

Bridge to Excellence

Comprehensive Master Plan

2009 Annual Update



November 23, 2009

Howard County Board of Education

Frank Aquino, Esq., Chairman
Ellen Flynn Giles, Vice Chairman
Lawrence H. Cohen
Sandra H. French
Patricia S. Gordon
Allen Dyer, Esq.
Janet Siddiqui, M.D.
Josh T. Manley, Student Member

Superintendent

Sydney L. Cousin

Deputy Superintendent

Sandra J. Erickson

Chief of Staff

Mamie J. Perkins

Chief Financial Officer

Raymond H. Brown

Chief Operating Officer

Theresa R. Alban

Chief Academic Officer

Linda Wise

The Howard County Public School System does not discriminate on the basis of race, color, sex, age, national origin, religion or disability in matters affecting employment or in providing access to programs. For more information, contact the Human Relations Office of the Howard County Public School System at 10910 Route 108, Ellicott City, MD 21042 or call 410.313.6654.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Excellence in Teaching & Learning

Bridge to Excellence Comprehensive Master Plan
2009 Annual Update

<i>The Content</i>	<i>Pages</i>
Howard County Board of Education	
Table of Contents.....	1-2
Cover Sheet/Local Planning Team Members.....	3-4
Part I— The Content, Annual Review of Goals, Objectives, and Strategies.....	5
I.A. Executive Summary to the 2008 Annual Update.....	6-25
I.B. Budget Documents.....	26-30
Current Year Variance Table.....	26
Prior Year Variance Table.....	27
Attachments 1, 2, and 3.....	28-30
I.C. Data Section (Attached as separate document at the end of Part I).....	31
I.D. Goal Progress (ESEA Goals 1-5).....	32-157
I.D.i. Maryland School Assessments/High School Assessments.....	33-80
(Response to Clarifying Question for Reading on page 36-37)	
(Response to Clarifying Question for Mathematics on pages 49–50)	
(Response to Clarifying Questions for Science on pages 57–59)	
I.D.ii. Limited English Proficient Students.....	81-85
I.D.iii. Adequate Yearly Progress.....	86-103
I.D.iv. Attendance Rates.....	104-106
I.D.v. Graduation Rates and Dropout Rates.....	107-111
I.D.vi. Highly Qualified Staff.....	112-147
I.D.vii. Safe Schools.....	148-157
(Response to Clarifying Question on pages 152–153)	
I.E. Addressing Specific Student Groups.....	158-177
Career and Technology Education.....	159-161
Early Learning.....	162-170
Gifted and Talented Education.....	171-176
Special Education.....	177
I.F. Cross-cutting Themes.....	178-196
Educational Technology.....	179-187
Education that is Multicultural.....	188-196
I.G. Local Goals and Indicators.....	197
Part I— Attachments.....	198-206
Attachment A: “Commits to Cultural Proficiency” Rubric.....	199
Attachment B: Common Themes and Best Practices that Correlate with Closing Learning, Access, and Educational Gaps.....	200
Attachment C: Cultural Proficiency Portfolio Cohort – Logic Model.....	201
Attachment D: Staff Cultural Competence Self-Assessment.....	202-204
Attachment E: Portfolio Sharing Protocol.....	205-206

<i>The Content</i>	<i>Pages</i>
Part II—Attachments	1-184
Attachment 4 (A&B): School Level Budget Summary.....	1-6
Attachment 5 (A&B): Transfer of ESEA Funds & Consolidation of ESEA Funds.....	7-8
Attachment 6: Nonpublic School Information.....	9-16
Attachment 7: Title I, Part A TO BE SUBMITTED SEPARATELY	17
Attachment 8: Title II, Part A.....	18-59
Attachment 9: Title II, Part D.....	60-74
Attachment 10: Title III, Part A.....	75-91
Attachment 11: Title IV, Part A.....	92-124
Attachment 12: Not Applicable	
Attachment 13: Fine Arts.....	125-139
Additional Federal and State Reporting Requirements:	
Victims of Violent Criminal Offenses in Schools Report.....	140-141
Gun-Free Schools Act Report.....	142
Facilities to Support Kindergarten and Prekindergarten.....	143
Transfer of School Records for Children in State-Supervised Care Annual Certification Statement....	144
Student Records Review and Update Verification.....	145-175
Nonpublic Participation in Federal Title Programs	176-184

2009 Master Plan Annual Update

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

Part I: The Content

Due: November 23, 2009

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

Address:

10910 Route 108, Ellicott City, MD 21042

Local Point of Contact:

Name: Theresa R. Alban

Telephone: 410-313-6685

Fax: 410-313-5611

E-Mail: talban@hcpss.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 Annual Update to our Bridge to Excellence Master Plan is correct and complete. 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.



11/23/09

Signature (Local Superintendent of Schools)

Date



11/23/09

Signature (Local Point of Contact)

Date

Local Planning Team Members

Please use this page to identify the members of the school system’s Bridge to Excellence Master Planning Team. Where applicable, please include their affiliation with the local school system.

Name	Title/Affiliation
Alban, Theresa	Chief Operating Officer, HCPSS
Bademosi, Adejire	Student Member, HCPSS Board of Education
Baker, Pat	Representative, PTA
Beatty, Carol	Executive Director, ARC of Howard County
Blackwell, Pam	Director of Student Services, HCPSS
Blake, Jennifer	Executive Director, FIRN
Blom, Mark	Legal Counsel, HCPSS
Booth, Lisa	Principal, Hollifield Station Elementary School, HCPSS
Brown, Raymond	Chief Financial Officer, HCPSS
Burgy, Jennifer	Representative, PTA
Caplan, Patti	Director of Public Information, HCPSS
Cohen, Larry	Member, HCPSS Board of Education
Coughlan, Suzanne	HCEA-ESP Representative, Homewood Center
Cousin, Sydney	Superintendent of Schools, HCPSS
DeLacy, Ann	President, Howard County Education Association
Erickson, Sandra	Deputy Superintendent, HCPSS
Farson, Theresa	Administrative Assistant, School Administration, HCPSS
French, Sandra	Member, HCPSS Board of Education
Gray, Vernon	Administrator, Howard County Office of Human Rights
Gross, Valerie	Executive Director and CEO, Howard County Public Library
Guzzone, Pam	Representative, STEM
Hackett, James	President, AFSCME
Hannay, John	President, PTA Council of Howard County
Harris, Debbie	Director of Clinical Informatics, Howard County General Hospital
Hurl, Kathy	HCEA Representative, Rockburn Elementary School
Hyde, Keri	Director, Howard County Local Children’s Board
LeMon, James	Assistant Principal, Marriotts Ridge High School, HCPSS
Mascaro, Sue	Director of Staff Relations, HCPSS
McKinley, Kathy	Principal, Mount View Middle School, HCPSS
Perkins, Mamie	Chief of Staff, HCPSS
Roberson, Ron	Vice President of Academic Affairs, Howard Community College
Sallam, Moni	Student, River Hill High School, HCPSS
Simpkins, Maurice	Vice President of Public Affairs, The Ryland Group
Sola-Carter, Feli	Representative, HCPSS Equity Council
Stout, Mark	Coordinator, Secondary Social Studies, HCPSS
Teesdale, Jim	Representative, Howard County Chamber of Commerce
Towne, Anne	Executive Director, Howard County Assn. Of Community Services
Wertman, Chris	Chair, Community Advisory Council (CAC), HCPSS
Wise, Linda	Chief Academic Officer, HCPSS



2009 Master Plan Annual Update

PART I



I.A Executive Summary to the 2009 Annual Update

Introduction

The mission of the Howard County Public School System (HCPSS) is *to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world*. Achieving this mission requires the unwavering commitment of every employee in the HCPSS. Therefore, the strategic planning efforts for the HCPSS represent a cross functional approach that involves members of every division in the organization.

Two goals drive the work of the organization, and high leverage strategies to focus improvement efforts in order to achieve these goals are reviewed annually. Four of the high leverage strategies are cross functional and involve activities across all three divisions. Three of the high leverage strategies are specific to the unique work of each division. The goals and strategies support the mission.

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 diversity and commonality.

Cross Functional High Leverage Strategies:

- **Leadership** – Build leadership capacity at the school and system levels.
- **Cultural Proficiency** – Provide professional development and support to enable all HCPSS 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.

Division High Leverage Strategies:

- **Differentiated Support** (Division of Instruction) – Provide differentiated support to schools to improve performance on HCPSS Goal 1 and Goal 2 indicators.
- **Customer Service** (Division of Finance and Operations) – Increase awareness of customer and responsiveness to needs.
- **Communication** (Division of Organizational Support Services) – Support the implementation of the Communication and Public Engagement strategic plan.

Impact of Changing Demographics

Reaching the system goals requires individualized support for every one of the more than 49,000 students enrolled in the HCPSS. As the demographics of the county change and the population becomes more diverse, the HCPSS has to ensure that appropriate resources are made available to schools to support the needs of all students. This need is most evident in the increase of students requiring English for Speakers of Other Languages (ESOL) services. In the 2008/09 school year, 1,905 students participated in the ESOL program, which is more than double the number of students participating twelve years ago. These students represent 77 different countries and speak 81 languages.

The shift in population demographics is illustrated below:

Ethnicity/Race	1995/96 ¹	2008/09
Total Enrollment	37,547	49,897
White	75.7% (28,430)	54.5% (27,201)
African American	15.4% (5,780)	21.4% (10,700)
Asian	7.2% (2,700)	15.6% (7,801)
Hispanic	1.6% (600)	5.4% (2,764)
Not Reported	NA	2.5% (1,286)
Native American/Other	0.1% (37)	0.3% (145)

Special Services*	1995/96	2008/09
Limited English Proficient	2.0% (763)	3.7% (1,846)
Free and Reduced-Price Meals Services	9.1% (3,405)	11.8% (5,888)
Special Education	10.8% (4,046)	9.0% (4,491) ²

*Note: Students may be reported in more than one category

Key Performance Highlights for 2008/09

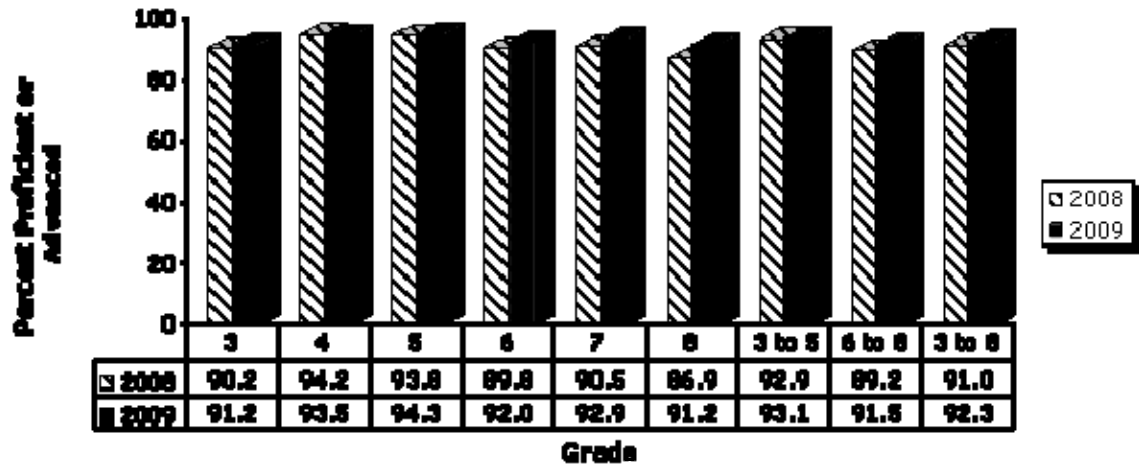
Goal 1

The results for the Maryland School Assessment (MSA) in reading and mathematics for 2009 were excellent and demonstrate growth across grade levels and student groups. When examining results for this testing program, the HCPSS includes the performance of all students taking any version of the MSA—including the Alt-MSA and Mod-MSA. In reading, all grade levels now have 90 percent or more of students performing at the proficient or advanced level.

¹ Source: MD School Performance Report (1996)

² Source: Maryland Special Education /Early Intervention Services Census Data (10/31/2008)

Executive Summary (continued)



Examining the reading performance across student groups at the elementary level reveals the greatest gains from 2008 were made by special education students, who improved by 4.5 percentage points. Two student groups that had a decrease in performance from 2008 were

Hispanic students (declined 3 percentage points) and English Language Learners (declined 4.8 percentage points).

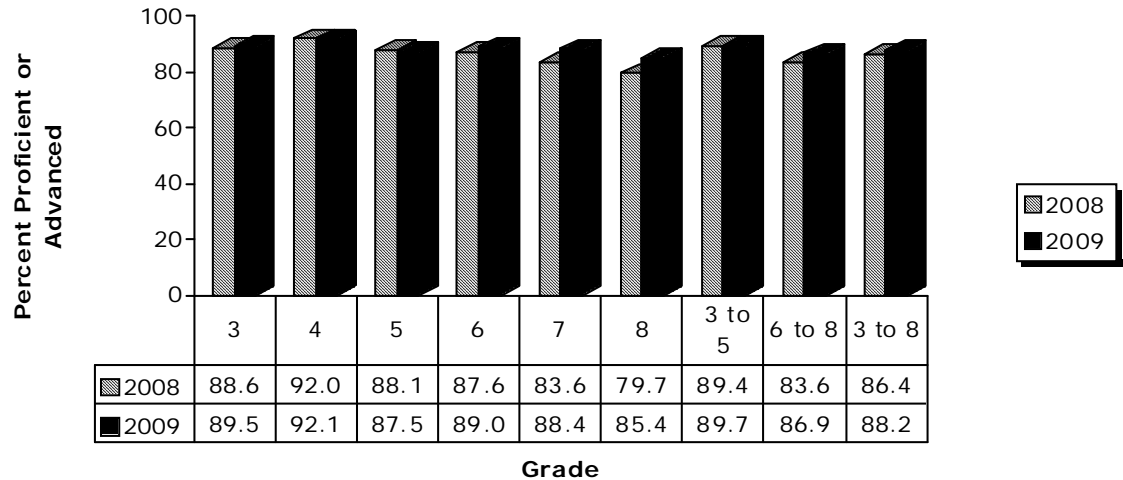
[Note: The performance of American Indian students is influenced by the small number of students in this group; therefore, changes in percentage points may appear significant due to the small number of students used in calculating percentages. Thus, results for this student group must be interpreted with extreme caution.]

At the middle school level, the performance in reading improved for every student group. Once again, special education students made the most progress with a 14.3 percent increase in the percentage of students scoring proficient or advanced compared to 2008 results.

Student Group	Reading MSA			
	Percentage Proficient or Advanced			
	Grades 3–5		Grades 6–8	
	2008	2009	2008	2009
Male	91.3	91.6	86.8	89.3
Female	94.7	94.7	91.8	94.0
Asian	95.8	95.5	93.0	94.4
African American	84.7	85.6	77.4	82.1
White	96.0	96.5	94.0	95.5
Hispanic	85.1	82.1	74.0	81.2
American Indian	84.4	93.3	96.6	76.3
ELL	78.1	73.3	52.3	48.0
FARMS	78.6	78.8	66.4	72.4
Special Education	66.4	70.9	49.5	63.8

Executive Summary (continued)

Mathematics performance on the 2009 MSA resulted in more than 85 percent of students at every grade level performing at proficient or advanced.



At the elementary level, the greatest gain in mathematics came for special education students (3.4 percentage points.) Similarly to reading, Hispanic students and English Language Learners showed a decrease in the percent of students reaching proficiency by 3.8 and 4.8 percentage points, respectively.

Middle School students improved their mathematics performance across all student groups. These increases ranged from 6.8 percentage points to 11.1 percentage points for special education students.

Student Group	Mathematics MSA			
	Percentage Proficient or Advanced			
	Grades 3–5		Grades 6–8	
	2008	2009	2008	2009
Male	88.6	88.8	82.7	85.7
Female	90.4	90.6	84.6	88.3
Asian	95.2	95.5	93.8	96.0
African American	76.5	78.1	62.7	70.1
White	94.2	94.6	90.7	92.3
Hispanic	75.8	72.0	66.1	75.0
American Indian	87.5	74.2	86.2	84.6
ELL	72.6	67.8	61.6	68.4
FARMS	67.6	69.3	52.6	61.8
Special Education	55.9	59.3	43.3	54.4

In this first year of extremely high stakes for students needing to meet the High School Assessment (HSA) graduation requirement, the HCPSS was very pleased to note that no student in the Class of 2009 failed to graduate solely due to the HSAs. The performance of this first

Executive Summary (continued)

cohort of students was extremely strong and represents a solid baseline measure for future cohorts to meet and exceed.

INROADS Planning Report
School System: Howard County Public School System
 Grade 12 HSA Completion Rate
 Total Number of Students: 3646 (as of 06/01/2009)

Student Group	Algebra					Biology					English					Government				
	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met
Overall	3645	3565	97.8	36	98.7	3644	3451	94.7	52	96.1	3645	3425	93.9	52	95.3	3644	3551	97.4	38	98.4
American Indian/Alaskan	6	6	100.0		100.0	6	5	83.3		83.3	6	6	100.0		100.0	6	6	100.0		100.0
Asian	507	506	99.8		99.8	507	490	96.6	3	97.2	507	484	95.4	2	95.8	507	498	98.2	4	99.0
African American	704	646	91.7	31	96.1	703	590	83.9	43	90.0	704	592	84.0	38	89.4	703	653	92.8	29	97.0
White	2276	2261	99.3	4	99.5	2276	2224	97.7	6	97.9	2276	2208	97.0	10	97.4	2276	2245	98.6	4	98.8
Hispanic	152	146	96.0	1	96.7	152	142	93.4		93.4	152	135	88.8	2	90.1	152	149	98.0	1	98.6
Special Ed	168	140	83.3	14	91.6	168	120	71.4	18	82.1	168	114	67.8	18	78.5	168	138	82.1	14	90.4
ELL	10	10	100		100.0	10	8	80.0	1	90.0	10	5	50.0	2	70.0	10	7	70.0	?	90.0
FARMS	313	281	89.7	18	95.5	312	248	79.4	23	86.8	313	243	77.6	20	84.0	312	281	90.0	14	94.5
Not Yet Taken	1					2					1					2				
Not Yet Passed	2					4					1					5				
Bridge Plans Accepted	36					52					52					38				
Bridge Plans in Progress	1					5					5					2				
Not Yet Taken all 4											33 (0.9%)									
Passed All 4 HSA's											3259 (89.3%)									
Met by Combined Score											315 (8.6%)									
Met by Bridge Plan											56 (1.5%)									
Met Requirement											3630 (99.5%)									
Not Met - Waiver Granted																				
Not Met - Waiver Denied																				

Goal 2

The two goals of the school system are intricately linked, and it is very hard to achieve Goal 1 without working on Goal 2. The Office of Student Services has made a concerted effort to provide ongoing support and monitoring of behavioral data in identified schools. There were 17 schools identified to receive additional supports as they implemented the Positive Behavioral Interventions and Support program. Throughout the year, Student Services teams at each school as well as staff from the Office of Student Services, monitored data and reviewed the implementation of strategies. More than half of these schools were able to reduce office discipline referrals from the previous year. Fewer referrals lead to fewer suspensions and the improvement in suspension data for 2009 reflects the success of these efforts.

In 2008/09, there were 97 fewer students receiving In-School Suspensions and 145 fewer students receiving Out-of-School Suspensions than during the 2007/08 school year. Most importantly, there were also decreases in the number of African American students suspended, which was a focus for many schools in an effort to eliminate disproportionality in student suspensions.

Executive Summary (continued)

Leadership

After two years of work by a cross functional committee, Central Office Leadership Standards have been developed and are currently being piloted by leaders in every division. These standards have raised the level of conversation about leadership throughout central office. To support growth in these performance standards, a series of 12 sessions entitled “Conversations with Colleagues” were developed and offered throughout the year. Over 100 central office staff members participated in these sessions and the feedback was excellent. With the possibility of a large percentage of staff opting for retirement in the near future, this initiative has proven valuable in both enhancing the skills of current leaders and nurturing the skills of aspiring leaders.

Another effort to support the development of future leaders was the assignment of ten Administrative Interns in selected schools. This experience was designed to provide these interns with an understanding of the expectations for school leaders and an opportunity to see firsthand what school administrators do on a daily basis. This spring, three of these interns were promoted to administrative positions; their intern experience should enhance their performance as a new school administrator. In addition to the intern program, the HCPSS provides many other leadership opportunities for teachers and assistant principals; the talented pool of candidates for school-based administrative positions is evidence of the success of these opportunities for HCPSS staff.

Cultural Proficiency

The impact of this initiative on the HCPSS has been profound. Conversations in schools and offices have begun to change. Expectations for staff regarding Cultural Proficiency have been clearly defined in both leadership standards and teacher evaluation rubrics.

To date, over 3,300 staff members have participated in training. During the 2008/09 school year, training occurred in 17 schools and four offices within three divisions. These training sessions have supported staff members from across all levels of the organization from bus drivers to secretaries to teachers to directors and principals.

The goal of any professional development experience begins with awareness, moves to understanding, and then to application of skills that impact school/classroom environment, workplace climate and culture, and student achievement. During the 2008/09 school year, a pilot cohort of 20 teachers participated in a portfolio-based project in which they deepened their understanding and applied their Cultural Proficiency learning to instruction, school and classroom climate, culture, and student learning. The intent of the design is to build site-based leadership capacity for cultural proficiency. Discussion with the teachers reveals that the portfolio experience supported them in efforts such as:

- Improving co-teaching efforts by positively developing relationships through discussions about values and beliefs.
- Leading colleagues in critiquing classroom management styles and lessons through the lens of Cultural Proficiency.

Executive Summary (continued)

- Shaping the classroom and/or team climate and culture so that it better serves all students and staff.
- Using the lens of Cultural Proficiency to assess the current state of schoolwide instructional practice, defining the ideal state, and closing the gap.
- Improving parent and family involvement and engagement by applying the tools of Cultural Proficiency.
- Leading Cultural Proficiency awareness sessions for paraeducators.
- Facilitating staff meetings focused on Cultural Proficiency.

A more comprehensive examination of this program is being conducted by HCPSS evaluation specialists.

Continuous Improvement

The Division of Finance and Operations used LEAN workshops to examine ways to improve in two key areas: Community Use of Buildings and Computer Repair. Under the leadership of the Executive Director of Facilities Planning and Management, a core team was formed. Six individuals went through training on LEAN strategies. Along with the Executive Director, these core team members participated in the two LEAN workshops and will now be able to do similar workshops within their own offices or departments, as well as support future workshops conducted within the division or other divisions. Additionally, a partnership with Honeywell Corporation in supporting LEAN efforts was established. Representatives from Honeywell attended one of the HCPSS LEAN workshops and will invite HCPSS leaders to observe some of their LEAN projects.

The Community Use of Buildings workshop resulted in streamlining the current process from 98 steps to 48 steps. By more effectively using the Event Management System software, the reporting time to customers will be significantly improved, since lead time for requests will be reduced from 65 days to less than 30 days. Data will be collected throughout the 2009/10 school year to monitor and document improvements.

The Computer Repair workshop identified a series of areas within the process that were impacting the timeliness of turnaround time. Customer surveys also revealed a need for better communication. Strategies to address timeliness and communication are being implemented and already the timeliness of repairs has been documented. As a new Help Desk is implemented in 2009/10, more data will be collected to evaluate improvements.

When discussing continuous improvement, the school system frequently references the Plan, Do, Study, Act (PDSA) process. This process has been used in examining the system's strategic planning efforts. At the school level, new School Improvement Planning templates have been designed and the development of technology tools such as INROADS, an assessment data mart, adds components to support administrators and teachers in accessing and using 'timely data. At the system level, staff are working collaboratively across divisions to enhance the *Bridge to Excellence* master plan. These efforts have also included the community (District Planning Team) and the Board of Education.

Executive Summary (continued)

Communication and Public Engagement

This cross functional strategy requires each division to be more proactive with outreach efforts to the community. Several initiatives in this regard are particularly noteworthy. Brochures and presentations to facilitate a smooth transition from elementary to middle school for parents and students were developed by the Division of Instruction. This effort also brought a consistent message across the county for parents and students at this crucial time in their academic career.

Staff members from the Department of School Facilities offered community outreach meetings to prepare both PTA groups and community groups for what to expect during renovation and construction projects. There were six meetings held this year for over 300 community members in addition to staff from the schools. Additionally, staff from the Office of School Planning conducted 12 community meetings to help stakeholders understand the Feasibility Study, future projections, and potential needs for redistricting. Approximately 600 community members attended these sessions, and the feedback was very positive for providing information that clarified the process for the community.

The Office of TV and Video Production Services collaborated with the Office of Public Information to better advertise types of programming available to students, parents, and community members. One form of advertisement included posters for display in schools and public libraries. They also worked with several departments this year to provide programming to educate the community on key topics, such as redistricting and budgeting.

Another proactive communication strategy has been the collaboration with the PTA Council and the Community Advisory Committee to bring topics that are being discussed by the Board of Education to these groups as a vehicle to enhance communication. This year, topics that were discussed included bus driver handbooks, high school capacity, and school activity fees. Discussions on topics such as these and others, like the budget, allow the community to provide informed testimony during public hearings or to share feedback with the Board of Education via letters or email. It also allows for transparency in school system operations.

The Office of Student and Family Services supports many activities throughout the year to encourage greater participation of parents and families in the educational process. Examples of some highly successful activities are listed below:

- Eighty-one parents K-12, from 22 schools participated in the 9th Village Empowerment Leadership series focused on developing leaders and advocates from underrepresented populations. The seminar discussions were led by former participants, parent liaisons, teachers and administrators. As a result, 24 parents became volunteers at their respective schools.
- Family and Community Outreach Parent Liaisons supported the increase in focus families' attendance at parent/teacher conferences. Parent attendance was 97%, in 2008/09 compared to 81% in 2007/08.

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.

Executive Summary (continued)

- The Parent Academy in Spanish, facilitated by Hispanic Achievement, graduated 35 parents from 10 elementary schools. Former graduates participated in continuous education workshops at an attendance rate of 83%. 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 school system delegation was from the HCPSS with 78 Hispanic students from 11 high schools participating.
- *ENCUENTROS* – The first Spanish language TV program produced by the HCPSS Office of TV and Video Productions, in collaboration with staff from the Division of Instruction's Hispanic Achievement team. This TV program targets Spanish speaking parents to provide them with tools to become more effective partners in the education of their children.

The Black Student Achievement Program focuses on raising academic achievement, reducing suspensions of black students, and increasing the engagement of families and community members.

- The Black Student Achievement Program has fostered parent and community involvement in learning and achievement through the offering of monthly parent information sessions. These sessions address topics such as Parent Advocacy, How to Interpret your Child's Report Card, Serving as Leaders in Your Child's School and Supporting Your Child in Setting Academic Goals.
- The BSAP Program has partnered with St. John Baptist Church, The Council of Elders, different sororities and fraternities and the National Association of Colored People (NAACP), to offer Financial Literacy Workshops for community members and families, as well as their children.
- Additionally, BSAP staff supported the efforts of the Howard County Council of Elders to celebrate students in grades 3, 5, and 8 who scored advance on the Maryland State Assessment Program.
- The Black Student Achievement Program has worked closely with the Columbia Housing Authority to offer after school tutoring and instruction in community-based sites to students. 90% of those students either maintained or increased their homework grades during the past school year.
- Instruction in mathematics, specifically Algebra, was given to students throughout the HCPSS at a central location. Certified staff taught and community members served as tutors and offered instruction in chess after the instruction was held.
- Volunteers from the Black community were recruited and organized 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 in partnership with the Black, Student Family and Community Network (BSFCN).
- Over 400 students from grades K-11 attended the summer school program offered by the Black Student Achievement Program. Students who were on, above and below grade levels received instruction in reading, general mathematics, Algebra, science, social studies, English, and Spanish. Enrichment offerings included: newspaper publishing, drama, dance, basketball, robotics, (MESA- Mathematics, Engineering, Science

Executive Summary (continued)

Achievement), Step, and scrapbooking. The program ran for four weeks from 8am to 3pm.

Customer Service (Division of Finance and Operations)

From improving response time to seeking more customer feedback, departments within the division have implemented several activities to improve performance. The Transportation Office initiated an evaluation process for bus contractors, which was developed in collaboration with staff from the Department of Student Assessment and Program Evaluation. Contractors were rated in four categories: Preventable Accidents, Inspections, Administrative Compliance, and Operational Incidents. There was also a final overall score assigned for each contractor. The results for the 2008/09 school year indicated that 12 percent were rated outstanding, 29 percent were good, 47 percent were satisfactory, and 17 percent were needs improvement. Individual ratings were shared with each contractor and they were given a summary of overall results for benchmarking purposes. At this point, the ratings are intended to encourage self-assessment and improvement by contractors. Eventually, the ratings may be used to determine contractors who receive summer school contracts or other additional jobs.

Differentiated Support (Division of Instruction)

School Improvement Status

Collaborative efforts between school-based staff and central office staff supported effective strategies to improve student achievement at schools previously identified as needing improvement. Those efforts resulted in success! Murray Hill Middle School made adequate yearly progress (AYP) for the second year and exited State School Improvement status. Oakland Mills Middle School met adequate yearly progress. This school will exit School Improvement status if it makes AYP in 2010.

Bridge Plans

The Division of Instruction developed processes and procedures that enabled all but five students in the class of 2009 to meet the new HSA graduation requirement. Staff in the division developed procedures for assigning, monitoring, and reviewing Bridge Plans. Professional development was provided for Bridge Plan monitors and HSA Mastery teachers. Working collaboratively with the Technology Department, an electronic report to track individual students' progress toward meeting the graduation requirement was implemented. The Superintendent held regular meetings with staff to review individual student and school data and to ensure that all school system resources were aligned in support of the students who had to meet this new graduation requirement.

Designing Quality Inclusive Education

The results of the Designing Quality Inclusive Education professional development for eight elementary schools indicate significant improvement on MSA results for special education

Executive Summary (continued)

student groups in those schools. Schools supported in 2008/09 were: Bollman Bridge, Deep Run, Jeffers Hill, Laurel Woods, Running Brook, Stevens Forest, Talbott Springs and Waterloo.

Summer Institute

This systemic professional development event was titled *Cornerstones and Conversations: Knowing the Students behind the Data*. Over 870 administrators, teacher leaders, and Central Office staff participated in over 65 sessions created by staff, who have demonstrated knowledge and expertise in:

- Knowing our Students Who Receive Free and Reduced Meals Services.
- Knowing what interventions and supports are in place to ensure their success.
- Having a process for continuously monitoring their progress.
- Developing a relationship with families.

This year, day two of the Summer Institute afforded school leadership teams time to work in their schools reviewing their data, familiarizing themselves with new data tools and protocols, and continuing to develop their 2009/10 School Improvement Plans.

Data from the online event evaluation instrument developed by the Department of Student Assessment and Program Evaluation indicates that the sessions met participant expectations and that the content enhanced their school improvement planning process.

Communication (Division of Organizational Support Services)

The technology associated with communicating with employees, educational partners and the greater community, supports the system's belief that communication is an essential function of leadership for all. This past year staff focused on including the role of communicator into every office both centrally and school based. School websites have improved through the use of unified design templates. The intranet offers a user-friendly format for staff, and all departments now have intranet pages with descriptions and links to key documents. All of this results in making communication easier in a fast growing environment, as well as creating cost efficiencies by reducing reliance on print materials.

In conclusion, these highlights represent only a few key accomplishments in achieving systemic goals and objectives. A complete summary of performance on the system's high leverage strategies is presented to the Board of Education each year. This plan is also made available to all staff members through the local intranet.

System Challenges and Priorities for 2009/10

Goal 1

There is much cause for celebration, given the high level of academic performance of HCPSS students on state mandated assessments, yet the process of improvement never ends. The HCPSS realizes that there is still more work to do in order for all students to succeed

Executive Summary (continued)

academically. Some student groups have not yet met the academic standards. Some schools are struggling to meet state standards for certain student groups as Annual Measurable Objectives (AMOs) continue to rise.

An examination of performance on the 2009 state assessments indicates the need to continue to provide additional resources and support to improve the performance of students receiving special services (special education, FARMS, and ESOL). Increasing numbers of students requiring ESOL services augment this challenge. Additionally, there had been an increase in the earlier identification and intervention approaches for students requiring special education services for autism. Thus, staffing to support programs for these students was identified as a priority in the FY10 Operating Budget.

Teacher expectation is often cited as a key component of academic success for students. Therefore, the HCPSS continues to emphasize the importance of “knowing the students behind the data” and understanding how to differentiate instruction to support students receiving special services (such as FARMS, special education and ESOL) but also to support enrichment opportunities to encourage acceleration and greater academic challenges for all students. Professional development becomes crucial in addressing these areas, and the FY10 budget includes funding to continue to support the Cultural Proficiency training as well as training (including job-embedded professional development delivered by support teachers) for administrators and teachers to meet the needs of all students.

The success of students in the Class of 2009 in meeting the HSA graduation requirement highlighted the importance of providing differentiated resources (staffing, materials, and funds) to support schools in delivering quality instruction for students pursuing the Bridge Plan option. The resources to support administrators and teachers in being able to access data and track student performance is also critical to successful intervention programs, thus it becomes essential to keep computer hardware and software updated. Identifying funds to support these priorities in the FY10 budget was challenging as the economic issues affecting federal, state, and local funding sources impacted the HCPSS and required budget cuts in many areas.

Strategies that have proven to be successful in addressing the needs of African American and Hispanic students will be continued in the FY10 budget. This includes the activities led by the Hispanic Achievement Specialist and the Black Student Achievement Program Specialists.

New state and federal mandates for Technology Literacy were addressed by including Technology Support Teachers at the elementary school level. These teachers were recognized repeatedly by colleagues as being crucial to the success of both teachers and students in becoming more proficient with the use of technology. The elementary support teachers will be continued in FY10; unfortunately, the budget restrictions for FY10 made it impossible to add Technology Support Teachers at the middle school level. However, school based administrators were encouraged to use other support positions within their schools as a way to provide technology instruction and support.

Goal 2

The school system continues to face the challenge of reducing suspensions, especially for African American and Hispanic students and for students receiving FARMS. The Positive Behavioral Interventions and Support program will be continued in 2009/10. Additionally, a

Executive Summary (continued)

new program to provide intensive support within the elementary school for students exhibiting serious behavioral problems was successfully piloted this year.

Continuing to improve community engagement and parent involvement, particularly among underrepresented groups is another challenge facing the school system. Funds to support the translation of communications for parents were included in the FY10 budget. Additionally, the continuation of funding to support outreach to international families was a priority. In a year of tough budget decisions, not eliminating positions to support these programs can also be viewed as a priority effort.

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 the physical facilities in every HCPSS school was completed and has been used to prioritize maintenance efforts. With tight budgets, it is essential that resources are targeted in the most strategic manner possible to keep all schools operating efficiently.

High Leverage Strategies

The greatest challenge facing the HCPSS in addressing the high leverage strategies identified in the system strategic plan is the growing concern about possible budget reductions due to dismal economic factors impacting the state and local governments. This challenge will require the HCPSS to continue its focus on continuous improvement strategies, such as the LEAN workshops. Improving current processes and practices is one sure way to find budget savings that may protect positions and programs that are essential to student success. Collaboration across divisions will be critical in the year ahead.

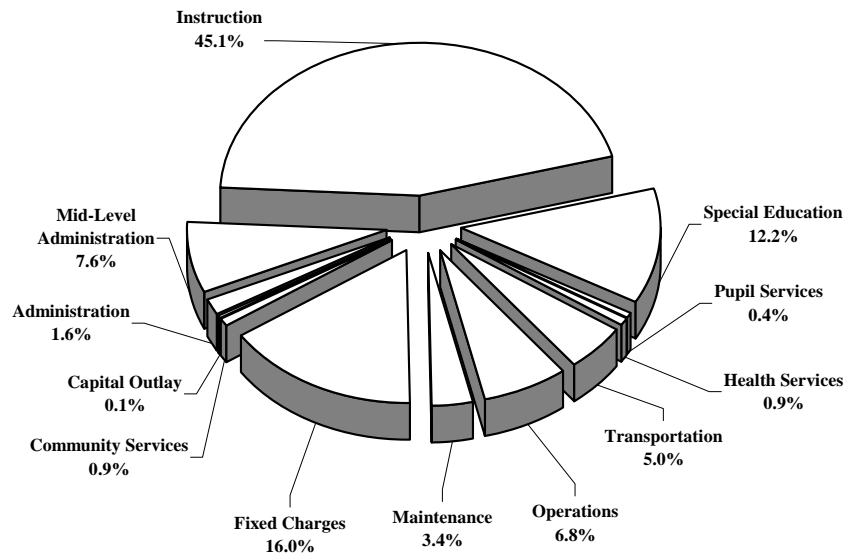
In summary, aligning resources to support these efforts and to meet both the system goals and the Maryland State Department of Education accountability measures is crucial to the success of the HCPSS. An explanation of how the budget supports improvement efforts follows in the budget narrative.

System Priorities and Fiscal Resources

Fiscal resources are directly tied to the priorities established in the HCPSS BTE Master Plan. The Fiscal Year 2010 general fund operating budget is funded by Howard County (69.7%), the State of Maryland (28.6%), and other sources, such as Federal ARRA funds (1.7%). For FY10, funding for the school system was increased by 0.6% from Howard County, by 0.4% from the State of Maryland, and decreased by 37.8% through other sources. Additionally, the school system anticipates restricted funds grants revenue totaling \$40.1 million.

The HCPSS investment plan for FY10 is shown below. The FY10 approved budget is \$656.7 million, a decrease of 0.1% over the FY09 budget. This budget was crafted to maintain momentum towards improved academic performance. It focused on avoiding short-term increases and future costs, preserving classroom instruction, protecting class size, funding small strategic improvements, and repurposing funds to meet critical needs.

Fiscal 2010 Approved Budget Expenditures (General Fund Operating Budget)



Increases and in some cases, maintenance of effort, in the approved FY10 budget build on system successes, including the implementation of strategies that target specific areas for improvement. The following general fund operating budget increases (shown in rounded amounts) are linked to critical system priorities identified for 2009/10. Initiatives designed to address system priorities support one or more of the *Federal Elementary and Secondary Education Act (ESEA)* goals and/or address specific student groups or cross-cutting themes per the State of Maryland *Bridge to Excellence in Public Schools Act (BTE)*. Note: Because the following system priorities may support multiple ESEA goals and/or BTE groups/themes, the attached budget amount (in parentheses) may be shown multiple times.

ESEA Goal 1: Increases to the FY10 budget to support mathematics and reading achievement include the following:

- Retaining 17 secondary mathematics instructional support teachers and 16 elementary mathematics support teachers (\$2,407,350).
- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$179,760).

Executive Summary (continued)

- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 2 and 5) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 2 and 5) (\$21,500).
- Retaining 58 elementary reading specialists and 55 secondary reading specialists (\$8,676,140).
- Retaining 16 reading support teachers (\$1,268,160).
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports Goal 5) (\$1,900,000).
- Adding 2 special education student assistants (\$52,450).
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 3) (\$100,000).
- Adding 1 occupational therapist (also supports Goal 5) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 5) (\$65,370).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 5) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 5) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 5) (\$114,070).
- Adding 3 teachers to support elementary gifted and talented program growth. (\$188,480).
- Adding 2.0 teachers and 1.0 paraeducator to support growth of the Prekindergarten program. (\$158,330).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).
- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism. (\$180,650).
- Adding instructional supplies (\$210,000).
- Adding two additional after-school mathematics tutoring sites (\$16,250).
- Adding .1 psychologist (also supports Goal 4) (\$16,540).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 5) (\$72,220).
- Maintained funds for fees and presentation materials for students participating in programs, competitions and research and inter/mentor programs. (\$10,000).

ESEA Goal 2: Increases to the FY10 budget to support LEP students include the following:

- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 5) (\$565,430).

Executive Summary (continued)

- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 5) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 1 and 5) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 1 and 5) (\$21,500).

ESEA Goal 3: Increases to the FY10 budget to support high quality teaching including the following:

- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 1) (\$100,000).
- Maintaining resources for leadership development opportunities needed for new and experienced school system leaders. (\$154,965).
- Maintaining fees paid to Maryland State Department of Education (MSDE) for support of educators seeking National Board Certification. (\$14,790).

ESEA Goal 4: Increases to the FY10 budget to support safe schools include the following:

- Adding .1 psychologist (also supports Goal 1) (\$16,540).
- Adding 1.0 float pool/transportation nurse (\$53,140).
- Adding 1.0 bus driver (\$40,220).

ESEA Goal 5: Increases to the FY10 budget to support improved high school graduation and dropout rates include the following:

- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 2) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 2) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 1 and 2) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 1 and 2) (\$21,500).
- Adding 1 occupational therapist (also supports Goal 1) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 1) (\$65,370).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 1) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 1) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 1) (\$114,070).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).

Executive Summary (continued)

- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism (also supports Goal 1) (\$180,650).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 1) (\$72,220).
- **Early Learning:** Increases to the FY10 budget include the following (also support Goal 1 and Goal 5):
 - Adding 2 special education student assistants (\$52,540) Goal 1.
 - Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (\$65,370) Goal 1 and 5.
 - Adding 2 teachers and 1 paraeducator to support growth of the Prekindergarten program. (\$158,330) Goal 1.
 - Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism (\$180,650 Goal 1 and 5).

As indicated above, most FY10 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. In most cases, maintenance of effort was the best the HCPSS could do to support ongoing needs.

Most of the other increases in the budget were necessary to uphold negotiated agreements with employees, including cost increases for health care coverage, and to support the operation of the physical plant, such as rising utility and fuel costs.

Progress Summaries: ESEA Goals, BTE Specific Student Groups, and BTE Cross Cutting Themes

Goal 1: Achievement on Maryland School Assessments (MSAs)

Students in the HCPSS continue to achieve at high levels. More than 85% of all students in all grades scored at proficient or advanced in reading and mathematics on the MSAs, and nearly all schools met or exceeded rigorous accountability standards. Additionally, 76.4% of fifth grade students and 85.6% of eighth grade students scored proficient or advanced on the Science MSA. Strategies that have contributed to this success have included the employment of specialized content support teachers, the implementation of the co-teaching model to pair special educators with regular classroom teachers, the use of refined assessment and differentiation tools and techniques, collaboration between departments to address achievement gaps for specific student groups, and ongoing professional development in several targeted areas. To affect continued improvement across the system and especially at the schools that did not make AYP, these strategies will continue to be implemented, with special focus paid to those schools and student groups who are experiencing the greatest challenges.

Goal 2: Limited English Proficient Students

Limited English Proficient students enrolled in the HCPSS have been successful in both progressing towards and achieving English proficiency. A variety of curricular adjustments, professional development emphasis areas, and procedural changes have contributed to this success. The introduction of new instructional materials for content areas, further integration of ESOL curricular objectives with content objectives, and the expansion of assessment and data collection activities have addressed some ongoing program challenges. Using a co-teaching model similar to the one used in special education has also proved beneficial. In 2009/10, systemwide initiatives designed to improve performance by all students on the MSAs will also prove helpful to English Language Learners who struggle in mathematics and reading. Additionally at the high school level, the program for newcomers will be continued.

Goal 3: Highly Qualified Teachers

During the 2008/09 school year, 92.5% of classes offered by the HCPSS were taught by highly qualified teachers. This represents an increase of 2.5 percentage points from 2007/08. The Office of Human Resources continued to use nationwide recruitment strategies that targeted specific applicant pools such as the incoming population related to the Base Realignment and Closure (BRAC) process. Partnerships with the Future Educators of America and the Howard Community College Alternative Teacher Preparation programs remained a high priority, as did the recruitment of degree-holding staff into certificate programs. These strategies, along with a broad range of professional development offerings and a comprehensive benefits package that includes tuition reimbursement, will continue to be used in 2009/10 to meet the ongoing need for teachers highly qualified in critical content areas.

Goal 4: Safe Schools

Although no schools in the HCPSS were identified as persistently dangerous, providing safe and nurturing learning environments for all students is always the highest priority. Policies and procedures continued to be examined and revised, and professional development on topics ranging from relational aggression to cultural proficiency continued to be offered. Alternative education programs were put in place when appropriate, and the number of schools participating in PBIS increased to 47. An emphasis on monitoring data on office referrals and suspension throughout the school year was supported by student services teams in every school. These activities will continue in 2009/10.

Goal 5: Graduation and Dropout Rates

HCPSS students exhibit high graduation rates, though dropout rates among specific student groups are continuing areas of concern. To address this challenge, the school system offers a range of interventions to support success on the HSAs. Additionally, academic options such as Evening School, the Bridge Plan for Academic Validation, and the newly implemented Credit Recovery Initiative provide opportunities for students for whom traditional pathways to graduation are most difficult. To engage students at risk of dropping out, programs that support improved attendance, HSA success, work experience for students, and culturally proficient teaching will be expanded.

BTE Specific Student Groups

Career and Technology Education: The Career and Technology Education program expanded the number of industry certifications available to students in Construction Management (NCCER), PC Systems (CCENT), Allied Health (Pharm Tech), and Visual Communications (Print Ed). Staff is currently working on Automotive Technology (NATEF) and College Level Examination Program (CLEP) certification offerings. This year the CTE office staff also worked on a plan to increase student retention in academy programs. For 2009/10, staff will continue to explore the possibility of implementing two new academies, namely one in agriculture and another in design.

Early Learning: HCPSS Early Learning programs have been successful due to activities such as individual student assessments, tailored interventions, and persistent follow-up. A new PreK science initiative is being implemented to address the lag in MMSR scientific thinking scores, and other strategies will be used to increase the number of kindergarten students with disabilities who participate in statewide readiness assessments. Professional development covering a wide array of relevant topics will continue to be offered to the teachers and staff who work with the youngest HCPSS learners. In 2009/10, the MMSR data will be available to teachers on the local data system, which will support data conversations to support early learners.

Gifted and Talented Education: In 2009/10, the Gifted and Talented Education program made progress towards its local objectives. At least 95% of G/T students from many student groups, grade bands, and schools performed at the advanced level on the MSAs. The targeted 15% participation for all student groups was achieved in the majority of elementary schools. All

Executive Summary (continued)

middle and high schools met local participation requirements for student groups. Participation in advanced-level classes grew as seminar offerings were increased and outreach to students in specific groups was expanded. In 2008/09, department staff created a strategic plan that includes collaboration with administrators to address scheduling issues that affect access by students—especially those from underrepresented groups—to talent development offerings. This plan will continue to be implemented in the 2009/10 school year.

BTE Cross-Cutting Themes

Educational Technology: Successful practices from 2007/08 were continued as Technology Teachers in elementary schools provided technology literacy skills to students, along with professional development and basic troubleshooting support for classroom teachers. Through the equipment/standardization plan and the Designing Quality Inclusive Education initiative, computers, mobile labs, LCD projectors, and other equipment were provided to schools. The Office of Media and Educational Technology will continue to collaborate wherever possible as other departments strive to incorporate educational technology goals and activities into curricula, administrative procedures, school improvement plans, and professional development. For 2009/10, new curricula to address results from the Technology Literacy Assessment will be incorporated.

Education that is Multicultural: Cultural Proficiency is an important aspect of the HCPSS Goal 2, to provide a safe and nurturing school environment that values our commonality and diversity, and is one of the school system's cross functional high leverage strategies. During 2008/09, professional development offerings on the subject were continued, and a self-assessment tool was developed for teachers. A strategic planning committee was convened to develop long-range plans for supporting this effort. Curricular staff continued to assess instructional materials and curricula used in the system, with results that will guide future professional development. School climates were improved through the publication of home/school communication materials in six major languages, and community organizations were tapped for resources about specific cultures. These activities will continue in 2009/10, with an additional focus on exploring ways to measure the system's progress toward cultural proficiency and its impact on student performance.

Executive Summary (continued)

1.1.A: Current Year Variance Table				
Local School System: Howard County Public Schools				
	FY 2009	FY 2010		
	Original	Original		
	Approved	Approved		% Change
(\$ in Thousands)	Budget	Budget	Change	
Revenues:				
Local Appropriation	454,794,610	457,560,424	2,765,814	0
Other Local Revenue	11,041,380	14,428,102	3,386,722	0
State Revenue	196,407,120	191,285,963	(5,121,157)	(0)
Federal Revenue	15,840,610	33,103,271	17,262,661	1
ARRA Funds	-	10,117,446	-	%
Other Federal Funds	-	22,985,825	-	%
Other Resources/Transfers	4,004,300	416,350	(3,587,950)	(1)
Total Revenue	682,088,020	696,794,110	14,706,090	0
Change in Expenditures:			Amount	FTE
Local Goal 1:				
All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics				
Adds 2 elementary after-school mathematics tutoring sites			16,250	
Adds salary and benefits (2 Prekindergarten teachers and 1 Prekindergarten paraeducator)			158,330	3
Adds funds for registrations for MSDE online courses			12,000	
Adds salary and benefits (3 Gifted and Talented teachers to support program growth)			188,480	3
Adds salary and benefits for .1 psychologist			16,540	0.1
Adds salary and benefits for 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism			180,650	5
Adds funds for classroom supplies			210,000	
<i>Subtotal:</i>			782,250	
Local 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.				
Upgraded specialist to coordinator to support limited English proficient students			21,500	
Adds staff and benefits (9.0 teachers and 5.5 paraeducators)			745,190	14.5
<i>Subtotal:</i>			766,690	
Local Goal 3:				
All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.				
Maintain highly high quality professional development, leadership training and collaborative learning communities.				
Local Goal 4:				
All students will be educated in learning environments that are safe, drug free, and conducive to learning.				
Adds salary and benefits for transportation nurse			53,140	1
Adds salary and benefits for bus driver			40,220	1
<i>Subtotal:</i>			93,360	
Local Goal 5:				
All students will graduate from high school.				
Continues expansion of evening school and summer school to provide an intervention program for HSA's.			72,220	
<i>Subtotal:</i>			72,220	
Mandatory/Cost of Doing Business (Not captured elsewhere)*				
Increases in contractual agreements - salaries			5,500,000	
Transportation			32,910	
Utilities			1,699,850	
Nonpublic Special Education Placements			819,580	
Additional Positions for Enrollment Growth (to include salary and benefits)			1,895,260	32.8
Central Office positions cut in order to maintain class size			(551,090)	-10.2
<i>Subtotal – Mandatory/Cost of Doing Business</i>			9,396,510	
Other				
Other Grant contingent revenues for anticipated ARRA funds and competitive incentive and innovation grants			3,595,060	5.5
<i>Subtotal:</i>			3,595,060	
Total (must equal the Change in Total Revenue)			14,706,090	55.7

*Add additional lines where necessary

Executive Summary (continued)

1.1.B: Prior Year Variance Table (Comparison of Prior Year Revenue and Expenditures)					
Local School System: Howard County Public Schools					
	FY 2009 Original Budget 7/1/2008	FY 2009 Final Budget 6/30/2009	Change	% Change	
	(\$ in Thousands)				
Revenues:					
Local Appropriation	\$454,795	\$454,795	\$0	0.0%	
Other Local Revenue	11,041	7,826	(3,215)	-29.1%	
State Revenue	196,407	196,438	31	0.0%	
Federal Revenue	15,841	16,889	1,048	6.6%	
Other Resources/Transfers	4,004	4,054	50	1.2%	
Total Revenue	\$682,088	\$680,002	(\$2,086)	-0.3%	
Change in Expenditures:					
			Amount	Actual	FTE
Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
Staff and Benefits (16 teachers, 6 paraeducators, 1 coordinator, 2 speech			1,352,000	1,352,000	25
Contracted speech pathologists			90,000	9,000	
Subtotal – Goal 1			1,442,000	1,442,000	
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.					
Staff and Benefits (10.5 teachers, 1 bilingual liaison)			632,900	632,900	11.5
Interpreting and translation services			27,000	27,000	
Subtotal – Goal 2			659,900	659,900	
Goal 3: All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.					
Staff and Benefits -1 cultural proficiency facilitator			104,250	104,250	1
18 student assistants previously contracted			150,000	150,000	18
Subtotal – Goal 3			254,250	254,250	
Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.					
Staff and Benefits (1 Control Specialist, 2 Mechanic, 1 security assistant)			668,000	455,120	9.6
5 nurses, 2 health assistants, 2 school counselors, .6 psychologist					
Contracted security services			32,000	32,000	
Repair of Buildings-Grounds			1,157,700	1,157,700	
Subtotal – Goal 4			1,857,700	1,644,820	
Goal 5: All students will graduate from high school.					
Staff and Benefits -10 teachers			564,000	564,000	10
Expand evening school, summer school and extended year services			267,220	-	
Additional Staff and Benefits for Class Size reduction initiatives-15 tchrs			846,000	846,000	15
Subtotal – Goal 5			1,677,220	1,410,000	
Mandatory/Cost of Doing Business:					
(Not captured elsewhere)					
Increases in negotiated contractual agreements - salaries/benefits			30,919,000	29,968,810	
Transportation			743,760	378,050	
Utilities			3,765,740	3,765,740	
Additional Staff and Benefits for Enrollment Growth to include Pre Kindergarten			2,362,250	2,362,250	
Increase in textbooks, supplies, update technology education labs, audiovisual equipment replacement, replacement equipment			503,580	213,580	
Subtotal – Mandatory/Cost of Doing Business			38,294,330	36,688,430	
Other (must not exceed 10% of Change in Total Revenue)					
Total (must equal the Change in Total Revenue)			44,185,400	42,099,400	90.1
Howard County Public School's two strategic goals that support our mission are interwoven into all of the ESEA Goals.					
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.					
Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.					
*FY09 Budget to include the General Fund Operating Budget and Grants.					

Executive Summary (continued)

1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)					
Local School System: Howard County Public Schools					
REVENUES			Original Approved FY 09 Budget	Final FY 09 Actual Revenue	Original Approved FY 10 Budget
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.					
LOCAL APPROPRIATIONS		1.1.01.00	454,794,610	454,794,610	457,560,424
OTHER REVENUE*		1.1.05.00	11,221,380	8,056,191	14,608,102
STATE REVENUE					
Foundation		1.1.20.01	148,281,710	148,248,523	143,293,363
Economically Disadvantaged (Comp Ed & EEEP)		1.1.20.02	14,868,700	14,868,662	15,741,120
Special Education**		1.1.20.07	12,927,380	12,706,205	12,061,590
LEP		1.1.20.24	5,667,700	5,666,274	5,540,400
Transportation		1.1.20.39	13,506,000	13,505,969	13,680,780
Guaranteed Tax Base		1.1.20.25			
Transportation		1.1.20.39			
Governor's Teacher Salary Challenge		1.1.20.56			
Other (specify)*** See attached			77,350	66,373	
Maryland Model for School Readiness			51,360	48,282	73,330
GT Summer Center			7,400	4,607	7,400
Fine Arts Grant			81,310	75,041	73,180
LEA tuition			360,000	653,228	392,800
Judith P Hoyer Grant			322,000	293,629	322,000
STEM				130,127	100,000
NBPTS Certification				116,000	
Teacher Signing Bonus				55,000	
HSA English Online			256,210		
TOTAL STATE REVENUE			196,407,120	196,437,920	191,285,963
FEDERAL REVENUE					
Title I-A - Local System Grants			2,400,000	2,760,971	1,808,970
Title I-A - School Improvement					
Title I-B1 - Reading First					
Title I-B3 - Even Start					
Title I-C - Migrant Education					
Title I-D - Neglected and Delinquent					
Title I-F - Comprehensive School Reform					
Title II-A - Teacher Quality			1,151,140	1,006,323	1,095,405
Title II-D - Education Technology			35,210	22,984	18,640
Title III-A - Language Acquisition			368,180	336,362	369,930
Title IV-A - Safe & Drug-Free Schools			114,130	87,789	113,110
Title IV-B - 21st Century Learning Centers			1,053,640	1,289,248	1,660,000
Title V-A - Innovative Education					
Title VI-B2 - Rural & Low-Income Schools Prog.					
Title VIII - Impact Aid			190,000	165,822	190,000
Homeless Children and Youth			76,220	125,599	125,000
IDEA - Special Education			9,021,250	9,402,800	14,838,750
Perkins Career and Technology Education			450,980	367,053	300,010
Medical Assistance			647,000	678,306	1,202,120
ARRA Funds					10,117,446
National Security Agency				4,789	21,510
Making American History Master Teachers in HC				258,695	341,150
NASA					734,620
Tech Prep				27,943	166,610
Other (specify)*** See Attached			332,860	354,571	
TOTAL FEDERAL REVENUE		1.1.30.00	15,840,610	16,889,255	33,103,271
OTHER RESOURCES/TRANSFERS****		1.1.99.99	-	-	-
TOTAL REVENUE			678,263,720	676,177,976	696,557,760
PRIOR BALANCE AVAILABLE		1.1.40.00	3,824,300	3,824,300	236,350
TOTAL REVENUE, TRANSFERS AND FUND BALANCE			682,088,020	680,002,276	696,794,110
*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.					
**Should include state revenues from formula funding as well as non-public placement funding.					
***Add lines as needed for all other fund sources in the Current Expense Fund.					
****Nonrevenue and transfers.					

Rev. 5/2007

Executive Summary (continued)

1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)
Local School System: Howard County Public Schools

TOTAL SUMMARY BY CATEGORY

Category				Original Approved* FY 09 Budget	Final FY 09 Actual Expendi- tures	Original Approved FY 10 Budget	FTE Staffing FY 10 Budget
201	Administration			11,731,970	11,718,714	10,938,560	146.1
202	Mid-level Administration						
	Office of the Principal			39,974,280	41,749,496	40,361,620	472.0
	Administration & Supervision			12,487,660	13,600,321	12,172,190	124.0
203	Instructional Salaries			281,904,580	279,265,166	285,162,000	4,408.5
204	Textbooks & Instructional Supplies			13,477,030	13,229,507	14,158,270	
205	Other Instructional Costs			4,610,430	3,665,254	4,415,160	
206	Special Education			94,638,040	95,331,425	104,573,770	1,650.3
207	Student Personnel Services			2,945,450	3,116,790	2,870,840	32.0
208	Health Services			5,770,430	5,780,924	5,950,430	127.0
209	Student Transportation			32,684,330	31,387,352	32,722,550	14.0
210	Operation of Plant			43,832,940	43,178,240	44,981,460	449.0
211	Maintenance of Plant			23,019,340	22,163,114	22,038,300	187.0
212	Fixed Charges			107,603,500	106,231,848	108,976,820	
213	Food Service						187.0
214	Community Services			6,484,560	6,257,609	6,557,880	44.9
215	Capital Outlay			923,480	866,997	914,260	10.0
	Undistributed Restricted Funds						
TOTAL EXPENDITURES/FTE				682,088,020	677,542,757	696,794,110	7,851.8

* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

**Includes federal funds and federally funded positions in Budget (Original and Prior Year Budget AND Original Approved Current Year Budget) and FTE columns.

Rev. 5/2007

Executive Summary (continued)

1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT		
Local School System: Howard County Public Schools		
POSITION TYPE	FY 09 Budget	FY 10 Budget
Superintendent, Deputy, Assc, Asst	6.0	6.0
Directors, Coord., Superv., Specialists	153.5	148.6
Principal	73.0	73.0
Assistant Principal	109.0	111.0
Teachers	4,140.1	4,174.0
Therapists	155.5	163.9
Guidance Counselor	146.0	146.0
Librarian	93.5	93.5
Psychologist	46.8	47.4
PPW/SSW	20.0	20.0
Nurse	47.0	48.0
Other Professional Staff	171.9	184.9
Secretaries and Clerks	378.3	373.0
Bus Drivers		1.0
Paraprofessionals	1,342.5	1,345.0
Other Staff	913.0	916.5
TOTAL FTE STAFF	7,796.1	7,851.8
Rev. 5/2007		

1.C Data Section

Finance and Data Section tables attached following Content Section.

1.D Goal Progress

Are the programs, practices and strategies implemented by local school systems achieving their intended effect of improving student performance and eliminating achievement gaps?

This section requires school systems to report on progress and challenges related to performance standards, additional State requirements, and local goals, where applicable. In responding to the analyzing prompts, school systems are asked to:

Address student performance in terms of grade band(s) and subgroup(s),

- Include professional development opportunities,
- Include changes or adjustments that will be made,
- Include timelines where appropriate, and
- Include corresponding resource allocations.

The alignment of resources with Master Plan priorities must be evident. The Guidance Document has been developed to provide a clear connection between local school system priorities and resource allocations. Resources can be allocated through a number of avenues: increases in revenues, redistributed funds, retargeted resources (a shift in focus), and/or the continuation of initiatives and programs. Throughout each section, school systems will be asked to share how the school system plans to allocate resources to support continued progress and overcome challenges.

I.D.i Maryland School Assessment/High School Assessments

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) or achieve a total score of 1602 across the HSAs in order to graduate.

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 2009.

LSSs should address the performance of high school students using AYP proficiency data for English and Algebra/Data Analysis through 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for English and Algebra/Data Analysis for 2008, and local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

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 2008. Additionally,

LSSs should address the performance of high school students using the HSA Assessment Results for biology for 2008, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

Government

For the government content area, LSSs should address the performance of high school students using the HSA Assessment Results for government for 2008, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2009.

Maryland School Assessment

Reading

Based on the Examination of AYP Reading Proficiency Data for Elementary Schools (Table 2.1) and Middle Schools (Table 2.2):

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroups.

The Howard County Public School System (HCPSS) is proud of the success achieved by its elementary and middle school students on the reading Maryland School Assessment (MSA). Overall, 91.2% of HCPSS students in Grade 3, 93.5% in Grade 4, and 94.3% in Grade 5 scored proficient or advanced on the reading Maryland School Assessment (MSA). As discussed below, performance by students in a variety of grade-level and racial/ethnic groups was especially encouraging. Unless noted otherwise, the data analysis that follows is based on grade-level and student group assessment data from the Maryland Report Card (www.mdreportcard.org) and not Tables 2.1 and 2.2.

Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,821	9,708	89.7%	10,622	9,623	90.6%	10,408	9,681	93.0%	10,649	9,904	93.0%
African American	2,111	1,657	78.5%	2,153	1,735	80.6%	2,212	1,877	84.9%	2,353	2,012	85.5%
American Indian/Alaskan Native	34	30	88.2%	26	24	92.3%	30	27	90.0%	26	26	100%
Asian/Pacific Islander	1,502	1,414	94.1%	1,536	1,456	94.8%	1,594	1,527	95.8%	1,720	1,643	95.5%
Hispanic	468	373	79.7%	537	421	78.4%	558	478	85.7%	557	456	81.9%
White (Not of Hispanic Origin)	6,706	6,234	93.0%	6,370	5,987	94.0%	6,014	5,722	96.0%	5,993	5,771	96.3%
Free/Reduced Meals (FARMS)	1,169	809	69.2%	1,288	920	71.4%	1,323	1,044	78.9%	1,485	1,169	78.7%
Limited English Proficient (LEP)	315	203	64.4%	534	401	75.1%	483	384	79.5%	439	324	73.8%
Special Education	943	589	62.5%	967	631	65.3%	975	692	71.0%	822	574	69.8%

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

Elementary School Reading

Grade Bands: Elementary results were excellent. There was a slight improvement over 2008 results in Grades 3 and 5.

Student Groups: Noteworthy improvements include the following:

- Grade 3 students receiving special education services increased performance by 11 percentage points with 65.5% scoring proficient or advanced.
- Grade 5 students receiving special education services showed a gain of 6.2 percentage points with 75.3% scoring proficient or advanced.
- African American students improved performance in Grades 3 and 5, with 80.7% (Grade 3), and 88.4% (Grade 5) scoring proficient or advanced.

NOTE: This section was revised in response to the MSDE Review Panel’s clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

The analysis you provided in the response to reading performance has grade specific data. The guidance asks for progress by grade band. Please revise this section to respond to the guidance, including the AMO. You may include the grade specific data as well.

Response:

- Elementary results were excellent. As the AMO rose from 76.5% in 2008 to 81.2% in 2009, students in Grades 3 through 5 maintained a proficiency score of 93.0% for 2008 and 2009. Within this grade band, consistent performance was noted for African Americans, American Indians, and White students.

Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,481	9,960	86.8%	11,667	9,972	85.5%	11,557	10,330	89.4%	11,650	10,648	91.4%
African American	2,324	1,679	72.2%	2,430	1,687	69.4%	2,475	1,935	78.2%	2,537	2,075	81.8%
American Indian/Alaskan Native	25	22	88.0%	26	23	88.5%	30	28	93.3%	37	29	78.4%
Asian/Pacific Islander	1,469	1,339	91.2%	1,595	1,446	90.7%	1,646	1,529	92.9%	1,777	1,677	94.4%
Hispanic	447	315	70.5%	519	341	65.7%	551	412	74.8%	596	481	80.7%
White (Not of Hispanic Origin)	7,216	6,605	91.5%	7,097	6,475	91.2%	6,854	6,426	93.8%	6,703	6,388	95.3%
Free/Reduced Meals (FARMS)	1,142	701	61.4%	1,286	740	57.5%	1,361	916	67.3%	1,471	1,066	72.5%
Limited English Proficient (LEP)	208	90	43.3%	324	159	49.1%	314	180	57.3%	305	177	58.0%
Special Education	1,032	518	50.2%	959	469	48.9%	943	533	56.5%	803	489	60.9%

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

Middle School Reading

Grade Bands: Middle school results showed marked improvement.

- The number of students in Grades 6 and 7 scoring at proficient or advanced in reading reached 92% and 92.9%, respectively, an increase of about two percentage points at each grade level.
- Grade 8 students exhibited the most improvement, with 91.2% performing at proficient or advanced in reading, an increase of 4.3 percentage points over last year.

NOTE: This section was revised in response to the MSDE Review Panel’s clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

The analysis you provided in the response to reading performance has grade specific data. The guidance asks for progress by grade band. Please revise this section to respond to the guidance, including the AMO. You may include the grade specific data as well.

Response:

- Middle School Reading: Middle school results showed marked improvement. As the AMO rose from 71.1% in 2008 to 75.9% in 2009, students in grades 6 through 8 improved in proficiency from a score of 89.4% in 2008 to a score of 91.4% in 2009, an increase of 2%. Within this grade band, every student group with the exception of American Indian/Alaskan Native increased in performance.

Student Groups:

Every student group with the exception of American Indian increased their performance as measured by the number of students scoring at proficient or advanced in reading. Most notable are:

- Grades 6 through 8 Limited English Proficient (LEP) students made gains in excess of five percentage points over 2008.
- Grade 6 through 8 students participating in Free and Reduced Price Meal Service (FARMS) also made progress, improving performance by about six percentage points.
- Students receiving special education services in Grades 6 through 8 improved performance by more than 10 percentage points.
- African American students in Grades 6 through 8 exceeded the Annual Measurable Objective (AMO), improving their performance to 82.7% in Grade 6, 85% in Grade 7, and 80.8% in Grade 8.
- Hispanic students in Grades 6 through 8 also exceeded the Annual Measurable Objective AMO. The number of students scoring proficient or advanced was 81.9% in Grade 6, 83.1% in Grade 7, and 78.9% in Grade 8.

- 2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

Elementary School Reading

The HCPSS endeavors to foster success in all students, especially those struggling to progress.

Maryland School Assessments/High School Assessments (continued)

The practices, programs, and strategies employed in Grades K-5 include the following:

- Sixteen reading support teachers were assigned to elementary schools, based on the reading performance of students and other data. Reading support teachers provide on-site professional development on effective reading instruction.
- Nine schools were assigned a reading support teacher for one day each month. During this time, the support teacher provided professional development to staff based on the needs identified in their school improvement plans.
- Reading support teachers and members of the Elementary Language Arts Office visited each school to share insights gathered from MSA range-finding.
- The Elementary Language Arts Office collaborated regularly with the Department of Special Education, the Office of Academic Intervention, and the ESOL program offices to provide professional development to classroom and intervention teachers on effective strategies for meeting the needs of individual student groups. Two evening Institutes for Accelerating the Progress of Hispanic Students were held. The audience included invited members of schools where raising the achievement of Hispanic students was an area of focus.
- Intensive co-teaching professional development was provided to eight elementary schools with underperforming special education student groups resulting in an increase in proficiency by special education students of 11% in reading.
- The ESOL program office implemented strategies, including professional development on vocabulary acquisition and assessment measures, that target second-language development and reading interventions.
- The Hispanic Achievement Specialist met with elementary reading support teachers and reading specialists to share effective strategies for working with Hispanic students and families.
- In 2008/09, more than 85% of students receiving special education services were in their least restrictive environment for more than 80% of their school day.
- Co-teaching by special education and classroom teachers took place during the language arts block.
- All elementary reading specialists received Foundation Reading System training and materials to use with general education students which complemented the training and materials received by special educators.
- All elementary reading specialists as well as representatives from every school team at each grade level received materials and training on the Fountas and Pinnell Benchmark Assessment System. This assessment system is designed to bring out a common understanding of instructional needs and will be used by middle schools in the upcoming school year.
- Data discussions were held at least quarterly, with general educators, special educators, intervention teachers and administrators, reading support teachers, and reading specialists in attendance.
- When possible, students with disabilities received extended-year education with their general education peers in their home school.
- Research-based reading interventions such as SOAR, Ready Reader, Reading Recovery, Reading Milestones, Words Their Way, Edmark, Foundations, and Wilson were used in elementary schools.

Middle School Reading

The practices, programs, and strategies employed to improve reading achievement in Grades 6-8 include the following:

- In 2008/09, about 80% of students who received special education services were in their least restrictive environment for more than 80% of their school day.
- Co-teaching by general and special educators occurred at all middle schools.
- Reading interventions included the use of Soar to Success (for comprehension issues) and Wilson Reading Program (for decoding issues) at all middle schools. In addition, 12 middle schools also used SpellRead P.A.T. to address decoding issues.
- An additional half- or full-time reading specialist position provided reading support at each of six middle schools that met criteria regarding the numbers of students enrolled who were below level in reading.
- Middle school reading specialists met monthly for professional development.
- All students who completed Grades 6, 7, and 8 as below-level readers were offered a four-week academic intervention summer program using Great Source Summer Success-Reading materials and *Voyager TimeWarp* materials. Teachers were provided with lesson plans that aligned the summer program to the middle school reading curriculum.
- Intensive professional development was provided to 11 middle schools with underperforming special education student groups, resulting in an increase of 18% in reading proficiency for special education students.
- All students who performed below grade level in reading during the school year were given the opportunity to participate in before- and after-school programs that used Reading Advantage to target identified reading.
- Study Island, a web-based computer software program, was utilized at 12 middle schools to support MSA achievement. The use of this software was a school-based decision.
- Shared inquiry training was offered to middle school reading teachers as well as middle school English teachers through the Great Books Foundation; shared inquiry fosters literary discussions that encourage students to support their ideas with evidence from the text being studied.
- Local assessments for English, science, and social studies yielded information regarding student comprehension and vocabulary skills. Analysis of results informed instruction by providing teachers with targeted areas that could be addressed across the curriculum.
- Three middle schools piloted a cross-curricular initiative to focus on skills assessed by the MSA. In all three schools, the number of students scoring at advanced or proficient increased.
- In one middle school, senior citizens served as reading mentors and worked regularly with identified students. The school experienced overall gains in student performance on the MSA.
- The ESOL program office has implemented a variety of strategies, including content, integration and oral language acquisition, that target second language development and reading interventions.

Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, IV, and V, Maryland State Department of Education (MSDE) Least Restrictive Environment, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY10. Expenditures from the FY10 operating budget that supported ESEA Goal 1 included staffing and benefits and totaled \$18,141,210.

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).

Elementary School Reading

Despite strong success, there is room for growth. In 2008/09, 25 of the 40 elementary schools met AYP in reading by the confidence interval or safe harbor. Student groups showing the greatest need included special education, LEP students, and students receiving FARMS.

- LEP students in Grade 3 did not meet the local standard and the level of performance for the group improved by one percentage point to 71.5% scoring proficient or advanced. Grade 5 LEP increased to 78.1% scoring proficient or advanced. Hispanic students in Grade 3 exhibited a decrease in proficiency, with the number of students scoring proficient or advanced dropping by four percentage points to 72.3%.
- Grade 3 students receiving special education services increased performance by 11 percentage points to 65.5% scoring proficient or advanced. Grade 5 special education students improved performance by seven percentage points to 75.3% scoring proficient or advanced.

Middle School Reading

Several middle grade student groups have not performed at proficient or advanced comparable to overall performance levels.

- At Grade 6, all student groups saw an increase in performance levels. Students receiving special education services improved their performance by 18.7 percentage points to 66.9%, and students receiving FARMS improved by seven percentage points to 73.8%. Hispanic students improved by two percentage points to 81.9% scoring proficient or advanced.
- At Grade 7, special education students, LEP students, American Indian/Alaskan students, and students receiving FARMS demonstrated the greatest need for growth. Students receiving FARMS improved to 74.9% proficient or advanced, and special education students from 52.7% to 71.2% proficient or advanced.
- At Grade 8, the number of Hispanic students scoring proficient or advanced improved from 68.9% the previous year to 78.9%, LEP students improved from 41% to 61.4%, those students receiving FARMS improved from 62% to 72%, and special education students improved from 46.1% to 56.5%.

4. 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.

In addition to the continuation of activities described previously, the HCPSS will use the following initiatives to accelerate the progress of students in reading:

All Schools

An electronic system for tracking progress in reading, using the Electronic Database of Interventions (EDI), will continue to be implemented in fall 2009. This database will provide teachers with a means of reviewing student progress so they can intervene as soon as it appears that an instructional program is not meeting with positive results.

An updated county data site, the Internet Repository Of Accountability Data Systems (INROADS), will continue to enable teachers to access student data on demand. SANDBOX will be available in fall 2009 to enable teachers and administrators to manipulate data.

The *Fountas and Pinnell Benchmark Assessment* will be used at the elementary and middle school levels diagnose areas of need for students reading below grade level in Grades 3–8. The introduction of this assessment in middle school promotes a seamless assessment of reading in Grades 3–8 and supports articulation from elementary to middle school. Middle school reading specialists will be provided with professional development on the use of this assessment tool in September 2009.

Schools that did not make AYP will participate in an Integrated Approach to Student Achievement that is intended to support students in moving to proficiency on the MSA

Implementing the Integrated Approach to Student Achievement focuses on:

- **Addressing Lowered Expectations:** All students in the teacher’s class, including those receiving FARMS, special education services, and ESOL services, are meeting with success on focus skills.
- **Establishing a Culture of Instruction:** The teacher uses similar language, approaches, and methodologies for teaching the HCPSS essential curriculum as other teachers at the school.
- **Examining the Data:** The staff member is fully aware of longitudinal performance data on the MSA and on other assessments of focus skills for individual students and for student groups at the schools.
- **Identifying and Analyzing the Demands of State Curriculum:** The teacher is thoroughly familiar with the components of the HCPSS curriculum and how the HCPSS curriculum aligns with the Maryland State Curriculum for reading or mathematics.
- **Designing an Action Plan for Tested Areas:** The teacher addresses the focus skill identified in the action plan during the first 5 to 7 minutes of the lesson.
- **Reporting Progress to Staff, Students, and Parents:** The teacher has a data center with a chart showing individual student/class performance on the identified focus skills and the chart is updated each week.
- **Creating Daily Objectives:** The lesson objective is written in the “know-do” format and the “do” requires higher order thinking.
- **Planning Explicit Instruction:** The teacher’s lesson plans include some lessons in which the teacher explicitly teaches skills students are expected to master and the plans illustrate how instruction is differentiated based on students’ readiness, interests, and learning profile.

Elementary School Reading

Each intermediate team will receive the Benchmark Assessment System, designed to enable teachers to more closely link assessment to instruction. Ongoing support will be provided through reading support teachers and reading specialists. Special education teachers and Title 1 teachers will participate in this endeavor. The amount of materials and number of teachers trained will continue to increase.

Elementary Language Arts and the Department of Special Education will collaborate further to develop a co-teaching intervention cohort. The project's focus is to improve teachers' expertise in differentiating instruction, developing a community of learners, and building relationships.

The Hispanic Achievement Specialist and the Elementary Language Arts Coordinator will examine the achievement gap that exists for Hispanic students as measured by local and state assessments and will determine next steps for the 2009/10 school year Hispanic Achievement Institutes.

Twelve elementary schools will implement the Integrated Approach to Student Achievement.

Middle School Reading

In 2008/09, Grade 8 was targeted to decrease the number of students scoring at the basic level on the MSA. Reading specialists and reading instructional team leaders received professional development to address this goal. Reading leaders critically examined the practices at Grade 8 in their respective schools to determine areas that required more focused support. As a result of these efforts, in 2008/09, Grade 8 increased the number of students performing proficient or advanced by 4.3 percentage points, representing the largest increase by grade at the middle school level.

The revised middle school reading essential curriculum aligns more closely with the Maryland State Curriculum and assessment limits of the MSA. Reading teachers and reading specialists will receive professional development during the 2009/10 school year to support the new curriculum.

Middle school reading teachers will administer local reading assessments to all students beginning in fall 2009.

Resource Allocations: The FY10 budget includes the following resources to support Goal 1:

- Retaining 17 secondary mathematics instructional support teachers and 16 elementary mathematics support teachers (\$2,407,350).
- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 2 and 5) (\$517,010).

Maryland School Assessments/High School Assessments (continued)

- Upgrading 1 International Specialist to Coordinator (also supports Goal 2 and 5) (\$21,500).
- Retaining 58 elementary reading specialists and 55 secondary reading specialists (\$8,676,140).
- Retaining 16 reading support teachers (\$1,268,160).
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports Goal 5) (\$1,900,000).
- Adding 2 special education student assistants (\$52,450).
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 3) (\$100,000).
- Adding 1 occupational therapist (also supports Goal 5) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 5) (\$65,370).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 5) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 5) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 5) (\$114,070).
- Adding 3 teachers to support elementary gifted and talented program growth. (\$188,480).
- Adding 2.0 teachers and 1.0 paraeducator to support growth of the Prekindergarten program. (\$158,330).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).
- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism. (\$180,650).
- Adding instructional supplies (\$210,000).
- Adding two additional after-school mathematics tutoring sites (\$16,250).
- Adding .1 psychologist (also supports Goal 4) (\$16,540).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 5) (\$72,220).
- Maintaining funds for fees and presentation materials for students participating in programs, competitions and research and inter/mentor programs. (\$10,000).

***Because resource allocations cannot always be delineated by school levels, all Goal 1 resource allocations are included on the list.**

Maryland School Assessment

Mathematics

Based on the Examination of AYP Math Proficiency Data for Elementary Schools (Table 2.4) and Middle Schools (Table 2.5):

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroups.

Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,831	9,599	88.6%	10,652	9,479	89.0%	10,435	9,381	89.9%	10,697	9,585	89.6%
African American	2,114	1,576	74.6%	2,153	1,621	75.3%	2,212	1,705	77.1%	2,361	1,839	77.9%
American Indian/Alaskan Native	34	27	79.4%	26	22	84.6%	30	28	93.3%	27	21	77.8%
Asian/Pacific Islander	1,504	1,442	95.9%	1,556	1,485	95.4%	1,617	1,556	96.2%	1,753	1,676	95.6%
Hispanic	470	363	77.2%	545	406	74.5%	561	436	77.7%	564	407	72.2%
White (Not of Hispanic Origin)	6,709	6,191	92.3%	6,372	5,945	93.3%	6,015	5,656	94.0%	5,992	5,644	94.2%
Free/Reduced Meals (FARMS)	1,172	769	65.6%	1,297	857	66.1%	1,329	914	68.8%	1,496	1,034	69.1%
Limited English Proficient (LEP)	317	214	67.5%	568	416	73.2%	514	396	77.0%	488	333	68.2%
Special Education	944	536	56.8%	964	564	58.5%	974	610	62.6%	821	472	57.5%

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

Elementary School Mathematics

The following progress was evident at the elementary school level:

- Thirty-nine of the 39 elementary schools met the Annual Measurable Objectives (AMOs) of 74.2% scoring proficient or advanced overall in mathematics. The PreK-8 school has challenges in both mathematics and reading.
- Grades 3 and 4 improved slightly in the percentage of students scoring proficient or advanced.

Progress among elementary school student groups as measured by increases in students scoring proficient or advanced in mathematics includes:

- In Grade 3, results for African American students increased 5.2 percentage points.
- In Grade 4, results for students with disabilities increased 1.3 percentage points.
- Results for students receiving special education services increased in twenty-four elementary schools in Grades 3–5.

Maryland School Assessments/High School Assessments (continued)

- Students receiving special education services who scored proficient or advanced increased 8.7 percentage points in Grade 3 and increased 1.3 percentage points in Grade 4.

Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,486	9,275	80.8%	11,709	9,521	81.3%	11,585	9756	84.2%	11699	10166	86.9%
African American	2,325	1,314	56.5%	2,443	1,417	58.0%	2482	1589	64.0%	2546	1777	69.8%
American Indian/Alaskan Native	25	17	68.0%	26	24	92.3%	30	26	86.7%	38	32	84.2%
Asian/Pacific Islander	1,472	1,357	92.2%	1,615	1,504	93.1%	1661	1569	94.5%	1804	1734	96.1%
Hispanic	449	286	63.7%	522	318	60.9%	553	381	68.9%	603	450	74.6%
White (Not of Hispanic Origin)	7,215	6,301	87.3%	7,103	6,258	88.1%	6859	6191	90.3%	6708	6171	92.0%
Free/Reduced Meals (FARMS)	1,145	523	45.7%	1,302	611	46.9%	1368	745	54.5%	1480	921	62.2%
Limited English Proficient (LEP)	209	110	52.6%	349	198	56.7%	336	221	65.8%	344	235	68.3%
Special Education	1,032	434	42.1%	961	421	43.8%	941	482	51.2%	808	412	51.0%

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

Middle School Mathematics

The following progress was evident at the middle school level:

- Overall in Grades 6-8 the number of students performing at the proficient or advanced level was 86.9%, a gain of 3.3 percentage points over last year.
- In Grade 6, there was a gain of 1.4 percentage points over last school year. The number of students scoring proficient or advanced has increased by 9.3 percentage points over the past four school years.
- In Grade 7, there was a gain of 4.8 percentage points over last school year. The number of students scoring proficient or advanced has increased by 10.3 percentage points over the past four school years.
- In Grade 8, there was a gain of 5.7 percentage points over last school year. The number of students scoring proficient or advanced has increased by 13 percentage points over the past four school years.

Progress among middle school student groups includes the following results, with performance measured by the percentage of students scoring at the proficient or advanced level:

- African American student performance increased 20.8 percentage points in Grade 6, 20.9 percentage points in Grade 7, and 13 percentage points in Grade 8 since 2005.

Maryland School Assessments/High School Assessments (continued)

- Hispanic student performance increased 11.7 percentage points in Grade 6, 20.5 percentage points in Grade 7, and 28.5 percentage points in Grade 8 since 2005.
- From 2008 to 2009:
 - Grade 6 Asian student performance increased 0.5 percentage points to 96.7%, Grade 7 increased 1.8 percentage points to 96%, and Grade 8 Asian students increased 3.1 percentage points to 96%.
 - Grade 7 white student performance increased to 93.6%, and Grade 8 increased to 91.4%.
 - Grade 6 special education student performance increased 7.9 percentage points, Grade 7 increased 20 percentage points, and Grade 8 increased 9.1 percentage points.
 - Grade 6 students receiving Free and Reduced Price Meal Service (FARMS) gained 8.5 percentage points, Grade 7 students receiving FARMS gained 9.3 percentage points, and Grade 8 students receiving FARMS gained by 12.7 percentage points.
 - Grade 7 LEP gained 3.6 percentage points, and Grade 8 LEP gained 15.6 percentage points.

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

Elementary School Mathematics

Sixteen of the forty elementary schools have math support teachers. Two more support teachers were added for the 2008/09 school year. School selection was based on below grade level, MSA, and SAT-10 data to determine the mathematical performance of the students. 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. Eight of the math support teachers were assigned to provide monthly professional development to eight additional elementary schools.

The Office of Elementary Mathematics and the ESOL program office have collaborated to address the needs of the English Language Learner (ELL) student group. The Hispanic Achievement Specialist and the Elementary Coordinators for Mathematics and Language Arts worked together to provide two professional development sessions for 30 elementary teachers. The focus of the professional development was to understand the Hispanic culture and provide instructional strategies to improve performance in reading and mathematics. In addition, a four-session professional development seminar was provided at one elementary school to focus on working with ELL student group in mathematics.

An Elementary Mathematics Institute was held at two elementary schools to provide on site professional development in the area of elementary mathematics. Ten sessions were held after school to address such areas as number sense, communication in the classroom, manipulative use, basic facts, computation, differentiation of instruction, and problem solving. A total of twenty-two teachers participated over the course of the school year at one school. At the other school, 32 teachers participated. Feedback from the teachers who participated was very positive.

Maryland School Assessments/High School Assessments (continued)

Thirty-two elementary schools have effectively implemented *FASTT Math*, a computer-based software program that reinforces the development of basic facts. Students work on the program three times a week for 15 minutes. The focus of the program is to develop automaticity in the students for the basic facts for all four operations. Knowing the facts helps students compute accurately. Individual school profiles verify that the program is working for the students.

The Offices of Elementary Mathematics and Elementary Language Arts collaborated with the Department of Special Education to provide intensive professional development on the co-teaching model for eight elementary schools. This was a series of four workshops with follow-up visits to each elementary school. Performance at seven of the eight schools for students with disabilities improved an average of 16% on MSA mathematics proficiency. Two schools improved 30 percentage points or more.

Through a collaborative effort between the Office of Elementary Mathematics and the Department of Special Education, general and special education teachers newly hired to Howard County received two half-day professional development sessions regarding the “best practices” for instructing mathematics.

The HCPSS supported general and special education teachers to attend the National Council of Teachers of Mathematics (NCTM) Conference in April 2009.

Middle School Mathematics

Countywide professional development focused on the topic of differentiating instruction to meet the needs of diverse learners. Secondary math leadership professional development focused on equity in mathematics education.

Ten of the eighteen middle schools (and one K-8 school) had mathematics instructional support teachers (MISTs). School selection was based on data and the mathematical performance of the students. MISTs provide on-site professional development for teachers, paraeducators, and administrators on effective mathematics instruction. They also co-teach with classroom teachers to model effective instruction. The HCPSS INROADS data showed that in the ten schools where MISTs were placed, the number of students performing at advanced or proficient was increased by an average of 4.76 percentage points compared with a 1.9 percentage point increase at schools without MISTs.

During the 2008/09 school year, ten middle schools continued working as Professional Learning Community schools, a collaborative model for accelerated school improvement. School based administrators, members of the Office of Secondary Mathematics, special education teachers, and MISTs worked collaboratively to develop, implement and share research-informed, most effective practices for accelerating the achievement of middle school mathematics students. This resulted in Murray Hill Middle School exiting school improvement and Oakland Mills Middle School making AYP for the first time in three years.

After-school mathematics tutoring programs were provided for students who were performing below grade level and scored at the basic level on the MSA.

Maryland School Assessments/High School Assessments (continued)

The Office of Secondary Mathematics, the Department of Special Education, the Extended Day/Year Program, and the Gifted/Talented (G/T) Program collaboratively provided training in co-teaching and differentiation strategies for select classroom, special education, ESOL and G/T teachers.

Classroom that were co-taught and supported were made available, as well as opportunities for pre-teaching and or re-teaching of the general education curriculum in tutorial classes.

The Office of Secondary Mathematics staff conducted monthly meetings for non-tenured mathematics teachers.

The Office of Secondary Mathematics staff worked with the Howard County - University of Maryland Baltimore County (UMBC) Mathematics Instructional Leadership graduate students, a cohort of select teachers varying in content knowledge and teaching expertise, to explore and implement the use of culturally responsive teaching strategies.

School based staff conducted data-driven dialogues with school-based teams and the Department of Special Education to review the needs and progress of children within general and special education and make informed instructional decisions

The Office of Secondary Mathematics staff provided support, resources and professional development to middle schools to encourage the successful inclusion of students with disabilities within general education settings to the greatest extent possible.

The above efforts contributed to every middle school racial/ethnic group improving performance over 2008. In addition, every middle school student group receiving special services improved performance. Special education students gained approximately 11 percentage points while English language learners gained more than six percentage points, and students receiving FARMS gained approximately nine percentage points.

<p>Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, IV, and V, Maryland State Department of Education (MSDE) Least Restrictive Environment, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY10. Expenditures from the FY10 operating budget that supported ESEA Goal 1 included staffing/benefits and totaled \$18,141,210.</p>

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Elementary School Mathematics

Increasing the number of special education students, LEP students and students receiving FARMS who score at the proficient or advanced levels is a challenge.

Maryland School Assessments/High School Assessments (continued)

Co-teaching has proven to be an effective strategy, but implementing co-teaching is a challenge. It requires administrators to provide common planning time for the regular education and special education teachers so that they can effectively plan and implement effective lessons. Decreasing the number of grade levels to which the special educator is assigned is one way to support increased co-teaching and collaboration within each grade level.

In addition, special educators and ESOL teachers need to have a strong mathematics content understanding.

NOTE: This section was revised in response to the MSDE Review Panel's clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

Howard County has identified teachers of students with disabilities and teachers of LEP students as needing additional content knowledge. The plan identifies strategies for increasing the content knowledge of elementary and middle school special education teachers. What strategies will be put in place to support elementary and middle school teachers of LEP students?

Response:

The following activities will be put in place to support the elementary school teachers of LEP students for 2009-10:

- Designing Quality Inclusive Education professional development, observations, and coaching
- Professional development for teachers of LEP students on integrating mathematics and language instruction
- Elementary Mathematics Institute for developing content knowledge in number and fractions.
- Two Hispanic Institutes for ELL teachers and regular education teachers will be held with a focus on content knowledge

Middle School Mathematics

Increasing the number of special education students, LEP students and students receiving FARMS who score at the proficient or advanced levels is a challenge.

Challenges in mathematics performance are also greater in Grades 7 and 8 overall.

In Grades 7 and 8 there is a need to increase the number of African American and Hispanic students performing at the proficient or advanced level in mathematics.

NOTE: This section was revised in response to the MSDE Review Panel's clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

Howard County has identified teachers of students with disabilities and teachers of LEP students as needing additional content knowledge. The plan identifies strategies for increasing the content knowledge of elementary and middle school special education teachers. What strategies will be put in place to support elementary and middle school teachers of LEP students?

Response:

The following activities will be put in place to support the middle school teachers of LEP students:

- Math and Technology Summer Institute for middle school teachers of LEP students and special educators
- Designing Quality Inclusive Education professional development, observations, and coaching
- Professional development for co-teachers through the Cohort and Co-IST trainings
- Professional development for teachers of LEP students on integrating mathematics and language instruction

4. 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

A two-day summer institute planned by the Instructional Facilitator from the Elementary Mathematics Office and the Department of Special Education was held during summer 2009. The institute provided support in the areas of mathematics content and effective classroom instructional strategies for eight teams of teachers who are co-teaching.

For the 2009/10 school year professional development plans include an Elementary Mathematics Institute open to all teachers from all schools. Thirty teachers will receive support in the areas of mathematics content and effective classroom instructional strategies. Another Elementary Mathematics Institute will be held at an elementary school that does not make AYP.

One additional school will receive the *FASTT* Math Program, bringing the total number of schools with this computer program to thirty-three.

Identified schools will implement the Integrated Approach to Student Achievement. This approach underscores the importance of planning well-developed lessons with a focus on specific skills to reinforce mathematics concepts.

An additional sixteen elementary schools will offer an after-school tutorial program for students performing below grade level or in need of additional instructional support to meet curriculum standards. Four tutors will provide intensive tutoring twice a week for two 10-week sessions. Professional development focusing on best practices will be provided to the tutors for the existing seventeen schools offering this tutorial program and to the additional tutors.

Developing Quality Inclusive Education (DQIE) funding through the Department of Special Education will continue to provide support and resources for improving co-teaching efforts, collaborative planning between general and special education teachers, monitoring progress of students receiving special education through data conversations/reviews, and offering professional development and on-site follow-up visits.

Middle School Mathematics

Office of Secondary Mathematics staff will provide enhanced differentiated support to all schools with a focus on exemplary mathematics instruction. Staff 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 be expanding their service by adopting “sister schools” for the 2009/10 school year. Sister school selections are based on data and the mathematical performance of the students with a focus on schools with new Instructional Team Leaders (ITLs). MISTs 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.

MISTs and Instructional Team Leaders will provide regular professional development to administrators, special education instructional support teachers, and reading support teachers in ten Middle School Professional Learning Community schools. Topics will include: developing intervention teams, conducting meaningful data driven dialogues and developing strategic interventions, using the Electronic Database of Interventions (EDI) to document interventions and monitor student progress, differentiating instructional strategies in all content areas for students receiving interventions, mid-year assessment of progress, and intensifying intervention for selected students.

Teachers will implement enhanced mathematics curriculum documents (e-Guides). These help teachers focus in on pre- and post-assessments of student’s conceptual understanding of Maryland State Curriculum indicators.

Expand the use of Suntex International’s online 24 Game/First in Math Online® to include all middle schools 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.

Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.

Quarterly after-school meetings will be held geared toward increasing non-tenured teachers’ understanding and implementation of the standards for mathematics teaching. Participants will learn to use of the district data protocol to examine local assessment data and inform instruction.

The partnership between the HCPSS and the University of Maryland Baltimore County (UMBC), which has supported a cohort of 26 elementary and middle school teachers pursuing a Master of Arts degree in Education, will be continued and extended by initiating a new cohort in spring 2010. The partnership will focus on increasing mathematics content knowledge, effective

Maryland School Assessments/High School Assessments (continued)

pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.

A select group of teachers will attend the Maryland Council of Teachers of Mathematics (MCTM) Annual Conference at Northwest High School in Germantown, MD on October 16, 2009.

Resource Allocations: The FY10 budget includes the following resources to support Goal 1:

- Retaining 17 secondary mathematics instructional support teachers and 16 elementary mathematics support teachers (\$2,407,350).
- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 2 and 5) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 2 and 5) (\$21,500).
- Retaining 58 elementary reading specialists and 55 secondary reading specialists (\$8,676,140).
- Retaining 16 reading support teachers (\$1,268,160).
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports Goal 5) (\$1,900,000).
- Adding 2 special education student assistants (\$52,450).
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 3) (\$100,000).
- Adding 1 occupational therapist (also supports Goal 5) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 5) (\$65,370).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 5) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 5) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 5) (\$114,070).
- Adding 3 teachers to support elementary gifted and talented program growth. (\$188,480).
- Adding 2.0 teachers and 1.0 paraeducator to support growth of the Prekindergarten program. (\$158,330).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).
- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary

Maryland School Assessments/High School Assessments (continued)

learner class for students with Autism. (\$180,650).

- Adding instructional supplies (\$210,000).
- Adding two additional after-school mathematics tutoring sites (\$16,250).
- Adding .1 psychologist (also supports Goal 4) (\$16,540).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 5) (\$72,220).
- Maintaining funds for fees and presentation materials for students participating in programs, competitions and research and inter/mentor programs. (\$10,000).

***Because resource allocations cannot always be delineated by school levels, all Goal 1 resource allocations are included on the list.**

Maryland School Assessment

Science

Based on the Examination of 2008 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

1. Describe your school system's results. In your response, identify the successes in terms of grade level(s) and subgroups.

Grade	2008	2009	+/-
5	77.5	76.4	-1.1
8	82.9	85.6	+3.7

Table 2.7: Maryland School Assessment - Science - Elementary* (Grade 5)						
Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3720	2884	77.5%	3757	2871	76.4%
African American	792	452	57.1%	839	451	53.8%
American Indian/Alaskan Native	18	11	61.1%	8	5	62.5%
Asian/Pacific Islander	584	502	86.0%	581	493	84.9%
Hispanic	214	117	54.7%	206	97	47.1%
White (Not of Hispanic Origin)	2112	1802	85.3%	2123	1825	86.0%
Free/Reduced Meals (FARMS)	476	202	42.4%	530	219	41.3%
Limited English Proficient (LEP)	149	48	32.2%	129	44	34.1%
Special Education	275	117	42.5%	294	117	39.8%

Elementary School Science

System results on the 2009 MSA for Science show that the percent of students scoring proficient or advanced decreased slightly by -1.1% at Grade 5.

At Grade 5, most school's percent of students at proficient or advanced decreased. However, ten schools showed gains, with three schools, Bellows Spring, Bushy Park, and Cradlerock Lower experiencing double digit gains (11.7, 12.2 and 11.8% respectively).

Nine elementary schools saw an increase in the percent of students at the advanced level. Those schools are Bollman Bridge +1.6; Centennial Lane +1.9; Fulton +7.5; Guilford +5.9; Laurel Woods +1.8; Talbott Springs +1.3; Thunder Hill +3.6; Veterans +6.6; and Waterloo +3.9.

2009 Science MSA scores indicate that African American and Hispanic students, as well as students with Limited English Proficiency, students receiving Special education services and those receiving Free and Reduced Meals Services achieved scores ranging from 34%– 54% proficient or advanced. This data clearly indicates that professional development for teachers

Maryland School Assessments/High School Assessments (continued)

will continue to focus on meeting the instructional needs of these students and accelerating their achievement in science.

Eleven elementary schools were successful at decreasing the percent of students scoring at the basic level. Those schools are Atholton, Bellows Spring, Bushy Park, Forest Ridge, Jeffers Hill, Laurel Woods, Manor Woods, Phelps Luck, Thunder Hill, Veterans, and Cradlerock Lower.

Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3899	3231	82.9%	4081	3495	85.6%
African American	867	526	60.7%	882	586	66.4%
American Indian/Alaskan Native	11	10	90.9%	14	8	57.1%
Asian/Pacific Islander	550	504	91.6%	624	569	91.2%
Hispanic	186	107	57.5%	189	128	67.7%
White (Not of Hispanic Origin)	2285	2084	91.2%	2372	2204	92.9%
Free/Reduced Meals (FARMS)	439	215	49.0%	499	257	51.5%
Limited English Proficient (LEP)	93	33	35.5%	108	52	48.1%
Special Education	245	103	42.0%	267	118	44.2%

Middle School Science

Howard County led the state in overall student performance on the 2009 Grade 8 Science MSA - with 85.6 % of its students achieving at the proficient or advanced level. This demonstrated an increase of +3.7% from 2008, when 82.9% students achieved proficiency. Two middle schools experienced double digit gains in their performance – Ellicott Mills gained +12.1% and rose from 84.2% in 2008 to 96.3%, and Murray Hill gained +13.9%, from 65.7% in 2008 to 79.6%. The number of students who scored at the advanced level also increased, with an increase of +4.2%, from 10.7% in 2008 to 14.9%. 2009 results indicate that approximately 50% of students with Limited English Proficiency, those receiving Special Education services, and students receiving Free and Reduced Meals scored at proficient or advanced. Professional development from the Office of Secondary Science will continue to focus on strategies to accelerate achievement of these students.

Many schools also were successful at decreasing the percent of students scoring at the basic level. The schools at Grade 8 are the following: Burleigh Manor, Clarksville, Ellicott Mills, Folly Quarter, Glenwood, Lime Kiln, Mount View, Murray Hill, Oakland Mills, Patapsco, Patuxent Valley, Wilde Lake and Cradlerock Upper.

Overall, the school system decreased its percent of students scoring basic.

2. Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.

Elementary School Science

At the elementary level, students' success is attributed to the following practices, programs, and strategies:

- Problem-based curriculum materials, aligned with the *Voluntary State Curriculum (VSC)*, are developed for all teachers of science in Grades 1-5 in order to provide models and guidelines for effective elementary science instruction.
- Grade 4 and Grade 5 curricula are designed to integrate space, earth, life science, and chemistry into an environmental science context in order to provide students and teachers with examples of how science concepts connect to one another, and other content areas.
- Exemplary classroom instruction based on current best practices in science is implemented as follows:
 - Students work independently and in cooperative groups to use the skills and processes of science to learn concepts using an inquiry-based, hands-on, instructional approach.
 - Reading, writing, mathematics, and technology are integrated into science units as both instructional strategies and opportunities for students to demonstrate content knowledge.
 - Texts for above-, on-, and below-level students, aligned with grade-level science objectives, are provided to allow all students to access science information at an appropriate instructional level.
- Differentiated professional development, support, and resources are provided for generalists, special educators, and ESOL educators to promote full inclusion and co-teaching, that is focused on differentiated instruction in order to meet the learning needs of all students in science.
- The ESOL office implements a variety of strategies (as described in Part I.D.ii on pages 80–81 that target English language development integrated with content instruction to make curriculum more accessible for students with limited English proficiency.
- Modifications and alternative strategies for students with special needs and students with limited English proficiency are included in Grade 4 and Grade 5 curriculum documents to encourage inclusion within elementary science classes.
- Ten elementary schools applied for and were awarded funds from the MSDE STEM Grant in the 2008/09 school year to support curricular connections and offer extended day opportunities that promote enthusiasm and interest in science fields. Approximately 30 programs were instituted and six of these schools receive Title I funds.
- HCPSS collaborated with several community partners including county government agencies to provide:
 - A transdisciplinary field experience for fifth grade students to extend their classroom studies of the science and purposes of riparian forest buffers and their impact on the health of the Chesapeake Bay,
 - Three workshops designed to meet the needs of school administrators and staff who are in various stages of the Green School Certification process, and
 - A transdisciplinary pilot environmental field experience for fourth grade students designed to extend classroom studies of the history of Howard County, farming

Maryland School Assessments/High School Assessments (continued)

- practices, soil and water conservation, stream studies, issues related to invasive vs. native plants, nutrition, and citizens' responsibilities.
- Collaborated with the Early Childhood Office to provide approximately 165 science materials kits to support Project Based instruction in PreK and Kindergarten science

Middle School Science

Students in danger of not performing well on the Grade 8 Science MSA 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 the science curriculum. These local assessments are written in a manner that is consistent with the Grade 8 Science MSA. The local assessments are scored electronically and the results are collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the Intranet Repository Of Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services.

Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, IV, and V, Maryland State Department of Education (MSDE) Least Restrictive Environment, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY10. Expenditures from the FY10 operating budget that supported ESEA Goal 1 included staffing/benefits and totaled \$18,141,210.

3. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).

NOTE: This section was revised in response to the MSDE Review Panel's clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

On page 56 (57), question 3 asks for challenges by grade level and subgroup. Please provide specific information on the subgroups that have not made progress or where there are significant achievement gaps between or among subgroups.

Response:

The performance of our fifth grade students presents more challenges than those for our eighth grade students; both groups, however, have challenges to address related to specific student groups (see the details below).

Elementary School Science

Of the ten elementary schools achieving less than 70% proficient/advanced on the G5 Science MSA, eight of these are Title I schools. This data indicate that continued and increased emphasis on meeting the instructional needs of students who receive free and reduced meals.

Challenges include:

- Helping Grade 5 students remember concepts that they were taught in previous grades as they prepare for the cumulative, content-focused G5 Science MSA.

Maryland School Assessments/High School Assessments (continued)

- Teaching concepts to Grade 5 students who transfer into the HCPSS from other districts and have gaps in the knowledge of assessed science concepts in Maryland.
- Updating Grade 3 curriculum resources to reflect modifications and alternative strategies for students with special needs.
- Creating awareness among all teachers of science of their contributions and responsibilities to the achievement of students on the G5 Science MSA.
- Finding grant funding to support additional STEM and science initiatives that increase enthusiasm for and interest in academic science pursuits of students throughout K-12, especially in underrepresented student groups.
- Expanding the number of elementary schools working toward or receiving MAEOE Green School Certification (Howard County Elementary Schools achieved Green School status for the first time this year, and one school received their recertification).
- Working with existing and establishing new community partners to coordinate resources and efforts to provide high quality science programs within and beyond the school day.
- Collaborating with the Early Childhood Office to provide materials, lesson seeds, and professional development to pre-kindergarten and kindergarten teachers.
- Collaborating with the Secondary Science Office to identify the science needs of Grade 6 students as they enter middle school.

Middle School Science

The biggest challenge that middle schools face results from the cumulative nature of the Science MSA. Schools struggle with how to re-teach concepts to students who didn't learn them proficiently the first time they were exposed and who are being tested on them a year or two later. In addition, middle schools must decide what to do with students who transfer to HCPSS from districts with different curriculum frameworks and who therefore will have gaps in their content exposure.

Clarifying Response/Revision:

2009 results indicated that much work remains to be done with students who are classified as Limited English Proficient (LEP) or who receive Special Education and/or Free and Reduced Meal (FARMS) services. Each of these student groups have only about 50% of their students classified as proficient or advanced (Special Education – 44.2%, LEP - 48.1%, FARMS – 51.5%). Other student groups whose performance shows gaps from the overall performance (85.6%) are African American students (66.4% proficient and advanced) and Hispanic students (67.7% proficient and advanced).

- 4. 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.**

NOTE: This section was revised in response to the MSDE Review Panel's clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

In question 4 please provide information about the changes or adjustments that will be made to ensure sufficient progress.

Response:

To decrease the achievement gap of our lowest performing student groups (Special Education, Limited English Proficiency, and FARMS), we will continue to support our schools in looking at each student's achievement, one-by-one (particularly those students in the identified student groups). We will support the schools in using the local assessments to identify students in need of additional support and then providing the appropriate interventions. The Office of Secondary Science will collaborate with the Department of Special Education, the ESOL office, and the Office of Student, Family, and Community Services to provide professional development for our teachers (on best instructional practices and using data to inform instruction); the teachers will then use these skills and practices to identify and support the needs of their students.

Elementary School Science

Changes or adjustments that will be made include:

- Provide differentiated professional development for teachers that:
 - Supports strategies for increasing achievement for all students with a focus on students receiving FARMS
 - Promotes co-teaching and full inclusion in science
- Add Modifications and alternative strategies for students with special needs in Grade 3 curriculum documents to encourage inclusion within elementary science classes.
- Continue efforts to embed reading, mathematics, and technology strategies designed to meet students' diverse learning needs within curriculum documents
- Emphasize science content connections to social studies and health issues and promote related arts as avenues for enriching students' science knowledge
- Extend funding to provide STEM programs for every elementary school with focused support for Title 1 schools
- Increase the number of elementary schools achieving MAEOE Green School status
- Work with the GT staff to connect Curriculum Based Extension Units to grade level science in order to extend challenge and rigor to grade level curriculum
- Use technology to provide web-based professional development opportunities for teachers

These efforts will be on-going throughout the year and include but are not limited to the following activities:

- Continued collaboration with special educators and ESOL teachers (Ongoing)
- Two workshops for teachers of science in Grades 1–3 (fall 2009). Participation to be determined by achievement data from 2009 G5 Science MSA.
- Site based professional development for science teachers based on administrator and teacher requests and concerns emanating from Grade 5 2009 Science MSA data (Ongoing throughout SY 09-10)
- After school Best Practices for Effective Science Instruction Workshops for teachers grades 1-5 with an emphasis on strategies for meeting the needs of FARMS (October and January)
- Development of online PD resources (ongoing)
- Support for staff and students implementing STEM (Site-based and scheduled after school workshops ongoing throughout the year)

Maryland School Assessments/High School Assessments (continued)

- Support for staff and students implementing or working toward Green School status (Site-based and scheduled after school workshops including Project Learning Tree, WET and WILD – ongoing throughout the year)
- Curriculum development for Grade 3 with special attention given to including modifications for special needs and ESOL students, and students receiving FARMS (ongoing)
- Pilot paperless curricular resources for Grade 3 teachers in four schools

Middle School Science

Since the Grade 8 Science MSA is a cumulative test that measures the skills and processes and science content from grades 6 through 8, it is imperative that students review previously learned concepts before they take the test.

Since capital funding was obtained to provide each middle school science department with a mobile cart of laptop computers for the 2009/10 school year, it is hoped that this technology can assist science teachers with review activities. During 2008/09, money was used from the science operating budget to pilot Discovery Education Science (DES) – an online learning resource that is licensed by Discovery Education – at four middle schools. DES contains video clips, readings, virtual labs and simulations, and assessment items that students can access from the classroom or home. It was reasoned that DES could help students review previously learned concepts and help prepare for the Grade 8 MSA. Positive reports from the teachers at the participating pilot schools, as well as funding from the special education department, has made it possible for all middle schools to use DES during the 2009/10 school year.

Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, IV, and V, Maryland State Department of Education (MSDE) Least Restrictive Environment, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY10. Expenditures from the FY10 operating budget that supported ESEA Goal 1 included staffing/benefits and totaled \$18,141,210.

High School Assessments (HSA)

English

Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,964	3,112	78.5%	4,015	3,446	85.8%	3,616	3,329	92.10%			
African American	815	471	57.8%	823	560	68.0%	679	545	80.30%			
American Indian/Alaskan Native	12	7	58.3%	6	6	100.0%	na	na	na			
Asian/Pacific Islander	543	446	82.1%	548	475	86.7%	496	462	93.10%			
Hispanic	131	81	61.8%	171	126	73.7%	139	118	84.90%			
White (Not of Hispanic Origin)	2,463	2,107	85.5%	2,467	2,279	92.4%	2,298	2,200	95.70%			
Free/Reduced Meals (FARMS)	340	150	44.1%	379	219	57.8%	312	226	72.40%			
Limited English Proficient (LEP)	67	21	31.3%	118	53	44.9%	43	25	58.10%			
Special Education	343	109	31.8%	350	171	48.9%	310	190	61.30%			

Based on the Examination of AYP Proficiency Data for English (Table 2.3):

Based on the Examination of AYP Proficiency Data for English (Table 2.3)

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

Based on Howard County data, more than 90% of all students scored proficient on the English 10 HSA. Highlights of student performance in specific student groups include the following:

- More than 80% of African American students scored proficient.
- More than 80% of Hispanic students scored proficient.
- More than 60% of students receiving special education services scored proficient.
- More than 70% of students receiving free and reduced meals scored proficient.

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

These practices, programs, and strategies attribute to student success.

- English 9 and English 10 teachers work as an academic band, focusing on assessment limits, in addition to the demands of the HCPSS high school curriculum. The collaboration between grade-level teachers helps to ensure student success as first-time test takers.
- The English 9 Seminar class provides for students to enroll in two English classes, usually back-to-back. Students receive one English credit and one elective credit. An

English and Special Education teacher co-teach the class. This instructional delivery helps to increase the number of students who are successful as first-time test takers.

- ESOL teachers, Special Education teachers, and English 9 and 10 teachers are trained to use the MSDE English HSA Online Course. The collaboration among teachers helps to ensure student success as first-time test takers.
- Each spring, English 9 teachers identify students, whose freshmen academic performance make them strong candidates for the English 10 Prep Course, a four-week summer course. This practice ensures student success as first-time test takers.
- Teachers provide focus instruction prior to students retaking the English HSA and student monitoring for Bridge Projects in the HSA Mastery/Bridge Plan Course.

Resource Allocation; Funding for these intervention initiatives are provided by grants and the operating budget. Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education (Bridge Plan Mentors are retired English teachers who regularly assist students who are working on an English Bridge Plans.

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

- While the overall pass rates on the English 10 HSA was more than 90%, students receiving special education services performed 30 percentage points below the overall pass rate.
- While the overall pass rates on the English 10 HSA was more than 90%, students receiving free and reduced meals performed 20 percentage points below the overall pass rate.

4. 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.

Staff has identified the following instructional adjustment to ensure sufficient progress.

- **English 9 Seminar and Its Current Placement** Placing the seminar course in Grade 10 aligns the course with the grade where students actually take the HSA. There will be no need for additional staffing; however, unless English 9 Seminar teachers become English 10 Seminar teachers, the new seminar teachers would require training.
- **English 9 Cohort – Looping Approach** A group of incoming freshmen will be taught as a designated English 9 “looped” class by the English 10 Seminar teacher who would also teach the group as rising sophomores the following year in the English 10 Seminar class. (Looping will be piloted in two schools during the 2009/10 school year.)
- **Academic Literacy** This intervention will be moved from Grade 10 to Grade 9 to address the reading comprehension issues of incoming 9th graders. It will focus on reading comprehension skills in the assessed content area as well as study skills.

Table 3.1: HSA Test Participation and Status - English 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3742	89.7	3356	10.3	386	2.9	113
American Indian/Alaskan Native	7	57.1	4	42.9	3	0	0
African American	743	76.3	567	23.7	176	3.3	25
Asian/Pacific Islander	502	94.2	473	5.8	29	7.7	42
White (non-Hispanic)	2329	93.5	2177	6.5	152	1	24
Hispanic	161	83.9	135	16.1	26	12	22
Special Education	219	39.3	86	60.7	133	3.5	8
Limited English Proficient (LEP)	31	51.6	16	48.4	15	64.8	57
Free and Reduced Meals (FARMS)	335	67.8	227	32.2	108	9.2	34

Table 3.2: HSA Test Participation and Status - English 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3510	93.3	3275	6.7	235	2	73
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	641	82.1	526	17.9	115	4.3	29
Asian/Pacific Islander	488	94.1	459	5.9	29	3.4	17
White (non-Hispanic)	2244	96.7	2171	3.3	73	1.1	24
Hispanic	133	86.5	115	13.5	18	2.2	3
Special Education	171	64.3	110	35.7	61	7.6	14
Limited English Proficient (LEP)	28	42.9	12	57.1	16	15.2	5
Free and Reduced Meals (FARMS)	259	73.7	191	26.3	68	6.5	18

Based on the Examination of 2008 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2):

1. Identify any additional challenges that are evident.

- While the overall pass rates on the English 10 HSA for 10th and 11th students was near or in excess of 90%, students receiving special education services performed 50 percentage points below the overall pass rate in 10th grade and 29 percentage points below the overall pass rate in 11th grade.
- While the overall pass rates on the English 10 HSA for 10th and 11th students was near or in excess of 90%, students receiving free and reduced meals performed 21 percentage points below the overall pass rate in 10th grade and 19 percentage points below the overall pass rate in 11th grade.
- While the overall pass rates on the English 10 HSA for 10th and 11th students was near or in excess of 90%, African American students performed 13 percentage points below the

overall pass rate in 10th grade and 11 percentage points below the overall pass rate in 11th grade.

- While the overall pass rates on the English 10 HSA for 10th and 11th students was near or in excess of 90%, Limited English Proficient students performed 38 percentage points below the overall pass rate in 10th grade and 50 percentage points below the overall pass rate in 11th grade.

2. Describe the interventions that the school system has in place to support students in passing the English HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

The school system has the following interventions in place:

- **English 9 and English 10 teachers work as an academic band.** This approach allows English 9 teachers to have more than an awareness of the English HSA. This approach is highly effective where used.
- **English 9 Seminar allows students to enroll in two English classes, usually back-to-back classes.** Students receive one English credit and one elective credit. An English and Special Education teacher co-teach the class. This delivery model is being re-evaluated as the model was designed to support the HSA, which was previously administered in Grade 9.
- **Academic Literacy is an elective course in which students develop strategies for understanding the demands of the high school assessments.** Data is being analyzed to determine a correlation between the course and student performance on the science, social studies, and English HSAs.
- **ESOL teachers, Special Education teachers, and English 9 and 10 teachers are trained to use the MSDE English HSA Online Course.** Teachers use the resource for “whole” class instruction, individual instruction, and at-home support. Accessing computers for student use can be a challenge.
- **Each spring, English 9 teachers identify students, whose freshmen academic performance was weak, and invite the students to attend the English 10 Prep Course, a four-week summer course.** The enrollment for this class has increased during the last two summers.
- **Teachers provide interventions based on grade reports and HCPSS’ local assessments.** These data are used as benchmark exams for measuring student mastery of content and skills in the English curriculum and identify students who need additional attention. Both district wide and individual school disaggregated reports are subsequently posted on the Intranet Repository Of Accountability Data Systems (INROADS). Teachers use this information, along with grade performance data, to identify students in need of intervention services. This invention is most effective.

- **The HSA Mastery/Bridge Plan Course supports students who have failed the HSA.** Students who have passed English 10 but failed the HSA are eligible to take this course. The course prepares students to retake the assessment and provides support for those students who are eligible to complete a Bridge Plan Project. The delivery model for this course varies from school to school. This intervention is an effective intervention, which provides instruction to students as they prepare to both take the test again and work on projects.

Resource Allocation; Funding for these intervention initiatives are provided by grants and the operating budget. Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education (Bridge Plan Mentors are retired English teachers who regularly assist students who are working on an English Bridge Plans).

3. 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.

Staff from The Department of Special Education and staff from the Office of Secondary Language Arts are engaged in a series of discussions regarding the following topics:

- **English 9 Seminar and Its Current Placement** Placing the seminar course in Grade 10 aligns the course with the grade where students actually take the HSA. There will be no need for additional staffing; however, unless English 9 Seminar teachers become English 10 Seminar teachers, the new seminar teachers would require training.
- **English 9 Cohort – Looping Approach** A group of incoming freshmen will be taught as a designated English 9 “looped” class by the English 10 Seminar teacher who would also teach the group as rising sophomores the following year in the English 10 Seminar class. (Looping will be piloted in two schools during the 2009/10 school year.)
- **Academic Literacy** This intervention will be moved from Grade 10 to Grade 9 to address the reading comprehension issues of incoming 9th graders. It will focus on reading comprehension skills in the assessed content area as well as study skills.

Resource Allocation; Funding for these intervention initiatives are provided by grants and the operating budget. Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education (Bridge Plan Mentors are retired English teachers who regularly assist students who are working on an English Bridge Plans).

High School Assessments (HSA)

Algebra/Data Analysis

Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)												
Subgroup	2006			2007			2008**			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	4,164	3,493	83.9%	3,824	3,470	90.7%	3595	3461	96.30%			
African American	912	568	62.3%	769	585	76.1%	676	598	88.50%			
American Indian/Alaskan Native	11	10	90.9%	6	6	100.0%	na	na	na			
Asian/Pacific Islander	506	473	93.5%	506	486	96.0%	494	488	98.80%			
Hispanic	184	111	60.3%	171	139	81.3%	135	126	93.30%			
White (Not of Hispanic Origin)	2,551	2,331	91.4%	2,372	2,254	95.0%	2286	2245	98.20%			
Free/Reduced Meals (FARMS)	454	255	56.2%	393	298	75.8%	335	288	86%			
Limited English Proficient (LEP)	92	47	51.1%	84	64	76.2%	69	66	95.70%			
Special Education	381	188	49.3%	262	164	62.6%	323	242	74.90%			

Based on the Examination of AYP Proficiency Data for Algebra/Data Analysis (Table 2.6):

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

Based on Howard County data, more than 95% of all students scored proficient on the Algebra/Data Analysis High School Assessment (HSA). Highlights of student performance in specific student groups include the following:

- More than 85% of African American students scored proficient on the Algebra/Data Analysis HSA.
- More than 90% of Hispanic students scored proficient on the Algebra/Data Analysis HSA.
- More than 70% of students receiving special education services scored proficient on the Algebra/Data Analysis HSA.
- More than 85% of students receiving free and reduced meals scored proficient on the Algebra/Data Analysis HSA.

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

- 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 collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the Intranet Repository OF Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services. This practice ensures the success of first-time test takers.
- 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. Students enrolled in this program have had a higher pass rate for each of the past three years. This instructional delivery helps to increase the number of students who are successful as first-time test takers.
- Plans to assist 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 prep course that pre-teaches many of the 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 HSA Mastery/Bridge Plan Course is designed for students who have passed the Algebra I/Data Analysis course, but failed the HSA. The 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 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 Bridge Plans in Algebra/Data Analysis.

Effectiveness

In addition to the aforementioned pass rates, the successful completion of over 70 Bridge Plans for Academic Validation in Algebra/Data Analysis demonstrates the effectiveness of the various intervention strategies.

Resource Allocation:

- Funding for the Algebra I/Data Analysis Seminar course is provided through the Office of Secondary Mathematics and Office of Special Education’s operating budget. Funding includes additional staffing for co-planning.
- Funding for these intervention initiatives are provided by grants and the operating budget.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education
- Six of twelve middle schools (and one K-8 school) had mathematics instructional support teachers (MISTs)

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

- While the overall pass rate on the Algebra/Data Analysis HSA for the Class of 2009 was in excess of 95%, students receiving special education services performed 20 percentage points below the overall pass rate.
- While the overall pass rate on the Algebra/Data Analysis HSA for the Class of 2009 was in excess of 95%, students receiving free and reduced meals performed 8 percentage points below the overall pass rate.

4. 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.

- Office of Secondary Mathematics staff will provide enhanced differentiated support to all schools with a focus on exemplary mathematics instruction. Staff 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 be expanding their service by adopting “sister schools” for the 2009/10 school year. Sister school selections were based on local and state assessment data. Support for new Instructional Team Leaders (ITLs) was also a consideration. MISTs will provide job embedded professional development for teachers and administrators on exemplary mathematics instruction.
- Teachers will utilize enhanced mathematics curriculum resources (eGuides) to develop pre- and post assessments designed to measure student’s conceptual and procedural understanding of Algebra/Data Analysis CLG Indicators. Teacher will implement the revised Geometry curriculum, which features an explicit extension to Algebra/Data Analysis CLG Indicators.
- Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.
- Professional development will be provided for new and non-tenured mathematics teachers, with quarterly workshops focusing on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.

Maryland School Assessments/High School Assessments (continued)

Teachers will utilize the HCPSS data protocol to examine local assessment data and inform instruction.

- The partnership between the HCPSS and the University of Maryland Baltimore County (UMBC), which has supported a cohort of 26 elementary and middle school teachers pursuing a Master of Arts in Education, will be continued and extended by initiating a new cohort in the spring of 2010. The partnership will focus on increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.
- A select group of teachers will attend the Maryland Council of Teachers of Mathematics (MCTM) Annual Conference at Northwest High School in Germantown, MD on October 16, 2009

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3702	95.5	3534	4.5	168	4	153
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	723	86.4	625	13.6	98	5.9	45
Asian/Pacific Islander	500	99	495	1	5	8.1	44
White (non-Hispanic)	2302	98	2255	2	47	2.2	51
Hispanic	171	89.5	153	10.5	18	6.6	12
Special Education	215	66.5	143	33.5	72	5.3	12
Limited English Proficient (LEP)	63	77.8	49	22.2	14	28.4	25
Free and Reduced Meals (FARMS)	341	83.6	285	16.4	56	7.6	28

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3485	97.6	3402	2.4	83	2.7	98
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	634	91.3	579	8.7	55	5.4	36
Asian/Pacific Islander	487	99.8	486	0.2	1	3.6	18
White (non-Hispanic)	2232	99.1	2212	0.9	20	1.6	36
Hispanic	128	94.5	121	5.5	7	5.9	8
Special Education	171	79.5	136	20.5	35	7.6	14
Limited English Proficient (LEP)	29	89.7	26	10.3	3	12.1	4
Free and Reduced Meals (FARMS)	256	87.5	224	12.5	32	7.6	21

Based on the Examination of 2008 High School Assessment Results for Algebra/Data Analysis (Tables 3.3 and 3.4):

1. Identify any additional challenges that are evident.

- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95%, students receiving special education services performed 29 percentage points below the overall pass rate in 10th grade and 18 percentage points below the overall pass rates in 11th grade.
- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95%, students receiving free and reduced meals performed 12 percentage points below the overall pass rate in 10th grade and 10 percentage points below the overall pass rates in 11th grade.
- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95%, African American students performed 11 percentage points below the overall pass rate in 10th grade and 6 percentage points below the overall pass rates in 11th grade.
- While the overall pass rate on the Algebra/Data Analysis HSA for 10th and 11th grade students was in excess of 95%, Limited English Proficient students performed 18 percentage points below the overall pass rate in 10th grade and 8 percentage points below the overall pass rates in 11th grade.

2. Describe the interventions that the school system has in place to support students in passing the Algebra/Data Analysis HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

- 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 collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the Intranet Repository OF Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services. This practice ensures the success of first-time test takers.
- 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. Students enrolled in this program have had a higher pass rate for each of the past three years. This instructional delivery helps to increase the number of students who are successful as first-time test takers.
- Plans to assist all underperforming student groups include:
 - The integration of algebraic concepts throughout the middle school program to better

Maryland School Assessments/High School Assessments (continued)

- prepare students for success in Algebra I/Data Analysis.
- The opportunity to participate in a summer prep course that pre-teaches many of the 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 HSA Mastery/Bridge Plan Course is designed for students who have passed the Algebra I/Data Analysis course, but failed the HSA. The one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project. In addition to the aforementioned pass rates, the successful completion of over 70 Bridge Plans for Academic Validation in Algebra/Data Analysis demonstrates the effectiveness of the various intervention strategies.
- Bridge Plan Mentors, supported by an 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 Bridge Plans in Algebra/Data Analysis.

Effectiveness

In addition to the aforementioned pass rates, the successful completion of over 70 Bridge Plans for Academic Validation in Algebra/Data Analysis demonstrates the effectiveness of the various intervention strategies.

Resource Allocations

- Funding for the Algebra I/Data Analysis Seminar course is provided through the Office of Secondary Mathematics and Office of Special Education's operating budget. Funding includes additional staffing for co-planning.
- Funding for these intervention initiatives are provided by grants and the operating budget.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education.

3. 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.

- Although current strategies are yielding good results, there will be an increased need for professional development for teachers of Algebra I/Data Analysis, particularly those teaching Mastery Courses.
- The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to service more students. The Office of Secondary Mathematics, in collaboration with the Office of Special Education, will be seeking an extension of the MDSE grant, which provides funding for this program.

High School Assessments (HSA)

Biology

Table 3.5: HSA Test Participation and Status - Biology 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3688	93.7	3455	6.3	233	4.3	167
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	710	82.1	583	17.9	127	7.6	58
Asian/Pacific Islander	515	97.1	500	2.9	15	5.3	29
White (non-Hispanic)	2297	96.7	2221	3.3	76	2.4	56
Hispanic	160	90.6	145	9.4	15	12.6	23
Special Education	179	64.8	116	35.2	63	21.1	48
Limited English Proficient (LEP)	51	80.4	41	19.6	10	42	37
Free and Reduced Meals (FARMS)	319	78.7	251	21.3	68	13.6	50

Table 3.6: HSA Test Participation and Status - Biology 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3498	94.6	3308	5.4	190	2.4	85
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	635	83.3	529	16.7	106	5.2	35
Asian/Pacific Islander	490	96.3	472	3.7	18	3	15
White (non-Hispanic)	2240	97.5	2184	2.5	56	1.2	28
Hispanic	129	92.2	119	7.8	10	5.1	7
Special Education	171	67.8	116	32.2	55	7.6	14
Limited English Proficient (LEP)	28	75	21	25	7	15.2	5
Free and Reduced Meals (FARMS)	255	80	204	20	51	7.9	22

Based on the Examination of 2008 High School Assessment Results for Biology (Tables 3.5 and 3.6):

1. Identify the challenges that are evident.

Over 90% of 10th and 11th grade students in 2009 passed the biology assessment. The overall pass rate in Biology for the Class of 2009 is close to 95%. This number includes accepted Bridge Plan projects. The pass rates for most student groups are above the 90% threshold. Exceptions are students who receive special education and students who participate in free and reduced meal services (FARMS). Intervention efforts need to continue to focus on the performance of these two groups.

2. Describe the interventions that the school system has in place to support students in passing the Biology HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

Students in danger of not passing the Biology HSA are identified both by teacher grade reports and by their performance on the school system's local assessments – benchmark exams that measure student mastery of the content and skills in the science curriculum. These local assessments are written in a manner that is consistent with the Biology HSA, and have been 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 collected centrally. Both district wide and individual school disaggregated reports are subsequently posted on the Intranet Repository Of Accountability Data Systems (INROADS). This information, along with grade performance data, is used to identify students in need of intervention services.

Plans to assist all underperforming student groups include:

- Spiraling and back-mapped curriculum in middle school to better prepare students for the Biology HSA in Grade 10.
- Professional development for teachers at the high schools that offer Introduction to Ecosystems, a new ninth grade science course designed to accelerate the performance of students who enter high school below grade level in reading and/or mathematics.
- A summer preparatory course for rising 10th graders that introduces students to many of the key concepts in Biology.
- Assistance through tutorial classes during the school day or in special program offerings after school.

The HSA Mastery/Bridge Plan Course is designed for students who have passed the biology course, but failed the HSA. The 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 are retired science teachers who work with individual students on a weekly basis to help them complete Bridge Plans in Biology.

Effectiveness

The aforementioned pass rates are indicators of the success of various intervention strategies, as is the successful completion of 51 Bridge Plans for Academic Validation in Biology.

Resources

- Funding for these intervention initiatives are provided by grants and the operating budget.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education.
- Funding for professional development by an MSDE grant via the Office of Special Education for biology and special education teachers on the use of the content enhancement routines from the University of Kansas' Strategic Instruction Model.

3. 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.

Although current strategies are yielding good results, there will be an increased need for professional development for teachers of Biology, particularly those teaching Mastery Courses.

The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to service more students. The Office of Science, in collaboration with the Office of Special Education, will be seeking an extension of the MDSE grant that provides funding for this program.

One source of continued professional development for Biology teachers will be through the use of UMBC's *STEP T for ELL* training modules to assist content teachers in using strategies to support the academic achievement of English language learners.

High School Assessments (HSA)

Government

Table 3.7: HSA Test Participation and Status - Government 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3602	96	3458	4	144	6.6	253
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	696	89.5	623	10.5	73	9.4	72
Asian/Pacific Islander	488	98.6	481	1.4	7	10.3	56
White (non-Hispanic)	2257	97.8	2207	2.2	50	4.1	96
Hispanic	155	91	141	9	14	15.3	28
Special Education	183	68.9	126	31.1	57	19.4	44
Limited English Proficient (LEP)	27	77.8	21	22.2	6	69.3	61
Free and Reduced Meals (FARMS)	311	83.6	260	16.4	51	15.7	58

Table 3.8: HSA Test Participation and Status -Government 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3473	97.1	3373	2.9	100	3.1	110
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	633	92.3	584	7.7	49	5.5	37
Asian/Pacific Islander	478	98.1	469	1.9	9	5.3	27
White (non-Hispanic)	2226	98.3	2188	1.7	38	1.9	42
Hispanic	132	97	128	3	4	2.9	4
Special Education	168	77.4	130	22.6	38	9.2	17
Limited English Proficient (LEP)	22	77.3	17	22.7	5	33.3	11
Free and Reduced Meals (FARMS)	251	87.3	219	12.7	32	9.4	26

Based on the Examination of 2008 High School Assessment Results for Government (Tables 3.7 – 3.8):

1. Identify the challenges that are evident.

The overall pass rate in Government for the Class of 2009 was in excess of 90%. Students receiving special education services and ELL students ranked lower than other groups.

For rising seniors (Class of 2010), pass rates are in excess of 90%. Students receiving special education services, students participating in FARMS, and ELL students ranked lower than other groups.

2. Describe the interventions that the school system has in place to support students in passing the Government HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

Students in danger of not passing are identified both by teacher grade reports and by their performance on the school system's local assessments – benchmark exams that measure student mastery of the content and skills in the social studies curriculum. These local assessments are written in a manner that is consistent with the Government HSA, and have been shown in the past to be highly correlated with student performance on the Government HSA. The local assessments are scored electronically and the results are collected centrally. Both district wide and individual school disaggregated reports are subsequently posted on the Intranet Repository Of Accountability Data Systems (INROADS). This information, along with grade performance data, is used to identify students in need of intervention services.

Plans to assist all underperforming student groups include:

- Spiraling and back-mapped curriculum in middle school and in Grade 9 US History to better prepare students for the Government HSA in Grade 10.
- A summer preparatory course that pre-teaches many of the key concepts in American Government.
- Assistance through tutorial classes during the school day or in special program offerings after school.

The HSA Mastery/Bridge Plan Course is designed for students who have passed the government course, but failed the HSA. The 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 are retired social studies teachers or social studies teachers on leave who work with individual students on a weekly basis to help them complete Bridge Plans in American Government.

The aforementioned pass rates are indicators of the success of various intervention strategies, as is the successful completion of 38 Bridge Plans for Academic Validation in government.

Resources

- Funding for these intervention initiatives are provided by grants and the operating budget.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education.

3. 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.

Although current strategies are yielding good results, there will be an increased need for professional development for teachers of American Government, particularly those teaching Mastery Courses.

Maryland School Assessments/High School Assessments (continued)

The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to service more students. The Office of Secondary Social Studies, in collaboration with the Office of Special Education, will be seeking an extension of the MDSE grant that provides funding for this program.

High School Assessments (HSA)

HSA Graduation Requirement

Class of 2009

Table 3.9 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option													
	Enrolled #	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
		#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	3644	3258	89.4	313	8.5	55	1.5	1	0	3626	99.5	18	0.5

Table 3.10 Bridge Projects Passed					
	Algebra/Data Analysis	Biology	English	Government	Total
	#	#	#	#	#
2008-2009	32	51	51	38	172

Based on the Examination of Data for 2009 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

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 High School Assessment (HSA) graduation requirement. The results below represent our Class of 2009:

- Approximately 90% of the students in the Class of 2009 passed all four HSAs.
- Another 8% met the graduation requirement by the Combined Score option.
- Approximately 1% met the requirement through successful participation in the Bridge Program.
- Five waivers were granted to seniors who met the state requirements for the waiver.

The Bridge Program provided an opportunity for many of the students who did not pass the HSA to learn content and demonstrate that knowledge by completing a project. HSA Mastery classes were restructured to support students as they pursued parallel pathways that meet the HSA graduation requirement. The pathways include:

- Continue taking the assessments in order to either pass all four required examinations or to earn enough points (1602) to meet the graduation requirement using the combined score option.
- Complete projects required for the Bridge Plan for Academic Validation.

The HCPSS expected all students in the Class of 2009 to pursue both pathways concurrently. This approach gave students the best chance of meeting the HSA graduation requirement. Approximately half of the students originally enrolled in the HSA Mastery classes ended up either passing the HSA or earning the combined score and the other half met the graduation requirement by completing Bridge Plans.

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

Strategies implemented before enrollment in HSA classes that contributed to the results were:

- Early identification of students who may need additional support to pass the HSAs and the provision of appropriate interventions prior to enrollment in HSA classes.

Strategies implemented during enrollment in HSA classes that contributed to the results were:

- Intervention classes and after school opportunities concurrent with enrollment in HSA classes.
- Collaboration between content teachers and service providers.
- Targeted instruction for students and targeted professional development for teachers of HSA classes.

Strategies implemented after enrollment in HSA classes that contributed to the results were:

- Provision of HSA Mastery/Bridge Plan Intervention classes.
- Close monitoring of seniors who had not met the requirement both at the school and the school system level.
- Frequent communication about student progress between school-based and central office staff.

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 the 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.

3. Describe where challenges were evident.

Challenges were as follows:

- Identifying and implementing interventions that will increase the success of students receiving services, especially students with Individualized Education Programs (IEPs) and English Language Learners (ELLs).
- Keeping students motivated.
- Scheduling the HSA Mastery/Bridge Plan classes.
- Tracking the multiple pathways for meeting the graduation requirement

Maryland School Assessments/High School Assessments (continued)

- 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.

Class of 2010

1. Identify the challenges that persist.

Challenges that persist are as follows:

- Identifying and implementing interventions that will increase the success of students receiving services, especially students with IEPs and ELLs.
- Scheduling the HSA Mastery/Bridge Plan classes.
- Managing overlapping timelines (e.g. testing administration and scheduling calendars).
- Managing Bridge Plan responsibilities in addition to previously existing responsibilities, 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 allocations.

The HCPSS is offering separate Bridge Plan classes as a part of Summer School. This is proving to be an effective way for students to complete the projects because they are 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 and the special education grant provided four additional content specific special educators.

<p>Resource Allocation: Expansion of evening school and summer school to provide an intervention program for HSAs \$72,220.</p>
--

I.D.ii Limited English Proficient Students

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, determined by cohort, 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 I is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO I 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 I for school year 2008/09, 56% of ELLs will make progress in learning English.
- AMAO II is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO II, 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 II (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 II target for school year 2008/09 is 15% of ELLs will attain proficiency in English.
- AMAO III 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

Limited English Proficient Students (continued)

Table 4.1 System AMAO I, 2008-2009			
	N	Number Who Met Target	% (% = $\frac{\text{Number Who Met Target}}{\text{N}}$)
Total	1905	1219	63.99

Table 4.2 System AMAO II, 2008-2009*			
	N	Number Who Met Target	%
Total	2035	482	23.69

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

* Indicate YES If the School System made AYP for LEP Students, or NO if the School System did not make AYP for LEP Students

**2007/08 DATA NOT AVAILABLE

A. Based on the Examination of AMAO I, AMAO II, and AMAO III Data (Tables 4.1 – 4.3):

1. Describe where progress is evident.

63.99% of the English language learners made progress in acquiring English language proficiency as measured by *LAS Links 2009* (AMAO I Table 4.1) through increasing the Overall English Language Proficiency Level by at least 15 scale score points. The target for AMAO I is 56%. In addition, 23.69% of the English language learners achieved English proficiency by earning a composite score of 5 with a minimum score of 4 on the listening, speaking, reading, and writing domains as measured by *LAS Links 2009* (AMAO II Table 4.2). The target for AMAO II is 15%. Furthermore, the elementary, middle, and high school English language learners met the system target for Adequate Yearly Progress based upon attaining proficiency or better in reading and math based upon state assessments (AMAO III Table 4.3). Please note that MSDE has launched a web-based data collection initiative in order to capture the unduplicated student level data expressed in AMAO I and II. In years past only aggregate data was reported.

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

Elementary: At the elementary level, the success of English language learners (ELLs) in attaining English proficiency is attributed to the following high-leverage strategies:

- Integration of ESOL curricular objectives with content objectives from language arts, mathematics, science, and social studies.
- Alignment of classroom instruction, ESOL Program instruction, and intervention services.
- Exemplary classroom instruction based on current best practices in second-language acquisition.
- Co-taught classrooms instructed by ESOL Program staff and classroom teachers.
- Collection and utilization of student data to inform instruction.

Middle: At the middle school level, the success of ELLs in attaining English proficiency is attributed to the following high-leverage strategies:

- Alignment of ESOL curriculum to both the State Curriculum English proficiency and content standards.
- Provision of sheltered language arts instruction that integrates ESOL curricular objectives with content objectives from language arts, science, and social studies.
- Exemplary classroom instruction based on current best practices in second-language acquisition.
- Collection and utilization of student data to inform instruction.

High: At the high school level, the success of ELLs in attaining English proficiency is attributed to the following high-leverage strategies:

- Alignment of ESOL curriculum to both the State Curriculum English proficiency and content standards.
- Provision of a series of sheltered language arts courses that integrate ESOL curricular objectives with content objectives from language arts, science, and social studies.
- Provision of a series of US History courses to provide focused preparation for the American Government High School Assessment (HSA).
- Co-taught classrooms instructed by ESOL Program staff and teachers in the HSA-assessed courses.
- Implementation of a Newcomer ELL Program 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 both the progress made by English language learners towards attaining proficiency and the number of students achieving proficiency are at 63.99% and 23.69% respectively, there are areas of definite challenge. Along most grade bands, progress in the domains of Listening, Speaking, Reading, and Writing are constant with the overall percentages of progress. However, for students at the high school level, there are areas for improvement. Particularly in the 9–12 grade band, English language learners must have additional opportunities to build proficiency in the

Limited English Proficient Students (continued)

area of Speaking and to express themselves orally in both ESOL and content classes. Also, the difficulty in progress evident at the middle and high school levels reflects the increase in the number of low beginning English language learners who arrive 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:

- Expansion of ESOL curricular connections with language arts, mathematics, science, and social studies objectives at all instructional levels funded through curriculum writing allocations throughout the 2009/10 school year.
- Focus on further building oral language skills by extending strategies to content classrooms through professional development activities led by ESOL Program staff on an on-going basis throughout the 2009/10 school year.
- Emphasis on best practices in building academic vocabulary and comprehension for ESOL and general education classrooms through workshops led by ESOL Program staff on an on-going basis throughout the 2009/10 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 throughout the 2009/10 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.
- 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 prevent the occurrence of multiple aliases for individual students, and to report unduplicated data.

Resource Allocations: Increases to the FY10 budget to support LEP students include the following:

- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 5) (\$450,000).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 5) (\$121,000).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 1 and 5) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 1 and 5) (\$20,000).

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.

B. Describe the corrective action plan specifying action to be taken for not meeting AMAO

I:

Local school systems not making AMAO I 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 I.

C. Describe the corrective action plan specifying action to be taken for not meeting AMAO

II:

Local school systems not making AMAO II 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 II.

D. Describe the corrective action plan specifying action to be taken for not meeting AMAO

III:

Local school systems not making AMAO III 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.

I.D.iii 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.³

Instructions:

1. 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 (1) if each school has made adequate yearly progress toward meeting State standards by 2013-2014, and (2) if 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 funds⁴, including parental involvement and professional development.

³ Section 13A.01.04.08 of the Code of Maryland Regulations.

⁴ This information is included in Attachment 7 of Part II.

Adequate Yearly Progress (continued)

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress*															
	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	
		#	%		#	%		#	%		#	%		#	%
2003	37	36	97	18	18	100	11	10	91	1	1	100	N/A		
2004	37	37	100	18	16	100	11	11	100	1	1	100	1	1	100
2005	37	37	100	18	18	100	11	10	91	1	1	100	1	1	100
2006	37	37	100	18	16	89	12	12	100	1	1	100	1	0	0
2007	38	35	92	18	12	67	12	12	100	1	1	100	1	1	100
2008	39	37	95	18	15	83	12	12	100	1	1	100	1	1	100
2009	39	38	97	18	17	94							1	0	0

*Table 5.1 amended by the HCPSS to include K-8 school.

**2009 AYP data for high schools not yet available from MSDE.

Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress												
	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	
		#	%		#	%		#	%		#	%
2003	11	10	90.9	N/A			N/A			N/A		
2004	11	11	100	N/A			N/A			N/A		
2005	10	10	100	N/A			N/A			N/A		
2006	9	10	100	N/A			N/A			N/A		
2007	9	8	90	N/A			N/A			N/A		
2008	10	9	90	N/A			N/A			N/A		
2009	10	10	100	N/A								

A. Based on the Examination of School-level AYP Data (Tables 5.1 and 5.2):

- 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 FY10: The HCPSS is committed to meeting the challenges that threaten achievement of its target goal, which is that all schools will meet Adequate Yearly Progress (AYP). These include the growing heterogeneity of the student population, which necessitates

Adequate Yearly Progress (continued)

providing additional professional development to train staff in cultural proficiency. 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. Challenges also include 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.

As part of its strategic planning efforts for the 2009/10 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 2009/10 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:** Ensure that exemplary instruction is being provided in all classrooms for all students.
- **College and Career Readiness:** Create and support an individual College and Career Readiness Plan for each student beginning no later than Grade 5.

Current AYP Status: One elementary, one middle, and one K-8 school did not make AYP in 2008/09. 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 AYP, indicates how close the school was to reaching the confidence interval, and gives the status for the school. None of the schools placed at “Local Attention” status is a Title I school. Murray Hill Middle School made AYP for two years and has exited School Improvement status.

School	Content Area	Student Group	AMO Target	Confidence Interval	Percent Proficient	Status
Bollman Bridge ES	Reading	Asian	76.5%	53.6%	46.2%	Local Attention
Cradlerock School	Math	Hispanic	69.3%	55.5%	51.8%	Local Attention
Oakland Mills MS	MET AYP in 2009 Maintains School Improvement Status until meets AYP for 2 consecutive years					Focus Developing
Patuxent Valley MS	Reading Math	Special Education	75.9% 64.3%	60.3% 46.8%	48.3% 32.8%	Focus Developing

Adequate Yearly Progress (continued)

Focus Developing Status Schools: Patuxent Valley Middle School remains in “Focus Developing” status, as it has not met AYP in the same area for two years in a row. On the 2009 MSAs, Patuxent Valley Middle School failed to make AYP in both reading and mathematics by the special education services student group. This school will be closely monitored by the HCPSS, parents will be notified of the school’s status, and the school improvement plan will be monitored by the HCPSS and may be evaluated by MSDE. Plans are well underway to enhance the differentiated staffing, resources, and attention given to this school to support its improvement efforts.

The second school, Oakland Mills Middle School, met AYP in 2008/09, yet maintains the “Focus Developing” label until it makes AYP for two consecutive years. On the 2008 MSAs, Oakland Mills Middle School failed to make AYP in reading by students receiving FARMS. See Tables 5.3 and 5.4 on pages 96 and 97 and related responses for additional information about these two schools.

Over the course of the Bridge to Excellence implementation, efforts have focused on accelerating the achievement of student groups who have not met State or local standards at specific schools and across the system, because the failure of one or more of these groups in meeting standards impacts a school’s ability to make AYP. Despite much success, data indicates that the following student groups must continue to receive priority attention during the upcoming year if they are to continue to successfully achieve AYP:

- Students receiving special education services at the schools that did not make AYP in 2008/09
- African American, Asian, Hispanic, and ELL students as well as students receiving FARMS in Grades 3-8 who remain below the AMOs in mathematics and/or reading
- LEP students with beginning levels of English proficiency and interrupted schooling
- African American students who are over-represented in special education at identified schools
- High school students who are at risk of failing the high school assessments.

Adjustments for 2009/10: 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 2009/10 school year:

- 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
- 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

Adequate Yearly Progress (continued)

- 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 the HCPSS four “pillars” framework: cultural proficiency; positive behavioral supports; effective problem solving; and school, family, and community partnerships.
- Focus on the components of the Integrated Approach to Student Achievement:
 - Address lowered expectations
 - Establish a Culture of Instruction
 - Examine the Data
 - Identify and analyze the demands of the State curriculum
 - Design an action plan for tested areas
 - Report progress to staff, students and parents
 - Create daily objectives
 - Plan explicit instruction
- Implementation of the eight components of Integrated Approach to Student Achievement.
- 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.

The following academic and behavioral support for students will be provided during the 2009/10 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.
- Additional Positive Behavioral Interventions and Support (PBIS) professional development provided for Bollman Bridge Elementary School, Patuxent Valley Middle School, and Oakland Mills Middle School staff members, with a specific focus on the students who need specific group and individual behavioral supports.

Elementary Schools/K-8 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 Bollman Bridge Elementary School and Cradlerock School, which have been placed in “Local Attention” status for failing to make AYP.

The following targeted school support will be provided during the 2009/10 school year:

- Continue the program review process at Bollman Bridge Elementary School

Adequate Yearly Progress (continued)

- 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
- Continue participation in the Elementary Professional Learning Community, which includes administrators and instructional leaders from elementary schools which did not make AYP, and all Title I schools, 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 both 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?"
- Provide professional development to the schools' Leadership Teams on the Integrated Approach to Student Achievement in order to apply the model to Bollman Bridge Elementary School and Cradlerock School.

The following academic and behavioral support for students will be provided during the 2009/10 school year:

- 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, after-school math tutoring, and academic intervention summer programs.

Middle Schools/K-8 School in “Local Attention” and “Focus Developing” Status: In the three middle schools and K-8 school that are in Local Attention or Focus Developing status (Cradlerock School, Oakland Mills Middle School, Patuxent Valley Middle School), school improvement strategies will be differentiated based on the needs of each school and according to individual school improvement plans. Specific strategies for middle schools and K-8 school that did not make AYP in reading and/or mathematics are described below:

The following targeted school support will be provided during the 2009/10 school year:

- 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.
- Provide focused and 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.

Adequate Yearly Progress (continued)

- Mathematics instructional support teachers.
- Additional reading specialists (Patuxent Valley Middle School).
- Intensify the work of reading and mathematics support teachers, who provide job-embedded professional development to staff at these schools based on the targeted reading and mathematics needs of students at each school.
- Continue participation in the Middle School Professional Learning Community, which includes administrators and instructional leaders from middle schools which did not make AYP:
 - 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?"
- Provide Professional Development training to the schools' Leadership Teams on the Integrated Approach to Student Achievement in order to apply the model to Cradlerock School, Oakland Mills Middle School, and Patuxent Valley Middle School.
- Provide professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Program – University of Kansas) and mathematics (Above and Beyond) through an AYP grant (MSDE).
- Provide professional development and coaching for co-teaching teams of general education and special education teachers through an AYP grant (MSDE).

The following academic and behavioral support for students will be provided during the 2009/10 school year:

- 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* and *First in Mathematics*; Reading interventions will include *SpellRead*, *Megawords*, *Read 180*, *Study Island*, and *Soar to Success*.

Special Education: The most significant challenge in moving schools toward making AYP continues to be the need to intensify and accelerate instructional programming for special education students in order to overcome the impact of learning and cognitive disabilities on academic achievement. In response, a number of special education strategies have been implemented and will be expanded over the course of the 2009/10 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, an MSDE sponsored AYP grant, and an improved data management system.

Positive trends on reading and mathematics MSA/HSA performance by special education

Adequate Yearly Progress (continued)

students have been correlated with increased access to general education classroom instruction, highlighting the need for the provision of services in an inclusive environment. A six-year system-wide 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. During the 2008/09 school year, the DQIE project provided targeted support to eight elementary schools with the greatest need for improvement by the special education student group, based on 2008 MSA data. Performance data from the 2009 MSA indicates that schools receiving DQIE support demonstrated increases of 14.6 percentage points in reading and 11 percentage points in mathematics as compared to increases of 4.5 percentage points in reading and 3.4 percentage points in mathematics for the elementary special education student group overall. Elementary schools in need of improved performance by special education students will again receive DQIE support during the 2009/10 school year.

In 2007/08, special education instructional support teachers were added to ten middle schools, including Cradlerock School, Patuxent Valley Middle School, and Oakland Mills Middle School. These teachers provided professional development to all staff members working with students with disabilities. This action was based on an analysis of 2007 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 2008/09 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 groups in participating schools based on 2009 MSA data. An AYP grant awarded by MSDE for the 2009/10 school year will support the continuation of these professional development efforts to middle schools that did not make AYP or made AYP by safe harbor.

During the 2008/09 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 2009/10.

Adequate Yearly Progress (continued)

English Language Learners: The ESOL Program has been expanded for 2009/10 with the addition of nine new ESOL teachers and 5.5 ESOL paraeducators. The increase in staffing will enable the program to meet increases in enrollment and to enhance programming for those students who have little or no English language proficiency or are recent arrivals with interrupted schooling.

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. Additional supports will be provided in combination with this instructional programming to help support the Asian population at Bollman Bridge Elementary School and the Hispanic population at Cradlerock School.

The Asian population at Bollman Bridge Elementary School is mainly comprised of refugees from Burma who are also English language learners. Central Office and school-based staff will work collaboratively to align the instructional services provided by the classroom, intervention, and ESOL teachers. Professional development also will be provided to help staff better understand the needs of this student group and to further utilize data-driven decision making to inform the instruction and grouping practices with these English language learners. Parent outreach will be provided based upon the key components of the Epstein model to assist parents with supporting their students academically, understanding the school culture, and learning the language in the school setting. A Burmese interpreter has been placed on-site each Friday at Bollman Bridge Elementary School.

Cradlerock School will receive additional staffing at the upper level to enhance the ESOL Program. All English language learners, including the Hispanic students in this group, will benefit from the support provided by the additional staffing of an ESOL teacher and paraeducator. The ESOL staff will promote intense language development and the integration of content learning and language instruction. In addition, professional development will be provided to help align services between the ESOL teachers at the upper and lower levels of Cradlerock School.

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. The academic mentor (at the elementary level) or 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. BSAP academic mentors/transition assistants provide services to any student who meets the selection criteria, regardless of race or ethnicity. Twelve elementary schools, four

Adequate Yearly Progress (continued)

middle schools, and one K-8 school are currently being served. Each of the twelve high schools has access to a secondary transition assistant.

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
- 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:

- 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) 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 regularly regarding academic progress and attendance.

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:

- 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, 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.

Adequate Yearly Progress (continued)

- Spanish language TV program on educational issues, in collaboration with the HCPSS Cable and Video Production Office, targeting Spanish speaking parents.
- A Parent Academy offered in Spanish for elementary school parents focusing on the first four areas of the Epstein framework of parental involvement: parenting, communication, volunteering and at home learning.

Bollman Bridge Elementary School, Cradlerock School, and Oakland Mills Middle School also have Hispanic achievement liaisons. There are twelve Hispanic achievement liaisons placed in fifteen schools (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.

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
- 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, and cultural proficiency is a key element of the school system's Integrated Approach to Student Achievement. Support is available to all schools.

Resource Allocations: The FY10 budget will support schools in making AYP to include the following:

- Retaining 17 secondary mathematics instructional support teachers and 16 elementary mathematics support teachers (\$2,407,350).
- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 2 and 5) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 2 and 5) (\$517,010).

Adequate Yearly Progress (continued)

- Upgrading 1 International Specialist to Coordinator (also supports Goal 2 and 5) (\$21,500).
- Retaining 58 elementary reading specialists and 55 secondary reading specialists (\$8,676,140).
- Retaining 16 reading support teachers (\$1,268,160).
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports Goal 5) (\$1,900,000).
- Adding 2 special education student assistants (\$52,450).
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 3) (\$100,000).
- Adding 1 occupational therapist (also supports Goal 5) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 5) (\$65,730).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 5) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 5) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 5) (\$114,070).
- Adding 3 teachers to support elementary gifted and talented program growth. (\$188,480)
- Adding 2.0 teachers and 1.0 paraeducator to support growth of the Prekindergarten program. (\$158,330).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).
- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism. (\$180,650).
- Adding instructional supplies (\$210,000).
- Adding two additional after-school mathematics tutoring sites (\$16,250).
- Adding .1 psychologist (also supports Goal 4) (\$16,540).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 5) (\$72,220).
- Maintaining funds for fees and presentation materials for students participating in programs, competitions and research and inter/mentor programs. (\$10,000).

*Because resource allocations cannot always be delineated by school levels, all Goal 1 resource allocations are included on the list.

Adequate Yearly Progress (continued)

Table 5.3: Number of All Schools in Improvement														
	2005-2006 Level of Improvement						Exiting in 2005	2006-2007 Level of Improvement						Exiting in 2006
	(based on 2005 AYP)							(based on 2006 AYP)						
	Year 1	Year 2	CA	Restructuring	Planning	Restructuring		Implementing	Year 1	Year 2	CA	Restructuring	Planning	
Elementary Schools	0	0	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	0	0
High Schools	0	0	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	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2007-2008 Level of Improvement						Exiting in 2007	2008-2009 Level of Improvement						Exiting in 2008
	(based on 2007 AYP)							(based on 2008 AYP)						
	Developing Needs			Priority Needs				Developing Needs			Priority Needs			
	Year 1	Year 2	CA	Restructuring	Planning	Restructuring		Implementing	Year 1	Year 2	CA	Restructuring	Planning	
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Middle Schools	2	0	0	0	0	0	0	1	1	0	0	0	0	0
High Schools	0	0	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	0	0
Total	2	0	0	0	0	0	0	1	1	0	0	0	0	0
	2009-2010 Level of Improvement						Exiting in 2009							
	(based on 2009 AYP)													
	Developing Needs			Priority Needs										
	Year 1	Year 2	CA	Restructuring	Planning	Restructuring		Implementing						
Elementary Schools	0	0	0	0	0	0	N/A							
Middle Schools	1	1	0	0	0	0	1							
High Schools			0	0	0	0	N/A							
Special Placement Schools	0	0	0	0	0	0	N/A							
Total			0	0	0	0	1							

Adequate Yearly Progress (continued)

Table 5.4: Number of Title I Schools in Improvement														
	2005-2006 Level of Improvement						Exiting in 2005	2006-2007 Level of Improvement						Exiting in 2006
	(based on 2005 AYP)							(based on 2006 AYP)						
	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	0	
Middle Schools	0	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	0	
Special Placement Schools	0	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	0	
	2007-2008 Level of Improvement						Exiting in 2007	2008-2009 Level of Improvement						Exiting in 2008
	(based on 2007 AYP)							(based on 2008 AYP)						
	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		
	2009-2010 Level of Improvement						Exiting in 2009							
	(based on 2009 AYP)													
	Developing Needs			Priority Needs										
Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation										
Elementary Schools	0	0	0	0	0									
Middle Schools	0	0	0	0	0									
High Schools	0	0	0	0	0									
Special Placement Schools	0	0	0	0	0									
Total	0	0	0	0	0									

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

1. Describe the actions that the school system is taking 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.

- Describe actions that the school system took during the 2008-2009 school year.
- Describe the actions that the school system will take once school improvement status is determined for the 2009-2010 school year.

Describe actions that the school system took during the 2008-2009 school year.

During the 2008/09 school year, the HCPSS continued many of the initiatives started during the previous year. Based on MSA results from the 2007/08 school year, Oakland Mills Middle School moved into “Focus Developing” (Year 2) status. Murray Hill Middle School did make AYP, yet remained in “Focus Developing” (Year 1) status. The significant gains at Murray Hill Middle School reconfirmed the importance of having a singular focus on improvement throughout the entire school, supported by a principal who maintains a constant focus on instruction. As a result of this success, the HCPSS will encourage principals to collaborate with school improvement teams to identify a school-wide improvement strategy.

Using the established Professional Learning Communities (PLC) framework, school-based and central office staff 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. Content coordinators assisted Instructional Team Leaders (ITLs) with the development of action plans and the provision of resources to support implementation. All instructional leaders (central office and school-based) and ITLs 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, teacher assesses student attainment of lesson objectives). Teachers were provided support to ensure these essential elements exist in all classrooms. While this strategy focused immediately on schools that were in “Focus Developing” status (Oakland Mills Middle School and Murray Hill Middle School), its scope was broadened through the Middle School Professional Learning Community to include all schools that did not make AYP in 2008 (Harper’s Choice Middle School and Patuxent Valley Middle School) and other schools that were in danger of not making AYP in the future.

Oakland Mills Middle School did not meet AYP for three years in a row. It is important to note that the school made progress and experienced an increase of 9 percentage points in performance by students receiving FARMS (the group that did not make AYP in 2007/08). While this growth indicates that the strategies used in 2007/08 worked, not enough progress was made on the Reading MSA by students receiving FARMS. As a result, the strategies described in Question 1 were continued or enhanced during 2008/09 as follows:

Adequate Yearly Progress (continued)

Targeted school support included:

- 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
- 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.
- Intensive support for cultural proficiency training
- Provision of additional leadership development for ITLs
- Continued involvement in the Middle School Professional Learning Communities (PLCs).

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
- Professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Program- University of Kansas) and mathematics (Above and Beyond) through AYP grant (MSDE)
- Professional development and coaching for co-teaching teams of general education and special education teachers through AYP grant (MSDE).

Describe the actions that the school system will take once school improvement status is determined for the 2009-2010 school year.

During the 2009/10 school year, the school system will continue to implement the strategies which were successful during the 2008/09 school year outlined above. These include, but are not limited to:

- Collaboration between school-based and central office within the PLC framework to ensure that every class in identified schools focuses on improving instruction for every learner.

Adequate Yearly Progress (continued)

- Monitoring the degree of implementation of the school improvement plan by central office leadership.
- Maximizing effective use of 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.
- Provide intensive progressive assessment for co-teachers in specialized reading and mathematics instruction, using AYP grant funding.

Additionally the school system will also implement approaches that specifically target the school's areas of need. Bollman Bridge Elementary School will focus on mathematics instruction and meeting the needs of Asian students. At Cradlerock School, efforts will focus on reading instruction and meeting the needs of Hispanic students. Oakland Mills Middle School will focus on reading instruction and the needs of students receiving FARMS. At Patuxent Valley Middle School, efforts will be focused on meeting the needs of students receiving special education services in the areas of mathematics and reading.

The dramatic improvements seen at Murray Hill Middle School that resulted in the school moving out of school improvement are the result of implementing an Integrated Approach to Student Achievement. Based on the strong track record of this approach, it will be implemented at the other schools that did not make, or were in danger of not making, AYP. Additionally, this approach will be the focus of the elementary and middle school PLCs for the 2009/10 school year.

Implementing the Integrated Approach to Student Achievement focuses on:

- **Addressing Lowered Expectations:** All students in the teacher's class, including those receiving FARMS, special education services, and ESOL services, are meeting with success on focus skills.
- **Establishing a Culture of Instruction:** The teacher uses similar language, approaches, and methodologies for teaching the HCPSS essential curriculum as other teachers at the school.
- **Examining the Data:** The staff member is fully aware of longitudinal performance data on the MSA and on other assessments of focus skills for individual students and for student groups at the schools.
- **Identifying and Analyzing the Demands of State Curriculum:** The teacher is thoroughly familiar with the components of the HCPSS curriculum and how the HCPSS curriculum aligns with the Maryland State Curriculum for reading or mathematics.
- **Designing an Action Plan for Tested Areas:** The teacher addresses the focus skill identified in the action plan during the first 5 to 7 minutes of the lesson.

Adequate Yearly Progress (continued)

- **Reporting Progress to Staff, Students, and Parents:** The teacher has a data center with a chart showing individual student/class performance on the identified focus skills and the chart is updated each week.
- **Creating Daily Objectives:** The lesson objective is written in the “know-do” format and the “do” requires higher order thinking.
- **Planning Explicit Instruction:** The teacher’s lesson plans include some lessons in which the teacher explicitly teaches skills students are expected to master and the plans illustrate how instruction is differentiated based on students’ readiness, interests, and learning profile.

II.D.iv Attendance Rates

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress calculations.

Table 5.5: Attendance Rates								
Annual Measurable Objective (AMO):		94%	94%	94%	94%	94%	94%	94%
Subgroups by Level		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	Elementary	96.3	96.2	96.1	96.2	96.4	96.3	96.4
	Middle	95.4	95.4	95.7	95.8	95.8	96	96.0
	High	94.6	94.3	94.4	94.5	94.5	95	95.2
African American	Elementary	96.1	96	96.3	96.3	96.2	96.2	96.2
	Middle	94.6	94.5	95.3	95.4	95.3	95.5	95.4
	High	93.4	92.9	93.2	93.3	93.6	94.2	94.1
American Indian/Alaskan Native	Elementary	95.8	95.6	95.4	95.6	96.4	94.5	95.1
	Middle	93.1	94.2	94.3	95.1	95.6	95.4	95.7
	High	94.1	92.1	91.5	93.4	91.3	93.3	94.8
Asian/Pacific Islander	Elementary	97.3	97.1	97	97	97.2	97.1	97.1
	Middle	97.5	97.3	97.6	97.7	97.7	97.6	97.4
	High	96.4	96	96.3	96.1	96.2	96.4	95.2
Hispanic	Elementary	95.9	95.7	95.4	95.6	95.6	95.8	95.9
	Middle	94.7	94.6	95	95.2	94.6	95.2	95.6
	High	93.5	93	93.5	93	92.9	93.4	93.7
White (Not of Hispanic Origin)	Elementary	96.2	96.1	96	96	96.3	96.3	96.3
	Middle	95.3	95.4	95.6	95.6	95.7	95.9	95.9
	High	94.6	94.4	94.5	94.5	94.5	95.2	95.3
Free/Reduced Meals (FARMS)	Elementary	94.5	94.5	95	95	95	95.1	95.2
	Middle	92.7	92.4	93.3	93.5	93.6	94.1	93.9
	High	91.1	90.2	91.1	91	91.8	92.3	92.0
Limited English Proficient (LEP)	Elementary	97.1	96.7	0	96.6	96.5	96.6	96.7
	Middle	96.8	96	0	96.8	96.9	96.9	97.0
	High	95.4	94.2	0	94.9	95.1	94.8	95.7
Special Education	Elementary	95.4	95.3	95.2	95.2	95.3	95.4	95.2
	Middle	93.4	93.2	94	94.3	93.8	94.2	94.2
	High	91.4	91.9	91.4	91.7	91.9	92.7	92.9

Based on the Examination of the Attendance Data (Table 5.5):

1. Describe where progress in increasing attendance rates is evident. In your response, identify progress in terms of grade band(s) and subgroups.

Overall attendance showed slight increases at the elementary and high school levels. Five of nine elementary groups showed increases, while three of nine remained the same from the 2008 school year. Seven of nine high school groups showed increases from the 2008 school year. At the middle school level, only three of nine groups showed increases, while three remained the same from the 2008 school year.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

One of the Howard County Public School System's strategic goals addresses providing a safe and nurturing environment that values diversity and commonality – Goal 2. One of the indicators for Goal 2 is that all schools and student groups will meet or exceed an attendance rate of 94%. A Goal 2 School Improvement Plan template was designed for all school improvement teams to use as they develop objectives, based on their attendance data, and strategies and activities to meet outcomes related to attendance. The attendance section of this template is now pre-populated with overall and student group attendance data for each individual school. Student Services and Alternative Education teams continue to be required to develop coordinated student services objectives, many of which focused on improving attendance. In addition, many schools are concentrating their efforts on reducing the numbers of students who are chronically tardy. Attendance teams target individual students and groups of students to set short and long-term goals for attendance. Many schools assign staff members to case manage students who have chronic attendance issues and/or who are habitually truant. In addition, school problem-solving teams developed attendance intervention plans for students with chronic attendance issues.

Attendance is also supported through the Positive Behavior Interventions and Supports (PBIS) initiative and other behavioral support programs. Students are acknowledged for improved and exemplary attendance (96% and above) and schools set aside time to celebrate students who have improved. Other programs remain in place to encourage regular attendance and support students at risk for dropping out of school. These include Maryland's Tomorrow, Evening School, In-School Alternative Education Programs, Academic Intervention Programs, the Black Student Achievement Program, Career Academies, and the Teen Parenting Program. Career development opportunities and Career Academy Programs have increased the number of options for students desiring to complete their graduation requirements via the completer pathway.

Resource Allocations: Major resource allocations from both restricted (e.g., McKinney Vento Homeless Program grant) and unrestricted funds supported the strategies most related to progress for attendance. Expenditures from the FY 10 operating budget that supported attendance initiatives included staffing/benefits and totaled \$109,900.

Attendance Rates (continued)

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Although attendance rates at the high school level for all bands and student groups continue to be in the 92% range or higher, these grade bands and student groups are lower than the rates for the middle and elementary school grade bands and students groups.

4. 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:

- Implementation of the new policy on *Bullying, Cyberbullying, Harassment or Intimidation* and *Safe Schools Reporting Act*, which requires data collection on incidents of harassment, intimidation, and bullying, will be continued. Data will be reviewed and analyzed to determine if attendance issues result from students being harassed, intimidated, or bullied.
- The HCPSS Goal 2 indicator related to attendance will remain a focus, and will be addressed in school improvement plans.
- Student Services staff at each school will be required to develop a coordinated student services objective (based on data) that targets attendance, where necessary. At the elementary and middle school levels, specific attention will be paid to students who are chronically tardy.
- Attendance teams 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.
- Focused attention will be paid on rising 8th graders who exhibit attendance and other risk factors associated with dropping out of school
- Focused attention will be paid on developing interventions and supports for students who are chronically tardy, specifically concentrating on students at the elementary and middle school levels.

Resource Allocations: Increases to the FY10 budget to support improved attendance include the following:

- Adding a .1 psychologist to provide differentiated staffing for schools with high needs (\$16,540).
- Adding 1 nurse float pool/transportation nurse (\$53,140).
- Adding 1.0 bus driver (\$40,220).

I.D.v
Graduation Rates 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 calculations.

Table 5.6: Percentage of Students Graduating From High School*							
Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students (Counts toward AYP)	92.95	93.14	93.80	94.11	94.79	94.87	93.64
African American	87.70	88.14	89.73	90.00	91.79	91.81	89.68
American Indian/Alaskan Native	0.00	100.00	100.00	100.00	100.00	100.00	71.43
Asian/Pacific Islander	96.08	97.12	94.81	96.44	97.19	97.80	96.90
Hispanic	89.87	87.18	88.68	87.10	85.93	89.29	83.96
White (Not of Hispanic Origin)	93.91	93.94	94.85	95.16	95.61	95.51	95.04
Free/Reduced Meals (FARMS)	79.72	80.37	85.71	84.34	88.18	90.12	89.71
Limited English Proficient (LEP)	93.18	80.00	90.00	58.33	80.00	79.31	57.58
Special Education	91.60	88.89	76.47	91.34	94.34	90.53	83.87
Female	94.66	95.21	95.75	95.77	96.05	95.72	95.44
Male	91.24	91.19	91.89	92.47	93.60	94.03	91.89

*Preliminary data from MSDE

Graduation Rates and Dropout Rates (continued)

Table 5.7: Percentage of Students Dropping Out of School*							
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	1.01	1.46	1.44	1.43	1.23	1.40	1.39
African American	1.20	2.76	2.29	2.09	1.73	1.79	2.31
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	7.14	0.00
Asian/Pacific Islander	0.30	1.15	1.08	0.61	0.63	0.78	0.83
Hispanic	2.17	3.35	2.36	3.13	4.64	4.52	4.03
White (Not of Hispanic Origin)	1.04	1.05	1.20	1.29	0.90	1.12	0.92
Free/Reduced Meals (FARMS)	0.81	3.97	2.92	3.56	1.11	1.40	3.08
Limited English Proficient (LEP)	1.39	4.41	0.00	2.60	4.56	6.18	4.80
Special Education	0.00	1.74	0.50	2.66	2.04	2.24	2.36
Female	0.75	0.10	1.21	1.19	0.79	1.15	1.13
Male	1.27	1.93	1.66	1.67	1.64	1.64	1.63

*Preliminary data from MSDE

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

1. Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.

The Howard County Public School System (HCPSS) continues to report very low rates of students dropping out of school. Preliminary data from MSDE shows that dropout rates for most groups have remained consistently below the 3% standard for a satisfactory rating. The dropout rate among students receiving free and reduced meal services increased from 1.40% to 3.08%. An increase of this nature is cause for concern. In the 2009/10 school year the HCPSS has committed to a focus on improving the performance of students receiving FARMS. Hopefully, this effort will result in a decrease in the number of students receiving free and reduced meal services dropping out of school in 2009/10. The number of LEP students who drop out of school declined in 2008/09 from 6.18% to 4.80%. This is an encouraging sign; however, the dropout rate for LEP students still exceeds the state standard of 3.0%. The most likely reason for our LEP students exceeding the state standard for dropout rate is the increasing numbers of these students who enroll in the HCPSS after the age of 18. Many of these students cannot meet graduation requirements. Even if these students pass every class and remain enrolled until they “age out,” they are ultimately considered dropouts.

Graduation Rates and Dropout Rates (continued)

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

A credit-recovery program, originally implemented during the 2006/07 school year at the Homewood Center, was expanded in 2008/09 so that the number of student workstations doubled. The program uses computer-assisted instruction to provide students opportunities to earn credit for courses previously failed without requiring them to re-enroll in those courses for an entire year.

The Evening School program will be expanded in 2009/10 to make a broader range of original credit courses available to older students. Some students taking advantage of these evening classes have dropped out of school and returned to the evening program to take the few remaining courses needed to earn their high school diplomas. Other students use the program to take an extra course not available during a daytime schedule. Still others enroll in the evening program when they find that a typical school environment cannot provide the personalized learning environment they prefer. Evening school 2009/10 will offer a credit recovery program. This credit recovery opportunity will be available to students from all Howard County high schools.

School counselors have been active in identifying students for specialized after-school intervention programs. These programs have been designed to address student needs for academic support.

The Reinstatement and Enrollment Committee (REC) was formed in 2006/07 with the purpose of reviewing the needs of all students 18 years of age and older who dropped out of school and then requested re-enrollment. The REC explores all available academic options for these students and makes recommendations for their school placement to optimize their chances for success.

In 2008/09, a workgroup charged with studying the future programmatic needs of students attending the Homewood Center issued suggestions and recommendations for how the Homewood Center can grow to continue meeting the needs of a challenging and diverse population. The workgroup recommended expanding program at Homewood so that it becomes an extended day/extended year program. Specific steps and strategies were suggested by the workgroup and these suggestions will be studied further in 2009/10. Some of the lesser recommendations that require fewer resources and planning are already in the implementation phase.

<p>Resource Allocations: Major resource allocations from both restricted (e.g., McKinney Vento Homeless Program grant) and unrestricted funds supported the strategies most related to progress for ESEA Goal 5. Expenditures from the FY10 operating budget that supported Goal 5 included staffing/benefits and totaled \$3,137,510.</p>

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Several high schools report dropout rates above 3% for their Hispanic and LEP student groups. The HCPSS must pay special attention to students in these groups as they were the students most likely to drop out of school in 2007/08. In 2008/09, the names and data descriptors for all high school students who withdrew from school prior to earning a diploma were collected. Staff members are currently studying these students to learn more about who they are and why they chose to leave school before earning a diploma. It is important to continue efforts to identify those students whose attendance is inconsistent and whose commitment to academic success is tenuous, and find new and better ways to engage them so that they might continue their education and earn a high school diploma.

In June 2009, approximately 15 staff and community members attended a dropout summit hosted by MSDE with support from the America's Promise foundation. Plans were initiated in conjunction with this summit to develop a dropout prevention and intervention plan. Dates have already been set for this group to meet throughout the 2009/10 school year to develop a long-range intervention plan.

Students who are having difficulty passing the required high school assessments continue to need attention. During the summer of 2009, the HCPSS comprehensive summer school program provided the opportunity for eligible students to enroll in HSA mastery classes and to complete Bridge plans. The Homewood Center also provided a summer school opportunity for its students with a focus on HSA mastery and Bridge Plan completion.

4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Funds have been allotted to continue the expansion of HCPSS evening programs and to provide assistance to students who struggle to meet the HSA requirement.

The Homewood Center will continue its partnership with the Woodstock Job Corps Center. This partnership allows students to attend classes for part of the day at Homewood and part of the day at the Job Corp Center. As a result, participating students may graduate with a high school diploma and a certificate in the vocational area of their choosing. These students will then be ready to enter the job market with an identifiable set of job skills. In addition, the Homewood Center has identified a cohort group of 9th grade students who possess numerous risk factors that reliably predict dropping out of school. Special programming and scheduling has been developed for this cohort of students that will hopefully lead to greater student engagement and connectedness, and improved behavioral and academic performances. A special focus of the programming for this group is on career exploration and the development of complementary career and academic goals. Homewood will continue offering a summer program in 2010. Expansion of this effort is likely.

Meetings will be held with each HCPSS high school to study and review the students who dropped out of school in 2008/09. The Director of Student Services and the Coordinator of

Graduation Rates and Dropout Rates (continued)

Alternative Programs will facilitate these meetings with appropriate school staff. The information gathered in each of these school meetings will be used to plan dropout prevention and intervention efforts specifically designed to meet the needs of students in each school and to help develop system wide strategies.

In addition, for the 2009/10 school year, all high schools will be provided with a list of the names of their rising 8th grade students who meet specific risk factors for school disengagement and dropping out. These students will be referred to the 9th grade team at each high school so that plans for academic and behavioral support can be put into place early in their freshman year.

Resource Allocations: Increases to the FY 10 budget to support improved graduation and dropout rates include the following:

- Adding 9 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 2) (\$565,430).
- Adding 5.5 paraeducators in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports Goals 1 and 2) (\$179,760).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families (also supports Goals 1 and 2) (\$517,010).
- Upgrading 1 International Specialist to Coordinator (also supports Goal 1 and 2) (\$21,500).
- Adding 1 occupational therapist (also supports Goal 1) (\$50,000).
- Adding 2 paraeducators to support enrollment growth of students with Individualized Educational Plans (IEP) (also supports Goal 1) (\$65,370).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports Goal 1) (\$729,500).
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports Goal 1) (\$630,000).
- Retaining 1 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports Goal 1) (\$114,070).
- Adding funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports goal 5) (\$12,000).
- Adding 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism (also supports Goal 1) (\$180,650).
- Expanding evening school and summer school to provide an intervention program for HSAs (also supports Goal 1) (\$72,220).

*Because resource allocations cannot always be delineated by school levels, all Goal 1 resource allocations are included on the list.

I.D.vi Highly Qualified 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.⁵ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal.

⁵ Section 2141(a) of the Elementary and Secondary Education Act.

Highly Qualified 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	81.70	18.30
2004-2005	84.20	15.80
2005-2006	89.00	11.00
2006-2007	88.40	11.60
2007-2008	90.00	10.00
2008-2009	92.50	7.50

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools			
	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%

Table 6.3: Number of Classes <u>Not</u> 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	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	270	15.80	4	0.20	199	11.60	533	31.20	505	29.50	199	11.60	1,710	15,586
2006-2007	99	8.90	17	1.50	175	15.70	297	26.70	319	28.60	207	18.60	1,114	9,555
2007-2008	62	0.6	21	0.002	199	2	313	0.03	238	2.4	201	2	1,034	9,948
2008-2009	36	0.005	25	0.003	78	0.008	265	0.03	86	0.009	179	0.02	668	8868

A. Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1 - 6.3):

1. Describe where progress is evident.

The Howard County Public School System has made good progress toward the goal of 100% of classes taught by highly qualified teachers. For the 2008/09 school year, the percentage of

Highly Qualified Staff (continued)

'classes taught by highly qualified teachers is 92.5%. Reaching the goal of 100%, however, is a challenge at both the national and local levels. Several strategies implemented in previous years have improved our ability to attract the most qualified teachers to our classrooms. These strategies will continue in 2009/10.

The Howard County Public School System's Office of Human Resources has participated in the full implementation of the Maryland Educator Information System (EIS), a web-based repository of certification information for all teachers in Maryland. The Educator Information System enables local staff (trained by the Maryland State Department of Education to manage certification requests) to approve requests for new certificates and to renew expired certificates. Data reflects a continued decrease in number in the "expired certificates" and "missing certificate information" categories. (Long-term substitutes will continue to be included in the "missing certification information" category.)

2. 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?

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. Since October 1, 2008, Howard County has hired 125 new teachers in Core Academic Subject areas. One hundred ten (110) of the 125 teachers are assigned to teach classes for which they are both certified and "Highly Qualified". Of the 125 new teachers, 62 were hired with previous experience.

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. The system also offers a variety of incentive and conditional teacher support programs.

The Howard County Public School System conducted two highly successful teacher recruitment fairs. In addition to the Comprehensive Teacher Job Fair, a special education job fair was held to target critical-need teaching fields. In July 2008, an additional teacher job fair was held to meet school system needs that arose during the summer months. During the 2008/09 school year, a team from the Office of Human Resources attended the National Diversity Job Fair in New York City, the National Association for the Advancement of Colored People Job Fair in Washington DC, a job fair in Puerto Rico, the national convention of the American Speech and Hearing Association, and the 2009 convention of the National Black Association for Speech-Language and Hearing.

Enhancements have been made to the Human Resources section of the Howard County Public School System website. These include additional information regarding teacher recruitment services provided by the Office of Human Resources, upgraded recruitment materials, and a new recruitment video. The system's "Welcome Home" teacher recruitment brochure, developed in partnership with the Public Information Office, won an Award of Excellence from the National School Public Relations Association.

Highly Qualified Staff (continued)

The Office of Human Resources continues to employ 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.

In addition to advertising in out-of-state newspapers prior to interviewing in a specific area, the Office of Human Resources has utilized non-traditional advertising venues such as Howard County Transit buses; local Hispanic/Latino radio; local Korean, Chinese, and Hispanic/Latino newspapers; and the internet. The office has also targeted advertising for Speech Language Pathologists through the American Speech and Hearing Association.

The recruiting and hiring team expanded its recruiting efforts into Michigan and Puerto Rico, areas known to have a higher supply of certified and minority teacher candidates. In addition, recruiting efforts with the U.S. Department of Defense were undertaken to recruit second-career candidates and/or certified teachers who are relocating due to the Base Realignment and Closure (BRAC) process.

The Office of Human Resources continues to support the philosophy of “growing our own” teachers. Personnel meet with non-certificated employees in groups and individually to promote teaching as a career. In addition, Human Resources staff collaborates in the planning and presentation of information concerning certification and career opportunities at a series of workshops hosted by the Office of Professional Development. During the 2008/09 school year, contracts were offered to 21 new teachers who had previously worked with the Howard County Public School System as paraprofessionals. Also in FY09, 29 of the teachers hired were Howard County Public School System alumni.

To address the continuing shortage of qualified teachers in Maryland, the Office of Human Resources supports the Future Educators Association (FEA) in all high schools and the Teacher Academy Program in some high schools, both of which aim to expose more students to careers in education. Several FEA members at HCPSS middle and high schools assisted staff at our special education and comprehensive job fairs. Additionally, the Office of Human Resources supported the attendance of high school students at a national Future Educators Association conference.

The Office of Human Resources hires only highly qualified teachers for the system’s ten Title I elementary schools. To accomplish this, Human Resources staff reviews certification and Federal highly qualified status prior to making job offers to potential candidates. Additionally, school administrators work closely with Human Resources to verify the highly qualified status of teachers being considered for voluntary transfer.

Alternative Teacher Preparation (ATP) Program: The school system continues to operate a successful alternative certification program in partnership with Howard Community College that allows second-career candidates to earn a Maryland Resident Teacher Certificate in approximately one year. Over the past five years, the program has produced more than 50 highly qualified teachers in critical content areas. The current cohort in the Alternative Teacher Preparation program covers the critical content areas of English, Family and Consumer Science,

Highly Qualified Staff (continued)

World Languages (French and Spanish), Mathematics, Science, and Technology Education. Two teachers were accepted into the Alternative Teacher Preparation program for the 2008/09 school year.

Signing Bonus in Critical Need Areas: Beginning in the spring of 2008, a new signing bonus program was implemented. Through this program, the Howard County Public School System supported a signing bonus for 125 teachers assigned in critical shortage areas... Teachers eligible for Maryland certification in a critical shortage area received a \$2,000 signing bonus if they signed an “open” or early contract offer or a \$1,000 bonus if they accepted a regular contract for a specific assignment. Signing bonuses were not offered for the 2009/10 school year because of financial constraints.

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 assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School System staff. The focus of the Advisory Board for the 2008/09 school year was improving the paraeducator and support staff recruiting and hiring process. A panel of paraeducators and support staff was invited to describe their Howard County Public School System recruiting and hiring experience. The panel and board members discussed new methods to utilize technology for recruiting and retaining these employee groups.

PRAXIS Reimbursement: The Office of Human Resources utilizes Title II grant funding to provide reimbursement for a portion of the PRAXIS content test fees for teachers needing to achieve highly qualified status in a core content area. Funds from the Title II grant also provide reimbursement for PRAXIS I and II tests to conditional teachers working toward full certification.

PRAXIS Preparation and Tutoring: The Title II grant also funds reimbursement for individual tutoring on PRAXIS test materials, instructor-led PRAXIS review courses, and the purchase of study guides for a lending library.

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% of core content classes taught by highly qualified teachers. The Office of Human Resources offers on-site presentations to school staff members on No Child Left Behind requirements for highly qualified status. Individual and school status reports are given to school-based administrators and staff. The Office of Human Resources offers individual assessments of transcripts and other documentation to determine an employee’s certification status.

Highly Qualified Staff (continued)

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.

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. The co-teaching intervention program is in place for Algebra/Data Analysis and English 9 courses in seven high schools. Ten middle schools incorporate a program that focuses on leadership development for mathematics and special education instructional support teachers. Eight elementary schools adopted the program during the 2008/09 school year. The Office of Special Education continues to run yearly, intensive cohorts that work strategically with school teams and administrators. For example, Designing Quality Inclusive Education (DQIE) included intensive work with eight elementary schools and ten middle schools. As a result of this ongoing effort, the number of classes being taught by highly qualified teachers has increased.

Partnerships with Higher Education: The Howard County Public School System has established a partnership with Howard Community College to provide coursework for middle school math teachers who are seeking highly qualified status and/or full math certification. The Office of Professional Development has also worked with the University of Maryland Baltimore County to develop cohorts enabling teachers to achieve certification and highly qualified status in specific content areas. Certificate and master's degree programs focusing on teacher leadership in social studies, mathematics, language arts, science, and ESOL are now available. New cohort programs have been created with the College of Notre Dame (special education) and Towson University (reading and early childhood).

Professional and Organizational Development: On-site courses were offered through the school system's *Professional Development Catalog* to those seeking highly qualified status. The Howard County Public School System offered 47 courses and over 53 workshops to support professional development on a wide range of topics, with tuition reimbursement available through the Office of Human Resources.

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.

Highly Qualified Staff (continued)

Two-Year Non-Tenured Teacher Support for Special Educators: The Department of Special Education utilizes grant funding to provide two years of prescriptive staff development training for newly hired special educators. Activities include the use of technology in developing Individual Educational Plans for students, best practices for teaching, the application of federal laws, and parent conferences. The program employs Towson University professors to provide support throughout the non-tenure period.

Candid Conversations with Administration: The Superintendent and his staff regularly met 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. The Superintendent also sought ideas about what would move the Howard County Public School System “from good to great.” Information gathered was disseminated to all departments for review and follow-up. This approach to opening the lines of communication between school and central office leadership has been exceptionally well received by HCPSS staff and has resulted in a number of actions being taken almost immediately.

<p>Resource Allocations: Expenditures from the FY10 operating budget that supported high quality teaching included staffing/benefits totaling \$269,755.</p>

3. Describe where challenges are evident.

The Howard County Public School System prioritizes the allocation of resources to address the shortage of teachers in critical content areas (Computer Science, English, English as a Second Language, Family and Consumer Science, Mathematics, Media Specialty, 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 continue 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.

Maryland institutions of higher education continue to produce fewer teacher candidates than needed to fill teaching vacancies statewide. Recent Maryland State Department of Education data revealed that an average of 7,000 teaching positions in each of the past three school years were filled in Maryland, while colleges produced 2,500 teaching candidates (many in non-critical fields). Historically, nearly 50% of those graduates elect not to teach in Maryland. As a result, Howard County continues to seek candidates from out of state and through alternative certification routes.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

For the 2009/10 school year, the HCPSS will offer the following initiatives to assist staff in increasing the percentage of core academic subject classes taught by highly qualified teachers:

Highly Qualified Staff (continued)

- Implementation of an online application process and an applicant tracking system as part of the new integrated human resources/payroll system.
- The Office of Human Resources will continue to involve minority community organizations and professional organizations in recruiting and hiring activities.
- Representatives from the Office of Human Resources will meet with degree-holding support staff to encourage these individuals to pursue teaching careers in the HCPSS. Some of this work is done in cooperation with the Howard County Education Association.
- The Howard County Education Association's Educational Support Personnel Master Agreement enables paraeducators to use both graduate and undergraduate credit allowances to pursue a Maryland Approved Program in teacher education.
- A leadership strand emphasizing mentoring, skill development, and support methods for new teachers will be offered to instructional team leaders.

Resource Allocations: Increases to the FY10 budget to support high quality teaching including the following:

- Retaining a 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports Goal 1) (\$100,000).
- Maintaining resources for leadership development opportunities for new and experienced school system leaders (\$154,965).
- Maintaining fees paid to Maryland State Department of Education (MSDE) for support of educators seeking National Board Certification. (\$14,790).

Highly Qualified 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
Secondary	0	0	0	0	0	0
2006-2007						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2007-2008						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2008-2009						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0

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	
		#	%	#	%	#	%	#	%
2008-2009	Elementary								
	Secondary								

* 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 2008-2009 school year.

B. Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 - 6.5):

Not applicable to the HCPSS - no schools qualify as "high poverty".

Highly Qualified Staff (continued)

1. Describe where progress is evident.
2. 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?
3. Describe where challenges are evident.
4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

Table 6.6: Attrition Rates												
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	96	4081	2.35	294	4081	7.2	9	4081	0	119	4081	2.9
2007-2008	90	4172	2.16	237	4172	5.68	5	4172	0.1	62	4172	1.48
2008-2009	74	4481	1.65	152	4481	3.3	0	4481	0	37	4481	0.82

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- Entire teaching staff or
 Core Academic Subject area teachers

C. Based on the Examination of Highly Qualified Teacher Retention Data (Table 6.6):

1. Describe where progress is evident.

Teacher retention is as important as teacher recruitment. Data on teacher retention is collected each year and reported in the annual *Hiring and Separation Report*. Nearly 90% of Howard County Public School System teachers with one year of service remain in the school system. This rate is higher than the national average and is attributed to a variety of offerings such as ongoing professional development, on-site teacher support, and mentoring programs for new teachers.

Resignations: During the 2008/09 school year, 152 teachers resigned, representing a decrease from the previous year. Relocation continues to be the most frequent reason for resignation.

Retirement: During the 2008/09 school year, 74 teachers retired, which is no change from the 74 who retired during the 2007/08 school year.

Highly Qualified Staff (continued)

Leaves of Absence: During the 2008/09 school year, the Board of Education approved 37 leaves of absence for teachers. Maternity and child rearing are the reasons most often cited for requesting a leave.

2. 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?

The HCPSS supports the retention of highly qualified teachers in the following ways:

New Teacher Visits: Representatives from the Office of Human Resources visit all non-tenured teachers at their respective school sites each fall. Visits enable teachers to share feedback regarding needs at both the system and school-site levels. Feedback is utilized to drive modifications in Human Resources procedures and available support.

New Teacher Orientation: For the 2008/09 school year, a three-day orientation was provided for all teachers new to the Howard County Public School System. During the orientation teachers were involved in content-specific workshops, provided with an overview of available support, and introduced to Howard County Public School System staff, Board of Education members, and colleagues. The three-day model will continue for the 2009/2010 school year.

Ongoing Staff Development: As part of the professional calendar, the HCPSS provides a combination of on-site and countywide curriculum support sessions for teachers. On-site sessions are taught by colleagues or administrators in schools. Systemwide sessions are discipline specific and led by exemplary teachers in their content areas. For the 2008/09 school year the Howard County Public School System provided two full county-wide professional days, two site-based professional work days, one half day of professional development, and one half day of site-based work. Many other means of targeted support are outlined throughout this report.

Certification Counseling Services: Representatives from the Office of Human Resources provide ongoing support for teachers seeking certification in core content areas. This support includes presentations on certification and No Child Left Behind requirements at school-based staff meetings, individual meetings to review certification requirements, and assistance with professional development planning as it relates to certification.

Tuition Reimbursement: The Howard County Public School System provides teachers and other staff tuition reimbursement to obtain advanced degrees, add certification endorsements, and improve teaching skills. Teachers also use tuition reimbursement benefits to achieve highly qualified status.

National Board of Professional Teacher Certification Program: The Howard County Public School System encourages teachers to seek National Board Certification. Teachers receive support from the system throughout the process and an annual \$3,000 stipend after certification is achieved. Howard County receives \$1,000 of the stipend from the Maryland State Department of Education. By the end of the 2008/2009 school year, 58 Howard County Public School System teachers held National Board Certification.

Highly Qualified Staff (continued)

Excellent Benefits Package: The Howard County Public School System offers a comprehensive and unique health benefits package that includes medical, prescription, dental, and vision options. The school system pays 90% of the employee's individual health plan premium. In 2008/09 the school system sponsored a series of health benefit information fairs to support the health benefit's open enrollment period.

Child Care Development Program for Howard County Employees: The Public School Employee's Child Development Program of Howard County is a private, non-profit organization that provides full-day child care for children aged two through five.

Collaborative Learning Community (CLC): The Collaborative Learning Community e-mail system enables Howard County Public School System staff to effectively communicate, collaborate, manage information, and share knowledge as they participate in a professional community of learners. Additionally, the Office of Human Resources has incorporated a significant amount of information on the Collaborative Learning Community (CLC) Intranet that was formerly located on the Howard County Public School System external web site. This information includes job vacancy announcements, forms, and procedures for services provided by the Office of Human Resources.

Cohorts for Administrator Certification: The Howard County Public School System partners with institutes of higher education to provide on-site courses for staff working to complete Administrator I certification. Classes are taught by system administrators and are relevant to the Howard County Public School System professional community.

Human Resources Advisory Board: Created in 2002, the 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 assist the Office of Human Resources with new strategies to attract and retain a highly qualified staff.

School-based Recruiters: The Office of Human Resources offers opportunities for school-based administrators and teachers to participate in teacher recruitment. Considered a professional development activity, administrators and teachers are trained annually in recruiting and interviewing techniques and are given the opportunity to participate fully in the recruitment process. Additionally, the Office of Human Resources offers summer employment opportunities for a limited number of teachers interested in furthering their professional development. Approximately 200 teachers and administrators participate in recruiting events annually. Summer employment was offered to two teachers during the summer of 2009.

<p>Resource Allocations: Major resource allocations from both restricted (e.g., Title II) and nonrestricted funds supported the strategies most related to progress for ESEA Goal 3. Expenditures for the FY10 operating budget that supported ESEA Goal 3 included staffing/benefits totaling \$269,755.</p>
--

3. Describe where challenges are evident.

The Howard County Public School System prioritizes the allocation of resources to address the shortage of teachers in critical content areas. The Howard County Public School System has named the following areas as critical content areas: Computer Science, English, English as a Second Language, Family and Consumer Science, Mathematics, Media Specialty, Occupational Therapy, Physical Therapy, Reading Specialty, Science, Speech Pathology, Special Education, Technology Education, and World Languages. The Core Academic Subjects of Math, Science, and English have fewer highly qualified candidates available for filling vacancies in these areas and continue to be a challenge. It is especially difficult to fill vacancies in these areas when they occur late in the summer or during the school year when the applicant pool of certified and/or highly qualified candidates is limited. Such vacancies occur because of resignations after July 15 or increases in enrollment that create new positions.

The Office of Human Resources continues to monitor turnover data by period of the year when the vacancy occurs. Three periods have been identified: the school year, June 20-July 15, and July 16-August 26. Vacancies created during the school year and after July 16 are filled from a very limited pool of candidates. Vacancies occurring during the period between June 1 and July 15 are filled from the largest pool of highly qualified candidates.

4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

For the 2009/10 school year, the Howard County Public School System will offer the following initiatives to increase the percentage of core academic subject classes taught by “highly qualified” teachers:

- A new on-line application process and applicant tracking system will be implemented as part of the new integrated human resources/payroll system. This on-line application and applicant tracking system will allow easier accessibility for candidates by offering a paperless method of application from remote locations.
- The Office of Human Resources will continue to involve minority community organizations and minority professional organizations in the recruiting and hiring of employees. Strategies include attending meetings and participating in community activities.
- Representatives from the Office of Human Resources will meet with support staff with degrees to encourage these individuals to pursue a teaching career in the Howard County Public School System. In collaboration with the Howard County Education Association, presentations were made to union membership at Saturday workshops.
- The Master Agreement between the Board of Education of Howard County and the Howard County Education Association Educational Support Professional provides both graduate and undergraduate credit reimbursement for paraeducators pursuing a Maryland Approved Program in teacher education.

Highly Qualified Staff (continued)

Resource Allocations: Increases to the FY10 budget to support high quality teaching including the following:

- Retaining 1.0 cultural proficiency coordinator to support the school system’s ongoing cultural proficiency initiative (also supports Goal 1) (\$100,000).
- Maintaining resources for leadership development opportunities needed for new and experienced school system leaders (\$154,965).
- Maintaining fees paid to Maryland State Department of Education (MSDE) for support of educators seeking National Board Certification. (\$14,790).

D. Describe how the school system identifies hard-to-staff schools and critical subject-area shortages.

Each year, the Howard County Public School System Office of Human Resources generates the *Annual Hiring and Separation Report*, which details hiring, assignment, and separation data regarding professional and support services staff. Also included are tables containing information on the age range, experience, gender, and racial/ethnic distributions of current staff, organized by school. The Office of Human Resources and system administration use this document to observe trends and analyze gaps, including the challenges that have been created due to the implementation of the No Child Left Behind Act. Additionally, the Office of Human Resources studies relevant Maryland State Department of Education data to help define subject-area needs and retirement eligibility to project future trends in staffing.

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	149	148	99.3
2009-2010*			

*As of July 1, 2009

E. Based on the Examination of Qualified Paraprofessional Data (Table 6.7):

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.

All of the strategies identified by the Office of Human Resources to attract, retain, and/or qualify paraeducators were utilized in 2008/09. Resources provided to paraeducators I include *ParaPro* preparation guides, tuition reimbursement, and *ParaPro* test fee reimbursement.

The Howard County Public School System will begin the 2009/10 school year with 100% of its paraeducators assigned to Title I schools meeting Federal “Highly Qualified” requirements. The

Highly Qualified Staff (continued)

Howard County Public School System will continue to expand strategies to attract and retain highly qualified paraeducators in Title I schools.

Recruitment and Hiring: Since January 2002, the Howard County Public School System has implemented an aggressive recruiting and credential evaluation program to seek qualified paraeducators to fill vacancies in Title I schools. The Office of Human Resources uses a variety of forums to attract qualified applicants. These recruiting venues include local newspapers, Howard County Public School System job fairs, Howard Community College job fairs, the Howard County Public School System job line, and the internet. The Office of Human Resources routinely conducts outreach to paraeducators at all job fairs, and continues to use the Collaborative Learning Community (CLC) Vacancy Conference as a recruiting tool for current staff. The conference is accessible to all employees and advertises vacancies throughout the school system.

The Office of Human Resources has expanded local advertising venues to include Howard County Transit buses, local Hispanic/Latino radio, and local Korean, Chinese, and Hispanic/Latino newspapers.

An on-line application process and applicant tracking system will be implemented as part of the new integrated human resources/payroll system. This new system will allow personnel in the Office of Human Resources to evaluate candidate qualifications and backgrounds in a more efficient and timely manner.

Stipend for Highly Qualified Paraeducators: During the past two years, paraeducators who met the Federal No Child Left Behind requirements were eligible to receive a one-time \$500 stipend after completion of the probationary period. A total of 648 paraeducators received the stipend through the program.

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 assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School system staff. The focus of the Advisory Board for the 2008/09 school year was improving paraeducator and support staff recruiting and hiring. A panel of paraeducators and support staff was invited to describe their Howard County Public School System recruiting and hiring experience. The panel and board members discussed new methods for recruiting and retaining paraeducators and support staff.

ParaPro Test Materials: The Office of Human Resources purchased and distributed *ParaPro* study guides and test registration materials to all paraprofessionals in Title I schools.

ParaPro Test Reimbursement: The Agreement between the Howard County Board of Education and Howard County Education Association Educational Support Professionals (July 1, 2009 - June 30, 2010) allows reimbursement of test fees for passing PRAXIS scores.

Highly Qualified Staff (continued)

Individualized Staff Counseling: The Office of Human Resources holds individual counseling sessions for those Title I paraeducators who have not achieved Federal highly qualified status. Resources and supports are also available for other Howard County Public School System paraeducators who wish to meet Federal highly qualified status. Additionally, representatives from the Office of Human Resources meet with support staff with degrees to encourage them to pursue teaching careers in the Howard County Public School System. This work is done in collaboration with the Howard County Education Association.

Tuition Reimbursement: The Howard County Public School System provides a comprehensive tuition reimbursement program for paraeducators taking college courses to achieve highly qualified status and/or teacher certification. Tuition reimbursement information is presented during No Child Left Behind staff information sessions and is also available through the Office of Human Resources.

College Coursework Payroll Advance Program: The Office of Human Resources offers an interest-free payroll advance of up to \$500 per year to educational support employees working toward teacher certification and/or a nursing license. The advance is repaid through installments withheld from the employee's paycheck throughout the school year.

Paraeducator Scholarships: During the 2008/09 school year, the Office of Human Resources awarded 12 scholarships to paraeducators pursuing teacher certification in critical content areas. In addition, for the 2008/09 school year the Office of Human Resources hired 21 former Howard County paraeducators as new teachers.

High Quality Professional Development

To meet the requirement to report on Option 1 activities, we submit *Section 5: Evaluation* of this professional development plan. However, because this plan has been modified since it was submitted last year, we submit the plan in its entirety for MSDE review and for communication efforts with the community at large.

Maryland Teacher Professional Development Planning Form

Title of the activity or program: **Cultural Proficiency Professional Portfolio Cohort**
Beginning and end dates: **June 2009 – May 2010**
Estimated costs (as they appear in the budget included in Section of the plan)
Direct costs: **\$45,600** In-Kind Costs: **\$24,330** Total Costs: **\$69,930**
Budget source of code (for Direct Costs only):
Contact person(s): **John Krownapple**
Position/Title: **Cultural Proficiency Coordinator**
Telephone: **410.313.1560**
Email: **john_krownapple@hcpss.org**
Fax: **410.313.6795**
Mailing address: **10910 Route 108, Ellicott City, MD 21042**
Members of the planning team (list with contact information): **Julian Katz**
julian_katz@hcpss.org, Lana Asuncion **lane_asuncion@hcpss.org**, Maria Finger-Elam
maria_finger-elam@hcpss.org, Razia Kosi **razia_kosi@hcpss.org**, Shannon Keeny
shannon_keny@hcpss.org

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

The Howard County Public School System has targeted cultural proficiency as a cross-functional strategy for systemic improvement, targeting involvement of all staff and stakeholders. The system offers myriad professional learning opportunities to support this strategy/initiative. This plan describes one component of the ongoing initiative, The Cultural Proficiency Portfolio Cohort. This cohort is designed specifically to:

- Support teachers in moving *beyond awareness* to application of Cultural Proficiency
- Operationalize the HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, *Indicator 5f: Commits to Cultural Proficiency*
- Build *leadership capacity* of local sites and HCPSS to facilitate Cultural Proficiency.

In 2008, HCPSS added cultural proficiency to the teacher self-assessment tool, *Framework for Excellence in Teaching and Learning* (Attachment A). All teachers use this tool to identify growth areas and yearly objectives. Teachers in the Cultural Proficiency Portfolio Cohort will use the self-assessment tool to help identify growth areas in cultural proficiency for themselves. Once growth areas have been identified, teachers, in close consultation with their principal or

Highly Qualified Staff (continued)

designated evaluator, then use a portfolio process to show the growth they have made throughout the school year. A portfolio is one of the alternative evaluation methods used by HCPSS.

To support this process during 2008/09, the HCPSS Office Professional and Organizational Development piloted the Professional Portfolio Cohort of 16 elementary, middle, and high school teacher participants who met together four times in off-site, day-long seminars facilitated by HCPSS staff and/or external consultants to deepen their understanding of cultural proficiency relative to the self-assessment tool. Moreover, cultural proficiency staff served as coaches/mentors and met with the teachers on site in between seminars, throughout the year. **As the process unfolded, initial data were collected in order to guide the creation of a formal, comprehensive evaluation plan (see Section 5 of this document) for 2009/10 school year.**

At least one cohort (20-30 participants), a mixture of elementary, middle, and high school levels, will form in 2009/10 school year. Participants are teachers who have participated in prerequisite cultural proficiency *awareness* training, either with their school team or through the Continuing Professional Development course. Participants voluntarily choose to focus on cultural proficiency as an area for further growth connected with their yearly evaluation processes. At the end of this year-long professional development process, participants share the success of their efforts across levels, with colleagues and administrators, influencing the continuous improvement cycle across the school system.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

“...a high-quality public school system is essential, not only for parents who send their children to these schools but also for the public good as a whole.” -Fullan (2003, p.4)

Student Learning Needs

Current Maryland School Assessment and High School Assessment data indicate that disparities between student demographic groups persist, despite progress in achievement by all student groups. For the purposes of this plan, these disparities are referred to as *the achievement gap*. This achievement gap correlates with other data, such as disproportionate representation of student groups in programs such as special education and gifted and talented education. These are referred to as *access gaps*. The Howard County Public School System has also identified disparities (e.g., gaps) among student groups in attendance, suspension, and dropout data. Comprehensively, for the purpose of this plan, these are referred to as *educational gaps*.

In addition to the moral imperative of confronting well-chronicled, historical educational gaps, effective educators must skillfully move in and out of myriad cultures, during the course of an average day, through interactions with colleagues, students, and community members. Furthermore, the mission of the HCPSS is to ensure excellence in teaching and learning so that each student will *participate responsibly in a diverse and changing world*. Thus, HCPSS has identified Cultural Proficiency as a comprehensive, long-term professional and organizational development initiative. Cultural Proficiency is defined as:

Highly Qualified Staff (continued)

- *Policies and practices* of a school/organization and the *values, beliefs, and behaviors* of an individual that enable effective cross-cultural interactions between and among employees, clients, and community
- The use of *specific tools* for effectively describing, responding to, and planning for issues that emerge in diverse environments
- A *mind set*; a way of being that esteems culture as a predominant force in shaping values, beliefs and behaviors of individuals and organizations.

Between school years 2005/06 and 2008/09, the focus of the initiative has been providing awareness to every school, department, and office within the system. During the 2008/09 school year, the HCPSS added an indicator titled “Commits to Cultural Proficiency” to the existing teacher evaluation system. This included the development of a rubric (Attachment A) that illustrates four elements of the indicator, ranging from unsatisfactory to exemplary performance. The rubric is designed to guide teachers in growing in the area to support the teacher evaluation process. In the 2008/09 school year, the *Cultural Proficiency Portfolio Cohort* was successfully piloted, and in the 2009/10 school year, it will be institutionalized to provide support for systemic improvement and teacher professional growth in alignment with the rubric for *Domain 5, Indicator 5f: Commits to Cultural Proficiency*.

Professional Knowledge and Skills

Comprehensively addressing issues of educational gaps requires *developing the skill* and *engendering the will* to examine one’s self and organization. Cultural Proficiency provides the lens to examine individual values, assumptions, and beliefs in order to develop and sustain a cultural belief system that facilitates effective actions. Movement toward Cultural Proficiency requires a paradigm shift, a change in mindset. For instance, culturally proficient educators understand that students labeled “underperforming” have historically been *underserved* by the educational system, so they frame their professional focus and conversation around how adult stakeholders are *under serving* students and families, not around how students are *underachieving*. Thus, they work to eliminate blame and maximize responsibility. They shift from seeking purely to understand others’ cultures to seeking to understand their own culture and their *response* to others’ cultures. This shift in perspective is the first step to developing pedagogy for closing educational gaps.

The Cultural Proficiency Portfolio Cohort will engender the will and develop the knowledge and skills illustrated on the “Commits to Cultural Proficiency” rubric (Attachment A). The four areas of focus for professional development are:

- Barriers to Cultural Proficiency.
- Behavioral Competencies.
- Assessing Personal and Organizational Progress.
- Belief Systems.

Developing oneself in alignment with “proficient” and “exemplary” rubric designations involves a personal transformation. This is described as moving from *tolerance for diversity* to *transformation for equity*. This transformation requires critical examination of beliefs and practices in order to best serve every student and to eliminate educational gaps between student groups.

Highly Qualified Staff (continued)

Research Base and/or Evidence from Successful Practice

Lindsey, Graham, Westphal, and Jew (2008) conducted a literature review and synthesized best practices for narrowing and closing educational gaps (Attachment B). These strategies contain the potential to facilitate profound change. It is also important to note that many, if not all, of these strategies are already espoused and in action in HCPSS. However, educational gaps persist. Implementing any strategy does not ensure culturally competent implementation of that strategy. In fact, any of the listed strategies could be implemented in a culturally destructive, incapacitating, or blind manner.

Thus, the work of Cultural Proficiency is not different work; it is not about implementing new strategies. The work of Cultural Proficiency is about examining the current work from a different perspective or lens – the lens of equity. The work is about using the tools of cultural proficiency for self-examination. The work is about *engendering full commitment* to eliminate educational gaps.

These efforts are influenced by the work of Terry Cross and Michael Fullan. Cross (1989) developed the initial concepts of cultural competence and cultural proficiency as a framework to provide equitable, cross-cultural mental health services. Fullan (2003) describes the moral purpose of educators' work. Cross represents the *skill* and Fullan represents the *will* to do the work. Furthermore, this professional development is influenced by the ongoing work of Lindsey et al (2003, 2005, 2006, 2008).

Section 2: Participants

Use the following matrix to indicate who will participate in the professional development. (Check all that apply)

Principals may nominate one or two eligible staff members for the cohort. For nomination, ***the teachers must:***

- commit to attending five seminars during the school year
- have participated in the cultural proficiency awareness training ("school cadre" - 5 days minimum - or equivalent CPD course)
- express passion for the cultural proficiency
- display leadership capabilities (e.g., respected by staff)
- commit to focusing on cultural proficiency during the upcoming year and engaging with a network of colleagues across the system
- have interest in working with staff in their schools around the topic
- be a tenured teacher/staff willing to participate in a 'professional portfolio' process as an alternative to traditional observation during the upcoming year.

The school principal must:

- allow the participant(s) to choose the portfolio alternative to observation as his/her evaluation option
- support the participant(s) in working with staff
- attend the final seminar (end of April) and participate as a listener (providing feedback) during a session where participants share their efforts.

Highly Qualified Staff (continued)

The Office of Professional and Organizational Development will accept and review nominations, and they will make the final determination of participants.

As indicated in the matrix below, any certificated teacher is eligible to participate in the cohort.

Grade level: PreK-2 Gr. 3-5 Gr. 6-8 Gr. 9-12

Subject area: English Math Science Social Studies
 Foreign Languages Fine Arts/Humanities Special Education
 English Language Learners Health/P.E. Career Prep Other

Which of the following are also expected to participate in the professional development?

Principals/Other School Leaders Resource Teachers, Mentors, Coaches
 Paraprofessionals Other

Will the participants work as members of a group or team? YES NO

Estimated number of participants: 30

Estimated number of participant groups or teams: 15 (2 participants possible per school)

Strategies to ensure that teachers and others do, in fact, participate?

1. Attendance record-keeping.
2. Involvement of principal or designated evaluator. Principal attends first session with participant(s) as well as end-of-year portfolio sharing meeting. Principal is also invited to attend all sessions for their own growth.
3. Objectives for teacher's evaluation aligned with this initiative. The Office of Professional and Organizational Development will work with the principal and the teacher to schedule a conference to set evaluation objectives for the year. The teacher will select the "portfolio process" as an alternative evaluation option.
4. Cohort sessions (i.e., seminars) throughout the year; participants will meet four times in a classroom setting at a local university to develop and deepen their understanding of cultural proficiency relative to the rubric. HCPSS cultural proficiency staff and/or external consultants will facilitate these sessions. Each session will focus on one of the four elements illustrated on the rubric. Sessions will be supported with substitute teachers for participants.
5. Ongoing communication (e.g., Web-based conferences).
6. Participation in portfolio sharing at end of school year.
7. Scheduled onsite conferences (e.g., mid-year check-in meeting, beginning of the year objective setting meeting) with individual participants and Office of Professional and Organizational Development staff.

Section 3: Professional Development Outcomes and Indicators

Use this space to list the intended professional development outcomes and related indicators. There should be at least one indicator for each outcome, and the indicators should be observable and/or measurable. For each outcome and indicator(s), the plan should (1) explain how the outcome and indicator's address the need for the activity, (2) explain how the outcome and indicator(s) address school, district, or state improvement goals or priorities and (3) include an estimate of when the outcome and indicator(s) will be achieved and/or observable.

Outcome: Participants will assess growth in personal commitment to cultural proficiency

Highly Qualified Staff (continued)

Indicator 1a: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 1: Barriers to Cultural Proficiency.

Indicator 1b: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 2: Behavioral Competencies.

Indicator 1c: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 3: Assessing Personal and Organizational Progress.

Indicator 1d: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 4: Belief Systems.

Explanation: This outcome and these indicators address adherence to the four elements of HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, Indicator 5f: Commits to Cultural Proficiency. This Indicator was added to the teacher evaluation system in the 2008/09 school year in support of the system mission and goals.

Timeline: This outcome will be achieved throughout the course of the year, over the course of four seminars scheduled (roughly) once every 1.5 months, beginning in September. The indicators of journal reflections will be observable immediately after the first seminar (September). The “other artifacts” within the indicators will be observable during the end-of-year portfolio sharing session, scheduled in late April or early May.

Outcomes and indicators related to “Barriers”

Outcome 1: Participants will be able to effectively lead conversations to help self and colleagues overcome barriers to Cultural Proficiency.

Indicator 1a: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 1: Barriers to Cultural Proficiency.

Indicator 1b: Using the Anger-Guilt Continuum and principles of advanced facilitation as tools, participants will be able to anticipate and facilitate emotions associated with educational equity when facilitating conversations about educational equity (e.g., race, class, culture) by scheduling and leading at least one group conversation focused on cultural proficiency.

Explanation: This outcome and these indicators address adherence to the four elements of HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, Indicator 5f: Commits to Cultural Proficiency. Indicator 5f was added to the teacher evaluation system in the 2008/09 school year in support of the system mission and goals (Goal 1: Academic

Highly Qualified Staff (continued)

Achievement and Goal 2: Safe Schools). Comprehensively confronting educational gaps (necessary to achieve Goal 1 and Goal 2) requires honest conversation about historical inequity and systems of oppression, which often trigger emotional responses. Emotions such as anger and guilt shut down conversations and result in a state of paralysis in terms of action. Additionally, culturally responsive and responsible action requires continuous change, which is often met with resistance. Facilitators of critical conversations dealing with race, class, and culture must possess knowledge of potential barriers and skill to facilitate conversations where they may encounter those barriers.

Timeline: The indicators of journal reflections will become observable beginning immediately after the first seminar (September). The “other artifacts” within the indicators will be observable during the end-of-year portfolio sharing session, scheduled in late April or early May. The outcome will be achieved throughout the school year and will be observable during the participants’ portfolio presentations at the end of the school year. Designated evaluators will have scoring tools and training to support process.

Outcomes and indicators related to “Behavioral Competencies”

Outcome 2: Participants will be able to apply the Essential Elements of Cultural Proficiency as standards of behavior.

Indicator 2a: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 2: Behavioral Competencies.

Indicator 2b: Using the Essential Elements as standards, participants will use the behavioral standards to collaboratively plan to improve existing work (e.g., curriculum and instruction, PBIS, family and community engagement, assessment), documenting the plans as portfolio artifacts.

Timeline: The indicators of journal reflections will become observable beginning immediately after the third seminar (February). The “other artifacts” within the indicators will be observable during the end-of-year portfolio sharing session, scheduled in late April or early May. The outcome will be achieved throughout the school year and will be observable during the participants’ portfolio presentations at the end of the school year. Designated evaluators will have scoring tools and training to support process.

Explanation: Knowledge of and skill with standards for culturally competent behaviors, policies, and practices is necessary to facilitate actions that improve service to all while closing educational gaps. The Essential Elements of Cultural Proficiency serve as these standards. This outcome and these indicators address adherence to the four elements of HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, Indicator 5f: Commits to Cultural Proficiency. This indicator was added to the teacher evaluation system in the 2008/09 school year in support of the system mission and goals (Goal 1: Academic Achievement and Goal 2: Safe Schools).

Highly Qualified Staff (continued)

Outcomes and indicators related to “Assessing Personal and Organizational Progress”

Outcome 3: Participants will be able to use the language of cultural proficiency (e.g., cultural incapacity, cultural blindness) to effectively assess and describe personal and organizational progress toward Cultural Proficiency.

Indicator 3a: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 3: Assessing Personal and Organizational Progress.

Indicator 3b: Participants will provide portfolio artifacts that illustrate their use the language of the Cultural Proficiency Continuum (*cultural destructiveness, incapacity, blindness, precompetence, competence, and proficiency*) by identifying, describing, and participating in conversations about policies, practices, and individual behaviors that are both healthy and counterproductive to diversity, inclusion, and success for all.

Indicator 3c: Participants will provide portfolio artifacts that illustrate their work to adapt policies, practices, to improve service to underserved groups

Timeline: The indicators of journal reflections will become observable beginning immediately after the third seminar (February). The “other artifacts” within the indicators will be observable during the end-of-year portfolio sharing session, scheduled in late April or early May. The outcome will be achieved throughout the school year and will be observable during the participants’ portfolio presentations at the end of the school year. Designated evaluators will have scoring tools and training to support process.

Explanation: The Cultural Proficiency Continuum provides language for describing unhealthy and healthy values and behaviors (of persons) and policies and practices (of organizations). This language helps in assessing one’s current state and projecting one’s desired state. The continuum will help participants describe movement toward cultural competency and proficiency. This outcome and these indicators address adherence to the four elements of HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, Indicator 5f: Commits to Cultural Proficiency. This indicator was added to the teacher evaluation system in the 2008/09 school year in support of the system mission and goals (Goal 1: Academic Achievement and Goal 2: Safe Schools).

Outcomes and indicators related to “Belief Systems”

Outcome 4: Participants will be able assess and influence their individual and organizational belief systems for alignment with Cultural Proficiency.

Indicator 4a: Using a rubric defining levels of performance ranging from “unsatisfactory” to “exemplary,” participants will produce journal reflections and other artifacts illustrating personal growth according to Element 4: Belief Systems.

Highly Qualified Staff (continued)

Indicator 4b: Participants will gauge their beliefs against the Guiding Principles of Cultural Proficiency (*Culture is a predominant force, people are served to varying degrees by the dominant culture, respect individual and group identities, diversity within cultures is vast and significant, each group has unique cultural needs*) and articulate the significance of this gauge using an inventory, reflection questions, and reflection journal.

Indicator 4c: Participants will provide evidence of closing gaps between their expressed values (i.e., espoused theory) and day-to-day practices (i.e., theory-in-use).

Timeline: The indicators of journal reflections will become observable beginning immediately after the second seminar (November). The “other artifacts” within the indicators will be observable during the end-of-year portfolio sharing session, scheduled in late April or early May. The outcome will be achieved throughout the school year and will be observable during the participants’ portfolio presentations at the end of the school year. Designated evaluators will have scoring tools and training to support process.

Explanation: One’s actions are merely artifacts of one’s belief systems (values, assumptions, and beliefs). In order to facilitate profound change that catalyzes culturally proficient action, this professional development initiative must help participants critically examine their belief systems, the actions resultant from those beliefs, and the gaps between our espoused values and our values-in-action (Argyris, 1990). The Guiding Principles of Cultural Proficiency provide a moral compass for culturally proficient actions, focused on eliminating educational gaps. This outcome and these indicators address adherence to the four elements of HCPSS teacher evaluation system, Domain 5: Professional Responsibilities, Indicator 5f: Commits to Cultural Proficiency. This indicator was added to the teacher evaluation system in SY 2008/09 in support of the system mission and goals (Goal 1: Academic Achievement and Goal 2: Safe Schools).

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Professional Learning Activities: The professional learning activities that serve as the foundation of the portfolio cohort process are the five seminars (full-day, off-site, facilitated by Cultural Proficiency Team and/or consultants). (See “Five Seminars” table for details.)

In addition to these seminars, learning activities include:

- On-the-job application.
- Three formal coaching/mentoring sessions with Cultural Proficiency Team staff.
- Designated meeting times (see timeline).
- Portfolio preparation and presentation.

Highly Qualified Staff (continued)

Five Seminars		
Seminar/Day: Focus (Element from <i>Indicator 5f</i> rubric)	Outcomes	Activities/Strategies/ Processes
Day 1 Focus: Indicator 5f Element 4: Belief Systems	<ul style="list-style-type: none"> • Build a collaborative learning community • Assess one’s commitment to Cultural Proficiency according to Element 4: Belief Systems • Become more aware of one’s own belief system and it’s relationship to the Guiding Principles of Cultural Proficiency • Gain understanding of the portfolio process as it relates to this learning community and cultural proficiency 	<ul style="list-style-type: none"> • Ground Rules for Discussion • Portfolio Rubric • My Values (Helping Trios process) • Guiding Principles of Cultural Proficiency (World Café process) • Beliefs Inventory (Guiding Principles of CP) • Espoused Values/Values in Use: Closing the Gap between who we are and who we want to be
Day 2 Focus: Indicator 5f Element 1: Barriers	<ul style="list-style-type: none"> • Develop as a collaborative learning community • Assess one’s commitment to Cultural Proficiency according to Element 1: Barriers • Reflect on how each of us participates in systems of oppression • Progress within the portfolio process 	<ul style="list-style-type: none"> • Web of Connection (Reflections about how I participate in systems of oppression) • Revisit points from video: <i>Race: The Power of an Illusion</i> • Bases of Knowledge for Facilitators: Knowledge of Self • Knowledge of Self: Anger, Guilt, and Confidence • Film: <i>The Color of Fear</i> • Reading: <i>Beyond Guilt</i> • Self-Assessment rubric- Indicator 5f – Reflection on Element1: Barriers • Sharing portfolio examples and progress

Highly Qualified Staff (continued)

<p>Day 3</p> <p>Focus:</p> <p>Indicator 5f Element 3: Assessing Personal and Organizational Progress</p> <p>And</p> <p>Element 2: Behavioral Competencies</p>	<ul style="list-style-type: none"> • Develop as a collaborative learning community • Assess one’s commitment to Cultural Proficiency according to Element 3: Assessing Personal and Organizational Progress and Element 2: Behavioral Competencies • Use language of cultural proficiency to recognize, describe, and participate in conversations about policies, practices, and individual behaviors that are both healthy and unhealthy. • Progress within the portfolio process 	<ul style="list-style-type: none"> • Reflections on <i>Beyond Guilt</i> • Telling Our Stories About Diversity • Review of Upward and Downward Spirals • Critiquing Policies, Practices, and Behaviors • Video: <i>Everyday Creativity</i> • Portfolio Process: Sharing Progress (World Café process)
<p>Day 4</p> <p>Preparations for final portfolio sharing session</p>	<ul style="list-style-type: none"> • Develop as a collaborative learning community • Experience the portfolio sharing protocol • Give and receive feedback relative to portfolio progress • Plan for next steps in portfolio process. 	<ul style="list-style-type: none"> • Setting the tone • Fishbowl: demonstration of sharing protocol (Shannon models) • 4 rounds of sharing (participants come with a draft abstract and artifacts) – this is practice for the real event on April 29 • Processing experiences • Individual planning meetings with CP consultants and CP Team
<p>Day 5</p> <p>Portfolio Sharing and Feedback (using Indicator 5f rubric)</p>	<ul style="list-style-type: none"> • Give and receive feedback on portfolio work for the year • Offer feedback for the pilot portfolio process 	<ul style="list-style-type: none"> • Orientation • Rounds 1-4 of portfolio sharing • Debriefing the process (principals leave after this) • Celebrations and reflections

1. Strategies for full participation include:

- Involvement of designated evaluator (e.g., principal)
- Alignment with evaluation objectives for the year
- Professional learning community
- Active learning strategies (e.g., simulations, discussions)

Highly Qualified Staff (continued)

- Portfolio process (goal setting with evaluator, midyear check-in, end-of-year sharing)
- Onsite conferences (one-on-one mentoring/coaching from the Office of Professional and Organizational Development staff) in between seminars
- Journaling and reflection
- Dialogue
- Designated meeting times (see timeline)

Timeline

Summer 2009	Principals invited to nominate 1 or 2 staff members, based on specific criteria (see Section 2: Participants)
September 23	Portfolio Cohort – full-day seminar #1
October	Teacher meets with Office of Professional and Organizational Development coach and completes the first page of the <i>Professional Portfolio Plan</i> and identifies the focus for his/her portfolio project
October 22	Portfolio Cohort convenes for full-day seminar #2
November 10	Portfolio Cohort – full-day seminar #3
January	Teacher meets with Cultural Proficiency Team coach and principal
February 3	Portfolio Cohort – full-day seminar #4
March	Teacher meets with Cultural Proficiency Team coach
April 28	Portfolio Cohort – full-day sharing session (seminar #5)
May	Teacher and Principal have final evaluation conference

2. Role of school principal and other school leaders

School principals attend an orientation meeting with their participants. Principals are invited (but not required) to attend any of the subsequent seminars. During the school year, they will meet with participants to set goals and objectives aligned with this process, and they will participate in a mid-year check-in meeting. They will also attend the end-of-year portfolio sharing session and participate in the sharing and feedback process for all participants.

Other system leaders include Office of Professional and Organizational Development as facilitators and coaches. Curriculum coordinators may also become involved as designated evaluators or support for the principals.

3. How professional development is related to other professional development in which participants may be involved

As this professional development process is focused on developing a mindset and since Cultural Proficiency serves as a lens through which one examines one's practice, participants use this lens to examine all other professional development in which they may be involved. They will develop the skill and will to reflect on all professional experiences by posing questions such as:

- How can this professional development help me become a more culturally competent teacher?

Highly Qualified Staff (continued)

- Where does this experience fall on the cultural proficiency continuum? How can I apply this in a culturally competent manner?
- To what extent does this experience align with my values and beliefs? What does that mean?

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

1. Key evaluation questions

The evaluation will address the following questions, which infuse the **three key evaluation questions** (*italics*) **outlined in Maryland Teacher Professional Development Evaluation Guide** and are organized according to Guskey's (2000) five levels of professional development evaluation (**bold**). The levels are indicated in bold-faced print and means of gathering the information is indicated in parentheses.

- 1) *Did the professional development take place as planned*; was the professional development experience implemented according to plan (e.g., intended participants, expected duration and intensity of participation, planned activities, materials and equipment, timeline)?

Participants' Reactions (questionnaires, surveys, feedback forms)

- 2) *What were teachers' perceptions of the professional development of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students?* Was participants' time well-spent? Were leaders knowledgeable and helpful? Was the meeting place safe, comfortable, and appropriate? Will this experience be useful?

Participants' Learning (reflections/journals, dialogues, participants' portfolios)

- 3) *Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators?* Did participants acquire the intended knowledge and skills? (Refer to specific outcomes and indicators listed in Section 3 of this document.)

Organizational Support and Change (adherence to the timeline, scheduled onsite meetings, designated evaluators' comments/observations, participants' portfolios)

- 4) Was implementation advocated, facilitated and supported? Were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedures?

Participants' Use of New Knowledge and Skills (questionnaires & feedback forms, reflections/journals, participants' portfolios, observations, evaluators' comments/observations)

- 5) Did participants effectively apply new knowledge and skills?

Highly Qualified Staff (continued)

Student Learning Outcomes (student records; interviews with students, parents, teachers, and/or administrators; questionnaires; participants' portfolios)

- 6) What positive difference is this making for students in their academic experiences?

2. Plan to address the key evaluation questions

Because initial data were collected during the 2008/09 school year *Cultural Proficiency Professional Portfolio* pilot, this section is organized into two sections: **Lessons Learned From Pilot** (2008/09) and **Plan for Addressing Each Evaluation Question** (2009/10). Details in "Lessons Learned..." were gathered through participant and principal interviews as well as participant written reflections and feedback.

Lessons Learned From Pilot

- 1) *Did the professional development take place as planned?*

In 2008/09, the Office of Professional and Organizational Development (POD) initiated the *Cultural Proficiency Portfolio Cohort Pilot* according to the initial plan. The primary purpose of this pilot was to extend the application and deepen the understanding of cultural proficiency of the teacher leader participants. As the HCPSS works to institutionalize Cultural Proficiency, this was a critical first step in building site-based leadership capacity. Portfolio participants are emerging as leaders in the work of Cultural Proficiency to the end of changing the culture and the climate within their classroom and their school to improve service to historically underserved groups while raising the bar for all. In this endeavor, the ultimate goal was to develop a mechanism to apply Cultural Proficiency to a variety of contexts, such as creating school-based professional development, developing positive supports to promote HCPSS Goal 2 (Safe and Nurturing Environment), assessing the community's perceptions of school outreach efforts, and critiquing instructional practices. Regardless of the context, the goal is to positively shape the culture inside the classroom and school buildings. The program started with 20 teachers. Over the course of the pilot, 4 teachers exited the program for a variety of reasons. The remaining 16 teachers participated in a series of full-day seminars aimed at providing guidelines and resources for the purpose of influencing their development according to progression on the rubric (Attachment A) and developing quality portfolios that capture and illustrate their development throughout the course of the year. In addition, participants received site-based support from POD staff. At the end of the pilot year, the 16 teacher participants presented their products with peers, principals, administrative directors, and other Central Office reviewers. Based on the feedback from the reviewers, the portfolios showed great promise in benefiting the diverse population within each building. After the presentation each participant was evaluated by their direct supervisor using HCPSS approved guidelines. The details of the process emerged from the pilot, and this process will now be continued and comprehensively evaluated as the initiative is institutionalized and expanded during the 2009/09 school year.

- 2) *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?*

Highly Qualified Staff (continued)

HCPSS teacher participants appreciated the support provided by the Office of POD. They also enjoyed hearing other members' passion and excitement regarding the process, which served to inspire them personally. The abstracts (one-page informational description of the portfolio project) were mentioned as a good way to help participants see "what was going on" and give them a "head start" on the process. The Learning Lab Protocol (portfolio sharing process that details how presenters and listeners will interact and provide feedback) was viewed by one member as being "overwhelming" at first, but was seen as valuable and "insightful" in the end.

HCPSS principals provided a wealth of positive feedback regarding the portfolio cohort process. A few principals provided praise for the way the portfolio cohort process was designed. One principal stated that they "loved the design of the process" and felt it was a great experience for not only the presenters, but for listeners as well. Two principals added that it was an "enriching" experience for the participants to "cross-share" (sharing between different schools and school levels), and further stated that the results were enhanced due to the diversity of the participating members. Principals further appreciated the opportunity for presenters to engage in this process as it prepared the presenters for leadership opportunities in the future.

3) Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators?

From the vantage point of the Office of POD, the answer to this question is yes.

This is based on 1) reviewing participant portfolios and abstracts, and 2) feedback received that all 16 participants received the maximum satisfactory rating on their end of year evaluation. This feedback was communicated via the supervisor (e.g., principal) responsible for evaluating the participant. However, it should be understood that access to individual evaluations are kept confidential. Additionally, participants' portfolios and abstracts suggested that the activities did indeed facilitate professional growth relative to the rubric (Attachment A). Examples from the portfolios that illustrate culturally proficient action congruent with exemplary performance on the rubric (the foundation of the outcomes and indicators described in Section 3 of this document) include:

- Improving co-teaching efforts by positively developing professional relationships through dialogue about values and beliefs.
- Leading colleagues in critiquing classroom management styles and lessons through the lens of Cultural Proficiency.
- Competently respond to a backlash of racial tension among high school students after the November 2008 presidential election.
- Shaping the classroom and/or team climate and culture so that it better serves all students and staff.
- Using the lens of Cultural Proficiency to assess the current state of school-wide instructional practice, defining the ideal state, and closing the gap between them.
- Improving parent and family involvement and engagement by applying the tools of Cultural Proficiency.
- Leading Cultural Proficiency awareness sessions for paraeducators.
- Facilitating staff meetings focused on Cultural Proficiency in support of Goal 2.

Because 2008/09 was the initial pilot year, during the 2009/10 school year additional data will be collected in order to determine the overall effectiveness of the *Portfolio Cohort* training;

Highly Qualified Staff (continued)

particular attention will be given to the specific outcomes and indicators described in Section 3: Professional Development Outcomes and Indicators.

If preparation of the evaluation plan has included the development of a logic model, include a copy of the model.

The pilot was based on existing HCPSS teacher evaluation process (i.e., Professional Portfolio process). In 2009/10 a logic model has been developed for purpose of evaluation of the portfolio cohort. This logic model (Attachment C) will serve as the roadmap of the evaluation plan.

Plan for Addressing Each Evaluation Question (2009-2010)

Evaluation Question	Time Frame	Observation Tools
1) <i>Did the professional development take place as planned; was the professional development experience implemented according to plan (e.g., intended participants, expected duration and intensity of participation, planned activities, materials and equipment, timeline)?</i>	On-going throughout the 2009/10 school year: Attending Workshops and Final Presentation	Attendance Logs Workshop Agendas Material Review Catalog Adherence to Schedule (following /adapting session agendas)
2) <i>What were teachers' perceptions of the professional development of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students? Was participants' time well-spent? Were leaders knowledgeable and helpful? Was the meeting place safe, comfortable, and appropriate? Will this experience be useful?</i>	Occurring after each Workshop Session (see Timeline in Section 4: Learning Activities). End of Year (May 2010)	Workshop Feedback forms (session related) Comprehensive overview of the Portfolio Process
3) <i>Did the activities achieve the intended outcomes as reflected by measurable and/or observable indicators? Did participants acquire the intended</i>	Beginning and End of Year (September and May) Schedule meeting within the first months of 2009/10	Pre and Post - Current Staff using the <i>Cultural Competence Self Assessment</i> Analysis of participants' portfolio abstracts (guided

Highly Qualified Staff (continued)

<p>knowledge and skills? (Refer to specific outcomes and indicators listed in Section 3 of this document.)</p>	<p>with Participants and Administrators of the 2008/09 pilot</p>	<p>by <i>Portfolio Sharing Protocol</i>. Focus Group interviews with 2008/09 Participants</p>
<p>4) Was implementation advocated, facilitated and supported? Were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedures?</p>	<p>End of Year meetings with essential staff (May 2010)</p>	<p>Focus interviews of present (2009/10) participants, immediate supervisors and other portfolio reviewers</p>
<p>5) Did participants effectively apply new knowledge and skills?</p>	<p>On-going throughout the 2009/10 school year</p>	<p>Analysis of participants' portfolio abstracts</p> <p>Scheduled school and classroom observations using a pre-developed observation tool geared to measure culturally proficient behavior and practice</p> <p>Interviews with non-participating staff to determine the impact the training has on the school climate.</p>
<p>6) Student Learning Outcomes (student records; interviews with students and teachers</p>	<p>On-going data collection</p>	<p>Pre-post administration of the research assessment package to students of current and past participants in the portfolio training</p> <p>Pre-post collection of student attendance and disruption data for the current and past participating teachers</p> <p>Comparison of academic achievement results from 2009 to 2010 of students of current and past participating teachers (list includes but not limited to</p>

Highly Qualified Staff (continued)

		<p>MSA, BOA, local assessment etc.)</p> <p>Examine overall student outcomes observed in 2009/10 compare with previous trend data.</p>
--	--	---

Data collection instruments used to collect data to address each of the questions, with special attention to the instruments used to collect data on all of the outcomes and related indicators. (If the instruments have already been developed or selected, please attach copies. If they have not been developed or selected, explain the development and/or selection process.)

All evaluation tools and instruments will be ready for use prior to the August 31 opening of school. Student Assessment and Program Evaluation (SAPE) and Professional and Organizational Development (POD) continue to collaborate and use existing research, past lessons learned, and the contents of this professional development plan to customize the instruments to maximize effectiveness. Those still in development include workshop feedback forms, for which Survey Monkey will be used to administer and collect data. Also in development are these tools: Research Assessment Package, focus groups protocol, and observation tool for culturally proficient behavior in practice. Those already developed or selected include:

- *Cultural Competence Self Assessment* (Attachment D) – pre/post for question 3
- *Portfolio Sharing Protocol* (Attachment E) – used to guide abstract and feedback, eliciting data for question 3.

Who will be responsible for collecting the data, how they will be prepared for their responsibilities, and amount of time allocated to task.

Starting with the 2009/10 implementation of the portfolio initiative, SAPE staff will work with the Office of POD in order to monitor the initiative, and to perform focus group interviews with pilot participants and reviewers as well as with the 2009/10 cohort participants. In addition, SAPE will provide evaluation forms geared at evaluating the workshop sessions, which POD staff will collect. SAPE will also work with the refined rubric (Attachment A) to determine its effectiveness of providing guidance to the cohort participants as they develop their portfolios. Finally, SAPE will attend the presentation session when portfolios are shared with system reviewers. The purpose of this piece is two-fold: 1) to get reactions of the finished product based on a modified rubric given back to the cohort participants; and 2) to get feedback directly from the reviewers regarding the potential effectiveness of the portfolio’s use in changing the culture in the classroom and school building.

Who will be responsible for data analysis? Who is preparing the evaluation report? How much of their time is allocated to complete these tasks?

Highly Qualified Staff (continued)

In 2009/10, two evaluation specialists from SAPE will be responsible for all data analysis as well monitoring of the program’s milestones and timelines. One evaluation specialist will use twenty five percent of her time for this project and the other will use fifteen percent of her time. SAPE will provide data analysis and an evaluation report at the conclusion of the 2009/10 school year.

Timeline for key evaluation milestones (e.g., data collection, data analysis, reporting), clearly indicating when each data collection activity will be completed and when the report will be completed

An overview of the evaluation timeline is provided in the “Plan for Addressing Each Evaluation Question” table. SAPE continues to work with the Office of POD in identifying the specific data collection timelines for both focus group interviews and scheduling of workshops. SAPE will complete the evaluation report by July 2010.

The expected audience for the report

The stakeholders receiving the evaluation report include:

- The HCPSS Superintendent’s leadership team (e.g., Deputy and Chiefs)
- The HCPSS School Support Team (e.g., Directors in the Division of Instruction)
- The Office of Professional and Organizational Development (e.g., Cultural Proficiency Team)
- MSDE

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff for Seminars/Workshops: Cultural Proficiency Staff: Coordinator, 2 Specialists and Administrative Assistant [daily rate-\$350/day x 7 days (5 seminar + 2 planning) x 1 cohorts]		\$9,800
B. Staff for Coaching Follow-up: Cultural Proficiency Staff: Coordinator, 2 Specialists – [daily rate - \$350/day x 22.5 days (3 hours site-based follow up coaching meetings x 30 participants + 90 hours drive time and preparation)]		\$7,875
C. Consultants (daily rate x 7 days (5 seminar + 2 planning) x 1 cohort)		
Brenda CampbellJones	\$14,000	
Franklin CampbellJones	\$14,000	
Evaluators (Student Assessment and Program Evaluation) –		\$24,180
II. Stipends/substitutes (for participants)		

Highly Qualified Staff (continued)

	Substitutes (30 participants x 5 days x \$92.50)	\$13,875	
III.	Travel		
	A. Personnel Travel		
	Mileage (Staff)–Seminars (4 staff x 5 days x 40 miles x \$0.55)		\$440
	Mileage (Staff)–Onsite meetings (90 meetings x 20 miles x \$0.55)		\$990
	B. Consultant Travel (included in consultant fees)		
IV.	Facilities, Equipment, Materials		
	Participant handouts/copies (30 participants x 100 copies x .015)		\$45
	Facilities/room (\$265 x 5 days)	\$1,325	
	Food –lunch (\$8 x 30 participants x 5 days)	\$1,200	
	Misc. office supplies (journals, pens, markers, etc.)	\$200	
	Training materials (videos, simulations)	\$1,000	
V.	Communications		
VI.	Other Costs		
	Total Costs	\$45,600	\$43,330

References

Argyris, Chris. (1990). *Overcoming organizational defenses: Facilitating organizational learning*. Englewood Cliffs, NJ: Prentice Hall.

Cross, Terry, Bazron, Barbara, Dennis, Karl, & Issacs, Mareasa. (1989). *Toward a culturally competent system of care* (Vol. 1). Washington, DC: Georgetown University Child Development Program, Child and Adolescent Service System Program.

Fullan, Michael. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.

Gusky, Thomas R. (2005, Winter). Taking a second look: Strong evidence reflecting the benefits of professional development is more important than ever before. *Journal of Staff Development*, 26(1), 10-18.

Lindsey, Randall B., Graham, Stephanie M., Jew, Cynthia L., Westphal, Chris R. (2008). *Culturally proficient inquiry: A lens for identifying and examining educational gaps*. Thousand Oaks, CA: Corwin Press.

Lindsey, Randall B., Nuri Robins, Kikanza, & Terrell, Raymond D. (2003). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.

Lindsey, Randall B., Roberts, Loraine M., CampbellJones, Franklin (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.

Nuri Robins, Kikanza, Lindsey, Randall B., Lindsey, Delores B., & Terrell, Raymond D. (2006). *Culturally proficient instruction: A guide for people who teach* (2nd ed.). Thousand Oaks, CA: Corwin Press.

I.D.vii

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.

Table 7.1: Number of Persistently Dangerous Schools						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Schools	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
<i>NONE</i>			NA

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

Table 7.3: Schools Meeting the 2 Percent Criteria for the First Time			
School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NONE			NA

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	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%
# of Schools	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
NOT APPLICABLE			

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?

There are no persistently dangerous schools in the Howard County Public School System.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.⁶

Table 7.6 Incidents of Bullying, Harassment, or Intimidation				
	2005-2006	2006-2007	2007-2008	2008-2009
Number of Incidents	148	83	51	107

⁶ Section 7-424 of the Education Article of the Annotated Code.

B. Based on the Examination of Data on Incidents of Bullying, Harassment or Intimidation (Table 7.6)

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.

The prevalence of bullying, harassment and intimidation in Howard County over the past three years can be characterized as follows:

- Majority of incidents occur on school property
- Majority of student victims and alleged student offenders fall between 10 and 14 years of age
- Three most prevalent alleged motives have been just to be mean, religion, and to impress others, respectively
- An average of 12.7% of the incidents resulted in in-school or out-of-school suspension/expulsion.

Data for 2005-2008 show a decrease in the number of incidents of bullying, harassment, or intimidation during this time period. The HCPSS has implemented Positive Behavioral Supports and Interventions (PBIS) in 47 schools. Three additional schools will be added during the 2009/10 school year. In addition, many Howard County Schools are implementing programs such as Character Education, Developmental Assets, and Second Step.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, or Intimidation Form?

Prior to the start of each school year, principals and assistant principals receive an overview of the Safe Schools Act of 2005, directions for completion of forms and a schedule for reporting 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. Forms are also available on the HCPSS website. Principals were encouraged to inform students, staff and parents through announcements, newsletters, school websites, student/employee handbooks and information meetings, such as Back to School Nights, throughout the school year.

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

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Tables 7.7):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

Policy 1060, *Bullying, Cyberbullying, Harassment or Intimidation* was approved by the Board of Education and became effective July 1, 2009. This new policy will establish expectations for maintaining safe and respectful school climates and workplaces where bullying, cyberbullying, harassment and intimidation are not tolerated. 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 2009/10 school year, administrators, staff, students and parents will be provided training on the tenets and implementation of the new policy.

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.

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 continued to implement the recommendations of the Superintendent's Anti-Bullying Task Force as follows:

- The third annual K-8 Students for Safe Schools campaign and poster contest was held. The emphasis for the 2008/09 school year was Civility. The winning poster, with the theme Choose Civility- Cooperation, Friendliness, Consideration, was displayed in all elementary and middle schools and in various agency offices throughout the county.
- 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 2008/09 program plans as a strategy for meeting measurable objectives in the reduction of office discipline referrals and suspensions.
- Anti-bullying and internet safety resources, purchased with Safe and Drug Free Schools funding, were distributed to counselors and psychologists.
- Safe Schools Reporting Act data were monitored monthly.

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		2006-2007	834	445	53.4%	3	0.4%	44	5.3%	51	6.1%	291	34.9%	629	75.4%
2007-2008	818	423	51.7%	3	0.4%	40	4.9%	43	5.3%	309	37.8%	603	73.7%	215	26.3%
2008-2009	721	374	51.9%	4	0.6%	44	6.1%	49	6.8%	250	34.7%	521	72.3%	200	27.7%

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		2005-2006	1904	919	48.3%	8	0.4%	86	4.5%	98	5.1%	793	41.6%	1447	76.0%
2006-2007	1939	956	49.3%	10	0.5%	116	6.0%	106	5.5%	751	38.7%	1479	76.3%	460	23.7%
2007-2008	1890	925	48.9%	8	0.4%	96	5.1%	126	6.7%	735	38.9%	1412	74.7%	478	25.3%
2008-2009	1,745	925	53.0%	11	0.6%	99	5.7%	114	6.5%	596	34.2%	1,296	74.3%	449	25.7%

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
	2007-2008	704 Classroom Disruption	701 Disrespect	702 Insubordination	405 Fighting	402 Physical Attack on Student
2008-2009	704 Classroom Disruption	701 Disrespect	702 Insubordination	405 Fighting	402 Physical Attack on Student	701 Disrespect

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

- 1. Identify the systemwide 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.**

NOTE: This section was revised in response to the MSDE Review Panel’s clarifying question. The response was approved on November 15, 2009.

Clarifying Question:

The panel noted that the suspension rate for African American students is increasing while the suspension rate for white students is decreasing. Question 1 on page 150 (152) asks Howard County to identify the strategies being used to address the disproportionate suspensions between race/ethnicity subgroups and gender. Please provide this information.

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

Response:

In reviewing the in- and out-of-school suspension data for our African American students and our white students, the data show that the rate of out-of-school suspensions for African American students in from 2007 to 2008 slightly decreased, from 49.3% (2007) to 48.9% (2008). The rate for in-school suspensions, likewise for African American students, shows a decrease, from 53.3% (2007) to 51.7% (2008). For white students during that same period of time, there have been slight increases for out-of-school suspensions, 38.7% (2007) to 38.8% (2008) and in-school suspensions, 34.8% (2007) and 37.7% (2008). Most notable was the drop in the number of out-of-school suspensions for African American males, which showed a decrease from 697 (2007) to 650 (2008).

Although we still view the disproportionate number of suspensions for African American students as an on-going challenge, we are confident that by continuing to focus our efforts on the monitoring of school improvement plans, specifically requiring targeting schools with disproportionate suspensions for African Americans, decreases will continue. Support teams from Central Office are continuing to meet quarterly, or more often as needed, with targeted schools to review discipline data and to assist school teams in designing interventions and providing supports for student groups which are disproportionately suspended. Administrators receive a monthly report of their in and out-of school suspensions, disaggregated for all of their student groups and showing which are disproportionate. In addition, as was mentioned in our initial narrative, we continue to increase the number of schools involved in Positive Behavioral Interventions and Supports (PBIS) and several of our PBIS schools have been able to show decreases in the disproportionate numbers of suspensions among student groups; the implementation of our county-wide alternative learning team (CEAL) as an alternative to suspension for non-special education students in elementary school with behavioral challenges, has shown results; and, the implementation of an additional in-school alternative education program provided increased behavioral and academic supports.

The HCPSS is also continuing our systemic initiative of Cultural Proficiency, which was designed to provide staff with the knowledge, skills and attitudes to promote institutional systemic change that ensures the personal, cognitive and social development of diverse populations of students. Leaders in the school system, as well as school-based professional and support staff are continuing to be professionally developed in this area.

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. During the 2008/09 school year, schools used a 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 were regularly reviewed in team meetings and interventions and

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

strategies were developed based on assessed progress in meeting the objectives. The Offices of Students Services and Alternative Education Programs collaborated to provide intensive support to 17 schools during the 2008/09 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 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 2008/09 school year, 3 new schools joined the existing 45 schools participating in 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 2009/10 school year, the system expects to have 3 additional schools joining the PBIS network.

The majority of the PBIS schools routinely show reductions in the numbers of office discipline referrals and out of school suspensions. The system has also made in progress in reducing the disproportionate suspensions among specific student groups in the HCPSS.

The HCPSS continues to provide funding to our PBIS schools to allow for their use of the School-Wide Information System (SWIS) data collection software that enables in-depth analysis of disciplinary referrals and trends. Other resource materials are purchased for these schools and workshop wages are provided so that teams of teachers and support staff in these schools can meet to plan school wide behavioral supports and interventions.

Professional Development: Ongoing professional development activities for administrators, teachers, and support staff were available throughout the 2008/09 school year. Focus areas included:

- Classroom management.
- Strategies to improve the performance of students receiving FARMS.
- Developing measurable and attainable goals and objectives as part of a strategy to improve school improvement efforts.
- Reductions of bullying, harassment, and intimidation.
- Designing and implementing effective problem-solving teams (with a new emphasis on developing effective high school teams).

Additional strategies used to prevent/reduce incidents of suspension included:

- School-based alternative education staff at the elementary and middle levels revised their 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.

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

- Training for staff and administrators on strategies to prevent and reduce incidents of bullying, harassment and intimidation. A new policy written to address bullying, harassment, and intimidation became effective July 1, 2009. This training will help 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 CEAL team was formed at the beginning of the 2008/09 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 reveals 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 CEAL team was designed to help elementary schools build capacity to meet the needs of the most behaviorally challenged students.

The CEAL team is comprised of central office staff and school-based staff representing the Offices of Alternative Education and Student Services. This group works in support of the school problem solving team. The problem solving team requests consultation from the CEAL 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 2008/09 school year, the CEAL team received 5 referrals, and 4 of the 5 students were able to remain in their home schools after additional interventions and supports were implemented.

Expansion of the Evening School Program: For each of the past 3 years, funding has been allotted to increase the number of original credit courses being offered through our evening program. The focus of these efforts is meeting the needs of our older students (18 yrs of age and beyond). These students often have negative school histories and are considerably older than many of the students in their classes. The provision of evening classes gives these older students another option on which to rely as they work to earn their high school diplomas. During the 2008/09 school year approximately 40 students earned one or more credits through the evening program, and in many cases, success in the evening classes allowed students to graduate earlier than would have been possible if the evening classes did not exist.

During the 2009/10 school year the evening school program will add a credit recovery component and classes will be offered to assist student in meeting HSA requirements and completing Bridge projects when these projects appear to be more suitable options.

Resource Allocations: Increases to the FY10 budget to support safe schools include the following:

- Added .1 psychologist (also supports Goal 1) (\$16,540)
- Added 1.0 float pool/transportation nurse (\$53,140)
- Added 1.0 bus driver (\$40,220)

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.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)6, 7, 8 and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

Building Relationships with Community Mental Health Providers: The Offices of Student Services and Alternative Education have partnered to increase the opportunities for collaboration among staff and community agencies to support students in need of community-based services. A bi-annual “Networking Fair” was held at the beginning of the 2008/09 school year in which community agencies and providers were invited to set-up a “booth” to share materials and meet school staff regarding services available to students and their families. Most recently this event was held during the countywide Professional Development Day when all Student Services and Alternative Education staff were together thus enabling 400+ staff to network with 50+ community providers. A list of all Networking Fair participants’ contact information was distributed and will be revised prior to the start of the 2009/10 year.

The Student Services Advisory Committee (SSAC) provides another opportunity for the HCPSS to collaborate with community providers to provide services to students and families. This committee is composed of representatives of both central office and school-based staff from the Offices of Student Services and Alternative Education as well as from local community agencies, such as National Alliance for the Mentally Ill (NAMI), Health Department, Juvenile Services, Horizon Foundation, to name a few. One primary project of this committee is to provide four Wellness Seminars a year open to all HCPSS families on a variety of topics. Some of the most well attended seminars have been on the topics of Homework Help, Cyber-Bullying, Smashing Anger (Anger Management), and Test Taking Skills.

Direct Services for HCPSS Students: For students who attend the Homewood Center there are opportunities for direct services to be provided from community providers that address a specific need. Staff from the Homewood Center contract specialized services for individual and/or groups of students as needed. Thus, students who may need drug counseling, trauma assistance, grief and bereavement, or other services that require working with a community provider,

Schools that are Safe, Drug-free, and Conducive to Learning (continued)

arrangements are made for these services to be 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 IEP service on behalf of the student.

Another 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 providers to provide this service however, a family may also choose their own provider and HCPSS staff will collaborate with that provider to determine next steps to meet the identified student needs to support their return to the general curriculum.

Finally, for families in need of 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 are made only after all school-based resources have been utilized and 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.

I.E
Addressing Specific Student Groups:
Career and Technology Education, Early Learning,
Gifted and Talented Programs, Special Education

The BTE Act requires LSSs to address in each annual update the performance of students enrolled in specific programs: Career and Technology Education, Early Learning, Gifted and Talented, and Special Education.

In responses to the previous questions, local school systems may have addressed these student groups. Use this space to report on progress toward outcomes and timelines established in the LSSs Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made in its 2009 Master Plan Annual Update.

See the following sections for this information.

Addressing Specific Student Groups

Career and Technology Education

1. Describe the school system's progress on the implementation and expansion of CTE Programs of Study within Career Clusters and the strategies for increasing CTE enrollees to become completers. Data points should include the number of enrollees, the number of concentrators and completers.

Career and Technology Education (CTE) Implementation: This year the CTE office staff worked on a plan to increase student retention in academy programs. The professional development opportunities aligned with the HCPSS initiatives of culturally responsive and differentiated instruction. The staff provided professional development workshops for the Instructional Team Leaders and new and non-tenured staff that focused on meeting the learning styles of all students. These professional development workshops were developed to assist teachers in integrating instructional strategies that addressed diverse learner needs. These strategies align with 21st century career preparedness.

CTE teachers worked with the Office of Mathematics to learn more about the mathematics program and develop strategies to improve the math competencies of CTE students. Teachers were asked to identify what math skills were used in their content area, the challenges they observed, and the support they needed. The teachers were introduced to a tutorial, *First in Math*, that was made available to CTE students.

All CTE students were offered the opportunity to sit for the *Accuplacer* college placement exam. Howard Community College staff administered the exam at all 12 high schools and the Applications and Research Lab, reviewed the results individually with each student, and counseled students to ensure they were enrolled in appropriate mathematics classes for the upcoming school year. Results were also shared with CTE department chairs and the Office of Mathematics coordinator to help identify strategies to provide support for students in the improvement of test scores. Plans are to offer the *Accuplacer* for college level reading level placement to some academy students next year.

2008 CTE Program Enrollment

Cluster	No. of Enrollees	No. of Concentrators	No. of Completers (academy certificates)****
Architecture & Engineering	706	278	59
Biotechnology & Health Services	176	75	78
Business & Entrepreneurship	853	100	59
Career Research & Development	720	202	128

Addressing Specific Student Groups: Career and Technology Education (continued)

Cluster	No. of Enrollees	No. of Concentrators	No. of Completers (academy certificates)****
Culinary Arts & Hotel Management	237	222	32
Human Resource Services	520	111	67
Energy, Power, & Transportation	113	48	26
Multimedia Arts & Information Technology	534	345	89
TOTAL	3859	1381	538

****Final numbers to be added after summer school concludes*

CTE Expansion: The CTE programs have expanded the number of industry certifications available to students in Construction Management (NCCER), PC Systems (CCENT), Allied Health (Pharm Tech), and Visual Communications (Print Ed). Staff is currently working on Automotive Technology (NATEF) and College Level Examination Program (CLEP certification offerings).

Additional articulation agreements with new post-secondary institutions and new articulated credit agreements are available to academy completers, including Boston University and Towson University.

Two new academies, focusing on Agricultural and Design careers are currently being explored and will be proposed for implementation in fall 2011. To initiate this process, program leaders convened advisory committees to determine needed industry opportunities, course goals and objectives. A survey was distributed to the parents and students and the results indicated high interest in these career areas. The proposed academies will be presented to the CTE oversight committee to for their approval prior to a presentation to the Board of Education.

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?

An additional special education instructor was added to staff to address increased enrollment of students with special needs in the Applications and Research Laboratory (ARL) academies. Increased enrollment included students with significant needs who are assessed with the Alternative Maryland School Assessment. This year, students with significant needs on a certificate pathway participated in the Visual Communications and the Construction Management academies. The programs were modified to meet the unique needs and outcomes for each student. The special education staff worked closely with content teachers and the ARL administrator to develop appropriate differentiation and modifications of the curriculum to ensure student success. Academy teachers attended IEP meetings to share the expectations of the

Addressing Specific Student Groups: Career and Technology Education (continued)

program and worked with special educators on a career plan for the most appropriate student placement.

Enrollment of Students with Special Needs			
	2007-2008	2008-2009	2009-2010 (Projected)
IEP	42	37	33
504	17	25	27

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

- Information sessions during the high school registration window
- Academy Summer Camps
- Promotional materials
- Recruitment at high schools
- Orientation meetings with counselors
- Marketing plans developed by high school CTE Team Leaders
- Press releases of student achievements, awards, and events
- Online county newsletter postings
- CTE website
- Presentations at middle school career days
- Tours of the ARL
- Student shadow days

CTE Instructional Team Leaders and new teachers attended workshops led by the CTE office on cultural proficiency. The intent of these workshops is to help teachers improve their instruction to all students and reduce the attrition rate students enrolled in CTE courses.

Addressing Specific Student Groups

Early Learning

Table 8.1: Percentage of <u>All</u> 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		74	63	27	39	29	58	49		23	32	5	8	6	10	7		2	5
2005-2006	67	53	67	37	50	65	76	65	28	40	28	54	43	32	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	26	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	3
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

SP – Social/Personal
 LL – Language/Literacy
 MT – Mathematical Thinking

ST – Scientific Thinking
 SS – Social Studies

TA – The Arts
 PD – Physical Development and Health

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	53	12	9
2005-2006	53	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

A. Based on the examination of the 2008-2009 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2)

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.

Addressing Specific Student Groups: Early Learning (continued)

Prior to November when teachers submit Maryland Model for School Readiness (MMSR) results, 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, as well as whole group and individual instruction as appropriate.

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 ESOL (English Speakers of Other Language) teacher or guidance counselor.

Kid Talk is another process in place to address the needs of students not making sufficient progress. During *Kid Talk* a classroom teacher and a team of other school specialists discuss a child's progress and challenges and collaboratively generate a list of strategies for the classroom teacher to use with an individual student.

All kindergarten students with disabilities have access to general education curriculum to the extent appropriate. More than 20 schools have full co-teaching models. Effective strategies to increase access to and 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
- 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 quarterly assessments with appropriate modifications and accommodations for students with disabilities.
- Participation of selected PreK and kindergarten teams in Designing Quality Inclusive Education (DQIE) Professional Development activities, which provided PreK and kindergarten general educators and special educators with on-going professional development and school-based mini-grants to fund collaborative planning sessions and purchase additional instructional materials
- Professional development for both general educators and special educators in high leverage strategies such as universal design, differentiation, co-teaching, and positive behavioral supports
- Professional development for general educators on the IEP process, differentiating instruction for all learners, characteristics of disabilities, behavioral strategies, and co-teaching
- Additional staffing to permit service delivery to students with disabilities in home school PreK and kindergarten programs as well as community-based preschools.

Given the continued low scores in the domain of Scientific Thinking, resources have been allocated for a science initiative in PreK and kindergarten. Science “kits” have been established

Addressing Specific Student Groups: Early Learning (continued)

with a plethora of consumable and non-consumable tools for the classroom that will enhance scientific thinking, exploration, and instruction. The science curriculum has been updated and professional development provided through numerous avenues.

The new countywide data management system includes MMSR data. This will enable teachers, special educators, administrators, and other programs to access MMSR data in ways that it has not been possible before. Using MMSR results as a part of the “longitudinal story of a child’s progress” will not only heighten awareness of the importance of these results, but also allow earlier and broader usage.

Plans have been made to adjust the delivery model for MMSR professional development to kindergarten teachers. Rather than offering Updates sessions after school, half-day substitutes will be provided for all (general education and special education) kindergarten teachers. This will allow for more opportunity to discuss the Exemplars in depth, highlight the importance of consistency, enter data together (into the new online system), and discuss implications of the data with teachers from various schools.

Various initiatives have been undertaken in partnership with *Ready At Five*. One major undertaking has been a grant from the Local Children’s Board that specifically targets schools with low MMSR scores. Strategies include Learning Parties for targeted families and Saturday Institutes that include professional development (and follow-up mentoring) for Columbia Association staff who work with kindergarten students before and after school. The hope is that this focus on the seven domains of learning and how to intentionally make “everyday experiences become focused learning experiences” will help the Before/After School childcare providers contribute in a positive way to the success of some of our struggling students.

2. What are the school system’s plans to work with other early childhood partners/programs (i.e. Preschool Special Education, Head Start, Child Care Programs) to ensure that children are entering school ready to learn?

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

A very strong partnership exists with the Office of Early Intervention Services. Refer to Question 1 for specific strategies that are in place to ensure school readiness for students with disabilities.

The Memorandum of Understanding that has been established with Head Start is a comfortable, working document that is continually reviewed and improved. The HCPSS (Offices of Early Childhood Programs and Early Intervention Services) and Head Start co-sponsored a full-day countywide professional development “conference” in spring 2009. In addition, an articulation meeting was held between kindergarten teachers from Title I schools and Head Start to discuss overall readiness of children (strengths and needs) and questions from both parties, and future meetings are being planned. The HCPSS Essential Curriculum for Prekindergarten is being revised/updated, and Head Start has offered to assist with this project and to use the curriculum in their programs.

Addressing Specific Student Groups: Early Learning (continued)

The Young School in Columbia, MD is a private childcare setting that received the Preschool Services Grant from MSDE last year. A close working relationship with that staff (teachers and administration) has allowed us to explore many issues together. Preschool teachers from The Young School attended several HCPSS professional development activities last year and will continue to be invited in the future. The Young School teachers are collecting MMSR data on the same timeline as HCPSS PreK teachers; plans have been made to jointly analyze both sets of data and to discuss implications of the data.

HCPSS PreK and Head Start have both begun transitional processes to assist children as they prepare to enter kindergarten. These processes include parent information sessions, contact between the sending and receiving schools, visitation to kindergarten programs, and dissemination of school readiness information that supports positive parent-child interaction. An excellent example of a successful early childhood transitional program is the Judy Center Partnership, which began its efforts in 2004. The program works with five-year-olds from several area preschools and early care programs who are eligible to enter kindergarten in the fall. Parent information on readiness is coordinated with activities such as field trips and summer programs designed to familiarize the children and their families with the elementary school environment. An articulation process was also established. The Judy Center efforts have resulted in continuous improvement in kindergarten readiness scores at Cradlerock School.

Many meetings and conversations have occurred between the HCPSS and Office of Children's Services, Howard County Library, Howard Community College, and other community stakeholders concerning coordination of efforts to improve school readiness in Howard County. As a result of these meetings, *The Road to Kindergarten* initiative was born. Led by the HCPSS but in partnership with many of these community stakeholders, the group ("the Transition 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 has begun to develop clear, consistent, research-based publications regarding school readiness and kindergarten registration for dissemination in the community. When complete, these publications will be 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, Korean, and Mandarin). The messages will be incorporated into parent education and professional development offerings, and early care educators will be encouraged to address the school readiness during parent conferences.

More challenging will be the delivery of these messages to those families who need it most—those 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 methods will be developed to reach these families. Families who have been placed on the waiting list for the HCPSS preschool program or Head Start, primarily low-income

Addressing Specific Student Groups: Early Learning (continued)

families, will be directly contacted with readiness and early registration information. Posters will be displayed in a variety of businesses that serve families and young children, such as utilities payment centers, apartment rental offices, and laundromats. Door hangers and fliers will be distributed in the spring throughout residential areas where late registration rates are particularly high. Through a partnership agreement being finalized with a major chain, eye-catching flyers will be included in children's meals at fast-food restaurants. The first message for distribution was about kindergarten registration. A *Road to Kindergarten* video will be developed and distributed in the community and made available to parents through the library, at elementary schools, and online. At kindergarten registration, parents will receive information 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 will create and distribute Transition Toolkits that contain procedural information for early care/education centers, receiving elementary schools, and the school district's central office. Samples of materials to share with parents – including children's activity books, reading suggestions, and readiness checklists – will also be included.

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, forward reports to the receiving schools, and log their interactions with kindergarten teachers. They will organize special transition activities for rising kindergartners and their parents, such as parent nights, readiness conferences, and spring visitations to elementary schools. Kindergarten teachers and receiving schools will promote early registration, host spring orientations, and conduct articulation activities. Other activities, such as additional parent education meetings or kindergarten playground outings, might also be included. The Transition Toolkits will include suggested timelines for incorporating these activities into the regular school calendar, as well as contact logs and articulation forms.

- **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 *Road to Kindergarten* program effects 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

Addressing Specific Student Groups: Early Learning (continued)

service and business partners will be recruited in those areas to provide opportunities for traditional and creative, community-specific methods of outreach.

To reach the parents, early caregivers, educators, and service providers who touch the lives of all children aged 0-5, the program will use a community-wide approach. The HCPSS Early Childhood Program, which administers the school system's prekindergarten program as well as the kindergarten program, will take the lead in the *Road to Kindergarten* program, and will continue to receive guidance from the Transition Workgroup, all of whose members have committed to continued efforts to implementing this important program.

- **Head Start:** communication of school readiness goals with families, provision of professional development **opportunities** for staff and education sessions for parents
- **Healthy Families Howard County:** participation in continued Workgroup activities; provision of readiness information to parents through *Parents Matter Newsletter* and direct contact to clients served by universal program and home visitation services
- **Howard Community College:** participation in continued Transition Workgroup activities, including refinement of Toolkit and planning of outreach events; inclusion of consistent messages regarding **readiness** in professional development for future teachers, childcare providers, and parents
- **Howard County Library:** participation in continued Workgroup activities, with Early Childhood Education Specialist designated as liaison; provision of readiness and registration information to parents; participation in professional development, parent education, and community forum events; incorporation of readiness information and activities into classes for preschoolers and their caregivers, particularly "Month of the Young Child" and "Kindergarten Here We **Come**" events; provision of meeting/class space as needed; distribution of *Countdown to Kindergarten* booklets.
- **Howard County Office of Children's Services, Training Services:** alignment of messages regarding readiness and incorporation of transition information into education offerings for parents and professional development for future teachers and child care providers
- **Ready At Five:** participation in continued Transition Workgroup activities; provision of select *Parents Matter* publications for Toolkit; discounted *Ready at Five* publications for Toolkit.

The following departments from all three divisions of the HCPSS have also committed to provide a substantial degree of resources and support to this valuable initiative:

The HCPSS Division of Instruction

- **Early Childhood Office:** provide leadership for the Road to Kindergarten, develop curriculum, provide professional development, share curriculum-based resources
- **International Student and Family Services:** translate printed and electronic documents and resources (e.g., brochures, DVD), provide interpreters for outreach and parent programs for ELL families and students
- **Judith P. Hoyer Early Care and Education Center (Judy Center):** provide expertise in the development of the transition plan, participate in outreach programs, provide professional development opportunities

Addressing Specific Student Groups: Early Learning (continued)

- **Special Education Early Intervention Services:** provide early intervention expertise, provide outreach to families of children with special needs, develop screening tool for all prekindergarten programs
- **Student, Family, and Community Services:** publicize events, provide outreach and parent programs, identify and provide focused support to Hispanic and African American families
- **Student Services:** align referrals and services through pupil personnel workers, expand partnerships and enhance communication between the HCPSS and community agencies, provide outreach to families
- **Title I:** coordinate with the regular education program and Head Start, publicize events, provide outreach and parent programs for families of low performing students, enhance current summer school opportunities to include rising kindergarten.

The HCPSS Division of Organizational Support Services

- **Information Technology:** design and develop a PreK tracking system to include data such as prior care, MMSR scores, etc.
- **Partnerships:** support outreach efforts (e.g., fliers at partner locations), link partners with targeted groups (e.g., teen parents), coordinate family events in conjunction with partners, maintain existing partnerships (e.g., Ready At Five) and support the development of new partnerships
- **Public Information:** create posters/fliers/brochures on school readiness, revamp and maintain web pages to support kindergarten registration; revamp and maintain web pages; create "telephone script" for staff at all levels for answering questions regarding PreK and kindergarten, cutoff dates, early admission, registration, etc.).

The HCPSS Division of Finance and Operations

- **Student Assessment and Program Evaluation:** coordinate and oversee the external evaluator
- **Television and Video Production Services:** create a ten-minute *Road to Kindergarten* film, produce a three-segment *Parent-Teacher Connection* series

Addressing Specific Student Groups: Early Learning (continued)

Table 8.3: September 30 Prekindergarten Enrollment				
School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Atholton (also serves Clemens Crossing)	Half	16	5	11
Bellows Spring	Half	15	10	5
Bollman Bridge (also serves Forest Ridge)	Half	41	33	8
Bryant Woods	Half	21	12	9
Bushy Park** (also serves Lisbon)	Half	17	6	11
Cradlerock*	Half	28	20	8
Dayton Oaks** (also serves Clarksville)	Half	10	1	9
Deep Run***	Half	28	16	12
Fulton** (also serves Hammond)	Half	12	2	10
Gorman Crossing	Half	14	4	10
Guilford	Half	18	18	0
Ilchester**	Half	11	0	11
Laurel Woods	Half	34	30	4
Longfellow	Half	17	13	4
Phelps Luck (also serves Jeffers Hill)	Half	36	30	6
Pointers Run**	Half-	7	0	7
Rockburn (also serves Elkrige)	Half	18	11	7
Running Brook	Half	29	21	8
St. John 's Lane (also serves Hollifield Station and Northfield)	Half	18	9	9
Swansfield	Half	36	31	5
Talbott Springs (also serves Stevens Forest)	Half	48	35	13
Triadelphia Ridge** (also serves Manor Woods and West Friendship)	Half	7	0	7
Veterans (serves Thunder Hill and Worthington)	Half	32	26	6
Waterloo	Half	17	10	7
Waverly** (serves Centennial Lane and Manor Woods)	Half	14	3	11
	Total	544	346	198

B. Based on the examination of the 2008-2009 Public Prekindergarten Enrollment Data (Table 8.3)

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2008-2009.

The Public Prekindergarten enrollment data for September 30, 2009 as shown in Table 8.3 is accurate. By May 30, 2009, the total PreK enrollment was up to 577 students, with 357 of those meeting income-eligibility requirements.

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.

A concerted effort was made last year to meet with all parties involved with PreK enrollment to ensure that information regarding PreK services/eligibility/enrollment was disseminated in a clear and consistent manner. The same presentation, with information as well as time for questions and answers, was made to all 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.

Brochures/fliers about PreK programs are posted in many areas countywide, including all local libraries. Wages are built into the Operating Budget with the specific purpose of hiring parent liaisons (including bilingual liaisons) to advertise in the hard-to-reach communities, and to gather feedback regarding informational needs and creative venues for dissemination of fliers. Published materials are translated into the four languages most prevalent in the county. Interpreters are made available at all parent meetings. Families who do not qualify for Head Start and/or are put on a waiting list are referred to HCPSS PreK (or to The Young School).

Addressing Specific Student Groups

Gifted and Talented Programs

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2008–2009 toward meeting those goals, objectives and strategies. Include supporting data as needed to document progress.**

The Gifted and Talented (G/T) Program made progress toward two program objectives that relate to student identification and services.

Objective #1: By the year 2011/12, 95% of students participating in G/T Program offerings will achieve exemplary status as defined by state and local assessments.

The 2009 data indicate that 12 elementary schools met the HCPSS G/T Program mathematics achievement standard, with at least 95% of the participating students scoring at the advanced level on the mathematics portion of the Maryland State Assessment (MSA). A total of seven middle schools met that standard in English, and four middle schools met the standard in mathematics.

Most of the students enrolled in high school Advanced Placement (AP) courses took one or more exams. With 6,599 AP exams taken in 2009, 93% of the scores were “3” or higher

Objective #2: By the year 2011/12, 15% of all underrepresented populations of students will participate in G/T Program offerings.

Elementary Schools: Of the 40 elementary schools, 37 met the standard of 15% participation in G/T mathematics classes at Grades 4 and 5. Three schools did not meet that standard; one, however, enrolled 14% and two enrolled 13% of fourth and fifth grade students in G/T mathematics classes.

Participation in G/T Program offerings by elementary students has remained stable or increased. The following data was also encouraging:

- In the elementary grades, 34% of students participated in at least one G/T Instructional Seminar. This represents systemwide consistency from 2008 and consistency of participation among Hispanic students, but reflects a decrease of 1 percentage point among African American students, to their current participation rates of 22% and 28% respectively.
- In Grades 2–5, 35% of students participated in one or more G/T Curriculum Extension Units. This represents a 1 percentage point systemwide increase, along with a 1 percentage point increase among the African American population and consistency of participation among the Hispanic population, to their current participation rates of 22% and 18%, respectively.
- In Grades 4-5, 26% of all students participated in the G/T Mathematics Program. This represents a 1 percentage point systemwide decrease, along with a 1 percentage point decrease of the African American population to their current participation rate of 10%.

Addressing Specific Student Groups: Special Education (continued)

The participation rate for Hispanic students has increased by 1 percentage point to its current rate of 9%. Among students who received special education services, 34 also participated in the G/T Mathematics Program.

- A total of 46 elementary students conducted G/T Research Investigations.

Middle Schools: All 19 middle schools met the HCPSS standard of 20% participation in one or more G/T classes (English, mathematics, science, and social studies). Participation by middle school students has remained stable or increased.

- Among middle school students, 31% participated in G/T Instructional Seminars and various curricular extensions. This represents a systemwide increase of 1 percentage point. Participation by African American students has remained stable at 20%, while participation by Hispanic students has increased 1 percentage point to its current rate of 14%.
- Over one third (37%) of middle school students participated in one or more G/T content area classes (English, mathematics, science, or social studies). That reflects a systemwide increase of 1 percentage point. Participation by African American students has increased by 1 percentage point to its current rate of 18%, while participation by Hispanic students has increased 3 percentage points to its current rate of 13%. Among students who received special education services, 51 participated in one or more G/T classes.
- Through the G/T research class or G/T research investigations, 5% of middle school students conducted research.

High Schools: All 12 high schools have met the HCPSS standard of 30% participation in one or more G/T or Advanced Placement (AP) courses.

- The number of high school students enrolled in at least one G/T course remained at 41% of overall enrollment.
- The number of students enrolled in at least one AP courses remained at 23% of overall enrollment. However, the total number of exams taken increased by 403.
- Through enrollment in a G/T Research course, 741 high school students conducted college-level research. This represents an increase of 69 students and an increase of 0.5 percentage points among Hispanic students and a decrease of 1 percentage point among African American students.

Across the system, 246 students participated in the 2009 Summer Institutes for Talent Development, which is a decrease of 16 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 that appear related to the 2008–2009 progress.

Continuous progress in reaching the HCPSS and G/T Program goals described in question #1 can be attributed to five strategies.

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%, with 15% of each student group also enrolled. At the middle school level, the goal for overall participation is to enroll 20% of students in at least one G/T class, with 20% of students in each student group participating. At the high school level, the goal is to see 30% of students enrolled in at least one G/T or AP courses.

Close examination of G/T participation and enrollment data revealed a pattern of under-representation of the African American and Hispanic student groups. After studying the research and engaging in dialogue with parents, teachers, administrators, and community members, G/T staff identified focus areas and strategies to address the patterns in 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.

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 and the community. Elementary and middle school G/T resource teachers have been offering G/T Instructional Seminars since 2002/03. Trend data reflect an overall increase of participation in all G/T Program offerings, along with an increase in participation by students from all groups. For example, participation in elementary G/T Instructional Seminars by African American and Hispanic students has increased 12 percentage points and 11 percentage points respectively. Overall, participation in one or more middle school G/T content area classes has increased by 8 percentage points since 2002/03. This year, 18% of African American students participated in one or more G/T content area classes, an increase of 7 percentage points since 2002/03.

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

Addressing Specific Student Groups: Special Education (continued)

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 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, a cohort of 19 educators (classroom and G/T resource teachers) completed a six-credit graduate certificate in gifted education from the Johns Hopkins University. This certificate program emphasized teaching diverse gifted learners. A Symposium, *Best Practices for Increasing Successful Participation of Students from Traditionally Underrepresented Populations: A Gifted and Talented Professional Development Initiative*, was held to identify the best practices that are most successful in identifying and developing the talents from students who are culturally and linguistically diverse, as well as those students who receive free and reduced meals. 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 best practices for increasing successful participation of students from traditionally underrepresented populations. At the conclusion of the symposium, the G/T Resource Teachers had created a compilation of best practices that included collaboration with students, families, colleagues, and the community. The symposium concluded with teachers strategically implementing some of the best practices discussed within their school-based program goals for the 2009/10 school year. Staff from the Office of Student, Family, and Community Services collaborated with G/T staff in planning and presenting the symposium. G/T staff also provided a workshop series for central office curriculum staff and elementary and middle school G/T resource teachers on differentiating curriculum and instruction to meet the diverse needs of advanced-level learners. These professional development materials were reproduced for G/T resource teachers to implement in their schools, using a trainer of the trainer's professional development model.

Parent and Community Outreach: The G/T Program continued developing and implementing a comprehensive plan for G/T Program communication and community involvement. In order to enhance parent communication and outreach, the G/T Advisory Committee, in partnership with G/T staff, offered five G/T Parent Academies during the 2008/09 school year on topics of interest to parents of advanced-level learners. More than six hundred parents participated in one or more of the G/T Parent Academy sessions that were offered on the following topics: *G/T Program Overview*, *High School Scheduling for Advanced-Level Learners*, *Elementary G/T Education Program Showcase*, *Summer Enrichment Opportunities* (offered online), and *Supporting Gifted and Talented Education in Howard County*, which was offered in partnership with the National Association of Gifted Children, NAGC. The Office of Public Information collaborated with G/T staff to communicate information about parent academy sessions via *eSchoolNewsletter* and the HCPSS G/T Program website. A "school" was established for the G/T Program within E-School News so that interested individuals could subscribe to receive information directly from the G/T Program.

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

Addressing Specific Student Groups: Special Education (continued)

attending countywide G/T Parent Academies. Of the 70 Howard County schools, 60 schools identified and registered G/T parent representatives with the G/T Office.

G/T resource teachers conducted G/T Program Orientations at their schools for interested parents at all three levels, elementary, middle, and high school.

Staff from the Office of Student, Family, and Community Services collaborated with G/T resource teachers and G/T staff to personally invite parents and community members to attend G/T Parent Academies to increase their awareness of G/T Program offerings. Staff from the Office of Guidance and Counseling collaborated with the G/T Advisory Steering Committee and G/T staff to plan and present the academy on high school scheduling.

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, along with a high degree of expected cooperation, has made this process successful.

Partnerships: A new communications and marketing initiative prepares all HCPSS staff 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 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.

Resource Allocation: The above strategies were implemented using existing program funds.

3. Describe where challenges are evident in meeting Gifted and Talented Program goals, objectives, and strategies.

The G/T staff 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.

4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

The G/T staff is continuing to work on a strategic plan to collaborate with elementary and middle school principals and their administrative directors. Large group meetings with elementary

Addressing Specific Student Groups: Special Education (continued)

principals and assistant principals were held in fall 2008. Two small group follow-up meetings were held for interested elementary administrators. Meetings with individual principals will be scheduled throughout the 2009/10 school year.

Resource Allocations: The FY10 budget includes the following resources to support Gifted and Talented Programs:

- Added 3 teachers to support elementary gifted and talented program growth. (\$188,480)
- Maintained funds for fees and presentation materials for students participating in programs, competitions and research and inter/mentor programs. (\$10,000)

Addressing Specific Student Subgroups

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 2009 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?

I.F
Cross-Cutting Themes:
Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.

See the following sections for this information.

Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan aligned to State and local technology plans, the local school system Master Plan Update should outline specifically how it will use all sources of funding in meeting No Child Left Behind Statutory Goals:

- Improve student academic achievement through the use of technology in elementary schools and secondary schools.
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Based on data from the Maryland Technology Inventory, local data and data from any other relevant sources, address the following questions:

1. Describe the progress that was made in 2008-2009 toward meeting educational technology goals, including how the school system is addressing:

- Student, teacher and school administrator technology literacy standards;
- Results of student, teacher and school administrator technology literacy measurements;
- Objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*.

Student, teacher and school administrator technology literacy standards

Technology Teachers: Technology teachers work to ensure that students meet the technology literacy standards and they provide the professional development necessary for teachers and administrators to effectively use technology as part of their daily practice. FY09 was the second year that all HCPSS elementary schools were staffed with technology teachers. The primary role of these teachers is to provide 60 minutes per week of hands-on instruction to all students in grades K-5. Technology literacy skills are taught by integrating them into the classroom content. In addition to their instructional role, these teachers also provide job-embedded professional development and perform Tier I troubleshooting for technology problems, as time permits. This consistent instruction has resulted in an improvement of technology skills for all students and has enabled students to easily use these skills in all subject areas. (HCPSS Technology Plan, pages 7, 21) (MSDE Technology Plan, 1.6, 2.4)

Cross-Cutting Themes: Educational Technology (continued)

The HCPSS continues to work toward having a technology teacher in every middle and high school, as the budget permits. Secondary technology teachers are responsible for facilitating the use of technology throughout the school. They work with the teachers to ensure that technology is integrated into instruction in all content areas. This is done through model lessons, co-teaching, and job-embedded professional development. In addition, technology teachers provide Tier I troubleshooting and assistance with online assessments. The FY 09 budget included one middle school technology teacher and one high school technology teacher. The FY 10 budget moved two positions into middle school technology teacher positions. (HCPSS Technology Plan, pages 8, 28) (MSDE Technology Plan, 1.6, 2.4)

Technology Equipment: Students, teachers and administrators must have access to **technology** equipment in order to ensure that they are meeting the technology literacy standards. The HCPSS continued the next phase of its replacement / standardization plan for technology equipment during the 2008/09 school year. The focus for this phase of the replacement plan was school-based administrative computers and computers for specific subject areas, such as secondary Science, Business and Computer Management, Reading, Math, Journalism, and Technology Education. The next phase of the replacement / standardization plan will address the replacement of some teacher laptops and computer labs (general purpose and mobile). (HCPSS Technology Plan, pages 12, 46) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

The HCPSS FY09 Operating Budget included funding to address audiovisual equipment needs in the schools. A committee carefully examined the inventory data for each school and determined which schools needed additional funds to purchase things such as LCD projectors, document cameras, flip cameras, video cameras, etc. Funds were allocated to the **schools** that needed additional equipment to meet the HCPSS standards for audiovisual equipment. Schools determined what needed to be purchased and equipment was ordered and available for schools to use by November 2008. (HCPSS Technology Plan, pages 11, 46) (MSDE Technology Plan, 4.1, 5.1)

In addition to the funds mentioned above, the HCPSS also provided approximately 450 additional LCD projectors to teachers who submitted applications. Approximately 30 document cameras were allocated to library media centers for use throughout the school. (HCPSS Technology Plan, pages 11, 46) (MSDE Technology Plan, 4.1, 5.1)

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 for students 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 local and 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)

Cross-Cutting Themes: Educational Technology (continued)

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 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 about 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*. Staff from the Office of Media and Educational Technology designed several of these courses after observing the need for them throughout the system. Staff from the Office of Media and Educational Technology have also taught a variety of courses for Johns Hopkins University as part of a cohort program where participants earned a technology leadership certificate. The HCPSS has also worked with Loyola College to establish a cohort for teachers to earn a masters degree in Educational Technology. (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. The Office of Media and Educational Technology, 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. Professional development was also offered through system wide initiatives such as Designing Quality Inclusive Education on using technology to differentiate instruction for the diverse learners in the classroom. (HCPSS Technology Plan, pages 24-26) (MSDE Technology Plan, 2.1)

Results of student, teacher and school administrator technology literacy measurements

The HCPSS is addressing the results of the student, teacher and school administrator technology literacy measurements in a variety of ways. Staff from the Office of Media and Educational Technology, in conjunction with the Office of Assessment, will review the data and determine areas on which to focus during the 2009/10 school year. Results will be used to review and revise the Essential Curriculum and the Educational Technology eGuides during curriculum writing workshops beginning in July 2009 to ensure that technology is infused throughout the curriculum. (HCPSS Technology Plan, pages 15-16, 18-20) (MSDE Technology Plan, 1.6)

Staff from the Office of Media and Educational Technology will meet with the administrators from schools that did not reach the proficiency standard on the Maryland Measure of Student Technology Literacy (MMSTL). Test results, which are an indication of where a school may need to focus their efforts to ensure all students have the skills they need to be successful in the use and application of technology, will be used for revision of the instructional program. The HCPSS Educational Technology Resource Teachers and Facilitators will work with staff at these

Cross-Cutting Themes: Educational Technology (continued)

schools through instructional coaching and professional development activities to accelerate student achievement. (HCPSS Technology Plan, pages 20-21) (MSDE Technology Plan, 1.6)

Results from the teacher and school administrator technology literacy measurements will be used to plan professional development for the 2009/10 school year. Workshops that focus on the Maryland Teacher Technology Standards and the Maryland School Administrator Technology Standards will be available for schools to use as part of their professional development plan. Professional development activities will also be scheduled for curriculum staff so that they can integrate technology into their content and provide professional development activities related to the standards for their content teachers. (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's knowledge and skills to integrate technology into instruction	Improve staff's 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	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.

2. Identify the key practices, programs, or strategies to which you attribute the progress. Include supporting data and evaluation results as appropriate.

Technology Teachers: A variety of specific strategies have made the addition of elementary technology teachers a success. In addition to equipment, these teachers were also provided with educational technology instructional guides (eGuides) that provide resources for integrating the technology literacy standards into the content taught in the classroom. These resources are continually updated based on feedback from technology teachers. During curriculum writing in July 2009, curriculum writers will examine the data from the Maryland Measure of Student Technology Literacy and will create new lessons/modify current lessons to ensure that students receive instruction on all of the standards and have the skills they need to be proficient on the MMSTL. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 1.6, 2.4)

Cross-Cutting Themes: Educational Technology (continued)

Collaboration with the Department of Special Education: The Office of Media and Educational Technology works with the Department of Special Education in a variety of ways. Two staff members from the Department of Special Education attend monthly office planning meetings with the Office of Media and Educational Technology. The knowledge and expertise that these two staff members bring to the meetings is invaluable. When curriculum and professional development activities are discussed, elements of universal design and differentiation are seamlessly integrated through their suggestions. A specific example of collaboration between these offices is a project that was developed during the 2008/09 school year. In an effort to help teachers understand how to differentiate instruction through the use of technology the Accessibility Toolkit was developed. The toolkit explains in detail many of the accessibility features available to meet the needs of students, such as how to use text-to-speech features, closed captioning, and track pad alternatives. The toolkit is a wiki (<http://accessibilitytoolkit.hcpss.wikispaces.net/>) and is available for all HCPSS teachers to use as they plan instruction. Information about the toolkit was presented to curriculum staff in early June. Technology teachers and library media specialists and special education staff will learn about the toolkit at the September County-wide Professional Development Day. Additional information will be added to the toolkit based on feedback from the users. (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

At the 2009 HCPSS Summer Institute staff members from the Office of Media and Educational Technology and the Department of Special Education gave a presentation entitled “Differentiated Instruction and Technology – A Match Made in Cyberspace.” The presenters explored how technology tools can enhance planning of differentiated instruction to meet the needs of all learners in our classrooms. Administrators and teacher leaders from throughout the school system attended this presentation. Additional information about the presentation is available at: <http://www.melmcnamara.com/dit/> (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

When educational technology curriculum is created and modified, staff from the Department of Special Education is always part of the writing team. The careful integration of universal design 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)

Professional Development: Ongoing professional development has also been successful. Highlights include the following:

- The HCPSS Technology Conference was held on July 21-22, 2008 at Marriotts Ridge High School with over 150 teachers, administrators, and curricular leaders in attendance. Web 2.0 expert, Will Richardson, provided a keynote address and breakout sessions. Other topics offered during hands-on sessions included 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. Attendees received workshop wages or earned CPD credits.

Cross-Cutting Themes: Educational Technology (continued)

Feedback from participants indicated that 62% gave the Technology Conference a rating of very effective and 33% rated it as effective. Following are a few comments from attendees:

“I loved the conference! I can’t wait to attend again. It was a great way to attend professional development that I am interested in learning more about that I typically am not able to during the school year.”

“I totally enjoyed this conference and appreciate so much what all of the Office of Media and Educational Technology does to help me grow professionally. I feel very fortunate to work in such a great school system with leaders that lead and lead so well. Thank you for everything!”

“All sessions were very informative. Thanks for the opportunity and I look forward to attending next year’s conference!”

(HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)

- Sponsored by the Office of Media and Educational Technology and the Office of Early Childhood Education, the 2009 HCPSS Technology Conference is scheduled for July 20 – 21, 2009 at Marriotts Ridge High School. Over 200 teachers, administrators, paraeducators, and curricular leaders have registered to attend. The purpose of this conference is to inspire teachers, administrators and central office staff to teach in innovative ways through the integration of technology. Tony Vincent will provide the keynote address, “Learning in Hand,” and a two-day strand on using the iPod Touch in instruction. Participants in this strand will receive an iPod Touch to use in their classroom. A wide variety of concurrent sessions will be offered, as well as a Mobi Master strand (participants will receive a class set of interactive pads for use in their classroom), and a Leadership strand for school-based and central office leaders. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)
- Staff from the Office of Media and Educational Technology provided two sessions at the 2009 HCPSS Summer Institute – “Web 2.0 Tools for the 21st Century Learner” and “Wild about Wikis.” Administrators and school leaders who attended learned about technology tools that can be used for effective communication with students and parents. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)
- Monthly after-school sessions that each focused on a specific technology topic were also offered. Attendance at these optional, paid sessions has been very high. Participants consistently rated these sessions from 4.5 to 5.0 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Media specialists, technology teachers and teachers involved in the Designing Quality Inclusive Education Project were given the opportunity to attend the MICCA annual conference in Baltimore in April, themed “iMICCA > DoU?” The HCPSS provided substitute days or registration fees for over 75 attendees. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)

Cross-Cutting Themes: Educational Technology (continued)

- Approximately twenty teachers, administrators, and Central Office staff attended the National Educational Computing Conference in June 2008. Participants chose from hundreds of sessions, based on their specific positions. Teachers and administrators were able to integrate information and techniques learned about technology into their daily practice. Central Office staff used the information learned as part of their school-based professional development activities and as part of county-wide professional development. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- A group of twelve administrators and Central Office staff attended the Mid-Atlantic Handheld & Emerging Technology Conference in July 2008 in Salisbury, MD. Participants attended hands-on sessions on a variety of topics, including mobile technology, Web 2.0 applications, podcasting, administrative uses of technology, wikis and blogging, response pads, movie making, emerging uses of technology, and network technologies. Information learned was integrated in school-based and county-wide professional development activities. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- County-wide professional development days in August and April focused on the integration of technology into instruction for technology teachers and library media specialists. Topics offered in concurrent sessions included: Using the HCPSS Intranet, Culturally Responsive Teaching with Technology, Tier 1 Troubleshooting, Assistive Technology and Differentiation, Discovery Streaming, Television Production, Using a WiiMote, and HCPSS Online Resources. The approximately 150 attendees rated both professional development activities an average 4.4 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Elementary technology teachers participated in a Best Practices session in October 2008. Participants shared their best practices by using a wiki and reviewed long range plans for technology integration throughout the school year. The 50 participants rated this session an average 4.8 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Library media specialists and technology teachers chose a professional development topic for their focus throughout the year. Participants chose from the following strands: Audio Production, Digital Imaging, Instruction Applications/Visual Representation, *iMovie*, *iWorks 06*, and Web 2.0, and then attended sessions on this topic throughout the year. The average rating for these strands was 4.7 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- High school library media specialists attended a professional development session on Internet Safety & Social Networking in November 2008. Issues such as using cell phones in school, webcams, and cyberbullying were discussed. The 24 participants rated this session a 4.4 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)

3. Describe where challenges in making progress toward meeting educational technology goals are evident.

Challenges in making progress include:

- Funding for technology initiatives (equipment and software)
- Time for professional development for teachers and administrators
- Additional human resources
- Increased online testing impacts computer availability for instruction

4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made to the Master Plan and local Technology Plan. Include timelines where appropriate.

Challenge 1 - Funding for Technology Initiatives (equipment and software): The technology replacement plan detailed above is part of the HCPSS Capital Budget. As future phases of the replacement plan are implemented, funds must be available in the Capital 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, software packages, etc. The HCPSS Operating Budget includes funds to ensure equity of audiovisual equipment across the county. The continuation of this funding is vital if we are to ensure that students at all county schools have access to the same up-to-date equipment. (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 Assistive Technology will continue to work collaboratively with the Office of Media and Educational Technology on appropriate assistive technology equipment and software purchased for schools. (HCPSS Technology Plan, page 7) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

Challenge 2 - Time for Professional Development for Teachers and Administrators: The Office of Media and Educational Technology works 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 use of technology, assistive technology, and software in their presentations and are explicit about their use in the classroom setting. (HCPSS Technology Plan, pages 8, 22-29) (MSDE Technology Plan, 2.1 – 2.2)

To make professional development more convenient for teachers, the Office of Media and Educational Technology will continue to offer a variety of training opportunities, in addition to the workshops offered throughout the school year, including the HCPSS Technology Conference, online courses, and podcasts and interactive webpages. The HCPSS currently provides access to Elluminate, an online tool that allows participants from various locations to “meet” and participate in professional development activities. Several professional development activities were held using Elluminate during the 2008/09 school year. One of these sessions, which covered a variety of topics, such as content filtering, technology inventories, and the multi-search PAC, was rated a 4.8 on a 5.0 scale. Participants appreciated the time saved by not having to leave their school building to take part in the session, and others who were unavailable at the time of the session were able to listen to the recorded session at their convenience and

Cross-Cutting Themes: Educational Technology (continued)

obtain the necessary information. Professional development plans for the 2009/10 school year will include more opportunities to use Elluminate. Online resources, such as the HCPSS Intranet and the eGuides provide teachers with 24-hour access to “just in time” lessons about how to use specific technology, whether it is during the school day or in the evening at home. (HCPSS Technology Plan, pages 22-27) (MSDE Technology Plan, 2.1 – 2.2)

The Leadership strand of the HCPSS Technology Conference allows principals to focus on technology and participate in a wide variety of hands-on activities while school is not in session. Additionally, the conference provides principals with time to purposefully plan the integration of technology into their school improvement plans. Participants also receive technology resources for their schools. (HCPSS Technology Plan, pages 25-27) (MSDE Technology Plan, 2.1 – 2.2)

Challenge 3 - Human Resources: Additional staff at the administrative and school levels is needed to provide just-in-time training and other professional development for teachers. The system is working to include additional positions in the HCPSS Operating Budget as funds allow. As HCPSS elementary students who have participated in weekly technology classes move to middle school, it is extremely important that the students continue to utilize the technology literacy skills they have learned as part of their classes. Middle and high school teachers need a site-based technology teacher who can help them plan and integrate educational technology into their instruction. This is extremely important if we are going to engage our 21st century learners, but it is also vital if our students are to perform at or above the proficient level on the Maryland Measure of Student Technology Literacy. These additional positions will also impact the issue of time for professional development mentioned above. When every school employs a site-based staff member devoted to the integration of technology, teachers will have access to the training and follow-up support needed when using new technology in the classroom. Professional development can then occur during the regular school day. (HCPSS Technology Plan, pages 21, 28) (MSDE Technology Plan, 1.6, 2.4)

Challenge 4 - Increased online testing impacts computer availability for instruction: The HCPSS recently piloted using wireless labs as another mechanism for the delivery of online testing with mixed results. The Maryland State Department of Education, to this date, has not certified the use of wireless networks for this testing. Therefore, the HCPSS will continue to use creative scheduling to minimize the impact of online testing on instruction. The HCPSS is planning to convene a workforce to address the issue of sustainable technology allocations for all locations. Once the systemic technology needs are identified, future budgets and staffing will be adjusted accordingly. (HCPSS Technology Plan, pages 15, 33, 37)

Cross-Cutting Themes

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

- 1. Identify the major ETM goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:**
 - **Curriculum.** Explain how your curriculum 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.
 - **Instruction.** Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.
 - **Staff Development.** Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.
 - **Instructional Resources.** Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - **School Climate.** Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

Major ETM goals that were addressed by the school system during the 2008-2009 academic year

The Howard County Public School System again selected cultural proficiency as a “cross functional strategy” for systemic improvement, targeting involvement of all staff and stakeholders, including such diverse audiences as bus drivers, teachers, board members, PTA members, custodians, and principals. Cultural Proficiency has been described as:

- *Policies and practices* of a school/organization and the *values, beliefs, and behaviors* of an individual that enable effective cross-cultural interactions between and among employees, clients, and community
- The use of *specific tools* for effectively describing, responding to, and planning for issues that emerge in diverse environments
- A *mind set* that enables both individuals and organizations to respond effectively to people who differ from them.

Cross-Cutting Themes: Education That is Multicultural (continued)

The need for continuous development in becoming a culturally proficient organization is clearly evident when examining these areas:

- **Student data:** Although we continue to make progress with all student groups, disparities (i.e., gaps) between student groups remain in areas such as academic achievement, standardized test scores, access to rigorous curriculum, attendance, suspension, and dropout rates. Cultural Proficiency provides a lens for honestly identifying and examining educational gaps.
- **Our espoused values:** The mission of the HCPSS is to ensure excellence in teaching and learning so that each student will “participate responsibly in a diverse and changing world.” Thus, the need for culturally proficient curriculum and instruction is essential for the HCPSS to remain a mission-driven organization.
- **Community demographics:** Student demographic data (e.g., race/ethnicity, languages, socioeconomic status, nationality) has changed significantly over the past decade. Educators must move in and out of myriad cultures as they interact with colleagues, students, and community members.

As the HCPSS has progressed on its journey toward cultural proficiency during the 2008/09 school year, a Strategic Planning Committee for Cultural Proficiency was formed. This committee – which included representation from all corners of the system as well as the larger community – spent the year engaged in strategic planning processes. As of May 2009, the committee:

- Developed a vision statement of the system’s ideal state in five years, namely, “All HCPSS groups and individuals are committed to Cultural Proficiency as a way of being.”
- Identified five key steps (objectives) to realize that vision:
 - Communicate the HCPSS commitment to cultural proficiency
 - Institutionalize a system for awareness training
 - Use tools to move beyond awareness to application
 - Build leadership capacity for cultural proficiency
 - Establish cultural proficiency as a lens for continuous improvement.

The committee will continue its work in the 2009/10 school year to define strategies to meet these objectives and to develop and publish the formal plan.

The HCPSS maintains its belief that culturally proficient educators are both culturally responsive and responsible. In other words, it is possible for an educator to respond to an individual or group in a destructive, incapacitating, or blind manner. Furthermore, designing a culturally proficient curriculum does not ensure that its delivery is handled in a culturally responsive and responsible (i.e., culturally proficient) manner. Thus, the tools of cultural proficiency became instrumental in aiding the system in continuous improvement efforts and addressing ETM goals in the areas of curriculum, instruction, staff development, instructional resources, and school climate.

Two of the four tools were used for the pragmatic purpose of developing a lens through which the school system critiques its work. Those tools are the Essential Elements (i.e., standards) of

Cross-Cutting Themes: Education That is Multicultural (continued)

Cultural Proficiency and the Cultural Proficiency Continuum. The five essential elements provide the school system with the following standards by which to develop healthy cross-cultural values or behaviors, organizational policies or practices:

- Assessing cultural knowledge.
- Valuing diversity.
- Managing the dynamics of differences.
- Adapting to diversity.
- Institutionalizing cultural knowledge.

The Cultural Proficiency continuum provides us with language to describe a range of unhealthy and healthy values and behaviors, organizational policies and practices.

- Cultural destructiveness.
- Cultural incapacity.
- Cultural blindness.
- Cultural precompetence.
- Cultural competence.
- Cultural proficiency.

Curriculum: For the past three years, the Division of Instruction (DOI) has engaged in continuous improvement efforts involving the infusion of culturally responsive teaching resources, strategies, and activities within the curriculum. During the 2008/09 school year, the HCPSS again charged every discipline office within Curricular Programs with using the tools of Cultural Proficiency to critique their work in the form of “action projects.” The rubric (Attachment A) used to guide these projects was developed by outside consultants, Campbell Jones & Associates. Some of these projects focused on curriculum while others focused on instruction.

Instruction: Realizing that a culturally proficient curriculum does not ensure delivery of culturally proficient instruction, the DOI continued working toward their goal of developing resources and services that inform and guide the instructional practice of culturally responsive teaching. Many staff members in the Office of Curricular Program targeted delivery of instruction through their action projects.

Additionally, data was disaggregated and analyzed at the district and school levels. Individual disciplines and schools set goals to ensure students are not denied access to equally rigorous academic instruction on the basis of cultural background. Cultural Proficiency professional development experiences also supported school teams and individual teachers in using the lens of equity to identify, analyze, and close access and opportunity gaps for students as well as families and community.

Staff Development: The HCPSS continued its focus on the goal of ongoing, comprehensive professional development that supports ETM through Cultural Proficiency professional development experiences for all staff as well as professional development experiences for teachers focused on culturally responsive teaching. Cultural Proficiency professional development is designed around the four tools of Cultural Proficiency and is customized to the

Cross-Cutting Themes: Education That is Multicultural (continued)

group of participants. Professional development dealing with culturally responsive teaching helps teachers to:

- Know my and their influence on learners and the school community.
- Build relationships with families and community members.
- Know the learners and build classroom community.
- Use the content of the curriculum and appropriate instructional strategies to empower and engage learners.

Instructional Resources: School teams and individuals participating in Cultural Proficiency professional development critiqued the instructional resources utilized in individual classrooms and sites. Additionally, every discipline has an advisory board composed of staff and community that reviews materials for alignment with the standard of *valuing diversity*. Finally, some curricular disciplines within the Division of Instruction focused their “Action Projects” on assessing instructional resources with the goal of determining the extent to which students could see themselves in resources used to support curriculum and instruction.

School Climate: The HCPSS has two goals to support its mission. Goal One deals with academic achievement, and Goal Two deals with a *safe and nurturing environment*. School environment encompasses both school *climate* (how people feel) and school *culture* (the normalized values, beliefs, and actions). Some schools explicitly used the tools of Cultural Proficiency with staff and community to shape the school environment.

Additionally, the HCPSS focuses on four areas related to a safe and nurturing environment:

- Cultural Proficiency.
- Effective Problem-Solving Teams.
- School, Family, and Community Partnerships.
- Positive Behavior Supports.

Every school addresses Goal Two through their school improvement plans. Additionally, professional development for each of the four pillars is implemented to support schools in their efforts to maintain a safe and nurturing environment.

Progress Made Toward Goals of Curriculum, Instruction, and Instructional Resources

The action projects conducted within the Division of Instruction contributed to the progress made toward these goals.

One such example was the collaborative project conducted by the Offices of Secondary Social Studies and Secondary Mathematics. Their purpose was to work collaboratively with a cohort of teachers to explore culturally responsive teaching strategies through a specific framework in order to create a cooperative, nurturing classroom environment, and to address the various learning modalities of students. In conducting this project, they:

- Facilitated a book study about specific instructional strategies.
- Engaged teachers in model lessons using the teaching strategies.
- Led debriefing discussions about the strategies.
- Supported teachers in implementing the strategies with their students.

Cross-Cutting Themes: Education That is Multicultural (continued)

- Designed sessions where teachers shared their experiences.
- Conducted an evaluation of year-long efforts.

Teachers reported that the framework of instructional strategies helped them to:

- Increase student engagement.
- Celebrate students' gifts and strengths.
- Improve students' disposition toward instruction.
- Transform HSA/MSA standards into interactive instruction.
- Increase student performance.

Within the Division of Instruction, all content disciplines continue to infuse strategies supporting culturally responsive teaching into documents and services supporting curriculum and instruction. Highlights include:

- A focus on differentiation (environment, content, process, product, and assessment) within World Languages classes (World Languages is available to all students at the middle school level).
- Supporting Career and Technology Education (CTE) teachers in making the CTE Office cultural proficiency philosophy statement operational.
- Using the lens of Cultural Proficiency in Language Arts to examine and improve student inventories for each unit of study to activate prior knowledge, tap possible home resources, and assess student interest.

At the school level, teacher leaders for Cultural Proficiency are beginning to emerge as school teams move beyond awareness training to application. During the 2008/09 school year, the Division of Instruction piloted a Cultural Proficiency Portfolio Cohort, engaging and supporting emerging teacher leaders. Through the process, each participant created a portfolio that illustrated his/her application of Cultural Proficiency. One such portfolio answered the focus question, "How can I improve curriculum and instruction at my school using the lens of Cultural Proficiency?" This teacher used a customized rubric (Attachment B) to lead an inquiry group that met monthly to use the rubric and dialogue to identify the school's current state, identify the desired state, and work to close the gap between. The inquiry group experimented with instruction, shared successes with culturally competent practice, set school improvement goals for the following year, and provided an inquiry group model that the district is now working to institutionalize. In addition to this example, other Portfolio Cohort participants used the lens of Cultural Proficiency to:

- Improve co-teaching efforts by developing positive relationships through discussions about values and beliefs
- Lead colleagues in critiquing lessons
- Facilitate professional development sessions for paraeducators on culturally proficient instruction.

Progress Made Toward Goals of School Climate

In addition to the Portfolio Cohort participants' projects focused on curriculum and instruction, other projects focused more on school and classroom climate and culture. Highlights from the participants include using the lens of Cultural Proficiency to:

Cross-Cutting Themes: Education That is Multicultural (continued)

- Lead colleagues in critiquing classroom management styles
- Respond competently to a backlash of racial tension among high school students at one school after the November 2008 presidential election
- Improve parent and family involvement and engagement efforts of the school
- Facilitate staff meetings focused on Cultural Proficiency.

Also, as of May 2009, 57 schools have sent leadership teams to at least five days of Cultural Proficiency professional development seminars (i.e., HCPSS Cultural Proficiency Introductory Awareness Series). The final 15 schools will participate by the end of the 2009/10 school year. This experience is designed to help school leadership teams assess, understand, and shape their school *environments* in support of HCPSS Goal 2: Safe Schools.

Several of these school's administrators have moved beyond awareness in using the Cultural Proficiency framework to engage staff and stakeholders in shaping the school environment. These schools used the tools to agree upon shared values, illustrate the expression of those values in various contexts, identify actions congruent and incongruent with those actions, and close the gap between espoused values (what we say we value) and values in action (what we actually do).

On the system level, the HCPSS has more than doubled the number of documents available on the system Website in the top six languages spoken in Howard County: English, Chinese, Korean, Spanish, Urdu, and Vietnamese during the past year. The Website is available for reading, in its entirety, in all six languages. Additionally, far over 1,000 documents (e.g., course catalogues, G/T programs, reading lists) have been translated in those languages for the purpose of improved home-school communication. These documents are not all available on the Website but are available in paper and electronic formats and include topics such as getting ready for kindergarten, a parent's introduction to the HCPSS, and how to prepare for parent-teacher conferences.

The HCPSS continues the practice of administering a *Goal 2 Survey* to students, families and community, and staff to assess the climate of schools and the system. Within the survey, specific items address *diversity and commonality* as a component of a safe and nurturing environment. Goal 2 Survey data for the 2008/09 is embargoed until the Goal 2 Board Report is approved and released in November 2009.

Partnerships with three local multicultural organizations promote diversity, cultural proficiency, mutual understanding and greater collaboration between HCPSS staff and students and families of Chinese, South Asian, and Hispanic heritage. Members of the partnering organizations – the Chinese Language School of Columbia, Counselors Helping (South) Asians/Indians, Inc. (CHAI), and Conexiones – have agreed to serve as resources for the school system for information about and issues affecting their communities, and to communicate HCPSS information among their constituents.

Progress Made Toward Goals of Staff Development

To date, over 3,300 staff members have participated in various depths of Cultural Proficiency training. During the 2008/09 school year, high-quality training events occurred in 17 schools and

Cross-Cutting Themes: Education That is Multicultural (continued)

15 offices within the three central divisions of the HCPSS. These events have supported staff members across all levels of the organization, including such diverse audiences as bus drivers, secretaries, teachers, principals, and directors.

The goal of any professional development experience begins with awareness, moves to understanding, and culminates with application of skills that impact school/classroom environment, workplace climate and culture, and student achievement.

As previously mentioned, the majority of schools have now participated in the HCPSS Cultural Proficiency Introductory Awareness Series for school leadership teams, and the system has successfully piloted a Professional Portfolio Cohort. Additionally, during the 2008/09 school year the Division of Instruction has begun to design and improve offerings through the Continuing Professional Development (CPD) program to support ETM and to align with the Cultural Proficiency framework. During the 2008/09 school year, the HCPSS –

- Revised the Cultural Proficiency and Student Achievement course, renamed it Culturally Proficient Instruction, and received MSDE approval.
- Created the Introduction to Cultural Proficiency course that parallels the Introductory Awareness Series and received MSDE approval.
- Drafted plans for an Advanced Facilitation of Cultural Proficiency and Culturally Proficient Family and Community Involvement and Engagement courses.

The MSDE approved courses will be offered during the 2009/10 school year.

All Cultural Proficiency CPD courses are based on *Indicator 5f: Commits to Cultural Proficiency* (Attachment C), included in Domain 5: Professional Responsibilities of the Teacher Evaluation System. The attached rubric is from the HCPSS document titled *The Framework for Excellence in Teaching & Learning Self Assessments*. This document is intended for use as a self-assessment tool that assists teachers in identifying professional goals and supplying language and indicators to inform conversations about excellence in teaching and learning. The inclusion of *Indicator 5f* rubric in this document was a watershed accomplishment in terms of institutionalizing the system's commitment to Cultural Proficiency and ETM.

The rubric also guides the design of professional development. For instance, the Cultural Proficiency Professional Portfolio Cohort (specific results described in previous sections) supported sixteen participants from eleven schools in moving their levels of performance (as described by the rubric) through a series of seminars and a project in their schools. Participants chose to take part in this cohort as an alternative to traditional observation. The projects were shared in a structured process that offered the participants and administrators from the schools and central office the opportunity to learn from each other's work and foster new collaborative relationships.

Professional development in support of culturally responsive teaching was also implemented by every content discipline within the Division of Instruction. *Culturally Responsive Teaching: An HCPSS Synthesis with Suggested Action Steps and Tools* (Attachment D) guides this work.

2. Describe where challenges in meeting ETM goals are evident.

Challenges in meeting ETM goals continue to fall under these categories:

- Barriers to Cultural Proficiency
- Providing professional development for all staff and stakeholders
- Evaluation

The barriers to cultural proficiency continue to be evident when working with staff toward ETM goals. There are three barriers that seem prevalent and are manifested in the words, actions, and lack of words and actions of staff.

- Lack of awareness of the need to adapt
- Resistance to change
- Sense of entitlement/systemic privilege

The HCPSS remains committed to providing every staff member and member of the Board of Education – including such diverse audiences as custodians and school bus drivers – with ongoing opportunities to develop personally and professionally through the lens of Cultural Proficiency. This provides challenges including but not limited to budget, time, space, and staffing. To ensure high-quality experiences, there is a limit to the number of groups that can engage in seminar settings every year. Although during the 2008/09 school year an official “Cultural Proficiency Team” was established within the Office of Professional and Organizational Development and two new Cultural Proficiency Specialists were added to the team, challenges remain in attempting to provide high-quality professional development for every staff member.

Evaluation of Cultural Proficiency efforts continue to prove challenging due to the complex nature of professional and organizational development, as it falls within the realm of transformative learning (or transformational learning) – a process of getting beyond gaining factual knowledge alone to instead become changed by what one learns in some meaningful way. It involves questioning assumptions, beliefs and values, and considering multiple points of view while always seeking to verify reasoning. Prior to 2008/09, the HCPSS used participant interviews/feedback and surveys conducted with staff, students, and families to establish an evaluation baseline. This year, the HCPSS has made a great breakthrough in our program evaluation, suggesting evidence of systemic movement toward Cultural Proficiency. The Office of Student Assessment and Program Evaluation (SAPE) has the first statistically significant quantitative data that suggests Cultural Proficiency awareness training is making a positive difference in the classroom. Additionally, qualitative data from Portfolio Cohort participants illustrate the effectiveness of applying Cultural Proficiency at a local level.

3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2009-2010 to address the identified challenges and ensure progress.

Barriers to Cultural Proficiency To overcome the identified barriers, the HCPSS must continue to provide high-quality professional development and facilitation in the area of Cultural Proficiency that specifically addresses the barriers to Cultural Proficiency. The professional development must contain components of transformative learning, involving participants in deep

Cross-Cutting Themes: Education That is Multicultural (continued)

reflection relative to their assumptions, values, and beliefs. HPCSS must continue to avoid pushing staff through “trainings” and must remain committed to an ongoing, long-term professional development plan that provides time and resources for transformative learning to take place in order to help staff overcome self-imposed barriers to Cultural Proficiency. This work is a paradigm shift, as past trainings such as “cultural sensitivity” had a remedial connotation. Our work in addressing the barriers is to shift the negative connotation that many have about the work to one of relevance and high value.

Providing staff development to every staff member and stakeholder During the 2009/10 school year, Cultural Proficiency professional development plans will expand to include increased numbers of staff from groups such as teachers, front office staff, central office support staff, custodians, and bus drivers. There are still departments, offices, schools, teachers, and staff members that have yet to engage in introductory awareness sessions. Also, some groups and individuals are now poised to move beyond awareness into application, and the Cultural Proficiency Team possesses the capacity to support these groups. Additionally, as professional development becomes increasingly job-embedded, as illustrated through the Division of Instruction “Action Projects,” the HCPSS will meet this challenge.

The work of the Strategic Planning Committee for Cultural Proficiency will help to meet this challenge. With the creation, publication, and communication of the plan, all HCPSS groups will own the plan and work toward institutionalizing the lens of Cultural Proficiency within their existing work. For instance, since *Build Leadership Capacity for Cultural Proficiency* is one of the five objectives, all schools and offices will work toward this in their school and program improvement efforts. Thus, the load for “providing” professional development will shift from that of the Cultural Proficiency Team as the work becomes diffused throughout the system.

Evaluation Over the course of the 2009/10 school year, the Department of Strategic Planning, Assessment, and Program Evaluation (SAPE) will continue to collaborate with the Office of Professional and Organizational Development to improve the evaluation of the program by expanding the efforts to gain quantitative data about the program’s effectiveness. Also, future Portfolio Cohort participant project results will be archived and communicated across the system. In addition, SAPE will conduct a series of focus groups with participants from previous trainings to gather qualitative data about the longer-term influence of transformational learnings resulting from the Cultural Proficiency Introductory Awareness Series.

I.G

Local Goals and Indicators

This section is intended to provide school systems with an opportunity to discuss the progress that they are making toward local goals that have not been addressed in the preceding sections.

Instructions:

Provide data from any relevant source. In the local school system's response, address the following questions:

1. Describe the progress that was made in 2008-2009 toward local goals.
2. Identify the programs, practices, or strategies and the corresponding resource allocations to which you attribute the progress. Include supporting data as needed.
3. Describe where challenges in making progress toward meeting local goals are evident.
4. Describe the adjustments or changes that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate

Note: All local goals and indicators have been addressed in the preceding sections.

Part I Attachments

These attachments were from comments made in the Progress section last year and were put in preceding the MSDE tables that we have in Excel.

- Attachment A: “Commits to Cultural Proficiency” Rubric
- Attachment B: Common Themes and Best Practices that Correlate with Closing Learning, Access, and Educational Gaps
- Attachment C: Cultural Proficiency Portfolio Cohort – Logic Model
- Attachment D: Staff Cultural Competence Self-Assessment
- Attachment E: Portfolio Sharing Protocol

DOMAIN 5: Professional Responsibilities**INDICATOR 5F: COMMITS TO CULTURAL PROFICIENCY****5F**

ELEMENTS	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1 BARRIERS	Teacher expects others to change. Teacher clings to practices that do not serve current students, families, or colleagues. Teacher does not recognize the existence of entitlement and that members of certain groups historically have accrued more privileges because of their position or membership in that group.	Teacher recognizes that the <i>unawareness of the need to adapt</i> and a <i>sense of entitlement</i> act as barriers to cultural proficiency.	Teacher works to examine the basis for one's own assumptions, values, and beliefs in order to remove self-imposed barriers to cultural proficiency. Teacher develops an understanding of the dynamics of systemic change, power, and privilege, including how he or she participates in those systems.	Teacher seeks and provides ongoing opportunities for self and colleagues to build capacity to reflect on, identify, and remove barriers to educational equity, anticipating and facilitating emotions associated with conversations about these barriers.
2 BEHAVIORAL COMPETENCIES	Teacher resists, inhibits, or discourages professional learning aimed at meeting the needs of culturally diverse students. Teacher denigrates cultural groups and/or blames them for their lack of progress. Teacher protests sharing information about one's own and others' cultures.	Teacher understands the need for behaviors that meet the needs of culturally diverse students, families, and colleagues. Teacher's behaviors are limited in effectiveness.	Teacher uses the following as standards for behavior: <ul style="list-style-type: none"> • assesses one's own cultural knowledge, • values diversity, • deals with conflict, • adapts to diversity, and • integrates cultural knowledge into classroom and/or school policies, procedures, and practices. 	Teacher seeks and provides ongoing opportunities for self and colleagues to learn together, use dialogue to facilitate critical conversations about controversial topics, and use the behavioral standards to collaboratively plan to improve learning for all cultural groups and service to all stakeholders while narrowing and closing gaps for underserved students, families, and colleagues.
3 ASSESSING PERSONAL AND ORGANIZATIONAL PROGRESS	Teacher provokes dissent against or resists opportunities to critically examine existing policies, practices, and individual behaviors through the lens of cultural proficiency.	Teacher is aware that policies, practices, and individual behaviors serve groups to varying degrees and that a continuum of language exists to describe those degrees, ranging from cultural destructiveness to cultural proficiency.	Teacher uses language of cultural proficiency to recognize, describe, and participate in conversations about policies, practices and individual behaviors that are both healthy and counterproductive to diversity, inclusion, and success for all.	Teacher seeks and provides opportunities to analyze, describe, and facilitate conversation about adapting policies, practices, and individual behaviors to best serve all and to close educational gaps.
4 BELIEF SYSTEMS	Teacher is unaware of the relationship between values, beliefs, and behaviors. Teacher's individual beliefs and classroom/school policies are expressed as contradictory to diversity, inclusion, and success for all.	Teacher is aware that individual behaviors and classroom/ school practice are artifacts of values and beliefs. Individual beliefs and classroom/school policies are expressed in alignment with principles such as diversity, inclusion, and success for all.	Teacher assesses one's individual values, beliefs, attitudes and assumptions for alignment with the guiding principles of cultural proficiency, understanding that foundational values are essential for competently responding to diversity.	Teacher seeks and provides opportunities to study and surface individual and organizational belief systems and their relationship to individual behaviors and classroom/ school practice. Teacher assesses and closes gaps between expressed values and day-to-day practices.

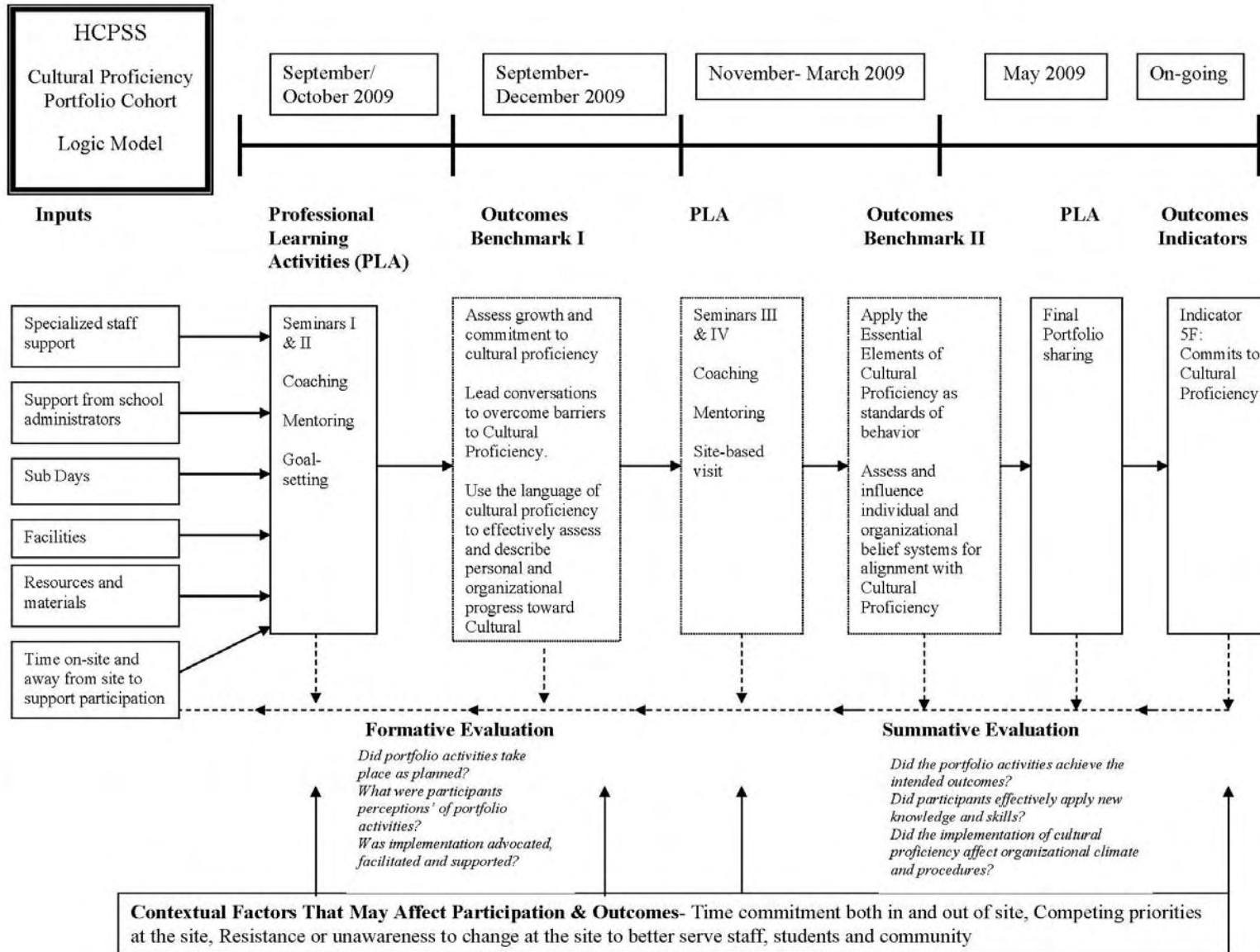
**Common Themes and Best Practices that Correlate with
Closing Learning, Access, and Educational Gaps**

Schools and districts who are successfully narrowing and closing gaps for underserved student groups do the following:

- Focus on academic achievement as the highest priority of the school;
- Engage all stakeholders in high-quality teaching and learning of rigorous standards;
- Sustain collegial and collaborative faculty teamwork;
- Maintain high expectations for student achievement;
- Link staff development to teaching of standards;
- Use state and local standards and accountability systems to drive improvement efforts and academic achievement;
- Engage parents as partners in the learning of their children by creating family-like schools and school-like families;
- Use research and data to promote continuous improvement;
- Maintain safe and orderly school climates conducive to learning;
- Develop and sustain strong site leadership;
- Reallocate and develop resources to pursue and sustain the site's goals;
- Extend instructional time and early interventions;
- Persist through the chaos, setbacks, difficult times, and failure;
- Frequently monitor student progress; and
- Sustain academic results.

Lindsey, Randall B., Graham, Stephanie M., Jew, Cynthia L., Westphal, Chris R. (2008). *Culturally proficient inquiry: A lens for identifying and examining educational gaps*. Thousand Oaks, CA: Corwin Press.

Attachment C



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.

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.

Attachment D

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.
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.

Attachment D

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.

Portfolio Sharing Protocol

Cultural Proficiency Portfolio Cohort

Roles: Group establishes roles.

- Timekeeper – tracks and notifies group about time
- Recorder – captures feedback requested by presenter; records feedback
- Reporter – leads sharing of feedback

Abstract (1 page max., double spaced, 12 pt. type, Times font, 10 copies)

Presenter prepares a one-page informational abstract of portfolio work:

- Name, school, and position
- Identify banner question and reason why this question is important to you
- Summary of portfolio contents
- Overall significance of portfolio’s contents
- Identify the element(s) on Indicator 5f for feedback

Presentation

Expanding on the written reflection, presenter gives an oral presentation about the *actions* represented by the artifacts. Using the Indicator 5f rubric, the listeners give warm and cool feedback relative to the element(s) identified by the presenter.

In groups of 4, listeners and presenter will use the following protocol:

Learning Lab Protocol

Listeners read one page abstract	2 minutes
Oral presentation about actions <ul style="list-style-type: none"> • Why I chose the actions • The need(s) the banner question addresses • Explanation of artifacts • Assessment of actions taken • Reflections on the actions taken • Possible next steps • Feedback desired [minimally including identified Indicator 5f element(s)] 	10 minutes
Listeners pose clarifying questions <ul style="list-style-type: none"> • Seeks omitted information • Reminder, this is not a time to give advice or get into a discussion 	5 minutes
Listeners meet and prepare feedback <ul style="list-style-type: none"> • Presenter leaves room • Using the rubric, listeners prepare warm and cool feedback about the actions taken relative to the identified Indicator 5f element(s). 	8 minutes
Listeners offer warm and cool feedback. <ul style="list-style-type: none"> • Presenter does not respond to feedback. 	3 minutes
Presenter makes closing remarks <ul style="list-style-type: none"> • Not a time to defend oneself but to reflect aloud on feedback that was intriguing and on the presenter’s project 	2 minutes

Feedback

Listeners share feedback with presenter while the presenter silently listens. Feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback, and then moves back and forth between warm and cool feedback. Feedback is written, and, along with the rubric, is given to the presenter after reflection.

Warm Feedback

Warm feedback includes positive comments about how the actions taken seem to meet the identified elements of Indicator 5f.

Examples:

- It appears that you have provided opportunities, through your use of team meeting time, to discuss barriers to educational equity.
- The conversations you have had with students have helped you to assess the culture of your classroom. You have a grasp of the dominant culture of your classroom and who is underserved by it.
- Your use of the language of the cultural proficiency continuum has helped you understand and articulate where your classroom procedures currently are and where you want them to be in the future.
- The way you helped your team identify their values and encouraged them to act in accordance will help your teammates walk the talk.

Cool Feedback

Cool feedback is given in the form of questions. It includes possible disconnects, gaps, or problems. Listeners offer ideas or suggestions for strengthening the actions presented.

Examples:

- How have you provided opportunities for your colleagues to remove barriers to educational equity?
- What steps have you taken to assess your classroom or school culture?
- How would you use the language of cultural proficiency (the continuum) to describe your current practice?
- How have you closed gaps between your espoused values and your day-to-day practices?

Reflection

- Presenter speaks to those comments/questions he or she chooses while listeners are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.

1.1.A: Current Year Variance Table					
Local School System: Howard County Public Schools					
	FY 2009 Original Approved Budget	FY 2010 Original Approved Budget	Change	% Change	
(\$ in Thousands)					
Revenues:					
Local Appropriation	454,794,610	457,560,424	2,765,814	0	
Other Local Revenue	11,041,380	14,428,102	3,386,722	0	
State Revenue	196,407,120	191,285,963	(5,121,157)	(0)	
Federal Revenue	15,840,610	33,103,271	17,262,661	1	
ARRA Funds	-	10,117,446	-	%	
Other Federal Funds	-	22,985,825	-	%	
Other Resources/Transfers	4,004,300	416,350	(3,587,950)	(1)	
Total Revenue	682,088,020	696,794,110	14,706,090	0	
Change in Expenditures:				Amount	FTE
Local Goal 1:					
All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics					
			16,250		
			158,330	3	
			12,000		
			188,480	3	
			16,540	0.1	
			180,650	5	
			210,000		
			782,250		
<i>Subtotal:</i>					
Local 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.					
			21,500		
			745,190	14.5	
<i>Subtotal:</i>					
			766,690		
Local Goal 3:					
All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.					
Maintain highly high quality professional development, leadership training and collaborative learning communities.					
Local Goal 4:					
All students will be educated in learning environments that are safe, drug free, and conducive to learning.					
			53,140	1	
			40,220	1	
<i>Subtotal:</i>					
			93,360		
Local Goal 5:					
All students will graduate from high school.					
			72,220		
<i>Subtotal:</i>					
			72,220		
Mandatory/Cost of Doing Business (Not captured elsewhere)*					
			5,500,000		
			32,910		
			1,699,850		
			819,580		
			1,895,260	32.8	
			(551,090)	-10.2	
<i>Subtotal – Mandatory/Cost of Doing Business</i>					
			9,396,510		
Other					
			3,595,060	5.5	
<i>Subtotal:</i>					
			3,595,060		
Total (must equal the Change in Total Revenue)			14,706,090	55.7	

*Add additional lines where necessary

1.1.B: Prior Year Variance Table (Comparison of Prior Year Revenue and Expenditures)					
Local School System: Howard County Public Schools					
	FY 2009 Original Budget <u>7/1/2008</u>	FY 2009 Final Budget <u>6/30/2009</u>	<u>Change</u>	<u>% Change</u>	
	(\$ in Thousands)				
Revenues:					
Local Appropriation	\$454,795	\$454,795	\$0	0.0%	
Other Local Revenue	11,041	7,826	(3,215)	-29.1%	
State Revenue	196,407	196,438	31	0.0%	
Federal Revenue	15,841	16,889	1,048	6.6%	
Other Resources/Transfers	4,004	4,054	50	1.2%	
Total Revenue	\$682,088	\$680,002	(\$2,086)	-0.3%	
Change in Expenditures:					
			Amount	Actual	FTE
Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
Staff and Benefits (16 teachers, 6 paraeducators, 1 coordinator, 2 speech			1,352,000	1,352,000	25
Contracted speech pathologists			90,000	9,000	
Subtotal – Goal 1			1,442,000	1,442,000	
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.					
Staff and Benefits (10.5 teachers, 1 bilingual liaison)			632,900	632,900	11.5
Interpreting and translation services			27,000	27,000	
Subtotal – Goal 2			659,900	659,900	
Goal 3: All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.					
Staff and Benefits -1 cultural proficiency facilitator			104,250	104,250	1
18 student assistants previously contracted			150,000	150,000	18
Subtotal – Goal 3			254,250	254,250	
Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.					
Staff and Benefits (1 Control Specialist, 2 Mechanic, 1 security assistant)			668,000	455,120	9.6
5 nurses, 2 health assistants, 2 school counselors, .6 psychologist					
Contracted security services			32,000	32,000	
Repair of Buildings-Grounds			1,157,700	1,157,700	
Subtotal – Goal 4			1,857,700	1,644,820	
Goal 5: All students will graduate from high school.					
Staff and Benefits -10 teachers			564,000	564,000	10
Expand evening school, summer school and extended year services			267,220	-	
Additional Staff and Benefits for Class Size reduction initiatives-15 tchrs					
Subtotal – Goal 5			846,000	846,000	15
			1,677,220	1,410,000	
Mandatory/Cost of Doing Business: (Not captured elsewhere)					
Increases in negotiated contractual agreements - salaries/benefits			30,919,000	29,968,810	
Transportation			743,760	378,050	
Utilities			3,765,740	3,765,740	
Additional Staff and Benefits for Enrollment Growth to include Pre Kindergarten			2,362,250	2,362,250	
Increase in textbooks, supplies, update technology education labs, audiovisual equipment replacement, replacement equipment			503,580	213,580	
Subtotal – Mandatory/Cost of Doing Business			38,294,330	36,688,430	
Other (must not exceed 10% of Change in Total Revenue)					
Total (must equal the Change in Total Revenue)			44,185,400	42,099,400	90.1
Howard County Public School's two strategic goals that support our mission are interwoven into all of the ESEA Goals.					
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.					
Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.					
*FY09 Budget to include the General Fund Operating Budget and Grants.					

1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)					
Local School System: Howard County Public Schools					
REVENUES			Original Approved FY 09 Budget	Final FY 09 Actual Revenue	Original Approved FY 10 Budget
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.					
LOCAL APPROPRIATIONS		1.1.01.00	454,794,610	454,794,610	457,560,424
OTHER REVENUE*		1.1.05.00	11,221,380	8,056,191	14,608,102
STATE REVENUE					
Foundation		1.1.20.01	148,281,710	148,248,523	143,293,363
Economically Disadvantaged (Comp Ed & EEEP)		1.1.20.02	14,868,700	14,868,662	15,741,120
Special Education**		1.1.20.07	12,927,380	12,706,205	12,061,590
LEP		1.1.20.24	5,667,700	5,666,274	5,540,400
Transportation		1.1.20.39	13,506,000	13,505,969	13,680,780
Guaranteed Tax Base		1.1.20.25			
Transportation		1.1.20.39			
Governor's Teacher Salary Challenge		1.1.20.56			
Other (specify)*** See attached			77,350	66,373	
Maryland Model for School Readiness			51,360	48,282	73,330
GT Summer Center			7,400	4,607	7,400
Fine Arts Grant			81,310	75,041	73,180
LEA tuition			360,000	653,228	392,800
Judith P Hoyer Grant			322,000	293,629	322,000
STEM				130,127	100,000
NBPTS Certification				116,000	
Teacher Signing Bonus				55,000	
HSA English Online			256,210		
TOTAL STATE REVENUE			196,407,120	196,437,920	191,285,963
FEDERAL REVENUE					
Title I-A - Local System Grants			2,400,000	2,760,971	1,808,970
Title I-A - School Improvement					
Title I-B1 - Reading First					
Title I-B3 - Even Start					
Title I-C - Migrant Education					
Title I-D - Neglected and Delinquent					
Title I-F - Comprehensive School Reform					
Title II-A - Teacher Quality			1,151,140	1,006,323	1,095,405
Title II-D - Education Technology			35,210	22,984	18,640
Title III-A - Language Acquisition			368,180	336,362	369,930
Title IV-A - Safe & Drug-Free Schools			114,130	87,789	113,110
Title IV-B - 21st Century Learning Centers			1,053,640	1,289,248	1,660,000
Title V-A - Innovative Education					
Title VI-B2 - Rural & Low-Income Schools Prog.					
Title VIII - Impact Aid			190,000	165,822	190,000
Homeless Children and Youth			76,220	125,599	125,000
IDEA - Special Education			9,021,250	9,402,800	14,838,750
Perkins Career and Technology Education			450,980	367,053	300,010
Medical Assistance			647,000	678,306	1,202,120
ARRA Funds					10,117,446
National Security Agency				4,789	21,510
Making American History Master Teachers in HC				258,695	341,150
NASA					734,620
Tech Prep				27,943	166,610
Other (specify)*** See Attached			332,860	354,571	
TOTAL FEDERAL REVENUE		1.1.30.00	15,840,610	16,889,255	33,103,271
OTHER RESOURCES/TRANSFERS****		1.1.99.99	-	-	-
TOTAL REVENUE			678,263,720	676,177,976	696,557,760
PRIOR BALANCE AVAILABLE		1.1.40.00	3,824,300	3,824,300	236,350
TOTAL REVENUE, TRANSFERS AND FUND BALANCE			682,088,020	680,002,276	696,794,110

*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.

**Should include state revenues from formula funding as well as non-public placement funding.

1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)

Local School System: Howard County Public Schools

TOTAL SUMMARY BY CATEGORY

Category				Original Approved* FY 09 Budget	Final FY 09 Actual Expendi- tures	Original Approved FY 10 Budget	FTE Staffing FY 10 Budget
201	Administration			11,731,970	11,718,714	10,938,560	146.1
202	Mid-level Administration						
	Office of the Principal			39,974,280	41,749,496	40,361,620	472.0
	Administration & Supervision			12,487,660	13,600,321	12,172,190	124.0
203	Instructional Salaries			281,904,580	279,265,166	285,162,000	4,408.5
204	Textbooks & Instructional Supplies			13,477,030	13,229,507	14,158,270	
205	Other Instructional Costs			4,610,430	3,665,254	4,415,160	
206	Special Education			94,638,040	95,331,425	104,573,770	1,650.3
207	Student Personnel Services			2,945,450	3,116,790	2,870,840	32.0
208	Health Services			5,770,430	5,780,924	5,950,430	127.0
209	Student Transportation			32,684,330	31,387,352	32,722,550	14.0
210	Operation of Plant			43,832,940	43,178,240	44,981,460	449.0
211	Maintenance of Plant			23,019,340	22,163,114	22,038,300	187.0
212	Fixed Charges			107,603,500	106,231,848	108,976,820	
213	Food Service						187.0
214	Community Services			6,484,560	6,257,609	6,557,880	44.9
215	Capital Outlay			923,480	866,997	914,260	10.0
	Undistributed Restricted Funds						
TOTAL EXPENDITURES/FTE				682,088,020	677,542,757	696,794,110	7,851.8

* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.

**Includes federal funds and federally funded positions in Budget (Original and Prior Year Budget AND Original Approved Current Year Budget) and FTE columns.

Rev. 5/2007

1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT		
Local School System: Howard County Public Schools		
POSITION TYPE	FY 09 Budget	FY 10 Budget
Superintendent, Deputy, Assc, Asst	6.0	6.0
Directors, Coord., Superv., Specialists	153.5	148.6
Principal	73.0	73.0
Assistant Principal	109.0	111.0
Teachers	4,140.1	4,174.0
Therapists	155.5	163.9
Guidance Counselor	146.0	146.0
Librarian	93.5	93.5
Psychologist	46.8	47.4
PPW/SSW	20.0	20.0
Nurse	47.0	48.0
Other Professional Staff	171.9	184.9
Secretaries and Clerks	378.3	373.0
Bus Drivers		1.0
Paraprofessionals	1,342.5	1,345.0
Other Staff	913.0	916.5
TOTAL FTE STAFF	7,796.1	7,851.8
Rev. 5/2007		

Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,821	9,708	89.7%	10,622	9,623	90.6%	10408	9681	93.0%	10649	9904	93.0%
African American	2,111	1,657	78.5%	2,153	1,735	80.6%	2212	1877	84.9%	2353	2012	85.5%
American Indian/Alaskan Native	34	30	88.2%	26	24	92.3%	30	27	90.0%	26	26	100.0%
Asian/Pacific Islander	1,502	1,414	94.1%	1,536	1,456	94.8%	1594	1527	95.8%	1720	1643	95.5%
Hispanic	468	373	79.7%	537	421	78.4%	558	478	85.7%	557	456	81.9%
White (Not of Hispanic Origin)	6,706	6,234	93.0%	6,370	5,987	94.0%	6014	5722	96.0%	5993	5771	96.3%
Free/Reduced Meals (FARMS)	1,169	809	69.2%	1,288	920	71.4%	1323	1044	78.9%	1485	1169	78.7%
Limited English Proficient (LEP)	315	203	64.4%	534	401	75.1%	483	384	79.5%	439	324	73.8%
Special Education	943	589	62.5%	967	631	65.3%	975	692	71.0%	822	574	69.8%

Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,481	9,960	86.8%	11,667	9,972	85.5%	11,557	10330	89.4%	11650	10648	91.4%
African American	2,324	1,679	72.2%	2,430	1,687	69.4%	2475	1935	78.2%	2537	2075	81.8%
American Indian/Alaskan Native	25	22	88.0%	26	23	88.5%	30	28	93.3%	37	29	78.4%
Asian/Pacific Islander	1,469	1,339	91.2%	1,595	1,446	90.7%	1646	1529	92.9%	1777	1677	94.4%
Hispanic	447	315	70.5%	519	341	65.7%	551	412	74.8%	596	481	80.7%
White (Not of Hispanic Origin)	7,216	6,605	91.5%	7,097	6,475	91.2%	6854	6426	93.8%	6703	6388	95.3%
Free/Reduced Meals (FARMS)	1,142	701	61.4%	1,286	740	57.5%	1361	916	67.3%	1471	1066	72.5%
Limited English Proficient (LEP)	208	90	43.3%	324	159	49.1%	314	180	57.3%	305	177	58.0%
Special Education	1,032	518	50.2%	959	469	48.9%	943	533	56.5%	803	489	60.9%

Table 2.3: Maryland School Assessment - AYP Proficiency Data - Reading - High (English II)												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,964	3,112	78.5%	4,015	3,446	85.8%	3616	3329	92.1%			
African American	815	471	57.8%	823	560	68.0%	679	545	80.3%			
American Indian/Alaskan Native	12	7	58.3%	6	6	100.0%	na	na	na			
Asian/Pacific Islander	543	446	82.1%	548	475	86.7%	496	462	93.1%			
Hispanic	131	81	61.8%	171	126	73.7%	139	118	84.9%			
White (Not of Hispanic Origin)	2,463	2,107	85.5%	2,467	2,279	92.4%	2298	2200	95.7%			
Free/Reduced Meals (FARMS)	340	150	44.1%	379	219	57.8%	312	226	72.4%			
Limited English Proficient (LEP)	67	21	31.3%	118	53	44.9%	43	25	58.1%			
Special Education	343	109	31.8%	350	171	48.9%	310	190	61.3%			

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,831	9,599	88.6%	10,652	9,479	89.0%	10,435	9,381	89.9%	10697	9585	89.6%
African American	2,114	1,576	74.6%	2,153	1,621	75.3%	2212	1705	77.1%	2361	1839	77.9%
American Indian/Alaskan Native	34	27	79.4%	26	22	84.6%	30	28	93.3%	27	21	77.8%
Asian/Pacific Islander	1,504	1,442	95.9%	1,556	1,485	95.4%	1617	1556	96.2%	1753	1676	95.6%
Hispanic	470	363	77.2%	545	406	74.5%	561	436	77.7%	564	407	72.2%
White (Not of Hispanic Origin)	6,709	6,191	92.3%	6,372	5,945	93.3%	6015	5656	94.0%	5992	5644	94.2%
Free/Reduced Meals (FARMS)	1,172	769	65.6%	1,297	857	66.1%	1329	914	68.8%	1496	1034	69.1%
Limited English Proficient (LEP)	317	214	67.5%	568	416	73.2%	514	396	77.0%	488	333	68.2%
Special Education	944	536	56.8%	964	564	58.5%	974	610	62.6%	821	472	57.5%

Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle*												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,486	9,275	80.8%	11,709	9,521	81.3%	11,585	9756	84.2%	11699	10166	86.9%
African American	2,325	1,314	56.5%	2,443	1,417	58.0%	2482	1589	64.0%	2546	1777	69.8%
American Indian/Alaskan Native	25	17	68.0%	26	24	92.3%	30	26	86.7%	38	32	84.2%
Asian/Pacific Islander	1,472	1,357	92.2%	1,615	1,504	93.1%	1661	1569	94.5%	1804	1734	96.1%
Hispanic	449	286	63.7%	522	318	60.9%	553	381	68.9%	603	450	74.6%
White (Not of Hispanic Origin)	7,215	6,301	87.3%	7,103	6,258	88.1%	6859	6191	90.3%	6708	6171	92.0%
Free/Reduced Meals (FARMS)	1,145	523	45.7%	1,302	611	46.9%	1368	745	54.5%	1480	921	62.2%
Limited English Proficient (LEP)	209	110	52.6%	349	198	56.7%	336	221	65.8%	344	235	68.3%
Special Education	1,032	434	42.1%	961	421	43.8%	941	482	51.2%	808	412	51.0%

Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)												
Subgroup	2006			2007			2008**			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	4,164	3,493	83.9%	3,824	3,470	90.7%	3595	3461	96.3%			
African American	912	568	62.3%	769	585	76.1%	676	598	88.5%			
American Indian/Alaskan Native	11	10	90.9%	6	6	100.0%	na	na	na			
Asian/Pacific Islander	506	473	93.5%	506	486	96.0%	494	488	98.8%			
Hispanic	184	111	60.3%	171	139	81.3%	135	126	93.3%			
White (Not of Hispanic Origin)	2,551	2,331	91.4%	2,372	2,254	95.0%	2286	2245	98.2%			
Free/Reduced Meals (FARMS)	454	255	56.2%	393	298	75.8%	335	288	86.0%			
Limited English Proficient (LEP)	92	47	51.1%	84	64	76.2%	69	66	95.7%			
Special Education	381	188	49.3%	262	164	62.6%	323	242	74.9%			

*Preliminary MSDE AYP data does not include Cradlerock (K-8) School.

** Data not available.

Table 2.7: Maryland School Assessment - Science - Elementary* (Grade 5)						
Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3720	2884	77.5%	3757	2871	76.4%
African American	792	452	57.1%	839	451	53.8%
American Indian/Alaskan Native	18	11	61.1%	8	5	62.5%
Asian/Pacific Islander	584	502	86.0%	581	493	84.9%
Hispanic	214	117	54.7%	206	97	47.1%
White (Not of Hispanic Origin)	2112	1802	85.3%	2123	1825	86.0%
Free/Reduced Meals (FARMS)	476	202	42.4%	530	219	41.3%
Limited English Proficient (LEP)	149	48	32.2%	129	44	34.1%
Special Education	275	117	42.5%	294	117	39.8%

Table 2.8 Maryland School Assessment - Science - Middle* (Grade 8)						
Subgroup	2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3899	3231	82.9%	4081	3495	85.6%
African American	867	526	60.7%	882	586	66.4%
American Indian/Alaskan Native	11	10	90.9%	14	8	57.1%
Asian/Pacific Islander	550	504	91.6%	624	569	91.2%
Hispanic	186	107	57.5%	189	128	67.7%
White (Not of Hispanic Origin)	2285	2084	91.2%	2372	2204	92.9%
Free/Reduced Meals (FARMS)	439	215	49.0%	499	257	51.5%
Limited English Proficient (LEP)	93	33	35.5%	108	52	48.1%
Special Education	245	103	42.0%	267	118	44.2%

Table 2.9: Biology						
Subgroup	2007			2008**		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,949	3,459	87.5%			
African American	758	518	68.3%			
American Indian/Alaskan Native	10	1	12.0%			
Asian/Pacific Islander	550	502	91.2%			
Hispanic	147	104	70.7%			
White (Not of Hispanic Origin)	2,475	2,319	93.7%			
Free/Reduced Meals (FARMS)	360	205	56.9%			
Limited English Proficient (LEP)	65	31	47.6%			
Special Education	289	146	50.5%			

*(Source of Data: MSDE Website 10/1/08)

**Data not available

Table 3.1: HSA Test Participation and Status - English 2008							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3742	89.7	3356	10.3	386	2.9	113
American Indian/Alaskan Native	7	57.1	4	42.9	3	0	0
African American	743	76.3	567	23.7	176	3.3	25
Asian/Pacific Islander	502	94.2	473	5.8	29	7.7	42
White (non-Hispanic)	2329	93.5	2177	6.5	152	1	24
Hispanic	161	83.9	135	16.1	26	12	22
Special Education	219	39.3	86	60.7	133	3.5	8
Limited English Proficient (LEP)	31	51.6	16	48.4	15	64.8	57
Free and Reduced Meals (FARMS)	335	67.8	227	32.2	108	9.2	34

Table 3.2: HSA Test Participation and Status - English 2008							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3510	93.3	3275	6.7	235	2	73
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	641	82.1	526	17.9	115	4.3	29
Asian/Pacific Islander	488	94.1	459	5.9	29	3.4	17
White (non-Hispanic)	2244	96.7	2171	3.3	73	1.1	24
Hispanic	133	86.5	115	13.5	18	2.2	3
Special Education	171	64.3	110	35.7	61	7.6	14
Limited English Proficient (LEP)	28	42.9	12	57.1	16	15.2	5
Free and Reduced Meals (FARMS)	259	73.7	191	26.3	68	6.5	18

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3702	95.5	3534	4.5	168	4	153
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	723	86.4	625	13.6	98	5.9	45
Asian/Pacific Islander	500	99	495	1	5	8.1	44
White (non-Hispanic)	2302	98	2255	2	47	2.2	51
Hispanic	171	89.5	153	10.5	18	6.6	12
Special Education	215	66.5	143	33.5	72	5.3	12
Limited English Proficient (LEP)	63	77.8	49	22.2	14	28.4	25
Free and Reduced Meals (FARMS)	341	83.6	285	16.4	56	7.6	28

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3485	97.6	3402	2.4	83	2.7	98
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	634	91.3	579	8.7	55	5.4	36
Asian/Pacific Islander	487	99.8	486	0.2	1	3.6	18
White (non-Hispanic)	2232	99.1	2212	0.9	20	1.6	36
Hispanic	128	94.5	121	5.5	7	5.9	8
Special Education	171	79.5	136	20.5	35	7.6	14
Limited English Proficient (LEP)	29	89.7	26	10.3	3	12.1	4
Free and Reduced Meals (FARMS)	256	87.5	224	12.5	32	7.6	21

Table 3.5: HSA Test Participation and Status - Biology 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3688	93.7	3455	6.3	233	4.3	167
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	710	82.1	583	17.9	127	7.6	58
Asian/Pacific Islander	515	97.1	500	2.9	15	5.3	29
White (non-Hispanic)	2297	96.7	2221	3.3	76	2.4	56
Hispanic	160	90.6	145	9.4	15	12.6	23
Special Education	179	64.8	116	35.2	63	21.1	48
Limited English Proficient (LEP)	51	80.4	41	19.6	10	42	37
Free and Reduced Meals (FARMS)	319	78.7	251	21.3	68	13.6	50

Table 3.6: HSA Test Participation and Status - Biology 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3498	94.6	3308	5.4	190	2.4	85
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	635	83.3	529	16.7	106	5.2	35
Asian/Pacific Islander	490	96.3	472	3.7	18	3	15
White (non-Hispanic)	2240	97.5	2184	2.5	56	1.2	28
Hispanic	129	92.2	119	7.8	10	5.1	7
Special Education	171	67.8	116	32.2	55	7.6	14
Limited English Proficient (LEP)	28	75	21	25	7	15.2	5
Free and Reduced Meals (FARMS)	255	80	204	20	51	7.9	22

Table 3.7: HSA Test Participation and Status - Government 2008
Population: All 10th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3602	96	3458	4	144	6.6	253
American Indian/Alaskan Native	6	100	6	0	0	14.3	1
African American	696	89.5	623	10.5	73	9.4	72
Asian/Pacific Islander	488	98.6	481	1.4	7	10.3	56
White (non-Hispanic)	2257	97.8	2207	2.2	50	4.1	96
Hispanic	155	91	141	9	14	15.3	28
Special Education	183	68.9	126	31.1	57	19.4	44
Limited English Proficient (LEP)	27	77.8	21	22.2	6	69.3	61
Free and Reduced Meals (FARMS)	311	83.6	260	16.4	51	15.7	58

Table 3.8: HSA Test Participation and Status -Government 2008
Population: All 11th Grade Students

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3473	97.1	3373	2.9	100	3.1	110
American Indian/Alaskan Native	4	100	4	0	0	0	0
African American	633	92.3	584	7.7	49	5.5	37
Asian/Pacific Islander	478	98.1	469	1.9	9	5.3	27
White (non-Hispanic)	2226	98.3	2188	1.7	38	1.9	42
Hispanic	132	97	128	3	4	2.9	4
Special Education	168	77.4	130	22.6	38	9.2	17
Limited English Proficient (LEP)	22	77.3	17	22.7	5	33.3	11
Free and Reduced Meals (FARMS)	251	87.3	219	12.7	32	9.4	26

Table 3.9 2009 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option													
	Enrolled #	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
		#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	3644	3258	89.4	313	8.5	55	1.5	1	0	3626	99.5	18	0.5

Table 3.10 Bridge Projects Passed					
	Algebra/ Data Analysis	Biology	English	Governm ent	Total
	#	#	#	#	#
2008-2009	32	51	51	38	172

Table 3.11 Rising Seniors Who Have Not Yet Met the Graduation Requirement													
	Enrolled #	Met		Not Yet Met								Total	
				Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
		#	%	#	%	#	%	#	%	#	%	#	%
2009-2010	3825	3659	95.7	32	0.8%	38	1.0%	52	1.4%	44	1.2%	166	4.3%

Table 4.1 System AMAO I, 2008-2009

	N	Number Who Met Target	% (% = $\frac{\text{Number Who Met Target}}{\text{N}}$)
Total	1905	1219	63.99

Table 4.2 System AMAO II, 2008-2009*

	N	Number Who Met Target	%
Total	2035	482	23.69

Note: In order for a local school system to meet the System AMAO I, 2008-2009, **at least 56 %** of students must make a 15 scale score point increase on the 2009 LAS administration as compared to last year's administration.

***Note:** In order for a local school system to meet the System AMAO II, 2008-2009, **at least 15%** of students must meet grade-specific targets for English Language Proficiency.

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

* Indicate YES If the School System made AYP for LEP Students, or NO if the School System did not make AYP for LEP

****2007/08 DATA NOT AVAILABLE**

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress*															
	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	
		#	%		#	%		#	%		#	%		#	%
2003	37	36	97	18	18	100	11	10	91	1	1	100	N/A		
2004	37	37	100	18	16	100	11	11	100	1	1	100	1	1	100
2005	37	37	100	18	18	100	11	10	91	1	1	100	1	1	100
2006	37	37	100	18	16	89	12	12	100	1	1	100	1	0	0
2007	38	35	92	18	12	67	12	12	100	1	1	100	1	1	100
2008	39	37	95	18	15	83	12	12	100	1	1	100	1	1	100
2009	39	38	97	18	17	94							1	0	0

*Table 5.1 amended by the HCPSS to include K-8 school.

**2009 AYP data for high schools not yet available from MSDE.

Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress												
	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	
		#	%		#	%		#	%		#	%
2003	11	10	90.9	N/A			N/A			N/A		
2004	11	11	100	N/A			N/A			N/A		
2005	10	10	100	N/A			N/A			N/A		
2006	9	10	100	N/A			N/A			N/A		
2007	9	8	90	N/A			N/A			N/A		
2008	10	9	90	N/A			N/A			N/A		
2009	10	10	100	N/A								

Table 5.3: Number of All Schools in Improvement														
	2005-2006 Level of Improvement						Exiting in 2005	2006-2007 Level of Improvement						Exiting in 2006
	(based on 2005 AYP)							(based on 2006 AYP)						
	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	0	
Middle Schools	0	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	0	
Special Placement Schools	0	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	0	
	2007-2008 Level of Improvement						Exiting in 2007	2008-2009 Level of Improvement						Exiting in 2008
	(based on 2007 AYP)							(based on 2008 AYP)						
	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	0	
Middle Schools	2	0	0	0	0	0	1	1	0	0	0	0	0	
High Schools	0	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	0	
Total	2	0	0	0	0	0	1	1	0	0	0	0	0	
	2009-2010 Level of Improvement						Exiting in 2009							
	(based on 2009 AYP)													
	Developing Needs			Priority Needs										
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation									
Elementary Schools	0	0	0	0	0	N/A								
Middle Schools	1	1	0	0	0	1								
High Schools			0	0	0	N/A								
Special Placement Schools	0	0	0	0	0	N/A								
Total			0	0	0	1								

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
	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	
Middle Schools	0	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	0	
Special Placement Schools	0	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	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	0	
Middle Schools	0	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	0	
Special Placement Schools	0	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	0	
	2009-2010 Level of Improvement (based on 2009 AYP)						Exiting in 2009							
	Developing Needs			Priority Needs										
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation									
Elementary Schools	0	0	0	0	0									
Middle Schools	0	0	0	0	0									
High Schools	0	0	0	0	0									
Special Placement Schools	0	0	0	0	0									
Total	0	0	0	0	0									

Table 5.5: Attendance Rates								
Annual Measurable Objective (AMO):		94%	94%	94%	94%	94%	94%	94%
Subgroups by Level		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	Elementary	96.3	96.2	96.1	96.2	96.4	96.3	96.4
	Middle	95.4	95.4	95.7	95.8	95.8	96	96.0
	High	94.6	94.3	94.4	94.5	94.5	95	95.2
African American	Elementary	96.1	96	96.3	96.3	96.2	96.2	96.2
	Middle	94.6	94.5	95.3	95.4	95.3	95.5	95.4
	High	93.4	92.9	93.2	93.3	93.6	94.2	94.1
American Indian/Alaskan Native	Elementary	95.8	95.6	95.4	95.6	96.4	94.5	95.1
	Middle	93.1	94.2	94.3	95.1	95.6	95.4	95.7
	High	94.1	92.1	91.5	93.4	91.3	93.3	94.8
Asian/Pacific Islander	Elementary	97.3	97.1	97	97	97.2	97.1	97.1
	Middle	97.5	97.3	97.6	97.7	97.7	97.6	97.4
	High	96.4	96	96.3	96.1	96.2	96.4	95.2
Hispanic	Elementary	95.9	95.7	95.4	95.6	95.6	95.8	95.9
	Middle	94.7	94.6	95	95.2	94.6	95.2	95.6
	High	93.5	93	93.5	93	92.9	93.4	93.7
White (Not of Hispanic Origin)	Elementary	96.2	96.1	96	96	96.3	96.3	96.3
	Middle	95.3	95.4	95.6	95.6	95.7	95.9	95.9
	High	94.6	94.4	94.5	94.5	94.5	95.2	95.3
Free/Reduced Meals (FARMS)	Elementary	94.5	94.5	95	95	95	95.1	95.2
	Middle	92.7	92.4	93.3	93.5	93.6	94.1	93.9
	High	91.1	90.2	91.1	91	91.8	92.3	92.0
Limited English Proficient (LEP)	Elementary	97.1	96.7	0	96.6	96.5	96.6	96.7
	Middle	96.8	96	0	96.8	96.9	96.9	97.0
	High	95.4	94.2	0	94.9	95.1	94.8	95.7
Special Education	Elementary	95.4	95.3	95.2	95.2	95.3	95.4	95.2
	Middle	93.4	93.2	94	94.3	93.8	94.2	94.2
	High	91.4	91.9	91.4	91.7	91.9	92.7	92.9

Table 5.6: Percentage of Students Graduating From High School*							
Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students (Counts toward AYP)	92.95	93.14	93.80	94.11	94.79	94.87	93.64
African American	87.70	88.14	89.73	90.00	91.79	91.81	89.68
American Indian/Alaskan Native	0.00	100.00	100.00	100.00	100.00	100.00	71.43
Asian/Pacific Islander	96.08	97.12	94.81	96.44	97.19	97.80	96.90
Hispanic	89.87	87.18	88.68	87.10	85.93	89.29	83.96
White (Not of Hispanic Origin)	93.91	93.94	94.85	95.16	95.61	95.51	95.04
Free/Reduced Meals (FARMS)	79.72	80.37	85.71	84.34	88.18	90.12	89.71
Limited English Proficient (LEP)	93.18	80.00	90.00	58.33	80.00	79.31	57.58
Special Education	91.60	88.89	76.47	91.34	94.34	90.53	83.87
Female	94.66	95.21	95.75	95.77	96.05	95.72	95.44
Male	91.24	91.19	91.89	92.47	93.60	94.03	91.89

Table 5.7: Percentage of Students Dropping Out of School*							
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	1.01	1.46	1.44	1.43	1.23	1.40	1.39
African American	1.20	2.76	2.29	2.09	1.73	1.79	2.31
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	7.14	0.00
Asian/Pacific Islander	0.30	1.15	1.08	0.61	0.63	0.78	0.83
Hispanic	2.17	3.35	2.36	3.13	4.64	4.52	4.03
White (Not of Hispanic Origin)	1.04	1.05	1.20	1.29	0.90	1.12	0.92
Free/Reduced Meals (FARMS)	0.81	3.97	2.92	3.56	1.11	1.40	3.08
Limited English Proficient (LEP)	1.39	4.41	0.00	2.60	4.56	6.18	4.80
Special Education	0.00	1.74	0.50	2.66	2.04	2.24	2.36
Female	0.75	0.10	1.21	1.19	0.79	1.15	1.13
Male	1.27	1.93	1.66	1.67	1.64	1.64	1.63

*Preliminary data from MSDE

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers			Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools			
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers		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
2003-2004	81.70	18.30	2008-2009	302	299	99%
2004-2005	84.20	15.80				
2005-2006	89.00	11.00				
2006-2007	88.40	11.60				
2007-2008	90.00	10.00				
2008-2009	92.50	7.50				

Table 6.3: Number of Classes <u>Not</u> 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	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	270	15.80	4	0.20	199	11.60	533	31.20	505	29.50	199	11.60	1,710	15,586
2006-2007	99	8.90	17	1.50	175	15.70	297	26.70	319	28.60	207	18.60	1,114	9,555
2007-2008	62	0.6	21	0.002	199	2	313	0.03	238	2.4	201	2	1,034	9,948
2008-2009	36	0.005	25	0.0028	78	0.008	265	0.029	86	0.009	179	0.02	668	8868

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
Secondary	0	0	0	0	0	0
2006-2007						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2007-2008						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2008-2009						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0

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	
		#	%	#	%	#	%	#	%
2008-2009	Elementary								
	Secondary								

* 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 2008-2009 school year.

Table 6.6: Attrition Rates												
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	96	4081	2.35	294	4081	7.2	9	4081	0	119	4081	2.9
2007-2008	90	4172	2.16	237	4172	5.68	5	4172	0.1	62	4172	1.48
2008-2009	85	4300	1.9	230	4300	5.3	0	4300	0	50	4300	1.16

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- Entire teaching staff or
- Core Academic Subject area teachers

ABOVE TABLE WAS PREPOPULATED BUT LOIS HAS DIFFERENT NUMBERS BELOW

Table 6.6: Attrition Rates												
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	96	4081	2.35	294	4081	7.2	9	4081	0	119	4081	2.9
2007-2008	90	4172	2.16	237	4172	5.68	5	4172	0.1	62	4172	1.48
2008-2009	74	4481	1.65	152	4481	3.3	0	4481	0	37	4481	0.82

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

- Entire teaching staff or
- Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	149	148	99.3
2009-2010*			

*As of July 1, 2009

Table 7.1: Number of Persistently Dangerous Schools						
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
# of Schools	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2008 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*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
<i>NONE</i>			NA

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	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%
# of Schools	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>			

Table 7.6 Incidents of Bullying, Harassment, or Intimidation				
	2005-2006	2006-2007	2007-2008	2008-2009
Number of Incidents	148	83	51	107

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

Table 7.8: Number of Students Suspended - <u>In School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	834	445	53.4%	3	0.4%	44	5.3%	51	6.1%	291	34.9%	629	75.4%	205	24.6%
2007-2008	818	423	51.7%	3	0.4%	40	4.9%	43	5.3%	309	37.8%	603	73.7%	215	26.3%
2008-2009	721	374	51.9%	4	0.6%	44	6.1%	49	6.8%	250	34.7%	521	72.3%	200	27.7%

Table 7.9: Number of Students Suspended - <u>Out of School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	1904	919	48.3%	8	0.4%	86	4.5%	98	5.1%	793	41.6%	1447	76.0%	457	24.0%
2006-2007	1939	956	49.3%	10	0.5%	116	6.0%	106	5.5%	751	38.7%	1479	76.3%	460	23.7%
2007-2008	1890	925	48.9%	8	0.4%	96	5.1%	126	6.7%	735	38.9%	1412	74.7%	478	25.3%
2008-2009	1,745	925	53.0%	11	0.6%	99	5.7%	114	6.5%	596	34.2%	1,296	74.3%	449	25.7%

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category						
	In-School Suspensions			Out-of-School Suspensions		
School Year	#1	#2	#3	#1	#2	#3
2007-2008	704 Classroom Disruption	701 Disrespect	702 Insubordination	405 Fighting	402 Physical Attack on Student	701 Disrespect
2008-2009	704 Classroom Disruption	701 Disrespect	702 Insubordination	405 Fighting	402 Physical Attack on Student	701 Disrespect

Table 8.1: Percentage of <u>All</u> 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		74	63	27	39	29	58	49		23	32	5	8	6	10	7		2	5
2005-2006	67	53	67	37	50	65	76	65	28	40	28	54	43	32	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	26	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	3
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

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	53	12	9
2005-2006	53	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

Table 8.3: September 30 Prekindergarten Enrollment				
School Name	Half Day or Full Day	Total Number of Students Enrolled as of 9-30-08	Income Eligible Students	Students Enrolled Under Other Criteria
Atholton (also serves Clemens Crossing)	Half	16	5	11
Bellows Spring	Half	15	10	5
Bollman Bridge (also serves Forest Ridge)	Half	41	33	8
Bryant Woods	Half	21	12	9
Bushy Park** (also serves Lisbon)	Half	17	6	11
Cradlerock*	Half	28	20	8
Dayton Oaks** (also serves Clarksville)	Half	10	1	9
Deep Run***	Half	28	16	12
Fulton** (also serves Hammond)	Half	12	2	10
Gorman Crossing	Half	14	4	10
Guilford	Half	18	18	0
Ilchester**	Half	11	0	11
Laurel Woods	Half	34	30	4
Longfellow	Half	17	13	4
Phelps Luck (also serves Jeffers Hill)	Half	36	30	6
Pointers Run**	Half-	7	0	7
Rockburn (also serves Elkridge)	Half	18	11	7
Running Brook	Half	29	21	8
St. John 's Lane (also serves Hollifield Station and Northfield)	Half	18	9	9
Swansfield	Half	36	31	5
Talbot Springs (also serves Stevens Forest)	Half	48	35	13
Triadelphia Ridge** (also serves Manor Woods and West Friendship)	Half	7	0	7
Veterans (serves Thunder Hill and Worthington)	Half	32	26	6
Waterloo	Half	17	10	7
Waverly** (serves Centennial Lane and Manor Woods)	Half	14	3	11
Total		544	346	198