 95							2891	2718	94.0							2662	*	≥ 95
Two or more races							691	655	94.8							364	339	93.1							327	*	≥ 95
Special Education	803	489	60.9	836	472	56.5	860	553	64.3	551	328	59.5	570	335	58.8	593	375	63.2	252	161	63.9	266	137	51.5	267	178	66.7
Limited English Proficient (LEP)	305	177	58.0	186	105	56.5	188	87	46.3	158	86	54.4	99	54	54.5	100	48	48.0	147	91	61.9	87	51	58.6	88	39	44.3
Free/Reduced-Price Meals Services (FARMS)	1471	1066	72.5	1670	1233	73.8	1900	1505	79.2	775	529	68.3	893	631	70.7	961	723	75.2	696	537	77.2	777	602	77.5	939	782	83.3

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

Section B: Standards and Assessments – Core Content Areas (continued)

- 1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).**
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Elementary School Reading

The HCPSS has 94 percent of its elementary students (Grades 3–5) performing at the proficient or advanced level on the Reading MSA. The following student groups had challenges in their MSA performance:

- Students receiving special education services – 71.4 percent
- Students receiving free and reduced-price meals services – 84.5 percent
- English Language Learners – 74.1 percent
- African American students – 86.5 percent
- Hispanic students – 87.3 percent

All HCPSS students receiving services have made gains since 2010. Students receiving Limited English Proficiency (LEP) services gained 2 percentage points; students receiving free and reduced-price meals services (FARMS) gained 5 percentage points; and students receiving special education services made the largest gains at 7 percentage points. Students overall gained 1 percentage point from 2010 to 2011. Despite these gains, none of the students receiving services are performing at the level of students overall (94 percent proficient and advanced for students Overall, 74, 85, and 71 percent proficient for LEP, FARMS, special education respectively).

While the data tables above display MSA performance, not AYP proficiencies, AYP data are available on mdreportcard.org and are still the accountability measure required for No Child Left Behind. The Elementary AMO for 2011 Reading is 85.9. Four schools (Manor Woods, Northfield, Thunder Hill, and Worthington) made AYP without any reliance on the confidence interval or Safe Harbor. One elementary school and Cradlerock K-8 did not meet AYP for reading. Each had student groups that did not meet the AMO in Reading. (Fulton – Special Education, LEP; Cradlerock – Black/African American, FARMS, Special Education, LEP.) HCPSS' level of performance is commendable, but even as the system celebrates our achievements, we are keenly aware that there are some students who have not achieved at the minimum level of proficiency.

The following practices, programs, and strategies will continue to be instrumental in implementing best practices in language arts instruction in our 40 elementary schools:

- On-site professional development is provided to sixteen schools through Reading Support Teachers. These teachers ensure that the needs identified in school improvement plans are supported through on-going coaching and support. In addition, the support teachers serve as a liaison to another school and provide on-site support on a monthly basis. The direction of this support was in response to needs identified by administrators and teachers.

Section B: Standards and Assessments – Core Content Areas (continued)

- In an effort to ensure that teachers are equipped to meet the systemic initiatives of knowing our students and developing a relationship with students and their families, all reading specialists will continue to participate in professional development around Knowing the Students Behind the Data. The focus of this year’s symposium will be on using technology as a tool for engagement in reading and writing. The focus will remain on gaining strategies to promote the acceleration of each of our student groups.
- The Language Arts Office will continue to partner with the Hispanic Achievement Office to provide training to teachers on how to communicate effectively with parents of Hispanic students and how to encourage involvement in the school. The audience will continue to include invited members of schools where raising the achievement of Hispanic students is an area of focus. This is a joint venture between the language arts office and the Hispanic Achievement Specialist.
- To support the systemic initiative of having a process for continuously monitoring the progress of our students and determining appropriate interventions that ensure their success, all elementary reading specialists, special educators and classroom teachers will continue to use the Fountas and Pinnell Benchmark Assessment Systems. Training will be provided to all new HCPSS teachers and upon request by others. This assessment system provides consistency between elementary and middle schools. To provide intervention support that is aligned with this assessment system, The Leveled Literacy Intervention System 2 (Fountas and Pinnell) is provided to each elementary school. Reading specialists and other interventionists receive training on this system on-site or at after-school workshops.
- In an effort to accelerate the progress of English Language Learners, the Language Arts and ESOL Office will hold a Mini-Conference for ESOL teachers, classroom teachers, and Reading Specialists. The purpose of this conference is to examine best practices in ESOL instruction and to align interventions and instruction.
- The Office of Elementary Language Arts will collaborate with the Department of Special Education to provide intensive professional development on co-teaching and instructional practices for selected elementary schools. Students receiving special education services improved an average of 7.1 percent on MSA reading proficiency. This project, called Designing Quality Inclusive Education is funded through a private grant.
- The Elementary Language Arts Office and the Department of Special Education collaborate to provide a professional development series for non-tenured general and special educators with an overview of the Maryland Common Core Standards and strategies to improve reading instruction to support all students. Two half-day sessions are planned. These sessions are jointly funded through Title II and federal funds.
- The Elementary Language Arts Office will continue to provide ongoing support to the Black Student Achievement Office to assist the mentors in providing acceleration to designated students.

New initiatives to support the Maryland Common Core State Curriculum:

- On-site professional development will be expanded to an additional 24 schools through monthly visits by pairs of Reading Support Teachers. (Thus, all 40 schools will receive the services of Reading Support Teachers). The purpose of these visits is to ensure that all staff members have a solid understanding of the new Maryland Common Core Standards, specifically as they apply to writing instruction. Reading Support Teachers will meet

Section B: Standards and Assessments – Core Content Areas (continued)

with grade level teams and support teachers, including Special Educators, ESOL teachers, Reading Specialists and Title I teachers.

- In an effort to reach schools which did not meet AYP or met AYP through safe harbor or confidence interval, the Department of Special Education and the Elementary Language Arts Office will conduct an on-going series of sessions that focus on the Maryland Common Core Standards and exemplary instructional practices in reading and writing. General educators and special educators will collaborate to ensure that an aligned program is in place for every student performing below grade level. The funding for this project is through a federal grant for special education.
- To support the emphasis on informational reading processes from the Maryland Common Core Standards, a variety of professional development opportunities will be provided to various audiences (reading specialists, instructional team leaders from general and special education and ESOL teachers) throughout the year. In addition, seventeen schools will utilize additional resource materials that were provided through AARA funds in spring 2011.

Middle School Reading

The 2011 MSA proficiency rate for all middle school students (Grades 6–8) increased by 1.8 percent from 90.8 percent in 2010 to 92.6 percent in 2011. Students receiving free and reduced-price meals services showed an increased proficiency rate of 5.4 percent from 73.8 percent in 2010 to 79.2 percent in 2011, while special education reading increased by 7.8 percent from 56.5 percent in 2010 to 64.3 percent in 2011. LEP students experienced a decrease in proficiency of 10.2 percent from 56.5 percent in 2010 to 46.3 percent in 2011.

Again, while the data tables above display MSA performance, not AYP proficiencies, AYP data are available on mdreportcard.org and are still the accountability measure required for No Child Left Behind. All Grade 6-8 student groups made AYP in reading by reaching the AMO of 85.6, by the confidence interval, or by Safe Harbor, except at these middle schools: Harper’s Choice, Mayfield Woods, and Cradlerock (which will separate into an elementary and middle school, Cradlerock Elementary and Lake Elkhorn Middle, beginning in the 2011–2012 school year). These student groups did not meet the AMO of 85.6 percent at Cradlerock, a K–8 school in 2011: Black/African American, FARMS, Special Education, and LEP.

When analyzed by grade, student groups that did not meet the MSA proficiency rate were:

- Grade 6: Overall, of the 3,631 students taking the MSA-Reading, 8.0 percent or 289 students scored Basic. Groups that did not meet the target were: Black/African American (16.3 percent), Hispanic (14.5 percent), ELL (55.7 percent), FARMS (21.9 percent), and Special Education (38.0 percent).
- Grade 7: Overall, of the 3,917 students taking the MSA-Reading, 7.4 percent or 289 students scored Basic. Groups that did not meet the target were: ELL (50.0 percent), FARMS (20.4 percent), and Special Education (33.2 percent).
- Grade 8: Overall, of the 3,837 students taking the MSA-Reading, 7.0 percent or 270 students scored Basic. Groups that did not meet the target were: Black/African American (15.8 percent), American Indian/Alaskan (18.2 percent), ELL (56.8 percent), FARMS (20.1 percent), and Special Education (36.0 percent).

Section B: Standards and Assessments – Core Content Areas (continued)

Across the grade band, (6, 7, 8) the groups with the most number of students scoring Basic were ELL and Special Education.

The Secondary Language Arts Office will meet with representatives of the ESOL Office and Department of Special Education on a regular basis throughout the year to support LEP and special education students in the reading program. Additionally, the Secondary Language Arts Office will work with the Black Student Achievement Program Secondary Specialist to identify and implement best practices for promoting reading proficiency among Black/African American males, a student group that is indicated through data to be in need of additional supports. Changes to support the middle school reading program include:

- Continuation of the Benchmark Assessment System: The *Fountas and Pinnell Benchmark Assessment System* is administered to below level readers in a one-on-one student and teacher conference to establish optimal learning levels and to gather valuable information about the student's reading processing, fluency, and comprehension. This system is used at both the elementary and middle school levels as a measure of student growth in reading. Comprehension, reading rate, and fluency are measured through this program. The results of testing inform instructional decisions.
- Collaborating Specialists: The Secondary Language Arts Office–Reading partners with the Department of Special Education to support specialists, such as reading specialists and special educators, as they make decisions regarding instruction and interventions for at-risk students in reading. Three meetings are scheduled for the 2011–2012 school year that provide professional development, identification of students in need of intervention, and opportunities for collaboration.
- Co-Teaching Model: Seven middle schools will receive monthly site-based professional development training in the areas of co-teaching and instruction which is funded through the HCPSS Special Education budget and the MSDE grant.
- Strategic Instruction Model (SIM): An intervention class using the Strategic Instruction Model (SIM) will be in ten schools. This class is funded from Department of Special Education budget, and the MSDE grant.
- Technology: The Secondary Language Arts Office–Reading will work with the Instructional Technology Office to utilize technologies to provide professional development to teachers (especially ESOL teachers and Special Educators), team leaders, and reading specialists for reading support.
- Summer Enrichment and Accelerated Leadership Program (SEAL): This 19-day summer program is offered through the Black Student Achievement Program (BSAP) and is open to all students and student groups, although the participants are predominantly representative of the Black/African American student group. Students in Grades 6 through 12 may participate. The students are involved in a preview of the English and reading curriculum that they will encounter during the coming school year. This year, a special English and history class has been initiated for Black/African American males and is taught by a Black/African American male teacher. In addition to the English or history curriculum, students are engaged in problem solving and coping skills. The performance of the enrolled students in this special class will be monitored throughout the coming year to determine this group's performance in comparison to a control group.

Section B: Standards and Assessments – Core Content Areas (continued)

Core Content Areas
English – High School Assessment (HSA)

Based on the examination of performance data for English (Table 2.3):

Table 2.3: Maryland High School Assessment Performance Results - Reading - High (English II)																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students							3877	3542	91.4							1774	1982	89.5							1768	1895	93.3
Hispanic/Latino of any race							210	244	86.1							107	128	83.6							103	116	88.8
American Indian or Alaska Native							**	**	**							**	**	**							**	**	**
Asian							509	546	93.2							274	298	91.9							235	248	94.8
Black or African American							545	689	79.1							256	332	77.1							289	357	81.0
Native Hawaiian or Other Pacific Islander							**	**	**							**	**	**							**	**	**
White							2086	2197	94.9							1061	1141	93.0							*	*	≥ 95
Two or more races							*	*	≥ 95							75	82	91.5							*	*	≥ 95
Special Education							16	59	27.1							12	43	27.9							**	**	25.0
Limited English Proficient (LEP)							17	39	43.6							**	**	39.1							**	**	50.0
Free/Reduced Meals (FARMS)							339	459	73.9							173	236	73.3							166	223	74.4

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students
MSDE official data pending*

Section B: Standards and Assessments – Core Content Areas (continued)

- 1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.**
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

We are waiting for MSDE to recalculate 2011 English HSA performance data. AYP calculations included the Homewood Center and will be updated after October 14, 2011 reflecting each student at their home school. Based on the initial release of 2011 performance data, the HCPSS has challenges evident. This section will be updated when new data become available.

Challenges evident on the 2011 English HSA include:

- Black or African American students and Hispanic of any race students have made progress but continue to score significantly below students in other student groups.
- Students receiving free and reduced-price meals services or special education services, and English Language Learners have made progress but continue to score below 80 percent proficient or advanced.

Staff members have identified the following instructional adjustments to ensure sufficient progress:

- English 10 teachers, co-teachers, and ESOL teachers will continue to receive training on using the MSDE HSA online course. There will be a renewed focus on training for all teachers using HSA online and strategies to infuse these resources in their instruction. MSDE grant funds will be used to provide beyond-the-school-day professional development to teachers.
- Teacher Manuals which provide instructions for administering HCPSS local assessments have been revised to include embedded explanations for incorrect, as well as correct, responses for each item. This change will enable classroom teachers to more effectively explain why distracters can and should be eliminated.

Section B: Standards and Assessments – Core Content Areas (continued)

Based on the examination of 2010 High School Assessment (HSA) results for English (Tables 3.1, 3.2 and 3.12):

Table 3.1: HSA Test Participation and Status - English 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3762	88.8	3341	8.9	335	2.3	86	1923	86.6	1666	11	211	2.4	46	1839	91.1	1675	6.7	124	2.2	40
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	219	51.6	113	41-≤50	*	**	**	151	49.7	75	41-≤50	*	≤5	**	68	55.9	38	41-≤50	*	**	**
Limited English Proficient (LEP)	81	**	**	11-≤20	*	77.8	63	37	**	**	**	**	78.4	29	44	**	**	**	**	77.3	34
Free/Reduced-Price Meals Services (FARMS)	492	65.2	321	25.6	126	9.1	45	257	59.5	153	31.1	80	9.3	24	235	71.5	168	19.6	46	8.9	21

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Table 3.2: HSA Test Participation and Status - English 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3736	90.8	3394	8.8	328	0.4	14	1901	89.0	1691	11-≤20	*	**	**	1835	92.8	1703	6-≤10	*	**	**
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	195	60.0	117	31-≤40	*	**	**	126	58.7	74	41-≤50	*	**	**	69	62.3	43	31-≤40	*	**	**
Limited English Proficient (LEP)	47	55.3	26	31-≤40	*	**	**	27	48.1	13	41-≤50	*	**	**	20	65.0	13	**	**	**	**
Free/Reduced-Price Meals Services (FARMS)	406	69.5	282	21-≤30	*	**	**	223	66.4	148	31-≤40	*	**	**	183	73.2	134	21-≤30	*	**	**

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Section B: Standards and Assessments – Core Content Areas (continued)

Table 3.12: HSA Test Participation and Status - English 2010																						
Population: All 12th Grade Students																						
Subgroup	All Students							Male							Female							
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	
All Students	3723	91.6	3409	6-≤10	*	**	**	1863	88.2	1643	11-≤20	*	**	**	1860	94.9	1766	6-≤10	*	≤5	**	
Hispanic/Latino of any race																						
American Indian or Alaska Native																						
Asian																						
Black or African American																						
Native Hawaiian or Other Pacific Islander																						
White																						
Two or more races																						
Special Education	231	61.9	143	31-≤40	*	**	**	149	57.7	86	41-≤50	*	**	**	82	69.5	57	31-≤40	*	≤5	**	
Limited English Proficient (LEP)	32	53.1	17	41-≤50	*	**	**	17	**	**	**	**	**	**	15	**	**	**	**	**	≤5	**
Free/Reduced-Price Meals Services (FARMS)	433	76.7	332	21-≤30	*	**	**	201	68.7	138	31-≤40	*	**	**	232	83.6	194	11-≤20	*	≤5	**	

**per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students*

- 1. Identify any additional challenges that are evident.**
- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

Additional challenges for the English HSA include:

- While the overall pass rates on the English HSA for 10th grade students exceeds 88 percent, students receiving special education services performed more than 37 percentage points below the overall pass rate, students receiving free and reduced-price meals services performed 23 percentage points below the overall pass rate, and African American students performed 11 percentage points below the overall pass rate for 10th grade.
- While the overall pass rates on the English HSA for 11th grade students exceeds 90 percent, students receiving special education services performed more than 30 percentage points below the overall pass rate, students receiving free and reduced-price meals services performed 21 percentage points below the overall pass rate, African American students performed 12 percentage points below the overall pass rate, and Limited English Proficient students performed 35 percentage points below the overall pass rate in 11th grade.
- While the overall pass rates on the English HSA for 12th grade students exceeds 91 percent, students receiving special education services performed almost 30 percentage points below the overall pass rate, students receiving free and reduced-price meals services performed 15 percentage points below the overall pass rate, and Limited English Proficient students performed 36 percentage points below the overall pass rate in 12th grade.
- A significant challenge exists with our students who are English Language Learners as evidenced by the high percentage who have not taken the English HSA in 10th grade, and those who have not passed in 11th and 12th grade.

To ensure HCPSS students overcome the additional challenges which are evident for English, the following new strategies will be implemented, in addition to those previously identified:

- Provide professional development which focuses on explicit instruction.
- Require teachers to embed formative assessments throughout each lesson and not just at the end of lessons.
- Require teachers to ensure that every student understands the learning outcome/target for the day and is able to self-assess throughout the period.

Section B: Standards and Assessments – Core Content Areas (continued)

Core Content Areas
Mathematics – Maryland School Assessment (MSA)

Based on the examination of Math performance data for elementary schools (Table 2.4) and middle schools (Table 2.5):

Table 2.4: Maryland School Assessment Performance Results - Math - Elementary																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.			
All Students	10697	9587	89.6	10760	9864	91.7	11085	10281	92.7	5609	4978	88.8	5626	5115	90.9	5735	5289	92.2	5088	4609	90.6	5134	4749	92.5	5350	4992	93.3
Hispanic/Latino of any race							906	775	85.5							480	409	85.2							426	366	85.9
American Indian or Alaska Native							20	18	90.0							**	**	**							13	11	84.6
Asian							1907	*	≥ 95							**	**	**							952	*	≥ 95
Black or African American							2347	1949	83.0							1242	1009	81.2							1105	940	85.1
Native Hawaiian or Other Pacific Islander							16	13	81.3							**	**	**							**	**	**
White							5153	*	≥ 95							2678	*	≥ 95							2475	*	≥ 95
Two or more races							736	*	≥ 95							365	*	≥ 95							371	*	≥ 95
Special Education	821	472	57.5	841	548	65.2	822	561	68.2	581	353	60.8	599	412	68.8	565	396	70.1	240	119	49.6	242	136	56.2	257	165	64.2
Limited English Proficient (LEP)	488	333	68.2	500	374	74.8	584	457	78.3	269	189	70.3	289	228	78.9	331	268	81.0	219	144	65.8	211	146	69.2	253	189	74.7
Free/Reduced-Price Meals Services (FARMS)	1496	1034	69.1	1826	1401	76.7	1985	1581	79.6	748	511	68.3	913	677	74.2	1027	809	78.8	748	523	69.9	913	724	79.3	958	772	80.6

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

Table 2.5: Maryland School Assessment Performance Results - Math - Middle																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.			
All Students	11699	10163	86.9	11575	10078	87.1	11450	10001	87.3	6128	5248	85.6	5979	5157	86.3	5906	5121	86.7	5571	4915	88.2	5596	4921	87.9	5544	4880	88.0
Hispanic/Latino of any race							861	689	80.0							446	358	80.3							415	331	79.8
American Indian or Alaska Native							33	27	81.8							21	17	81.0							12	10	83.3
Asian							1767	*	≥ 95							899	*	≥ 95							868	*	≥ 95
Black or African American							2512	1814	72.2							1265	884	69.9							1247	930	74.6
Native Hawaiian or Other Pacific Islander							19	16	84.2							**	**	**							**	**	**
White							5567	5162	92.7							2900	2679	92.4							2667	2483	93.1
Two or more races							691	601	87.0							364	307	84.3							327	294	89.9
Special Education	808	412	51.0	837	434	51.9	864	483	55.9	556	293	52.7	571	303	53.1	597	345	57.8	252	119	47.2	266	131	49.2	267	138	51.7
Limited English Proficient (LEP)	344	235	68.3	232	137	59.1	239	137	57.3	179	129	72.1	123	80	65.0	126	75	59.5	165	106	64.2	109	57	52.3	113	62	54.9
Free/Reduced-Price Meals Services (FARMS)	1480	921	62.2	1691	1091	64.5	1921	1283	66.8	780	465	59.6	902	587	65.1	975	637	65.3	700	456	65.1	789	504	63.9	946	646	68.3

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

Section B: Standards and Assessments – Core Content Areas (continued)

- 1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).**
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Elementary School Mathematics

Mathematics performance of HCPSS elementary school students (Grades 3-5) is very similar to their performance in Reading. Ninety-three percent of students are performing at the proficient or advanced levels in Mathematics.

As a county, the following elementary students groups experienced challenges on the Mathematics MSA:

Student Group	2011 MSA Percent Proficient
Students receiving free and reduced-price meals services	79.6
Students receiving special education services	68.2
English Language Learners	78.3
African American	83.0

All HCPSS students receiving services have made gains since 2010. Students receiving Limited English Proficiency (LEP) services, free and reduced-price meals services (FARMS), and special education services each gained 3 percentage points. In Mathematics as well as in Reading, the achievement is noteworthy, but a look at the performance of students overall and students receiving services shows a gap. English Language Learners, students receiving free and reduced-price meals services, and students receiving special education services have performance rates of 78, 80, and 68 percent proficient or advanced respectively, compared to 93 percent of students overall.

While the data tables above display MSA performance, not AYP proficiencies, AYP data are available on mdreportcard.org and are still the accountability measure required for No Child Left Behind. The Elementary AMO for 2011 Mathematics is 84.5. Here too, it is to be noted that four schools – Manor Woods, Northfield, Thunder Hill, and Worthington – met AYP without reliance on the confidence interval or Safe Harbor. In 2011, 35 schools and Cradlerock K-8 had at least one student group meet the AMO by virtue of the confidence interval or Safe Harbor. Two elementary schools and Cradlerock K-8 were among the schools that did not meet AYP in Mathematics. (Cradlerock did not meet AYP for All Students, Black/African American, FARMS, Special Education, and LEP; Running Brook for Special Education; Swansfield for Hispanic of any Race and FARMS.)

Even though several student groups did not meet the AYP for Mathematics, several student groups did show growth in their MSA performance. Both students receiving free and reduced-price meals services grew 2.9 points and English Language Learners grew 3.5 points. The MSA performance of students who receive special education services improved 3.0 percentage points.

Section B: Standards and Assessments – Core Content Areas (continued)

Sixteen of the 39 elementary schools and one K–8 school (43 percent of the elementary schools) have math support teachers. School selection was based on the number of below grade level students, MSA scores, and SAT-10 data. Math support teachers provide on-site professional development for teachers and administrators on effective mathematics instruction. The math support teachers also co-teach with classroom teachers to model effective instruction. Ten of the 16 schools showed growth on the MSA mathematics assessment. In addition to their home schools, the math support teachers provided on-site professional development at another school one day a month. The administrator and team leaders at that school chose the focus for the professional development.

On-site professional development will be expanded to an additional 24 schools during the 2011–2012 school year. (Thus, all 40 schools will receive the services of Math Support Teachers). Pairs of math support teachers will meet with teams every other month to ensure that teachers are familiar with the Maryland Common Core Standards that will be implemented in the next two years. Understanding the Mathematical Practices will be a focus of the school system. Meetings will include classroom teachers, special education teachers, ESOL teachers, Title I teachers, and paraeducators.

Starting in 2011–2012 with the transition to the Common Core State Standards and ACCESS English language proficiency assessment, ESOL teachers will receive professional development on increasing academic vocabulary and conceptual knowledge and will collaborate with content teachers to provide enhanced instruction for ELLs.

The afterschool tutoring program will continue at 17 of the 40 schools. Each school will have four tutors to provide additional instruction to below grade level students. There will be two ten-week sessions. Each tutor will work with three students, twice a week for an hour. This additional instruction has helped students move from below grade level to on grade level and move from basic to proficient on the MSA. Funding is from the Howard County Public School System’s Operating Budget.

In collaboration with the Office of Elementary Language Arts, three half-day professional development sessions will be provided for new teachers. These sessions will focus on the mathematics curriculum and effective instructional strategies. Funding comes from Title II funds.

The Office of Elementary Mathematics will continue to work with the Hispanic Achievement Specialist to focus on training for teachers on how to communicate effectively with Hispanic families. Schools will be invited to attend if one of their areas of focus is on raising the achievement of their Hispanic students.

For 2011–2012, the *Designing Quality Inclusive Education* initiative will continue. Approximately 10 elementary schools will participate in this initiative approximately four times across the year. Co-teaching teams, including teachers in Academic Life Skills programs, will participate in the professional development sessions for this initiative. The sessions will be

Section B: Standards and Assessments – Core Content Areas (continued)

differentiated for the teachers based on curricular knowledge and emphasize math content anchored in the Common Core, effective lesson planning, and co-teaching.

Approximately six elementary schools will participate in the Elementary Exemplary Instruction initiative during the 2011–2012 school year. The Office of Elementary Mathematics and the Department of Special Education will provide intensive professional development that is aligned with the Common Core and emphasizes the Standards for Mathematical Practices. Following off-site professional development, school teams comprised of general and special education teachers will also receive school-based professional development throughout the school year. School-based trainings will be customized to meet the needs of the school in collaboration with the administrators.

In order to begin the transition from the current Maryland State Curriculum to the Common Core State Standards, the Office of Elementary Mathematics will offer several after school workshops for first and second grade teachers. There will be three sessions that focus on the content of the Common Core as well as how to teach with the Mathematical Practices as a focus. Funding comes from Title II funds.

During the 2011–2012 school year, Howard County will begin to implement the Common Core State Standards in kindergarten. This endeavor is a collaborative effort between the Elementary Office of Mathematics and the Office of Early Childhood Programs. The new curriculum will be implemented along with aligned assessments. This will require professional development for the kindergarten teachers. A focus group of kindergarten teachers and stakeholders was formed during the spring of 2011. This group has guided the implementation process and will help in providing professional development for the teachers, administrators, and community members. All day professional development will be held during the school year for the kindergarten teachers.

Middle School Mathematics

Increasing the number of students in Grades 6–8 receiving special education services, students receiving LEP services, and students receiving free and reduced-price meals services who score at the proficient or advanced levels is identified as a challenge. The following activities will be put in place or continued in order to support the Grades 6–8 teachers and these students:

- The Office of Secondary Mathematics (OSM) will sponsor Summer Institutes for Grades 6–8 teachers of students receiving LEP, free and reduced-price meals, and special education services. The anticipated outcome of the institute will be the increased knowledge of mathematical content and strategies designed to develop a relational understanding of mathematics through differentiation. Focus content will be drawn from those standards that intersect with the current state curriculum and the emerging Common Core State Curriculum (CCSC). This project is designed to continue growth trends for students receiving LEP, special education, and free and reduced-price meals services.
- The OSM will continue to participate in the *Designing Quality Inclusive Education* professional development, observations, and coaching. The Office of Secondary Mathematics will continue this partnership by focusing on the development of lesson experiences that elicit student behaviors defined by the CCSC's *Standards for*

Section B: Standards and Assessments – Core Content Areas (continued)

Mathematical Practice. This project was part of a comprehensive support plan that results in growth for students receiving special education services as measured by the MSA 2011.

- The OSM will continue to participate in the *Middle School Cohort Program*. Professional development for Grades 6–8 co-teachers through the Cohort and Co-IST (Instructional Support Teachers from Reading, Mathematics, Special Education, and Office of Professional Development), trainings. The Office of Secondary Mathematics will continue this partnership by focusing on the development of lesson experiences that elicit student behaviors defined by the CCSC’s *Standards for Mathematical Practice*. This project was part of a comprehensive support plan that results in growth for students receiving special education services as measured by the MSA 2011.
- Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on rigorous content knowledge. Content courses for teachers will be developed for the newly minted CCSC content standards for Grades 6–8, Algebra I and Algebra II.
- OSM staff members will work with staff members from the Office of ESOL programs to provide additional resources for teachers of students receiving LEP and special education services. Resources will include manipulatives, *Moving with Math*, *First in Math Online*, training for the use of *Odyssey Math*, and copies of *Hands-On Standards*, a resource that helps to explain the use of manipulatives.

Increasing the number of African American and Hispanic students whose proficient and advanced levels are comparable to those of Asian and Caucasian students is a challenge. The following activities will be put in place or continued in order to support the Grades 6–8 teachers, African American and Hispanic students:

- The OSM will continue to support the Black Student Achievement Program (BSAP) by providing professional development and resources to staff members, participating students, and parents. The focus of the professional development is ensuring access to rigorous mathematics programs through awareness, advocacy, academic planning, and counseling.
- The OSM will continue to support the Hispanic Achievement Parent Academy and Hispanic Achievement Liaisons by providing professional development and resources to staff members, students, parents, teachers, and Hispanic Liaisons. The focus of the professional development is ensuring access to rigorous mathematics programs through awareness, advocacy, academic planning, and counseling.
- The OSM will develop curriculum resources for the extended school day intervention programs, academic intervention summer school programs, and the comprehensive Grades 6–8 summer school program in an effort to provide teachers with additional resources for underperforming students.
- The OSM will work collaboratively with students, parents, and teachers to develop a deep understanding of the CCSC’s *Standards for Mathematical Practices* in order to identify, promote, and develop student learning behaviors representative of mathematically proficient students.

In this era of mathematical educational reform, an era that requires teachers to teach in a way that has not been emphasized in this country, providing differentiated support to students through intervention and to teachers through dynamic professional development is a challenge. The

Section B: Standards and Assessments – Core Content Areas (continued)

following activities will be put in place or continued in order to support the students and teachers:

- OSM staff members will provide enhanced differentiated support to all schools with a focus on exemplary mathematics instruction and the emergence of new CCSC content standards and the *Standards for Mathematical Practice*. Staff members will work with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on differentiated and engaging instruction.
- Mathematics Instructional Support Teachers (MISTs) will continue with the “sister schools MIST” initiative for the 2011–2012 school year. MISTs will provide job embedded professional development to teachers and administrators focused on developing lesson experiences that elicit student behaviors defined by the CCSC’s *Standards for Mathematical Practice*.
- The use of *Suntex International’s* online *24 Game/First in Math Online*® will be utilized for identified Grades 6–8 students to develop computational fluency and to improve automaticity of basic facts as outlined by the National Council of Teachers of Mathematics (NCTM) and the Maryland State Curriculum content/process standards. Program reports indicate a high level of program usage, over 50 hours per registered student beyond the school day. Further, registered students earned an average of thirty-six successful completion certificates indicating growth throughout the school year.
- Quarterly after-school meetings will be offered to help increase non-tenured teachers’ understanding and implementation of the standards for mathematics teaching and learning and the CCSC. Participants will learn to use the district data protocol to examine local assessment data and inform instruction.

Section B: Standards and Assessments – Core Content Areas (continued)

Core Content Areas
Algebra/Data Analysis – High School Assessment (HSA)

Based on the examination of performance data for Algebra/Data Analysis (Table 2.6):

Table 2.6: Maryland High School Assessment Performance Results - Math - High (Algebra/Data Analysis)																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students							*	*	≥ 95							*	*	≥ 95							*	*	≥ 95
Hispanic/Latino of any race							227	241	94.2							118	126	93.7							109	115	94.8
American Indian or Alaska Native							**	**	**							**	**	**							**	**	**
Asian							*	*	≥ 95							*	*	≥ 95							*	*	≥ 95
Black or African American							606	687	88.2							293	327	89.6							313	360	86.9
Native Hawaiian or Other Pacific Islander							**	**	**							**	**	**							**	**	**
White							*	*	≥ 95							*	*	≥ 95							*	*	≥ 95
Two or more races							175	187	93.6							72	81	88.9							*	*	≥ 95
Special Education							22	66	33.3							14	46	30.4							**	**	40.0
Limited English Proficient (LEP)							27	34	79.4							14	18	77.8							13	16	81.3
Free/Reduced-Price Meals Services (FARMS)							389	44	87.2							202	227	89.0							187	219	85.4

**per FERPA regulations, data for ≤5% or ≥95% is not presented **i indicates no students or fewer than 10 students MSDE official data pending*

Section B: Standards and Assessments – Core Content Areas (continued)

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.
2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.

We are waiting for MSDE to recalculate 2011 Algebra HSA performance data. AYP calculations included the Homewood Center and will be updated after October 14, 2011 reflecting each student at their home school. Based on the initial release of 2011 performance data, the HCPSS has challenges evident. This section will be updated when new data become available.

While the overall pass rate on the Algebra/Data Analysis HSA for the Class of 2011 was in excess of 95 percent, pass rates for students receiving special education services significantly below the overall pass rate. Students receiving free and reduced-price meals services and English Language Learners performed below the overall pass rate.

To ensure sufficient progress for HCPSS students for Algebra/Data Analysis, the following will occur:

- Office of Secondary Mathematics (OSM) staff members will provide enhanced differentiated support to all schools with a focus on designing lesson experiences that help students acquire and exhibit learning behaviors defined by the Common Core State Curriculum's (CCSC) *Standards for Mathematical Practice*. Staff members will work with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on implementing strategies from the MSDE Educator Effectiveness Academy.
- Mathematics Instructional Support Teachers (MISTs) will continue with the “sister schools MIST” initiative for the 2011–2012 school year. MISTs will provide job embedded professional development to teachers and administrators focused on designing lesson experiences that help students acquire and exhibit learning behaviors defined by the CCSC's *Standards for Mathematical Practice*.
- OSM staff members will continue to develop professional development modules that are accessible to teachers in an electronic format and online. These “just in time” professional development modules support standards for exemplary teaching in mathematics, particularly, the development of relational understanding.
- Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on rigorous content knowledge. Content courses for teachers will be developed for the newly minted CCSC standards for Algebra I and Algebra II.
- Quarterly after-school meetings will be offered to help increase non-tenured teachers' understanding and implementation of the standards for mathematics teaching and learning and the CCSC. Participants will learn to use the district data protocol to examine local assessment data and inform instruction.
- HCPSS and Towson University will partner to develop a cohort Masters Degree program that will launch in the spring of 2012. The partnership will focus on increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.

Section B: Standards and Assessments – Core Content Areas (continued)

Based on the examination of 2010 High School Assessment results for Algebra/Data Analysis (Tables 3.3 and 3.4):

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3590	93.5	3356	4.7	169	1.8	65	1846	93.3	1722	4.8	88	2.0	36	1744	93.7	1634	4.6	81	1.7	29
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	214	60.7	130	31.8	68	7.5	16	149	61.1	91	30.9	46	8.1	12	65	60.0	39	31-≤40	*	**	**
Limited English Proficient (LEP)	67	62.7	42	17.9	12	19.4	13	32	59.4	19	**	**	**	**	35	65.7	23	**	**	**	**
Free/Reduced-Price Meals Services (FARMS)	471	79.0	372	16.3	77	4.7	22	245	76.7	188	17.1	42	6.1	15	226	81.4	184	11-≤20	*	**	**

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3555	96.8	3441	2.9	104	0.3	10	1806	96.6	1745	≤5	*	**	**	1749	97.0	1696	≤5	*	**	**
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	194	75.3	146	21-≤30	*	**	**	126	77.8	98	21-≤30	*	**	**	68	70.6	48	21-≤30	*	**	**
Limited English Proficient (LEP)	40	82.5	33	**	**	**	**	23	78.3	18	**	**	**	**	17	88.2	15	**	**	**	**
Free/Reduced-Price Meals Services (FARMS)	390	86.4	337	11-≤20	*	**	**	216	86.1	186	11-≤20	*	**	**	174	86.8	151	11-≤20	*	**	**

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Section B: Standards and Assessments – Core Content Areas (continued)

Table 3.13: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3562	96.5	3439	≤5	*	**	**	1776	96.4	1712	≤5	*	**	**	1786	96.7	1727	≤5	*	**	**
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	229	76.9	176	21-≤30	*	**	**	147	78.9	116	21-≤30	*	**	**	82	73.2	60	21-≤30	*	**	**
Limited English Proficient (LEP)	28	≥ 95	*	**	**	**	**	13	≥ 95	*	**	**	**	**	15	93.3	14	**	**	**	**
Free/Reduced-Price Meals Services (FARMS)	423	88.4	374	11.6	49	**	**	196	84.7	166	11-≤20	*	**	**	227	91.6	208	6-≤10	*	**	**

**per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students*

Section B: Standards and Assessments – Core Content Areas (continued)

1. Identify any additional challenges that are evident.
2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

Additional challenges for the Algebra/Data Analysis HSA include:

- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95 percent, students receiving special education services, LEP services, and FARMS performed significantly below the overall pass rate in 10th grade and 11th grade.
- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95 percent, African American students performed significantly below the overall pass rate in 10th grade and 11th grade.

To ensure HCPSS students overcome the additional challenges which are evident for the Algebra/Data Analysis HSA, new strategies will be implemented and successful strategies will be continued.

Strategies New for 2011–2012 school year:

- Office of Secondary Mathematics (OSM) staff members will provide enhanced differentiated support to all schools with a focus on designing lesson experiences that help students acquire and exhibit learning behaviors defined by the Common Core State Curriculum's (CCSC) *Standards for Mathematical Practice*. Staff members will work with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on implementing strategies from the MSDE Educator Effectiveness Academy.
- Mathematics Instructional Support Teachers (MISTs) will continue with the “sister schools MIST” initiative for the 2011–2012 school year. MISTs will provide job embedded professional development to teachers and administrators focused on designing lesson experiences that help students acquire and exhibit learning behaviors defined by the CCSC's *Standards for Mathematical Practice*.
- Quarterly after-school meetings will be offered to help increase non-tenured teachers' understanding and implementation of the standards for mathematics teaching and learning and the CCSC. Participants will learn to use the district data protocol to examine local assessment data and inform instruction.
- HCPSS and Towson University will partner to develop a cohort Masters Degree program that will launch in the spring of 2012. The partnership will focus on increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.

Strategies that will be continued in the 2011–2012 school year:

- Students at risk of not passing are identified both by teacher grade reports and by their performance on HCPSS' local assessments, benchmark exams that measure student mastery of the content and skills in Algebra I/Data Analysis curriculum. These local assessments are written in a manner that is consistent with the Algebra/Data Analysis HSA, and have shown in the past to be highly correlated with student performance on that state assessment. The local assessments are scored electronically and the results are

Section B: Standards and Assessments – Core Content Areas (continued)

collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the HCPSS Intranet Repository of Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services.

- Students identified as needing additional support for the Algebra I/Data Analysis course are placed into the Algebra I/Data Analysis Seminar course. This double period, co-taught course is differentiated by design, with one period allocated for traditional engaging instruction and the other period allotted for integration of the Carnegie Cognitive Tutor software. This instructional delivery helps to increase the number of students who are successful as first-time test takers. Additionally, teachers attend professional development focused on content, effective practices for differentiating instruction, and effective co-teaching strategies.
- The HSA Mastery/Bridge Plan Course is designed for students who have passed the Algebra I/Data Analysis course, but failed the HSA. This one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project.
- Bridge Plan mentors, supported by an MSDE HSA grant developed by the Department of Special Education, are retired mathematics teachers or mathematics teachers on leave, who work with individual students on a weekly basis to help them complete Algebra/Data Analysis Bridge Plans.
- Strategic plans for assisting all underperforming student groups include:
 - The integration of algebraic concepts throughout the middle school program to better prepare students for success in Algebra I/Data Analysis.
 - The opportunity to participate in a summer preparatory course that pre-teaches key concepts in Algebra/Data Analysis.
 - The opportunity to receive assistance through tutorial classes during the school day or in special program offerings after school.
- The Office of Secondary Mathematics (OSM), in collaboration with the Department of Special Education, will provide professional development to co-teachers (special and general educators) in Algebra I/Data Analysis. The anticipated outcomes include building relationships with students and between the co-teachers, effectively using various co-teaching models, and increasing the use of small group activities within the classroom. Follow-up classroom visits provided an opportunity to observe teachers using strategies they learned in the sessions.

Section B: Standards and Assessments – Core Content Areas (continued)

Core Content Areas
Science – Maryland School Assessment (MSA)

Based on the examination of 2011 Maryland School Assessment Science data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

Table 2.7: Maryland School Assessment Performance Results - Science - Elementary (Grade 5)																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.			
All Students	3757	2871	76.4	3555	2792	78.5	3721	2855	76.7	1926	1473	76.5	1888	1483	78.5	1964	1508	76.8	1831	1398	76.4	1667	1309	78.5	1757	1347	76.7
Hispanic/Latino of any race							**	**	**						**	**	**							**	**	**	
American Indian or Alaska Native							100	43	43.0						51	25	49.0							49	18	36.7	
Asian							640	544	85.0						330	292	88.5							310	252	81.3	
Black or African American							800	407	50.9						432	204	47.2							368	203	55.2	
Native Hawaiian or Other Pacific Islander							**	**	**						**	**	**							**	**	**	
White							1899	1654	87.1						1008	881	87.4							891	773	86.8	
Two or more races							266	203	76.3						131	103	78.6							135	100	74.1	
Special Education	294	117	39.8	278	98	35.3	291	116	39.9	209	90	43.1	199	76	38.2	196	83	42.3	85	27	31.8	79	22	27.8	95	33	34.7
Limited English Proficient (LEP)	129	44	34.1	117	29	24.8	142	37	26.1	79	29	36.7	66	23	34.8	73	25	34.2	50	15	30.0	**	**	**	69	12	17.4
Free/Reduced-Price Meals Services (FARMS)	530	219	41.3	629	302	48.0	636	282	44.3	276	115	41.7	305	146	47.9	341	152	44.6	254	104	40.9	324	156	48.1	295	130	44.1

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

Table 2.8: Maryland School Assessment Performance Results - Science - Middle (Grade 8)																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	4081	3495	85.6	3904	3372	86.4	3853	3355	87.1	2139	1840	86.0	2036	1759	86.4	1984	1728	87.1	1942	1655	85.2	1868	1613	86.3	1869	1627	87.1
Hispanic/Latino of any race							**	**	**						**	**	**							**	**	**	
American Indian or Alaska Native							105	76	72.4						51	40	78.4							54	36	66.7	
Asian							583	551	94.5						293	*	295%							290	272	93.8	
Black or African American							843	593	70.3						432	305	70.6							411	288	70.1	
Native Hawaiian or Other Pacific Islander							**	**	**						**	**	**							**	**	**	
White							2030	1884	92.8						1062	982	92.5							968	902	93.2	
Two or more races							280	241	86.1						141	118	83.7							139	123	88.5	
Special Education	267	118	44.2	246	111	45.1	282	130	46.1	174	87	50.0	172	88	51.2	189	96	50.8	93	31	33.3	74	23	31.1	93	34	36.6
Limited English Proficient (LEP)	108	52	48.1	59	21	35.6	58	20	34.5	54	31	57.4	36	16	44.4	29	10	34.5	54	21	38.9	**	**	**	29	10	34.5
Free/Reduced-Price Meals Services (FARMS)	499	257	51.5	613	350	57.1	613	388	63.3	264	141	53.4	318	186	58.5	324	215	66.4	235	116	49.4	295	164	55.6	289	173	59.9

*per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students

- 1. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).**
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Elementary Science

Although most of our elementary schools are achieving more than 70 percent proficient/advanced on the Grade 5 Science MSA, the scores across the county are somewhat flat. These data indicate the following student groups continue to achieve below 70 percent proficient and advanced: African American students, students receiving special education services or are classified as Limited English Proficient, and students who receive free and reduced-price meals services. Special education students and students classified as Limited English Proficient showed slight performance increases of 4.6 percent and 1.3 percent respectively, but continue to score Basic overall. African American and Hispanic students continue to score 50–57 percent proficient and advanced. Male and female students both scored approximately 77 percent proficient and advanced with a one tenth of a percent difference, and Asian and White students showed no gain or slight gains with scores of 85 percent and 87.1 percent respectively.

Challenges in elementary science include:

- Identifying and implementing strategies that will promote more substantial gains in student achievement in all student groups, with special emphasis placed on student groups achieving less than 70 percent proficient and advanced.
- Determining the reason(s) for the discrepancy in performance of students' who have high performance scores in reading and math, but have scores significantly lower in science.
- Helping Grade 5 students remember science concepts learned in Grades 3 and 4 that are tested on the Grade 5 Science MSA.
- Teaching concepts to Grade 5 students who transfer into the HCPSS from other states/countries and have gaps in knowledge of science concepts assessed in Maryland.
- Aligning science objectives with ELA Common Core Writing Standards and Mathematics Common Core Practices so all students can recognize the connections.
- Develop awareness of the responsibilities all grade level teachers have to use best practices that promote increased student achievement on the Grade 5 Science MSA.
- Increasing the number and kinds of STEM curriculum materials and extended day activities available to all students at developmentally appropriate levels (below grade level, on grade level, and above grade level.)
- Continued expansion of the number of schools achieving MAEOE Green School Certification. In 2011 the number of Certified Green Schools increased from 26 to 39.

Section B: Standards and Assessments – Core Content Areas (continued)

Changes or adjustments in elementary science include:

- Explore Universal Design for Learning strategies to include or highlight in curriculum documents that meet the needs of diverse learners and students in groups achieving less than 70 percent proficient and advanced on the Grade 5 MSA.
- Explore instructional time, available resources, and instructional practices implemented in reading, math, and science in schools where student achievement on the Grade 5 Science MSA is less than 70 percent in order to initiate practices that complement and enhance connections and knowledge among these contents.
- Encourage teachers to keep students' science journals from grade to grade and pass them along to next year's teachers. Students could use the journals for reference and review.
- Provide professional development for teachers on effective use of MSDE public release tasks and toolkits, grade level resources provided by the Elementary Science Office, and essential curriculum documents to form a review plan of previous content. Provide training for parents to use these resources with students at home.
- Collaborate with the Elementary Language Arts and Mathematics staff to make clear connections to the science curriculum. Use strategies suggested by the ELA and Math offices within science curriculum to promote transference of knowledge/skills from one content to another.
- Focus teacher professional development on transdisciplinary instruction.
- Provide modified instruction and alternate strategies for students with special needs, are Limited English Proficient, or otherwise identified as performing below proficient. Provide professional development for teachers that helps them develop modified strategies for meeting the needs of diverse learners.
- Survey Title I schools' resource needs and provide leveled text for students of varied instructional levels. Text may be simplified but contain parallel content.
- Provide continued professional development for special educators, ESOL teachers, and generalists that promotes co-teaching and inclusive practices in science classrooms.
- Implement the *Engineering is Elementary* STEM program in 12 pilot elementary schools this school year. Compare students' pre and post assessment data to analyze knowledge growth.
- Engage parents, teachers, and the community at large in activities that increase their awareness of college and career opportunities in STEM fields and ways in which they can foster their students' interest in these areas and available activities.
- Continue collaborative dialogue with the Early Childhood Office to ensure readiness and success in science education in Grades 1–5.
- Continue to provide differentiated support to school staff in their various stages of progress toward Green School Certification.

Middle School Science

The Science MSA for middle schools is a cumulative test that assesses student learning in Grades 6 through 8. The large breadth of content is a challenge to schools. Particularly, the reinforcement and re-teaching of concepts to students who did not master material during first instruction poses a significant hurdle when the students are faced with the assessment at the end

Section B: Standards and Assessments – Core Content Areas (continued)

of eighth grade. Additionally, students who may transfer into Howard County schools during their middle school years may have gaps in their conceptual understanding of science due to disparate exposure and different curricular organizations in other school systems.

The 2011 Grade 8 Science MSA results show that focusing on students who are classified as Limited English Proficient (LEP), special education, and free and reduced-price meals services (FARMS) remains a high priority. Of particular note, only 34.5 percent of LEP students scored at a Proficient or Advanced level in 2011. This is a 1.1 percent decrease from the 2010 scores and a 13.6 percent decrease from the 2009 administration. Additionally, a substantial gap continues to exist between several other student groups and the general student population. Of note, only 63.3 percent of FARMS, 46.1 percent of Special Education, and 84.7 percent of Code 504 students scored at a Proficient or Advanced Level. These achievement levels show a slight increase over 2010 results. Between the 2010 and 2011 Science MSA administrations, students in the FARMS group showed an increase of 6.2 percent scoring proficient or advanced; students classified in the Special Education group showed an increase of 1.0 percent scoring at the proficient/advanced level; and students in the Code 504 group showed an increase of 5.9 percent scoring at the proficient/advanced level. In addition, Black/African American and Hispanic/Latino students scored at a Basic level more frequently than other ethnic groups. Within the Black/African American student group, 70.0 percent scored at the advanced and proficient levels while 81.6 percent of Hispanic/Latino students scored advanced or proficient.

The Grade 8 Science MSA is a cumulative test that measures student learning in a wide breadth of content for grades 6 through 8. Student success depends upon quality, first-time instruction that encourages deep understanding of major concepts, skills, and processes. It is also important that students view their learning experiences in Science as interconnected by major, over-arching science concepts. Yet, due to the large breadth of content assessed on the Middle School Science MSA, it is also important that students have ample opportunity for quality review of content from Grades 6–8 prior to taking the test.

To aid in the presentation and review of content, Discovery Education Science subscriptions will continue to be available to schools that choose to integrate it in their instruction. Discovery Education Science is an online learning resource that includes video clips, readings, virtual labs, simulations, and assessment items for students to access from school or home. Numerous middle school science teachers have integrated these tools into both first-time and review instruction since Discovery Education Science was first introduced in the HCPSS in 2008. Funding from the Secondary Science Department operating budget will continue to support these subscriptions for schools in the 2011–2012 school year. The Secondary Science Office will work with these participating schools to enhance professional development, develop quality resources, and measure the efficacy of Discovery Education Science on student learning.

The Office of Secondary Science will continue its standing partnership with the Office of Special Education to support middle school science teachers and co-teachers to meet needs of students. Instructional teams consisting of Special Education teachers and Science teachers continue to increase their capacity to share instructional responsibilities within the classroom through regular interaction and professional development co-developed by the Offices of Secondary Science and Special Education.

Section B: Standards and Assessments – Core Content Areas (continued)

Collaboration between the ESOL and the Secondary Science Offices will continue in order to design and to provide professional development to ESOL teachers in science content and to science teachers in ESOL instructional processes. There will also be a concerted effort by the two offices to increase awareness among Instructional Team Leaders regarding ESOL professional development opportunities. The focus on clear and frequent communication with teacher leaders within schools will support customization of professional development to meet teachers' and students' most pressing needs.

The Office of Secondary Science will also continue its relationship with the Office of Instructional Technology to integrate technology tools that enhance science instruction. Among these are several Web 2.0 tools, including Edmodo and Wikis that encourage meaningful student discourse related to science content and processes. Middle School classrooms are also seeing the introduction of digital data acquisition devices that include the Vernier Labquest so students can collect and analyze real-time data related to the scientific concepts under consideration.

Section B: Standards and Assessments – Core Content Areas (continued)

**Core Content Areas
Biology – High School Assessment (HSA)**

Based on the examination of 2010 High School Assessment results for Biology (Tables 2.9, 3.5, 3.6, and 3.14):

Table 2.9: Maryland High School Assessment Performance Results - Science - High (Biology)																											
Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.			
All Students							3610	3840	94.0							1859	1966	94.6							1751	1874	93.4
Hispanic/Latino of any race							222	244	91.0							117	127	92.1							105	117	89.7
American Indian or Alaska Native							**	**	**							**	**	**							**	**	**
Asian							*	*	≥ 95							*	*	≥ 95							*	*	≥ 95
Black or African American							577	694	83.1							289	337	85.8							288	357	80.7
Native Hawaiian or Other Pacific Islander							**	**	**							**	**	**							**	**	**
White							*	*	≥ 95							*	*	≥ 95							*	*	≥ 95
Two or more races							*	*	≥ 95							72	77	93.5							*	*	≥ 95
Special Education							17	50	34.0							11	34	32.4							**	**	37.5
Limited English Proficient (LEP)							30	39	76.9							20	24	83.3							10	15	66.7
Free/Reduced-Price Meals Services (FARMS)							375	457	82.3							197	234	84.2							179	223	80.3

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students
MSDE official data pending*

Table 3.5: HSA Test Participation and Status - Biology 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3718	93.7	3483	4.6	171	1.7	64	1901	93.6	1780	4.0	76	2.4	45	1817	93.7	1703	5.2	95	1.0	19
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	216	68.1	147	22.7	49	9.3	20	150	69.3	104	20.0	30	10.7	16	66	65.2	43	21-≤30	*	**	**
Limited English Proficient (LEP)	78	56.4	44	24.4	19	19.2	15	36	58.3	21	**	**	**	**	42	54.8	23	21-≤30	*	**	**
Free/Reduced-Price Meals Services (FARMS)	480	81.0	389	14.8	71	4.2	20	251	80.5	202	13.1	33	6.4	16	229	81.7	187	11-≤20	*	**	**

**per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students*

Section B: Standards and Assessments – Core Content Areas (continued)

Table 3.6: HSA Test Participation and Status - Biology 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3694	94.4	3488	5.2	191	≤5%	*	1884	≥95%	*	≤5%	*	**	**	1810	93.8	1697	5.7	104	≤5%	*
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	199	74.9	149	21.1	42	≤5%	*	129	79.8	103	17.8	23	**	**	70	65.7	46	27.1	19	7.1	5
Limited English Proficient (LEP)	45	82.2	37	**	**	**	**	26	84.6	22	**	**	**	**	19	78.9	15	**	**	**	**
Free/Reduced-Price Meals Services(FARMS)	400	80.5	322	19.3	77	**	**	222	82.9	184	16.7	37	**	**	178	77.5	138	22.5	40	**	**

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Table 3.14: HSA Test Participation and Status - Biology 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	3687	94.4	3482	6-≤10	*	**	**	1843	94.3	1738	6-≤10	*	**	**	1844	94.6	1744	6-≤10	*	**	**
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	231	70.6	163	21-≤30	*	**	**	148	71.6	106	21-≤30	*	**	**	83	68.7	57	31-≤40	*	**	**
Limited English Proficient (LEP)	28	71.4	20	**	**	**	**	15	66.7	10	**	**	**	**	13	76.9	10	**	**	**	**
Free/Reduced Meals (FARMS)	425	81.9	348	11-≤20	*	**	**	197	81.2	160	11-≤20	*	**	**	228	82.5	188	11-≤20	*	**	**

*per FERPA regulations, data is not presented. **indicates no students or fewer than 10 students

Section B: Standards and Assessments – Core Content Areas (continued)

- 1. Identify the challenges that are evident.**
- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

We are waiting for MSDE to recalculate 2011 Biology HSA performance data. Calculations included the Homewood Center and will be updated after October 14, 2011 reflecting each student at their home school. Based on the initial release of 2011 performance data, the HCPSS has challenges evident. This section will be updated when new data become available.

In 2011, over 94 percent of Howard County students passed the biology assessment. The pass rates for most student groups exceeded 82 percent, but there are notable exceptions that must receive focus. Exceptions included students who receive special education services, and Limited English Proficient students. Intervention efforts must continue to focus on these student groups, and on Black or African American students and students receiving free and reduced-price meals services who exhibited pass rates below the overall, by identifying student needs early and adjusting instruction to meet these needs.

To ensure HCPSS students overcome the additional challenges which are evident for the Biology HSA, new strategies will be implemented and successful strategies will be continued.

Strategies currently in place are resulting in high student achievement on the Biology HSA, but continued professional development for teachers remains a priority. Particularly, teachers will benefit from increased capacity to work effectively with students of Limited English Proficiency, and redoubled efforts to collaborate with the ESOL Office will assist in filling this need. Among the efforts will be the professional development of ESOL teachers in Biology content and the professional development of Biology teachers in the instructional practices of ESOL. Both the ESOL Office and the Secondary Science Office will emphasize increased awareness of professional learning opportunities related to improving ESOL student learning among Instructional Team Leaders. This focus on teacher leaders within the schools will help to enhance communication about the specific needs of students and teachers so program implementation will be targeted.

The Office of Secondary Science will also continue to pursue its partnership with the Office of Special Education to provide professional development and support for co-teaching in Biology and other science courses. The focus will remain on helping the teacher teams build relationships within the team and with students, using co-teaching strategies that leverage the expertise of both educators, and emphasizing active learning for all students. Progress will be monitored through frequent classroom visits and observations.

Continued partnership with the Office of Instructional Technology will support integration of technology tools within science classrooms. The emphasis will be on the use of digital tools that better engage students and help students better grasp the concepts of science through the use of animations, simulations, and web 2.0 tools that support quality student discourse.

Section B: Standards and Assessments – Core Content Areas (continued)

The Bridge Plan Mentoring program will continue to serve students in both HCPSS and non-public schools in the county who undertake Bridge Plans in lieu of the Biology HSA. This program has provided significant support to students to ensure their experience with Bridge Plans enhances their understanding of important Biology concepts.

Professional development for teachers assigned to teach Mastery Biology will also be an emphasis. The Office of Secondary Science will support collaboration and dialogue among these teachers to share best practices in instruction. The Secondary Science Office will also work closely with schools to identify students who would benefit from early interventions using Quarterly Assessment data for Earth Science and Biology.

Core Content Areas

Social Studies – Maryland School Assessment (MSA)

1. Describe the alignment of your LEA’s Social Studies Curriculum with the State Curriculum at the elementary, middle, and high school levels.

The Howard County Public School System’s Social Studies Essential Curriculum is aligned with the Maryland State Curriculum at the elementary, middle, and high school levels, and, in many cases, goes beyond that required by the state. Each year, during summer curriculum writing, the social studies curriculum offices ensure that the essential curriculum documents are in alignment with any changes made at the state level.

2. Identify the challenges your LEA faces in ensuring that the Social Studies State Curriculum is effectively implemented at the elementary, middle, and high school levels.

The lack of a state assessment in social studies in elementary and middle grades has created some challenges at the school level. As the Maryland Social Studies Task Force Report 2010 reported, the lack of a state test has contributed to a reduction of instructional time and resources allocated to the teaching of social studies in some schools. While instances of this are rare in Howard County, the cancellation of the American Government HSA and the absence of social studies teachers in the Teacher Effectiveness Academies this summer has caused concerns over the perceived relevance of social studies instruction.

The diverse nature of social studies content – as it is distributed among the various disciplines of the social sciences – makes ongoing professional development for teachers a priority. The HCPSS currently provides two full professional development days for teachers, as well as two additional half days for high school teachers. This has helped the system meet the challenges of adapting to state standards and keeping pace with changes in content and pedagogy at the national level. The Common Core Standards in Literacy, and the prospect of new voluntary national standards in social studies will provide challenges for providing quality professional development over the next few years.

The new Common Core Standards and Maryland’s commitment via the Race to the Top grant may help to promote the importance of teaching social studies as a key to developing literacy among our students. The elementary and Secondary Social Studies curriculum staff members have been working collaboratively with colleagues in the English Language Arts and Mathematics offices to show schools the natural curricular connections among the disciplines.

3. Explain how your LEA is addressing those challenges.

Howard County views social studies instruction as essential in developing tomorrow’s citizens. In order to demonstrate the natural and necessary connections between social studies content and reading/language arts, social studies staff members have infused reading and writing literacy as an essential strand in all professional development offerings. The system believes that authentic instruction of content is the proper place to ensure that students develop their literacy skills. The Common Core State Standards for literacy in history/social studies, science, and technical subjects state, “By reading texts in history/social studies, science, and other disciplines, students build foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.” Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Curricular offices have developed materials and activities that link social studies content and instruction to the Literacy standards and the Standards for Mathematical Practice.

In addition, the HCPSS implements systemwide quarterly assessments in social studies for Grades 6–10, with new assessments being developed in Grade 11. These assessments are mandatory and help to ensure that essential social studies content and applied literacy skills are taught. Similar assessments have been developed at the elementary level, although they are not mandated.

Core Content Areas Graduation Requirements

Class of 2011

Based on the examination of data for 2011 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

Table 3.9: Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option														
	School Year	Enrolled #	HSA Graduation Requirement Options								Total			
			Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009	3,644	3,258	89.4%	313	8.6%	55	1.5%	1	0.0%	3,626	99.5%	18	0.5%
	2009-2010	3,903	3,372	86.4%	414	10.6%	103	2.6%	5	0.1%	3,894	99.8%	9	0.2%
	2010-2011	3,940	3,482	88.4%	362	9.2%	84	2.1%	2	0.1%	3,930	99.7%	10	0.3%
Male	2008-2009													
	2009-2010													
	2010-2011	2,003	1,763	88.0%	200	10.0%	33	1.6%	-	0.0%	1,996	99.7%	7	0.3%
Female	2008-2009													
	2009-2010													
	2010-2011	1,937	1,719	88.7%	162	8.4%	51	2.6%	2	0.1%	1,934	99.8%	3	0.2%

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students MSDE official data pending*

Table 3.10: Bridge Projects Passed						
	School Year	Algebra	Biology	English	Government	Total
		#	#	#	#	#
All Students	2008-2009					
	2009-2010					
	2010-2011	50	72	79	57	258
Male	2008-2009					
	2009-2010					
	2010-2011	17	25	31	21	94
Female	2008-2009					
	2009-2010					
	2010-2011	33	47	48	36	164

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students MSDE official data pending*

Section B: Standards and Assessments – Core Content Areas (continued)

1. Describe your school system’s results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

HCPSS did not have any students who failed to graduate solely because of the HSA graduation requirement. The results below represent our Class of 2011:

- Approximately 89 percent of the students in the Class of 2011 passed all 4 HSAs.
- Another 9 percent met the graduation requirement by the Combined Score option.
- Approximately 2 percent met the requirement through successful participation in the Bridge Program.
- Two waivers were granted to seniors who met the state requirements for the waiver.

Many of the HCPSS students who were unable to pass the HSAs took advantage of the Bridge Program. The Program allowed students the opportunity to continue to learn content and subsequently demonstrate their knowledge of that content by completing a project. HSA Mastery classes provided the support students needed as they pursued the parallel pathways of continuing to take the HSAs while simultaneously completing Bridge Projects.

All students in the Class of 2011 who had not met the HSA requirement were expected to pursue both pathways so their chances of meeting the HSA requirement were maximized. As a result, some students were able to either pass the HSA or earn the combined score. Those who did not were able to meet the requirement by completing Bridge Projects.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

Strategies contributing to results include:

- Interventions:
 - Students who were performing below grade level expectations in reading and mathematics in elementary and middle school received a range of interventions prior to enrollment in HSA classes.
 - Students in need of intervention were scheduled into intervention classes concurrent with enrollment in HSA classes.
 - Students who needed or wanted additional support while enrolled in HSA classes were also able to attend after school tutoring sessions.
 - High schools provided HSA Mastery/Bridge Plan Intervention classes for students who needed them.
- Collaboration: Content teachers and service providers such as special educators collaborated to plan the best instructional strategies for students.
- Targeted Initiatives: HCPSS teachers provided targeted instruction for students, and central and school-based administrators provided targeted professional development for teachers of HSA classes.
- Expanded Opportunities: HCPSS provided opportunities to complete Bridge Plans as a part of Comprehensive Summer School. During the Fall semester, students could attend a Saturday Bridge Academy.
- Monitoring: Central and school-based administrators closely monitored the progress of seniors who had not met the graduation requirement.

Section B: Standards and Assessments – Core Content Areas (continued)

The HSA Mastery/Bridge Plan classes existed in most HCPSS high schools and were taught by teachers certified in the appropriate content areas. The local operating budget funded the additional positions needed to run these intervention classes. In addition, a special education grant from MSDE enabled HCPSS to hire retired teachers as instructors to provide additional assistance for some Bridge Plan students. This assistance was an important contributor to the success of this effort. Students and teachers reported that working on the Bridge Plans increased student understanding of the content and in some cases was the intervention that enabled the student to go on to pass the HSA.

The Saturday Bridge Academy and the opportunity to complete Bridge Plans as a part of Comprehensive Summer School were enhancements that reduced the number of students who needed to take HSA Mastery/Bridge Plan classes during the school day. This proved to be an effective way for students to complete the projects because they were able to have concentrated time to work on each assigned project. The HCPSS operating budget funded four additional positions for the Bridge Plan classes during Summer School. These same staff members received stipends to provide the Saturday Bridge Academy. The academy met on five Saturdays in the fall. With these two enhancements presented as options, students were able to fulfill the HSA Graduation requirement with a minimal impact on their regular school schedule. Given sufficient students, these enhancements will continue for the 2011–2012 school year.

3. Describe where challenges were evident.

Challenges evident include:

- Identifying and implementing interventions that will increase the success of students receiving services, especially students with individualized education programs and English Language Learners.
- Keeping students motivated.
- Tracking the multiple pathways for meeting the graduation requirement.
- Managing overlapping timelines (e.g. requirements and deadlines for the waivers and requirements and deadlines for graduation).
- Managing Bridge Plan responsibilities in addition to previously existing responsibilities, both at the school and at the central office.

Section B: Standards and Assessments – Core Content Areas (continued)

Class of 2012

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2011 (Table 3.11):

Table 3.11: Rising Seniors Who Have Not Yet Met the Graduation Requirement															
	School Year	Enrolled #	Met			Not Yet Met								Total	
						Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
			#	%	#	%	#	%	#	%	#	%	#	%	
All Students	2009-2010														
	2010-2011														
	2011-2012		3,649		41		41		24		16		122		
Male	2009-2010														
	2010-2011														
	2011-2012		1,886		15		24		10		10		59		
Female	2009-2010														
	2010-2011														
	2011-2012		1,763		26		17		14		6		63		

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students MSDE official data pending*

1. Identify the challenges that persist.

Challenges that persist include:

- Developing and implementing interventions that will increase the success of students receiving services, especially students with individualized education programs and English Language Learners students.
- Managing overlapping timelines resulting from testing administrations and scheduling calendars
- Continuing to manage Bridge Plan responsibilities along with previously existing responsibilities as well as planning for future commitments both at the school and at the central office

2. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocation

HCPSS will continue to implement the current range of interventions without changes. They have proven to be effective in meeting the needs of our students.

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Educational Technology

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007–2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

- 1. Identify the major technology goals that were addressed by the school system during the 2010-2011 academic year. Include a description of:**
 - **the progress that was made toward meeting these goals and a timeline for meeting them.**
 - **the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.**
 - **supporting data and evaluation results as appropriate.**

In order to meet the global demands of a rapidly changing world, our students, teachers, and administrators must create authentic learning experiences by leveraging 21st century skills of collaboration, communication, creativity, critical thinking, innovation, and problem solving through the strategic use of technology. Howard County Public School System (HCPSS) technology goals are aligned with the HCPSS systemic expectations: know your students, ensure our students receive exemplary instruction that prepares them for college and careers, know what interventions and supports are in place to ensure their success, have a process in place for continuously monitoring their progress, and develop a relationship with students and their families. Staff members participate in high quality and ongoing professional development aimed at producing lifelong learners, improving student engagement and academic achievement, and building leadership capacity through the use of technology.

Provide high quality professional development to produce lifelong learners

Ongoing professional development has been implemented throughout the 2010-2011 school year. The Office of Instructional Technology (OIT) integrates the HCPSS system expectations through all professional development experiences. Highlights include the following:

- OIT provided professional development to support HCPSS’s Technology Replacement Plan. This year every teacher received an updated MacBook laptop with capabilities to run both Mac and Windows operating systems. Face to face sessions and online tutorials were offered. These resources are located at:
<http://replacementplan.hcpss.wikispaces.net/teacherlaptop>.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

The OIT utilized a train-the-trainer model where the school identified two leaders within the building to receive in-depth training. Participants indicated a 98% satisfaction for the Train the Trainer for Replacement Plan 1.0 session. These leaders then assisted with the site-based trainings. Trainers received an 80% satisfaction rate for the site-based Replacement Plan 1.0 Professional Development. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)

- A new mentor/mentee model was implemented for the new technology teachers this year. Although we only had 2 new teachers coming from outside HCPSS, we had 4 teachers that transferred from a classroom position. The mentor/mentee model paired each new teacher with a veteran teacher. The veteran technology teacher provided ongoing support and feedback for the mentees. The group met face to face each quarter followed by an online meeting for the last session. The mentor and mentees were given substitute days to visit each other's classroom. This opportunity allowed for more collaboration and feedback. The evaluation from this group was extremely positive. Ten out of the fifteen teachers rated the program "very effective" and five rated the program as "effective."
- OIT provided the elementary technology teachers an opportunity to form Professional Learning Communities this year for their professional development. Each group consisted of 5-6 teachers. The groups met to determine a common goal and met throughout the year, both face to face and virtually to collaborate. Every technology teacher was required to post his or her reflections and artifacts to the technology teacher wiki. These reflections can be found at: <http://techtteachers.hcpss.wikispaces.net>. Based on the feedback from this new model of professional development, teachers shared that they wanted a choice in selecting with whom they worked. Our plan for the upcoming 2011-2012 school year is to provide teachers with a choice of who to work with as well as selecting a topic of focus.
- Secondary Technology Teachers met on a monthly basis to receive updates and professional development. These teachers reviewed the replacement plan professional development and provided suggestions for enhancements to meet the needs of the teachers. 100% of the teachers felt satisfied with the professional development they received.
- Two countywide professional development days were held in September, 2010 and March, 2011 that focused on the integration of technology into instruction for technology teachers, library media specialists and career and technology education (CTE) teachers. Participants had the opportunity to choose from a variety of sessions that help them with infusing technology into their instruction. Topics offered in concurrent sessions included: Using the Accessibility Toolkit, *Aspen*, Tier 1 Troubleshooting, *Illuminate*, *World Book Online*, Document Cameras/Flip Cameras, and HCPSS Online Resources. Approximately 300 staff members participated and rated the professional development activities an average of 4.5 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Universal Design for Learning (UDL) Workshops were provided to all curriculum staff members and school-based administrators in January – March, 2011. As we move forward in developing next generation curriculum, we need to ensure that UDL is incorporated throughout the curriculum design process. Through this experience, teachers will be able to design and collaborate on activities appropriate to each student's learning style and skill level. Digital content development will use UDL as a framework to provide rich supports for learning and reduce barriers to the curricular resources while maintaining high achievement standards for all.
- Technology Teachers were given the opportunity to attend the Maryland Society for Educational Technology (MSET) annual conference in April, 2011. HCPSS provided substitute days and/or registration fees for over 50 attendees. The attendees share their learning via a follow-up web conference and have been asked to lead professional development sessions for their peers and administrators throughout the 2011-2012 school year. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- The HCPSS 6th Annual Technology Conference was held on June 23, 2011, at Wilde Lake Middle School. Over 200 teachers, administrators, and curricular leaders from HCPSS as well as representatives across the state of Maryland were in attendance. IDEO's lead designer, Brendan Boyle, provided the keynote address on the role of play in innovation. Several choices for hands-on sessions were offered; including, curricular connections to the Common Core standards, beginning and advanced *iLife Suite (iPhoto, iTunes, iMovie, GarageBand)*, applications for administrators, *Inspiration/Kidspiration*, Web 2.0 (blogs & wikis), digital storytelling, podcasting, and much more. A leadership strand and technology tools for student engagement and data collection cohort were included in this conference as well. Attendees received workshop wages or earned CPD credits for attending the conference.

The majority of participants rated the conference as very effective (76%) and 23% rated it as effective. Here are a few comments from attendees:

- "There was some great new information...glad to see it wasn't the same offerings on things that have been done for years."
- "Well organized and all the sessions were engaging."
- "This was the first one I have participated in and I was very impressed. I hope to participate in a lot more in coming years."
- "Every year I look forward to the technology conference and all the new ideas that are shared."
- "The sixth tech conference was great. Our staff members are so enthusiastic - they hoped school started next week! They are emailing each other and making plans for podcasts and iMovies! Thank you so much!"

The Technology Tools for Student Engagement and Data Collection cohort is studying the impact of technology tools (specifically Mobis and CPS Spark response systems) on instruction when they are used frequently. Five teams/pairs of teachers were selected to participate in a year-long cohort. Each school-based team received the following:

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- 2 Interwrite Mobis
- 1 set of CPS Spark response systems
- Ongoing professional development on the instructional uses of Mobis and CPS

The cohort's responsibilities will include: working collaboratively with school partner (s) to become proficient in the use of Mobi/CPS; participate in planned cohort events. Participants will be expected to attend monthly meetings, which will be a mix of face-to-face, online discussions, and Elluminate sessions; and develop and share lessons and/or professional development ideas including a best practices document. Participants will explore the impact of Mobis and CPS Spark response systems on student engagement and data collection.

Improve student academic achievement through the use of technology

- OIT continues to work with content offices to revise and update the curriculum to enable teachers to deliver technology-based instruction. As of June 2011, OIT has met with the offices in secondary math, elementary/secondary language arts, and health/physical education/dance to explore ways to best support their needs. Team members initiated “deep dive” sessions to identify barriers and define opportunity areas for support and collaboration during the 2011-2012 school year.
- Student engagement has been a major component for the professional development provided by HCPSS during the 2010-2011 school year. Through the enhancement of the existing Educational Technology curriculum and use of technology, our 21st century learners see a natural connection between what they are learning in the classroom with how they interact with the world outside the classroom. It is imperative that students are provided the access that they need to the resources and equipment to support learning.
- HCPSS students have access to a variety of hardware (e.g., netbooks, digital cameras, tablets, interactive white boards, student response units) and software/web applications (e.g., Microsoft Office, iLife, Inspiration, Kidspiration, Comic Life, Pixie, Wiki spaces, Elluminate (Blackboard Collaborate), Discovery Streaming, and online databases). Students with disabilities have access to curriculum content using assistive technology tools (e.g. laptops, dynamic and static display devices, Tech Speak) and software (e.g. Kurzweil, Ginger, Classroom Suite). The technology embedded into the content specific curriculum allows students to create products that demonstrate mastery of content and technology skills. Examples include podcasts, vodcasts, web pages, advanced graphic organizers, study guides, electronic posters, etc.
- Elementary Technology Teachers (54) in every school are providing a foundation of technology literacy skills so that all students leaving elementary school are prepared to use appropriate technology in secondary schools. Local technology assessments have been developed for third and fourth grade students to inform instruction. Revisions and additions will be ongoing throughout the year. A new pilot will be developing an electronic portfolio (ePortfolio) for fifth grade to provide an ongoing and authentic assessment of student technology literacy that builds from K-4 instruction.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Secondary Technology Teachers in six secondary schools (5 middle, 1 high) are supporting student technology literacy as well as providing just in time support for teachers. Two middle schools will be piloting a Digital Citizenship course for 8th grade students in 2011–2012. Secondary technology teachers plan and deliver professional development to staff members, co-plan lessons, support the library media specialist, and deliver instruction.
- OIT is working collaboratively with the Technology Office and Secondary Social Studies department to develop an alternative text book pilot at two middle schools next year. The purpose of this pilot is to promote next generation learning (collaboration, problem-solving and creative thinking) with social studies middle school students using electronic text and other resources. This project will utilize web based content delivery via a Learning Management System (LMS), virtual meeting space (Elluminate), web based interactives (quizzes, presentations, checks for understanding, simulations), and collaborative learning tools. The pilot will be implemented during second quarter. Data will be collected and shared to determine next steps.
- HCPSS is leading a federal American Recovery and Reinvestment Act (ARRA) grant titled, “College and Career Readiness” (CCR). The CCR Support Project in the Office of Instructional Technology has developed and is piloting this spring, several high quality professional development online courses with a goal to help teachers become comfortable with the use of emerging technologies in their classrooms. The structure of the courses is a blended/hybrid model with five modules. Three modules are facilitated and completed online and two modules are presented in face-to-face workshop format. All materials are online for low and high tech access. The framework of these online professional development courses is Universal Design for Learning. Teacher participants are challenged to re-think their pedagogy in the areas of Biology, Government, English and Algebra with a focus on next generation learning. The core assignments encourage teachers to engage students in different ways to represent and teach content to a variety of students.

Products:

1. **Professional Development course (3 credits) for teachers on using the online Biology course-** Enhancing teaching and learning in Biology through the use of technology (<http://biology-pd.mdonlinegrants.org>) Professional Development Feb-May 2011
2. **Professional Development course (3 credits) for teachers on using the online Government course:** Enhancing teaching and learning in Government through the use of technology (<http://government-pd.mdonlinegrants.org>) Professional Development Feb-May 2011
3. **Professional Development course (3 credits) for teachers on using the online Algebra course:** Enhancing teaching and learning in Algebra through the use of technology (<http://algebra-pd.mdonlinegrants.org>)- Course available for review May 2011
4. **Professional Development course (3 credits) for teachers on using the online English course:** Enhancing teaching and learning in English through the use of

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

technology (<http://english-pd.mdonlinegrants.org>) Course available for review May 2011

5. **Professional Development course for teachers on using the online Universal Design for Learning and Next Generation Learners**
(<http://udl.mdonlinegrants.org>)
 6. **Instructional Support Materials for teachers and students to support teaching the areas of the Common Core in Algebra.** *The three units being developed are: Radicals, Exponential Functions, Quadratic Functions*
(<http://algebra.mdonlinegrants.org>)
 7. **Instructional Support Materials for teachers and students to support teaching the areas of the Common Core in English 12 with a focus on writing.** (<http://english12.mdonlinegrants.org>)
- During summer 2011, OIT collaborated with the Office of Academic Intervention to provide students with an alternative opportunity to engage in learning. The goal of the hybrid course summer school pilot was to provide alternative learning options for a select group of 9th grade students who were in danger of not achieving sophomore status. The target courses were English 9 and US History. The pilot conducted a course review of four vendors using the QualityMatters rubric and selected Apex Learning to provide the digital content. OIT staff members worked with the summer school program to select and train two teachers in the use of the digital content delivery system and how to implement a hybrid learning environment. The pilot required students to be on-site three days a week and to access the course online during the non face-to-face days. Data will be collected and evaluated at the end of the summer school program.
 - OIT in collaboration with eLearning is investigating the use of Google Education Suite to provide students access to productivity applications that promote collaboration. With Internet access, students could potentially begin a project or assignment at home and continue work at school and vice-versa. Files would not need to be downloaded, uploaded or converted to begin working. The use of these online tools makes learning more fluid and accessible ensuring that all students have access to unlimited opportunities to learn anytime and anywhere.

Build leadership capacity

- At the HCPSS Summer Technology Conference, central office and school-based leaders participated in a Leadership Strand. In this strand, Julie Evans, CEO of Project Tomorrow, shared the latest Speak Up results from Maryland’s K-12 students, parents and educators to stimulate new conversations about how to effectively leverage emerging technologies to drive both increased student achievement and teacher productivity. The strand also focused on using collaborative tools such as web conferencing in the following areas: supporting professional development, facilitating student interactions, and building community relationships. The participants of this strand rated it with 90 percent satisfaction. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- The OIT also collaborated with the Office of Professional Development to provide additional workshop during the Summer, 2011 for administrators to have hands on experience with developing podcasts. This opportunity will provide administrators with another vehicle to communicate with students, staff members, and the school community.

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

Challenges in making progress include:

- Funding for technology initiatives (equipment and software).
- Time for professional development for teachers and administrators.
- Additional human resources to provide professional development and just in time support.
- Reduced student access to computers due to online testing requirements.

Challenge 1 - Funding for Technology Initiatives (equipment and software): Race to the Top includes requirements where students have access to tablet/notebook devices to access online resources. Through improved access to digital content, administrators and teachers will have fast access to approved lesson plans and instructional materials, thus decreasing time spent creating materials and increasing time spent with students. By combining online with traditional teaching methods, students are able to learn at their own pace, thus allowing remediation or acceleration by measuring student competency in mastering content and skills. Online and blended learning will also provide opportunities for collaboration across schools, disciplines, and grade levels. Technology-based lessons, modules and instructional templates will be adaptable to meet the needs of individual students. Using a variety of web-based software, learning communities of administrators, teachers and students will interact with learning objects and challenges with options for various levels of difficulty.

HCPSS has just completed a computer replacement plan (RP 1.0) to “refresh” teacher computers every 4 years, however, there is a need to increase the access for student devices. As future phases of the replacement plan are implemented, funds must be made available in the Operating Budget to purchase replacement equipment. In addition, funds must be made available to provide equipment for new initiatives, such as interactive classroom devices, hand-held devices, and software packages that support instructional programs. The current Operating Budget also includes funds to ensure equity of audiovisual (AV) equipment across the county. The continuation of this funding is needed to ensure equity of access to up-to-date equipment at all county schools. Through the computer replacement plan and AV expenditures, HCPSS continues to increase access to up-to-date equipment to meet the state standards. This past school year, the number of laptops in a mobile lab was increased from 15 to 30 in both the elementary and middle schools by switching to lower-cost netbooks. (HCPSS Technology Plan, pages 6, 11-12, 46-52, 55, 57) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

The Department of Special Education and Assistive Technology will continue to work collaboratively with OIT on testing and purchasing appropriate assistive technology equipment and software for schools through the Software Approval process as well as the Technology

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Steering committee. (HCPSS Technology Plan, page 7) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

Challenge 2 - Time for Professional Development for Teachers and Administrators: OIT, the Office of Professional and Organizational Development (POD) and the Technology Department work closely with curriculum offices and school-based administrators to provide engaging, relevant, professional development both during the school day and after school hours. Presenters model the uses of technology, assistive technology, and software in their presentations and are explicit about their uses in classroom settings. (HCPSS Technology Plan, pages 8, 22-29) (MSDE Technology Plan, 2.1 – 2.2)

To make professional development more convenient for teachers, OIT will continue to offer a variety of training opportunities, in addition to the workshops offered throughout the school year, including the HCPSS Summer Technology Conference, online courses, podcasts, and interactive webpages. HCPSS currently provides access to *Elluminate (Blackboard Collaborate)*, a web conferencing tool that allows participants from various locations to synchronously participate in professional development activities. Several professional development activities were held using *Elluminate* during the 2010-2011 school year, covering a variety of topics such as Tier I Support, Using *Elluminate*, and Collaboration with Teachers. Participants rated these sessions a 4.8 on a 5.0 scale. The recorded sessions can be found at: <http://lmstt.hcpss.wikispaces.net/Elluminate>. Participants commented on the both the time saved by not having to leave their school building to take part in the session and allowing others who were unavailable at the time of the session to listen to the recorded session at their convenience. Professional development plans for the 2011-2012 school year will include more opportunities to use *Elluminate (Blackboard Collaborate)*. HCPSS is also supporting instruction through our television network using other tools such as HCPSS-TV (Granicus), online resources such as the HCPSS Intranet, Document Repository, Discovery Streaming, eGuides, and the Instructional Strategies Database. These resources provide teachers with 24-hour access to “just-in-time” lessons about how to use and integrate specific technologies into instruction. (HCPSS Technology Plan, pages 22-27) (MSDE Technology Plan, 2.1 – 2.2)

Challenge 3 - Human Resources: Additional administrative and school-based staff members are needed to provide job-embedded training and ongoing professional development for teachers. HCPSS is working to include additional positions in the Operating Budget as funds allow. As elementary students, who have participated in weekly technology classes, move to middle school, it is extremely important that they continue to utilize and develop technology literacy skills. HCPSS currently has five middle school technology teachers and one high school technology teacher to support the integration of technology into secondary instructional programs. Middle and high school teachers need a site-based technology teacher who can help them plan and integrate technology into instruction. This is extremely important if we are going to engage our 21st century learners. These additional positions will also impact Challenge 2 – Time for Professional Development for Teachers and Administrators. Schools that currently employ a site-based secondary technology teacher provide access to professional development training and follow-up support during the regular school day. Secondary technology teachers could also play a role in supporting the expansion of hybrid and online learning in secondary schools. (HCPSS Technology Plan, pages 21, 28) (MSDE Technology Plan, 1.6, 2.4)

Challenge 4 - Reduced Student Access to Computers due to Online Testing Requirements:

With the demands of RTTT, online testing requirements are going to require additional devices that provide technology access for students. It is essential that MSDE ensures that all new updates to TestNAV and other online testing solutions be supported on lower-cost mobile devices. (HCPSS Technology Plan, pages 15, 33, 37)

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership.

Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

Student, Teacher, and School Administrator Technology Literacy Measurements

HCPSS last used the State student, teacher, and school administrator technology literacy measurements in 2010. HCPSS received the highest score on the Maryland Measure of Student Technology Literacy (MMSTL) with 75 percent of students scoring proficient on the measurement. Additionally, fifty-four (54) principals and seventy (70) assistant principals completed the School Administrator Technology measure. Ninety-six (96) percent of principals and eighty-four (84) percent of assistant principals reported scoring proficient on the measure. Between 2009 and 2010, the proportion of principals who scored proficient increased by four (4) percentage points, and the proportion of assistant principals who scored proficient increased by eighteen (18) percentage points. (HCPSS Technology Plan, pages 20-21) (MSDE Technology Plan, 1.6)

Because the State is no longer supporting the statewide assessments, HCPSS is addressing student, teacher, and administrator technology literacy in a variety of ways. Staff members from OIT, in conjunction with the Office of Assessment, has reviewed past data and determined the focus areas for the 2010-2011 school year. Results were used to review and revise the Essential Curriculum and the Instructional Technology eGuides during Summer 2010 curriculum writing workshops to ensure that technology is infused throughout the curriculum. (HCPSS Technology Plan, pages 15-16, 18-20) (MSDE Technology Plan, 1.6)

Student technology literacy is currently measured during the 3rd and 4th grade end of year assessments. An ePortfolio will be piloted with selected 5th grade classes to provide models of how authentic assessment can be used to measure technology literacy. In addition, performance-based tasks have been developed for 2nd and 5th grades to help with the overall assessment of technology literacy and provide data for teachers to modify instruction. Students in 8th grade will be piloting a Digital Citizenship course as part of the Advanced Inquiry pilot in two middle schools. These students will receive instruction in topics such as cyber safety, cyber security, and cyber ethics. The content of the course will be taught using a problem-based model that is consistent with Advanced Inquiry. Teacher and administrator technology proficiency are not directly measured using a summative assessment. However, OIT, POD, and the Office of eLearning are providing professional development modules in a variety of topics acquired through the federal EdTech and ARRA grant programs. Some courses are being piloted in our

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Moodle open source learning management system, while others are hosted by the third-party provider. POD’s new electronic registration system (Electronic Registrar Online) will allow staff members to compile their own transcript of courses completed and eLearning is working on a pilot of the Mahara open source ePortfolio tool. Mahara could enable teachers and administrators to track activities that support their Appendix D and COLS professional learning goals.

Lastly, professional development activities will continue to be scheduled for curriculum staff members so that they can integrate technology into their content and provide professional development activities related to the standards for their content teachers. Targeted professional development will assist with Common Core standards curriculum integration as well as support for new teacher mentoring. (HCPSS Technology Plan, pages 22-29) (MSDE Technology Plan, 2.1 – 2.2)

Objectives of the Maryland Educational Technology Plan for the New Millennium: 2007-2012

The objectives of the HCPSS Technology Plan 2008-2013 mirror those of the Maryland Educational Technology Plan:

Maryland Educational Technology Plan	HCPSS Technology Plan
Improve student learning through technology	Improve student learning through technology
Improve staff members’ knowledge and skills to integrate technology into instruction	Improve staff members’ knowledge and skills to integrate technology into instruction
Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology	Improve administrative productivity and efficiency
Improve equitable access to appropriate technologies among all stakeholders	Improve equitable access to appropriate technologies among all stakeholders
Improve the instructional uses of technology through research and evaluation	Improve the instructional uses of technology through research and evaluation

Through the implementation of the HCPSS Technology Plan, the school system implements the objectives of the Maryland Educational Technology Plan. Specific examples of the implementation of both plans are referenced throughout this document.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

- **Technology Teachers:** In 21st century workplaces, collaboration, working on on-site and virtual teams, problem-solving, creative thinking, and flexibility are highly valued. As we prepare students for the workplace, learning should center on these principles. To support this goal, students should have a foundation of information and technology literacy skills. It is essential to commit appropriate staff members to accomplish this by providing Technology Teachers for all elementary, middle, and high schools. The Elementary Technology Teachers work directly with students and support teachers in

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

integrating technology into their daily instruction where appropriate. The middle and high school technology teachers serve as support teachers to support classroom teachers in integrating technology into their daily instruction. The secondary technology teachers provide support for the online testing requirements. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 1.6, 2.4)

- **Collaboration with the Department of Special Education:** OIT works with the Department of Special Education in a variety of ways. Two staff members from the Department of Special Education attended OIT staff members and problem solving meetings. The knowledge and expertise that Special Education staff members bring to the meetings is invaluable. When curriculum and professional development activities are discussed, strategies for addressing UDL and differentiation are presented. In an effort to help teachers understand how to differentiate instruction through the use of technology the Accessibility Toolkit was developed in 2008 and presented to teachers in the county-wide in-service in September 2010. The toolkit outlines many of the accessibility features and tools available for teachers to use to help meet the needs of students. Some examples include how to use text-to-speech features, closed captioning, and track pad alternatives. The toolkit is organized as a wiki (<http://accessibilitytoolkit.hcpss.wikispaces.net/>) and is available for all HCPSS teachers to use as they plan instruction (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

The Department of Special Education works with OIT to pursue student access of curriculum instruction through use of portable computers.

When educational technology curriculum is created and modified, staff members from the Department of Special Education are always part of the writing team. The careful integration of UDL into instruction ensures that our teachers meet the needs of all learners. (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

- **Informational Resources:** All students and teachers need access to up-to-date, accurate, and reliable resources that support all areas of the curriculum. To address this need, the HCPSS provides in-school and at-home access to a variety of online resources: *Discovery Streaming* (K-12), *World Book Online* (K-12), *CultureGrams* (K-12), *NoodleTools* (K-12), *TeachingBooks.net* (K-12), *SIRS Discoverer* (K-8), *American History* (6-12), *SIRS Knowledge Source* (6-12), *Science Resource Center* (6-12), *Student Resource Center, Jr.* (6-8), *Student Resource Center Gold* (9-12), *Turnitin.com* (9-12), *American Government* (9-12), and *Opposing Viewpoints Resource Center* (9-12). These resources provide up-to-date, accurate, and reliable information that teachers of all content areas can use to enhance their curriculum. The Technology Department is performing several strategic network upgrades to provide adequate Internet bandwidth to support the anticipated usage increase of these resources. (HCPSS Technology Plan, pages 5, 12-16) (MSDE Technology Plan, 1.1 – 1.5, 3.3)

The Howard County Public School System has a strong partnership with Howard County Library. The A+ Partnership provides students and teachers with access to a wide variety of additional online resources. These resources are available 24/7 and provide

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

information to support all content areas. (HCPSS Technology Plan, page 14) (MSDE Technology Plan, 1.1 – 1.4, 3.3)

- **Professional Development:** A variety of credit and Continuous Professional Development (CPD) courses addressing the integration of technology into instruction were offered throughout the year. Titles included *Microsoft Word*, *Microsoft PowerPoint*, *Microsoft Excel*, *ABC's of the Macintosh Parts 1 and 2*, and *Digital Scrapbooking*. This year a number of online professional development courses such as *Creating Interactive Projects with Web 2.0*, *Technology for Today's Teachers*, *Using Technology to Collaborate Across the Curriculum*, and *Cyber Centers* were developed as a result of the Web Based Professional Development Cohort established with Johns Hopkins University. Staff members from OIT designed several of these courses after observing the need for them throughout the system. Staff members from OIT also taught a variety of courses for Johns Hopkins University as part of a cohort program where participants earned a technology leadership certificate and a web based professional development certificate. (HCPSS Technology Plan, pages 6-7, 24-26) (MSDE Technology Plan, 2.1)

Workshop wages and substitute days were used to provide site-based professional development for teachers. This ranged from full faculty meetings to sessions with departments, teams, small interest groups, or individual teachers. OIT staff members, school-based administrators, and teachers identified topics through collaboration; specific software packages (Kidspiration, Inspiration, Pixie, or ComicLife) or specific instructional strategies, such as visual discovery, were presented. (HCPSS Technology Plan, pages 24-26) (MSDE Technology Plan, 2.1)

5. Discuss how the local school system is using technology to support low-performing schools.

HCPSS ensures that all schools have a minimum standard allocation of computers. This past year our standard allocation increased. Additional mobile netbook labs are allocated to elementary schools with a population greater than 600 students.

- Each classroom teacher is provided one computer.
- Each elementary school is allocated 1 mobile lab of 30 laptops (increase from 15 laptops) with cart and 1 stationary lab with 30 desktop computers.
- Each middle school is provided 2 mobile labs of 30 laptops (increase from 15 laptops) with cart and 1 stationary lab with 30 desktop computers.
- Each high school is allocated 2 mobile labs of 24 laptops with cart, 1 stationary lab with 30 desktop computers, and 1 media lab of 30 desktop computers in the media center.

The standard allocation allows students and staff members to have access to digital curriculum resources and the tools necessary to facilitate and participate in professional development offerings. Based on data from the Central Inventory Database, projectors are available for all classrooms and many are equipped with a document camera as well. The demand for more access to hardware continues to be a challenge, particularly at low-performing schools and schools with large student populations. HCPSS is making strides to address access challenges with programs such as the netbook pilot at Wilde Lake Middle School. This school doubled their

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

access to technology hardware and was able to increase student engagement. Emerging technologies such as the tablets/notebooks, Livescribe pens, and interactive whiteboards are also being explored at some of the low performing schools. The goal of piloting these new technologies is to increase the student engagement using 21st century tools and ensure that the appropriate tool is selected for the right purposes.

- 6. Please update the district’s Accessibility Compliance chart, bolding or underlining any changes. This information is used in the preparation of a report that goes to the Maryland Legislature. The district's completed chart from last year can be accessed at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>**

- 7. Please update the district’s Children’s Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>**

ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: <http://cte.jhu.edu/accessibility/Regulations.cfm>

Please review the information submitted with the October 2010 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes. Note: to review your system's 2010 master plan update, go to: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

PROCESS	IMPLEMENTATION	MONITORING
<p>The Howard County Board of Education established Policy 4050 to address the process, regulations and policy for procurement of materials in compliance with The Public School Law of Maryland, Section 5-112. The implementation procedures include the following:</p> <p>These procurement procedures are intended to establish the generally acceptable procedures that will be revised and updated as the requirements of the system change. The procedures outlined herein are the basic tools to implement Policy 4050 Procurement of Materials, Supplies, Equipment, and Services.</p> <p>In addition, Board policy has been modified to allow the “piggy-backing” of other governmental contracts provided that those contracts were established competitively in accordance with public procurement standards.</p> <p>Prior to selecting technology for inclusion on a HCPSS bid, it is evaluated by employees for compliance with COMAR 508.</p> <hr/> <p>All technology-based instructional products must go through the Instructional Software Approval Process prior to purchase. A list of approved software is available on the HCPSS Intranet.</p> <p>Any HCPSS employee, who wishes to purchase technology-based instructional products that are not on the approved list of software, must complete an Instructional Software Request for Approval form.</p> <p>The completed form is sent to the Office of Instructional Technology. Upon receipt of the form, reviews for the product are obtained, if available. A preview copy of the product is ordered.</p>	<p>Information about the Instructional Software Approval Process is posted on the HCPSS intranet at: http://login.hcpss.org/login/_WWW/Portal/Curricular_Programs/Library_Media/Software_Approval_Process</p> <p>Central office curriculum staff members received training on the Instructional Software Approval Process during an August Curriculum meeting. Staff members are now aware of the procedures and their role in the approval of software titles.</p> <p>All building level principals receive information about the Instructional Software Approval Process each year. They were charged with sharing this information with the staff members at their schools.</p> <p>Special education teachers from every HCPSS school receive information and training on the new Instructional Software Approval Process each year. Members of the Central office Special Education staff members and members of the Assistive Technology Resource Team (ATRT) provided this training.</p> <p>Library media specialists from every HCPSS school receive training on the Instructional Software Approval Process during a countywide professional development day at the beginning of the school year. Updates are continually provided to library media specialists during professional development sessions.</p>	<p>As a title goes through the Instructional Software Approval Process, each reviewer documents his/her findings about the software. Representatives from the Assistive Technology Resource Team provide feedback on the evaluation form about the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features. This information is posted on the HCPSS Intranet. Teachers who want to use a specific software title can access information about accessibility on the website prior to purchasing or using it.</p> <p>Administrators will be informed about updates to the Instructional Software Approval Process at the beginning of each school year. Principals will then take this information back to their schools and share it with their staff members. Special education teachers and library media specialists will receive information about the Instructional Software Approval Process throughout the course of the school year.</p> <hr/> <p>Purchase orders and other requests to purchase technology products that have not gone through the Instructional Software Approval Process do not receive final approval for purchasing. The Purchasing Office is in charge of monitoring the requests for purchase of Instructional Software. If a title does not appear on the Approved List of Software Titles, it cannot be purchased until it goes through the Instructional Software Approval Process.</p>

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

<p>When the product arrives, it is placed on one of the computers in our test lab.</p> <p>Representatives from the appropriate curriculum office preview the software to ensure that it is appropriate for use as part of instruction.</p> <p>Representatives from the Assistive Technology Resource Team (ATRT) preview the software to ensure that it is compliant with the COMAR regulation. Alternative methods of instruction for products that don't meet all the accessibility standards are suggested by the ATRT.</p> <p>The Software Approval Process specialist from the Office of Instructional Technology previews the software to ensure that it will function effectively on our school networks.</p> <p>After receiving approval from the curriculum office, ATRT, and the Software Approval Process Specialist, the paperwork is completed and results are posted to the HCPSS Intranet. The Software Approval Process Specialist updates the list of approved software and files copies of the paperwork for each title that goes through the process.</p> <p>Teacher-developed materials (websites, etc.) are being addressed during professional development activities.</p> <p>An Assistive Technology Educator will be part of the all Curriculum workshops to support the inclusion of technology. Assistive Technology trainings have been infused into the Designing Quality Inclusive Education Initiative.</p> <p>All professional development provided to teachers about creating technology related materials and websites address the accessibility requirements.</p>		
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CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- Our local school system is certified compliant, through the E-rate program, with the Children’s Internet Protection Act requirements.**
- Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.**

Howard County
School System


Authorizing Signature

October 14, 2011
Date

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Howard County Public School System

ETMA Contact Person: Debbie Misiag; Rebecca Salerno

Title/Position: Instructional Facilitator, Special Education; Manager, Equity Assurance

Address: Old Cedar Lane, 5451 Beaverkill Road, Columbia, MD 21044

Phone: 410-313-5363 Fax: 410-313-7049

E-Mail: Deborah_Misiag@hcpss.org

Date completed: 7/27/11

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Education that is Multicultural (ETM)

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.
- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.
- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201

These materials may be submitted as hard copies or digitalized and submitted on a disk.

- A copy of the Local School System's (LSS) ETM vision and mission statement
- A sample curriculum document that infuses Education That Is Multicultural
- A list of ETM mandatory and/or ETM voluntary courses offered
- A list of Professional Development ETMA workshops or seminars provided during the school year
- A sample checklist used to evaluate and approve LSS instructional resources

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.

1. List your Local School System's major ETMA strengths identified.

The HCPSS has ensured that ETMA principles and goals are evident in its mission and two system goals. Additionally, leadership has identified Cultural Proficiency as one of its four system focus areas. The HCPSS continues to expect the involvement of staff members and stakeholders in its Cultural Proficiency professional and organizational development program. Highlights from the 2010–2011 school year include successful implementation of:

- The HCPSS Long-Range Plan (five year) for Cultural Proficiency;
- Three levels of professional learning for Cultural Proficiency: Awareness, Application, and Facilitation
- The *Cultural Proficiency Leadership Cohort* (pilot) seminar (five day);
- The *Cultural Proficiency Facilitation Cohort* (pilot) seminar (five day);
- Trained school-based facilitators (three years of training);
- School-based *Cultural Proficiency Inquiry Groups* (45 hour) focused on Positive Behavior Supports, School Environment, and Awareness;
- Program evaluation results suggest statistically significant gains in culturally competent behaviors and beliefs as a result of participation in Cultural Proficiency trainings. Feedback provided by participants illustrates the use of the Tools of Cultural Proficiency for continuous improvement and shows increased efficacy of *Facilitation Cohort* participants in leading Cultural Proficiency;
- Continuing Professional Development (CPD) credit-bearing courses will be offered in Cultural Proficiency:
 - *Introduction to Cultural Proficiency*
 - *Culturally Proficient Curriculum and Instruction*
 - *Cultural Proficiency Inquiry Group*.

Since 2004–2005, over 4,365 staff members have participated in various depths of Cultural Proficiency training. During 2010-2011, over 500 staff members began their participation in training. The comprehensive evaluation of the Cultural Proficiency program in the HCPSS can be found in the High Quality Professional Development section of this report. (See page 219.)

In addition, Division of Instruction leadership (principals, assistant principals, directors, coordinators, etc.) has focused on studying numerous areas that support ETMA goals, such as:

- Presuming competence of all students, staff members, and families.
- Universal Design for Learning.
- Co-Teaching.
- Eliminating/decreasing bullying, harassment, and discrimination based on race, gender, ethnicity, religion, disability, or sexual orientation.
- Formative Assessment.
- College and Career Readiness: Student Transitions.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Strategies for Student Engagement.
- Coaching strategies.

Numerous system accomplishments indicate progress in achieving all ETMA goals.

- Least Restrictive Environment placement percentages show evidence that students with disabilities have access to general education.
- Quantity and quality of Co-Teaching increased at all school levels.
- Review-level courses at the high school level have decreased.
- State monitoring showed a decrease in referrals and suspensions of students with disabilities.
- The instructional day, extended day, and extended year are aligned with a focus on *acceleration* of student groups.
- The HCPSS Equity Council, composed of community partners, advises the Superintendent on educational equity issues as they relate to students, staff members, community, and the Board of Education and enhances communication within the community about HCPSS endeavors.
- The HCPSS has a growing number of partnerships with community organizations focused on ETMA goals (e.g., NAACP, Conexiones, Muslim Council, Kaur Foundation, CHAI).
- HCPSS piloting bias analysis with local biology assessments.
- Internet information is published in the top six languages spoken in Howard County.
- Goal 2 Survey assesses the climate (including *diversity and commonality* components of a safe and nurturing environment) of every school in the system to evaluate the extent to which students and families feel valued and involved.
- Goal 2 (safe and nurturing environment) strategies and activities are required in every school improvement plan.
- The reconvening of the Anti-Bullying Task Force in order to address cyber bullying and discrimination against gay, lesbian, bisexual, and transgendered students.
- Numerous policies ensure that addressing harassment, bullying, intimidation, and intolerance happens in a timely manner (Policy 1060 Bullying, Cyberbullying, Harassment and Intimidation; Policy 1000 Civility; Policy 1010 Discrimination; Policy 1020 Sexual Harassment; and Policy 1040 Safe School Environments).
- MSA trend data displays a consistent narrowing of achievement gaps between student groups with consistent increases for all students.

2. List your Local School System’s major ETMA areas identified that need improvement.

The HCPSS maintains its focus on Continuous Improvement, identifying it as one of its four cross-functional, high-leverage strategies. To that end, the system will continue to work to improve *all* ETMA areas, even those marked as “sustaining.” When analyzing student performance, the HCPSS faces achievement gaps for many student groups. For this reason, the HCPSS will emphasize instruction when focusing on ETMA areas next year. The HCPSS will use data to determine how all students groups can continue to make significant gains and will work to minimize achievement discrepancies between student groups. This will be an evolving process, but the HCPSS is committed to developing resources for maximizing the achievement of all students and reducing growth gaps.

3. List your three major Local School System ETMA goals for the next school year.

- **Build leadership capacity for Cultural Proficiency.** This will be done through structured, high-quality professional development experienced for practicing and accomplished leaders. Professional development will include projects within which leaders apply the tools of cultural proficiency to a specific area (school environment, instruction, family engagement, PBIS, etc.) and document results of efforts. HCPSS will also focus on developing facilitation knowledge, skills, and attitudes of cultural proficiency leaders through formal seminars and apprenticeships with Professional and Organizational Development staff members.
- **Apply the Tools of Cultural Proficiency to areas of systemic focus,** including *Co-Teaching and Student Transition Processes* (Ready By Five, College & Career Readiness, etc.), resulting in comprehensive rubrics that use the Cultural Proficiency Continuum and the Essential Elements of Cultural Competence to illustrate the extent to which practices are healthy or unhealthy, effective or ineffective. The rubrics will accelerate continuous improvement efforts, serving as a foundation for CPD courses, school based Inquiry Groups, and professional reflection and discussions.
- **Establish Cultural Proficiency as a process for continuous improvement.** Program evaluation efforts will progress by focusing on capturing the results of staff members working to apply the Tools of Cultural Proficiency to their practice. Additionally, HCPSS will work to assess the quantity and quality of professional development provided by school-based facilitators, and the system will work to identify factors that define an organizational unit’s (e.g., school, office, or program) *commitment* to Cultural Proficiency. This will inform future program evaluation efforts and results.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions.

I. Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written mission or vision statement that includes a stated commitment to: <ul style="list-style-type: none"> • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps 					X
2. The LSS’s mission statement is integral to the operation of the schools and is regularly communicated to all staff members, students, parents, and the community.					X
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.					X
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.					X

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.				X	
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:					
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				X	
b. Multiple cultural perspectives of history are represented.				X	
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:					
a. Valuing one’s own heritage.				X	
b. Valuing the richness of cultural diversity and commonality.				X	
c. Valuing the uniqueness of cultures other than one’s own.				X	
d. Being aware of and sensitive to individual differences within cultural groups.				X	
e. Addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

<p>4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.</p>				<p>X</p>	
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Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
<ul style="list-style-type: none"> The LSS has a written policy and procedure addressing bullying and harassment. 					X
<ul style="list-style-type: none"> The LSS addresses how all schools promote the following aspects of an inclusive climate: <ul style="list-style-type: none"> a. In which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner. b. That promotes the development of interpersonal skills that prepare students for a diverse workplace and society. c. That reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc. d. In which diverse linguistic patterns are respected e. In which students, instructional staff members, support staff members, parents, community members, and central office staff members are made to feel welcomed and actively involved in the entire instructional program. f. That reflects relationships of mutual respect. g. That includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice. h. That includes multicultural assemblies, programs, and speakers. 					
				X	
				X	
				X	
				X	
				X	
				X	
				X	
				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
A. Access and Grouping					
1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.				X	
2. A committed demonstration of high expectations for all students is visible.					
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.				X	
b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment.				X	
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools.				X	
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective.				X	
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					X
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. Advanced placement courses				X	
b. Gifted and Talented programs				X	
c. Special initiatives such as grants and/or pilot				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

programs such as STEM					
d. Student organizations and extracurricular activities				X	
e. Student recognition programs and performances				X	
5. All schools ensure that all students have access to instructional technology.				X	
B. Instructional Activities					
1. All schools engage in instructional activities that recognize and appreciate students’ cultural identities, multiple intelligences and learning styles.					X
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.				X	
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					X
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems				X	
C. Achievement Disparities					
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement				X	
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.				X	
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.				X	
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. ETMA staff development includes involvement of all staff members: (check all that apply) <ul style="list-style-type: none"> • Administrators <u>X</u> • Central office staff members <u>X</u> • Teachers <u>X</u> • Support staff members <u>X</u> • Instructional assistants/ paraeducators <u>X</u> • Substitutes <u>X</u> • Bus drivers <u>X</u> • Custodians <u>X</u> • cafeteria workers <u>X</u> • volunteers <u>X</u> 				X	
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.				X	
3. The LSS coordinates and facilitates ETMA programs and activities:					
• Voluntary ETM courses are offered (attach a list of courses)					X
• Mandatory ETM courses are offered (attach a list of courses)	X				
• ETMA workshops or seminars are provided during the year (attach a list of programs)					X
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff members in training that:					
a. Explores attitudes and beliefs about their own cultural identity.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

b. Identifies equity strategies, techniques, and materials appropriate for their work assignment.				X	
5. All schools provide training:					
a. In assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.				X	
b. To recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.				X	
c. To explore attitudes and beliefs about other cultures to foster greater inter-group understanding.				X	
d. To identify and implement instructional strategies, techniques, and materials appropriate for ETMA.				X	
e. To recognize and correct inequitable participation in school activities by students and staff members from different backgrounds and redress inequity in instances of occurrence.				X	
6. All schools provide appropriate opportunities for staff members to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.				X	
7. All schools provide professional development workshops and courses that include an ETMA focus.				X	
8. All schools maintain current professional development references for educators, support staff members and administrators on education that is multicultural and student achievement.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.					X
2. The LSS uses resource organizations that promote cultural and ethnic understanding.					X
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.					X
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.				X	
5. All schools incorporate multicultural instructional materials in all subject areas.					X
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.				X	
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.				X	
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).					X
9. All schools have a process for selection of instructional resources that includes the following criteria:					

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

a. Materials that avoid stereotyping and bias.					X
b. Materials that reflect the diverse experiences of cultural groups and individuals.					X
c. Individuals from diverse backgrounds were involved in the review and selection of materials.					X
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.					X

VII. Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities.					X
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff members based on the disability and diversity factors.					X
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.					X
3. The LSS has established procedures for students and staff members to report discrimination complaints based on any of the diversity factors.					X
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.				X	
5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.				X	
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.				X	
3. All schools use a multiplicity of opportunities and formats for students to show what they know.				X	
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.				X	
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.				X	
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.				X	
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.				X	
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students’ cultural and linguistic backgrounds.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

X. Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
a. Families from diverse backgrounds.				X	
b. Community members from diverse backgrounds.				X	
c. Resource organizations that reflect diversity.				X	
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.					X
3. All school functions are held in facilities that are accessible to individuals with disabilities.				X	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Individuals contributing to the completion of the Compliance Report

Print Name	Job Title
Linda Wise	Chief Academic Officer
Clarissa Evans	Executive Director, School Improvement and Curricular Programs
William Ryan	Executive Director, School Improvement and Administration
Rebecca Amani-Dove	Director, Student Assessment and Program Evaluation
Pamela Blackwell	Director, Student Services
David Bruzga	Administrative Director, Secondary
Patricia Daley	Director, Special Education
Marie DeAngelis	Director, Elementary Curricular Programs
Juliann Dibble	Director, Professional and Organizational Development
Arlene Harrison	Administrative Director, Elementary
Diane Martin	Director, Student, Family, and Community Programs
Daniel Michaels	Administrative Director, Secondary
Marion Miller	Administrative Director, Elementary
John Krownapple	Coordinator, Cultural Proficiency
Deborah Misiag	Instructional Facilitator, Special Education
Rebecca Salerno	Manager, Equity Assurance

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

English Language Learners

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO 1 for school year 2010-2011, **60%** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO 2 (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO 2 target for school year 2010-2011 is **17%** of ELLs will attain proficiency in English.
- **AMAO 3** represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

Note: *Where responses in this section are similar or linked to those provided under Section I.D.i or Attachment 10 (Title III, Part A), local school systems may reference with page numbers, or copy and paste as appropriate*

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1- 4.3):

Table 4.1: System AMAO I, 2009-2010			
	N	Number Who Met	%
Total	2055	1451	70.6

Note: In order for a local school system to meet the System AMAO I, 2009-2010, at least 60% of students must make a 15 scale score point increase on the 2010 LAS administration as compared to last year's administration.

Table 4.2: System AMAO II, 2009-2010*			
	N	Number Who Met Target	%
Total	2274	556	24.5

Note: In order for a local school system to meet the System AMAO II, 2009-2010, at least 17% of students must meet grade-specific targets for English Language Proficiency.

Table 4.3: System AMAO III, 2010						
AYP Status for Limited English Proficient (LEP) Students*						
	Reading			Math		
	Elementary	Middle	High	Elementary	Middle	High
2007	Yes	Yes	Yes	Yes	Yes	Yes
2008	Yes	Yes	Yes	Yes	Yes	Yes
2009	Yes	Yes		Yes	Yes	
2010	Yes	Yes		Yes	Yes	

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

1. Describe where progress is evident.

Progress for English Language Learners is evident through the following:

- Through increasing the Overall English Language Proficiency Level by at least 15 scale score points, 70.6 percent of the English Language Learners (ELLs) made progress in acquiring English language proficiency as measured by *LAS Links 2011* (AMAO I, Table 4.1). The target for AMAO I is 60 percent.
- 24.5 percent of the ELLs achieved English proficiency by earning a composite score of 5 with a minimum score of 4 in the Listening, Speaking, Reading, and Writing domains as measured by *LAS Links 2011* (AMAO II, Table 4.2). The target for AMAO II is 17 percent.
- The elementary, middle, and high school students in the Limited English Proficient student group met the target for Adequate Yearly Progress based upon attaining proficiency or better on the state assessments in reading and math. In addition, this student group met the target for participation on the state assessments (AMAO III, Table 4.3).

2. Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.

The success of English Language Learners in attaining English proficiency is attributed to the following:

- Professional development on the integration of the *Maryland English Language Proficiency State Curriculum* with content objectives provided to ESOL teachers in collaboration with the Language Arts, Science, Social Studies, and Mathematics Curricular Offices
- Professional development on best practices to implement when instructing ELLs provided to school-based teams, schools, the Instructional Intervention Teams, and school system leadership
- Increased alignment of classroom instruction, ESOL Program instruction, and other intervention services
- Co-taught classrooms instructed by ESOL Program staff and content teachers
- Collection and use of multiple data points, including LAS Links, MSA, and local assessments, to inform the grouping and instruction of ELLs
- Increased articulation practices with ESOL teachers throughout the program and across grade levels
- Provision of a series of sheltered language arts courses that integrate the *Maryland English Language Proficiency State Curriculum* with content objectives from language arts, science, and social studies at the middle and high school levels
- Provision of a series of US History courses to provide focused preparation for the American Government High School Assessment (HSA)
- Implementation of a Newcomer ELL Program at the high school level that includes English language development through a content-based approach and intense instruction in mathematics

3. Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.

While the progress made by English Language Learners (ELLs) towards attaining proficiency and the number of students achieving proficiency is at 70.6% and 24.5% respectively, there are areas of definite challenge. Each grade band made progress in the domains of Speaking, Listening, Reading, and Writing across the system. However, the mean increase based upon the overall proficiency scale score on the *LAS Links 2011* decreased as the level increased from the elementary, middle, and high school grade bands. The Listening and Speaking domains are areas in need of improvement in order to support literacy skill development and the use of academic language. ELLs must have additional opportunities to build oral language proficiency and to express themselves both orally and in writing in ESOL and content classes to improve the results in Listening, Speaking, Reading, and Writing. Also, the smaller amount of progress evident at the middle and high school levels reflects the increase in the number of low beginning ELLs who enter the system with interrupted or informal schooling and little to no prior experience with the English language.

4. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

Program changes or adjustments include the following:

- Increased professional development and collaboration with content offices in order to further connect language objectives with language Arts, mathematics, science, and social studies objectives at all instructional levels throughout the 2011–2012 school year
- Professional development provided in collaboration with the Language Arts and Mathematics Curricular Offices on the Maryland Common Core Curriculum throughout the 2011–2012 school year
- Professional development on oral language skill development by extending strategies to ESOL and content teachers through activities led by the ESOL program and other curricular offices on an on-going basis throughout the 2011–2012 school year
- Emphasis on best practices in building academic vocabulary and comprehension for ESOL and content teachers through workshops led by ESOL program staff on an on-going basis throughout the 2011–2012 school year
- Additional co-teaching professional development and support for ESOL and classroom teachers through workshops led by the ESOL Program staff and through participation in Designing Quality Inclusive Education and the Middle School Cohort throughout the 2011–2012 school year
- Increased professional development and focus on vertical articulation so that all ESOL teachers understand the language and content skills needed in order to ensure that English language learners are prepared for college and careers throughout the 2011–2012 school year
- Continuation of the Newcomer ESOL Program at high school level for students entering the school system with an English proficiency level of 1 and interrupted or informal schooling

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Refinement and alignment of a web-based data collection tool with the student information system in order to facilitate the collection and analysis of data to inform instructional practices and to provide accurate reports

Resource Allocations:

Increases in the FY12 Operating Budget that support English Language Learners include the following:

- An additional 5.0 teaching positions in the English for Speakers of Other Languages (ESOL) Program (estimated at \$285,000).
- An additional 2.0 paraeducator positions in the English for Speakers of Other Languages (ESOL) Program (estimated at \$44,000).

No Child Left Behind requires that corrective actions are taken in local school systems that failed to make progress on the AMAOs:

- ***For any fiscal year.*** The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system’s failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- ***For two or three consecutive years.*** The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- ***For four consecutive years.*** The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system’s failure to meet the objectives, and require the local system to replace educational personnel relevant to the system’s failure to meet the objectives.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Respond to the following only if the description matches your LSS's AMAO results over time.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 1 for two or three consecutive years:**

Local school systems not making AMAO 1 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 1

Not applicable – AMAO 1 was met.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 2 for two or three consecutive years:**

Local school systems not making AMAO 2 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English attainment. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 2.

Not applicable – AMAO 2 was met.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 3 for two or three consecutive years:**

Local school systems not making AMAO 3 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of Limited English Proficient students toward attaining reading and math proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will make Adequate Yearly Progress. You may refer to other sections of this update as appropriate.

Not applicable – AMAO 3 was met.

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Career and Technology Education

The *Bridge to Excellence* legislation requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

- 1. Describe the school system’s progress on the implementation and expansion of Maryland CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.**

The Howard County Public School System uses the *Catalog of Approved High School Courses*, a locally produced document that is updated and published yearly, as a delivery system for course sequencing related to career clusters. This resource aligns with the Maryland State Department of Education’s Career Clusters and Pathways and the Career and Technology Education (CTE) programs of study. Guidance counselors, teachers, students and parents utilize this document as part of the career planning process. High school CTE programs of study outlined in this resource give students the opportunity to pursue a rigorous program of study through high level academic courses.

The Career and Technology Education programs offered by the Howard County Public School System are based on industry standards and bring a valued-added component to each student’s education. Through participation in a Career Academy program, students earn advancement in a career field, are prepared to transition smoothly into postsecondary education, and earn college credit and/or industry certifications in a career field of interest. All of the twenty-three completer programs offer articulated or transcribed credit or recognized industry certification. Staff members from the HCPSS Office of Career and Technology Education work continuously to expand the transcribed and articulated credit options available to students through Howard Community College and other postsecondary schools. In addition, funds have been allocated to expand the number of industry certification tests available to students enrolled in CTE programs during the 2011–2012 school year.

Students enrolled in HCPSS CTE programs are extremely well prepared for entry into college and careers. Eighty-seven percent of CTE students have met the standard for the English HSA and 94 percent have met the standard for the Algebra HSA. Through participation in these challenging programs over 66 percent of CTE students have completed the entrance requirements for a University System of Maryland school and are dual completers.

The Howard County Board of Education has given approval for the implementation of a Homeland Security Academy beginning in the 2012–2013 school year. This will be a centralized academy, with coursework offered at the Applications and Research Lab during a student’s junior and senior years. In addition, cyber security will be incorporated into courses in the Information Technology Cluster beginning in the 2011–2012 school year.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Program of Study, including students who are members of special populations?

Two special education instructors are currently part of the Applications and Research Laboratory (ARL) staff and work closely with classroom teachers to address the increased enrollment of students with special needs in centralized academies. Students enrolled in school-based academies receive support from special education teachers assigned to the school. Through the lens of *Presuming Competence of All Learners*, increased enrollment includes students with significant needs who are assessed with the Alternative Maryland School Assessment. Programs are modified to meet the unique needs and learning styles of each student. Special education staff members work closely with content teachers, Department of Special Education staff members, and the ARL administrator to develop appropriate differentiation and modifications of the curriculum to ensure student success. Academy teachers attended Individualized Education Program (IEP) meetings to share the expectations of the program and worked with special educators on a career plan for the most appropriate student placement.

A career-focused program that targeted students from the Homewood School, Howard County's Alternative Learning Center, continued this year. Selected Homewood students came to visit the Applications and Research Lab and attended a series of orientation sessions about the centralized academies. The students then chose two of the academies to study in depth by spending a number of hours in the classrooms and participating in various activities. Several students, who participated in this program during the 2009–2010 school year, joined an ARL academy during the 2010–2011 school year. The response from the students about what they learned about Career and Technology Education was very positive and plans are in the works to continue/expand this program during the upcoming school year.

CTE ESOL students and students receiving free and reduced-price meals services were provided with additional support services through service coordination with the Office of Student Services and the Office of Student, Family and Community Services. In addition, these students receive supplementary grant funded career counseling, assistance with college paperwork, and tutoring to ensure their success in the program.

Information about CTE program offerings was marketed to all middle and high school students, including special populations, throughout the school year. These efforts included:

- Evening parent/student information sessions during the high school registration window
- Career Academy Summer Camps
- Promotional materials developed and distributed to middle and high schools
- Recruitment at high schools during electives fairs and other school activities
- Information sessions with guidance counselors
- Marketing plans developed by high school CTE Team Leaders
- Press releases of student achievements, awards, and events
- Online county newsletter postings
- CTE interactive website
- Presentations at middle school career days
- Tours of the ARL
- Student shadow days

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

The Howard County Public School System partnered with the Howard County Library to increase the visibility of Career and Technology programs through a series of evening events at various branches of the Howard County Library during the months of January and February. Both the Howard County Public School System and the Howard County Library promoted these events. These programs were well attended and have helped members of the community understand the purpose of Career and Technology Education. This program delivered in conjunction with the Howard County Library will be continued and expanded during the 2011–2012 school year.

3. Describe the school system’s strategies for increasing the number of CTE enrollees who become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators and completers.

In the past year, the total number of CTE enrollees has dropped slightly. Despite this drop in enrollment, approximately 25 percent of the graduates of the Howard County Public School System participate in a career and technology education program.

In reviewing the concentrator to completer numbers, the top three clusters were Arts, Media & Communication at 98 percent, Construction & Development at 76 percent and Health & Biosciences at 76 percent. All of these programs are centralized career academies and offer all of the academy coursework at the Applications and Research Laboratory (ARL). These students have committed to traveling to the ARL every day during both their junior and senior years to take up to five credits in order to participate in these programs. Students have access to specialized equipment, daily opportunities for hands-on activities, and classes with students who have similar interests. Students who participate in centralized career academies are usually extremely motivated to continue in and complete the program.

The clusters with the lowest levels of concentrators to completers are Information Technology at 18 percent, Business, Management & Finance at 22 percent, and Manufacturing, Engineering, & Technology at 22 percent. The majority of the academies offered within these clusters are school-based academies. For example, as indicated on the chart below, the percentage of concentrators to completers in the Information Technology Academy is 18 percent. Within this cluster, there are three academies – Computer Networking, PC Systems, and Computer Programming. Computer Networking has a 69 percent concentrator to completer percentage, PC Systems has a 75 percent concentrator to completer percentage, and Computer Programming has a 7 percent concentrator to completer percentage. The Computer Networking Academy and the PC Systems Academy are centralized, while Computer Programming is a school-based academy. Many high school students enroll in one or more of the four computer programming courses offered as part of the academy as electives, however, they do not complete all of the requirements of the academy.

Sampling Career and Technology Education courses is an excellent way for students to explore career options if they do not want to commit to the full requirements of a career academy. The Office of Career and Technology Education will continue to work to help students and parents understand the value added to the high school experience when a student completes the requirements of a career academy. Students who complete high school with industry recognized certifications and articulated and/or transcribed credit are more likely to succeed in their post-secondary endeavors.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Top Three (concentrators vs. completion) by Cluster	Lowest Three (concentrators vs. completion) by Cluster
Arts, Media & Communications	Information Technology
Construction & Development	Business, Management & Finance
Health & Biosciences	Manufacturing, Engineering & Technology

Cluster	Enrollees	Concentrators	Completers
Arts, Media & Communication	100	41	40
Construction & Development	62	25	19
Health & Biosciences	159	108	84
Information Technology	519	287	48
Business, Management & Finance	1,010	338	76
Manufacturing, Engineering & Technology	766	407	89
TOTAL	2,616	1,206	356

4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.

a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.

The following Core Indicators of Performance did not meet the 90 percent threshold:

- 6S1 – Non-Traditional Enrollment
- 6S2 – Non-Traditional Completion

b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

Several reasons can explain why the percentage of underrepresented students enrolled in non-traditional CTE programs (20.53 percent) did not meet the target of 47.79 percent and why the percentage of non-traditional completers (20.81 percent) did not meet the target of 50 percent.

One reason is the data on the Program Quality Index for Program Year 2010. Three hundred thirty students are listed as enrolled in the Restaurant/Food Services Management Academy (520905), however, there are no students listed in 6S1 or 6S2 for this academy. According to

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

HCPSS data, 115 males and 215 females were actually enrolled in this academy and 43 females and 21 males completed the academy during 2010. This data was reported to MSDE, so it is unclear why this information was not included on the PQI. Had this data been included, 6S1 would have increased to 25.82 percent and 6S2 would have increased to 24.47 percent. While this does not meet the HCPSS targets of 47.79 percent and 50 percent respectively, it does improve the percentages of non-traditional participation and completion.

When an analysis of the non-traditional participation is done by individual program, it is clear that HCPSS has work to do in recruiting non-traditional participants in several programs. Transportation Technologies (5 percent) Construction and Development (5.26 percent), Human Resource Services (5.25 percent), Manufacturing, Engineering and Technology (11.88 percent), and Information Technology (12.91 percent) are the programs with the lowest percentage of non-traditional participation.

Low completion rates by non-traditional participants in Transportation Technologies (1.69 percent), Construction and Development (0 percent), Human Resource Services (3.77 percent), Manufacturing, Engineering and Technology (12.08 percent), and Information Technology (13.89 percent) negatively impact the HCPSS non-traditional completion rate.

Some academies have a high enrollment and completion percentage for non-traditional students. Arts, Media and Communication, Business Management and Finance, and Health and Biosciences exceed the targets for both 6S1 and 6S2. Based on this information, it appears that the Howard County community supports non-traditional enrollment in some areas and not in others.

c.) For FY 12, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.

Increasing non-traditional enrollment and completion rates to meet the HCPSS local targets for 2011 is the focus of the FY 2012 CTE Local Plan for Program Improvement (the Perkins Plan). This emphasis is located throughout the plan in the following areas:

- Human Resource Services Strategy Worksheet
- Manufacturing, Engineering and Technology Strategy Worksheet
- Transportation Technologies Strategies Worksheet
- Strategy Worksheet B-1
- Strategy Worksheet B-2
- Strategy Worksheet B-3

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Early Learning

A. Based on the examination of 2010-2011 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

Directions:

- MSDE will pre-populate this table with kindergarten assessment data through 2010-2011.
- LSSs should use the 2010-2011 School Readiness Report - *Children Entering School Ready to Learn* (provided to all Early Learning Coordinators and Supervisors) to verify the accuracy of this data.

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages																								
	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	69	52	65	32	44	63	74	63	27	39	29	58	49	32	23	32	5	8	6	10	7	4	2	5
2005-2006	67	53	66	37	50	65	76	65	28	40	28	54	43	31	21	30	5	8	6	9	7	3	2	5
2006-2007	72	58	71	45	57	70	81	71	22	36	24	48	38	26	17	22	6	6	5	7	4	4	2	3
2007-2008	74	65	73	53	66	75	84	76	22	29	23	41	30	23	15	21	4	6	4	6	4	2	2	4
2008-2009	73	66	73	58	67	74	83	76	22	28	23	36	28	23	15	20	5	6	4	6	5	3	2	4
2009-2010	83	78	81	82	77	80	73	82	15	20	16	16	19	17	22	16	2	3	3	2	4	3	5	2
2010-2011	87	81	83	85	81	83	75	86	11	17	13	13	16	15	20	12	2	3	3	2	4	2	5	2

Directions:

- MSDE will pre-populate this table with the data.
- LSSs should use the 2010-2011 School Readiness Report - *Children Entering School Ready to Learn* (provided to all Early Learning Coordinators and Supervisors) to verify the accuracy of this data.

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience						
	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	42	58	46	33	12	17
2005-2006	51	65	40	29	9	6
2006-2007	52	68	41	26	7	6
2007-2008	58	68	34	26	9	6
2008-2009	58	67	34	28	7	5
2009-2010	71	75	24	20	4	5
2010-2011	72	76	22	18	6	7

Early Learning Tables 8.1 and 8.2

Domain Abbreviations

SP: Social and Personal

ST: Scientific Thinking

TA: The Arts

LL: Language and Literacy

SS: Social Studies

PD: Physical Development

MT: Mathematical Thinking

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- 1. Describe the school system’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Prior to November, when Maryland Model for School Readiness (MMSR) results are submitted, teachers conduct observations and administer local assessments to determine the differing needs of kindergarten students. Using a differentiated instruction approach, children with similar needs in Mathematical Thinking and Language and Literacy are grouped together for portions of the school day. Instruction is hands-on and engaging and consists of many small group lessons that target specific needs and strengths. In addition, there are multiple opportunities for heterogeneous instruction and whole group activities, in order to best meet the needs of children in all domains of learning. We are moving the date for our annual MMSR Updates inservice from November to September. This will allow for discussions about indicators and exemplars to begin earlier, which should assist teachers with identifying specific needs of students sooner and planning for consistent interventions.

We continue to improve capabilities within INROADS, our local online data system, for more sophisticated reports that will allow kindergarten teachers to make better (and earlier) use of MMSR data. All staff members within a building can generate reports on individual students as well as a class or a team, to help with long-range planning, intervention planning, etc. At a central level, having access to multiple years of data will allow for comparison of data and contribute to program and budget planning. Using MMSR results as a part of the “longitudinal story of a child’s progress” not only heightens awareness of the importance of these results, but also allows for earlier and broader usage.

Teachers review the progress of students of concern on a quarterly basis and adjust instruction accordingly. The classroom teacher or a specialist provides interventions to students with academic or social or physical challenges as needed. Specialists may include an English Speakers of Other Language (ESOL) teacher, guidance counselor, reading specialist, etc. These interventions are often done within the classroom setting, as much as possible, or on a pullout basis when necessary. The *Kid Talk* process addresses the needs of students not making sufficient progress. Classroom teachers and a team of other school staff members/specialists discuss a child’s progress and challenges and collaboratively generate ideas and strategies for the classroom teacher to implement with individual students.

Early childhood educators are being trained to implement the SEFEL (Social-Emotional Foundations of Early Learning) model. The program was piloted last year, and all prekindergarten (general education and special education) teachers will be trained during the 2011–2012 school year. Kindergarten teachers, related service providers, related arts teachers, etc. are also being included in trainings to the extent possible. The intention is to create a network of staff members across our buildings that are adept at proactively dealing with behavioral, social, emotional issues of young children in a developmentally appropriate way. This training is being provided by trained staff members in the Offices of Early Childhood

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Programs and Early Intervention Services, and funding for substitutes is being provided through the Department of Special Education’s Designing Quality Inclusive Education (DQIE) grant.

All kindergarten students with disabilities have access to general education curriculum to the extent appropriate as determined by their IEP. At least 20 schools have full co-teaching models due to the Regional Early Childhood Centers housed in their buildings, and the remaining schools implement co-teaching to the extent possible based on staffing availability. Effective strategies to increase access as well as the performance of children with disabilities in regular early childhood instruction include:

- Collaborative planning and delivery of professional development by Early Childhood Curriculum leadership and the Department of Special Education/Office of Early Intervention Services leadership, including New Teacher Orientation, curriculum-related countywide professional development, and school-based professional development. Some examples include:
 - Co-teaching, universal design, differentiation of instruction
 - Positive behavior supports, proactive classroom management, SEFEL
 - Fine and gross motor skill development
 - Transition to Common Core curriculum
- Collaborative planning for and administration of state and local early childhood assessments, including the Work Sampling System, Early Childhood Special Education Accountability Assessments, and curriculum-based assessments (both formative and summative) with appropriate modifications and accommodations for students with disabilities.
- Participation of prekindergarten and kindergarten teams in DQIE professional development activities, including on-going professional development and school-based mini-grants to fund collaborative planning sessions and purchase additional instructional materials.
- Additional staffing to permit service delivery to students with disabilities in home school prekindergarten and kindergarten programs as well as community-based preschools.
- HCPSS has incorporated the work of Dr. Paula Kluth, national consultant and author, to explore Presuming Competence of all learners, including students with disabilities and students affiliated with other student groups. One change being implemented in 2011-2012 will be the shift of IEP responsibilities for students with more significant disabilities, who have been enrolled in MINC (Multiple Intense Needs Classes) in the past, to be assigned to the kindergarten special educator and the general education kindergarten classroom. Increased access to general education yields improved academic outcomes for students with disabilities.

In studying trends over the past several years, it has been noted that scores in the Physical Development and Health domain are consistently lower than other areas. A concerted effort is being made countywide, with all partners, to address this issue to ensure readiness of future students. (Some specific initiatives for prekindergarten include: creating a Gross Motor Skills Resource Guide, purchasing physical education equipment, purchasing big books based on Health curriculum topics, providing free meals to income-eligible students, receiving a grant from the Maryland Cooperative Extension to provide a Nutrition curricular program, etc.) Meanwhile, in order to address the issue of children already in kindergarten who are lacking

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

skills, Health and Safety centers have been purchased for each team and Early Childhood staff members will meet with Physical Education teachers in the fall to discuss their role in the Maryland Model for School Readiness. Additionally, a partnership is being established with the Howard County Health Department as part of a Healthy Howard initiative to prevent childhood obesity.

Learning Parties (designed by the Ready At Five organization) are being implemented in several schools and continuing to expand. See details in section A2 below. In most cases, these Learning Parties are intended for prekindergarten children. However, in some schools, they have targeted kindergarten students who showed a lack of readiness.

The Board of Education was presented a report entitled, “Kindergarten: Maximizing Each Child’s Potential” on February 24, 2011. This report can be found at [http://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/8E6NAL5D4A97/\\$file/02%2024%202011%20BTE-Kindergarten%20BR.pdf](http://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/8E6NAL5D4A97/$file/02%2024%202011%20BTE-Kindergarten%20BR.pdf).

2. Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten “ready to learn”?

The HCPSS Early Childhood Programs Office has a long history of collaboration and partnership with early childhood programs in the county; these relationships have continued to grow and strengthen in recent years.

A strong partnership exists with the HCPSS Office of Early Intervention Services. Mutual decisions are made regarding programming, placement, or purchasing for programs for four-year-olds. Refer to Question 1 for specific strategies that are in place to ensure school readiness for students with disabilities.

The established Memorandum of Understanding with Head Start is continually reviewed and improved with each agency examining new ways to meet the needs of our most at-risk children. Additionally, each agency is involved in many collaborative projects and initiatives each year. (More details about this partnership in Question B3.)

The Young School in Columbia, MD is a recipient of the Preschool Services Grant from MSDE. A close working relationship with these staff (teachers and administration) has allowed for the exploration of many issues. Preschool teachers from The Young School have attended several HCPSS professional development activities and will continue to be invited in the future. Young School teachers are collecting MMSR data on the same timeline as HCPSS prekindergarten teachers.

A tight partnership exists among community agencies and stakeholders when it comes to coordination of efforts to improve school readiness in Howard County. The HCPSS Early Childhood Programs Office has taken the lead, and receives guidance from the Transition to Kindergarten Workgroup. This group’s members have committed time, energy, and resources to fulfilling its mission. The group includes (but is not limited to):

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Howard County Office of Children’s Services
- Howard County Head Start
- Healthy Families Howard County
- Howard Community College Early Childhood Department
- Howard Community College Children’s Learning Center
- Howard County Library
- Ready At Five
- Howard County Family Child Care Association
- The Judy Center at Cradlerock School
- HCPSS prekindergarten and kindergarten teachers
- Howard County Office of Child Care
- Various staff members from local early care and education programs

The workgroup is using three strategies to improve MMSR results and ensure that children enter school ready to learn:

- **Develop and disseminate consistent messages regarding school readiness throughout the community, with an emphasis on contacting hard-to-reach families:** The Transition Workgroup is developing clear, consistent, research-based publications regarding quality early learning, school readiness and the transition to kindergarten for dissemination in the community. These publications are displayed and distributed through a variety of traditional means (including early care/education centers; school system websites and print materials; library displays; and social service, health care, and other public facilities) in the languages most commonly spoken by county residents (English, Spanish, and Korean). The messages are incorporated into parent education and professional development offerings, and early care educators will be encouraged to address school readiness during parent conferences.

A continuing challenge is outreach to those families who do not participate in formal early care or education programs, low-income families, and those who do not speak English. A variety of less-traditional outreach methods have been developed to make contact with these families. Families who have been placed on the waiting list for the HCPSS preschool program or Head Start, primarily low-income families, will be directly contacted with readiness and early registration information. Some were able to be enrolled in HCPSS Summer Academic Intervention Programs. Posters are displayed in a variety of businesses that serve families and young children, such as utilities payment centers, apartment rental offices, laundromats and mass transit. Fliers are distributed in the spring throughout residential areas where late registration rates are particularly high. At kindergarten registration, parents receive packets describing developmentally appropriate activities that are aligned with the MMSR and can easily be incorporated into learning at home activities.

- **Create tools and procedures to support the “transition process:”** To ensure that all stakeholders are delivering consistent messages to preschool children and their parents, the Transition Workgroup has created a Transition Toolkit that contains procedural information for early care/education centers, receiving elementary schools, and the school

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

district’s central office. Samples of materials to share with parents, such as including children’s activity books, reading suggestions, and readiness checklists, are also included. These materials will be available online for anyone to access and professional development has been and will continue to be provided to both HCPSS and non-HCPSS staff members.

The integration of a standard, countywide transition process is integral to the program. Early caregivers and educators will assess and report on students eligible for kindergarten the following year using an articulation form based on MMSR indicators. They will organize special transition activities, such as parent nights and readiness conferences, for rising kindergartners and their parents. All of these practices were piloted this past year by a select group of early caregivers/educators. In addition, kindergarten teachers and receiving schools promoted early registration and hosted spring orientations. Other activities, such as additional parent education meetings or kindergarten playground outings, were often included, as well. The Transition Toolkit includes suggested timelines for incorporating these activities into the regular school calendar and provides documentation such as contact logs and articulation forms.

Kindergarten readiness indicators have been included in the HCPSS College and Career Advantage Plan and address academic readiness as well as other pertinent areas of a child’s development. Positive and effective pre-kindergarten experiences, whether they are in a Pre-K program or at home or in some other form of early care and education, are crucial to a child’s long-term success. It is important that families and other stakeholders recognize the importance of early learning and its effects on a child’s journey through school.

- **Integrate communication, professional development, and outreach regarding readiness into current community activities, building on current partnerships and establishing new relationships to maximize the program’s reach to those families most at risk, while also streamlining procedures and maximizing resources:** Once materials have been developed and reproduced and procedures have been tested, revised, and implemented, ongoing support from all community stakeholders will ensure that the “Transition to Kindergarten” initiative affects long-term change. The clear and consistent school readiness message will be integrated into current early childhood educator curricula, parent education and information programs, home visitation/early intervention programs, and other activities as they are identified. Early registration and MMSR data will be analyzed to determine specific geographic areas within the county where additional outreach is needed to engage hard-to-reach families, and additional social service and business partners will be recruited in those areas to provide opportunities for traditional and creative, community-specific methods of outreach.

The Coordinator of Early Childhood Programs has been offering presentations in community about MMSR and the Transition to Kindergarten initiative, as well as role-specific ways that the partners can help. For example, have presented to:

- Directors of community preschools (at annual Directors’ Conference)
- Family childcare providers at HCFCCA class/meeting

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- Children’s Services Specialists at Howard County Library professional development offering
- State licensing specialists at training
- Howard County General Hospital pediatrics staff members at monthly meeting

Word continues to spread about the Howard County Transition to Kindergarten initiative as advertisement and outreach continues to be done in even more creative ways (sticky note ads on the front of the local newspaper, a billboard sign in the mall, etc.). The HCPSS Early Childhood Beginnings documents that are part of our school readiness initiative (as well as the larger College and Career Readiness initiative) have been finalized. These documents consist of three different publications for ages birth–3, ages 3–5, and birth–5 with varied types of pertinent information (e.g., brain research, early learning/parents as teachers, seven domains of learning/MMSR, timeline for transition to kindergarten, website resources, early intervention, registration, Pre-K programs, etc.). They are distributed at parent workshops, community events, etc. as part of the creative outreach plan.

Six regional parent workshops entitled, “Road to Kindergarten” were held in the winter months with an attendance of over 1,000 parents. Demographic information and detailed feedback were collected at these workshops to assist the Transition workgroup with planning for the future. The workshop was also professionally videotaped. It is posted on the HCPSS website and runs regularly on the HCPSS cable TV channel (it can be viewed at http://hcpsstv.granicus.com/ViewPublisher.php?view_id=2 under Community Programs). The Coordinator of Early Childhood Programs was interviewed for the Parent/Teacher Connection show (HCPSS cable TV) to discuss school readiness and “Road to Kindergarten” initiatives. Topics addressed include how educators accommodate age differences, classes and activities offered during the instructional day, early focus on improving social interactions and what parents can do to ensure their children are ready for kindergarten (it can also be viewed at http://hcpsstv.granicus.com/ViewPublisher.php?view_id=2 under Community Programs).

The Board of Education was presented a report on School Readiness and the collaborative efforts involving the Office of Early Childhood Programs, the Office of Early Intervention Services (including Howard County Infants and Toddlers Program and HCPSS Preschool Special Education), varied HCPSS offices, many community partners, and families - all of whom are committed to enhancing each Howard County child’s opportunity for school success. This report, titled “Ready Schools, Ready Families, Ready Community”, can be found at <http://www.boarddocs.com/mabe/hcpssmd/board.nsf/public> under the April 29, 2010 meeting. Another presentation was done on February 24, 2011 entitled, “Kindergarten: Maximizing Each Child’s Potential”, during which more information was shared about the kindergarten program itself, including details about components of the program, developmentally appropriate practices, trend data, and how the HCPSS addresses the diverse needs of kindergarten students.

Learning Parties, designed and funded by the Ready At Five organization, were very successful at several schools in past years. They are intended to teach parents how to effectively work with their children at home to create quality everyday learning opportunities and to bridge the gap between home and school. Funding from Ready At Five grants ended last year, so partnerships

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

with the Title I Office and the Office of Early Intervention Services have helped to fund them. An official partnership with Horace Mann is being created to assist with funding more parties.

B. Based on the examination of the 2010-2011 Public Prekindergarten Enrollment Data (Table 8:3)

Directions:

- MSDE will pre-populate this table with the September 30, 2010 enrollment data as it was provided to the Division of Early Childhood Development – Early Learning Office.
- LSSs should verify the accuracy of the September 30, 2010 Public Pre-kindergarten enrollment data.

Table 8.3: September 30 Prekindergarten Enrollment		
Howard Prekindergarten (4 year old) Enrollment Data - 9.30.10		
School	Half Day or Full Day	Total Students Enrolled 9.30.10
Atholton (also serves Clemens Crossing)	half	24
Bellows Spring	half	36
Bollman Bridge (also serves Forest Ridge and Hammond)	half	43
Bryant Woods	half	24
Bushy Park (also serves Lisbon)	half	17
Cedar Lane	full	2
Cradlerock	half	24
Dayton Oaks (also serves Clarksville)	half	8
Deep Run	half	37
Gorman Crossing	half	22
Guilford	half	18
Hollifield Station	half	10
Ilchester (also serves Worthington)	half	10
Laurel Woods	half	31
Longfellow	half	20
Phelps Luck (also serves Jeffers Hill)	half	39
Pointers Run (also serves Fulton)	half	14
Rockburn (also serves Elkridge)	half	31
Running Brook	half	25
St. John 's Lane (also serves Hollifield Station and Northfield)	half	24
Swansfield	half	34
Talbott Springs (also serves Stevens Forest)	half	51
Triadelphia Ridge (also serves Manor Woods and West Friendship)	half	6
Veterans (also serves Thunder Hill)	half	43
Waterloo	half	29
Waverly (also serves Centennial Lane and Manor Woods)	half	9
TOTAL		631

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2010-2011.**

The Public Pre-kindergarten enrollment data for September 30, 2010 as shown in Table 8.3 is accurate.

- 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.**

Concerted efforts have been made to ensure that information regarding Pre-K services/eligibility/enrollment is disseminated in a clear and consistent manner. School administrators, secretaries (both school-based and central office based), pupil personnel workers, parent liaisons, and special education instructional team leaders from early intervention programs ask questions and receive information about enrollment, eligibility, and procedures on a regular basis.

Brochures/fliers about prekindergarten programs are posted in many areas countywide. Wages are built into the Operating Budget for translation (into Spanish and Korean) of the many publications and resources generated by the Early Childhood Office to ensure that all families are able to access the information. For more information on this creative outreach/marketing strategy, see question A1 (strategies of the Transition to Kindergarten Work Group). Interpreters are made available at parent/family events. Families who do not qualify for Head Start and/or are put on a waiting list are referred to HCPSS prekindergarten (or to The Young School).

There is continuous review of our regional feeder system, including conversations with administrators and the Transportation Office to ensure that placement of programs meets the needs of the community. Ongoing measures are in place to monitor enrollment to ensure adequate staffing.

Numerous (ongoing) discussions have been held with the offices of Transportation, Planning, Construction, Early Intervention Services, Academic Liaisons, and Administration to discuss the future of the Pre-K program. Strategic decisions have been made to shift boundaries/feeder system in so that schools with more available space can serve crowded neighborhoods.

- 3. Describe any policies the school system has put in place to work collaboratively with early childhood partners to provide a prekindergarten program for all eligible children.**

The Memorandum of Understanding with The Young School (details in Question A2) allows some families (e.g., those who “just miss” the income eligibility cutoff, or those that are eligible but prefer full day services) to access prekindergarten at a non-HCPSS site.

A new “shared space” agreement has been added to the Memorandum of Understanding with Head Start. By collaborating with Head Start, the Judy Center, and the Transportation Office, a full day program is being provided for more children in a much more cost-effective way. Teachers will be sharing a classroom space (A.M.- Head Start, P.M.- HCPSS) and long-range planning together in order to create a more aligned program. This agreement also brings additional prekindergarten classroom spaces to HCPSS that are needed in a crowded part of the county.

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Gifted and Talented Education

The *Bridge to Excellence in Public Schools Act* §5-401 requires that the Master Plan “shall include goals, objectives, and strategies regarding the performance of gifted and talented students, as defined in §8-201.”

The *Annotated Code of Maryland* §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.

The focus of the 2011 Master Plan Update is on progress toward meeting goals and adjustments made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students, local school systems are expected to provide a cohesive, stand-alone response to the prompts outlined below.

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2010-2011 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

The Howard County Public School System’s Gifted and Talented (G/T) Program has made progress toward achieving district standards and G/T Program objectives that relate to student identification and services.

The Howard County Public School System (HCPSS) has established performance standards for students who are enrolled in the G/T Program since these students are expected to perform at levels that mirror their advanced abilities. The following performance standards are set to assure that students reach for excellence.

HCPSS Elementary G/T Mathematics Performance Standard: *A minimum of 98 percent of elementary G/T math students will score at the proficient or advanced level on the MSA in mathematics.*

All 40 elementary schools met the G/T mathematics performance standard in 2010 – 2011.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

HCPSS Middle School G/T English Performance Standard: *A minimum of 98 percent of the G/T English students will score at the proficient or advanced level on the MSA reading.*

Eighteen middle schools met the G/T English performance standard in 2010–2011. The remaining school missed the standard by only two percentage points.

HCPSS Middle School G/T Mathematics Performance Standard: *A minimum of 98 percent of the G/T math students will score at the proficient or advanced level on the MSA in mathematics.*

All 19 schools with middle school students met the G/T Math performance standard in 2010 – 2011.

The HCPSS G/T Program has established a program objective for student achievement that extends beyond the district standards since those standards have generally been attained and the program wants to assure that participating students reach for excellence and that schools continue to provide advanced level instruction that will lead to student success.

G/T Program Achievement Objective: *By the year 2011-2012, 95 percent of students participating in G/T Program offerings will achieve exemplary status as defined by state and local assessments.*

Exemplary status is defined by an advanced ranking on the Maryland State Assessments (MSA) and a minimum score of “3” on the Advanced Placement (AP) exams.

- The 2011 data indicate that eight of the schools with elementary grades met the G/T Program mathematics achievement standard, with at least 95 percent of the students in Grades 4 and 5 that participate in the G/T Mathematics Program scoring at the advanced level on the mathematics portion of the Maryland State Assessment (MSA).
- The 2011 data indicate one of the schools with middle grades met the G/T Program mathematics standard for students who are enrolled in middle school G/T mathematics classes.
- The 2011 data indicate that 15 of the schools with middle grades met the G/T Program English achievement standard, with at least 95 percent of students who are enrolled in G/T English classes scoring at the advanced level on the reading portion of the Maryland State Assessment (MSA).
- Most of the students enrolled in 2011 in high school Advanced Placement (AP) courses took one or more exams.
- With 7,904 AP exams taken in 2011, 81.4 percent of the scores were “3” or higher.

The HCPSS recognizes and responds to the needs of a diverse learning community including students with exceptional abilities and creative talents. The G/T Program offers opportunities for students at advanced levels in academic areas, as well as in the visual and performing arts. Program offerings vary at the elementary, middle and high school levels. Therefore, the district has set minimum participation standards to ensure that schools provide students with the continuum of G/T Program offerings that will nurture and develop their students’ talents.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

HCPSS Elementary G/T Participation Standard: *A minimum of 15 percent of the students in Grades 4 and 5 will be enrolled in the G/T mathematics program.*

Of the 40 schools with elementary grades, 36 schools met the standard of 15 percent participation in G/T mathematics classes at Grades 4 and 5. Four schools did not meet that standard; however, one enrolled 11 percent, two enrolled 13 percent, and one enrolled 14 percent of fourth and fifth grade students in G/T mathematics classes.

HCPSS Middle School G/T Participation Standard: *A minimum of 20 percent of the students in Grades 6-8 will be enrolled in one or more G/T classes in Grades 6 – 8.*

Of the 19 schools with middle grades, 18 schools met the HCPSS standard of 20 percent participation in one or more G/T classes (English, mathematics, science, and social studies). One school did not meet the standard; however, that school enrolled 18 percent of its student population in one or more G/T classes.

HCPSS High School Standard: *A minimum of 40 percent of students in Grades 9 – 12 will enroll in Honors, G/T, or AP courses.*

All 12 high schools met the G/T participation standard in 2010-2011.

- The number of high school students enrolled in at least one honors course was 58 percent of the overall population.
- The number of high school students enrolled in at least one G/T course was 42 percent of overall enrollment. This represents a systemwide increase of 1 percent from 2010.
- The number of students enrolled in at least one AP course increased by 2.5 percent countywide to 27.5 percent of overall enrollment.

The HCPSS G/T Program has established a program objective for student participation that extends beyond the district standards since those standards have generally been attained and because the program strives to increase the successful participation of students from traditionally underrepresented student groups.

G/T Program Participation Objective: *By the year 2011-2012, 15 percent of all traditionally underrepresented populations of students will participate in G/T Program offerings.*

Elementary Schools: Participation in G/T Program offerings by elementary students has remained stable or increased. The 2010- 2011 school year is the first year when the Howard County Public School System implemented the new federal guidelines for collecting and reporting race and ethnicity. As a result, the G/T Program race and ethnicity data included in this report is not comparable to previous years' data. Therefore, the 2010 – 2011 race and ethnicity program participation data for traditionally underrepresented populations of students is simply stated in this report.

- In the elementary grades, 36 percent of students participated in at least one G/T Instructional Seminar. This represents a systemwide increase of 2 percent from 2010. Of the participating students 27 percent were Black or African American, 17 percent were Hispanic or Latino, and 34 percent were identified by two or more races.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- In Grades 2–5, 34 percent of students participated in one or more G/T Curriculum Extension Units. This represents systemwide consistency from 2010. Of the participating students, 21 percent were Black or African American, 13 percent were Hispanic or Latino, and 35 percent were identified by two or more races.
- In Grades 4-5, 29 percent of all students participated in the G/T Mathematics Program. This represents a two percent systemwide increase from 2010. Of the participating students, 10 percent were Black or African American, 14 percent were Hispanic or Latino, and 30 percent were identified by two or more races.
- Among students who received special education services, 27 also participated in the G/T Mathematics Program.
- Of the students who received free and reduced-price meals services, 83 also participated in the G/T Mathematics Program.
- A total of 31 elementary students conducted G/T Research Investigations.

Middle Schools: Overall participation by middle school students has generally remained stable.

- Among middle school students, 27 percent participated in G/T Instructional Seminars and various curricular extensions. This represents a systemwide decrease of one percentage point. Of the participating students, 22 percent were Black or African American, 12 percent were Hispanic or Latino, and 30 percent were identified by two or more races.
- Over one third (36 percent) of middle school students participated in one or more G/T content area classes (English, mathematics, science, or social studies). These data reflect systemwide consistency from 2010. Of the participating students, 16 percent were Black or African American, 20 percent were Hispanic or Latino, and 37 percent were identified by two or more races.
- Among students who received special education services, 42 participated in one or more G/T classes.
- Of the students who received free and reduced-price meals services, 168 also participated in one or more G/T class.
- Through the G/T research class or G/T research investigations, four percent of middle school students worked with G/T resource teachers to conduct research investigations.

High Schools: Overall participation in G/T courses by high school students has increased or remained stable.

- Among students who received special education services, 3.8 percent also enrolled in at least one G/T course.
- Of the students who received free and reduced-price meals services, 17 percent also enrolled in at least one G/T course.
- Among the students who received special education services, 1.4 percent also enrolled in at least one AP course.
- Among the students who received free and reduced meals, 9 percent also enrolled in at least one AP course
- Through enrollment in the High School G/T Research Program, 711 high school students conducted college-level research. Of the participating students, 19 percent were Black or

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

African American, 3 percent were Hispanic, and 2 percent were identified by two or more races.

Across the system, 344 students participated in the HCPSS 2011 Summer Institutes for Talent Development, which is an increase of 53 students.

In collaboration with the Gifted and Talented Education Program, the Departments of Special Education and Psychological Services provide supplementary services, accommodations, and professional development to increase access for students with disabilities who would benefit from participating in advanced-level opportunities. This strong collaboration between departments, parents of students with and without disabilities, and advocacy groups promotes inclusive practices for all students.

2. Identify the strategies, including resource allocations, which appear related to the 2010-2011 progress.

Continuous progress in reaching the HCPSS and G/T Program goals described in question #1 can be attributed to five strategies: local participation standards; increased instructional seminar offerings; cultural proficiency training; parent and community outreach; and collaboration with various departments, offices, and curricular programs to include the Departments of Special Education and Psychological Services, the Offices of Student Family and Community Services, and the Early Childhood Program.

Participation Standards: In addition to the local standard for overall program participation, the G/T Education Program has established participation standards for student groups. At the elementary level, the overall goal for participation in G/T mathematics classes (offered in Grades 4 and 5) is 15 percent, with 15 percent of each student group also enrolled. At the middle school level, the goal for overall participation is to enroll 20 percent of students in at least one G/T class, with 20 percent of students in each student group participating. At the high school level, the goal is to see 30 percent of students enrolled in at least one G/T or AP course, with 30 percent of each student group also enrolled.

Close examination of the G/T participation and enrollment data revealed a pattern of under-representation of the Black or African American and Hispanic or Latino student groups. After studying the research and engaging in dialogue with parents, teachers, administrators, and community members, G/T staff members identified focus areas and strategies to address the patterns in participation data.

G/T resource teachers/teams also set annual goals for their school-based G/T Programs after a careful analysis of their school's participation data.

Increased Instructional Seminar Offerings: To increase opportunities for students to participate in talent development activities, a variety of G/T Instructional Seminars were offered by G/T resource teachers at the elementary and middle school levels, with an effort made to make sure students from each student group were invited to participate. These instructional

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

seminars are open to all students who express an interest, as well as those who are invited to participate because they are being talent spotted by school staff members.

Students were invited to explore topics of interest in an academic seminar format. Students received advanced-level instruction and skill development in the areas of written, oral, and visual communication; critical and creative thinking; research; technology; and visual and performing arts. In this interest-based format, students experienced positive encounters with advanced-level instruction, and their accomplishments were shared with school staff members and the community.

Elementary and middle school G/T resource teachers have been offering G/T Instructional Seminars since 2002–2003. Trend data, ending in June 2010, had reflected an overall increase of participation in all G/T Program offerings as well as an increase for all student groups, disaggregated by race and ethnicity.

The G/T Program will continue to collect and disaggregate data by race and ethnicity, using the new federal guidelines for collecting and reporting data so that data in future years will be comparable. In 2012–2013, new trend data will be available using new federal guidelines in order to compare participation among all student groups.

Enrollment data for elementary, middle, and high school levels indicate that increasing numbers of students are performing at higher levels and, therefore, are participating in more rigorous offerings and courses.

Cultural Proficiency: The strategy cited above dovetailed with the *HCPSS Vision of Exemplary Teaching for Student Learning*, which includes four components: a) knowing the learner, b) knowing the curriculum and content, c) knowing the pedagogy, and d) knowing oneself as a teacher and one’s influence on learners. A key element involved a systemwide cultural proficiency initiative, which focused on “knowing the learner.”

G/T staff members provided professional development for G/T resource teachers on the topic of cultural proficiency. G/T resource teachers examined their own belief systems, discussed the culture of the G/T Program, and acquired additional skills in conducting cultural conversations.

As part of this professional development strategy, the fourth annual Gifted and Talented Education Program symposium, *Strategies for Talent Development in Diverse Student Population*, was held to identify the best practices that are most successful in identifying and developing the talents of students who are culturally and linguistically diverse, as well as those students who receive free and reduced-price meals services. Dr. Sally Reis from the Neag Center for Gifted Education and Talent Development at the University of Connecticut served as the keynote speaker. She shared the results of recent research studies and talent development strategies that are being used successfully in conjunction with the Schoolwide Enrichment Model in urban school districts to increase the achievement of students who are at potential for high achievement. During the symposium, G/T resource teachers from Title I elementary schools and their associated middle schools examined program data for their respective schools and shared their most successful strategies for increasing the successful participation of students from traditionally under-represented population. At the conclusion of the symposium, the teachers

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

outlined strategic plans for implementing some of the best practices with students, families, colleagues, and the community within their school-based programs for the 2011-2012 school year.

Parent and Community Outreach: The G/T Program, in collaboration with the G/T Advisory Committee, continued developing and implementing a comprehensive plan for G/T Program communication and community involvement. The G/T Advisory Committee formed four subcommittees that were focused on the following areas: Parent Academies, Parent Representatives, Community Outreach, and G/T Educator Recognition. This committee also established a blog to communicate program information to families and community members.

In order to enhance parent communication and outreach, the G/T Advisory Committee, in partnership with G/T staff members, offered four Parent Academies during the 2010-2011 school year on topics of interest to parents of advanced-level learners. More than seven hundred-fifty parents participated in one or more of the G/T Parent Academy sessions that were offered on the following topics: *G/T Program Overview*, *Demystifying the Selective College Admissions Process*, *Supporting G/T Education in Howard County: Parents as Advocates*, and *What Parents Can Do to Foster Talent in Young Children: The Next Steps*. Staff members from the Early Childhood Programs collaborated with the G/T and Elementary Advisory Committees and G/T staff to reach out to parents of children ages 3–7 for the G/T Parent Academy session devoted to fostering talent in young children.

G/T Resource Teachers invited at least one parent from each of their schools to become liaisons for the G/T Program by increasing their involvement in the school-based G/T Programs and by attending countywide G/T Parent Academies and assisting with G/T Program-sponsored events for students, staff members, and families. Of the 70 Howard County schools, 55 schools identified and registered G/T parent representatives with the G/T Advisory Committee.

The G/T Outreach Subcommittee's goal focused on outreach to parents and families of students who are traditionally under-represented in Gifted and Talented Education Program offerings. Members from this subcommittee connected with Hispanic or Latino families at a High School G/T Research Program Orientation that was conducted in Spanish and reached out to parents and families at a community-sponsored Latino Health Fair.

The G/T Educator Recognition Subcommittee sponsored a recognition program to honor educators who were nominated by students and families for their commitment to meeting the academic and socio-emotional needs of advanced-level students. Approximately 150 guests (students, parents, and school administrators) attended the spring reception that honored the 29 educators who were nominated.

The Office of Public Information collaborated with G/T staff members to communicate information about the program and parent academy sessions via the *HCPSS News* electronic newsletter and the HCPSS G/T Program website. Interested individuals subscribed to receive information directly from G/T Program staff members. Each *HCPSS News* announcement generated approximately 12,000 emails to subscribers.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

G/T resource teachers conducted G/T Program Orientations at their schools for interested parents at all three levels – elementary, middle, and high school. A High School G/T Research Orientation was conducted in Spanish for Spanish speaking families.

Staff members from the Office of Student, Family, and Community Services collaborated with G/T resource teachers and G/T staff members to personally invite parents and community members to attend G/T Parent Academies to increase their awareness of G/T Program offerings. The G/T Program staff members have met with the Hispanic Achievement Specialist and members of her staff to collaborate in planning a Latino Summit for students and their families on Saturday, October 29, 2011.

Partnerships: A communications and marketing initiative prepares all HCPSS staff members to inform local organizations about the range of HCPSS partnership opportunities for mentoring and employing high school students. Participating students work or intern at local businesses or with professionals in a field of interest to explore careers or advanced fields of interest in greater depth. Through a variety of online, print, and audiovisual media, staff members and potential partners will understand the advantages of participation and the range of opportunities available through Career Academies, Gifted and Talented, and Career Research and Development programs, as well as Work Study and Enclave programs for students with disabilities.

Collaboration with the Department of Special Education: The final strategy involved collaboration between the G/T Program and the Department of Special Education in an effort to meet the needs of all students with and without disabilities. A five-year systemwide project (Designing Quality Inclusive Education or DQIE) has provided professional development and resources for all schools to improve the quality of inclusive programming, with particular support for co-planning, co-teaching, and differentiated instruction to meet the needs of diverse learners. School-based staffing, presuming competence of all learners, along with a high degree of expected cooperation, has made this process successful.

Resource Allocation: The Gifted and Talented Education Program is funded solely by the Howard County Public School System’s operating budget.

3. Describe where challenges are evident in meeting the Gifted and Talented Program goals, objectives, and strategies.

The G/T staff members continues to collaborate with school system leadership and school administrators to explore creative scheduling opportunities that would increase student access to the talent development offerings. This will include continuing to make G/T Program offerings more accessible to groups of students who are traditionally underserved in gifted and talented education programming.

The G/T Program staff members plan to continue to collaborate with the elementary and secondary curriculum programs to align G/T Program offerings with the Maryland Common Core State Standards for English/Language Arts and Mathematics and to develop curriculum that will enrich and extend the common core curriculum to differentiate and personalize it to meet the need of advanced-level learners.

4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

G/T staff members continue to work on a strategic plan to collaborate with elementary and middle school principals and their administrative directors. During the 2010–2011 school year G/T staff members used a variety of methods (print, electronic, and individual meetings) to communicate frequently with school-based administrators to support their school’s G/T Program. Meetings with individual principals will continue to be scheduled throughout the 2011–2012 school year.

G/T staff members plan to continue to collaborate with the Office of Student, Family, and Community Services and the G/T Advisory Committee in order to reach out to the families of Black or African American and Hispanic or Latino students. The aforementioned Latino Summit, planned for October 2011, will provide a means for communicating information about G/T Program offerings to parents of Hispanic or Latino students.

The G/T Program will continue to collaborate with the Office of Early Childhood Programs on a pilot talent development initiative. This pilot program aims to spot and nurture talent by providing higher order thinking skill lessons and high-end learning centers for kindergarten classrooms. Professional development will continue to be provided for the kindergarten and G/T resource teachers from the seven schools who piloted the program during 2010–2011 as well as for teachers from the schools that request to join the pilot for the 2011–2012 school year.

G/T staff members will provide professional development for G/T resource teachers on the Maryland Common Core State Standards for English/Language Arts and Mathematics. This professional development will highlight the relationship between these standards and gifted education pedagogy so that G/T resource teachers can continue to serve as a resource to classroom teachers during the 2011–2012 school year.

Resource Allocation: The FY 2012 budget includes the following resources to support Gifted and Talented Programs:

- Adding 1.0 teacher to support elementary gifted and talented program growth (\$70,400).
- Maintained funds for fees and presentation materials for students participating in programs, competitions and research and the intern/mentor program. (\$10,000).

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Adequate Yearly Progress at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

AS YOU COMPLETE THE 2011 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

- Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to Address the Achievement Gap. When the local school system has an achievement gap between special education and general education, what specific strategies are in place that address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Professional Development and Highly Qualified Staff.
 - How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?
 - How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence

Special Education

The Howard County Public School System (HCPSS) Department of Special Education (DSE) envisions a unified model of special education instructional and related services, whereby students receive services in the least restrictive environment. Specific objectives relate directly to Goal 1 and Goal 2.

Goal 1: Each child, regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Special Education objectives in Achievement, Least Restrictive Environment, Disproportionality, Parent and Community Partnerships and Program Compliance and Nonpublic Schools are as follows:

Accelerating Achievement

Early Childhood Achievement Objectives

- Least Restrictive Environment (LRE) P and Q data will be > 80 percent; LRE S < 15 percent
- Early Childhood Assessment data for students with disabilities will indicate that ≥ 63 percent of 5-year-old students score in the full readiness (proficient) level on the Work Sampling System Kindergarten in the Fall Administration.
- LRE data will indicate that:
 - Five year olds – The percentage of five year olds with disabilities who receive the majority of special education and related services in an early childhood setting (the least restrictive environment) will increase as reflected in Early Childhood LRE code data reports.
 - Six year olds – The percentage of 6 year olds in kindergarten in LRE A (80 percent special education and related services delivered in general education) will increase as reflected in the school-age LRE code data reports.

Elementary Objectives

- 100 percent of elementary schools will have a minimum of 70 percent of students with disabilities (including students with disabilities who receive free and reduced-price meals services.) scoring proficient or advanced on the Grade 2 reading and math Stanford 10 test.
- 100 percent of elementary schools will have a minimum of 90.6 percent of students with disabilities (including students with disabilities who receive FARMS) scoring proficient or advanced on the reading Maryland School Assessments (MSA) and 89.6 percent on the mathematics portion of the MSA.
- 100 percent of elementary school students with disabilities taking Alternate (Alt)-MSA will score in the proficient-advanced level for mathematics, reading, and science. The reading range is from 91 percent to 100 percent. The math range is from 86 percent to 100 percent. The science range is from 87 percent to 100 percent.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

- LRE A data will be ≥ 80 percent; LRE C data will be ≤ 2.5 percent.
- African-American students with disabilities instructed in separate classes (LRE C) will be ≤ 18 percent.
- The percentage of students with intellectual disabilities instructed in separate classes (LRE C) will be ≤ 15 percent.
- 90 percent of schools demonstrate a proportionate representation of African American students in special education when compared to the total percentage of African American students within their buildings.

Middle School Objectives

- 100 percent of middle schools will have a minimum of 90.3 percent of students with disabilities score proficient or advanced on the Reading portion of the MSA.
- 100 percent of middle schools will have a minimum of 85.7 percent of students with disabilities score proficient or advanced on the Math portion of the MSA.
- 100 percent of middle school students taking Alt-MSA will score in the proficient-advanced level for reading, math and science (grade 6-8). The reading range is from 92 percent to 100 percent. The math range is from 84 percent to 100 percent. The science range is from 86 percent to 100 percent.
- LRE A data will be ≥ 80 percent; LRE C data will be ≤ 2.5 percent
- 90 percent of schools demonstrate a proportionate representation of African American students in special education when compared to the total percentage of African American students within their buildings.
- The percentage of students with intellectual disabilities instructed in separate classes (LRE C) will be ≤ 15 percent.
- African American students with disabilities instructed in separate classes (LRE C) will be ≤ 18 percent.

High School Objectives

- 100 percent of high schools with secondary programs will have a minimum of 95 percent of students with disabilities passing the High School Assessments (HSA) by the start of 12th grade.
- 100 percent of high schools will not exceed a 1.25 percent dropout rate for students with disabilities.
- 100 percent of high school students with disabilities taking Alt-MSA will score in the proficient-advanced level in math, reading, and science. The reading range is from 97 percent to 100 percent. The math range is from 95 percent to 100 percent. The science range is from 76 percent to 100 percent.
- LRE A data will be ≥ 80 percent; LRE C data will be ≤ 2.5 percent.
- The percentage of students with intellectual disabilities instructed in separate classes (LRE C) will be ≤ 15 percent.
- 90 percent of schools demonstrate a proportionate representation of African American students in special education when compared to the total percentage of African American students within their buildings.
- African American students with disabilities instructed in separate classes (LRE C) will be ≤ 18 percent.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Disproportionality Objective

- 90 percent of schools demonstrate a proportionate representation of African American students in special education when compared to the total percentage of African American students within their buildings.

Parent/Community Partnerships Objectives

- Survey results will show evidence of families, staff members, and community members viewing themselves as partners in accelerating the achievement performance of students with disabilities.
- Survey results will show evidence of special education teachers, instructional team leaders and administrators partnering and collaborating with parents in the IEP/Individual Family Services Plan (IFSP) process.
- Family Support and Resource Center (FSRC) staff members will build and maintain positive relationships with families through listening, collaborating and responding to parents who contact the FSRC.
- The FSRC will differentiate outreach efforts to parents and community members to increase awareness of HCPSS resources.
- The FSRC will collaborate with parent/community groups to establish priorities for continuous improvement and provide professional development for families and staff members.

Program Compliance and Nonpublic Schools Objectives

- Nonpublic leadership staff will ensure compliance with local, state and federal policies and procedures related to the provision of special education services in the schools.
- Nonpublic leadership staff will support special educators who instruct students with disabilities in nonpublic schools, including those with significant disabilities, to practice presuming competence and high expectations, and align instruction with mastery objectives in reading, mathematics, and science.
- 100 percent of students with disabilities who attend nonpublic schools will score proficient or advanced on the Alt-MSA.
- All students in nonpublic schools will pass HSAs or successfully complete Bridge Plans.

These objectives align efforts within the HCPSS to ensure that all students have access to exemplary programs and services. The achievement of students with disabilities (as referenced in 2011 MSA results show improvement in reading and mathematics as follows:

1 Year Trend – 2010 Special Education MSA as compared to the 2011 Special Education MSA

	2010	2011	% change
Elementary Reading	63.8	71.4	+ 7.6%
Elementary Math	63.6	68.2	+ 4.6%
Middle Reading	56.3	64.3	+ 8.0%
Middle Math	51.7	55.9	+ 4.2%

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

MSA results from 2010 to 2011 show evidence of improvement of elementary and middle school students with disabilities in the areas of reading and mathematics. HSA results also show evidence of improvement from 2010 to 2011 for students with disabilities.

Improvements are the result of a systemic focus on the achievement of all students, including students who are represented in student groups. In addition to a focus on achievement and exemplary instruction, targeted interventions are planned for and provided to students with disabilities during the school day, after the school day and in extended school year programs. Exemplary instruction, matched with targeted intervention to address areas of need show evidence of positive results.

To achieve positive results for students with disabilities, initiatives planned by DSE and curriculum staff members, provide targeted professional development for special education and general education teacher teams. High leverage strategies and initiatives yielding positive results include:

- Developing Quality Inclusive Education (DQIE)
A systemic initiative focused on providing training, resources and job embedded coaching to teacher teams and administrators. Training is focused on inclusive practices, co-teaching, co-planning, and engaging teachers in planning for and implementing varied pedagogy in their day-to-day instruction.
- SIM
The Strategic Instruction Model is a middle school initiative focused on providing students reading strategies that can be incorporated in all classes. Reading and special education teachers are provided training, resources, and job embedded coaching.
- Best Practices for Exemplary Reading Instruction related to the Common Core
Targeted training is provided to selected elementary reading and special education teachers and administrators. Training is provided by curriculum and special education staff members and is focused on best practices related using the tenets of Balanced Literacy for all students, as they develop reading and writing skills.
- After School Tutoring
After school tutoring provides targeted instruction for students with disabilities during after school extended day programs. Tutoring is funded through special education operating, grant, and ARRA funds.
- Presuming Competence of all Learners
Over 800 HCPSS staff members including school based Administrators, instructional team leaders, curriculum leaders, Chiefs, directors, and teachers have received training from Dr. Paula Kluth about incorporating tenets that *presume competence* of all learners in the Howard County Public School System. This lens is a catalyst for staff members to examine expectations and instructional practices related to all students, including those with disabilities and those associated with other student groups.

These examples of systemic initiatives planned for and implemented by DSE and curriculum staff members, are yielding positive results for students with disabilities. Collaborative teams of teachers carry out the initiatives, which are linked to school improvement plans and activities.

Section B: Standards and Assessments – Cross-Cutting Themes and Specific Student Groups in Bridge to Excellence (continued)

Administrators attend the trainings and provide follow up in their buildings. Funds to support the aforementioned systemic initiatives are from operating funds, grant funds and ARRA funds.

The DSE continues to focus on providing the opportunity for special education teachers to engage in all professional development related to mathematics and reading content. Professional development provided during the school day, extended day and during professional development days offers integrated general education and special education sessions. These sessions also offer a focus on Universal Design Learning and Presuming Competence of All Learners. Dr. Paula Kluth, national consultant and author, has provided professional development to over 800 HCPSS staff members. Her work on Presuming Competence of All Learners has gained momentum in the county. At the core of this work, is a focus on ensuring that all students, including students with significant disabilities, have access to rigor, exemplary instruction and access to general education to the maximum extent possible. Presuming Competence of All Learners is a continued focus for the upcoming school year, as we strive to improve outcomes for students with and without disabilities.

Part I – Section C: Data Systems to Support Instruction

Race to the Top Scope of Work Update

Section C: Data Systems to Support Instruction

Narrative: the narrative for Section C will describe the LEA’s commitment to implementing data systems that support instruction. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

Section (C)(3)(i) Use of Local Instructional Improvement Systems

To be successful, the Local Instructional Improvement Systems proposed by MSDE will require essential data elements from LEAs. The HCPSS has worked to ensure that it has the capabilities to deliver these essential data elements to the MSDE accurately and within the required timeframe. Data validation processes already exist within the HCPSS to ensure that information provided to the MSDE has been fully vetted, ensuring that only the most accurate data are submitted. As data requirements change or new data elements are defined by the MSDE, the HCPSS will modify existing systems/processes to accommodate these changes. Additionally, when new state assessments are created, the HCPSS will modify existing systems to incorporate data from the newly proposed MSDE assessments, and provide timely access to these data for making decisions with respect to classroom instruction. The HCPSS has already begun to modify existing data systems to provide classroom-level data access to users in order to begin supporting any professional development initiatives involving the use of those data for instructional purposes.

Recurring Costs

The HCPSS will use operating funds to supplement the Race to the Top funds to support the MSDE Local Instructional Improvement Systems. Operating funds will also be used for continuing maintenance and replacement of the equipment beyond the life of the grant.

Additionally, to properly support the MSDE Local Instructional Improvement Systems, a robust technology infrastructure is necessary at several layers, including the LEA level. The HCPSS will work collaboratively with the MSDE to assess and address technology gaps that could inhibit the successful implementation and use of Local Instructional Improvement Systems by classroom teachers and administrators. This assessment includes an evaluation of the HCPSS’ bandwidth capabilities, computer accessibility to all potential HCPSS users, hardware/software requirements, and any other peripheral equipment needs based on the architecture of the MSDE systems. The long-term cost of supporting the Instructional Improvement System cannot be determined until the assessment has been completed and more specific information is provided by MSDE. There may be recurring expenses associated with this initiative. Collaboration between the MSDE and the HCPSS will be critical to ensure continued support and alignment with the planned Instructional Improvement Systems initiative.

**Section (C)(3)(ii) Support LEAs in Using the Instructional Improvement Areas
Section (D)(5)(i) Data-Driven Professional Development, Coaching, and Induction**

The HCPSS will participate in future Educator Effectiveness Academies to provide administrators, school-based coaches, and teacher leaders with professional development on the Instructional Improvement System (Online Instructional Toolkit), the Longitudinal Data Systems, the Maryland Common Core State Curriculum, and associated assessments. The HCPSS schools will incorporate processes into school improvement plan activities that will allow school-based personnel to apply professional development outcomes in their classroom.

Although the HCPSS does not currently have schools identified for the Priority Schools Academy, the HCPSS may recommend principals of schools in School Improvement to participate in the Academy so that these principals benefit from training on best practices in improving student achievement, specifically focusing on data analysis and data-driven decisions.

The HCPSS will participate in MSDE’s Executive Officers Network training which will focus on the new principal evaluation system, succession plan implementation, and coaching principals on evaluating school-based staff.

The HCPSS will support MSDE’s efforts to provide comprehensive, high-quality induction programs for new teachers and new principals. The HCPSS has identified an Induction Program Coordinator and mentors who will attend the MSDE Induction Program Academy. The HCPSS will then develop induction programs for both new teachers and new principals. These programs will provide instructional staff with basic information regarding key aspects of the Instructional Improvement System – curriculum, assessments, data management, and the online resources. These elements will be incorporated into the HCPSS current induction and continuing education programs including New Teacher Orientation, Leadership Fellows, Administrative Interns, and monthly Leadership I and II meetings.

The HCPSS will develop a New Principal Mentor Program based on the state standards for principal mentor programs to help new principals successfully transition to the principalship. The mentorship program will be incorporated into the HCPSS Leadership Continuum.

In addition, the HCPSS is also sending aspiring principals who will work in low-achieving schools to the MSDE Aspiring Principals Institute.

The HCPSS will collaborate with higher education institutions which participate in existing professional development school partnerships to ensure teacher candidates will receive hands-on experience in the effective use of the Instructional Improvement System. Beginning in the summer of 2012, the HCPSS will infuse technology tools into communication and assessment development criteria for student intern portfolios and observational data collection tools. Through our Professional Development School partnerships with area colleges and universities, the HCPSS will expose teacher interns, faculty, and mentor teachers to data driven decision making processes, including Classroom-Focused Improvement Process through professional development and internship experiences. The HCPSS and its higher education partners also will infuse best practices in formative and summative assessments into intern portfolio expectations.

Section (C)(3)(iii) Availability and Accessibility of Data to Researchers

Board of Education Policy 3030 Research Involving Employees and Students, establishes guidelines, requirements, and processes that will enable qualified researchers to access data for the purpose of evaluating the effectiveness of the Instructional Improvement System. Upon approval of a data request, existing databases would be provided to qualified researchers. The HCPSS policy protects employee and student personal data. The HCPSS will support research requests, supported by COMAR and Board of Education policies, as follows:

- Continue to publish the guidelines on the use and protection of personally identifiable information consistent with FERPA (COMAR 13A.08.02, HCPSS Policy 9050 Student Records and Confidentiality).
- Continue to identify data sets that may be used for approved research (HCPSS Policy 3030 Research Involving Employees and Students).
- Continue to follow and enforce established guidelines to researchers and/or the general public for providing data that guarantees privacy, confidentiality, and anonymity (HCPSS Policy 3030 Research Involving Employees and Students).
- Modify procedures in HCPSS Policy 3030 Research Involving Employees and Students to include data sharing agreements to support activities for approved research.
- Develop procedures in Board of Education Policy 3050 Records Retention to include guidelines for the retention, storage and destruction of research data.
- Maintain all critical data in SQL-compliant data systems (Oracle, MS SQL Server, etc.) When requested, data provided for qualified research requests will be selected and extracted from these SQL-compliant data systems, then delivered in the requested output format, whenever possible.

In 2010–2011, Year 1, the HCPSS charged a Race to the Top technology work group with ensuring that HCPSS has the technology infrastructure to support the Race to the Top requirements and developing implementation plans for each component of the Instructional Improvement Systems. This work group has assessed the current state of our existing systems, identified gaps, developed functional requirements, and established timelines for system upgrades. The HCPSS also has created an online school transition plan template that integrates applicable components with School Improvement Plans. In Year 1, HCPSS also has established a plan for updating existing policies to protect individual student data.

In 2011–2012, Year 2 of the Race to the Top grant, the HCPSS will begin building the infrastructure to support the student, teacher, parent, and community portal, as well as the content management system. The HCPSS also will begin the preliminary planning for the grade management system, student performance dashboard, item bank, adaptive testing, remedial e-learning, and instructional intervention.

Section C: Data Systems to Support Instruction – Race to the Top Scope of Work Update (continued)

Section C Goals:

- 100% of HCPSS teachers and administrators have access to the Supporting Technology Subsystems for the Instructional Improvement Process.
- 100% of HCPSS teachers and administrators will participate in high-quality professional development on the use of data.
- HCPSS responds 100% of the time to requests for data to support national and statewide RTTT evaluations.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(2)(i–iii)						
1. The HCPSS will continue to support MSDE's vision for a P-20 data warehouse by providing accurate, vetted, and timely data, particularly those aligned with the twelve required data elements from the America Competes Act.	(C)(3)(i)		Oct. 2011	Sept. 2012	Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation	Timely submission of accurate, error-free data files required by MSDE.	N
2. The HCPSS will ensure adequate technology infrastructure and required availability to support the MSDE plan to implement online Instructional Improvement Systems and procure hardware necessary to support these systems.	(C)(3)(i)	3	June 2012	Sept. 2012	Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development	Frequent technology assessments shall be made to ensure the HCPSS can provide availability and accessibility to these systems. These assessments will address potential bandwidth needs as well as hardware/software images compatible with the MSDE Instructional Improvement System requirements.	Y
3. The HCPSS will continue to support and maintain its current data systems to support the HCPSS' system needs, while building capacity and flexibility	(C)(3)(i)		June 2012	Sept. 2012	Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development	Assess and modify the current status of existing data systems (Aspen, INROADS, Tienet, eGuides, etc.) based on	Y

Section C: Data Systems to Support Instruction – Race to the Top Scope of Work Update (continued)

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
for future alignment with MSDE's data system changes.						solicited feedback from stakeholders.	
4. The HCPSS will continue to modify and develop data systems for internal systemic use that align with the proposed MSDE changes in state assessments and level of accountability.	(C)(3)(i)		June 2012	Sept. 2012	Andrew Raith, Director, Systems Development Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation	Data systems will be modified to provide reporting capabilities at the teacher/class level, as well as incorporate new assessment data from the proposed new MSDE assessments.	N
5. The HCPSS will continue to work collaboratively with MSDE to assess technology gaps, to support the implementation and use of Local Instructional Improvement Systems by classroom teachers and administrators.	(C)(3)(i)		June 2012	Sept. 2012	Mike Borkoski, Technology Officer	Local Instructional Improvement Systems supported by local hardware and infrastructure will operate effectively.	N
6. The HCPSS will continue to provide professional development opportunities for teachers and administrators on using the new Instructional Tool Kit. The following opportunities will be provided in the fall of 2012: <ul style="list-style-type: none"> • Countywide workshops for all staff • Online professional development modules (state developed and locally developed) • School-based professional development. 	(C)(3)(ii)		August 2012	Sept. 2012	Juliann Dibble, Director, Professional & Organizational Development David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors William Ryan, Executive Director School Improvement and Administration Andrew Raith, Director, Systems Development Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director,	Written feedback from professional development evaluations on the effectiveness of the professional development. Online professional development tools operate effectively and are used regularly. Teachers and administrators are observed using data to drive instruction as reflected on observation tools.	N

Section C: Data Systems to Support Instruction – Race to the Top Scope of Work Update (continued)

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
					Special Education Pamela Blackwell, Director, Student Services Diane Martin, Director, Student, Family, & Community Outreach		
7. Support the identified schools by participating in a collaborative planning process and targeting professional development focused on content determined by student achievement data and teacher-effectiveness data.	(C)(3)(ii)		August 2012	Sept. 2012	Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors William Ryan, Executive Director, School Improvement and Administration Clarissa Evans, Executive Director, School Improvement and Curriculum Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Pamela Blackwell, Director, Student Services Diane Martin, Director, Student, Family, & Community Outreach Juliann Dibble, Director, Professional & Organizational Development	Written feedback from professional development evaluations on the effectiveness of the professional development. Increased performance of students.	N

Section C: Data Systems to Support Instruction – Race to the Top Scope of Work Update (continued)

<p>8. Through PDS partnerships and University Masters Cohort, the HCPSS will continue to work with university partners to provide teacher interns with hands-on experiences in the effective use of the Instructional Tool Kit.</p>	(C)(3)(ii)		June 2012	Sept. 2012	<p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Clarissa Evans, Executive Director, School Improvement and Curriculum</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p>	<p>Student Intern Portfolio evidence aligned with effective use of the Instructional Improvement System.</p> <p>Observational measures of student interns using the Instructional Improvement System.</p>	N
<p>9. The HCPSS will use blended online instruction to share best practices in formative and summative assessment development with PDS partners (mentors, interns and faculty).</p>	(C)(3)(ii)		Oct. 2011	June 2012	<p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation</p>	<p>Syllabus for the blended online course.</p> <p>Written feedback from course evaluations on the effectiveness of the course.</p> <p>Observe mentors working with student interns to determine impact of course goals on instructional practice.</p>	N
<p>10. Update as necessary HCPSS Policy 3030 Research Involving Employees and Students to include data sharing agreements that support approved research.</p>	(C)(3)(iii)		2011	2014	<p>Rebecca Amani-Dove , Director, Student Assessment & Program Evaluation</p>	<p>Agreements are developed.</p>	N
<p>11. Create procedures for the retention, storage and destruction of research data.</p>	(C)(3)(iii)		Oct. 2011	June 2012	<p>Rebecca Amani-Dove , Director, Student Assessment & Program Evaluation</p>	<p>Completion and implementation of HCPSS Policy 3050 Records Retention.</p>	N
<p>12. Provide professional development to all system leaders on data accessibility.</p>	(C)(3)(iii)		Oct. 2011	Sept. 2012	<p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Rebecca Amani-Dove , Director, Student Assessment & Program Evaluation</p> <p>Andrew Raith, Director, Systems Development</p>	<p>Written feedback from system leaders regarding effectiveness of training.</p> <p>Leaders will demonstrate effective use of data in decision-making.</p>	N

Section C: Data Systems to Support Instruction – Race to the Top Scope of Work Update (continued)

Year 3 Goals:

- Implement the portal and content management system.
- Provide professional development to support all HCPSS end-users.
- Finalize planning for grade management system, student performance dashboard, item bank, adaptive testing, remedial e-learning, and instructional intervention.

Year 4 Goals:

- Implement grade management system, student performance dashboard, item bank, adaptive testing, remedial e-learning, and instructional intervention.
- Provide professional development to all system leaders to support implementation.

Part I – Section D: Great Teachers and Leaders

Race to the Top Scope of Work Update

Section D: Great Teachers and Leaders

Narrative: the narrative for Section D will describe the LEA’s commitment to implementing programs, processes, and procedures that support and develop great teachers and leaders. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

The HCPSS focuses on hiring, training, and retaining quality teachers, our greatest resource. *The Guide to Teacher Evaluation and Professional Development*, which is currently under revision, provides direction to administrators in the supervision and evaluation of all teachers. *The Guide* is based on *the Frameworks of Excellence in Teaching and Learning* which delineates the standards by which teachers are to be supervised and evaluated. The current standards include Interpersonal Skills, Planning and Preparation, the Classroom Environment, Delivery of Instruction, and Professional Responsibilities. The revised edition of this document will expand the standards to include a commitment to cultural proficiency and accountability for student growth and achievement.

The HCPSS recognizes principals as instructional leaders who play a key role in driving school improvement efforts. In the 2010–2011 school year, principal goal setting included performance-based indicators linked to student results. The HCPSS will continue to use the existing structure of Leadership I and II meetings to provide high quality professional development experiences that build the instructional leadership capacity of all Division of Instructional Leaders regarding the Race to the Top Initiatives. Additionally through the HCPSS Succession Plan, HCPSS will provide differentiated high quality professional development experiences for leaders along the HCPSS leadership development continuum.

This past year, the HCPSS completed the design for its Strategic Plan for Professional and Organizational Development. High-quality professional development must occur in all areas of the organization, and energy, resources, and actions within those areas must work in concert with all other areas in the system. To that end, the *HCPSS Long-Range Plan for Professional and Organizational Development* defines four broad goals:

- Align Systemic Professional Development.
- Develop Commitment to Cultural Proficiency.
- Build Leadership Capacity.
- Standardize Exemplary Teaching and Learning.

For each of these goals, the plan delineates clear outcomes, broad strategies to achieve those outcomes, and indicators of success to measure progress. Add link to board report-when was it?

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

Section (D) (1): High Quality Pathways

The HCPSS supports MSDE's efforts regarding alternative pathways for teachers and principals.

Section (D) (2): Improving Teacher and Principal Effectiveness Based on Performance

The school system will align teacher and administrator evaluation processes with the state evaluation frameworks as determined by the pilot. Staff will develop evaluation tools for teachers and administrators that meet the criteria of state and federal mandates and which emphasize the importance of student achievement. For any evaluation components that are locally determined, HCPSS is committed to working with the teacher (Howard County Educator Association (HCEA)) and administrator (Howard County Administrator Association (HCAA)) bargaining units to arrive at mutually agreeable measures of student growth linked to the HCPSS local goals and priorities. A student growth work group was formed in collaboration with the Howard County Education Association, the Howard County Administrators Association, and the HCPSS. This group conducted four focus groups open to all HCPSS instructional staff. The focus groups were collaboratively facilitated by the work group to elicit responses regarding perceptions of how student growth is defined and best practices to measure it. The results of these focus groups were posted on the HCPSS intranet and will be used to inform our evaluation system. In the event that an agreement cannot be reached on an evaluation framework with either HCEA or HCAA, the HCPSS will institute the state default model.

The HCPSS response to teacher evaluation is governed by law, research, best practices, and negotiated agreements. The HCPSS supports and encourages the use of student data tools to monitor and improve student growth and learning. Systemwide professional development continues to focus on the use of data to inform instruction and school improvement planning. School-based administrators are required to use a systemic data protocol to drive school improvement plans and help teachers deliver rigorous and engaging instruction for student learning.

Teacher evaluations will be used to inform teacher tenure decisions. Additionally, evaluations for teachers and administrators will be used to determine placement, individual professional development plans, promotion, and removal decisions. Teachers or administrators who are rated ineffective will receive support and opportunity for improvement. The HCPSS and its bargaining units will mutually agree on the process for making these decisions.

The HCPSS will review and articulate supports and structures for schools and programs needing improvement. The system will review the process for staffing schools with larger numbers of students who have greater academic needs according to the Strategic Staffing Initiatives and the Leadership Succession Planning Guide for Maryland. The HCPSS continues to intensify supports for the school improvement planning process and the development of all Division of Instruction staff as instructional leaders. High quality professional development experiences target differentiated support and funding for data conversations, vertical articulation, content level and grade level teaming, formative assessment, and collaborative planning

Section (D) (3): Ensuring Equitable Distribution of Effective Teachers and Principals

The HCPSS will use the new evaluation system as one component in deciding how administrators are assigned to schools. The HCPSS understands that an important component to improving schools is to place effective principals and teachers in critical positions to serve students. During the second year of the Race to the Top grant, the HCPSS is exploring ways in which to place teachers and administrators who have been rated as effective or highly effective in challenging schools. The HCPSS will also consider the most promising novice teachers, including those who intern through the HCPSS Professional Development Schools Program, for placement in these schools. The HCPSS will work collaboratively to determine best practices in recruiting, sustaining, transferring, and retaining highly effective teachers in all content areas with emphasis placed on designated critical need areas.

Section (D) (4): Improving the Effectiveness of Teacher and Principal Preparation Programs

During Year 2 of the Race to the Top grant, the HCPSS will support MSDE efforts at improving teacher and principal preparation programs.

Section (D) (5): Providing Effective Support to Teachers and Principals

The HCPSS will participate in the Educator Effectiveness Academies and the Induction Program Academies. The HCPSS will also send principals to the MSDE Priority Schools Academy, if their schools are designated as in School Improvement, Corrective Action, or Restructuring. The HCPSS will continue to send its newest principals to the Maryland Principals' Academy, and will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, the HCPSS School Support Team will participate in the regional professional development opportunities through the Executive Officers Network.

The HCPSS Teacher Induction/Mentoring Program provides a system orientation, mentoring supports from central and school-based staff, and ongoing, high quality professional development. The Office of Professional and Organizational Development will coordinate systemic and site-based training for staff engaged in teacher mentoring.

The HCPSS professional development plan focuses on increasing academic rigor for all students. Based on an analysis of student data and teacher observations, HCPSS will provide differentiated support for schools experiencing significant challenges.

This effort will be aligned explicitly to the content of the Educator Effectiveness Academies. Central office content specialists will continue to conduct informal classroom observations with the school administrators regularly to support the teachers' implementation of the Common Core Curriculum and/or Maryland State Curriculum. Data from the observations and assessments will be used to evaluate the professional development initiative and to target areas needing further professional development.

The HCPSS will participate in MSDE's evaluation of professional development as part of its Race to the Top application.

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

During year one of the Race to the Top grant, the HCPSS has provided initial professional development to the staff members who mentor and develop new teachers. The HCPSS has provided varied and flexible professional development for all HCPSS administrative and instructional staff in alignment with the training provided by MSDE Educator Effectiveness Academies. During the 2010-2011 school year, the HCPSS discussed procedures to ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels.

During year two of the grant, the HCPSS will strengthen professional development provided to staff members who mentor and develop new teachers ensuring new teachers are supported. The HCPSS will continue to provide professional development aligned with the Educator Effectiveness Academies. During the 2011-2012 school year, the HCPSS will improve existing structures to ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels. An additional focus area for year two will be designing new teacher and administrator evaluation systems in collaboration with HCEA and HCAA.

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i-iv) (D)(3)(i-ii) (D)(5)(i-ii)						
1. Using the State Frameworks, the HCPSS will revise its Frameworks for teacher and administrator evaluations. Revisions continue and will be finalized upon receipt of state evaluation tools.	(D)(2)		October 2011	June 2012	Linda Wise, Chief Academic Officer Mamie Perkins, Deputy Superintendent	HCPSS Teacher and Principal evaluation Frameworks will align to the State Framework.	N
2. Develop and implement a comprehensive plan for high quality on-going professional development including training on the new teacher evaluation. A high quality professional development plan will commence upon receipt of the state evaluation model.	(D)(2)	4	October 2011	September 2012 The HCPSS Long Range Plan for Professional and Organizational Development was instituted in May 2011. This plan delineates the standards of high quality professional development across the system with evaluation being a key component. The specific extension of these standards into teacher evaluation has been delayed due to the extended work and timeline of the Educator Effectiveness Council. The HCPSS will continue revising their evaluations and aligned with state guidelines and system goals.	Linda Wise, Chief Academic Officer Mamie Perkins, Deputy Superintendent Kirk Thompson, Director, Human Resources Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation School Support Team (SST)*	The comprehensive plan will include the development of an evaluation system for implementation. The Office of Student Assessment and Program Evaluation will lead the development of this evaluation.	N

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>3. The HCPSS will implement the new teacher and principal evaluation processes using the Plan-Do-Study-Act (PDSA) Model.</p>	(D)(2)		<p>The HCPSS Long Range Plan for Professional and Organizational Development was instituted in May 2011. This plan delineates the standards of high quality professional development across the system with evaluation being a key component.</p>	<p>September 2012 The specific extension of these standards into teacher evaluation has been delayed due to the extended work and timeline of the Educator Effectiveness Council. The HCPSS will continue revising their evaluations and aligned with state guidelines and system goals.</p>	<p>Linda Wise, Chief Academic Officer School Support Team (SST)* Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation</p>	<p>Review student growth data quarterly to inform the evaluation process.</p> <p>Analyze teacher and principal evaluations for alignment with the model.</p> <p>Use data to revise evaluation process and professional development.</p>	N
<p>4. The HCPSS will develop and implement procedures for using evaluations to inform decision making about professional growth and development. The HCPSS continues to use evaluation to inform decisions about professional growth and development. Additionally, the HCPSS continues to use student data as a factor in decision making.</p>			October 2011	June 2012	<p>Linda Wise, Chief Academic Officer School Support Team (SST)* Mamie Perkins, Deputy Superintendent Kirk Thompson, Director, Human Resources</p>	<p>HCPSS leaders can document evaluation data used in decision- making.</p>	N

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

<p>5. The HCPSS will provide support for participation in the <i>Educator Effectiveness Academies (EEA)</i> to selected teachers, teacher leaders and administrators. The HCPSS has registered all school teams for the EEA. The HCPSS has adjusted summer schedules to make school staff available. The HCPSS continues to update Division of Instruction leaders through the monthly Leadership I and II meetings. Division of Instruction senior leadership and curriculum specialists continue to participate in state briefings and share the information with their requisite constituents. The HCPSS was allocated systemic professional development days to be used for site-based high quality professional development in all schools for all instructional staff.</p>	<p>(C)(3)(ii) (D)(5)(i)</p>	<p>5</p>	<p>2011–2013 (face-to- face) 2014 (online)</p>		<p>Linda Wise, Chief Academic Officer</p>	<p>Feedback from teachers regarding the effectiveness and application of the training and subsequent support.</p>	<p>N</p>
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Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. HCPSS will support 4 staff members who attend the Educator Instructional Improvement Academies with school-based follow-up.	(D)(5)		October 2011	September 2012	Linda Wise, Chief Academic Officer School Support Team (SST)*	Teachers’ instruction reflects the Common Core State Curriculum as available. Student benchmarks show improvement over time.	N
<i>Additional Required Activities:</i>							
1. HCPSS will revise the induction program for new teachers. The HCPSS has revised its teacher induction program to comply with state mandates and will continue to update and revise based on induction program evaluation and feedback.	(D)(5) (D)(2)		October 2011	July 2012	Mamie Perkins, Deputy Superintendent Juliann Dibble, Director of Professional Development Clarissa Evans, Executive Director, School Improvement and Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education	Program for teacher induction and strategic plan for teacher development is communicated to all stakeholder groups through multiple mediums. Feedback from new teachers regarding the effectiveness and application of the training and subsequent site-based support. New teacher evaluations.	N
2. HCPSS will develop and align teacher mentoring: <ul style="list-style-type: none"> • To ensure desired non-tenured teacher outcomes; • To support teachers on second-class certificates. • The HCPSS continues to expand and align systemic professional development for all those responsible for teacher mentoring. HCPSS has reallocated staff and resources to ensure the development of a systemic program. 	(D)(5)		October 2011	July 2012	Linda Wise, Chief Academic Officer School Support Team (SST)* Mamie Perkins, Deputy Superintendent Kirk Thompson, Director, Human Resources	Written procedures exist that align to COMAR 13A.07.01 and COMAR Education Article 6-102. PDSA: Comprehensive teacher mentoring plan based on: <ul style="list-style-type: none"> • Adult learning theory • Peer coaching techniques • Teacher Evaluation System • Maryland Teacher Standards. 	N

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline		Key Personnel	Performance Measure	Recurring Expense: Y/N
3. HCPSS will provide data informed professional development, including the Teacher Induction Academy, for all those engaged in teacher mentoring. The HCPSS will continue to participate in the Teacher Induction Academy. The HCPSS team will meet on a monthly basis to develop resources, high quality professional development experiences for all stakeholder groups, and monitor the field component of mentoring.	(D)(5)	6, 7	October 2011	September 2012	Linda Wise, Chief Academic Officer School Support Team (SST)*	Survey staff providing and receiving mentoring services to determine program effectiveness. Review observations by designated observers.	N
4. HCPSS will participate in MSDE’s Priority Schools and Maryland Administrators’ Academies for appropriate administrators, Aspiring Leaders’ Academy, and executive officer professional development opportunities.	(D)(5)		October 2011	September 2012	School Support Team (SST)*	Appropriate designated staff will attend all MSDE sessions.	N
<i>Optional Activities:</i>							
1. HCPSS will review the processes for staffing identified schools. Resources will include: <ul style="list-style-type: none"> • Strategic Staffing • Leadership Succession Planning Guide for Maryland Schools. • The HCPSS will continue to use student results and staff performance to determine differentiated staffing. • The HCPSS aligns this work 	(D)(3)		October 2011	September 2012	Linda Wise, Chief Academic Officer Mamie Perkins, Deputy Superintendent Ray Brown, Chief Operating Officer	Process revised based on school performance data, administrator and teacher evaluations, and stakeholder input.	N

Section D: Great Teachers and Leaders – Race to the Top Scope of Work Update (continued)

with the Strategic Plan for Professional and Organizational Development and the HCPSS Leadership Development Succession Plan.							
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*SST Members: Linda Wise, Chief Academic Officer; Clarissa Evans, Executive Director, School Improvement and Curricular Programs; William Ryan, Executive Director, School Improvement and Administration; Rebecca Amani-Dove, Director, Student Assessment and Program Evaluation; Pamela Blackwell, Director, Student Services; David Bruzga, Administrative Director, Secondary; Patricia Daley, Director, Special Education; Marie DeAngelis, Director, Elementary Curricular Programs; Juliann Dibble, Director, Professional and Organizational Development; Arlene Harrison, Administrative Director, Elementary; Diane Martin, Director, Student, Family, and Community Services; Daniel Michaels, Administrative Director, Secondary; Marion Miller, Administrative Director, Elementary and Caryn Lasser, Coordinator for Strategic Planning and System Improvement.

Year 3 Goals:

- Provide high quality mentoring for all non-tenured teachers
- Support the transition to the Maryland State Common Core Curriculum.

Year 4 Goals:

- Implement a meaningful process to ensure high quality staff members are in place at identified schools
- Create and implement an evaluation system for teachers and administrators aligned with the HCPSS values and the MSDE requirements.

Section D: Great Teachers and Leaders Highly Qualified / Highly Effective Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.¹ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria on tables on the next two pages.
3. If the school system **did not** meet all of the criteria below, respond to all the prompts associated with any criteria missed. Be sure to respond to **all prompts** for **each** criterion not met.
4. **If the school system has met all of the criteria on the following tables, answer the following prompt only.**
 - Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.

¹ Section 2141(a) of the Elementary and Secondary Education Act.

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers

School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2003-2004	81.7	18.3
2004-2005	84.2	15.8
2005-2006	89.0	11.0
2006-2007	88.4	11.6
2007-2008	90.0	10.0
2008-2009	92.5	7.5
2009-2010	93.6	6.4
2010-2011	93.7	6.3

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.

School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2008-2009	302	299	99.0
2009-2010	294	282	99.0
2010-2011	269	247	92.0

Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2005-2006	270	15.8	4	0.2	199	11.6	533	31.2	505	29.5	199	11.6	1710	100.0
2006-2007	99	8.9	17	1.5	175	15.7	297	26.7	319	28.6	207	18.6	1114	100.0
2007-2008	62	6.0	21	2.0	199	19.2	313	30.3	238	23.0	201	19.4	1034	100.0
2008-2009	36	5.4	25	3.7	78	11.7	265	39.7	86	12.9	179	26.8	668	100.0
2009-2010	62	7.3	15	1.8	37	4.3	279	32.8			143	16.8	851	100.0
2010-2011	116	13.8	40	4.8	60	7.1	305	36.3	201	23.9	119	14.1	841	100.0

Data pending

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Classes (CAS) Taught by Highly Qualified Teachers</p> <p>6.2: Percentage of Core Academic Classes Taught by Highly Qualified Teacher in Title I Schools</p> <p>6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason</p>	<p>The percentage of CAS is 92% HQT or higher.</p> <p>The percentage of CAS in Title I schools is 100% HQT.</p> <p>The percentage (<i>total</i>) of NHQT <i>across all reasons</i> is less than 10%.</p>	<ol style="list-style-type: none"> 1. Describe where challenges are evident. 2. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

Table 6.1

The percentage of CAS is higher than 92 percent.

Table 6.2

The Howard County Public School System continues to increase the percentage of core academic classes taught by highly qualified teachers by using targeted recruiting, hiring, and support strategies as described later in this section.

Five teachers teaching at Title I schools were identified as not achieving federal “Highly Qualified” status. As of June 30, 2011, all teachers achieved “Highly Qualified” status through either presentation of qualifying scores on a PRAXIS II content test or presentation of coursework.

Howard County continues to hire new teachers who have met federal “Highly Qualified” requirements for the 11 elementary Title I schools. There is no shortage of teachers in Elementary Education.

Table 6.3

The HCPSS had 841 Core Academic classes (CAS) not taught by Highly Qualified (NHQ) teachers in 2010-2011 out of 13,267 total classes. The percentage of NHQT across all reasons is less than 10 percent.

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level						
	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2005-2006						
Elementary	0	0	0.0	0	0	0.0
Secondary	0	0	0.0	0	0	0.0
2006-2007						
Elementary	0	0	0.0	0	0	0.0
Secondary	0	0	0.0	0	0	0.0
2007-2008						
Elementary	0	0	0.0	0	0	0.0
Secondary	0	0	0.0	0	0	0.0
2008-2009						
Elementary	0	0	0.0	0	0	0.0
Secondary	0	0	0.0	0	0	0.0
2009-2010						
Elementary	0	0	0.0	3,360	3,237	96.4
Secondary	159	112	70.4	4,953	4,611	93.1
2010-2011						
Elementary	0	0	0.0	3,971	3,928	98.9
Secondary	118	105	89.0	4,146	4,067	98.1

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT**		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT**		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2009-2010	Elementary	0	0.0	0	0.0	0	23.0	0	18.9
	Secondary	80	47.9	42	25.1		21.9		19.5
2010-2011	Elementary	0	0.0	0	0.0	3,848	98.0	80	2.0
	Secondary	114	96.6	4	3.4	3,829	94.1	238	5.9

* Some local school systems will not have schools that qualify as "high poverty".

** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

MSDE official data pending

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary Schools</i> High Poverty and Low Poverty Schools.</p> <p>6.5: Core Academic Classes taught by Highly Qualified Teachers in both <i>Elementary and Secondary</i> High Poverty and Low Poverty Schools By Level and Experience.</p>	<p>The percentage of HQT in CAS in high-poverty is not less than the percentage of HQT CAS in low-poverty schools.</p> <p>The percentage of <i>inexperienced HQT</i>² in CAS in high poverty schools is not greater than the percentage of <i>experienced HQT</i> in CAS in low poverty schools.</p>	<ol style="list-style-type: none"> 1. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect? 2. Describe where challenges are evident. In your response, include teacher experience, minority status of students, and poverty status of students, where appropriate.

Tables 6.4 and 6.5

The number of classes taught by highly qualified teachers in core academic subjects at the Homewood Center has increased from 70.4 percent in the 2009-2010 school year to 88.98 percent in the 2010-2011 school year. This is the second year the HCPSS has a school identified as High Poverty. The Homewood Center houses three distinct programs, each designed to meet the specific needs of individual students who have experienced challenges in traditional classroom settings. The building is a state-of-the-art educational facility with a full complement of resources, technology, and teaching supports.

The Office of Human Resources is committed to hiring qualified teachers for all Howard County schools. The Homewood Center presents unique staffing opportunities due to its size and the specialized nature of its educational program. All new hire candidates (including those for the Homewood Center) complete a series of interviews so that Office of Human Resources and curriculum staff members can help to determine the best possible candidates for a vacancy. One of those interviews is a curriculum interview conducted by the appropriate curriculum office so that the school principal can make an informed decision while selecting staff for their school. Information regarding degrees, certification, highly qualified status, and interview results are a part of the comprehensive review that is completed prior to placement of a new hire or a transfer at the Homewood Center.

² "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	%
2006-2007	96	4081	2.4	294	4081	7.2	9	4081	0.0	119	4081	2.9	5.3
2007-2008	90	4172	2.2	237	4172	5.7	5	4172	0.1	62	4172	1.5	
2008-2009	74	4481	1.7	152	4481	3.3	0	4481	0.0	37	4481	0.8	
2009-2010	135	4547	3.0	121	4547	2.7	5	4547	0.1	65	4547	1.4	
2010-2011	72	4603	1.6	118	4603	2.6	4	4603	0.1	50	4603	1.1	

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	149	148	99.3
2009-2010	167	166	99.4
2010-2011	175	175	100.0
2011-2012*	168	168	100.0

*As of July 1, 2011

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.6: Attrition Rates	<i>Total overall attrition</i> is less than 10%	<ol style="list-style-type: none"> 1. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect? 2. Describe where challenges are evident.
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools	Percentage of <i>qualified</i> paraprofessionals in Title I schools is 100%	<ol style="list-style-type: none"> 1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.

Table 6.6

Howard County meets the attrition rate of less than 10 percent.

Table 6.7

The Howard County Public School System continued to utilize the strategies that were in place during the 2009-2010 school year to ensure that all paraprofessionals continue to be highly qualified. Areas of focus for maintaining a qualified staff include recruitment and hiring, offering a stipend for highly qualified paraeducators, the Human Resources Advisory Board, lending of ParaPro test materials, reimbursement for tuition and for the ParaPro test, individualized counseling, the college coursework payroll advance program and offering a paraeducator scholarship.

There continued to be success during the 2010-2011 school year in the areas of recruitment and hiring, the offering of the stipend for highly qualified paraeducators and the offering of the paraeducator scholarship. The highlighted successes are listed below:

- The Office of Human Resources has identified a process for verifying the highly qualified status of internal transfers and promotions.
- Sixteen (16) former Howard County paraeducators were hired as new teachers for the 2010-2011 school year. Fourteen (14) of those hired were in core academic subjects.
- A total of 4 paraeducators received the paraeducator stipend for 2010-2011 school year.
- Ten (10) scholarships were awarded to paraeducators pursuing teacher certification in critical content areas. Scholarships are given to paraeducators enrolled in teacher preparation programs leading to teacher certification. Course work and additional content have given paraeducators training in teacher education and content. This provides them with the skill sets that are conducive to becoming “highly effective” teachers.

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

If all of the criteria were met, please respond to the following prompt only:

- **Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.**

The Howard County Public School System continues to find critical need areas in the following areas: Computer Science, English, English as a Second Language, Family and Consumer Science, Mathematics, Media Specialist, Occupational Therapy, Physical Therapy, Reading Specialist, Science, Speech-Language Pathology, Special Education, Technology Education, and World Languages. The Core Academic Subjects of Math, Science, and English have fewer highly qualified candidates available for hire; consequently, filling vacancies in these areas continues to be a challenge. It is especially difficult to fill these areas when vacancies are created because of resignations after July 15 or increases in student enrollment during the summer months. The pool of certified and/or highly qualified candidates is limited late in the summer and during the school year.

The following strategies, used in the past few years, are proving to be successful as the percentage of Highly Qualified teachers continues to increase.

Intensive Nationwide Recruiting Operation: Each year the school system implements an aggressive nationwide recruiting operation designed to attract a diverse and highly qualified teaching staff.

Online Employment Application: The Office of Human Resources implemented a new online employment application system and continues to utilize an online interview registration process for job fairs and on-site preliminary interviews. This has enabled staff to identify candidate qualifications and background information in advance of job fairs and interviews.

New Teacher Support System: The system offers a variety of incentives and conditional teacher support programs. New teachers can expect to participate in a New Teacher Support Program that includes a system-wide orientation, a variety of school-based and curriculum-based supports for non-tenured teachers, mentors, and formal and informal teacher recognition for excellent teaching. Conditional Teacher supports include reimbursement for PRAXIS tests, tuition reimbursement, and individual certification counseling.

Payroll Advance: The Howard County Public School System offers an interest-free payroll advance of up to \$1,500 for teachers new to Howard County. Teachers may use the funds for moving expenses, lease-agreement deposits, or other expenses associated with new employment as a teacher.

Human Resources Advisory Board: Created in 2002, the Howard County Public School System Human Resources Advisory Board consists of central office personnel, school-based administrators, and community and business members. The purpose of the Advisory Board is to

Section D: Great Teachers and Leaders – Highly Qualified/Highly Effective Staff (continued)

assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School System staff.

NCLB Presentations/Updates: Communicating information about Federal No Child Left Behind requirements regarding highly qualified status is critical to the school system's quest to see 100 percent of core content classes taught by highly qualified teachers.

Certification Counseling Services: The Office of Human Resources provides ongoing support for teachers seeking certification in core content areas. In addition to presentations on certification and No Child Left Behind requirements at school-site staff meetings, representatives from the Office of Human Resources meet with individual teachers to review certification requirements and assist teachers in planning professional development as it relates to certification.

National Board Certification: The Howard County Public School System provides support for teachers seeking National Board Certification using the cohort model and annual salary stipends upon achievement of National Board Certification. Additionally, the Office of Professional Development has created a Masters of Arts in Teaching with National Board Certification cohort through National University. Tuition reimbursement may be available for enrolled teachers.

Administrative Staffing Meetings: Each spring, representatives from the Office of Human Resources meet with school-based administrators to discuss and assist with teaching assignments for the coming school year. These meetings help school administrators assign highly qualified teachers to the appropriate classroom settings and support efforts to retain teachers by aligning teacher assignments with qualifications.

Special Education Co-Teaching Model: The Department of Special Education continues to support a co-teaching model which pairs highly qualified teachers in Core Academic Areas as the teacher of record with special education teachers at all schools.

Partnerships with Higher Education: The Office of Professional Development has worked with the University of Maryland Baltimore County to develop cohorts enabling teachers to achieve certification and highly qualified status in specific content areas.

Tuition Reimbursement: The Howard County Public School System offers a comprehensive tuition reimbursement program for teachers seeking highly qualified status and/or full certification. In addition, the Master Agreement for Education Support Professionals includes language that supports paraprofessionals who enroll in a Maryland Approved Teacher Education program.

Non-Tenured Teacher Support for Special Educators: The Department of Special Education utilizes grant funding to provide prescriptive staff development training for newly hired special educators.

Candid Conversations with Administration: The Superintendent and his staff regularly meet with school staffs to gain feedback about what is working well in and what is not working well in the Howard County Public School System.

Section D: Great Teachers and Leaders

Highly Qualified Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

Looking back:

In 2008, districts submitted plans for (a) district-wide professional development activities that meet the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). In 2009, Option 1 districts submitted an evaluation plan for the district-wide professional development activity and Option 2 districts reported on their progress in ensuring quality in their school-based professional development.

The 2011 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their professional development activities in two parts. Each district should report on their 2011 status in Option 1 or Option 2 AND provide an overview of their teacher induction program.

Option 1 districts (Anne Arundel, Baltimore County, Caroline, Charles, Frederick, Kent, Montgomery, Queen Anne's, Talbot, and Worcester) should submit their evaluation reports on their district-wide professional development activity. Option 2 districts (Allegany, Baltimore City, Calvert, Caroline, Carroll, Cecil, Dorchester, Garrett, Harford, Howard, Prince Georges, Queen Anne's, St. Mary's, Somerset, Washington, and Wicomico) should provide a progress report on integrating the 6 components of professional development planning into the district school improvement planning process. In your response to the reporting requirements for either option, be sure to highlight the corresponding resource allocations.

NOTE – HCPSS is moved under OPTION 1 per Scott Pfeifer.

Great Teachers and Leaders High Quality Professional Development

Requirements for Reporting on Option 1 Professional Development Activities

1. Final evaluation reports should, at a minimum:
 - Summarize key evaluation findings presented as responses to the three evaluation questions listed below:
 - Did the activity take place as planned? Did all of the professional learning activities occur as planned?
 - What were the participants' perceptions of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students?
 - Did the activities achieve the intended participant outcomes as reflected by measurable and/or observable indicators?
 - Discuss data collection activities and the instruments, with a clear explanation of how data collection addressed each of the three evaluation questions, including any problems encountered; and
 - Discuss the evaluation findings, presented as answers to each of the three evaluation questions, with special attention to findings about the extent to which the professional development achieved the intended outcomes as reflected by the indicators (interim evaluation reports should focus on interim outcomes and indicators as specified in the professional development plans).
2. In addition, evaluation reports should, as appropriate:
 - Discuss any contextual factors that may have either facilitated or impeded implementation of the professional development as planned and/or participant application and use of new knowledge and skills;
 - Describe any limitations; and
 - Present recommendations.

Requirements for Reporting on Option 2 Activities

Districts that submitted plans for integrating the teacher professional development planning framework included in the *Maryland Teacher Professional Development Planning Guide* into school improvement planning should report on their progress on each of the four tasks included under this option. The four questions and specific issues to be addressed in the progress reports follow below.

1. **Has the district integrated the teacher professional development planning framework into planning district-wide professional development initiatives as well as school-based professional development initiatives?** If so, please describe how this was accomplished. If this task has not been completed, include a brief explanation of the challenges and difficulties that were encountered and describe how the task will be completed during the 2011-2012 school year.

2. **Has the district implemented a plan to prepare principals, other school leaders, and school-based professional development staff to use the teacher professional development planning framework?** If so, describe how this was accomplished. If the district has not implemented a plan to prepare principals and others to use the planning framework, discuss the reasons for not doing so and describe how such a program will be completed during the 2011-2012 school year.
3. **Has the district implemented a program to prepare district staff for reviewing and providing feedback on school-based professional development plans?** If so, describe the program. If the district has not implemented a program to prepare district staff for reviewing and providing feedback on the professional development plans, discuss the reasons for not doing so and describe how such a program will be completed during the 2011-2012 school year.
4. **How is the district monitoring implementation and impact of the school-based professional development activities?** If so, discuss the results of the review process and any lessons learned about the need for additional and/or different kinds of training and support for school and district staff. What specific strategies are in place for working with schools to monitor implementation and impact of school-based professional development in 2011-2012 and beyond?

An Evaluation of the Cultural Proficiency Program in the Howard County Public School System (HCPSS)—Year Two

Background

During the 2009–2010 school year, the Department of Student Assessment and Program Evaluation (SAPE) conducted a comprehensive evaluation of the effectiveness of the Cultural Proficiency Introductory Awareness Series and the Portfolio Cohort training programs in providing participants with the knowledge and tools to achieve acceptance of and appreciation for cultural and linguistic differences. Based on the results of this evaluation, the following findings were evidenced:

1. The vast majority of Cultural Proficiency training activities occurred as scheduled.
2. The positive and negative feedback from individuals participating in both Introductory Awareness Series and Portfolio Cohort were quite similar.
 - a. Both Introductory Awareness Series and Portfolio Cohort mentioned in a positive manner that they experienced increased cultural awareness based on attending their sessions.
 - b. Both Introductory Awareness Series and Portfolio Cohort mentioned resistance of school staff as a major impediment to sharing the cultural proficiency message in their schools.
3. Where the two groups seem to diverge is in the actions taken by participants within their school building to share the message of cultural proficiency.
 - a. Perhaps as a function of the portfolio process, those in the Portfolio Cohort participated in more and a greater variety of activities to share the cultural proficiency message in their school/organization than their peers who only went through the Introductory Awareness Series.
 - b. Nearly all Portfolio Cohort participants reported engaging in activities to implement culturally proficient practices in their schools or organizations completely independent of the Office of Cultural Proficiency.
4. Regardless of the differences between those in the Introductory Awareness Series and the Portfolio Cohort, both groups experienced significant gains in culturally competent behavior and beliefs (as measured by the Staff Cultural Competence Self-Assessment) across the 2009-2010 school year. Based on estimates of effect, upwards of 25% of this change can be attributed to their participation in their respective Cultural Proficiency training.
5. The one exception to the overall positive perception of cultural proficiency training was the feeling of being disconnected and/or left behind by the 2005-2007 Introductory Awareness Series Cadre.
6. Nearly one-third of the 2009-2010 Portfolio Cohort activities were related to their portfolio project. However, the Portfolio Cohort participants felt that not enough time was dedicated to the project and/or process. This feeling of lack of time to the project persisted throughout all the training sessions.

Next Steps and Additional Training

Along with the above findings, there were some ‘Next Steps’ identified both for the evaluation and implementation of the Cultural Proficiency program. First, in terms of implementation, two

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

additional training groups were added; those two groups are the Leadership and Facilitation cohorts.

The Leadership cohort (Level 2) is open to candidates who have successfully completed a Level One- Awareness experience and have supervisory support in committing to the requirements necessary to complete a Level 2 cohort. The Level 2 cohort helps participants deepen knowledge, skills, and dispositions in the context of cultural proficiency, while critiquing and improving practice with the support of a cross- level group of colleagues from various schools throughout the system. Level 2 cohort participants must commit to five full days of seminars, and complete a project that is designed to meet one of the following outcomes:

- Develop relationships within a learning community.
- Deepen knowledge of and commitment to cultural proficiency as a process of personal and organizational change.
- Apply the tools of cultural proficiency to an aspect of each participant’s work.

The Facilitation cohort (Level 3) is available to candidates who display a deep commitment to cultural proficiency, display exceptional performance in Level 2 training, and possess supervisor/administrator support in facilitating professional learning of adults. The Level 3 cohort provides exclusive and specialized training in facilitation knowledge, skills, and attitudes that result in transformational learning for adults and organizations. Candidates in a Level 3 cohort must commit to five full days of seminars, and engage in professional learning that is designed to meet the following outcomes:

- Advance knowledge of cultural proficiency.
- Develop foundational knowledge, skills, abilities, and attitudes regarding facilitation of transformational learning.
- Cultivate and commit to collaborative professional learning between and among the various cultural groups within the HCPSS.

The current evaluation grew to include elements of these two training groups, as well as continue to evaluate the effectiveness of the Introductory Awareness Cadres and the Portfolio Cohort. The evaluation methodology remained consistent with the year one methodology, except for one major change. In the first year of the evaluation, focus groups were conducted with all previous Cultural Proficiency participants; this year, no focus groups were conducted. The plan, currently, is to conduct the focus groups in alternating years. Thus, focus groups of past Cultural Proficiency participants will be conducted during the 2011 – 2012 school year.

Purpose of the Evaluation

During the 2010–2011 school year, the Department of Student Assessment and Program Evaluation (SAPE) conducted a comprehensive evaluation of the effectiveness of the Cultural Proficiency Introductory Awareness Series and the Portfolio Cohort training programs in providing participants with the knowledge and tools to achieve acceptance of and appreciation for cultural and linguistic differences. To this end, the evaluation set out to answer the following questions:

1. Did the Introductory Awareness Series training seminars take place as planned (e.g., timeline, activities, etc)?
2. What were teachers’ perceptions of the quality and utility of the Introductory Awareness Series professional development they received? (e.g., was participants’ time well spent?)

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

- Were training leaders knowledgeable and helpful? Was the meeting place safe, comfortable and appropriate? Will this experience be useful?)
3. Were the outcomes of the Introductory Awareness Series training program achieved?
 4. Did the Portfolio Cohort professional development take place as planned (e.g., timeline, activities, etc.)?
 5. What were teachers' perceptions of the quality and utility of the Portfolio Cohort professional development they received?
 6. Were the outcomes of the Portfolio Cohort training program achieved?
 7. Was portfolio project implementation advocated, facilitated, and supported? (e.g., were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedure?)
 8. Did the Facilitation Cohort professional development take place as planned (e.g., timeline, activities, etc.)?
 9. What were participants' perceptions of the quality and utility of the Facilitation Cohort professional development they received?
 10. Did the Leadership Cohort professional development take place as planned (e.g., timeline, activities, etc.)?
 11. What were participants' perceptions of the quality and utility of the Leadership Cohort professional development they received?

Several methods of data collection and analysis were utilized to answer the above questions, including the following.

- For Questions 1, 4, 8 and 10, inventories of agendas and training materials were compiled and analyzed to determine (1) the extent to which the training seminars remained on schedule and covered the outcome(s) stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.
- For Questions 2, 5, 9 and 11, feedback forms were collected from Introductory Awareness Series participants at the end of Day Two and Day Five of the five-day training and from Portfolio, Leadership and Facilitation Cohort participants at several points during the school year. These instruments aimed to explore the participants' perceptions of such aspects of both training programs as structure, content, quality of facilitators, and usefulness. All forms contained the same Likert-type scale item (*Overall, my professional development experience was effective and useful*). Participants indicated their extent to which they agreed with this statement on a six-point scale ranging from 1 (strongly disagree) to 6 (strongly agree). Additionally, all forms contain several free response prompts.
- For Questions 3 and 6, the *Staff Cultural Competence Self-Assessment* was administered to those participating in the Introductory Awareness Series and Portfolio Cohort during the 2009–2010 school year to measure participant's perception of their own level of cultural proficiency when interacting with parents, students and staff of a variety of cultures. It was adapted from an instrument developed in 1989 and revised in 2006 entitled *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood* to determine the frequency with which culturally competent beliefs and behaviors are exhibited. SAPE and Cultural Proficiency staff classified each individual item as occurring in one of the five Essential Elements, or Tool 4 of Cultural Proficiency, during the 2008–2009 school year. The survey was administered to each participant twice; once prior to their Cultural Proficiency training and again at the end of

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

the academic year, after all participants had completed their training. Additionally, the instrument was administered to one of the Introductory Awareness Series Cadres during the 2008–2009 school year to determine if reliably measures cultural proficiency. Results of the reliability study showed that the instrument as a whole and each of the five scales (one for each Essential Element) were a reliable, appropriate measure of cultural proficiency.

- For Question 7, a survey was administered to all Portfolio Cohort participants on the final seminar meeting date. A different survey was also administered to the school administrator or office supervisor of each Portfolio Cohort participant during the same meeting. Each survey contained several items on a Likert-type scale; the items were related to perceptions of the level of support provided to Portfolio Cohort participants during the process as well as perceptions of the impact of each portfolio project. The anchors for each item were 1 (strongly disagree) and 6 (strongly agree)

The sections that follow present findings specific to each training program.

SECTION 1 EVALUATION FINDINGS
THE CULTURAL PROFICIENCY INTRODUCTORY AWARENESS
SERIES

Question 1: Did the Introductory Awareness Series seminars take place as planned (e.g., timeline, activities, etc)?

Data Collection Procedure

This question explores the extent to which the training seminars were implemented in accordance with a plan. A SAPE staff member attended each of the five seminars for Cadre Three in order to conduct a materials and agenda inventory. The inventory provided a comprehensive view of the time allocated to the training, actual content, activities, and materials presented, and an opportunity to determine the extent to which the training leaders adhered to the predetermined schedule.

At each of the Cadre Three seminars, a SAPE staff member observed the entire day's activities. Prior to each seminar, a template of the agenda items and materials to be used was prepared (see Appendix A). As the activities of the day progressed, the observer recorded on the template what essential element(s)/outcome(s) were targeted, whether they were addressed, the amount of time spent on each, materials used, information on how the activity was done (e.g., individually, in small groups, with the full group), and whether it was done in the order specified on the agenda. The information collected was then transferred to a database.

It is important to note that the agenda inventory for Cadre Three will not be representative of the activities covered in the other two Cadres. Due to snow-related school cancellations and delays, Cadre Three only had four meeting days as opposed to the five meeting dates held for the other two Cadres. So, although many of the activities may be similar, the activities that took place for Cadre Three should not be assumed to have occurred in the same order for the other two cadres.

At the conclusion of Cadre Three, the results of the agenda and materials inventory were compiled and analyzed based on the following: (1) the extent to which the seminar dates remained on schedule and covered the outcome(s) stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.

Findings

The analysis of the data showed the following results.

- Remaining on schedule. Although the majority of the activities occurred according to schedule, this group did have some difficulty remaining on schedule during their four day training. Cadre Three only had 68 percent of their activities occur on schedule; this is, however, related to a number of different factors. First, this cadre only had four meeting dates, as opposed to the usual five. Cultural Proficiency staff attempted to change the schedule to allow for five meeting dates, but the schedule of the participants would not

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

allow. Thus, the schedule had to be amended dramatically to accommodate this change. In addition, this group focused on specific activities such that some activities were canceled on certain days.

It is important to note that the Cultural Proficiency staff took effort to address these scheduling issues. Beginning on Day Three, the staff created amended schedules for the subsequent meeting days. Creating this amended schedule seemed to limit the number of activities that were canceled or rescheduled. For example, nearly 90 percent (87.5 percent overall) of the canceled activities occurred during the first two days. Considering this, it appears as though creating the amended activities schedule did much to help keep this cadre's meetings on schedule.

- Group composition of activities. The majority of the activities for this cadre occurred in the full group format. Over 60 percent (61.2 percent of all time) of the activities were conducted with the entire group participating. These activities consisted of group discussions and presentations to the whole group by the facilitators. Nearly a third (31.4 percent of all time) of this cadre's activities were conducted amongst small groups of participants; a small group is defined as a group ranging in size from two to eight people. Finally, less than 10 percent (7.4 percent of all time) of the activities were conducted individually.
- Themes or concepts covered in activities. Quite a few of the activities presented in this cadre were related to providing the participants with an overview of Cultural Proficiency concepts (23.5 percent of activities). Some of these activities included reading and discussing the Guiding Principles of Cultural Proficiency and a formal presentation providing the participants with background information about Cultural Proficiency. Another topic that was addressed quite often was the exploration of one's own cultural values and beliefs (23.5 percent of activities); this was accomplished both through group discussions and personal reflection. There was also a rather significant focus on improving communication and listening skills (22.9 percent of activities).

Question 2: What were teachers' perceptions of the quality and utility of the Introductory Awareness Series professional development they received (e.g., was participants' time well spent? Were leaders knowledgeable and helpful? Was the meeting place safe, comfortable and appropriate? Will this experience be useful?)?

This question explores the participants' perceptions of such aspects of the Introductory Awareness Series as structure, content, quality of facilitators, and usefulness of the training program based on information collected through feedback forms administered at the end of Day Two (see Appendix B) and Day Five (see Appendix C) of the five-day training.

In addition to the Likert-type scale item, the Day Two feedback form consisted of several free response prompts such as "I came expecting ...", "Now I need ...", and "Questions I have ..." designed to get details from participants regarding their perceptions of the Introductory Awareness Series experience. Responses were categorized as Positive, Negative, or Next Steps, which was an indicator of what actions the participants had either taken or were planning to take as a result of their training experience. The feedback was then coded and analyzed for the

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

presence of specific themes across Cadres. A “Comments” section provided participants with opportunities to include any general comments they would like to make about their experience.

Day Two Feedback Form Findings

Participants perceived the quality of their Cultural Proficiency training experience quite positively even after two days. Participants mentioned gaining substantial knowledge after two days of training due to the content of the Introductory Awareness Series and the facilitators’ knowledge and delivery. But they also indicated their desire for more information. It is important to note that Cadre Three did not complete Day Two feedback forms due to the manner in which their meeting dates were structured. With that, only results for cadres one and two will be presented below.

Response rates were well above the range that is considered acceptable. Of the 65 individuals across both Cadres who attended the workshops, 62 completed the Day Two feedback form (response rate= 95.4%). The response rates for the individual Cadres were quite comparable and ranged from 97.1 percent (Cadre 1) to 93.5 percent (Cadre 2).

Based on responses to the Likert-type scale item, participants perceived their Cultural Proficiency Introductory Awareness experience to be effective and useful after the first two days of training. Across both Cadres, the average score for this item was 5.40, which indicates a high level of agreement. The average ratings for this response, broken down by specific Cadre, were as follows:

- Cadre One: 5.24
- Cadre Two: 5.59

Across both Cadres, the participants expressed a feeling of having gained valuable knowledge and information from the first two Cadre meetings. In addition, the participants enjoyed the discussions that they were able to have and described these as both productive and informative. Gaining a better understanding of culture was also identified as a positive, though this was mostly mentioned by Cadre Two participants. Typically this better understanding of culture referred to participants coming to recognize that culture extended beyond just racial and ethnic differences. Finally, participants appreciated the seminars providing them with an opportunity for self reflection and several mentioned enjoying the activities presented.

One of the most commonly voiced concerns from the participants was a question of “what to do next?” This was expressed through comments related to desiring more information on both how to apply the newly gained information to their own lives and also how to share the message of Cultural Proficiency with others back at their schools. In addition, the participants desired having the time used more effectively; some of the suggestions they made included having more time to collaborate and discuss topics within their school teams and also to have additional time to reflect on the new information.

Despite participants having some concerns about what actions they should take in the future, there were several who indicated behaviors that they would change or improve upon as a result of the first two days of training. Several participants mentioned working to improve their communication skills. In line with that sentiment, a desire to improve listening skills was mentioned by participants across both cadres. These data are presented in Table 1.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Table 1: Introductory Awareness Series – Day Two Feedback

Common Themes		Cadre One	Cadre Two	Overall
		<i>Percent of Participants Mentioning Theme</i>		
Positive Feedback	Gained Knowledge/Information	3.0	23.0	27.5
	Enjoyable Discussions	20.0	19.2	19.6
	Better Understanding of Culture	4.0	23.1	15.7
	Opportunity for Self Reflection	24.0	7.7	15.7
	Enjoyable Activities	8.0	7.7	7.8
Negative Feedback	How to Apply Information	22.7	46.2	35.4
	More Time with School Team	40.1	7.7	22.9
	How to Share	9.1	23.1	16.7
	More Time to Reflect	0.0	26.7	14.6
Additional Steps	Improve Communication Skills	13.0	26.1	19.6
	Increase Awareness	30.4	8.7	19.6
	Continue Self Reflection	13.0	17.4	15.2
	Improve Listening Skills	13.0	8.7	10.9
	Don't Make Assumptions	4.3	17.4	10.9

Day Five Feedback Form Findings

The feedback forms for day five contained a few more Likert-type items than did the day two feedback form. This form started off with the same question as the day two form: “Overall my professional development was effective and useful”. Additional Likert-type items were included in this feedback form and are highlighted in Table 2. It is important to note that although Cadre Three completed the day five feedback form, they only had four days of actual training. This should be considered when interpreting their results.

Response rates are not available for these participants, but based on the number of respondents from each Cadre, it can be assumed that an acceptable response rate was achieved. Overall, the respondents, across all three Cadres reported the following level of agreement with the first item (“Overall my professional development was effective and useful”): **5.19**. This indicates a relatively high level of agreement with the previous statement. The following are the scores for each cadre for the first item:

- Cadre One: 5.17
- Cadre Two: 5.54
- Cadre Three: 4.67

Along with this first item, there were six additional Likert-type items administered to the cadre participants on their final day of training, the reported means for these items are presented in Table 2.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Table 2: Mean Ratings for Introductory Awareness Series Day Five Feedback Items

Feedback Form Item	Cadre One	Cadre Two	Cadre Three	Overall
	Mean Ratings			
I acquired the intended knowledge and skills.	5.38	5.58	4.90	5.35
<i>What I am learning and doing is...</i>				
...having an effect on organizational climate (how people feel) and procedures.	5.00	5.13	4.33	4.89
...having an effect on organizational/classroom culture (how people do things).	5.00	5.04	4.33	4.86
Sufficient resources are made available.	5.37	5.25	4.54	5.16
I have applied what I learned in my daily work life.	4.68	5.31	4.21	4.81
Students are benefiting from what I have learned	4.88	5.17	3.29	4.51

Although all of the reported means are relatively high, it is important to note that across all items, the means for Cadre Three are the lowest. This could be related to the fact that Cadre Three only had four meeting dates as opposed to the five days the other two cadres had. It may be the case that the all of the information that was covered in the first two cadres was not covered in the four days that Cadre Three met.

As evidenced by the responses presented in Table Three, very little feedback was provided by participants in Cadre Three. Despite this lack of feedback, the responses from participants in Cadres One and Two are quite valuable. First, quite a few participants in these two Cadres felt as though the Introductory Awareness Seminars helped them to build and/or improve relationships amongst school staff and other Cadre participants. In addition, all three Cadres found the resources provided to be quite beneficial. Increased awareness and quality facilitators were also cited as being positive elements of the Introductory Awareness Seminars.

There was very little negative feedback offered by participants, but one area of desired improvement includes having the seminars somehow impact the school to which the participants will return. In the same vein, participants also wish to have more information on how to apply what they have learned to a school setting and feel as though the Introductory Awareness Seminars are not reaching enough people. Although in a clear minority overall, several participants in Cadre Three mentioned learning nothing new during their training experience.

As with negative feedback, there was very little feedback provided by participants regarding future actions they would take as a result of their Introductory Awareness Seminar experience. In fact, there was no feedback provided by Cadre Three participants related to this concept. Several participants did mention taking action to positively impact students; some examples of this include mediating student conflict and applying what they learned to their instructional techniques. Although this only occurred in Cadre One, there were a few participants who indicated that they were still thinking about what they learned before they attempted to use their newly gained knowledge to impact their school environment. Table 3 presents these data.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Table 3: Introductory Awareness Series Day Five Feedback

Common Themes		Cadre One	Cadre Two	Cadre Three	Overall
		<i>Percent of Participants Mentioning Theme</i>			
Positive Feedback	Build/Improve Relationships	14.8	29.2	0.0	16.7
	Helpful Resources	11.1	16.7	20.0	15.2
	Increased Awareness	29.6	8.3	0.0	15.2
	Quality Facilitators	18.5	12.5	0.0	12.1
	Beneficial Discussions	7.4	8.3	20.0	10.6
	Time for Self Reflection	11.1	12.5	0.0	9.1
	Improved Listening Skills	11.1	8.3	0.0	7.6
Negative Feedback	No Impact on School	14.8	12.5	0.0	10.6
	More Tools-How to Apply	3.7	4.2	20.0	7.6
	Not Reaching Enough People	7.4	0.0	6.7	4.5
	Learned Nothing	0.0	0.0	20.0	4.5
Additional Steps	Impact Students	14.8	4.2	0.0	7.6
	Increased Self Reflection	11.1	4.2	0.0	6.1
	Still Processing	14.8	0.0	0.0	6.1

Question 3: Were the outcomes of the Introductory Awareness Series achieved?

This question explores the extent to which participants gained cultural proficiency skills and knowledge as a result of participation in the Introductory Awareness Series. In order to answer this question, a survey measuring an individual’s perception of his or her own level of cultural proficiency was administered to those participating in the Introductory Awareness Series during the 2010–2011 school year. The survey was administered to each participant twice; once prior to their Cultural Proficiency training and again at the end of the academic year after all participants completed their training.

Staff Cultural Competence Self-Assessment

The *Staff Cultural Competence Self-Assessment* (Appendix D) was administered twice to each participant during the 2010–2011 school year to determine the extent to which they gained cultural proficiency skills and knowledge as a result of participation in the Introductory Awareness Series. The first administration took place prior to the beginning of each Introductory Awareness Series. Each participant was emailed a link and directions on how to complete the survey on *SurveyMonkey*. Each participant was also provided with a unique ID to enter in the survey; this was done so each participant’s pre- and post-test responses could be matched for comparison. For the pre-test administration, participants were given two-weeks to complete; if they did not complete the instrument prior to the first day of their Introductory Awareness Series, they were excluded from the study.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

To help respondents answer the self-assessment, the instrument includes the following directions for each item: *Please rate on a scale of 1 to 5 (1=Never, 2=Almost Never, 3=Sometimes, 4=Almost Always, 5=Always) the extent to which you endorse the following:*

This instrument was adapted from an instrument developed in 1989 and revised in 2006 entitled *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood*. In this evaluation, the instrument measures progress in the practice of culturally competent behaviors when interacting with parents, students and staff of a variety of cultures. During the 2008–2009 school year, SAPE and Cultural Proficiency staff linked each individual item to the Five Essential Elements of Cultural Proficiency—one of the four Tools of Cultural Proficiency. These Elements include:

- Assesses Culture
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

During the 2008–2009 school year this instrument was administered to one Introductory Awareness Series Cadre to determine if it reliably measures cultural proficiency. The instrument and each of the scales (one for each Essential Element) were found to have acceptable levels of reliability. The reliability estimates (Cronbach's α) for each of the scales are as follows: (1) Assesses Culture=0.77, (2) Value Diversity=0.83, (3) Manage the Dynamics of Difference=0.75, (4) Adapt to Diversity=0.85, and (5) Institutionalize Cultural Knowledge=0.83. The entire instrument also achieved an acceptable measure of reliability (0.95), thus confirming its use as a reliable measure of cultural competence.

The data was analyzed using a repeated measures analysis of variance (ANOVA) technique. ANOVA is a statistical tool designed to compare performances and to test whether the differences are statistically significant (i.e., the observed effect did not occur by chance alone). In this case, ANOVA is used to compare participants' performance across time points to see if self-reported cultural competence increases significantly from pre- to post-administration. ANOVA can also provide estimates of the proportion of the change in scores that is uniquely attributable to the effect of time and the Introductory Awareness Seminars. This is known as the effect size. In statistical theory, effect sizes greater than .40 are considered medium and those greater than .60 are considered large.

Staff Cultural Competence Self Assessment Findings

Of the 88 staff participated in the Introductory Awareness Series. All participants were eligible to complete this instrument, 21 of the participants successfully completed both the pre- and post-administrations. While this resulted in a disappointing 23.8% response rate, there may be a valid explanation for this low percent. During the second semester of the 2010-2011 school year, the Howard County Public School System started transitioning into the use of Electronic Register Online (ERO) for purposes of in-service registration and communication with participants. The cultural proficiency trainings were included in the pilot. While the use of ERO improved functions significantly, it also changed the way Professional and Organizational Development

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

transmitted information to participants about the pre and post survey. Minimally, it created a delay and change in the timing of when surveys were sent and in the way participants accessed information about completing the surveys. While the use of the results provide some indication of the trainings impact on the participants, it should not be used to make major decisions about the training. As the program moves forward it is expected that the delivery system of the pre and post surveys will improve greatly.

Across all Cadres and Essential Elements, responses to the Cultural Competence Self Assessment increased from the beginning of the year to the end at a statistically significant rate. Despite all changes being significant, participants experienced dramatic changes in some Essential Elements more so than others. The Essential Element with the most dramatic change (as evidenced by average change from pre- to post-administration and effect size) was *Institutionalize Cultural Knowledge*. This indicates that the area in which the Introductory Awareness Series most significantly impacted participants’ beliefs and behaviors was related to them sharing the message of Cultural Proficiency with their individuals within their school. Table 4 presents these data

Table 4: Introductory Awareness Series Staff Cultural Competence Self Assessment Means

Essential Element	Pre-Test Mean	Post-Test Mean	Change
Assess Culture	4.12	4.29	+0.17
Value Diversity	4.10	4.27	+0.17
Manage the Dynamics of Difference	4.26	4.43	+0.17
Adapt to Diversity	3.60	3.85	+0.25
Institutionalize Cultural Knowledge	4.10	3.81	-0.29
<i>Complete Instrument</i>	<i>4.05</i>	<i>4.15</i>	<i>+0.15</i>

Reviewing the data above shows moderate gain in all areas measured by the Introductory Awareness Staff Cultural Competence Assessment with the exception of the Institutionalizing Cultural Competence area. When questioned about what might cause this slight decrease, Cultural Proficiency staff indicated that when people start the awareness training their perception of their knowledge is often higher than it may really be. After going through the sessions it is believed that with their new found understanding of the process, they have a more realistic understanding of where they are with cultural knowledge. In any event, this is an area evaluation staff will look at in more depth during the 2011–2012 school year.

SECTION 2: EVALUATION FINDINGS

THE CULTURAL PROFICIENCY PORTFOLIO COHORT

Question 4: Did the Portfolio Cohort professional development take place as planned (e.g., timeline, activities, etc.)?

To answer this question, a SAPE staff member attended each of the four Portfolio Cohort meetings and conducted a materials and agenda inventory to help determine the extent to which the training leaders adhered to the schedule and provided a comprehensive view of the actual content, activities, and materials presented in the Cultural Proficiency Portfolio Cohort. The inventory results were compiled and analyzed to determine (1) the extent to which the seminar dates remained on schedule and covered the material stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.

The analysis of the data showed the following results.

- Remaining on schedule. Based on the agenda inventory that was conducted by SAPE staff, nearly all of the activities scheduled for the Portfolio Cohort occurred according to the pre-defined agenda. According to this agenda inventory, 95 percent of all activities occurred as scheduled. The only activity that did not occur on the day scheduled was completed on the following meeting date. Thus, it can be assumed that overall the Portfolio Cohort did an exceptional job remaining on schedule.
- Group composition of activities. The majority of the activities of the Portfolio Cohort (50.4 percent of total time) were conducted in a small group format. Small groups are defined as groups ranging from two to seven people. Almost 40 percent (39.2 percent of total time) of the meeting time for the Portfolio Cohort was spent in full group activities. These activities included presentations, discussions, and games/role-playing activities. The remaining ten percent of the time (10.4 percent of total time) was spent with participants working individually. Most of these individual activities were related to self-reflection.
- Themes or concepts covered in activities. Despite participants' concerns of not spending enough time on the portfolio project, the largest portion of the meeting dates was spent working on portfolio projects (45 percent of total time). There was a least 45 minutes during each meeting date spent working on portfolio projects; most days, anywhere from an hour to two hours was spent working and planning the portfolio projects. The next most frequently occurring theme or concept covered was Exploring *Personal Beliefs* (19.4 percent of total time). This included activities such as self-reflection and completing inventories measuring values and beliefs.

Cross Cultural Communication was also a concept that was addressed quite often during the Portfolio Cohort meeting dates (17.4 percent of total time). Finally, discussion of the Cultural Proficiency Continuum was addressed a non-trivial number of times throughout the portfolio cohort meetings (6.3 percent of total time).

Question 5: What were teachers' perceptions of the quality and utility of the Portfolio Cohort professional development? (e.g., was participants' time well spent? Were leaders

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

knowledgeable and helpful? Was the meeting place safe, comfortable and appropriate? Will this experience be useful?)

This question relates to the structure and content of the workshops and perceived quality of facilitators based on feedback forms collected from Portfolio Cohort participants at several points during the school year. They were administered different feedback forms following each of the first four meetings. The feedback form administered following day one consisted of the common Likert-type scale and several free response items (Appendix E). The feedback form following Day Two (Appendix F) was a bit more structured than the form distributed after Day One; the Day Two feedback form consisted of four questions on a Likert-type scale, three free response items where participants were asked to report their perceptions of the training and any questions they still had, as well as one free response item where participants could provide any general feedback they wished. The Day Three (Appendix G) and Day Four (Appendix H) feedback forms were similar in format to the feedback form for Day Two. It is important to note that all Likert-type responses are on a 6 point scale, with higher means indicating greater agreement.

Day One Feedback Findings

Of the 15 Portfolio Cohort participants present on the first meeting date, 14 completed the Day One Feedback Form. This resulted in a 93.3 percent response rate. This is considered an extremely high response rate and assures that the average responses will be representative of the entire group.

The first Likert-type item was also the only one used across all feedback forms (*Overall, my professional development experience was effective and useful*). The average score for this item was 5.96; such a high mean indicates that the vast majority of respondents perceived the first day of their Cultural Proficiency Portfolio Cohort training as being both effective and useful.

The next two Likert-type response items all began with the following prompt: *Today's professional development experience helped me to...*; the questions each built off of this prompt. The average response for the first of these two items (*...become more aware of my own belief system and its relationship to the Guiding Principles of Cultural Proficiency*) was 5.71. This mean indicates a high level of agreement with this statement. The next response item (*...begin thinking about my project*) had a mean of 5.43. Although this mean is relatively high, it is quite a bit lower than the other Likert-type response items. This indicates that the focus on the portfolio project may have been the weakest point in the Day One training.

Responses to the free response items were classified as either Positive or Negative. They were then coded and analyzed for the presence of specific themes. Overwhelmingly, the most beneficial aspect of the first Portfolio Cohort meetings, according to the respondents, were the activities presented. There was one activity in particular, an activity known as *BaFa BaFa* (an activity that illustrated some of the challenges of cross-cultural communication), that was mentioned by over a third quarter of all participants as a positive aspect of Day One of the Portfolio Cohort. In addition, participants mentioned enjoying completing the Values Inventory; they also reported appreciating the time for self reflection and the opportunity to build relationships with those around them. Table 5 presents these results.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Table 5: Portfolio Cohort Day One Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Beneficial Activities	57.1
	Enjoyed BaFa BaFa Activity	35.7
	Enjoyed Values Inventory Activity	21.4
	Time for Self Reflection	14.3
	Opportunity to Build Relationships	14.3
Negative Feedback	Desire More Information on Portfolio	57.1
	More Time to Work on Portfolio	42.9

The vast majority of respondent negative perceptions were related to the actual portfolio process. More than half of all respondents reported being unsure about the portfolio; of those who cited this as a concern, several indicated having many questions about the next steps in the process and desiring more information about the completion of the portfolio. Also, a number of participants expressed a desire during the actual meeting to have more time dedicated to working on their portfolio and project. Aside from the concerns about the portfolio project, there was no other negative feedback from Day One participants.

Day Two Feedback Findings

There were 22 participants present on Day Two and 21 of those submitted a feedback form for a response rate of nearly 95.4 percent. As with Day One feedback, this represents an extremely high response rate.

The feedback form administered on Day Two consisted of four Likert-type scale items (Appendix J). The average participant rating for the first item (*Overall, my professional development experience was effective and useful*) was 5.71; although this is lower than the average response for the same item on Day One, this still represents a high rate of agreement.

The next three Likert-type items used the following prompt: *Today’s professional development experience helped me to...*; this prompt helped to elicit ratings related to three of the five Portfolio Cohort training program outcomes. Participant ratings for the first outcome in this series (*...build a collaborative learning community*) were quite high; the average rating for this item was 5.55. The average rating for the next outcome (*... increase understanding of myself in the context of the Barriers of Cultural Proficiency*) was 5.57 which is also quite high. The final item, (*... progress within the professional portfolio process*) served as a proxy to how well participants felt they were moving in the portfolio process. The average rating for this item, while still high (5.10), was much lower than those for each of the other Likert-type items from the Day Two feedback form. This item’s relatively low rating was consistent with the feedback provided followed Day One; it appeared that unease regarding the portfolio process still existed following the second meeting date of the Portfolio Cohort.

The Day Two free response items were identical to those from the Day One feedback form. Responses were categorized as either Positive or Negative, and then coded and analyzed for the presence of specific themes. Based on participant feedback, the most popular aspect of the Day Two training was the *Color of Fear* movie that was shown and the discussions related to this film. Another strength that was mentioned by these respondents was that the facilitators did a good job in managing group dynamics and in creating a safe environment for sharing.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Although there were very few negative comments made regarding Day Two, the most often mentioned response was a desire to have more information on the portfolio project. It is important to note that although this was the most popular response, it was mentioned by less than 10 percent of respondents. Table 6 presents these results.

Table 6: Portfolio Cohort Day Two Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Color of Fear Film/Discussion	28.6
	Good Facilitators	14.3
	Opportunity to Work on Portfolio	9.5
	Time for Self Reflection	9.5
	Good Discussions	9.5
Negative Feedback	Desire More Information on Portfolio	9.5
	More Info on How to Share Information	
	Learned During Training	4.8
	More Time on Color of Fear	4.8

Day Three Feedback Findings

The response rate for Day Three feedback forms increased dramatically compared to the two previous feedback forms. Seven of the 15 portfolio cohort participants present on Day Three of the training returned their feedback form. This resulted in a 46.7 percent response rate. Such a low response rate must be taken into consideration when interpreting the responses from Day Three participants.

The Day Three feedback form followed the same format as the Day Two form (Appendix K). The average participant rating for the first Likert-type item (*Overall, my professional development experience was effective and useful*) was 5.86.

The next three Likert-type items were statements based on the following prompt: *Today's professional development experience helped me to...*; this prompt helped to elicit ratings from participants related to three of the Portfolio Cohort training program outcomes. The average rating for the first item in this series (*...build a collaborative learning community*) was 6.00. Although the average rating is higher than the rating for the same question on the two previous meeting dates, it is important to consider the low response rate.

The average participant rating for the next outcome (*... increase understanding of The Essential Elements as standards for the culturally competent values, behaviors, policies and practices*) was 5.43. The average rating for the third outcome (*...reflect upon, discuss, and plan for the next steps in the portfolio process*) served as a proxy to explore participants' perceptions of how well they felt they were moving in the portfolio process. The average rating for this item (5.43) was higher than the responses to the portfolio item on Day Two.

The free response items on the Day Three feedback forms were identical to those from the feedback forms for the first two meeting dates. The responses were categorized as either Positive or Negative, and then coded and analyzed for the presence of specific themes. On Day Three,

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

respondents appreciated having time to work on their portfolios as well as being provided with an opportunity for self reflection. Table 7 presents these results.

Table 7: Portfolio Cohort Day 3 Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Opportunity to Work on Portfolio	42.9
	Time for Self Reflection	42.9
	Good Discussions	28.6
Negative Feedback	Desire More Information on Portfolio	42.9
	Problems with Technology	28.6
	Poor Use of Time	28.6

Day Four Feedback Findings

The fourth Portfolio Cohort meeting was the final day during which cultural proficiency content was presented. This was also the final meeting prior to the presentation of portfolio projects. Sixteen of the 17 participants present returned a completed feedback response form.

The Day Four feedback form consisted of four Likert-type scale items (Appendix L) that were identical to those from the previous meeting dates. The average rating for *Overall, my professional development experience was effective and useful* was 5.69.

The next three Likert-type items were statements based on the following prompt: *Today's professional development experience helped me to...*; this prompt helped to help elicit ratings from participants related to three of the Portfolio Cohort training program outcomes. Participant ratings for the first outcome in this series (*...use the language of cultural proficiency to recognize, describe, and participate in discussions about behaviors and practices that are both healthy and counterproductive to diversity, inclusion, and success for all*) was 5.50. The next item, (*... discuss, receive feedback and think about my next steps for my project*), which served as a proxy to estimate participants' perceptions of how well they felt they were moving in the portfolio process, received an average rating of 5.70. Based on the responses from previous meeting dates, on Day Four the amount of time spent on portfolio related activities was perceived quite positively.

The final item was related to participants' perceptions of the learning community formed as a result of their Portfolio Cohort participation. The average rating among participants for the item *"Today's professional development experience helped me to develop a learning community."* was 5.72.

Consistent with the high rating of the question related to the portfolio project, several participants mentioned that they came to better understand the portfolio process during this meeting date. Also, they appreciated the feedback they received on their portfolio projects during Day Four. Despite these positive perceptions, there were still some participants who would have appreciated more time during this session be dedicated to them working on their portfolio project. In addition, though representing a very small number of participants, there were some who still felt unsure about the portfolio project even after the activities of Day Four. Table 8 present these data.

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Table 8: Portfolio Cohort Day Four Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Understand Portfolio Process	18.80
	Received Good Feedback on Portfolio	18.80
	Enjoyed Presentation Format	6.30
	Encouraged to Share at School	6.30
Negative Feedback	More Time for Portfolio	18.80
	Unsure About Portfolio	6.30

Question 6: Were the outcomes of the Cultural Proficiency Portfolio Cohort professional development achieved?

This question relates to the skills and knowledge gained by individuals participating in the Cultural Proficiency Portfolio Cohort. The *Staff Cultural Competence Self-Assessment* was administered to those participating in the Portfolio Cohort during the 2010–2011 school year to measure an individual’s perception of their own level of cultural proficiency. This survey was administered to each participant twice; once prior to the beginning of their Cultural Proficiency Cohort training and again at the end of the 2010–2011 school year. As stated earlier the delivery and communication method of alerting participants about this evaluation changed during the 2010-2011 school year. In 2010-2011 there were 23 participants in the Portfolio Cohort. Of the 23 participants only 10 (or 43%) completed a pre and post Staff Cultural Competence Self-Assessment. Once again this was a much smaller participation rate than expected. For this reason, the reader is cautioned not to make serious programmatic decisions based on the data provided in Table 9 below.

Table 9: Portfolio Cohort Series Staff Cultural Competence Self Assessment Means

Essential Element	Pre-Test Mean	Post-Test Mean	Change
Assess Culture	4.43	4.76	+0.33
Value Diversity	4.46	4.69	+0.23
Manage the Dynamics of Difference	4.53	4.71	+0.18
Adapt to Diversity	4.20	4.40	+0.20
Institutionalize Cultural Knowledge	4.57	4.46	-0.11
<i>Complete Instrument</i>	<i>4.45</i>	<i>4.65</i>	<i>+0.20</i>

Question 7: Was implementation advocated, facilitated and supported (e.g., were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedure?)

This question is related to the quality of the portfolio process as well as outcomes for each participant. In order to answer this question, a survey was administered to all portfolio participants (Appendix I) following the conclusion of their portfolio experience. A different survey was also administered to each participant’s school administrator or office supervisor (Appendix J).

Following the portfolio presentations at the final meeting, both portfolio participants and their supervisors were administered the survey regarding their perceptions. The items on each of these

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

surveys directly mapped onto the questions provided above. Each participant and mentor was required to complete a survey. If a school administrator had more than one person from his or her school, the administrator was asked to complete a survey for each participant in his or her school.

Each survey consisted of several Likert-type scale items. For each item the participant indicated his or her level of agreement. For each item, the anchors were 1 (*Strongly Disagree*) to 6 (*Strongly Agree*). In most cases higher means indicate greater agreement for each item. However, for items 6 through 9 on the participant survey, lower means actually indicate more positive results.

Portfolio Cohort Participant Results

Table 10 presents these data.

Table 10: Item Response Means for Portfolio Participant Survey

#	Item	Mean
1	The Cultural Proficiency Office fully supported me throughout each stage of my portfolio process (idea development, planning, and implementation).	5.59
2	The implementation of my portfolio project was advocated and supported by my organizational leaders (i.e., school administrators, supervisors, etc.).	5.59
3	Successes experienced by myself and other members of my Portfolio Cohort were recognized and shared during meetings.	5.53
4	Any success of my individual portfolio project was shared with my school community by those in leadership positions.	4.33
5	Support given during portfolio process by supervisor or colleagues was public and overt.	3.29
<i>I experienced a number of challenges during the following stages of my portfolio process...</i>		
6	...Idea Development.	3.29
7	...Planning.	3.24
8	...Implementation.	2.88
9	...Evaluation.	2.81
10	I felt confident in my supervisor (from Office of Cultural Proficiency) to help me solve/address any challenges or problems that arose during my portfolio process.	5.06
11	My portfolio project has had a positive impact on the climate of my school/office/organization.	4.81
12	I would recommend the Portfolio Cohort training to my colleagues.	5.88

Overall, it appears that Portfolio Cohort participants were quite satisfied with the support they received from the staff of the Office of Cultural Proficiency as well as the support of organizational leaders during the implementation of the portfolio project; this is evidenced by the high means (5.59). They were also pleased with the recognition they received from school staff for their successes, as indicated by the mean 5.53. However, participants’ perceptions of their portfolio project being shared with the school community and the public and overt support given during the portfolio process by supervisors or colleagues was less positive (means of 4.33 and 3.29, respectively). In addition, participants were less positive in their feelings that their project had a positive impact on the climate of their school/office/organization (mean 4.81).

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Items six through nine are phrased in terms of the participant experiencing difficulty during the portfolio process; thus lower means are actually considered more positive for these questions. According to this means, participants experienced the most difficulty during the implementation and evaluation stages of the portfolio process.

Based on the last item, it appears as though the Portfolio Cohort participants perceived their experience quite positively and believed that their training was worthwhile and beneficial; enough so that they would recommend it to their colleagues.

Portfolio Cohort Supervisor Results

Table 11 presents these data.

Table 11: Item Response Means for Portfolio Supervisor Survey

#	Item	Mean
1	I was fully supported by the Office of Cultural Proficiency in my efforts to mentor my school's Portfolio Cohort participant.	6.00
2	I was fully supported and advocated for the implementation of my school's Portfolio Cohort participant's project.	6.00
3	I shared any success of my school's Portfolio Cohort participant in the implementation of his/her project with the entire school community.	5.50
4	I provided public and overt support to my school's Portfolio Cohort participant.	6.00
5	I felt confident in my ability to help my school's Portfolio Cohort participant solve/address any challenges or problems that arose during his/her portfolio process.	6.00
6	My school's Portfolio Cohort participant's project has had a positive impact on the climate of my school/office/organization.	6.00
7	I would recommend the Portfolio Cohort training to other members of my staff.	6.00

Overall, the mean ratings for all items on the supervisor survey were quite high. Based on mean ratings for all items (with the exception of item 3), supervisors felt as though the Office of Cultural Proficiency supported them in their role as mentor to Portfolio Cohort participants and were able to successfully advocate for the implementation of their school's Portfolio Cohort participant's project. They were able to provide public and overt support to their school's Portfolio Cohort participant, they felt confident in their ability to help their Portfolio Cohort participant address challenges or problems, and they believed that their Portfolio Cohort's participant's project had a positive impact on the climate of the school.

SECTION 3: EVALUATION FINDINGS THE CULTURAL PROFICIENCY FACILITATION COHORT

Question 8: Did the Facilitation Cohort professional development take place as planned (e.g., timeline, activities, etc.)?

To answer this question, a SAPE staff member attended each of the four Facilitation Cohort meetings and conducted a materials and agenda inventory to help determine the extent to which the training leaders adhered to the schedule and provided a comprehensive view of the actual content, activities, and materials presented in the Cultural Proficiency Facilitation Cohort. The inventory results were compiled and analyzed to determine (1) the extent to which the seminar dates remained on schedule and covered the material stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.

The analysis of the data showed the following results.

- Remaining on schedule. Overall, the activities of the facilitation cohort occurred exactly as scheduled. Nearly 94% of all activities were conducted on the scheduled meeting date and only one activity was omitted from the schedule. Based on these findings, it is asserted that the facilitation cohort remained on schedule for each of the four meeting dates during which content was covered.
- Group composition of activities. The group composition of the activities in which the Facilitation Cohort participated was split almost evenly between small group activities (47.8 percent of total time) and full group activities (46.9 percent of total time). Most of these activities (both small and full group) included practicing various facilitation techniques and preparation for their practice facilitation, which will take place on their fifth day of training. Only 5.5 percent of the activities of the facilitation cohort were carried out by individuals.
- Themes or concepts covered in activities. Quite a few of the activities covered during the facilitation cohort meeting dates included instruction on how to properly facilitate a group discussion on Cultural Proficiency topics (24.7 percent of total time). In addition, activities related to practicing facilitation took up a significant portion of time during the meeting dates (18.8 percent of total time). Overall, activities related to building participants' facilitation skills and abilities took up over 40 percent of the time across the four sessions.

The activity that took up the most time was the planning of the actual practice facilitation event that each participant was required to complete. These activities made up nearly 40 percent of the session meeting time (39.4 percent of total time). These activities were spread across all four sessions, though the majority of the event design planning took place during the third and fourth meeting dates. Each participant was assigned a partner for the facilitation event and they spent the majority of this time planning and preparing their mock facilitation with their partners.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Question 9: What were teachers' perceptions of the quality and utility of the Facilitation Cohort professional development?

Day One and Day Five Feedback Summary

The 2010-2011 The Facilitation Cohort training is in a process development stage/ While specific areas of furthering the Cultural proficiency awareness of these participants is very much a part of the training, these members have already gone through the first two tiers (cadre awareness and portfolio cohort) of the Cultural Proficiency initiative. At the conclusion of Day 1 and Day 5, participants were asked to respond to questions about their experience. Listed were some of the questions and responses provided after the Day session.

Day 1: Questions I still have?

- How to manage balancing the time and still follow the group that is being facilitated
- Just looking forward to more opportunities to increase my facilitation skills.
- Not sure what I am going to do at a school yet.
- Who and what am I facilitating
- How will we be supported at our schools? What are your expectations for us following/during CP3 seminars?

Day 1: For the next seminar, I need/want....

- More practice! Especially using the ladder
- Other ways to delve deeper, finding the balance with how to push someone.
- More information guidance
- To continue to be more open about my feelings and understanding others in our discussions to gain more confidence in speaking up.

Day 1: My Next steps are....

- Thinking about opportunities to facilitate conversations, both in and out of school.
- Identifying when, who and what to facilitate.
- Trying to figure out which direction to begin with our group at school.
- To practice listening without leading.

At the conclusion of Day 5 another series of questions were presented to the facilitation group.

Day 5: What were the Sweet Spots?

- Having a chance to plan and do a real facilitation.
- Working with someone not from my school.
- You were always available to guide us.
- Feedback from peers, you guys and giving feedback to my peers.
- Constructive criticism good.

Day 5: Right on Target

- Choosing the “audience” group for us.
- Structure – time, schedule good.
- Use the tools you have. Prepared well
- Size of group audience.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Day 5: I Amp Up

- Direction- made me nervous. I missed the “partnering”. Last minute I was changed to another partner.
- Opportunities to keep working with my partner.

Day 5: Amp Down

- Time- too much “here”—after feedback lunch—then return.

Day 5: Red Flags

- Low energy end of the day.
- No breaks.

All comments are kept within the research area of SAPE and may be reviewed upon request. It is expected that the comments provided will be used by the Office of Cultural Proficiency as they plan to revise and refine the Facilitation Cohort training in the 2011-2012 school year. SAPE staff will continue to collaborate with the Office of Cultural Proficiency in building a more extensive evaluation piece prior to the start of the 2011-2012 school year.

SECTION 4: EVALUATION FINDINGS

THE CULTURAL PROFICIENCY LEADERSHIP COHORT

Question 10: Did the Leadership Cohort professional development take place as planned (e.g., timeline, activities, etc.)?

To answer this question, a SAPE staff member attended each of the four Leadership Cohort meetings and conducted a materials and agenda inventory to help determine the extent to which the training leaders adhered to the schedule and provided a comprehensive view of the actual content, activities, and materials presented in the Cultural Proficiency Leadership Cohort. The inventory results were compiled and analyzed to determine (1) the extent to which the seminar dates remained on schedule and covered the material stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.

The analysis of the data showed the following results.

- Remaining on schedule. Nearly 100 percent of the activities scheduled for the Leadership Cohort occurred according to schedule. Only one activity was not completed on the scheduled day due to lack of time; that activity was completed on the following meeting date, though. Thus, it can be concluded that, overwhelmingly, the activities of the Leadership Cohort remained on schedule.
- Group composition of activities. There was a relatively even distribution in the group composition of the activities that took place during the Leadership cohort meetings. More than a third (36.6 percent of total time) of the activities took place in a small group format (groups of 2 to 8 people). One of these activities included a simulation where the participants had to utilize decision making strategies for an entire school system over a two year period of time. Almost an equal amount of time was spent working as a full group (35.3 percent of total time). Finally, nearly 30 percent (28.1 percent of total time) of the activities were completed individually. The majority of this individual work consisted of the participants planning and working on the completion of their projects that were a requirement for the Leadership Cohort.
- Themes or concepts covered in activities. The vast majority of the activities were related to building the participants capacity for leadership as it relates to sharing the message of Cultural Proficiency. For example, the simulation that was conducted on day four cast each participant as a system leader and required them to attempt to implement several Cultural Proficiency related initiatives in various settings. In addition, a significant portion of each meeting date was set aside to allow the participants to actually work on their own Leadership portfolio projects. The final day, the entire afternoon was dedicated to this activity. Thus, most of the activities were actually related, directly or indirectly, to the completion of each participant's leadership project.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Question 11: What were teachers’ perceptions of the quality and utility of the Leadership Cohort professional development?

Day One Feedback Findings

Table 14: Leadership Cohort Day One Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Sharing/Re-connecting/Collaborating with Colleagues	45%
	Time for Reflection/Feedback	27%
	Connecting and Building Relationships	12%
	Time For Deep Thinking/Exploration and Discussion	18%
Negative Feedback	More Discussion/Clarification About Project	44%
	Continued Support/Vision for Future Activities	22%

The participants in the Leadership Cohort enjoyed the ability to share experiences, connect and re-connect, and collaborate and brainstorm with colleagues on Day One of the Leadership Cohort meeting. They also appreciated the time provided to reflect and receive feedback on their project. However, the Leadership participants felt they would have benefited from more discussion and clarification about their project. They also expressed some concerns regarding next steps, and what supports or opportunities were available to them in the future if they desired to continue to develop their cultural proficiency skills.

Day Three Feedback Findings

Table 15: Mean Ratings for Leadership Cohort Day Three Feedback Items

#	Item	Mean
1	Overall my professional development experience was effective and useful	5.55
2	Overall, I appreciated my professional development experience	5.79
3	Today’s seminar helped me to develop a collaborative learning environment	5.71
4	Today’s professional development experience helped me to expand my notion of ought and will as it relates to my values and beliefs	5.29
5	Today’s professional development experience helped me to reflect upon and develop case scenarios for a work setting	5.43

Day Three Feedback Findings

Table 16: Leadership Cohort Day Three Feedback

	Common Themes	Percent of Respondents Mentioning Theme
Positive Feedback	Powerful Discussions and Conversations	48%
	Fishbowl Activity	17%
	Time to Self-reflect, Examine Beliefs, Deep Thinking	17%
	Diversity Timeline	9%
Negative Feedback	Structure of Day- long, exhausting, certain projects should be discussed earlier in day, etc.	67%

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

On Day Three, the Leadership Cohort participants believed that their experience was useful and assisted them in developing a collaborative learning environment in their schools. Specifically, they greatly enjoyed the powerful discussions, conversations, and opportunities for sharing ideas, experiences, and beliefs on Day Three. (This sentiment was expressed on Day One as well.). Participants, however, did not like the structure and time management of Day Five. They felt “exhausted” at the end of the day and felt the day lasted too long. They also thought that the project should have been discussed earlier in the day, giving more time to answer questions and clarify the project requirements.

Day Five Feedback Findings

Table 17: Mean Ratings for Leadership Cohort Day Five Feedback Items

#	Item	Mean
1	Overall, my professional development experience was effective and useful	5.75
2	Overall, I appreciated my professional development experience today	5.78
3	This year’s cohort experience helped me to develop relationships and develop as a learning community	5.56
4	This year’s cohort experience helped me to deepen knowledge of and commitment to Cultural Proficiency as a process of personal and organizational change	5.78
5	This year’s cohort experience helped me to apply the tools of Cultural Proficiency to an aspect of my work	5.89

Day Five Feedback Findings

Table 18: Leadership Cohort Day Five Feedback

Common Themes		Percent of Respondents Mentioning Theme
Positive Feedback	Collaboration/Relationship Building	38%
	Receiving Feedback on project	19%
	Sharing Project with Others	13%
Negative Feedback	More Time for Connecting with Others	50%

On Day Five of the Leadership Cohort, participants supported their previous assertions that the experience was effective, useful, and helped them develop relations and develop as a learning community. They believed that the cohort experience helped them to apply the tools of Cultural Proficiency to their work, and helped them deepen their knowledge of and commitment to Cultural Proficiency. They enjoyed the time to collaborate and build relationships with their colleagues during the meeting on Day Five, so much in fact that they would have appreciated even more time connecting and collaborating with their colleagues.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix A: Agenda and Materials Inventory Template

Agenda Inventory

Topic to Be Addressed	Day	Essential Element/Outcome?	Was it Addressed	Time Spent on Topic	Additional Comments

Materials Inventory

Material Name	Day	Medium	Topic Supplemented	Essential Element/Outcome?	Was Material Used	Time Spent Referencing Material	Additional Comments

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix B: Introductory Awareness Series Day 2 Feedback Form

Feedback and Evaluation

Introductory Awareness Series Days 1 and 2

1. Overall, my professional development experience so far has been effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Cultural Proficiency is an *inside-out* approach to change. Because of my experiences over the past two days, one thing I will do is...

I came expecting...

I got...

Now I need...

Questions I have...

Additional Comments:

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix C: Introductory Awareness Series Day 5 Workshop Feedback Form

Feedback and Evaluation

Introductory Awareness Series - School Cadre Team - Day 5

1. Overall, my professional development experience was effective and useful. (Circle one)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

2. I acquired the intended knowledge and skills.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

3a. What I am learning and doing is having an effect on organizational climate (how people feel) & procedures.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Example:

3b. What I am learning and doing is having an affect organizational/classroom culture (how people do things).

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Example:

3c. Sufficient resources are made available.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Example:

4. I have applied what I have learned in my daily work life.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Example:

5. Students are benefiting from what I have learned.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Example:

Additional Comments:

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix D: Staff Cultural Competence Self Assessment

Directions: Please rate on a scale of 1 to 5 (1=Never, 2=Almost Never, 3=Sometimes, 4=Almost Always, 5=Always) the extent to which you endorse the following:

1. ____ I ensure that magazines, brochures, and other printed materials reflect the different cultures present in a diverse and changing world.
2. ____ I understand that the perception of education has different meanings to different cultural or ethnic groups.
3. ____ I am aware of how my culture defines family.
4. ____ I ensure directly or indirectly (by reminding administration or other staff) that information sent home takes into account the average literacy levels and language of the students and families served by our school.
5. ____ I understand that my religious views and other beliefs may influence how I respond to traditional education and how that impacts students and individuals.
6. ____ I understand that how I, and those of my culture, view the value of education and the prescribed roles of teachers, students, and parents may differ from students and families of diverse cultural backgrounds.
7. ____ I understand the ways in which race, ethnicity, culture, language and social class interact to influence student behavior.

When interacting with linguistically diverse students and families (English Language Learners and those with varying English dialects) I keep in mind that:

8. ____ Their limited ability to speak the language or to express themselves in the same way as the dominant culture has no bearing on their ability to communicate effectively.
 9. ____ I use bilingual-bicultural staff and/or personnel to interpret during meetings and other occasions for students and families who need or prefer this level of assistance.
 10. ____ For students and families who speak languages or dialects other than English, I learn and use key words in their language so that I am better able to communicate with them.
 11. ____ I understand that it may be necessary to use alternatives to written communication for some students and families, as direct communication via phone or through another person or organization with which they are familiar may be more effective and preferred.
 12. ____ I seek out information in an attempt to understand any familial colloquialisms used by my students and families that may impact our communication.
- -----
13. ____ When using videos, films, or other media resources, I ensure that they reflect the cultures and ethnic background of individuals present in a diverse and changing world.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

14. ____ I am aware of my values that may conflict or be inconsistent with cultures or ethnic groups other than my own.
15. ____ I screen books, movies, and other media resources for negative cultural, ethnic, sexual orientation, or racial stereotypes before using them in curriculum and instruction or sharing them with students and families served by our school.
16. ____ I am able to intervene in an appropriate manner when I observe students or other staff engaging in behaviors that show cultural insensitivity, racial bias, and prejudice.
17. ____ I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).
18. ____ I accept and respect that male-female roles may vary significantly among different cultures and ethnic groups, including my own (e.g. who makes major decisions for the family).
19. ____ I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value place on the decision of elders, the role of eldest male or female in families, or roles and expectation of children within the family).
20. ____ I keep abreast of the major educational concerns and issues for the varying learning styles and ability levels of students served by our school.
21. ____ Even though my professional or moral viewpoints may differ, I accept the parent/guardian and families as the ultimate decision makers for educational services and supports needed for their child.
22. ____ I recognize that the value of education may vary greatly among cultures.
23. ____ I know how to modify my instruction so that students from diverse ethnic, racial, cultural, linguistic, and ability groups will have an equal opportunity to learn.
24. ____ I display pictures, posters, artwork, and other décor that reflect the various images of a diverse and changing world.
25. ____ I seek information from students, families, or key community resources that will assist in curriculum/instruction adaptation to respond to the needs and preferences of culturally and ethnically diverse groups served by our school.
26. ____ I keep abreast of the major educational concerns and issues for the ethnically and racially diverse student/family population served by our school.
27. ____ I am aware of the socio-economic and environmental situation in which I was raised.
28. ____ I recognize and accept that individuals from culturally diverse backgrounds, including myself, may desire varying degrees of acculturation into the dominant culture.
29. ____ I am aware that socio-economic and environmental factors can contribute to educational problems for the culturally, ethnically, and racially diverse populations served by our schools.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

30. ____ I do not allow my knowledge of socio-economic and environmental factors to lower my expectations for my students regarding their behavior or academic performance.
31. ____ I am aware of how I view age and life cycle factors.
32. ____ Before making a home visit, I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to the culturally and ethnically diverse groups served in our school.
33. ____ I reflect on the policies and practices of my school to determine which students are better served by our school's current policies and practices and then provide additional support as needed.
34. ____ I avail myself to professional development and training to enhance my knowledge and skills in the provision of services and supports to culturally, ethnically, racially, and linguistically diverse students.
35. ____ I strive to become competent in the most current and proven best practices for educating students from diverse ethnic, cultural and linguistic backgrounds as well as those with diverse learning styles.
36. ____ I advocate for the review of my school's mission and vision, goals, policies, practices and procedures to ensure that they incorporate and reflect principles and practices that promote cultural and linguistic competence.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix E: Portfolio Cohort Day 1 Workshop Feedback Form

Feedback and Evaluation

Professional Portfolio Cohort - Day 1

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

<p style="text-align: center;">+ Pluses (Strengths to Retain or Increase)</p>	<p style="text-align: center;">Δ Deltas (Weaknesses to Reconsider or Eliminate)</p>

Questions I have...

Additional Comments:

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix F: Portfolio Cohort Day 2 Workshop Feedback Form

Feedback and Evaluation
Professional Portfolio Cohort - Day 2

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

a. Built a collaborative learning community.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

b. Increased understanding of myself in the context of the Barriers to Cultural Proficiency

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

c. Progressed within the professional portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

+ Pluses (Strengths to Retain or Increase)	Δ Deltas (Weaknesses to Reconsider or Eliminate)

Questions I have...

Additional Comments (use back of page):

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix G: Portfolio Cohort Day 3 Workshop Feedback Form

Feedback and Evaluation

Professional Portfolio Cohort - Day 3—Nov. 10, 2009

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

d. Built a collaborative learning community.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

e. Increased understanding of The Essential Elements as standards for culturally competent values, behaviors, policies, and practice.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

f. Reflect upon, discuss, and plan for the next steps in the portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

+ Pluses (Strengths to Retain or Increase)	Δ Deltas (Weaknesses to Reconsider or Eliminate)

Questions I have...

Additional Comments (use back of page):

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix H: Portfolio Cohort Day 4 Workshop Feedback Form

Feedback and Evaluation

Day 4: Assessing Personal and Organizational Progress

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

Use the language of cultural proficiency to recognize, describe, and participate in discussions about behaviors and practices that are both healthy and counterproductive to diversity, inclusion, and success for all.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Progress within the portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Develop as a learning community

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix I: Portfolio Cohort Participant Day Five Survey

Participant ID: _____

Please indicate the extent to which you agree with the following statements:

1. The Cultural Proficiency Office fully supported me throughout each stage of my portfolio process (idea development, planning, and implementation).

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

2. The implementation of my portfolio project was advocated and supported by my organizational leaders (i.e., school administrators, supervisors, etc.).

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

3. Successes experienced by myself and other members of my Portfolio Cohort were recognized and shared during meetings.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

4. Any success of my individual portfolio project was shared with my school community by those in leadership positions.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

5. Support given to me during the portfolio process by school supervisors or colleagues was public and overt.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

6. I experienced a number of challenges during the following stages of my portfolio process:

 a. Idea Development

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

 b. Planning

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

 c. Implementation

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

 d. Evaluation

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

7. I felt confident in my supervisor to help me solve/address any challenges or problems that arose during my portfolio process.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

8. My portfolio project has had a positive impact on the climate of my school/office/organization.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

Please indicate some of the areas impacted:

9. I would recommend the Portfolio Cohort training to my colleagues.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Appendix J: Portfolio Cohort Supervisor Survey

Please indicate the extent to which you agree with the following statements:

1. I was fully supported by the Office of Cultural Proficiency in my efforts to mentor my school’s Portfolio Cohort participant.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

2. I fully supported and advocated for the implementation of my school’s Portfolio Cohort participant’s project.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

3. I shared any success of my school’s Portfolio Cohort participant in the implementation of his/her project with the larger school community.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

4. I provided public and overt support to my school’s Portfolio Cohort participant.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

5. I felt confident in my ability to help my school’s Portfolio Cohort participant solve/address any challenges or problems that arose during his or her portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

6. My school’s Portfolio Cohort participant’s project has had a positive impact on the climate of my school/office/organization.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Please indicate some of the areas impacted:

7. I would recommend the Portfolio Cohort training to other members of my staff.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

High Quality Professional Development

New for 2011:

COMAR regarding teacher induction/mentoring and new reporting requirements as part of the Master Plan process were submitted to the State Board of Education for approval in March, 2011. Each LEA must provide the following information regarding their teacher induction/mentoring program:

A description of the mentoring program;

Data regarding the scope of the mentoring program, including the number of probationary teachers and the number of mentors who have been assigned; and the process used to measure the effectiveness of the induction/mentoring and the results of that measurement

Orientation program before the school year begins

Structure:

Each year, the Howard County Public School System (HCPSS) provides a three-day orientation for new hires in August, prior to the start of the school year. Certificated staff members are introduced to the system mission, goals and initiatives. They also attend curriculum content sessions led by Division of Instruction coordinators, instructional facilitators, resource teachers and master teachers. New staff members also attend a half-day school-based orientation led by school staff members. During New Teacher Orientation week, new hires have opportunities to create classroom and instructional materials at the Teacher Resource Center. The participant outcomes for New Teacher Orientation (NTO) are as follows:

Outcomes - NTO participants will:

- Begin to establish positive relationships with HCPSS staff members who provide support and resources.
- Deepen understanding of effective strategies for creating a positive classroom environment and establishing positive relationships with students.
- Identify and engage in essential instructional practices for their curriculum areas.
- Become aware of HCPSS's commitment to Cultural Proficiency.
- Receive information about:
 - Access to resources for curriculum and instruction.
 - Resources and benefits available to HCPSS employees.
 - Policies and procedures relevant to their professional responsibilities.

Content:

During curriculum and program area sessions, new hires interact with the central office staff members who will provide on-going support during the school year. They receive information about curriculum resources, recommended instructional approaches, building positive relationships with students and families, and strategies for successfully starting the school year. Certificated staff members also receive training in Aspen, the local student information management system, an overview of expectations for professional and ethical behavior, as well as an introduction to the HCPSS's commitment to Cultural Proficiency.

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

Non-tenured teachers are supported in several ways:

- Secondary non-tenured content area teachers are eligible for mentoring support.
- Mentoring support is provided for third year non-tenured teachers as specified in COMAR.
- Reading and mathematics support teachers in designated schools provide support for planning, instruction, and student data analysis.
- Curriculum coordinators, instructional facilitators, and resource teachers provide new teacher seminars, feedback through informal observations, support for lesson/unit planning and instructional delivery, and support for technology integration.
- Teacher Development Liaisons in designated schools receive specialized training in mentoring skills and instructional coaching. Teacher Development Liaisons coordinate school-based support for non-tenured teachers by facilitating non-tenured teacher meetings at the school site and supporting experienced colleagues who work with new hires.

Certificated staff members are afforded opportunities to observe skilled teachers at the discretion of the site-based administrator. School-based and Division of Instruction staff members offer multiple opportunities for new certificated staff members to observe best practices and engage in co-teaching. Non-tenured and second-class certificated teachers are afforded opportunities to observe teachers at the discretion of the site-based administrator. Guidance for this process is provided through the Resource Manual for School Based Administrators, the Guide to Teacher Evaluation, and the assigned Administrative Director. School administrators use classroom observations and student results to determine which teachers can serve as demonstration teachers.

Each semester, workshops/courses targeting non-tenured teachers are offered centrally through the Continuing Professional Development Program. Session content is determined by research in best practice in teacher induction. Additionally, Division of Instruction staff members design and deliver sessions for new content area teachers throughout the year.

School-based professional development is coordinated and delivered by site-based staff members in collaboration with central office staff members. Sessions are customized to meet the needs of new hires in their school setting. The content of these sessions include instructional planning and delivery, formative and summative assessment development, classroom management and organization, technology integration, positive classroom climate, data driven decision-making, and effective use of data tools among other topics.

On-going professional development continues to be offered to central and school-based staff members in an effort to build capacity and knowledge in the effective use of mentoring, coaching, and differentiated supervision.

Data regarding the scope of the mentoring program, including the number of probationary teachers and the number of mentors who have been assigned.

HCPSS engages site based and central office staff members in the work of teacher mentoring for non-tenured and second-class certificated teachers. Non-tenured and second-class certificated teachers are provided mentoring services in one or more of the following ways:

Section D: Great Teachers and Leaders – Highly Qualified Professional Development (continued)

- Retired master teachers provide secondary instructional resources, support for planning and strategies for creating a positive classroom environment.
- Central office Division of Instruction staff members provide mentoring for second-class certificated staff members as specified in COMAR
- Elementary Reading and Mathematics Support Teachers provide support for planning, instruction, and student data analysis.
- Mathematics Instructional Support Teachers support and provide professional development to non-tenured secondary mathematics teachers.
- Special Education Support Teachers in 10 secondary schools mentor, coach, and support new special education teachers as well as general education teachers.
- Curriculum coordinators, instructional facilitators, and resource teachers provide new teacher seminars, feedback through informal observations, support for lesson/unit planning and instructional delivery, and support for technology integration.
- Teacher Development Liaisons in 70 schools received specialized training in mentoring skills and instructional coaching from the Office of Professional and Organizational Development. Teacher Development Liaisons coordinate school-based support for non-tenured teachers by facilitating non-tenured teacher meetings at the school site and supporting experienced colleagues who work with new hires. Teacher Development Liaisons and other school-based staff members are in the process of being trained in the use of an electronic Facilitator's Guide for Non-Tenured Teacher Meetings. The guide provides links to electronic resources that can be used to plan and guide non-tenured teacher meetings. Resources include professional development needs surveys, agenda templates, materials for "recruiting" and supporting school-based staff members who support non-tenured teachers, instructional materials, HCPSS policies and procedures, parent communication and engagement, and other relevant topics.
- Mentoring support is provided for third year non-tenured teachers as specified in previous COMAR for teachers hired prior to July 1, 2010. There are currently no HCPSS teachers in this category.
- From Oct. 2009 through Sept 2010, 289 new hires joined the ranks of our teaching staff. We expect a similar number of new hires for the upcoming school year. Every effort is made to sustain a one-to-fifteen ratio of new teachers to central office and site-based staff members engaged in teacher mentoring support. In addition to the list above of staff members who provide support for non-tenured staff members, a Teacher Mentoring Leadership Team, comprised of 22 Division of Instruction Program staff members has been formed. This group will participate in the MSDE Teacher Induction Academy and follow-up. They will develop and implement a systemic plan that provides systemic and site-based supports for all staff members engaged in teacher mentoring. They will also collaborate with system leaders to develop and implement a communication plan that ensures all stakeholders are updated and informed.

The process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

This year the office of Student Assessment and Program Evaluation will collaborate with Professional and Organizational Development to create an assessment tool aligned to new state implementation guidelines and system best practices for teacher induction.

Section D: Great Teachers and Leaders

Family Engagement

Introduction

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. One of the four principles of NCLB includes more choices for parents. In addition to a natural parent, NCLB defines a parents as a legal guardian or other person standing in *loco parentis* (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Under NCLB, the participation of parents is regular, two way, and meaningful communication involving student academic learning and other school activities.

1. Describe how the local school system shares information with parents about student academic standards, assessments, and data with parents? (ex. publications, website, workshops, etc.)

The HCPSS Department of Student, Family and Community Services engages parents through the development of events designed to inform and empower parents. Topics such as bullying, study skills, curriculum updates, college and career readiness and parent leadership are approached through a variety of settings and cultural lenses. Many of these events are designed and implemented in partnership with community organizations. The department's brochures provide information and resources about the development of school and home partnerships, navigating the school system, and an explanation of the school system's grading and reporting system and assessment practices. The Department of Student, Family and Community Services contributes to the system's award-winning website through a series of "What Your Child Will Learn" guides. Each grade level link provides an in depth overview of students' learning experiences. Hard copies of these brochures are distributed at the beginning of each school year. The website also includes electronic versions of the Catalog of Approved Courses to assist students and families in selecting high school courses. Parents and community members can use the school system's website to review state assessment results and the most recent performance of students on Maryland School Assessment, High School Assessment, Advanced Placement, and Scholastic Aptitude Test. The website features School Profiles describing each individual school's accomplishments, facts and figures, and test scores. The Facility Assessment Overview (FAO) is an additional highlight developed to enhance the transparency of HCPSS operations. The FAO discusses how well each building is supporting the delivery of the educational program to the students. A Facilities Condition Assessment is used to identify the condition of the physical plant and systems in the buildings and to estimate the deferred maintenance costs for each building.

School-based staff members participate in meetings with school leaders and advocate for families. School-based staff members develop after-school activities and parent seminars aligned with student performance and demographic data. The Department of Student Family and Community Services also facilitates the translation of publications and the registration and orientation of newcomers to the United States. The Department provides summer programs, and

Section D: Great Teachers and Leaders – Family Engagement (continued)

after-school homework assistance. The Saturday Math Academy provides low cost academic intervention enrichment for families in need of financial assistance. The Department of Student, Family and Community Services designs and implements quarterly parent information events and monthly leadership programs for parents who seek to increase their participation and contribution at the school level. The Department of Student Family and Community Services' Advisory Committee invites community members to voice their concerns and provide input about HCPSS initiatives. The Department of Student and Family Services supports many activities throughout the year to encourage greater participation of parents and families in the educational process. The Hispanic Achievement Office and the Black Student Achievement Program (BSAP) provide many of these services and supports.

The Hispanic Achievement Office offers a variety of services and support to raise academic achievement of Hispanic students, engage families, and reduce the drop-out rate of Hispanic students. Some of these services include:

- Advocacy and analysis of assessment data, at the central level, in order to identify trends and successful approaches that can be duplicated
- School-wide and school-based professional development
- Hispanic Achievement Institute, in collaboration with Elementary Language Arts and Elementary Math, for elementary classroom teachers on research based best practices for Hispanic students
- Hispanic youth clubs at secondary schools to promote a positive ethnic identity and higher education
- Spanish language TV program on educational issues, in collaboration with the HCPSS TV Office, targeting Spanish speaking parents
- Parent Academy in Spanish for elementary school parents focusing in the first four areas of the Epstein framework of parental involvement: parenting, communication, volunteering and at home learning
- Outreach through 12 Hispanic achievement liaisons placed in 15 schools - 4 high schools, 3 middle schools, and 9 elementary schools. Their main responsibilities include:
 - Collaboration with school staff to accelerate the achievement of Hispanic students, especially as it pertains to attendance and appropriate placement
 - Advocacy and education of the staff as to the realities of Hispanic students and their families
 - Facilitation of parental involvement
 - Collaboration with community agencies to better serve Hispanic students and their families
 - Special emphasis placed at the high school level to engage students who are at risk of dropping out, and to monitor graduation requirements

The Hispanic Achievement Program provides extended learning opportunities including:

- The Parent Academy in Spanish, facilitated by the Hispanic Achievement Specialist, graduated 35 parents from 10 elementary schools. Former graduates participated in continuous education workshops at an attendance rate of 83 percent. Schools with graduates are reporting clearly increased parental involvement.
- The Hispanic College Fund sponsors the Maryland Hispanic Youth Symposium to promote higher education among Hispanic high school students. This year the largest

Section D: Great Teachers and Leaders – Family Engagement (continued)

school system delegation was from the HCPSS. 78 Hispanic students from 11 high schools participated. The recruitment was facilitated by the Hispanic Achievement Specialist, and the participants will be part of the HCPSS Hispanic Youth Advisory Team that organizes the annual Mini-Symposium for Hispanic high school students.

- *ENCUENTROS* – The first Spanish language TV program produced by the HCPSS TV Office, in collaboration with Hispanic Achievement, targeting Spanish speaking parents to provide them with tools to become more effective partners in the education of their children.
- The Black Student Achievement Program’s (BSAP) Extended Year Program summer programs, which are open to all students, serve a large percentage of the Hispanic student population.

The Hispanic Achievement Program is supported through partnerships including:

- Conexiones - Conexiones partners with the HCPSS to motivate Hispanic students to graduate from high school with the foundation needed to pursue and to succeed in their chosen academic or career path. Conexiones has been an advocate for changes in policies, practices and personnel of the Howard County Public School System, that improve the performance and educational outcomes for Hispanic students. Conexiones supported the establishment of the Hispanic Achievement Specialist position within the HCPSS and the addition of Hispanic Achievement Liaisons in all schools with a substantial Hispanic population. The partnership focuses on the development of academic achievement and leadership of Hispanic youth through Hispanic Youth Clubs, the Hispanic Youth Leadership Team, the HCPSS Hispanic Youth Mini-Symposium, and the Maryland Hispanic Youth Symposium. The Annual Scholarship Awards Program inspires and recognizes academic and personal achievements across the Hispanic student body.
- The Hispanic College Fund – The Hispanic College Fund sponsors the national Hispanic Youth Institute, a pre-college program designed to help students graduate from college, pursue professional careers, and give back to the community. During the summer, the Maryland Hispanic Youth Institute Symposium is hosted at Towson University where all HCPSS Hispanic high school seniors are invited to participate in college and career workshops, connect with local Hispanic professionals, are motivated by speakers, meet college admissions officers, and receive information about college scholarships. Transportation is provided and students are taken on targeted tours. All symposium attendees receive scholarships.
- The Horizon Foundation – The Horizon Foundation supports healthcare initiatives and the Parent Academy. By providing both speakers and funding for the Parent Academy, the Horizon Foundation supports the HCPSS Hispanic students. The Horizon Foundation provides research on healthcare and a community health fair provides valuable information to our students and their families. The Spanish speaking staff members at the North Laurel Multi-Service Center are able to direct families to needed services.
- Alianza Para la Comunidad (the Alliance for the Community) – Alianza Para la Comunidad is hosted at interfaith centers and is a clearinghouse for health services. Programs assist parents with child rearing and parenting skills.
- FIRN – the Foreign-Born Information and Referral Network (FIRN) provides immigration counseling, interpreting and translation services, English tutoring,

Section D: Great Teachers and Leaders – Family Engagement (continued)

information and referrals, and numerous workshops to foreign-born Howard County community members. After-school tutoring for students through Club LEAP (Learning English After School Program) is offered in a fun and stimulating environment. English Language Learners are supported and FIRN offers literacy programs for parents as well.

- Casa de Maryland – Casa de Maryland, the largest Latino and immigrant organization in Maryland, supports new immigrant arrivals from Central America with programs in employment placement, ESOL instruction, Spanish literacy, health and social services, financial literacy, and community education. CASA provides guidance for parents of undocumented students to help them pay in-state college tuition. CASA advocates for the immigrant community supporting Hispanic students and their families so they can fully participate in our community.

The Black Student Achievement Program (BSAP) focuses on accelerating systemwide academic achievement for students who are performing below standards, reducing suspensions of African American students, and increasing family and community engagement in all schools. The BSAP Program fosters parent and community involvement in academic achievement through:

- Quarterly Parent Information Nights – these county-wide sessions provide information to the community at large on such topics as preparing for the college journey, Multiple Intelligences, setting academic goals and parent advocacy.
- Financial Management Seminars – The BSAP Saturday Math Academy (SMA) partnered with St. John Baptist Church, The Council of Elders, and local sororities and fraternities to present Financial Management Seminars for community members, families and their children. Parents and children were engaged in activities that focused on the family budget process, received strategies to improve managing debt and securing real financial stability.
- MSA Celebrations – BSAP staff supported the efforts of the Council of Elders to celebrate elementary and secondary students who scored advanced on the Maryland School Assessment.
- Celebration of Excellence – The Council of Elders recognizes excellence in the HCPSS Black high school graduates with a cumulative grade point average of 3.0 or above.

The Black Student Achievement Program provides extended learning opportunities including:

- Community Based Learning Centers – The Black Student Achievement Program worked closely with the Columbia Housing Corporation, Inc., Howard County Housing, AOK Mentoring and Tutoring, Inc, and other community groups to offer after school homework support, long-term project support, chess tutoring to 112 elementary age children in six Community-based Learning Centers, where 81 percent of these students either maintained or increased their homework grades during the past school year. Throughout the year, 170 students and families participated in special projects (Healthy Foods, Healthy Choices; field experiences; NAACP Reading initiatives, etc.).
- Saturday Math Academy – The Saturday Math Academy meets every Saturday from 9am-12pm at Oakland Mills High School and is open to all Howard County students from Grades 4–12. Students attending the Saturday Math Academy may be in need of additional support or taking accelerated classes. Students are assigned to teachers and receive individual assistance with time to work in small groups on identified math skills. The Saturday Math Academy requests parents bring interim reports, report cards and any

Section D: Great Teachers and Leaders – Family Engagement (continued)

other pertinent information that can inform teachers on specific skills their child may need to further develop. Attendance is also monitored and used in addition to test results when analyzing data.

Five-hundred sixty-seven students attended the 2011 BSAP Summer Programs. These four-week, full-day enrichment programs provided instruction by Maryland State Certified Teachers to any Howard County Public School System student whose parents/guardians chose to enroll them in the program. A large percentage of the Hispanic student population participates in the BSAP Extended Year Programs.

- The Summer Learning Camp (SLC) is designed for students entering Grades 1–5. The summer 2011 theme was the Family Tree. Students read stories about all types of families, created family trees, conducted interviews of family members and wrote poems and stories in tribute to their family’s uniqueness. Dance, voice and drama teachers collaborated to create and produce a musical based on the summer’s theme for the closing showcase, The Butterfly Tree. Students witnessed a professional dance piece performed by Rachel Hilton, a student at the Baltimore School of the Arts and an actress with a recurring role on the television show, The Good Wife. For the 7th year, Spanish was offered to all students and the following were also offered: Chinese, Portuguese, Technology, MESA, general science, photography/scrapbooking, visual arts, creative writing, health and fitness, chess and martial arts.
- The Student Enrichment and Accelerating Achievement of Learning Program (SEAL), is designed for students entering Grades 6–12. Students’ academic schedules were aligned with their performance in previously completed English, mathematics and history courses. In addition to academic courses, students were also able to select from a menu of enrichment offerings which included health and fitness, journalism, golf, step, drama, MESA, engineering, and Spanish.

The Black Student Achievement Program is supported through partnerships including:

- The Council of Elders of the Black Community of Howard County – The Council of Elders of the Black Community of Howard County is a circle of men and women elders of African American or other African lineage. The Council of Elders of the Black Community of Howard County supports Goal 1 and 2 by encouraging, celebrating and recognizing students for their achievements as well as serving as mentors and role models for the family and community members of Howard County. Finally, the Council has sponsored a number of summits to assemble a variety of religious, civic and community organizations. The summits provided a forum for these groups to share the details of their neighborhood endeavors to support the families and students in Howard County and to identify new opportunities for partnership and collaboration.
- Black Student, Family, and Community Network – Volunteers from the Black community were recruited and organized to promote awareness and provide communication about the HCPSS resources to elementary and secondary students and families, such as volunteer opportunities within schools and on Department of Education Committees, to serve on decision-making teams such as the School Improvement Teams, Booster Clubs, Parent Teacher Association general meetings and executive teams. This initiative was facilitated by the Black Student, Family, and Community Network. The Black Student, Family, and Community Network continues to promote and facilitate the

Section D: Great Teachers and Leaders – Family Engagement (continued)

involvement of parents of Black children, their families and the community in positive collaboration with the HCPSS, thus helping children to be successful and to excel in their education and in life.

- The National Association for the Advancement of Colored People (NAACP) - The overall goal of the Howard County NAACP Education Committee is to ensure that all students in the county have access to an equal and high-quality public education by eliminating all education related racial and ethnic disparities. The Education Committee supports raising the percentage of minority children in the Gifted & Talent program and AP courses through targeted awareness initiatives, and increasing parental involvement by encouraging parents to attend their children's parent/teacher conferences and participate in the school's PTA. Annually the Education Committee presents their Academic Report Card to the Board of Education.
- Delta Sigma Theta Sorority – The Delta Scholars program at Oakland Mills High School recognizes and encourages the achievement of female students in Grades 10-12 in their academics and in their lives. Students eligible for the Delta Scholars program must maintain a 3.0 cumulative GPA. Delta Scholars have the opportunity to attend monthly workshops led by professional women who are members of the Columbia Alumnae Chapter of Delta Sigma Theta Sorority. Workshop topics have addressed etiquette, networking, and domestic violence. In addition, Delta Scholars participate in community service projects.
- Alpha Phi Alpha Fraternity - Targeting African-American males in grades 9 - 12, the Alpha Achievers is an education program of the Howard County chapter of the Alpha Phi Alpha Fraternity. It fosters a positive learning environment in order to facilitate students' pursuit of excellence by attaining, maintaining and exceeding a 3.0 grade point average. The Alpha Achievers program also seeks to promote character growth, develop leadership skills, critical thinking and encourage its members to become full citizens of the school and the community. Students are encouraged and motivated to strive for a 3.0 GPA so they may become members of the Alpha Achievers. All twelve high schools have programs for the Alpha Achievers.

2. Does the local school system provide professional development to instructional and non-instructional staff, grades preK-12, on working with parents? If yes, please describe. (ex. New teacher/staff training, administrative meetings, district wide conferences/workshops, etc.)

School-based staff members associated with the Department of Student, Family, and Community Services receive monthly professional development designed to build their capacity to work with and support students, families, community members and teachers. Data analysis, coaching skills and curriculum revisions are among the topics addressed during these experiences. Specialists visit schools to observe non-instructional staff members in their work environment and to provide coaching and problem resolution as they relate to working with parents and school staff members. The Department collaborates with other Curriculum offices to provide support and information about working with newcomer students and parents.

Section D: Great Teachers and Leaders – Family Engagement (continued)

The Department of Student, Family and Community Services participates and contributes to the design of monthly Leadership 1 and 2 Professional Development for school administrators and the New Teacher Orientation for recent hires. Topics have included effective family engagement strategies, cultural awareness, before and after-care programs, and best practices that respond to the needs of students in poverty.

Section D: Great Teachers and Leaders
Schools that are Safe, Drug-free, and Conducive to Learning

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

Schools that are Safe, Drug-free, and Conducive to Learning Persistently Dangerous Schools

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.³

Table 7.1: Number of Persistently Dangerous Schools								
# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	0	0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
<i>NONE</i>			NA

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits							
# of Schools	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2009-2011
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
	0	0	0	0	0	0	0

Table 7.5: Identified Schools That Have Not Implemented PBIS			
School*	School year in which the suspension rate was exceeded	Provide reason for noncompliance	Provide a timeline for compliance
<i>NOT APPLICABLE</i>			

Howard County did not have any persistently dangerous schools.

³ Section 7-424 of the Education Article of the Annotated Code.

Schools that are Safe, Drug-free, and Conducive to Learning

Bullying, Harassment or Intimidation

B. Based on the Examination of Data on Incidents of Bullying, Harassment or Intimidation (Table 7.6):

Table 7.6 Incidents of Bullying, Harassment, or Intimidation						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Incidents	148	83	51	107	225	300

MSDE official data pending

1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.

There has been a marked increase in the number of bullying, harassment or intimidation incidents reported over the past three school years in the Howard County Public School System (HCPSS). An overview of the bullying incidents can be characterized as follows:

- Majority of incidents occur on school property.
- Most prevalent description of incidents are: making rude and/or threatening gestures, intimidating, extorting or exploiting, and excluding or rejecting a student.
- Most prevalent alleged motives have been: just to be mean, religion, and to impress others.
- Majority of student victims and alleged student offenders fall between 11 and 15 years of age.

The increase in the number of incidents since the 2007–2008 school year may be directly related to the increase in staff, parent and student awareness of the Safe Schools Reporting Act, the continued implementation of Policy 1060 Bullying, Cyberbullying, Harassment or Intimidation, and the emphasis on following through with completing the reporting forms.

Board of Education Policy 1060 Bullying, Cyberbullying, Harassment or Intimidation became effective on July 1, 2009. Professional development on this policy was provided for school administrators, school counselors, school psychologists, pupil personnel workers, and alternative education staff at the beginning of the 2009–2010 the school year. All schools were provided with a CD containing level appropriate resources such as lesson plans and PowerPoints specifically designed for all staff and one for parents, in both English and Spanish. The Office of Student Services continues to provide schools with professional development on policy implementation as well as resources for bullying and cyberbullying awareness and prevention. The Office of Student Services also has plans to provide professional development for school system leaders on bully/harassment awareness, prevention, and intervention during the 2011–2012 school year.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

Prior to the start of each school year, principals and assistant principals receive an overview of the Safe Schools Reporting Act of 2005, directions for completion of the reporting and investigation forms and a schedule for reporting their bullying data monthly. Forms are made available for students, staff and parents in the main office, the school counseling office, the media center, and the health services office per Board of Education Policy 1060. Forms are also available on the HCPSS website. Principals are required throughout the school year to inform students, staff and parents through announcements, newsletters, school websites, student/employee handbooks and/or information meetings, such as Back to School Nights.

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004	42	45		87
2004-2005	35	41		76
2005-2006	35	61	3	99
2006-2007	62	86	27	175
2007-2008	63	85	33	181
2008-2009	50	39	26	115
2009-2010	44	47	24	115
2010-2011	45	40	41	126

MSDE official data pending; HCPSS reported data displayed

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

During the 2010–2011 school year, 54 schools were implementing Positive Behavioral Supports and Interventions (PBIS) and one additional elementary school will be added during the 2011–2012 school year. In addition, many Howard County Schools are implementing programs such as Character Education, Developmental Assets, and Second Step.

Policy 1060 Bullying, Cyberbullying, Harassment or Intimidation was approved by the Board of Education and became effective July 1, 2009. Expectations established for maintaining safe and respectful school climates and workplaces where bullying, cyberbullying, harassment and intimidation incidents occur will continue to be a focus. It also provides standards for identifying and preventing bullying behavior, as well as intervening and supporting students and staff who are exhibiting bullying behavior or who are targets/victims of bullying, cyberbullying, harassment, or intimidation. For the 2010-2011 school year, administrators, staff, students and parents were provided training on the tenets and implementation of the policy.

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

This policy holds school principals/supervisors responsible for:

- Providing annual written notice to students, parents, employees, and service providers at the beginning of each school year, to new hires throughout the year, and to new students and their parents upon registration that bullying, cyberbullying, harassment, intimidation, or retaliation are prohibited in the Howard County Public School System (HCPSS).
- Implementing school-wide procedures for prevention and intervention of bullying, cyberbullying, harassment, intimidation, or retaliation.
- Ensuring that professional development occurs annually.

During the 2009–2010 school year student services staff revised the ‘Resource Guide for Building a Bully Free Environment.’ All school counselors were provided professional development on the revised guide in the fall of 2010.

Howard County Board of Education Policy 1020 Sexual Harassment, was revised and became effective on July 1, 2008. The policy requires teachers, school counselors, and administrators who receive complaints or who believe sexual harassment has occurred to take action promptly in accordance with established procedures.

The HCPSS has continued to implement the recommendations of the Superintendent’s Anti-Bullying Task Force as follows:

- The fifth annual K–12 Students for Safe Schools campaign and poster contest was held. The emphasis for the 2010–2011 school year was Choose Civility in Cyberspace. The winning poster is displayed in all HCPSS schools and in various agency offices throughout the county. This year a slogan was also chosen from the poster entries. The winning slogan was “You Can’t Erase in Cyberspace.” All school media centers received a slogan poster to display.
- Essential objectives for anti-bullying and harassment, included in all levels of the Health Education curriculum, were met and teachers utilized the resource materials purchased.
- Counselors were required to include anti-bullying strategies and activities in their 2010–2011 program plans as a strategy for meeting measurable objectives in the reduction of office discipline referrals and suspensions.
- Professional development using the revised “Resource Guide for Creating a Bully Free Environment” was provided for all school counselors in the fall of 2010.
- Anti-bullying and cyberbullying resources, purchased with Safe and Drug Free Schools funding, were distributed to counselors and psychologists.
- Safe Schools Reporting Act data were monitored monthly.

The Superintendent’s Anti-Bullying Task Force was reconvened during the 2010–2011 school year. Task Force members reviewed recommendations from the 2006 report and added additional steps to ensure the completion of all initial recommendations. Staff met during the summer to develop additional resource for schools, such as an Elementary and Secondary Parent Brochure, Quick Reference Card for Policy 1060 and based the policy definition, student friendly definitions for bullying for both elementary and secondary students.

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

Schools that are Safe, Drug-free, and Conducive to Learning Suspensions

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	2008-2009																	
	2009-2010																	
	2010-2011		34	9	**	**	*	≤5	210	54	**	**	109	29	**	≤5	391	≥95
Male	2008-2009																	
	2009-2010																	
	2010-2011		**	**	**	**	*	≤5	143	51.4	**	**	82	29.5	*	≤5	279	71.4
Female	2008-2009																	
	2009-2010																	
	2010-2011		**	**	**	**	**	**	67	59.8	**	**	27	24.1	**	**	112	28.6

**per FERPA regulations, data for ≤5% or ≥95% is not presented*
***indicates no students or fewer than 10 students*
MSDE official data pending; HCPSS reported data displayed

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	2008-2009																	
	2009-2010																	
	2010-2011		168	10	*	≤5	*	≤5	814	50	*	≤5	451	28	113	7	1642	≥95
Male	2008-2009																	
	2009-2010																	
	2010-2011		126	10.5	**	**	67	5.6	568	47.3	**	**	357	29.7	76	6.3	1204	73.3
Female	2008-2009																	
	2009-2010																	
	2010-2011		42	9.6	**	**	*	≤5	246	56.2	**	**	94	21.5	37	8.4	438	26.7

**per FERPA regulations, data for ≤5% or ≥95% is not presented*
***indicates no students or fewer than 10 students*
MSDE official data pending; HCPSS reported data displayed

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category							
	School Year	In-School Suspensions			Out-of-School Suspensions		
		#1	#2	#3	#1	#2	#3
All Students	2008-2009	704	701	702	405	402	701
		Classroom	Disrespect	Insubordination	Fighting	Physical Attack	Disrespect
	2009-2010	704	702	101	405	402	701
		Classroom	Insubordination	Class Cutting	Fighting	Physical Attack	Disrespect
	2010-2011	704	701	702	405	402	701
		Classroom	Disrespect	Insubordination	Fighting	Physical Attack	Disrespect
Male	2008-2009	704	701	702	405	402	701
		Classroom	Disrespect	Insubordination	Fighting	Physical Attack	Disrespect
	2009-2010	704	702	807	405	402	701
		Classroom	Insubordination	Refusal to Obey	Fighting	Physical Attack	Disrespect
	2010-2011	704	701	702	405	402	701
		Classroom	Disrespect	Insubordination	Fighting	Physical Attack	Disrespect
Female	2008-2009	704	701	702	405	702	701
		Classroom	Disrespect	Insubordination	Fighting	Insubordination	Disrespect
	2009-2010	702	101	704	405	402	702
		Insubordination	Class Cutting	Classroom	Fighting	Physical Attack	Insubordination
	2010-2011	701	702	704	405	402	701
		Disrespect	Insubordination	Classroom	Fighting	Physical Attack	Disrespect

**per FERPA regulations, data for ≤5% or ≥95% is not presented*
***indicates no students or fewer than 10 students*
MSDE official data pending; HCPSS reported data displayed

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

Monitoring School Improvement: The Howard County Public School System has identified two goals that support its mission to ensure excellence in teaching and learning. Goal 1 focuses on the academic achievement of students and Goal 2 focuses on the provision of safe and nurturing school environments that value diversity and commonality. School improvement teams are required to align their school improvement plans with these goals. All schools have access to an electronic template for developing measurable Goal 2 objectives and monitoring their progress. On each school improvement plan template, our indicators for safe and nurturing school environments were addressed. These indicators included school attendance, safe school environments (discipline referrals and suspensions), positive school climate, and students dropping out of school (high school only).

Data related to these indicators are regularly reviewed in team meetings and interventions and strategies were developed based on assessed progress in meeting the objectives. The Office of Students Services and Alternative Education collaborated to provide intensive support to fourteen schools during the 2010–2011 school year. This intensive support consisted of meeting with the student services/alternative education teams quarterly to review progress in meeting objectives related to the Goal 2 indicators and providing feedback and suggestions in the

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

development of interventions and strategies that support goal attainment. Particular attention is focused on student groups overrepresented in our data, and specific strategies are devised to achieve improvements for those groups.

Continued Implementation of Positive Behavioral Interventions and Supports (PBIS): During the 2010–2011 school year, four new schools joined the PBIS network of schools. School system data continue to support the efficacy of using the PBIS framework as a means of providing safe and nurturing school environments. For the 2010–2011 school year, the system will have one additional elementary school joining the PBIS network.

The HCPSS provided funding to our PBIS schools to allow for their use of the School-Wide Information System (SWIS) data collection that enables in-depth analysis of disciplinary referrals and trends. In 2011–2012, PBIS school data will be collected in Aspen, the HCPSS student data warehouse. Other funding supports include resource materials that are purchased for PBIS schools and workshop wages that are provided so that school teams of teachers and support staff can attend Returning Team Training and meet during the summer to plan school-wide behavioral supports and interventions.

Professional Development: Ongoing professional development activities for administrators, teachers, and support staff were available throughout the 2010–2011 school year. Focus areas included:

- The Whole Brain PBIS connection.
- How the Brain Influences Behavior- David Sousa.
- Classroom Systems – Using the PBIS School-Wide Framework in the Classroom.
- PBIS Bully Prevention Resources.
- Hierarchy of Behavioral Expectations and Consequences.
- Overview of the PBS Cultural Proficiency Rubric.

The 2011 PBIS Returning Team Training included the following professional development for current PBIS teams:

- Battling the Bully: Brain-inspired Responses to Bullying.
- Cooperative Discipline.
- Preventing Bullying and Power Struggles.
- Combining Academic and Social Supports for Secondary School.

Additional strategies used to prevent/reduce incidents of suspension included:

- School-based alternative education staff at the elementary and middle levels continued to use an articulation processes to ensure a more effective transition process for students moving from 5th to 6th grades.
- Schools continued to review monthly suspension reports that disaggregate suspension data by student groups and special service areas. These monthly reviews allowed for formative evaluation of intervention strategies, and encourage school to make changes when the data suggested they were not making sufficient progress in decreasing behaviors that result in suspension.
- A policy written to address bullying, harassment, and intimidation became effective July 1, 2009.

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

- Training was provided for staff and administrators on strategies to prevent and reduce incidents of bullying, harassment and intimidation. This training will continue in 2011–2012 to ensure more uniform implementation of behavioral standards, and increase understanding of strategies that can result in decreases in unsafe behavior.

2. Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.

Two major efforts are underway that support reductions in suspensions and encourage safe school behavior and positive school climates:

The Countywide Elementary Alternative Learning (CEAL) Team: The Countywide Elementary Alternative Learning team was formed at the beginning of the 2008–2009 school year to address the needs of elementary school students exhibiting significant behavioral difficulties. While alternative education program options outside of the home school exist for middle and high school students, there are no such programs available for elementary students. Our data reveal that each year 5–15 non-disabled elementary students exhibit significant behavior problems that compromise the ability of the school staff to provide safe and nurturing environments for students. The Countywide Elementary Alternative Learning team was designed to help elementary schools build capacity to meet the needs of the most behaviorally challenged students.

The Countywide Elementary Alternative Learning team is comprised of central office staff and school-based staff representing the Office of Student Services and Alternative Education. This group works in support of the school problem solving team. The problem solving team requests consultation from the Countywide Elementary Alternative Learning team. Through a series of meetings, the teams work to establish functions of behavior, develop interventions based on the perceived functions of behavior, and to evaluate the efficacy of intervention strategies. During the 2010–2011 school year, the Countywide Elementary Alternative Learning team received seven referrals. Three of the seven students were able to remain in their home schools after additional interventions and supports were implemented. One student was withdrawn from school for home schooling; three students were placed in schools where they could take advantage of supports offered through the school’s regional programs.

Expansion of the Evening School Program: In the 2009–2010 school year, funding was provided to increase the number of original credit courses and to implement a credit recovery program. These efforts are designed to ensure that students graduate from high school in a timely fashion. They specifically target our older students (18 years of age and beyond). The opportunity to enroll in evening classes gives these older students an additional option on which to rely as they work to earn their high school diplomas. During the 2010–2011 school year approximately 40 students earned one or more credits through the original credit components of our evening program. In addition, about 25 students earned credit for classes taken through the credit recovery program.

For the 2011–2012 school year the evening school program will offer additional credit recovery classes and one or two additional original credit classes. In addition, a program for non-English

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

speaking students, ages 18 and older, who will not be able to meet graduation requirements prior to 21 years of age will be implemented. This program will focus on teaching basic reading, speaking, and writing skills, functional math, and job readiness and preparation skills.

Resource Allocations: Increases to the FY12 budget to support safe schools include the following:

- Adding 1.0 counselor for enrollment growth (\$55,000)

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13A.05.05.01.A)^{4, 5, 6} and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

⁴ COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

⁵ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

⁶ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

Schools that are Safe, Drug-free, and Conducive to Learning

Coordination with Community Mental Health Providers

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

- 1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.**

Building Relationships with Community Mental Health Providers:

The Office of Student Services and Alternative Education provides opportunities for collaboration among staff and community agencies to support students and families in need of community-based services. A few examples of these relationships with community agencies include the Student Assistance Program (SAP) and the Student Services Advisory Committee (SSAC) and will be further described below.

The Student Assistance Program (SAP) is a school-based effort to identify, support, and recommend intervention to students who are suspected of being involved with illegal drugs and/or alcohol. In each of our middle and high schools there is a small group of staff who function as a Student Assistance Program Team. This group often includes school counselors, school psychologists, pupil personnel workers, school nurses, teachers, and administrators. This team accepts referrals from staff members when a student is suspected of ongoing illegal drug and/or alcohol use. The staff working in the SAP meet with the child and the parent to discuss concerns and to offer referral to addictions counselors working in the local health department so that students can receive the necessary assessment, support, and services. Referral information is strictly confidential and does not involve disciplinary measures. Efforts are made to refer students before their behaviors seriously disrupt their ability to perform successfully in school. In the HCPSS, the SAP is coordinated by one of the pupil personnel workers through the Office of Alternative Education and Pupil Personnel Services.

A second example of collaboration with community agencies is for the HCPSS Student Services Advisory Committee (SSAC). Members of the SSAC include the Mental Health Authority, National Alliance on Mental Illness (NAMI), the Health Department, and the National Family Resiliency Center. This committee provides the opportunity for the Office of Student Services and Alternative Education to continue our collaboration with agencies in our community that provide services to students and their families.

Finally, professional development has been provided for school psychologists during the 2010–2011 year by numerous community agencies and mental health providers on a variety of topics including: diagnosis and treatment of Anxiety Disorders, particularly School Refusal, Mood Disorders, Oppositional Defiant Disorder/Conduct Disorder as well as the Impact of Concussions.

Direct Services for HCPSS Students:

Additional opportunities for the collaboration of the Office of Student Services and Alternative Education and community agencies is the provision of direct services to students and/or families. A few examples of these services include support for students enrolled at the Homewood Center, the Threat Management Process, the partnership with the Howard County Health Department and the Connection Center.

For students who attend the Homewood Center there are opportunities for students to receive mental health services from community providers that address a specific need. Staff from the Homewood Center contract with community providers to obtain these services for individual and/or groups of students, as needed. Mental health services provided in 2009–2010 addressed issues including substance abuse, trauma assistance, depression, academic engagement, grief, and bereavement. These services are provided during the school day on the Homewood Center campus. In addition, the Department of Special Education may contract with a specialized community service provider for an Individualized Education Plan (IEP) service on behalf of the student.

Collaboration with community service providers is utilized as a component of the Threat Management Process. For students who engage in a threatening behavior (oral or written) that is of high risk to the safety of others in the school a “Risk Assessment” is completed by a community provider to determine whether the student is safe to return to school. The HCPSS contracts with two community mental health providers to deliver this service. A family may also choose their own provider and HCPSS staff collaborate with that provider to determine next steps required to meet the identified student's needs and to support their return to the school. Over a six-year period, an average of thirty students are evaluated through the Treat Management each year.

The Health Services Office partners with the Howard County Health Department (HCHD) to provide direct prevention and screening services to students and 39.7 percent of students in all elementary schools were vaccinated against influenza. Dental screenings were provided to 35.75 percent of students in Title I schools, Grades pre-school to second grade. Dental sealants were applied to the erupted permanent molars of second grade students. Students in Kindergarten, 3rd, 5th and 8th grades were screened for hearing and vision abnormalities. For students in need of health insurance, 72 percent were referred to the Maryland Children’s Health Program and other health care providers. Students with reportable communicable diseases and schools with 10 percent or more absent were reported to the HCHD for surveillance and action.

Finally, for families in need of coordinated support from multiple community agencies, a referral to the HCPSS Connection Center is completed. Once a month representatives from up to 15 community agencies, such as Grassroots, Howard County Police Department Youth Division, Association of Community Services, and the Mental Health Authority, meet to develop collaborative strategies that will result in the delivery of support services for students and their families. Referrals to the Connection Center are made only after all school-based resources have been exhausted. The Connection Center provides an opportunity for multiple agencies to break down barriers to support not only the social and emotional needs but also the physical, medical, shelter, economic, and other needs for students and their families. During the 2010–2011 school year, 35 students from 27 families were provided support through the Connection Center.

Schools that are Safe, Drug-free, and Conducive to Learning

Positive Behavioral Intervention and Supports

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate⁷ of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate⁸ of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4% in SY 2010/2011; 2% in SY 2011/2012 and 1% in SY 2012/2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

F. Based on the number of schools in the LSS currently implementing PBIS, please describe the district's capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.

The Howard County PBIS Leadership Team, in the Office of Student Services, provides ongoing support and training to school teams and coaches. The Leadership team consists of the following HCPSS employees: Director for Student Services, Coordinator for School Psychology and Instructional Intervention, Specialist for Positive Behavior Supports, and a Behavior Specialist. The responsibility for PBIS sits with the PBIS Leadership Team, in the Office of Student Services. The Specialist for Positive Behavior Supports, a full-time employee, is assigned to coordinate local support, sustain the initiative and attend statewide activities.

G. Based on the examination of Suspension data:

1. Identify how many elementary schools have a suspension rate of 10% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.

HCPSS has no elementary schools that meet these criteria.

⁷ The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

⁸ Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20% of the days in membership.

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- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.**

N/A

- 3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

N/A

Schools that are Safe, Drug-free, and Conducive to Learning
Habitual Truancy

H. Based on the examination of Habitual Truancy¹⁰ data:

- 1. Identify how many schools have a habitual truancy rate of 4% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

HCPSS has no schools that meet these criteria.

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation.**

N/A

- 3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

N/A

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

Schools that are Safe, Drug-free, and Conducive to Learning Attendance

Attendance rates are an additional measure used in Maryland’s Adequate Yearly Progress (AYP) calculations.

Based on the Examination of the Attendance Data (Table 5.5):

Table 5.5: Attendance Rates																
		All Students					Male					Female				
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	Elementary	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	Middle	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	High	94.5	≥ 95	≥ 95	≥ 95	≥ 95	94.7	≥ 95	≥ 95	≥ 95	≥ 95	94.3	94.9	≥ 95	94.9	≥ 95
Hispanic/Latino of any race	Elementary					≥ 95					≥ 95					≥ 95
	Middle					≥ 95					≥ 95					≥ 95
	High					94.2					94.5					93.8
American Indian or Alaska Native	Elementary					≥ 95					≥ 95					93.9
	Middle					≥ 95					≥ 95					94.2
	High					92.4					92.3					92.4
Asian	Elementary					≥ 95					≥ 95					≥ 95
	Middle					≥ 95					≥ 95					≥ 95
	High					≥ 95					≥ 95					≥ 95
Black or African American	Elementary					≥ 95					≥ 95					≥ 95
	Middle					≥ 95					≥ 95					≥ 95
	High					94.3					94.1					94.4
Native Hawaiian or Other Pacific Islander	Elementary					≥ 95					94.9					≥ 95
	Middle					≥ 95					≥ 95					94.2
	High					≥ 95					≥ 95					≥ 95
White	Elementary					≥ 95					≥ 95					≥ 95
	Middle					≥ 95					≥ 95					≥ 95
	High					≥ 95					≥ 95					≥ 95
Two or more races	Elementary					≥ 95					≥ 95					≥ 95
	Middle					≥ 95					≥ 95					≥ 95
	High					≥ 95					≥ 95					≥ 95
Special Education	Elementary	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	94.8	94.9	94.8
	Middle	93.8	94.2	94.2	94.0	94.3	93.6	94.1	94.2	93.9	94.3	94.2	94.3	94.3	94.1	94.3
	High	91.9	92.7	92.9	92.6	92.9	92.0	93.0	92.9	92.9	93.2	91.7	92.2	93.0	92.2	92.1
Limited English Proficient (LEP)	Elementary	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	Middle	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	High	≥ 95	94.8	≥ 95	94.5	94.2	≥ 95	94.7	≥ 95	94.1	94.1	≥ 95	94.9	≥ 95	≥ 95	94.4
Free and Reduced-Price Meals (FARMS)	Elementary	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	94.9	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95	≥ 95
	Middle	93.6	94.1	93.9	94.2	94.2	93.3	93.8	93.8	94.3	94.1	94.0	94.5	94.0	94.1	94.3
	High	91.8	92.3	92.0	92.8	92.4	91.8	92.3	92.1	92.8	92.4	91.9	92.2	91.9	92.8	92.4

**per FERPA regulations, data for ≤5% or ≥95% is not presented*

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Although attendance in the HCPSS is an area of relative strength, challenges are evident when we examine the attendance rates of our English Language Learners (ELL), our students receiving free and reduced-price meals, and our students with disabilities (students receiving special education services). These challenges mostly manifest themselves with our middle and high school students – not nearly so much at the elementary level. Additionally, our two special schools/programs (Cedar Lane School for students with significant disabilities and Homewood, our county-wide alternative learning center) have attendance rates, both overall and among all student groups, that are cause for concern.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Changes or adjustments to support increased attendance include the following activities:

- Achieving and maintaining high rates of attendance will remain a system focus, and will be addressed in school improvement plans.
- Student Services and Alternative Education staff members at each school will be required to develop at least one coordinated objective (based on data) that targets attendance for student groups falling below the 94 percent standard.
- Attendance teams at each school will closely monitor individual students and student groups not meeting satisfactory attendance standards, and will subsequently develop, implement, and regularly evaluate targeted interventions.
- Case managers in schools will implement plans to intervene and support students with attendance problems.
- Every homeless student will be assigned a case manager who will frequently monitor the student's attendance.
- Attention will be focused on rising 6th and 9th grade students who have exhibited low attendance and other risk factors associated with dropping out of school. Students in the classes of 2013, 2014, and 2017 who were identified in the last two years will continue to be monitored.
- Schools will continue to celebrate successes of students who have satisfactory and exemplary attendance.

Schools that are Safe, Drug-free, and Conducive to Learning

Graduation and Dropout Rates

No Child Left Behind Goal 5: All students will graduate from high school.

- **No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.**
- **No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.**

Graduation rate is an additional measure used in Maryland’s Adequate Yearly Progress (AYP) calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

Table 5.6: Four-Year Cohort Graduation Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students		89.5		88.9		90.2
Hispanic/Latino of any race		79.3		77.6		80.8
American Indian or Alaska Native		**		**		**
Asian		92.0		92.3		91.6
Black or African American		82.5		79.9		80.1
Native Hawaiian or Other Pacific Islander		**		**		**
White		92.6		92.0		93.1
Two or more races		93.9		≥ 95		92.0
Special Education		62.4		65.2		58.2
Limited English Proficient (LEP)		76.6		32.5		63.6
Free/Reduced-Price Meals (FARMS)		46.6		73.2		79.5

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students MSDE official data pending*

Table 5.7: Four-Year Cohort Dropout Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	≤3	≤3		≤3		≤3
Hispanic/Latino of any race		4.0		4.1		3.8
American Indian or Alaska Native		**		**		**
Asian		≤3		≤3		≤3
Black or African American		≤3		3.5		≤3
Native Hawaiian or Other Pacific Islander		**		**		**
White		≤3		≤3		≤3
Two or more races		≤3		≤3		≤3
Special Education		4.8		4.4		5.5
Limited English Proficient (LEP)		8.5		8.9		8.1
Free and Reduced-Price Meals (FARMS)		4.8		4.7		4.8

**per FERPA regulations, data for ≤5% or ≥95% is not presented **indicates no students or fewer than 10 students MSDE official data pending*

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Hispanic of any race students, Black or African American students, students receiving special education and free and reduced-price meals services, and students with Limited English Proficiency (LEP) continue to have challenges in meeting graduation requirements and in completing high school. Although there have been gains in the graduation rate for some of these students, there remain concerns.

The school system is closely monitoring the progress of students receiving special education services, Hispanic of any race students, Black or African American students with Limited English Proficiency and students receiving free and reduced-price meals services as the dropout data for these groups show the percentage of students dropping out in these groups is either above the satisfactory standard for the state and/or is rising.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

During the spring semester of 2010–2011, a credit recovery program was piloted at one of our high schools so that students who needed to “recover” a credit in English 9, Health and/or U.S. History could do so and stay on track for graduation. Twelve students participated in the program and nine of those students successfully recovered the credit. Next year, at least one more high school is planning to offer credit recovery options. A few other high schools have expressed interest in exploring credit recovery courses as an option to keep students on track for graduation.

Adjustments were made in our 2011 comprehensive summer school program where two credit recovery courses in English 9 and US History were offered. These courses were offered for the first time and have enabled students to “recover” credit during the summer so that they could be promoted to grade 10 for the 2011–2012 school year. Results from the 2011 summer school credit recovery efforts look promising and will be reviewed to decide on expansion for the 2012 summer school session.

Evening High School has continued to expand by providing original credit and credit recovery courses for our students. We added one course for the 2010–2011 school year and we will be looking to increase the number of courses offered for original and credit recovery during the 2011–2012 school year. All courses continued to be full this year. Students enrolled in these courses have successfully recovered the credit. In addition, we will be starting a program for non-English speaking students, 18 years and older, who may not be able to meet graduation requirements prior to age 21. The curriculum for this program will focus on basic reading, speaking, and writing skills. Students who have previously dropped out and are in need of a few credits to graduate will continue to be given an opportunity to re-enroll through Evening High School and earn original credit. Students also have the opportunity to participate in Evening High School to take an extra course not available during a daytime schedule. We are exploring ways to further expand the options for our students who are struggling the most. For example, in

Section D: Great Teachers and Leaders – Schools that are Safe, Drug-Free and Conducive to Learning (continued)

2010–2011, we offered an option to some of the students struggling in other alternative education placements to complete a more self-paced program in Evening School. Two of three were successful in either graduating or being promoted to the next grade level. We plan to continue to offer flexibility and creative options for students who are not making progress in our more traditional settings.

The Reinstatement and Enrollment Committee (REC), formed in 2006–2007 with the purpose of reviewing the needs of all students 18 years of age and older who dropped out of school and want to return, has continued to re-enroll students who wish to return and complete high school. School system staff members and community stakeholders participate in each meeting as necessary, depending on the needs of the student who is returning. In 2011–2012, efforts will be made to expand our stakeholder group involvement in supporting the students who choose to return to school after dropping out. This committee meets with approximately 20-30 students each year and tries to advise on the best placement for each student in addition to any other supports we might be able to suggest to help students return to school and find more success than prior attempts.

The school system continues to provide the names of students rising from Grade 8 to Grade 9 who have performance factors that place them at risk for dropping out of school. During the 2010–2011 school year, a change was made in that the school system also provided the names of students rising from grade 5 to grade 6 (elementary to middle) who had performance factors that placed them at risk for eventual school withdrawal. By providing these cohort lists of students to administrators and school teams at the end of the school year for their rising 6th and 9th grade students, teams could begin discussions early about the specific interventions and supports that need to be provided for individual students. As we continue to improve this process, we will be working with the Technology Department to “flag” our STAR (students at-risk) students in the student data management system so that school teams can monitor their progress in real time.

The school system will specifically be targeting our Hispanic and LEP students who are at-risk for dropping out. Meetings with the Hispanic Achievement Liaison and with organizations in our community are being set during 2011–2012 to discuss and strategize ways to improve the graduation rate and reduce the dropout rate for these groups of students. In addition, the Office of Special Education will be using grant funds (pending) to continue to provide mentors students completing Bridge Projects. The Office of Special Education also provides professional development on co-teaching to stop the rising trend of students receiving special education services who are dropping out of school.

Part I – Section E: Turning Around Lowest Performing Schools

Race to the Top Scope of Work

Section E: Turning Around Lowest Achieving Schools

Narrative: the narrative for Section E will describe the LEA's commitment to implementing programs, processes, and procedures that will turnaround low achieving schools. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

Providing Differentiated Support for Identified Schools

MSDE has identified sixteen schools that it will address in this component of the state grant proposal and **none are in Howard County**. Currently, the HCPSS differentiates supports for schools with larger numbers of students with greater academic needs. The school system is committed to the achievement of all students and recognizes the power of customizing supports. The HCPSS is focusing this component of the Scope of Work on Providing Differentiated Support for Identified Schools. The purpose is to ensure that the HCPSS has a system of high-achieving schools.

Section E (2): Supporting Identified Schools

The HCPSS believes improving the quality of teachers and leaders will yield the greatest improvement for students. Following the model of the MSDE, the HCPSS is focused on *improved teaching*, *improved school leadership*, and *improved learning* for its schools with the greatest academic needs.

The HCPSS identifies its schools with the greatest academic needs based on multiple criteria, beginning with schools who fail to meet the state standards and analyzing performance on state, national, and local assessments, including teacher-based measures.

The HCPSS will nominate administrators working in identified schools to participate in the Priority Schools Academy and the Aspiring Principals Institute, as appropriate.

The school system will provide differentiated support to these schools using five key strategies correlated with Maryland's Race to the Top reform:

- **Ensure robust needs assessments:** The HCPSS will continue to ensure that schools have access to relevant student-level and school-level data that will help to drive change and improve instruction, leadership, and learning. HCPSS staff will work with the schools to

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

model the effective use of analysis, data conversations, and ongoing measurements of student growth to refine instruction and target the needs of underperforming students. It is essential that staff members be able to identify appropriate data for the intended purpose, evaluate the measures, and apply the data to planning and instruction. Collaboration will be required to ensure high quality instruction, alignment of multiple services, and intentional data analysis.

- **Build pipelines for effective teachers and principals:** The HCPSS will continue to work to both nurture future leaders within schools with the highest needs and attract its best and brightest candidates to work in these schools. Administrative and teacher leaders will be provided with targeted professional development to assist them in leading improvement in schools with the greatest academic needs. The system will continue efforts to recruit highly effective staff to work at the schools with the highest needs. This will be accomplished by working closely with the Office of Human Resources, the Office of School Administration, and principals to give schools preferential selection of staff whenever possible. In addition, the Department of Student Assessment and Program Evaluation is assessing state and national models to determine best practices.
- **Create networks to help build capacity:** At the elementary and secondary levels, the HCPSS has established models of collaboration in which school administrators meet together on a regular basis to share best practices, problem solve, and learn new approaches to maximize student achievement. The Professional Learning Community (PLC) includes central office personnel and is effective because it encourages peer-to-peer learning and ongoing collaboration.
- **Use technology as an accelerator:** The HCPSS recognizes the importance of administrators having electronic devices that enable access to real-time data to inform and enhance interactions with students, parents, and instructional staff. Administrators can use the technology to provide immediate feedback following walk-throughs and classroom observations. They can also access student records and use the information to shape every student interaction into a more personalized conversation about student achievement, attendance, and behavior. The HCPSS will conduct a pilot of these devices to see if this leads to improved outcomes for students.
- **Improve school culture, climate, and school supports:** The HCPSS promotes a culture of high expectations and rigorous academic experiences for all students. The system is committed to doing what it takes to customize learning for each child. The HCPSS continually assesses indicators of a healthy learning environment. The administrators of identified schools will receive support in continuing to establish and maintain a safe and nurturing environment that values academic excellence.

The HCPSS believes that its schools with the greatest academic needs improve through a focus on the following additional top priorities identified by MSDE:

- **Resolute focus on teachers and leaders:** The HCPSS will use a variety of techniques to market the unique opportunities for professional growth and advancement that can be found through working at a school with greater academic needs. Information sessions, electronic and hardcopy information, and other methods will be used to advertise opportunities. Teachers and leaders in these identified schools receive differentiated

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

professional development that facilitates continuous improvement and professional growth.

- **Targeted and coordinated resources:** The HCPSS will implement a web-based school improvement template that will enable Division of Instruction personnel to target and coordinate resources for instructional improvement.
- **Root causes and customized support:** Identified schools will engage in a structured process to determine root causes of student underperformance. Data will be obtained from multiple sources and Central office staff will support the data analysis process. The focus of data analysis will be on moving to actionable support for school teams, departments, teachers, and most importantly, individual students.
- **Non-academic challenges:** The HCPSS will also work to ensure that school leaders have access to behavioral data and a variety of supports to both identify and remove environmental challenges to students' academic progress. Each school's environment will be analyzed and targeted assistance provided to ensure that all students experience a safe and nurturing school environment and that extra-curricular barriers to student success are minimized. School and central office personnel will also engage family and community members as partners in supporting student success. Additional opportunities will be provided to parents to highlight the importance of early academic opportunities in working towards college and career readiness. Pathways to academic and beyond-school achievement will be made transparent and accessible.
- **Support of feeder schools:** The HCPSS recognizes the importance of principals of feeder cluster schools working together. The HCPSS will provide administrators in feeder schools with additional opportunities to work collaboratively.
- **Flexibility for leadership:** The HCPSS values the perspective of school-based staff in understanding the unique needs and challenges of each of the schools in the system. Central office staff members work with school-based leaders to identify flexible and effective strategies to achieve desired results over time.

During the first year of the grant, the 2010–2011 school year, the HCPSS identified schools which were in need of additional services. These included the schools which failed to make AYP in 2010 and other selected schools determined to be at-risk for not making AYP in 2011. A team composed of staff from the Elementary or Secondary Curriculum Offices and Office of Administration met with the leadership at each identified school. Staff from the of Department of Student Assessment and Program Evaluation; the Department of Student, Family and Community Services; the Office of Student Services; and the Office of Special Education joined the team as needed. The team worked with school-level leadership to identify areas of need at the school, staff, and student levels and to plan how to improve school climate and student performance. Recruitment and retention of excellent teachers will be an additional focus for establishing a high quality environment. School climate and student performance data guided school improvement planning, and school leaders were taught how to best collect, interpret, and apply such data to create positive change. Team members visited identified schools regularly, observing staff, coordinating academic interventions, and assisting school leaders in effective data analysis. School leaders were also supported through peer networks such as the Professional Learning Community (PLC). During the 2010–2011 school year, staff from identified schools joined the PLC.

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

In the upcoming year, the HCPSS will use the lessons learned in the prior school year to create a standard approach for addressing the needs of identified schools. This approach will include:

- The development of a variety of Teacher Capacity Needs Assessment (TCNA)-like tools for collecting staff and family feedback on the strengths and needs of each school
- The refinement of a set of data presentations to more easily share student performance and school climate data with school leaders, school staff, and family members
- Trainings on how to gather, analyze, and apply data to improve school climate, teacher effectiveness, and student performance
- Improvements to the online School Improvement Plan tools to better integrate the Maryland Common Core State Curriculum emphases into the school improvement framework
- Procedures for identifying struggling students and scheduling and monitoring academic interventions, including the assignment of qualified tutors as needed
- Conduct oversight meetings to monitor school improvement and provide Central office feedback, resources, and supports.

Additionally, the HCPSS will research and then purchase hand-held wireless devices which will be piloted at select schools during the 2012–2013 school year. These devices will assist school leaders in recording and sharing classroom observations and other school- and teacher-level data, quickly and efficiently. The Curriculum offices and Department of Student Assessment and Program Evaluation will work together to create an evaluation framework to determine if such devices can lead to increased student performance. The Professional Learning Community model will also be expanded to include secondary administrators.

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E Goal:

- 100% of identified schools show improvement in student achievement and school climate outcomes within no more than three years.

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)						
<p>1. The HCPSS will identify schools annually for differentiated support and notify them of additional resources and supports they will receive.</p> <p>The HCPSS uses multiple data, including MSA (AYP status, AYP by confidence interval, AYP by safe harbor), local assessments, school leadership status (e.g., new administrators), to determine which schools should receive additional support and resources.</p>	(E)(2)		June 2012	September 2012	<p>Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors Clarissa B. Evans, Executive Director, School Improvement & Curricular Programs William Ryan, Executive Director, School Improvement and Administration Marie DeAngelis, Director, Elementary Curricular Programs</p>	List of differentiated resources provided to identified schools.	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>2. School-based and Central office staff will assess needs and establish priorities.</p> <p>Each school’s School Improvement Team (SIT) meets over each summer to examine data and determine priorities for the upcoming school year. In early fall each SIT finalizes a School Improvement Plan with central office staff members to address the school’s needs.</p>	(E)(2)		October 2011	November 2011	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Principals of identified schools</p>	School Improvement Plans have strategies that address areas of need and plans reflect established priorities.	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>3. Principals monitor and assess implementation of intervention activities and their cross-level impact (classroom, school, individual students and district). Ongoing analysis of results is conducted through a bi-annual report informing progress toward established benchmarks.</p> <p>Central office staff members will work with targeted schools to select electronic resources to help assist administrators track intervention success.</p>	(E)(2)	8	October 2011	June 2012	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation</p> <p>Principals of identified schools</p>	SAPE will create an evaluation plan to determine the effectiveness of the technology pilot.	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>4. As needed, targeted assistance teams will monitor growth and fidelity of implementation of the school improvement plans at identified schools, and will provide feedback to the school and district with a focus on building the capacity of the district and school to meet needs. Recommendations will be used to modify improvement strategies.</p>	(E)(2)		October 2011	September 2012	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Evaluation of monitoring data showing growth in target areas.</p>	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Optional Activities:</i>							
<p>1. Teacher qualitative data is an essential part of the needs assessment. The MSDE-developed process of Teacher Capacity Needs Assessments (TCNA) will be conducted at selected schools to understand the root causes underlying school performance related to instruction, such as the need for differentiated instruction, understanding and interpreting data to inform instruction and planning for instructional modifications to meet student needs. At other schools, the MSDE-developed School Improvement survey will be administered, or more informal assessments of the root causes of underperformance will be utilized. Schools may use other tools to gather teacher input.</p>	(E)(2)		October 2011	November 2011	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation</p>	<p>Completion of TCNA, School Improvement surveys, or other assessments of the causes of school underperformance and translation of the results into action steps in the schools' School Improvement Plans.</p> <p>Office of Student Assessment and Program Evaluation will provide all targeted schools with student- and school-level data to supplement findings of the needs assessments and determine action steps to be included in the schools' School Improvement Plans.</p>	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>2. Each school will use its school climate survey (Goal II Survey) data to identify and analyze areas of concern and develop goals, objectives, and strategies for improvement. The Goal II Survey encompasses such elements of school culture as school attendance data, school suspension data, school environment (welcoming environment, physical environment, discipline, nurturing learning environment, diversity and commonality).</p>	(E)(2)		October 2011	November 2011	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Rebecca Amani-Dove, Director, Student Assessment & Program Evaluation</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Completion of Goal II surveys at all targeted schools and inclusion of the results in each school’s School Improvement Plan.</p>	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>3. Teachers and administrators will meet regularly at the building level to discuss student-level and school-level academic data and culture and climate survey feedback to incorporate in long-range planning and School Improvement Plans. Central office staff members will support school-level teams in collecting and analyzing data and using data to drive planning.</p>	(E)(2)	9	October 2011	September 2012	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Principals of identified schools</p>	<p>Evidence of collaboration among teachers and incorporation of academic and school culture and climate data into each school’s School Improvement Plan.</p>	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>4. Professional Learning Communities (PLCs) foster peer-to-peer exchange of best practices and collaborative problem-solving among administrators of schools with higher academic needs. PLCs will include central office staff members.</p>	(E)(2)		October 2011	September 2012	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, School Improvement & Curricular Programs</p> <p>William Ryan, Executive Director, School Improvement and Administration</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Evidence of collaboration and dissemination of best practices among administrators in higher-needs schools.</p>	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
5. Develop leadership capacity with building leaders (Instructional Team Leaders (ITLs), Reading Support Teachers (RSTs), Math Support Teachers (MSTs), Math Instructional Support Teachers (MISTs), Special Education Instructional Support Teachers (SpiSTs), and Reading Specialists) to improve instruction at targeted schools. Building leaders will receive professional development on curricular content, pedagogy, and collaboration with classroom teachers.	(E)(2)		October 2011	June 2012	Juliann Dibble, Director, Professional and Organizational Development Marie DeAngelis, Director, Elementary Curricular Programs Clarissa Evans, Executive Director, School Improvement & Curricular Programs	Evidence of increased participation of staff in school-based leadership roles at targeted schools.	N
6. Where indicated by needs assessments, schools and their cluster schools may apply for 21 st Century Community Learning Centers (CCLC) awards or continuations to fund after-school and summer programs. In June 2011, the HCPSS received \$350K renewal grant for BRIDGES Over Eastern Howard County.	(E)(2)		Spring 2012	Spring 2012	Diane Martin, Director, Student, Family, and Community Outreach	Grant applications/continuation requests for targeted schools and their feeder pattern/cluster schools are submitted.	N
7. If an identified school is not awarded a 21st CCLC grant due to a lack of available funding, The HCPSS will implement similar programs using operating funds based on priority need.	(E)(2)		October 2011	January 2012	Diane Martin, Director, Student, Family, and Community Outreach	Budgeting of Academic Intervention funds in alignment with needs of targeted schools.	N

Section E: Turning Around Lowest Performing Schools – Race to the Top Scope of Work

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
8. Where appropriate, based on the results of a school climate survey, targeted schools will implement the Positive Behavior Interventions and Supports (PBIS) initiative and receive professional development to increase student engagement and teacher capacity in such areas as classroom management, anger management, de-escalation skills, and cooperative discipline.	(E)(2)		October 2011	November 2011	Pam Blackwell, Director, Student Services	Alignment of PBIS initiative with needs of targeted schools. Evidence of success of PBIS in reducing disruptive behaviors at these schools.	N
9. HCPSS will assess the level of functioning of coordinated student services teams in each school to identify support needs.	(E)(2)		June 2012	September 2012	Pam Blackwell, Director, Student Services	Alignment of student services team staffing with needs of targeted schools.	N

Year 3 Goals:

Revision and improvement of the standard approach to assisting identified schools based upon lessons learned during the 2011-2012 school year.

- Piloting of portable data-collection technology at identified schools.
- Expansion of the Professional Learning Community based upon identification of at-risk schools.
- Inclusion of hiring priority for identified schools in the HCPSS hiring and transfer processes.

Year 4 Goals:

- Revision and improvement of the standard approach to assisting identified schools based upon lessons learned during the 2012-2013 school year.
- Enhancement of hiring priority for identified schools in the HCPSS hiring and transfer processes.

Section E: Turning Around Lowest Performing Schools Adequate Yearly Progress

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

School System Improvement

This section must be completed **ONLY** by local school systems in improvement or corrective action.⁹

Instructions:

Local school systems in corrective action must provide an update on how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.

School Improvement

No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine if: (1) each school has made adequate yearly progress toward meeting State standards by 2013-2014; and (2) schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A funds¹⁰, including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the US Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the MOU signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels PreK–5, middle school grade levels 6–8, and combination schools PreK-8) that are the five lowest-achieving (or lowest 5 percent) of all Title I schools in improvement, corrective action, or restructuring in the State. "Persistently lowest-achieving Tier II schools" are those ***Title I-eligible*** secondary schools that are the lowest five percent of all secondary Title I-eligible schools in the State. "Persistently low-achieving Tier III schools are Title I schools in improvement, corrective action, or restructuring not identified as persistently low-achieving in Tier I.

⁹ Section 13A.01.04.08 of the Code of Maryland Regulations.

¹⁰ This information is included in Attachment 7 of Part II.

Section E: Turning Around Lowest Performing Schools – Adequate Yearly Progress

Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

Table 5.1: Number and Percentage of All Schools Making Adequate Yearly Progress															
School Year	Elementary			Middle			High			Special Placement			K-8		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
	2002-2003	37	36	97	18	18	100	11	10	91	1	1	100	N/A	
2003-2004	37	37	100	18	16	100	11	11	100	1	1	100	1	1	100
2004-2005	37	37	100	18	18	100	11	10	91	1	1	100	1	1	100
2005-2006	37	37	100	18	16	89	12	12	100	1	1	100	1	0	0
2006-2007	38	35	92	18	12	67	12	12	100	1	1	100	1	1	100
2007-2008	39	37	95	18	15	83	12	12	100	1	1	100	1	1	100
2008-2009	39	38	97	18	17	94	12	12	100	1	1	100	1	0	0
2009-2010	39	37	95	18	14	78	12	10	83	1	1	100	1	1	100
2010-2011	39	36	92	19	14	74							1	1	100

*Amended by the HCPSS to include K-8 school. 2010 data for high schools not yet available from MSDE.

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Table 5.2: Number and Percentage of Title I Schools Making Adequate Yearly Progress												
School Year	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2002-2003	11	10	90.9	N/A								
2003-2004	11	11	100	N/A								
2004-2005	10	10	100	N/A								
2005-2006	9	10	100	N/A								
2006-2007	9	8	90	N/A								
2007-2008	10	9	90	N/A								
2008-2009	10	10	100	N/A								
2009-2010	10	10	100	N/A								
2010-2011	10	8	80	N/A								

MSDE official data pending

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- 1. Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.**

Challenges for FY12: The Howard County Public School System (HCPSS) is actively engaged in meeting the challenges of transitioning instructional staff to the Maryland Common Core State Curriculum Standards, maintaining high quality staffing levels in all schools, meeting the needs of diverse struggling students through differentiation of instruction and materials, ensuring the effective and efficient use of data through both technological solutions and intensive professional development, and attaining increasing AMOs through implementation of research-based initiatives operating at both the school and student level. The HCPSS is committed to meeting the challenges associated with making Adequate Yearly Progress (AYP), including the rising AMOs, and the increasing diversity of the student population, which necessitates ongoing professional development on cultural proficiency and differentiating instruction. The system must also strengthen internal and external communication capabilities to ensure that all stakeholders understand and can contribute to school and system improvement. The HCPSS must provide appropriate professional development opportunities to meet the changing needs of teachers and leaders, to strengthen the school system’s ability to collect and analyze data in the support of continuous improvement efforts, and to build leadership capacity.

As part of its strategic planning efforts for the 2011–2012 school year, the HCPSS identified system- and division-level improvement strategies designed to ultimately impact student achievement at all schools. However, a special focus on supporting improvement efforts at the schools not making AYP remains a priority. The improvement strategies for the 2011–2012 school year are as follows:

- **Leadership:** Build leadership capacity at the school and system levels.
- **Cultural Proficiency:** Provide professional development and support to enable all Howard County Public School System employees to be culturally proficient.
- **Continuous Improvement:** Implement improvement processes to identify efficiencies and increase effectiveness.
- **Communication and Public Engagement:** Increase the capacity of all school system leaders to positively and proactively communicate with, market to, and engage varied internal and external stakeholder groups.
- **Exemplary Instruction:** Provide training and support that enables schools to improve outcomes for students relating to Goals 1 and 2.

Current AYP Status: Three elementary, five middle schools, and one K–8 school did not make AYP in 2010–2011. The following table lists the schools that did not achieve AYP, identifies the content area and student group(s) in which the school was not able to meet the state targets, indicates how close each student group was to reaching the low band of the confidence interval, and gives the 2011 status for the school. Three of the schools placed in “Local Attention” are Title I schools. Cradlerock School did not make AYP in 2011 and was identified for Local Attention. This designation will be given to the two derivative schools, Cradlerock Elementary and Lake Elkhorn Middle for the 2011–2012 school year.

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Table 1. Schools that did not make AYP in 2011

School Not Meeting AYP 2010-2011	Content Area Not Meeting AYP	Student Group Not Meeting AYP	AMO Target Percent	Confidence Interval Percent	Percent Proficient	Status
Cradlerock School (K-8)	Reading	Black or African American	85.70	80.3	77.20	Local Attention
	Reading	FARMS	85.70	79.9	74.70	
	Reading	Special Education	85.70	75.2	61.60	
	Reading	Limited English Proficiency	85.70	74.6	57.90	
	Mathematics	All	81.60	77.3	76.30	
	Mathematics	Black or African American	81.60	75.6	67.80	
	Mathematics	FARMS	81.60	75.1	63.30	
	Mathematics	Special Education	81.60	69.9	53.50	
	Mathematics	Limited English Proficiency	81.60	69.5	58.80	
Dunloggin MS	Mathematics	Special Education	78.60	61.3	59.10	Local Attention
Elkridge Landing MS	Mathematics	FARMS	78.60	67.5	59.40	Local Attention
Fulton ES	Reading	Special Education	85.90	69.3	55.90	Local Attention
	Reading	Limited English Proficiency	85.90	49.2	42.90	
Harper’s Choice MS	Reading	Limited English Proficiency	85.60	63.6	60.00	Local Attention
	Mathematics	Black or African American	78.60	70.6	62.80	
	Mathematics	FARMS	78.60	69.2	58.00	
	Mathematics	Special Education	78.60	64.2	57.10	
Mayfield Woods MS	Reading	FARMS	85.60	78.0	74.70	Year 1: Focus Developing
	Mathematics	FARMS	78.60	69.8	64.90	
Oakland Mills MS	Met AYP in 2011 – Maintains School Improvement Status until it meets AYP for 2 years consecutively					Corrective Action
Running Brook ES	Mathematics	Special Education	84.50	63.9	62.50	Local Attention
Swansfield ES	Mathematics	Hispanic of Any Race	84.50	67.0	63.60	Local Attention
	Mathematics	FARMS	84.50	73.8	68.20	
Wilde Lake MS	Mathematics	FARMS	78.60	69.8	55.90	Year 1: Focus Developing

The HCPSS continues to focus efforts on accelerating the achievement of student groups that have not met state targets at specific schools and across the system. While the HCPSS has experienced promising gains in all student groups, continued targeted support will be provided for groups that did not achieve AMOs most frequently, including:

- Students receiving special education services at the schools that did not make AYP in 2010-2011
- Black/African American students, Hispanic of any race students, and English Language Learners (ELL), as well as students receiving Free and Reduced-Price Meals Services (FARMS) in Grades 3-8

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- Students receiving Limited English Proficiency services (LEP) with beginning levels of English proficiency and interrupted schooling
- High school students who are at risk of failing the High School Assessments.

Each school that did not make AYP in 2010–2011 will receive targeted support to address its unique challenges.

Schools Identified for Local Attention: For the 2011–2012 school year, four elementary schools and four middle schools are identified for “Local Attention” status. These schools are not in the state school improvement process. Local Attention means that the school system will monitor a school’s improvement efforts in the area or areas not meeting state standards. When a school misses the state target for one or more student groups in reading or mathematics, it receives focused attention from the local school system to make sure the school meets the needs of all students. Schools with comprehensive needs will be prioritized.

Focus Developing/School Improvement Year I Status Schools: Mayfield Woods Middle School and Wilde Lake Middle School did not make AYP in 2009–2010 and 2010–2011, obtaining “Focus Developing” status. On the 2011 MSAs, both Mayfield Woods MS and Wilde Lake MS failed to make AYP in mathematics in the FARMS student group; Mayfield Woods MS also failed to make AYP in reading in the FARMS student group. For this reason, supporting students receiving Free and Reduced Meals will be the priority at these two middle schools.

Focus Comprehensive/Corrective Action Status School: Oakland Mills Middle School (OMMS) met AYP in 2010–2011, yet maintains the “Corrective Action” label until it makes AYP for two consecutive years. On the 2010 MSAs, Oakland Mills MS failed to make AYP in the area of reading with Special Education students and mathematics with African American students and students receiving Free and Reduced-Price Meals Services (FARMS). Supports put in place during the 2010–2011 will be continued through the 2011–2012 school year to ensure students continue performance gains.

The HCPSS has notified the parents of each child enrolled in a school identified for School Improvement or Corrective Action. The notice included an explanation of what the identification means, the reasons for the identification, what the school is doing to address the problems, and how parents can help.

Support provided in 2011–2012: To meet the needs of students who do not meet the standards and those schools in danger of not making AYP, the HCPSS will continue to provide a continuum of differentiated resources and professional development to all schools with targeted needs.

The following targeted school support will be provided during the 2011–2012 school year:

- Regular school-based support to administrators of schools not making AYP and others at risk of not making AYP.
- Inclusion in elementary and middle school professional learning communities that include school-based professional development opportunities, the sharing of best practices, and regular data conversations.

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- Focus on the components of effective school improvement planning:
 1. Develop a comprehensive needs assessment
 - Review data
 - Identify root causes
 - Create next steps
 2. Clarify schoolwide focused objectives
 3. Design grade level (elementary) or content (secondary) team plans that align with schoolwide objectives
 - Strategic and specific, measurable, aligned and attainable, results-oriented, and time bounded (SMART) team objectives
 - Strategies to achieve objectives
 - Evaluation plan
 - Monitoring tool for implementation of each strategy
 4. Align individual teacher evaluation objectives with team objectives and strategies
- Staffing to support successful practices, such as the increased use of mathematics and reading support teachers, reading specialists, in-school alternative education teachers and instructional assistants, and high school teaching positions that focus on in-school intervention for assessed courses.
- Technology support teachers in elementary schools to provide job-embedded professional development on the integration of technology into instruction, as well as to provide additional instructional planning time for elementary school teachers.
- Increased dedicated time of pupil personnel workers assigned to these schools to provide services and supports to individual students who are chronically absent and/or habitually truant.
- Resources, such as the use of problem solving teams, that support safe and nurturing environments (HCPSS Goal 2) as a major factor in accelerating student achievement, based on cultural proficiency; positive behavioral supports; effective problem solving; and school, family, and community partnerships.
- Professional development on engaging learners for all system leaders.
- Expansion of Epstein’s school-based *Framework of School, Family, and Community Partnerships* to increase the engagement of all families, including the continued use of family and student liaisons, the parent information and leadership development programs, and translation and interpretation services.
- Continuation of extended learning opportunities including beyond school hours and summer programming.

The following academic and behavioral support for students will be provided during the 2011–2012 school year:

- Specialized reading and mathematics diagnostic programs to identify and support individual student achievement and track progress
- An Academic Intervention Continuum Framework to ensure that all students scoring below grade level in reading and/or mathematics, along with those at risk of failing the high school assessments, are provided with appropriate academic support through quality classroom instruction and moderate or intensive academic intervention programs
- Expanded alternative education programs and group counseling services for alternative education students

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- Additional Positive Behavioral Interventions and Support (PBIS) professional development for targeted school staff members with a specific focus on the students who need specific group and individual behavioral supports.

Elementary Schools in “Local Attention” status: Curriculum, school administration, professional development, and student services leadership developed a collaborative plan to provide additional, focused, and differentiated support to Cradlerock Elementary (the former lower school of the Cradlerock K–8 school), Fulton Elementary, Running Brook Elementary, and Swansfield Elementary, which have been placed in “Local Attention” status for failing to make AYP.

The following targeted school support will be provided during the 2011–2012 school year to elementary schools in Local Attention status:

- Include school-based representatives in decisions relative to the review of and revisions to the school improvement planning process.
- Strengthen central office leadership visits to monitor degree of implementation of school improvement plans, discuss needs and resources, and facilitate strategic planning.
- Intensify the work of reading and mathematics support teachers, who provide job-embedded professional development to staff at both schools based on the targeted mathematics needs of students at each school. Continually review student achievement through data conversations.
 - Share best practices; e.g., diagnostics, culturally responsive teaching methods.
 - Align and monitor interventions.
- Facilitate the development and implementation of instructional team improvement plans at both schools with a focus on the question, "In what ways can we increase the number of students achieving at the proficient and advanced levels in reading and/or mathematics?"

The following academic and behavioral support for students will be provided during the 2011–2012 school year to elementary schools in Local Attention status:

- Conduct intensive diagnostic data analyses using appropriate assessment tools to pinpoint student academic weaknesses and then measure progress multiple times over the course of the school year
- Identify all students not meeting standards and align interventions to meet the specific needs of each student
- Review student behavioral data to determine linkages with academic data
- Provide extended learning opportunities and interventions during and beyond the school day, week, and year using the computer-based *FASTTMath* program, reading interventions including *Reading Recovery*, *Leveled Literacy Intervention*, and *Soar to Success* after-school math tutoring, and academic intervention summer programs.

Middle Schools in “Local Attention”, “Focus Developing”, and “Corrective Action” Status:

In the seven current middle schools that are in Local Attention, Focus Developing, or Corrective Action status (Dunloggin Middle School, Elkridge Landing Middle School, Harper’s Choice Middle School, Lake Elkhorn Middle School (the former upper school of the Cradlerock K–8 school) Mayfield Woods Middle School, Oakland Mills Middle School, and Wilde Lake Middle School), school improvement strategies will be differentiated based on the needs of each school

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and according to individual school improvement plans. Specific strategies for middle schools that did not make AYP in reading and/or mathematics are described below.

The following targeted school support will be provided during the 2011–2012 school year to middle schools in Local Attention, Focus Developing, or Corrective Action status:

- Include school-based representatives in decisions relative to the review of and revisions to the school improvement planning process
- Strengthen central office leadership visits to monitor degree of implementation of school improvement plans, discuss needs and resources, and facilitate strategic planning
- Provide differentiated resources, including additional staffing, to support specific needs, including ESOL, mathematics, reading, and special education support teachers and/or reading specialists
- Intensify the job-embedded professional development to staff based on targeted needs of students and using existing or expanded staff resources, to include:
 - Special education instructional support teachers
 - Mathematics instructional support teachers
 - Additional reading specialists
- Participate in the Professional Learning Community focused on School Improvement, which includes administrators and instructional leaders from middle schools which did not make AYP in 2011 and others in danger of not making AYP in the future, in order to:
 - Continually review student achievement through data conversations
 - Share best practices; e.g., diagnostics, culturally responsive teaching methods
 - Align and monitor interventions
- Facilitate the development and implementation of instructional team improvement plans at these schools with a focus on the question, "In what way can we increase the number of students achieving at the proficient and advanced levels in reading and/or mathematics?"
- Provide professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Model – University of Kansas) and mathematics (Above and Beyond)
- Provide professional development and coaching for co-teaching teams of general education and special education teachers.

The following academic and behavioral support for students will be provided during the 2011–2012 school year to middle schools in Local Attention, Focus Developing, or Corrective Action status:

- Conduct intensive diagnostic data analyses using appropriate assessment tools to pinpoint student academic weaknesses and then measure progress multiple times over the course of the school year.
- Identify all students not meeting standards and align interventions to meet the specific needs of each student.
- Review student behavioral data to determine linkages with academic data.
- Provide extended learning opportunities and interventions during and beyond the school day, week, and year using *Odyssey Mathematics*, *Moving with Math*, and *First in Mathematics*; Reading interventions will include *Strategic Instruction Model*, *SpellRead*, *Megawords*, *Read 180*, *Study Island*, *Reading Advantage*, and *Soar to Success*.

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Special Education: The most significant challenge in moving schools toward making AYP continues to be the need to intensify and accelerate instructional programming for students with disabilities in order for them to meet or exceed academic achievement outcomes. In response, a number of special education strategies have been implemented through collaborative efforts of the HCPSS curriculum and special education departments and will be expanded over the course of the 2011-2012 school year to support schools that did not make AYP or were at risk of not making AYP due to the performance of the special education student group. These strategies include the Designing Quality Inclusive Education (DQIE) initiative, site based professional development focused on engaging instructional practices, co-teaching, data conversations, and collaborative planning. Data conversations will engage school based staff in utilizing tools offered by the new HCPSS data management system.

Positive trends on reading and mathematics MSA/HSA performance by special education students have been correlated with increased access to general education classroom instruction, highlighting the need for the provision of services in an inclusive environment, to the maximum extent appropriate. A seven-year systemwide project, DQIE has provided professional development, materials, and funds to support high quality inclusive strategies promoting the collaboration of general education and special education teachers through co-planning and co-teaching. The DQIE support has led to increased differentiation and intensification of instructional interventions for students with disabilities educated in co-taught classrooms.

Results from the 2003–2010 Reading and Mathematics MSAs show evidence of positive trends in the performance of the special education student group. In 2003, 47 percent of elementary students with disabilities scored proficient or advanced on the Reading MSA, as compared to 64 percent in 2010, representing a 17 percent increase. In 2003, 44 percent of elementary students with disabilities scored proficient or advanced on the Mathematics MSA, as compared to 65 percent in 2010, representing a 21 percent increase. Targeted schools will receive support through system initiatives such as DQIE during the 2011–2012 school year, in an effort to continue improving the performance of students with disabilities.

In 2007–2008, special education instructional support teachers were added to ten middle schools, including all of the schools that did not make AYP at the middle school level. These teachers provided professional development to all staff members working with students with disabilities. This action was based on an analysis of MSA data, with particular attention to improving outcomes for student groups in middle schools. Monthly professional development meetings co-planned by the special education and curriculum offices provided an opportunity for special education instructional support teachers to work with math instructional support teachers and co-teaching teams from the ten middle schools. The professional development focused on improved performance in co-taught classes and was reinforced through ongoing support and coaching by instructional support teachers at schools. During the 2008–2009 school year, the role of the middle school special education instructional support teachers was expanded to support content teachers' understanding of special education strategies, to promote differentiated instruction within co-taught classrooms, and to provide additional reading and mathematics interventions during the school day. The impact of these efforts contributed to increases of 12 percentage points in mathematics and 18 percentage points in reading by the special education student

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groups in participating schools based on 2009 MSA data.

During the 2008–2009 school year, elementary schools adopted a consistent and effective data collection process for students with Individual Education Programs (IEPs). The Individual Student Data Profiles/Data Collection Notebooks facilitated the ongoing monitoring of student performance in response to reading and mathematics interventions. The effective use of student data analysis allowed for better alignment and adjustment of interventions. This process contributed to an increase of 4.5 percentage points on MSA reading performance and an increase of 3.4 percentage points on MSA mathematics performance by special education students over the past year. The continued and more efficient implementation of this strategy using newly developed system data management tools is expected to promote improved performance of special education students during 2011–2012.

African American Student and Family Outreach: The primary role of the Black Student Achievement Program (BSAP) is to provide academic support for students who need extra help within the school environment. BSAP uses student performance data and other academic indicators to monitor the achievement of African American students to develop programs for students and families. These family involvement programs include the Village Empowerment Seminars which focus on leadership building, MSA Celebrations, and workshops on supporting student learning at home. The academic mentor (at the elementary level) or academic transition assistant (at the secondary level), in consultation with the teachers, math/reading support staff, and administrators, targets students who are not achieving or are at-risk of not achieving the State’s challenging academic standards because specific learning behaviors are impacting their achievement. Twelve elementary schools, four middle schools, and one K-8 school are currently being served. Each of the twelve high schools has access to a secondary transition assistant. Both Oakland Mills and Wilde Lake Middle Schools have BSAP transition assistants.

The goal of the BSAP academic mentors and the BSAP academic transition assistants is to help students in developing a clear sense of self as a student and scholar, recognizing and developing school success skills, and developing long- and short-term goals. This is accomplished by teaching the student to connect content with his/her career goal aspirations. The BSAP academic mentors and the BSAP academic transition assistants also provide strategies to accelerate success in curriculum mastery in mathematics and/or reading by:

- Focusing students on the on or above-grade-level objectives.
- Informing students of their current level of performance.
- Identifying long range career goals.
- Planning strategies for college and career development.
- Reviewing samples of exemplary work with students.
- Showing students how to analyze exemplary work.
- Showing students how to use the analyses of exemplary work to create, improve, and revise their own work.

To support AYP attainment in identified schools, the BSAP academic mentors and the BSAP academic transition assistants, in collaboration with team leaders, reading/mathematics support staff, and administration, will:

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- Target African American students who are performing below grade level in reading and/or mathematics.
- Target African American students whose grades show a discrepancy with actual classroom performance.
- Review the previous year’s interventions, report card grades, assessments, and MSA scores.
- Update and/or implement interventions/strategies for targeted students.
- Place students as a priority on the formal caseload of academic mentors/transition assistants.
- Support the BSAP Saturday Mathematics Academy (SMA). The BSAP-SMA is designed to accelerate academic achievement in mathematics. Highly qualified teachers tutor and mentor students that are on, above, or below grade level in mathematics. Students are registered based on interest. The BSAP–SMA teachers assist/mentor students with the identified goals individually or in small groups. Parents of Saturday Math Academy students participate in a variety of Parent Information sessions aimed at building each participant’s capacity to support their children with math homework. The HCPSS supports the BSAP-SMA in the following ways:
 - Inform targeted students’ parents about the BSAP Saturday Math Academy (SMA).
 - Share interventions/strategies with SMA teachers
 - Communicate with BSAP-SMA staff members regularly regarding academic progress and attendance.

Students receiving Free and Reduced-Price Meals Services (FARMS): Over the past three years, the HCPSS has been focused on the achievement of students receiving free and reduced-price meals. There are a disproportionate number of students participating in Academic Intervention Programs who also receive FARMS. The HCPSS’s ten Title I elementary schools receive many supplemental resources in the form of additional staffing, professional development, family involvement funds, and other instructional resources. To address the needs of students receiving FARMS at non-Title I schools, the HCPSS will apply many of the lessons learned from the Education Trust’s research and the HCPSS’s Title I schools to these other schools. The HCPSS will emphasize what schools can do (not what they cannot control), focus on teaching and learning, set high expectations for all students, challenge students with a rigorous curriculum, maximize instructional time, build school leaders, and value excellent teachers.

Additionally, Cradlerock, Running Brook, and Swansfield Elementary Schools, and Harper’s Choice, Oakland Mills, Mayfield Woods, and Wilde Lake Middle schools currently receive 21st Century Learning Community (Bridges) grant funds for beyond the school day programs. The Office of Academic Intervention and Title I Programs, which also oversees the Bridges grants, will leverage Bridges resources to address the needs of economically disadvantaged students through targeted after-school programming.

Hispanic Student and Family Outreach: The purpose of the Hispanic Achievement Program is to assist the Howard County Public School System in its efforts to accelerate the academic achievement of Hispanic students. The Office of Hispanic Student Achievement provides the following support:

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- Advocacy and analysis of assessment data at the central office and school level, in order to identify trends and successful approaches that can be duplicated.
- Schoolwide and school-based professional development.
- Hispanic Achievement Institute on research-based best practices for Hispanic students.
- Hispanic youth clubs at secondary schools to promote a positive ethnic identity and higher education.
- Spanish language TV program on educational issues, in collaboration with the HCPSS Cable TV and Video Production Office, targeting Spanish speaking parents.
- Parent programs offered in Spanish including a Parent Academy, a Middle School Orientation, follow-up sessions for Parent Academy graduates focusing on the first four areas of the Epstein framework of parental involvement: parenting, communication, volunteering and at home learning.

There are twelve Hispanic achievement liaisons placed in fifteen schools based on the number of Hispanic students and the academic needs of the students (four high schools, two middle schools, eight elementary schools, and one K–8). Their main responsibilities include:

- Collaboration with school staff to accelerate the achievement of Hispanic students, especially as it pertains to attendance and appropriate placement.
- Advocacy and education of the staff regarding the realities of Hispanic students and their families.
- Facilitation of parental involvement.
- Collaboration with community agencies to better serve Hispanic students and their families.
- Special emphasis at the high school level to engage students who are at risk of dropping out and to monitor graduation requirements.

English Language Learners: The instructional program for students with limited English proficiency will continue to be content-based with English language acquisition integrated with science, social studies, language arts, health, and mathematics objectives. Professional development for ESOL and content classroom teachers will emphasize the enhancement of collaborative efforts and best practices in the field to promote high expectations and the academic achievement of the English Language Learners.

Furthermore, educational outreach programs will be provided to parents on topics including strategies for supporting their children academically, English language development and instruction, and information about the school system. The Office of International Student and Family Services provides family engagement programs including the International Parent Leadership Program, school-based International Achievement Liaisons, the International Student Registration Center, interpretation and translation services for schools and central documents, and the call center for Korean and Spanish families.

Cultural Proficiency: The HCPSS is providing differentiated professional development support to schools to increase the cultural proficiency of all staff members. (See also "Cross-Cutting Themes – Education that is Multicultural"). The HCPSS will provide relevant cultural proficiency professional development as follows:

- Formulation of a school leadership team dedicated to cultural proficiency.

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- Professional development related to the cultural proficiency goals.
- Allocation of resources to support cultural proficiency goals in support of Goal 2.

This type of professional development is school-driven and responsive to the particular needs of each school.

The HCPSS is committed to educating students within an environment of culturally responsive and responsible practice and policy. There is a systemwide understanding of the importance of cultural proficiency.

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Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

Table 5.3: Number of All Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	2	0	0	0	0	0	1	1	0	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	0	0	0	0	0	1	1	0	0	0	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	1	1	0	0	0	1	1	0	1	0	0	0
High Schools	0	0	0	0	0	0	0	0	0	0	0	0
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	1	0	0	0	1	1	0	1	0	0	0
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0						
Middle Schools	2	0	1	0	0	0						
High Schools	0	0	0	0	0	0						
Special Placement Schools	0	0	0	0	0	0						
Total	2	0	1	0	0	0						

MSDE official data pending

Section E: Turning Around Lowest Performing Schools – Adequate Yearly Progress

Table 5.4: Number of Title I Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	0	0	0	0	0	0	0
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	0	0	0	0	0	0	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0
High Schools												
Special Placement Schools												
Total												
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0						
Middle Schools	0	0	0	0	0	0						
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	0						

MSDE official data pending

Section E: Turning Around Lowest Performing Schools – Adequate Yearly Progress

2. Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).

- **Describe actions that the school system took during the 2010-2011 school year.**

During the 2010–2011 school year, the HCPSS continued many of the initiatives started during the previous year. The HCPSS encouraged principals to collaborate with school improvement teams to identify a schoolwide improvement strategy.

Using the established Professional Learning Communities framework, school-based and central office staff members continued to collaborate to ensure that every class in identified schools focused on improving instruction for every learner. School teams developed action plans to implement high impact initiatives, including the enhancement of existing or the creation of new professional learning communities composed of school instructional staff members. Content coordinators assisted Instructional Team Leaders with the development of action plans and the provision of resources to support implementation. All instructional leaders (central office and school-based) and Instructional Team Leaders agreed on what constitutes the essential features of instruction within the HCPSS (e.g., teachers are aware of the needs of all students in the classroom, instruction addresses the needs of different students, teachers assess student attainment of lesson objectives). Teachers were provided support to ensure these essential elements exist in all classrooms. While this strategy focused immediately on the school that was in “Focus Comprehensive” status (Oakland Mills Middle School), its scope was broadened through the School Improvement Professional Learning Communities to include all schools that did not make AYP in 2010 and other schools that were in danger of not making AYP in the future.

While Oakland Mills Middle School did not meet AYP for three years in a row (2006, 2007, 2008), it made AYP in 2009, then failed to make AYP in 2010. While this growth indicates that the strategies used in 2008–2009 worked, not enough progress was made on the Reading MSA to exit School Improvement. As a result, the strategies described in Question 1 were continued or enhanced during 2009–2010 as shown below.

Targeted school support included:

- Utilization of the Teacher Capacity Needs Assessment (TCNA) process for identifying school-wide areas in need of improvement.
- Intensive collaboration between central office leadership and school-based administration and staff, including central office leadership visits to the school to monitor the degree of implementation of the school improvement plan, discuss needs and resources, and facilitate strategic planning.
- Inclusion of school-based representatives in the review and revision of the school improvement plans.
- Implementation of cascading improvement plans for teams, departments, and individual teachers

Section E: Turning Around Lowest Performing Schools – Adequate Yearly Progress

- Maximized effective use of the two school reading specialists.
- Just-in-time professional development upon request by the principal.
- Planned professional development through the focused use of specialized staffing resources such as:
 - Special education instructional support teachers
 - Mathematics instructional support teachers
 - Reading specialists.
- Provision of additional leadership development for Instructional Team Leaders.
- Continued involvement in the School Improvement Professional Learning Communities.

Targeted academic and behavioral support to students included:

- Revision of the school schedule to manually schedule students who perform below grade level in reading and/or mathematics.
 - Use of assessments to inform instruction of students performing below grade level in reading and mathematics.
 - Schoolwide integration of reading into the content areas.
 - Provision of direct support by Department of Special Education staff (professional development/planning time) for school staff responsible for special education students assessed by Alt-MSA and Mod-MSA.
 - Professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Model- University of Kansas) and mathematics (Above and Beyond.)
 - Professional development and coaching for co-teaching teams of general education and special education teachers.
-
- **Describe the actions that the school system will take once school improvement status is determined for the 2011-2012 school year.**

Oakland Mills Middle School met AYP in 2010–2011, but failed to make AYP in 2009–2010 in the area of Reading with Special Education students and Mathematics with African American students and students receiving Free and Reduced-Price Meals Services (FARMS). Under the federal law No Child Left Behind, schools in their third year of not making adequate yearly progress (AYP) must take at least one corrective action. The Howard County Public School System will continue to decrease management authority at the school level. A committee has been formed to meet regularly to support the needs of the school. This group includes the Chief Academic Officer, the Executive Director of School Improvement and Curricular Programs, a Director of School Administration, the Executive Director of School Improvement and Administration, and other key support staff. The HCPSS central office staff members are working closely with Oakland Mills Middle School to implement the Teacher Capacity Needs Assessment identified strategies.

Section E: Turning Around Lowest Performing Schools – Adequate Yearly Progress

During the 2011–2012 school year, the school system will continue to implement the strategies which were successful during the 2010–2011 school year outlined above. These include, but are not limited to:

- Collaboration between school-based and central office staff members within the Professional Learning Communities framework to ensure that every class in identified schools focuses on improving instruction for every learner.
- Monitoring the degree of implementation of the school improvement plan by central office leadership.
- Maximizing effective use of the school’s reading specialists.
- Provision of just-in-time professional development upon request of the principals.
- Providing intensive support for cultural proficiency training.
- Use of assessments to inform instruction of students performing below grade level in reading and mathematics.
- Provision of professional development on the focused use of specialized staffing resources; e.g., special education instructional support teachers, mathematics instructional support teachers, and reading specialists.
- Identifying and preparing special education students for Alt-MSAs and Mod-MSA.
- Provide intensive progressive assessment for co-teachers in specialized reading and mathematics instruction.

These strategies will be replicated at all schools in school improvement.

Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):

- 3. Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.**

The Howard County Public School System does not have any “persistently low-performing Tier I or Tier II schools”.

**Part I – Section F: General
Race to the Top Scope of Work**

Section F: General

Narrative: the narrative for Section F will describe the LEA’s commitment to ensuring successful conditions for high performing charter schools and other innovative schools. LEAs must identify all goals and all tasks/activities that will be implemented in year two to achieve the stated goal(s).

Action Plan: Section F

Goal(s):

The HCPSS does not have any charter schools.

Section F: General	Correlation to State Plan	Project #	Start Date	End Date	Key Personnel	Performance Measures	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities</i>							
1. Cooperate with national and statewide evaluation							
<i>Tasks/Activities:</i>							
1.							

Year 3 Goals:

-
-

Year 4 Goals:

-
-

Part I
Section G: Appendices

Appendix A – Summary of Changes for 2011 Guidance Document

What’s New in the Bridge to Excellence Guidance for 2011
A Quick Reference

Change	Description	Page #(s)
Format	Structure of guidance document has been changed to reflect RTTT four reform areas. Five NCLB goals have been subsumed under the reform areas. Now respond to two analyzing questions in each NCLB goal area (instead of four): Challenges; Related changes/adjustments and resource allocations. (Optional: Systems may add responses about system successes and strategies contributing to their successes as well.)	Throughout
Introduction	Has been rewritten to reflect integration of RTTT Scopes of Work reviews	iv, v
Cover / Signature Page	Includes language assurance of adherence to BTE <i>and</i> RTTT guidelines.	vi
Executive Summary	Now includes discussion of Scopes of Work summaries. Highlight strategies for closing the gap: AA Males, FARMS, ELL, Special Education	1
Finance Section	Now includes Scopes of Work grant documents (summary c-1-25; c-1-25 forms for Years 2-4; RTTT project budget workbooks)	2
RTTT SOW Narrative & Action Plans	Integration of Scopes of Work narratives and action plans under each RTTT reform area. Focus will be on Year 2.	8-11 and throughout
Government	Deleted from the 2011 Master Plan	
Education that is Multicultural	Compliance status report based on the assessment criteria for Education that is Multicultural and Achievement (ETMA) implementation	25
Family Engagement	NCLB requirement that parent participation and communication is regular, two-way, and meaningful.	66
Social Studies	Included upon recommendation by the Maryland Social Studies Taskforce	15
Finance Section	Updated Guidance reflects new RTTT requirements	2
Highly Qualified Staff	The required response to this section have been reduced	60
Additional Appendices	Race to the Top Liaisons, Race to the Top Finance Officers, Bridge to Excellence and Race to the Top Resources, MSDE Race to the Top Scopes of Work Reviewers	86, 87, 88
Disaggregated Data Tables	Data tables are disaggregated by gender as well as race	

Section G: Appendices

Appendix B – Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Walt Sallee Portia Bates	410-767-1407 410-767-4420	wsallee@msde.state.md.us pbates@msde.state.md.us
Race to the Top Requirements	Lyle Patzkowsky	410-767-0379	lpatzkowsky@msde.state.md.us
Finance Requirements	Steve Brooks Donna Gunning Patrick Kellinger	410-767-0011 410-767-0757 410-767-0985	steve.brooks@msde.state.md.us dgunning@msde.state.md.us pkellinger@msde.state.md.us
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Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Scott Pfeifer Heather Lageman	410-767-0349 410-767-0892	spfeifer@msde.state.md.us hlageman@msde.state.md.us
Educational Technology	Jayne Moore	410-767-0382	jmoore@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Cathy Nelson	410-767-6577 410-767-0714	iyoon@msde.state.md.us cnelson@msde.state.md.us
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Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
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School Facilities	Barbara Bice	410-767-0097	bbice@msde.state.md.us
Education That Is Multicultural	Linda Shevitz	410-767-0428	lshevitz@msde.state.md.us
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Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us
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Section G: Appendices
Appendix C – List of Data Tables Quick Reference

Table Number	Table Name
	Finance Section
1.1.A	Current Year Variance Table
1.1.B	Prior Year Variance Table
1.1.C	Prior Year ARRA Variance Table
1.1.D	Summary Race to the Top c-1-25 Form
1.1.E	Year 2-4 Race to the Top c-1-25 Form
TBA	Race to the Top Budget Workbooks
	Maryland School Assessments
2.1	Maryland School Assessment – AYP Proficiency Data – Reading - Elementary
2.2	Maryland School Assessment – AYP Proficiency Data – Reading - Middle
2.3	Maryland School Assessment – AYP Proficiency Data – Reading – High (English II)
2.4	Maryland School Assessment – AYP Proficiency Data – Math - Elementary
2.5	Maryland School Assessment – AYP Proficiency Data – Math - Middle
2.6	Maryland School Assessment – AYP Proficiency Data – Math – High (Algebra/Data Analysis)
2.7	Maryland School Assessment – Science – Elementary (Grade 5)
2.8	Maryland School Assessment – Science – Middle (Grade 8)
2.9	Biology
	High School Assessment/Graduation Requirements
3.1	HSA Test Participation and Status – English – Grade 10
3.2	HSA Test Participation and Status – English – Grade 11
3.3	HSA Test Participation and Status – Algebra/Data Analysis – Grade 10
3.4	HSA Test Participation and Status – Algebra/Data Analysis – Grade 11
3.5	HSA Test Participation and Status – Biology – Grade 10
3.6	HSA Test Participation and Status – Biology – Grade 11
3.9	Graduates Who Met the High School Assessment Graduation Requirement by Option
3.10	Bridge Projects Passed
3.11	Rising Seniors Who Have Not Yet Met the Graduation Requirement
	Limited English Proficient Students
4.1	System AMAO 1
4.2	System AMAO 2
4.3	System AMAO 3
	Adequate Yearly Progress
5.1	Number and Percentage of Schools Making Adequate Yearly Progress
5.2	Number and Percentage of Title I Schools Making Adequate Yearly Progress

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Table Number	Table Name
5.3	Number of All Schools in Improvement
5.4	Number of Title I Schools in Improvement
5.5	Attendance Rates
5.6	Percentage of Students Graduating from High School
5.7	Percentage of Students Dropping Out of School
	Highly Qualified Staff
6.1	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers
6.2	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools
6.3	Number of Classes Not Taught by Highly Qualified Teachers by Reason
6.4	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools
6.5	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level and Experience
6.6	Attrition Rates
6.7	Percentage of Qualified Paraprofessionals Working in Title I Schools
	Schools that are Safe, Drug-free, and Conducive to Learning
7.1	Number of Persistently Dangerous Schools
7.2	Probationary Status Schools
7.3	Schools Meeting the 2 ½ Percent Criteria for the First Time
7.4	Elementary Schools with Suspension Rates Exceeding Identified Limits
7.5	Identified Schools That Have Not Implemented PBIS
7.6	Incidents of Bullying, Harassment, or Intimidation
7.7	Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying
7.8	Number of Students Suspended – In School – by Race/Ethnicity and Gender (Unduplicated Count)
7.9	Number of Students Suspended – Out of School – by Race/Ethnicity and Gender (Unduplicated Count)
7.10	In-School and Out-of-School Suspensions by Most Common Offense Category
	Early Learning
8.1	Percentage of All Kindergarten Students at Readiness Stages
8.2	Percentage of Kindergarten Students with Previous Prekindergarten Experience
8.3	September 30 Prekindergarten Enrollment

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Appendix D – Submission Instructions

Date	Submission
August 15	<p><u>Master Plan Part II: Attachments</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders, where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Consolidate/merge all documents into one (1) document before submitting. Please do not submit multiple documents. Submit this file in PDF format.
October 14	<p><u>Master Plan Part I</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 15 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section.</u> ▪ Avoid sending documents in binders where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Master Plan Part II: Attachments (2nd Updated Submission)</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders, where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.

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Date	Submission
<p>November 22</p>	<p><u>Final Submission: 2011 Master Plan Annual Update</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Submit two (2) hardcopies of the entire final 2011 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <u>ONE</u> final hardcopy submitted on this date <u>must contain original signatures in all areas where required.</u> ▪ Avoid sending documents in binders where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post the 2011 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks ▪ Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.

Send Hard Copy Submission to:

Mr. Walter J. Sallee
 Division of Student, Family, and School Support
 Maryland State Department of Education
 200 West Baltimore Street (4th Floor)
 Baltimore, Maryland 21201
 Phone: 410-767-0784

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Appendix E – Bridge to Excellence Resources

Bridge to Excellence

Bridge to Excellence Home Page http://www.marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/

Bridge to Excellence Master Plans <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622>

MGT Report: *An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan* <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046>

Bridge to Excellence Guidance Documents <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177>

Review Tools for Facilitators and Panelists <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-21192>

Bridge to Excellence Calendar of Events <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13221/Document-146202>

Race to the Top

Maryland's Race to the Top http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

Section G: Appendices
Appendix F – Race to the Top Liaisons -2011

First Name	Last Name	LEA	Email Address
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Appendix G – Race to the Top Chief Finance Officer – 2011

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Appendix H – MSDE Race to the Top Scopes of Work Reviewers – 2011

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Lyle	Patzkowsky	Anne Arundel County, Cecil County, St. Mary’s County	(410) 767-0367	lpatzkowsky@msde.state.md.us
Ilene	Swirnow	Calvert County, Charles County, Dorchester County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us

*Race to the Top Financial Liaison for participating systems: Pat Kellinger
pkellinger@msde.state.md.us

Section G: Appendices

Appendix I – Local Bridge to Excellence Points of Contact

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**HCPSS BTE RTTT 2011 Master Plan Annual Update
Clarifying Questions and Responses**

<u>Oct. 14, 2011</u>	<u>Nov. 22, 2011</u>	<u>Section</u>	<u>Clarifying Question and Response</u>	<u>Date Submitted to MSDE</u>
<u>Page #</u>	<u>Page #</u>			
42-45	23-25	Executive Summary and Current Year Variance Table	Question: In the Current Year Variance Table, HCPSS included multiple sources for State revenue when the guidance asked for total state revenue. In the Other Federal Funds revenue, the guidance asked LEAs to indicate only non-ARRA IDEA and Title I funds by CFDA, all other non-ARRA federal funds should be listed as Other Federal Funds. HCPSS listed a number of federal fund sources in the Other Federal Funds and did not include the CFDA. In the expenditure portion of this table, HCPSS added an additional column and included a fund source name and a CFDA in certain expenditures. The guidance asked LEAs to itemize FY 2012 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other. Please review, correct and re-submit.	
			Response: The Executive Summary - Finance section pages 23-25 were updated to identify CFDA and Other Federal Funds which are reflected in the 1.1.A Current Year Variance Table.	11/7/2011
42-45	23-25	Executive Summary and Current Year Variance Table	Question: RTTT revenue reported appears to be total, 4 year allocation while expenditures report year 2 budgets. These should match. Please review, correct and re-submit.	
			Response: The Executive Summary - Finance section pages 23-25 were updated to match RTTT allocations which are reflected in the 1.1.A Current Year Variance Table.	11/7/2011
42-45	23-25	Executive Summary and Current Year Variance Table	Question: Unanticipated reports grant contingency funds (restricted, local) in both revenue and expenditures. Please provide additional details on these items (source, amount by source).	
			Response: The Executive Summary - Finance section pages 23-25 were updated to provide additional details on grant contingency funds which are reflected in the 1.1.A Current Year Variance Table.	11/7/2011
58-60	39-41	Executive Summary and RTTT Project Workbooks	Question: Project Budget Summary Table - Project 2 – excel worksheet (electronic submission) has disabled linkage in cells, causing #REF! cells in Year 1 and Total column. Please explain, correct, and re-submit.	
			Response: The Executive Summary - Finance section pages 39-41 were updated to fix the damaged link and be re-linked properly to Project #2 Details by Category worksheet. The file is now pulling correctly, showing no funds budgeted for Year 1.	11/7/2011
76-78	57-59	Executive Summary and RTTT Project Workbooks	Question: The Indirect Cost Rate for YR 2 is 1.77% LEAs restricted. Please adjust Year 2 funds in all projects accordingly. Please review, correct and re-submit.	
			Response: The Executive Summary - Finance section pages 57-59 were updated to reflect the funds “generated” from reduction in Indirect Costs added to materials costs of Project #8, Year 2.	11/7/2011

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58-60 67-69 76-78	39-41 48-50 57-59	Executive Summary and RTTT Project Workbooks	Questions: Projects Detail by Category do not match summary budget table for the following projects 2, 5, 8. Please review, correct and re-submit. Responses: The Executive Summary - Finance section pages 39-41, 48-50, and 57-59 were updated. The Project #2 discrepancy was caused by faulty link (see above) and is now corrected and ties out. The Project #5 Details by Category worksheet did have an incorrect formula which has been corrected and now ties out to Summary table. The Project #8 Summary Budget link was damaged. The link was corrected and now re-linked properly to Project #8 Details by Category worksheet. With the link now pulling correctly, the totals now match.	11/7/2011
55-57	36-38	Executive Summary and RTTT Project Workbooks	Question: Project 1 – Details by category – appears as though there is a typo in the cost basis for Contract Service for Year 3. The LEA has referenced 2 teachers while the explanation references 12 teachers. Please correct. Response: The Executive Summary - Finance section pages 36-38 were updated to correct the typo and now reads correctly.	11/7/2011
50-54	31-35	Executive Summary and RTTT Project Workbooks	Question: The C125 will need to be updated with requested changes and resubmitted electronically. Response: The Executive Summary - Finance section pages 31-35 will be updated with current signatures. The signed pages will be submitted as part of the packet including all original signature pages due on November 22, 2011.	11/7/2011
67	48	Executive Summary and RTTT Project Workbooks	Question: Note: Project 5 – excel worksheet Total cost Year 2 has one cell pulling from Year 3. No change in total; for both columns have the same amount, error in formula. Should be corrected. Response: The Executive Summary - Finance section page 48 was updated with the correct link.	11/7/2011
84-87	70-73	Section B RTTT - Standards and Assessments	Comment: Would be interested in some clarification of the involvement of special education teachers in curriculum development and PD activities and information related to the involvement of students with disabilities in STEM curriculum, world languages and other initiatives. Response: The RTTT Narrative on pages 70-73 was updated to include more information on special education initiatives for students and staff members.	11/9/2011
209-216	195-202	Section C RTTT - Data Infrastructure	Comment: Project 3 - Section C. Is this a recurring cost and if address it in the narrative. Response: The RTTT Narrative and Action Plan on pages 195-202 were updated to reflect the recurring cost.	11/9/2011

HCPSS BTE RTTT 2011 Commendations

Executive Summary

Howard County Public School System should be commended on their well written and comprehensive executive summary All criteria were address and it was clear that their plan was collaborative, thoughtful and strategic.

Commendation: ETMA plan was clear and concise and it addressed cultural proficiency in a proactive manner.

Section B RTTT – Standards & Assessments

Action Plan Year 2

Comment: The plans were specific and clearly aligned and supportive of RTTT goals and MD's third wave of reform.

Reading

The Howard County Public Schools are to be commended on the coordinated approach to problem solving and in particular, problem-solving to assist low performing sub groups.

Mathematics

Panel commendation(s): The Howard County Public Schools are to be commended for the strategic manner in which they identified underperforming subgroups and addressing their needs.

Science

Panel commendation(s): The Howard County Public Schools are to be commended for clearly identifying specific needs and making changes in their strategies to address those needs. Commendations include the comprehensive approach Howard county takes to address these issues.

English HSA

Panel commendation(s): The Howard County Public Schools are to be commended for their comprehensive approach, specific targeted responses, and wide variety of resources to address the issues.

Algebra HSA

Panel commendation(s): The Howard County Public School System is to be commended for the recognition of both teacher and student needs. Commendations are in order for the effective use of data to identify needs and resources.

Section E – Turning Around Lowest Performing Schools

The Howard County Public School System is to be commended for their specificity in diagnosing and assigning treatment to their issues.