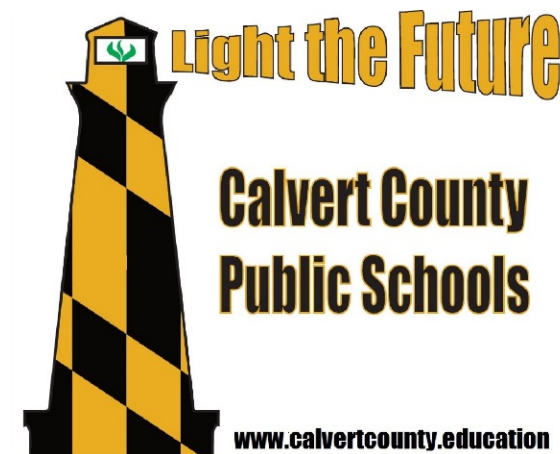


# Calvert County Public Schools Bridge to Excellence in Public Schools 2018 Comprehensive Master Plan



## Non-discrimination Statement

Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identify and expression, or genetic information or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

- Director of Student Services
- Director of Human Resources  
443-550-8000

For further information on notice of nondiscrimination, visit the Office for Civil Rights Complaint Assessment System at: <http://ocrcas.ed.gov> or call 1-800-421-3481.

## Anti-sexual, Anti-racial and Anti-disability Harassment Statement

Discrimination can manifest itself in behaviors such as bullying, harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that he or she has been subjected to any form of harassment is encouraged to report the allegation of harassment. Students, parents and community members may report allegations of harassment to:

Ms. Kimberly Roof  
Director of Student Services  
Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, MD 20678

Employees may report allegations of harassment to:

Ms. Laveeta Hutchins  
Director of Student Services  
Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourage each student, parents, employees, and community members to work together to prevent any form of harassment. For further information on notice of non-discrimination, visit the Office of Civil rights Complaint Assessment System at: <http://ocrcas.ed.gov> or call 1-800-421-3481.

## Contents

Non-discrimination Statement.....	1
Anti-sexual, Anti-racial and Anti-disability Harassment Statement.....	1
2018 Master Plan Annual Update .....	4
Local Planning Team Members.....	5
Executive Summary .....	6
Introduction .....	6
Budget Narrative .....	16
Fiscal Outlook and Climate Changes.....	18
Finance Section .....	18
Revenue and Expenditure Analysis .....	18
Maryland’s Goals, Objectives and Strategies.....	22
English Language Proficiency Indicator .....	22
English Language Arts/Literacy for Grades 3-8 and Grade 10 .....	23
Elementary Mathematics 3 - 5 .....	36
Secondary Mathematics .....	42
PARCC Algebra I.....	50
High School Assessment (HSA) Government .....	57

**Please note that changes are in red throughout the document based on the clarifying questions.**

-+

2018 Master Plan Annual Update

Due November 16, 2018

Local Education Agency Submitting this Report: Calvert County Public Schools

Address: 1305 Dares Beach Road, Prince Frederick, MD 20678

Local Point of Contact: Diane A. Workman

Telephone: 443-550-8009

E-mail: [workmand@calvertcounty.education](mailto:workmand@calvertcounty.education)

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

Signature of Local Superintendent of Schools:



Date: November 16, 2018

Signature of Local Point of Contact:



Date: November 16, 2018

Local Planning Team Members

<b>Name</b>	<b>Affiliation/Title</b>
<b>Diane Workman</b>	Point of Contact, Assistant Superintendent of Instruction
<b>Nancy Gregory</b>	Supervisor of Special Education
<b>Marcy Gruver</b>	Supervisor of Special Education
<b>Christina Harris</b>	Director of Special Education
<b>Edith Hutchins</b>	Chief Financial Officer
<b>Christine Jewett</b>	Supervisor of Finance
<b>Cecelia Lewis</b>	Supervisor of Social Studies, Student Councils, History Fair
<b>Leanne Meisinger</b>	Supervisor of Elementary Language Arts and Reading
<b>Catherine Page</b>	Supervisor of Accountability
<b>Kimberly Roof</b>	Director of Student Services
<b>Earl Sorsby</b>	Staff Accountant
<b>Britta Sparks</b>	Supervisor of World Language, PE, ESOL
<b>Janet Stephanson</b>	Supervisor of Special Education
<b>Joe Sutton</b>	Supervisor of Secondary Math
<b>Jessica Valadie</b>	Supervisor of Fine Arts
<b>Sandy Walker</b>	Supervisor of Equity and School Improvement
<b>Kimberly Watts</b>	Supervisor of Secondary English, Reading, Language Arts
<b>Jennifer Young</b>	Supervisor of Elementary

All Local Planning Team Members are affiliated with Calvert County Public Schools.

## Executive Summary

### Introduction

The mission of Calvert County Public Schools (CCPS) is to produce graduates who are responsible citizens who are prepared for college and careers. To accomplish this mission, CCPS is committed to ensuring that through a collaborative, research-based, decision-making process students are provided effective, purposeful instruction that results in high-levels of learning.

CCPS is in the second year, **first full year** of implementing the district Strategic Plan. **Central office Cabinet member(s) have been assigned as “Team Lead” to each of the 5 priorities. Each team lead has formed a team of school based and central office administrators to establish short- and long-term data-driven goals and to monitor progress towards meeting the goals. Research based strategies and/or best practices were identified to achieve the goals within each priority. Plans for implementation were developed and implemented. Goals were specifically written to close all gaps and support all struggling learners. Each team collected and analyzed short-term benchmark data during the 2018 summer to review progress. CCPS has a long-standing practice of disaggregating data to identify areas of needed growth and areas of weakness.** All initiatives and efforts continue to support the goals and objectives of the 5 priorities:

- Equity
- Student Outcomes
- Climate/Culture
- Workforce
- Community Engagement

Progress has been noted on the some of the actions and initiatives which are directed toward addressing the priorities as outlined in the Strategic Plan over the life of the Master Plan and beyond:

#### Priority 1: Equity

In support of this priority area, CCPS will:

- Provide equitable learning opportunities to each student in order to help them become determined, independent, and successful learners;
- Promote a culturally responsive workforce; and
- Promote equitable allocation of resources that is transparent and is clearly communicated.

Equity Measures for Monitoring Progress:

- A district plan will be developed

- A comprehensive communication plan will be developed and implemented to disseminate the district equity plan to all CCPS employees and communities
- Staff will have completed cultural competency professional development
- Staff will perceive high expectations and positive attitudes towards each student regardless of their background
- Students will perceive high expectations and positive attitudes towards each student regardless of their background.

## Priority 2: Student Outcomes

In support of this priority area, CCPS will:

- Promote the growth for each student;
- Eliminate all achievement gaps;
- Enhance opportunities for high ability learners to thrive and be academically challenged;
- Prepare students for postsecondary education and/or career focused options; and
- Support the expansion and integration of digital learning to enable each student to be connected to the world and prepare them to be 21<sup>st</sup> century learners.

Student Outcomes Measures for Monitoring Progress:

- Students in grades 3, 5, 8, and 9 will be on or above grade level in reading
- Students in grades 3, 5, 8, and 9 will be on or above grade level in mathematics (in progress)
- Students will participate in dual enrollment courses at the high school level
- Achievement gaps of specialized populations (e.g. race, ELL, students with disabilities, FARMS) will decrease

## Priority 3: Climate and Culture

In support of this priority area, CCPS will:

- Integrate students' social-emotional and behavioral learning into daily instruction;
- Provide a nurturing, respectful and safe environment for all; and
- Build and nurture the wellness and morale amongst staff.

Climate and Culture Measures for Monitoring Progress:

- Students will report feeling safe at school
- Students will report that at least one adult in their school cares about them
- School suspension rates will decrease
- Parents will report that they are satisfied with the school
- Parents will feel their children are supported by teachers

#### Priority 4: Workforce

In support of this priority area, CCPS will:

- Enhance the diversity of the CCPS workforce
- Retain high-quality staff
- Provide staff with personalized and differentiated professional learning enabling them to grow and increase student success

Workforce Measures for Monitoring Progress:

- The percentage of racially diverse teachers that closely match the student populations belonging to minority groups will increase
- The percentage of staff who report leaving CCPS for a neighboring school system will decrease.

#### Priority 5: Community Engagement

In support of this priority area, CCPS will:

- Work to ensure that all staff, families, and community businesses and organizations are actively engaged with the district as advocates, allies and partners to increase equity, access, and results for each student

Community Engagement Measures for Monitoring Progress:

- The percentage of students who are receiving industry or business experiences through internships or working partnerships will increase
- The percentage of schools in the district that have a parent involvement organization or business partner will increase
- The number of opportunities for community members to meet with Board members (and provide feedback on district initiatives) outside of the Board meetings (e.g. through Board chats, Board coffees, or rotation of location of Board meetings) will increase
- The number of school-business partnerships developed will increase
- The number of community mentors volunteering in the schools will increase

Strategic plan sub-committees have worked to identify specific measures for monitoring progress on the goals and objectives outlined in the plan. All sub-committees completed an end of year progress report. The results are reported below:

##### 1. Equity:

###### **Training:**

- Although all staff has been required to take the SafeSchools course: Diversity Awareness: Staff-to-Student, the intention of cultural proficiency training metric for the sake of the Strategic Plan relates specifically to the three-module training developed by CCPS. Staff includes all CASA, CEA, CAES, and Meet and Confer employees.



- Side note: All Substitutes complete SafeSchools and new subs receive a mini-bias training during their intake.
- 2018-2019 starts a train-the-trainer format with administrators (Equity PD) and Equity Liaisons (DELT meetings).
- 2019-2020 trained staff will facilitate cultural proficiency training for all CASA, CEA, CAES, and Meet and Confer employees. This process will continue for four years as all staff will complete one module a year for three years. The modules will increase staff's understanding of personal, cultural, and racial identity in order to create an anti-bias environment conducive for students and staff achievement.

### **Climate Survey Questions:**

The survey questions are designed to highlight important aspects of equity: relationship building and high expectations.

### **Equity Team Ratings:**

Two years ago, three schools scored above 60% on the Equity Team Evaluation Rubric. Last year, that number increased to six. The goal is to have a 25% increase each year for the next two years. Several factors will help this:

- Equity Liaisons are now EDEP for time in building
- Members have been engaged in the work at least two years
- Mandatory Training will start in 2019
- Leadership is developing a greater sense of how to use their equity team
- Equity resources are developed, and a tracking system is in place to mark the work of each building
- Anti-bias standards now guide all equity work and team focus It has taken time for individuals to learn and develop a comfort level with the work of equity.
- It has also taken time for individuals to then gain comfort in pushing the work into their building. All teams will be operating near 100% within three years.

## **2. Student Outcomes:**

Calvert County Public Schools will:

- Promote the growth for each student.
  - As noted in the data, CCPS continues to demonstrate growth in ELA and math at most grade levels. This year, we saw substantial growth in math in the aggregate data.
- Eliminate all achievement gaps.
  - We continue to show gaps in achievement with the largest gaps being in the students with disabilities sub-group. We are beginning to see slight

narrowing of the gaps with our African American and FaRMS student groups.

- Will enhance opportunities for high ability learners to thrive and be academically challenged.
  - This is an area where we will continue to develop plans for improvement. 82% of students who entered 9th grade this year were enrolled in at least 1 honors course. However, the percent of minority students taking an AP test or scoring a 3 or higher decreased over last year.
  - Opportunities for high ability learners are limited in elementary school. This will be a focus for this year.
- Will prepare students for post-secondary education and/or career-focused options.
  - The high percentage of seniors (88.18%) earning CCR designation is indicative of the high achieving students we have in CCPS. Students earn this distinction via English 10, SAT, AP or ACT assessments.
  - We had 520 CTE completers in the class of 2018. 387 of whom were dual completers.
- Will support the expansion and integration of digital learning to enable each student to be connected to the world and prepare them to be 21st century learners.
  - The Future Ready Team drafted a plan based on the Future Ready Gears addressing each of the Future Ready areas.
  - Additionally, the Future Ready committee drafted and implemented a three-year plan to put a device in the hands of every student in grades 3 – 12. The first year of the plan was implemented this year with each student in grades 3, 6 and one grade at each high school receiving a laptop.
  - iPads were distributed at a 1:4(5) ratio in grades K-2.
  - Three technology integration specialists were hired to support teachers on the 1:1 implementation of technology.
  - Summit Learning at PPMS is now in all three grades. Additional Thoughts:
- The department of instruction has made a concerted effort to provide professional development on county-wide days, Saturdays, during PLCs in a variety of formats (face to face, online and hybrid).

### 3. Climate & Culture:

Climate and Culture Response Data:

Total Student Survey Responses - 9,514 – (78% of 3-12 graders)

Total Parent Survey Responses - 2,861

Total Staff Survey Responses - 1,568- 78%

(These numbers could reflect that a person took the survey more than once).

- Calvert County Public Schools will integrate students' social-emotional and behavioral learning into daily instruction.
  - This data is reflected in measurement #11. However, while only 4 schools indicated a school wide program last year, many schools were doing targeted SEL within their buildings.
- Calvert County Public Schools will provide a nurturing, respectful and safe environment for all.
  - This data is reflected in #1, 2, 3, 4, 5, 8, 9 with #1 being the lowest at 68% and the remaining ranking in the 80%+ range.
- Calvert County Public Schools will build and nurture the wellness and morale amongst staff.
  - This data is reflected in #5 and #8. Staff feels appreciated and that they work in a positive environment.

#### Discipline and attendance factors:

- When looking at the measurements for OSS, repeat offenders receiving OSS, and attendance, these data points should be used to help add to the picture of climate and culture within the system but should not be used in isolation to draw specific conclusions. There are many other factors that could impact these numbers which are not reflected in the survey.
  - OSS- While we have a percentage, what we don't know are the specific incidents, severity, or the consistent practices across the system by school or level.
  - OSS repeat offenders- The percentage does not indicate how many incidents have occurred for each student nor do we know the severity of those incidents.
- Attendance- This number indicated those students who accrued over 18 days illegal or legal absences, but we don't know how many absences per student, how many are health related, nor how many have decreased their absence from the previous years even though they continue to have over 18 absences.
  - We believe that additional drilling down of the data and the implementation of strategies would be necessary to have an impact on the climate and culture within the system.
  - The data relating to 18 days or more of absences falls in line with what ESSA will be requiring in the future. We felt by changing the measurement to reflect ESSA requirements it will allow us to remain consistent in the data collection for future surveys.

#### **Moving Forward:**

- Every school will have a goal related to culture and climate in the School Improvement Plan.
  - Individual schools are utilizing survey data as well as academic, attendance and discipline data in creating the goal for the plan.
- All elementary schools will implement an evidence-based SEL curriculum. Three of the six middle schools will implement the online Second Step Curriculum.

- Every school will identify a staff wellness coordinator to be paid through the EDEP procedures.
  - Every school will have a strategy related to staff wellness and morale in the School Improvement Plan.
- School can use data from the staff survey to address needs within their own schools.
- Differentiated staff development model will be used to provide multiple opportunities for growth in the areas of climate and culture.
  - School Social Workers have created an SEL Tool Kit that will soon be available to all schools
  - The Tool Kit can be utilized as a training tool as well as a resource for teachers with specific strategies to address individual needs.
  - Staff training is available at all schools

#### 4. Workforce

- Refining Recruitment Efforts
  - 5 mini job fairs will be held during the 2018-19 to recruit highly skilled teachers
  - Site visits to universities and colleges with strong history of graduating highly skilled teachers will be strategically chosen and scheduled
  - Grow our own with Instructional Assistants and Substitutes – professional development sessions to increase capacity of our instructional assistants and substitute teachers
  - Community Job Fair scheduled in the spring to recruit Calvert County citizens for employment in our district
  - Use of advertisements in educational/human resource publications and social media campaigns to announce our vacancies, career fairs and recruitment days
  - Training recruiters on personal bias, cultural proficiency in interview practices
  - Consulting with other local school systems to gain more information on best practices
  - Webinars to promote recruitment and interview practices
- Updating Interviewing Efforts
  - Scheduled bias training for administrators
  - Skype interviews to allow equitable access to out of county applicants
  - Preliminary screenings to create a pool of highly skilled applicants
  - Offering contingent contracts to highly skilled applicants interviewed during recruitment fairs
- Improving Climate and Culture
  - Climate and Culture presentations for A&S meetings
  - Modified Substitute Training to include Bias Training
  - Added Diversity to the Safe Schools Training for All Staff and Substitutes

#### 5. Community Engagement:

- a. The CCPS Community Foundation has been developed.
- b. The first series of grants for teachers have been awarded.

All data reported in this Master Plan Update shows that CCPS is a high-performing school system that has demonstrated growth in many of the state and federally-mandated reporting areas; yet we continue to have a growing sense of urgency to move each student to their highest levels of achievement. Extreme gaps exist between each student and students with disabilities, African American students and students eligible for Free and Reduced Meals. In order to close these gaps, Calvert County administrators and teachers are being trained in the Learning Focused Framework. A 4-year implementation plan has been developed to guide this implementation. Learning Focused is a planning model that integrates research-based strategies and evidence-based practices. Instructional staff are being trained in this planning model, so that we can implement consistent classroom practices that are standards driven, so that each student in Calvert County regardless of their background can meet the rigorous expectations and be able to leave Calvert County schools with choices in post-secondary and career opportunities and life. During year 1 (SY 2019), all principals, assistant principals, teachers, instructional directors, supervisors and teacher specialists will be trained on Book 1 of the Framework and participate in 5 micro-PD modules and support meetings.

CCPS has also embarked on a quest to ensure that each student is ready for kindergarten by the age of 5 years by partnering with Boston Basics, an initiative developed by Harvard University and Boston Medical Center. Calvert Basics will be officially launched this fall to district and community stakeholders. Boston Basics and now Calvert Basics is inspired by the fact that 80% of brain growth happens in the first three years of life. During this period, skill gaps between socio-economic, racial, and ethnic groups become clearly apparent. Everyday interactions between children, their parents, and other caregivers provide abundant opportunities to give children from every background a more equal start in life. The Calvert Basics are five evidence-based parenting and caregiving principles that encompass much of what experts find is important for children from birth to age three. Every child from every background can benefit from routinely experiencing the Calvert Basics learning experiences. Therefore, the Calvert Basics Campaign is beginning to work closely with school district staff, child care providers and community leaders to ensure that every parent and caregiver is fully supported by family and friends to use the Calvert Basics practices in everyday life.

CCPS engages in data analysis each year to review trend data, beginning with PARCC 2016, identify strengths and areas of need for the district, the schools, grade levels, teachers and students based on evidence statements. In addition, individual student data is analyzed which guides daily planning and instruction. An analysis of the 2018 data indicates that CCPS continues to struggle with specific sub-groups -- students with disabilities, FaRMS, African American and EL. In addition to focusing on increased rigor for each student, providing high-quality professional development to all instructional staff to ensure that they are adequately trained to provide high-quality instruction in all content areas to each student is a priority focus.

The Supervisor of Equity continued to facilitate professional development, develop resources and provide guidance to all staff as we strive to close achievement gaps. He has also worked closely and will continue to work with the Department of Human Resources to increase the hiring of minority staff. The District Equity Leadership Team (DELT) continue to meet on a consistent basis to plan for and deliver professional development to staff. Modules have been developed which will be shared in each school during the 18-19 school year. The DELT committee is comprised of administrators and teacher leaders. A book study of the book, *Closing the Attitude Gap*, by Principal. Kafele, was developed and shared by the Supervisor of Equity. Approximately 503 CCPS employees participated in this PD opportunity.

The special education department is in its third year of a partnership with MSDE and the Maryland Coalition for Inclusive Education (MCIE). Currently, eight schools are participating in this collaborative work to promote inclusive learning environments. The ultimate goal of this training is to increase capacity of all CCPS teachers and administrators to provide quality instruction and intervention practices. It is also the hope that this project strategically changes school-wide practices to demonstrate effective and high-quality inclusive education. CCPS aims to increase access and equity for students with disabilities, funded through an MSDE discretionary grant, federal passthrough and local funds. Co-teaching in the content areas has proven to be an effective system-wide model to address the achievement gap for students with disabilities, as well as to help other struggling learners. CCPS is working to expand the collaborative teaching relationships between general and special education teachers beyond co-teaching.

The special education department has a strategic professional development plan for this school year which is the fifth year of this plan. The special education department will be offering a variety of PD to special education and general education teachers. The special education department offers PD through a variety of means: on-line modules, face-to-face sessions and an after-school opportunities. For special education teachers, each school has monthly Professional Learning Community (PLC) meetings during which the special educators participate in on-line modules created by the special education department focused on the special education process, specially designed instruction, and promoting access, equity, and progress. After viewing the modules and participating in the module activities, special educators collaborate to process, discuss and apply the information, as well as to discuss individual student needs. The special education department hires and provides after school monthly training to special education lead teachers who then serve as the facilitators in the PLCs at the schools. The lead teachers share their knowledge with their colleagues and serve as a resource for their colleagues and the IEP Chairperson in their assigned buildings. The department of special education, in collaboration with the department of instruction, will provide face-to-face (F2F) trainings to all special educators and targeted general educators from each school for a half-day session during the school day. The focus of the F2F PD is on specially designed instruction and scaffolding instruction to meet the needs of diverse learners.

Priorities for professional development in CCPS have shifted from introducing the Maryland College and Career Ready Standards to unpacking and developing a deep understanding of the standards. Content supervisors and teacher specialists and national experts provided PD opportunities to our teachers during county-wide PD days, PLCs, after school and on Saturdays. These sessions were followed up with collaborative planning opportunities for teachers, modeling of lessons and instructional coaching. Secondary content specialists collaborated to provide cross-disciplinary professional development with an emphasis on writing. The integration of technology was also a major focus of professional development as we continue our quest to become a Future Ready district. The 2018-19 school year is the first year in a three-year plan to become a 1:1 district.

In addition to providing PD on the integration of instructional technology, CCPS has been transitioning all curriculum to a digital format. Schoology, an online learning management system, was implemented during the 2017-18 school year and is the host for our curricular documents and digital resources. Content supervisors and master teachers continue to work together to audit, revise and/or develop curriculum. Professional development on the new curriculum and resources will continue to be provided into this school year.

Special Education supervisors and teacher specialists are equal participants in bi-monthly Division of Instruction meetings where the departments of instruction and special education collaborate and co-plan. Special Education teachers routinely attend content-specific professional development alongside general education teachers. All special education teachers, including regional program teachers (e.g. behavior development, intensive structured learning environment), will continue to be trained in the Maryland College and Career Ready Standards, which will expand their knowledge of content and assist them with providing greater access to the general education curriculum for their students.

Calvert County Public Schools delivers ESOL services through a regional program at four elementary schools, one middle school, and one high school. This allows us to target the EL population most efficiently with instruction and to provide collaborative and consultative supports to staff most efficiently. At all levels, CCPS ESOL certificated teachers support students through a combination of pull-out and push-in services. ESOL teachers monitor EL progress through data from grade level and content teachers as well as grade level and content assessments and ACCESS 2.0. Collaboration between ESOL teachers and classroom teachers is ongoing through planning and PLCs.

For the 2018-2019 school year, the ESOL department will continue to provide professional development to general/content teachers as well as ESOL teachers throughout the system. The ESOL staff provides SIOP trainings throughout the year to general/content teachers to enhance strategies for working with ELs all in classrooms. Additionally, we have begun to focus our SIOP professional development towards 17 strategies we feel make the biggest impact on the four language domains. We have created a workshop where content teachers K-12

from all areas of content are creating lesson plans with strategies embedded. The first workshop this summer resulted in 147 first quarter lesson plans being written and vetted and posted for K-12 teachers in a variety of content areas to access and use in their instruction. CCPS will hold workshops to write second, third, and fourth quarter lesson plans. Our intention is that teachers will access and use these lessons and become confident with the strategies and then begin to use the strategies themselves in their personal daily lesson planning.

Professional development for building based and central office based professional development was held monthly during the 2017-18 school year. All administrators chose an area of focus and worked in PLCs to deepen their understanding of one of the CCPS priority areas: Equity/Inclusive Practices, Climate and Culture, Building Capacity, and Data-driven Decision Making. Principal and supervisor SLOs were aligned with each individual's focus area. A&S PD will continue for the 2018-19 school year and will focus on Leadership (Systems thinking, decision making and communication); Equity (Identity), Learning Focused (Leading for Learning Focused – Writing Learning Focused lessons – Supporting Teachers at Every Step – Using the Rubrics and UDL/Crosswalk), Observations (Making Claims, Documenting Unbiased Evidence, Interpreting the Evidence, and Making Judgements in observations and Writing Effective Feedback).

#### Budget Narrative

##### a. **System priorities**

- Equity:
  - The Supervisor of Equity continues to facilitate the District Equity Leadership Team (DELT). Funds have been allocated for the Supervisor of Equity and selected staff to attend state and national conferences to develop their own capacity. Workshop stipends and substitute funding have also been provided for DELT members to collaborate on developing professional learning modules and lesson plans.
  - For the 2018-2019 school year, CCPS has an increase of 1.0 FTE ESOL staffing to accommodate a rise in the number of ELs in our secondary schools. We are fortunate to be able to continue to provide consistent, daily instruction to all our EL students in our regional program.
  
- Student Outcomes:
  - The unrestricted budget continues to support stipends for teachers to attend workshops outside the school day. A minimal budget to provide substitutes for teachers to attend workshops, collaborative



planning sessions or peer observation sessions has also been provided.

- Funds have been allocated in the local budget to support new content resources (digital and hard copy) in ELA, mathematics, science and social studies.
- The Title IIA budget will support the implementation of Learning Focused, an evidence-based lesson planning framework. All administrators and teachers were introduced to Learning Focused during summer and pre-service PD days. Training will continue throughout the 2018-19 via online micro-PD modules and face to face support meetings with colleagues.

- Climate/Culture:

- All elementary schools will be implementing a social/emotional learning framework during the 2018-19 school year. Eleven of the twelve schools chose to implement Second Step and one is in the second year of implementing The Master Teacher. In addition, three of the six middle schools have chosen to implement the online version of Second Step. Funds were made available through the Title IV grant.

- Workforce:

- The Department of Human Resources continues to develop recruitment plans and innovative practices to recruit staff for our high needs content: special education, math, English/language arts, speech/language and world language.
- Mini recruitment fairs will be held this year in the hopes of securing teacher candidates in our high needs content areas.

- Community Engagement:

- The Program Coordinator of Strategic Partnerships and Community Engagement will continue to build community partnerships with business and community leaders.
- Additional grants will be awarded to teachers to support instructionally-based projects.

All employees will comply with all federal, state, and school system laws, regulations, policies, procedures and/or guidelines.

The CCPS staff continue to use local funds to utilize online training modules to provide easily accessible compliance training.

Security cameras have been installed at each of the 4 high schools in CCPS. Plans are in process for the implementation of cameras in the middle schools and elementary schools. Cameras have been/will be placed in common areas within our schools.

## Fiscal Outlook and Climate Changes

Calvert County Public Schools continues to experience a decline in student enrollment. Due to the continuing decline in enrollment, Calvert County Public Schools is slated to receive a declining enrollment grant from the State for three years. FY 2018 was the first year of the grant. We received \$239,758 for the declining enrollment grant in FY 2018. We have been awarded \$362,977 for the declining enrollment grant in FY 2019. Additionally, the State has awarded Calvert County Public Schools (CCPS) a "Hold Harmless Adjustment" in the amount of \$544,451 for FY 2019. The FY 2019 appropriation from the State of Maryland increased by \$100,000. Foundation Aid (including the declining enrollment grant and the "Hold Harmless Adjustment") increased by \$815,172. In June 2017, the Board of Education and the Board of County Commissioners for Calvert County entered into a four-year funding formula agreement which became effective July 1, 2017. Under the provisions of the funding formula, the Calvert County Government will hold CCPS harmless for decreases in student enrollment. The local appropriation for each fiscal year will be based upon the prior year's appropriation increased by one plus: a percentage increase in student enrollment; the CPI factor; and an adjustment factor. FY 2019 is the second year of the funding formula agreement. The local appropriation for FY 2019 increased by \$5,697,554 as a result of the funding formula. The local appropriation increased from \$120,670,112 in FY 2018 to \$126,367,666 in FY 2019. Overall, the CCPS unrestricted operating budget increased by \$6,422,285 for FY 2019.

Our projections indicate that annual operating costs will continue to increase. Factors driving the increase continue to include the cost of salary increases for employees and increases in operating overhead. All costs are analyzed annually as local and state revenue projections become available to ensure a balanced budget. The impact of funding projections on the FY 2019 operating budget was one step increase for current employees plus one restoration step for employees who have been employed with CCPS in the same bargaining unit since FY 2014.

## Finance Section

### Revenue and Expenditure Analysis

1. Did actual **FY 2018** revenue meet expectations as anticipated in the Master Plan Update for **2018**? If not, identify the changes and the impact any changes had on the **FY 2018** budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

The final FY 2018 revenues exceeded the expectations reported in the FY 2017 Master Plan. This was the result of two primary factors. One factor pertains to Calvert County Public Schools' health insurance plan which is a self-insured plan. Calvert County Public Schools (CCPS) pays for all claims associated with the plan. When the amount CCPS paid the insurance company for the previous plan year exceeds the actual cost of all claims for that year, then the insurance company refunds the excess payments to CCPS. In FY 2018, CCPS received a refund in the amount of \$3.0 million for the FY 2017 plan year. The second factor pertains to the funding formula agreement between CCPS and the Calvert County Government. An error was made when applying the funding formula to the calculation of the FY 2018 local appropriation. This error resulted in an understatement of the FY 2018 appropriation in the amount of \$597,377. The error was discovered and corrected in FY 2018. This correction yielded \$597,377 in additional revenues in FY 2018 beyond what CCPS initially expected.

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.

Most of the FY 2018 budget was spent as indicated in the Master Plan. However, due to factors such as employee turnover, savings on diesel fuel costs, and savings on energy costs, CCPS experienced savings in instructional salaries, transportation costs, and utilities for the third consecutive year. Those savings (combined with the \$3.0 million health insurance refund and the increase in the local appropriation) provided resources CCPS was able to utilize in a number of areas. We were able to use some of these funds to purchase textbooks, technology equipment, and instructional supplies; pay costs associated with several capital projects throughout the district; and provide insurance premium holidays to CCPS employees.

#### Standards and Assessments

Actual expenditures exceeded the planned amount reported in the 2017 Master Plan for FY 2018 due primarily to two factors. 1) Calvert County Public Schools (CCPS) increased the FY 2018 operating budget in order to remit \$1.1 million to the Other Post-Employment Benefits (OPEB) Trust. The \$1.1 million was the result of savings from prior years. 2) CCPS spent over \$1 million more than originally planned on technology. We were able to secure multi-year leases for technology equipment.

As a result of the additional expenditures, additional professional development and resources have been provided to the teachers. The additional funds allowed us to purchase math manipulatives for mathematics teachers in the secondary schools, elementary mentor/writing texts, and textbooks for Spanish 2 classes. The largest impact was on the implementation of Schoology, an online learning management system. As a result of the additional funding, we were able to implement Schoology county wide during the 2017-18 school year. Schoology allows for increased student collaboration, hosting of county curriculum, and professional development for teachers, etc. The ultimate impact was an increase in 2018 PARCC scores, especially in elementary math and algebra 1.

### Data Systems to Support Instruction

Actual expenditures for data systems were in alignment with planned expenditures. There were no changes that impacted Master Plan goals.

### Great Teachers and Leaders

CCPS realized savings on instructional salaries due to employee turnover. However, we spent more on instructional materials than we originally planned. The increased expenditures on instructional materials were comparable to the salary savings. Additionally, we realized \$2.2 million in savings on restricted expenditures for special education due to fact that Medicaid expenditures were \$2 million less than planned.

As a result of the additional expenditures, additional professional development and resources have been provided to the teachers. The additional funds allowed us to purchase math manipulatives for mathematics teachers in the secondary schools, elementary mentor/writing texts, and textbooks for Spanish 2 classes. The largest impact was on the implementation of Schoology, an online learning management system. As a result of the additional funding, we were able to implement Schoology county wide during the 2017-18 school year. Schoology allows for increased student collaboration, hosting of county curriculum, and professional development for teachers, etc. Additional professional development was provided this year to unpack content standards and the use of technology. The ultimate impact was an increase in 2018 PARCC scores, especially in elementary math and algebra 1.

The savings from the Medicaid account remained in the appropriate account to be used to support future needs. Medicaid is primarily used to support salaries, benefits and contractual services for students with disabilities.

### Turning Around Lowest Performing Schools

Actual expenditures for turning around lowest performing schools were in alignment with planned expenditures. There were no changes that impacted Master Plan goals in this area.

### Mandatory Cost of Doing Business

Actual expenditures under mandatory cost of doing business exceeded planned expenditures by \$1.1 million as a result of utilizing a portion of the health insurance refund to pay for a number of capital outlay projects. The expenditures in this category were used to support safe and school environments. Secured guided vestibules and secured zones were installed in 6 elementary schools. Other projects included improving learning environments for students such as replacing HVAC units, repair/refinishing gym floor, repaving parking lots, and replacing flooring in schools. Such improvements indirectly impact student achievement by providing a safe, secure and welcoming learning environment.

### Other

In FY 2018, CCPS saw an increase in funds received from the local government (\$597,377), other federal revenue (\$4,827,274), and other local revenue (\$9,416,694). Actual expenditures related to other miscellaneous restricted programs was \$1.6 million less than the planned expenditures.

CCPS realigned the FY 2018 budget to transfer budgetary savings from some accounts to other accounts in which we had needs so as to maximize the use of the available funds to meet the system's needs. Overall, CCPS ended FY 2018 with an excess of revenues over expenditures in the amount of \$365,000.

As a result, CCPS was able to increase the timeline of becoming a Future Ready district. We entered into a multi-year contract to lease student laptops. This year, all students in grades 3 and 6 were provided with a 1:1 laptop as well as classroom sets for each high school. Ipad were provided to K-2 classrooms at a 1:4 Ipad to student ratio. This project will continue over the next 2 years until all students in grades 3 – 12 have been issued a 1:1 laptop.

## Maryland's Goals, Objectives and Strategies

Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

1. Students requiring special education services
2. Students with limited English proficiency, and
3. Students failing to meet or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population as a whole.

In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description or corresponding resource allocations.

### English Language Proficiency Indicator

Using preliminary data from ACCESS for ELLs 2.0 (16-17 vs. 17-18), it is evident that Calvert County Public Schools has met the ELP Annual Growth Target for 2018 of 50%.

81 EL students in Calvert County are Year 2 Cohort students with ACCESS for ELLs 2.0 scores for both 2017 and 2018.

- Of the 81 students in this cohort, 55 students either met the Annual Growth Target or Earned a Proficiency Score of 4.5 or higher. (68%)
  - 40 of the 81 met the Annual Growth Target and remain in the program.
  - 15 of the 81 met the Annual Growth Target AND earned a Proficiency Score of 4.5 or higher.
- Additionally, 15 first time test takers in 2018 earned a Proficiency Score of 4.5 or higher.

English Language Arts/Literacy for Grades 3-8 and Grade 10

2018 Elementary ELA <b>STUDENT GROUP</b>	Tested n	Level 1		Level 2		Level 3		Level 4		Level 5		4 and 5 %	Change from 2017 to 2018	Gap
		n	%	n	%	n	%	n	%	n	%			
ADA	251	26	10.4	59	23.5	77	30.7	83	33.1	≤10	≤5	35.5	6.3	-18.2
All Students	3450	266	7.7	473	13.7	860	24.9	1556	45.1	295	8.6	53.7	1.3	0
American Indian or Alaska Native	≤10	≤10	50	≤10	25	≤10	12.5	≤10	12.5	≤10	≤5	12.5	-4.2	-41.2
Asian	49	≤10	8.2	≤10	6.1	≤10	12.2	24	49	12	24.5	73.5	5.6	19.8
Black or African American	430	78	18.1	81	18.8	122	28.4	134	31.2	15	≤5	34.7	5.3	-19
Female	1696	87	5.1	184	10.8	380	22.4	855	50.4	190	11.2	61.6	2.2	7.9
Free / Reduced Meals	792	129	16.3	187	23.6	230	29	235	29.7	11	≤5	31.1	2.8	-22.6
Hispanic/Latino of any race	223	16	7.2	34	15.2	65	29.1	91	40.8	17	7.6	48.4	5.3	-5.3
Limited English Proficient	33	≤10	24.2	12	36.4	≤10	21.2	≤10	18.2	≤10	≤5	18.2	14.5	-35.5
Male	1754	179	10.2	289	16.5	480	27.4	701	40	105	6	46	0.2	-7.7
Migrant	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤5		
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤5	≤10	≤5	≤10	33.3	≤10	66.7	≤10	≤5	66.7	41.7	13
Reclassified Limited English Proficient	34	≤10	≤5	≤10	17.6	15	44.1	12	35.3	≤10	≤5	38.2		
Special Education	311	131	42.1	89	28.6	62	19.9	27	8.7	≤10	≤5	9.3	-0.1	-44.4
Special Education - Exited	74	≤10	8.1	15	20.3	26	35.1	25	33.8	≤10	≤5	36.5	-4.6	-17.2
Title I	373	67	18	71	19	115	30.8	108	29	12	≤5	32.2	32.2	-21.5
Two or more races	306	28	9.2	52	17	68	22.2	128	41.8	30	9.8	51.6	2.4	-2.1
White	2431	136	5.6	301	12.4	597	24.6	1176	48.4	221	9.1	57.5	0	3.8

In 2018, the fourth year of PARCC, 53.7% of ELA grades 3-5 students met (level 4) or exceeded (level 5) expectations, compared to 52.4% in 2017.

Achievement gaps still exist in the following areas:

- Black or African American (n=430): Levels 4 and 5, 34.7% compared to 53.7% for each student (n=3,450) which is a 19% percentage gap
- Limited English Proficient (n=33): Levels 4 and 5, 18.2% compared to 53.7% for all students (n=3,450) which is a 35.5% percentage gap
- Special Education (n=311): Levels 4 and 5, 9.3% compared to 53.7% for all students (n=3,450) which is a 44.4% percentage gap
- All Males (n=1,754) Levels 4 and 5, 46% compared to All Females (n=1,696) Levels 4 and 5, 61.6% which is a 15.6% percentage gap

Challenges:

While the trend data from 2017-2018 showed most targeted student groups demonstrated a slight increase in the percent of students meeting or exceeding expectations, a significant increase of Limited English Proficient from 3.7% in 2017 to 18.2% in 2018 was noted. The performance of students with disabilities was stagnant with 9.4 % meeting or exceeding expectations in 2017 as compared to 9.3% in 2018. In addition, a percentage gap of 15.6% is evident when the performance of all males is compared to all females. The challenge we continue to face is to increase performance levels in all targeted student groups and accelerate growth for gap student groups such as Free and Reduced Meals Status, Limited English Proficient, African American, and Students with Disabilities.

These patterns are consistent to what has been observed across our system, the state and nation. To address these inequities, CCPS will continue to use evidence-based strategies that have been demonstrated to be effective at narrowing gaps by teaching each student, regardless of background, gender, learning style, race, or culture. There will also be attention given to data driven decision making for instructional planning.

**Changes or Strategies to improve gap reduction and growth:**

- The system began a three-year initiative to use The Learning-Focused Instructional Framework. Year one began with training for administrators and Supervisors with a concentration on The High Performance Learning-Focused lesson. As curriculum is revised and newly developed for Reading, Writing, and English Language Arts, components of the lesson planning template will be incorporated to include Lesson Essential Questions based on standards of learning, activating strategies, and graphic organizers.
- Purchase of Reading/ELA/Writing texts to support new and revised curricular documents. Texts will support Maryland College and Career Ready Standards (MCCRS) showing need of improvement on PARCC Evidence Statements, address various writing units of study, and promote a diversity of cultures. **Mentor texts were purchased to**



allow for direct instruction of reading standards during read alouds within reading workshop, mini lessons during writing workshop, and student lead book clubs. Texts purchased for book clubs allow for student choice, access to a diversity of genres, topics and authors. Texts purchased represent a diversity of characters and cultures so that students see themselves within books, promote empathy, and instill a love of reading. More reading within the classroom and connections to reading and writing using newly purchased texts will translate to increased reading practice and performance. (\$35,000.)

- Writing Workshop framework will be emphasized through the use of writing units of study to address MCCRS and improve writing instruction system-wide. Blended learning courses (Annenburg Learner), webinars, Saturday Writing Gatherings and system-wide professional development related to the writing workshop framework of Lucy Calkins will be conducted throughout the school year. These items will help to support the integration of seamless reading and writing instruction. (\$4,000. For workshops)
- A Writing Team with representatives from each school will meet monthly to review curricular documents, conduct a book study, gather student writing samples, and create teacher resources. The Writing Team will help serve as liaisons to build capacity within buildings and provide professional development for colleagues. (\$2,500. For Saturday Writing Gatherings and books)
- Continued use of the online system wide assessment platform Previ Learn in grades three, four, and five. Comprehension assessments will be administered three times to gather formative data to monitor growth on MCCRS reading standards. (\$44,000.)
- National consultant and author of *Who's Doing The Work*, Jan Burkins, will provide a presentation that will model strategies to develop independent readers and develop a deeper understanding of the gradual release of responsibility model during reading workshop. (\$7,500 for consultant fees and teacher workshop pay Title II funds)
- Content Integration Specialist to lead a pilot project with grades 3-5 general and special educators at three identified schools to begin development of curricular resources that integrate literacy standards, science and social studies content through an emphasis on writing. (\$4,485 for substitutes)
- Collaborative data discussions will take place during PLCs with grade level teams including EL and special educators to analyze local assessment data and PARCC Evidence Statement data. These opportunities will help to build understanding of MCCRS, inform instructional decisions and help to monitor student growth toward standards.
- Implementation of a new read aloud lesson plan template that is aligned to MCCRS Standards and provides instructional scaffolding through identified UDL and SIOP strategies. This resource will support the gradual release model and strategies that will support each student to increase engagement and build independence.
- CCPS created literacy benchmark and formative assessments used to monitor student growth toward standard and identified critical skills in Foundational Reading Standards.

Assessment data is analyzed and used to plan for targeted instruction of identified standards and students.

- Collaborative planning time outside of the school day for the provision of specially designed instruction in the general education setting is also offered. Each collaborative general educator and special educator pair can submit timesheets for up to two hours each month for workshop pay. This provides a structure for collaborative pairs to plan outside of the day since typically there is not sufficient time to collaboratively plan during the school day. Learning Specialists and the ELA Supervisor is available and attends planning time as needed. The compensation is funded through the general education local budgets and through restricted special education funds (Medicaid funds).
- The special education department is in partnership (funded through an MSDE discretionary grant, federal passthrough and local funds) with MSDE and MCIE (Maryland Coalition for Inclusive Education) to implement the MCIE Systems Change process through district wide planning and development of 8 schools as demonstration sites for other Calvert County schools. For the 2016-17 school year, three schools were targeted for year one of the systems change process, two were added for the 2017-18 school year and 3 more for the 2018-19 school year. With a focus on access, equity and progress of each student, CCPS is working to improve staff capacity and strategically change school-wide practices to demonstrate effective and high-quality inclusive education that results in positive outcomes for students with disabilities. Co-teaching in the content areas has proven to be an effective system-wide model to address the achievement gap for students with disabilities, as well as to help other struggling learners. CCPS is working to expand the collaborative teaching relationships between general and special education teachers beyond co-teaching. The Supervisor of Reading/ELA is an active member of the district MCIE committee and serves on a subcommittee to identify an elementary universal screener.
- Special Education supervisors and teacher specialists are equal participants in monthly Division of Instruction meetings where the departments of instruction and special education collaborate and co-plan. Special Education teachers routinely attend content-specific professional development alongside general education teachers. Throughout the school year, special education supervisors and specialists will be co-presenting with content supervisors/specialists at various professional development sessions to help general and special education teachers learn to implement standards-based instruction, UDL inclusive practices and scaffolding strategies into classrooms and differentiate instruction to meet the needs of all learners. These strategies benefit students with disabilities and other struggling learners. All special education teachers, including regional program teachers (e.g. behavior development, intensive structured learning environment), will continue to be trained in the Maryland College and Career Ready Standards, which will expand their knowledge of content and assist them with providing greater access to the general education curriculum for their students.

2018 PARCC Assessment Results – English Language Arts/Literacy for Grades 6 – 8

Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 4 and 5
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	% Prof.
ADA	344	39	11.3	89	25.9	86	25	108	31.4	22	6.4	37.8
All Students	3556	259	7.3	493	13.9	820	23.1	1458	41	526	14.8	55.8
American Indian or Alaska Native	≤10	≤10	42.9	≤10	14.3	≤10	28.6	≤10	≤5	≤10	14.3	14.3
Asian	63	≤10	≤5	≤10	≤5	13	20.6	28	44.4	19	30.2	74.6
Black or African American	456	74	16.2	102	22.4	115	25.2	137	30	28	6.1	36.1
Female	1738	69	≤5	158	9.1	369	21.2	770	44.3	372	21.4	65.7
Free/Reduced Meal	669	109	16.3	183	27.4	185	27.7	163	24.4	29	≤5	28.7
Hispanic/Latino of any race	212	18	8.5	30	14.2	66	31.1	76	35.8	22	10.4	46.2
Limited English Proficient	16	≤10	56.3	≤10	25	≤10	18.8	≤10	≤5	≤10	≤5	≤5
Male	1818	190	10.5	335	18.4	451	24.8	688	37.8	154	8.5	46.3
Native Hawaiian or Other Pacific Islander	≤10	≤10	20	≤10	≤5	≤10	≤10	≤10	80	≤10	≤5	80
Reclassified Limited English Proficient	24	≤10	≤5	≤10	29.2	11	45.8	≤10	16.7	≤10	≤5	20.9
Special Education	295	123	41.7	91	30.8	54	18.3	24	8.1	≤10	≤5	9.1
Special Education Exited	70	≤10	12.9	22	31.4	23	32.9	16	22.9	≤10	≤5	22.9
Two or more races	278	21	7.6	44	15.8	66	23.7	116	41.7	31	11.2	52.9
White	2535	141	5.6	314	12.4	558	22	1097	43.3	425	16.8	60.1

2015 – 2018 PARCC Assessment Results – English Language Arts/Literacy for Grade 6 – 8

Grade 6 ELA

CALVERT COUNTY (CCPS)	ALL STUDENTS	AA	SWD	FARMS
CCPS 2018	48.7	26.1	7.3	20.3
CCPS 2017	51.4	38.4	7.9	27.0
CCPS 2016	46.9	23.5	5.9	22.5
CCPS 2015	46.3	24.2	8.0	25.5

Grade 7 ELA

CALVERT COUNTY (CCPS)	ALL STUDENTS	AA	SWD	FARMS
CCPS 2018	61.8	48.1	15	34.4
CCPS 2017	55.4	34.7	4.0	28.7
CCPS 2016	49.0	30.6	4.3	20.3
CCPS 2015	47.5	27.0	8.4	27.3

Grade 8 ELA

CALVERT COUNTY (CCPS)	ALL STUDENTS	AA	SWD	FARMS
CCPS 2018	57	34.5	<= 5.0	33
CCPS 2017	50	32	4.0	28
CCPS 2016	46.8	24.6	3.3	24.9
CCPS 2015	50.2	34.5	<=5	24.8

Data Analysis (PARCC English Language Arts/Literacy for Grades 6-8)

The percentage of students who met or exceeded the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy for Grades 6 – 8 continues to rise. In 2016, 47.6% of our middle school students met or exceeded proficiency expectations. In 2017, 52.2% met or exceeded proficiency expectations. And, in 2018, 55.8% met or exceeded proficiency expectations. The percentage of students who did not meet expectations declined 8.2%. Collectively, 78.9 % of CCPS middle school students approached, met, or exceeded expectations.

While our overall student performance data continues to improve, and we are experiencing growth in several student groups, achievement gaps exist in 8 out of the 12 identified student groups. A growing number of students are not meeting or exceeding proficiency at the same rate as their peers. The following student groups with 10 or more students performed at a lower achievement level than the All Student group: African American, Free/Reduced Meal, Hispanic/Latino of any Race, Limited English Proficient, Male, Reclassified English Limited Proficient, Special Education, Special Education Exited, and Two or More Races.

In addition, Grade 6 ELA experienced a significant decrease in student performance. The percentage of students who met or exceeded proficiency expectations in Grade 6 decreased

2.7% for All Students, 12.3% for Black or African Americans, .6% for Students with Disabilities, and 6.7% for Free/Reduced Meals.

**2016 to 2018 Subgroup Comparative Data Grades 6 – 8**

Student Group	Percent of Students to Meet/Exceed Proficiency Expectations in 2016	Percent of Students to Meet/Exceed Proficiency Expectations in 2017	Percent of Students to Meet/Exceed Proficiency Expectations in 2018
Special Education	≤5	5.3%	9.1%
Limited English Proficient/English Learners	10.5%	8.3%	≤5
Free/Reduced Meals	23.6%	27.7%	28.7%
Black or African American	26.2%	34.9%	36.1%
ADA	26%	34.7%	37.8%
Males	37.6%	41.9%	46.3%

**Goals and Objectives**

- To increase the number of students who meet or exceed the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy for Grades 6 – 8.
- To eliminate the gap between the All Students group and all other student groups.

**Special Education**

The percentage of Special Education students who met or exceeded the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy for Grades 6 – 8 rose from 5.3% in 2017 to 9.1% in 2018. While the student group continues to experience some growth, a significant achievement gap between Students with Disabilities and Each student remains (46.7).

Data

2018 PARCC District Performance Level Summary – English Language Arts/Literacy for Grade 10

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			Level 1 – Did Not yet Meet Expectations		Level 2 – Partially Met Expectations		Level 3 - Approached Expectations		Level 4 – Met Expectations		Level 5 – Exceeded Expectations		#	%	#	%
			#	%	#	%	#	%	#	%	#	%				
Cross-State	190,651	744	37,822	19.8	26,689	14.0	37,094	19.5	58,254	30.6	30,792	16.2	126,140	66.2	89,046	46.7
<b>State</b>	<b>64,562</b>	<b>746</b>	<b>12,629</b>	<b>19.6</b>	<b>8,788</b>	<b>13.6</b>	<b>11,850</b>	<b>18.4</b>	<b>19,946</b>	<b>30.9</b>	<b>11,349</b>	<b>17.6</b>	<b>43,145</b>	<b>66.8</b>	<b>31,295</b>	<b>48.5</b>
District	1,314	771	55	≤5	92	7.0	212	16.1	582	44.3	373	28.4	1,167	88.8	955	72.7
<b>Gender</b>																
Female	661	780	13	≤5	33	5.0	80	12.1	297	44.9	238	36.0	615	93.0	535	80.9
Male	653	762	42	6.4	59	9.0	132	20.2	285	43.6	135	20.7	552	84.5	420	64.3
<b>Ethnicity/Race</b>																
Hispanic or Latino	81	773	≤10	≤5	≤10	≤5	15	18.5	40	49.4	23	28.4	78	96.3	63	77.8
American Indian or Alaska Native	≤10	734	≤10	≤5	≤10	50.0	≤10	≤5	≤10	50.0	≤10	≤5	≤10	50.0	≤10	50.0
Asian	19	778	≤10	5.3	≤10	10.5	≤10	10.5	≤10	31.6	≤10	42.1	16	84.2	14	73.7
Black or African-American	190	751	20	10.5	24	12.6	42	22.1	82	43.2	22	11.6	146	76.8	104	54.7
Native Hawaiian or Other Pacific islander	≤10	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5
White	924	776	27	≤5	55	6.0	131	14.2	419	45.3	292	31.6	842	91.1	711	76.9
Two or more races	98	767	≤10	5.1	≤10	9.2	22	22.4	34	34.7	28	28.6	84	85.7	62	63.3
Not indicated	≤10	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			Level 1 – Did Not yet Meet Expectations		Level 2 – Partially Met Expectations		Level 3 - Approached Expectations		Level 4 – Met Expectations		Level 5 – Exceeded Expectations					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Economic Disadvantage</b>																
No	1,085	776	23	2.1%	64	5.9	160	14.7	494	45.5	344	31.7	998	92.0	838	77.2
Yes	229	748	32	14.0	28	12.2	52	22.7	88	38.4	29	12.7	169	73.8	117	51.1
<b>Students with Disabilities</b>																
IEP – Yes	84	715	28	33.3	26	31.0	19	22.6	≤10	10.7	≤10	≤5	30	35.7	11	13.1
IEP – No	1,230	775	27	2.2	66	5.4	193	15.7	573	46.6	371	30.2	1,137	92.4	944	76.7
504	127	753	10	7.9	16	12.6	32	25.2	51	40.2	18	14.2	101	79.5	69	54.3

## Data Analysis (PARCC English Language Arts/Literacy for Grade 10)

The percentage of students who met or exceeded the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy Grade 10 decreased from 66.3% in 2017 to 65.5% in 2018 (first time test takers and repeat test takers). However, the percentage of first-time test takers increased from 66.3% to 72.7%. The percentage of students who approached, met, or exceeded expectations increased from 85.6% in 2017 to 88.8% in 2018.

While Calvert County is recognized as the top-performing county in the State for Grade 10, the percentage of students who met or exceeded proficiency expectations dropped overall, and achievement gaps exist in 8 out of 12 student groups. The following student groups with 10 or more students performed at a lower achievement level than the All Student group: ADA, Black or African American, Free/Reduced Meals, Limited English Proficient, Males, Special Education, Special Education Exited, and Two or more races.

### 2016 to 2018 Subgroup Comparative Data Grade 10

Student Group (First Time Test Takers and Repeat Test Takers)	Percent of Students to Meet/Exceed Proficiency Expectations in 2016	Percent of Students to Meet/Exceed Proficiency Expectations in 2017	Percent of Students to Meet/Exceed Proficiency Expectations in 2018
Special Education	13.6%	14.9%	8.6%
ADA	50.3%	47.9%	46.1%
Free/Reduced Meals	41%	39.4%	41.9%
Black or African American	47.6%	44.9%	44.7%
Two or More Races	57.6%	55%	56.3%
Males	58.3%	58.5%	55.4%

The percentage of students who met and/or exceeded the proficiency expectations decreased in each of the identified student groups EXCEPT Free/Reduced Meals and Two or More Races.

### Goals and Objective

- To increase the number of students who meet or exceed the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy for Grade 10.
- To eliminate the gap between the All Students group and all other student groups.

### Special Education

The percentage of Special Education students who met or exceeded the proficiency expectations on the PARCC Assessment for English Language Arts/Literacy for Grade 10 decreased from 14.9% in 2017 to 8.6% in 2018; however, this decrease includes repeat test-



takers. When comparing first time test-takers, English Language Arts/Literacy for Grade 10 decreased from 14.9% in 2017 to 13.1% in 2018.

### Challenges (Secondary ELA – Grades 6-8 and Grade 10)

The Maryland College and Career-Ready Standards (MCCRS) pose rigorous grade-level expectations in English Language Arts for each student. To impact change in student learning (Grades 6 – 8 and Grade 10), it is critical that all secondary teachers have a common understanding of standards-driven curriculum and assessment (literacy skills and content), as well as standards-driven instruction (teaching and learning practices). To support the literacy of all learners and to eliminate the gap between the All Student group and all other student groups, Secondary English, Reading, and Language Arts will work collaboratively with all departments to specifically address the following challenges:

- Standards-driven Instruction/Evidence-based Instructional Strategies: To obtain academic proficiency, students need high levels of cognitive complexity. This requires ALL secondary teachers to become skilled at using research-based strategies to make critical instructional shifts that deepen student learning. (Grades 6 – 8 and Grade 10)
- Data-Driven Instruction: A consistent and equitable infrastructure for data analysis, data integration and data dissemination are necessary to promote the data-informed decision making essential in meeting the specified needs of each student. To help each student achieve, teachers need to systematically and routinely use data to guide instructional decisions to meet students’ learning needs.
- Specialized Instruction/Differentiation: Students with a variety of special needs and/or language impairments encounter difficulties mastering the academic expectations of the MCCRS. Therefore, CCPS teachers need targeted, recurrent training on personalized differentiation to help students develop, access, or use skills and strategies to meet grade-level expectations and demonstrate proficiency. Targeted professional development will provide teachers with the tools to maintain the rigor of the MCCRS while ensuring each child’s unique instructional needs are met. Specifically, the challenges include the need for targeted professional development on differentiation on accessing complex informational text, as well as intentional practices to improve teacher-specific and student-responsive instruction in writing. (Grades 6 – 8 and Grade 10)
- Interdepartmental Collaboration –The integrative nature of MCCRS provides opportunities for teachers (general content, Special Education, ESOL, Co-teachers, etc.) to combine their expertise to create personalized, quality instruction that meets the diversified needs of all learners. Interdisciplinary planning and collaboration between the diversified staff (general content teachers, Special Education teachers, ESOL teachers, Co-teachers, and Instructional Assistants) poses logistical and staffing challenges that we continue to navigate. (Grades 6 – 8 and Grade 10)

- Teacher Use of Formative and Summative Data to Drive Instruction – Assessments are measured by their ability to support teaching and learning. To close the achievement gap between the underperforming student groups, we must ensure that all educators are prepared to use assessment data as a tool to measure student progress, as well as to improve individualized instruction and student learning. (Grades 6 – 8 and Grade 10)

### Strategies (Secondary ELA – Grades 6 - 8 and Grade 10)

- Implement an evidence and prevention-based instructional framework (Learning Focused) that connects research-based strategies and exemplary practices to maximize learning of content (disciplinary literacy) and standards-based skills. (Provide a 3-year implementation structure that includes continued professional learning and coaching for implementation.) Grades 6 -8 and Grade 10: Unrestricted Budget/Staff Professional Development

*Rationale:* Ongoing and intensive professional learning opportunities have a substantial effect on student achievement (Yoon et al., 2007). According to John Hattie’s 1200 meta-analyses, professional learning is reported as having a .62 effect size related to student achievement. An effect size of 0.40 or greater is considered to be average or typical effect on student learning (Hattie, 2017). Professional learning is the vehicle educator leaders and community partners need to build understanding of why and how to elevate literacy achievement for all. Effective transfer and application of professional learning will occur with a structure that includes coaching through support and accountability for implementing professional learning and collaboration across all stakeholder groups.

- Plan and implement a comprehensive assessment system to set priorities at all levels (individual, classroom, school, district, and community). (Grades 6 – 8 and Grade 10) Develop a consistent and equitable infrastructure for data analysis, data integration, and data dissemination that promotes strategic data-informed decision making essential in meeting the specified needs of each student.
  - (Assessment System will utilize multiple measures of assessment, including screening tools, diagnostic tools, progress monitoring tools, and formative and summative assessment tools to measure outcomes).
  - Funding: Unrestricted Budget/Materials of Instruction, General Substitutes, Secondary ELA Workshops; Striving Readers’ Comprehensive Literacy Grant /Personnel, Staff Professional Development.
  - *Rationale:* A comprehensive assessment system is an essential, integrated thread of the larger educational braid to enhance student learning (Fletcher & Vaughn, 2009; Walpole & McKenna, 2007). (Striving Readers Comprehensive Literacy (SRCL) Grant \$106,478)

- Model intentional practices for improving teacher-specific and student-responsive instruction. Provide professional development opportunities and resources to enhance the use of diversified formative assessment in instruction. Ensure all teachers understand the formative assessment process and the corresponding instructional implications in ELA Grades 6 – 8 and Grade 10. Funding: Unrestricted Budget/Staff Professional Development, General Substitutes, Secondary ELA Workshops.
  - *Rationale:* Paul Black and Dylan Wiliam’s synthesis of research studies (Kappan Essay) on formative assessment conclude that "the research reported here shows conclusively that formative assessment does improve learning" (1998a). (SRCL Grant - \$123,538)
- Provide increased professional development opportunities for all teachers targeting student differentiation and personalization in reading and writing instruction. Provide frequent inquiry/discovery, modeling, coaching, and mentoring opportunities to secondary ELA teachers (Grades 6-8 and Grade 10) regarding MCCRS Writing, writing instruction, and the writing process (Local instructional leaders and University of Maryland Writing Project leadership). Funding: Title II/Staff Profesional Development, Secondary ELA Workshops, General Substitutes
- Provide additional instructional opportunities to build effective collaboration between the Special Education, ESOL, Co-Teachers, Instructional Assistants, and general content teachers; continue to promote and train teachers in UDL practices and scaffolding/enrichment strategies for Mental Engagement in order to reach students at all levels. (Grades 6 – 8 and Grade 10) Funding: Unrestricted Budget/General Substitutes, Staff Professional Development

**Funding (Secondary ELA – Grades 6 – 8 and Grade 10)**

The unrestricted budget for SY 2018 – 2019 includes the following:

- General substitutes / Coverage: \$9,040
- Staff Development / Professional Meetings: \$9,000
- Materials of Instruction: \$13,500
- Secondary ELA Workshops: \$10,500

Title II

- Staff Professional Development: \$30,000

Striving Readers’ Comprehensive Literacy Grant

- Personal and Staff Professional Development (\$300,000)

Elementary Mathematics 3 - 5

Elementary Mathematics 3 - 5 <b>STUDENT GROUP</b>	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		4 and 5	Change from 2017 to 2018	2018 Gap
	n	n	%	n	%	n	%	n	%	n	%	%		
ADA	251	26	10.4	57	22.7	54	21.5	93	37.1	21	8.4	45.5	7.2	-12.5
All Students	3450	216	6.3	452	13.1	781	22.6	1536	44.5	465	13.5	58	3	0
American Indian or Alaska Native	≤10	≤10	37.5	≤10	12.5	≤10	37.5	≤10	12.5	≤10	≤5	12.5	-20.8	-45.5
Asian	52	≤10	≤5	≤10	≤5	≤10	15.4	21	40.4	19	36.5	76.9	-0.3	18.9
Black or African American	428	56	13.1	104	24.3	111	25.9	134	31.3	23	5.4	36.7	6.8	-21.3
Female	1698	88	5.2	231	13.6	385	22.7	773	45.5	221	13	58.5	3.5	0.5
Free / Reduced Meals	792	121	15.3	187	23.6	225	28.4	234	29.5	25	3.2	32.7	1.8	-25.3
Hispanic/Latino of any race	225	18	8	36	16	54	24	94	41.8	23	10.2	52	6.8	-6
Limited English Proficient	38	≤10	18.4	12	31.6	12	31.6	≤10	15.8	≤10	≤5	18.4	2.8	-39.6
Male	1752	128	7.3	221	12.6	396	22.6	763	43.6	244	13.9	57.5	2.6	-0.5
Migrant	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤5		
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤5	≤10	≤5	≤10	33.3	≤10	66.7	0	≤5	66.7	16.7	8.7
Reclassified Limited English Proficient	34	≤10	≤5	≤10	20.6	≤10	23.5	15	44.1	≤10	11.8	55.9		
Special Education	309	107	34.6	92	29.8	62	20.1	40	12.9	≤10	≤5	15.5	1	-42.5
Special Education - Exited	74	≤10	6.8	13	17.6	16	21.6	35	47.3	≤10	6.8	54.1	7.1	-3.9
Title I	377	48	12.7	73	19.4	124	32.9	113	30	19	5	35	-5	-23
Two or more races	305	33	10.8	39	12.8	65	21.3	130	42.6	38	12.5	55.1	5.8	-2.9
White	2429	104	4.3	270	11.1	539	22.2	1154	47.5	362	14.9	62.4	1.8	4.4

In 2018, the fourth year of PARCC, 58% of students met (4) or exceeded (5) expectations, compared to 55% in 2017 and 44.9% in 2015.

Achievement gaps still persist through the PARCC assessment, and challenges exist in the following areas:

- Black or African American (n = 428): met or exceeded; 36.7% which is an increase from 29.9% in 2017
- Hispanic/Latino of any race (n = 225) met or exceeded; 52% which is an increase from 45.2% in 2017
- Two or more races (n = 305): met or exceeded; 55.1% which is an increase from 49.3% in 2017
- Special Education (n = 309): met or exceeded; 15.5% which is an increase from 14.5% in 2017
- LEP (n = 38): met or exceeded; 18.4% which is an increase from 15.6% in 2017
- FARMS (n = 792): met or exceeded; 32.7% which is an increase from 30.9% in 2017

The overall performance indicates incremental gains across all student groups, however there continue to be gaps between student groups that are consistent from year to year.

- Students that are White, Asian, Hispanic/Latino, two or more races, male or female tended to pass the assessments at near or above the rate of the entire group.
- Students who are African American, or FARMS tended to pass assessments below the rate of the entire group with a gap between the All Students and these groups of 21-25 percentage points.
- Students who are LEP or SWD tended to pass assessments at rates that were drastically below the rate of the entire group. Special Education gap between All Students and Special Ed of 42.5 percentage points and a gap between All Students and LEP of 39.6 percentage points.

Worth noting is that students with IEPs increased from 6.4% proficient in 2015 to 15.5% proficient in 2018 which is an increase of 9.1 percentage points. Although this is a dramatic increase our IEP students, much like our LEP and FARMS students are starting significantly below the 'all' population and would need to continue this exponential rate of growth to completely close the achievement gap.

These patterns are consistent to what has been observed across our system, the state and nation. To address these inequities, CCPS will continue to use research-based strategies that have been demonstrated to be effective at narrowing gaps by teaching each student, regardless of background, gender, learning style, race, or culture.

One additional challenge for our district in demonstrating growth for our LEP students is the size of our LEP group. These students, (38 students distributed across 3 grade levels) in our

district are serviced in 4 regional schools which means that they are receiving primary instruction in a school that is not their school of residence. Although we have identified EL teachers, who are trained in specific EL strategies, these teachers may not be specifically trained in the math instructional strategies and best practices. Additional time will be spent this school year working with the ESOL teachers to be sure that they are trained and implementing math-based instructional practices. **Our ESOL teachers are working with our math teachers to modify identified math activities within each math module so that they are reflective of our SIOP instructional strategies. These instructional activities are included in our electronic instructional resources and professional development sessions are offered in during district professional development days to train teachers on the use of these resources for instruction.**

Learning Focused lesson plan template and essential questions will be used as we plan our professional development with non-tenured and experienced teachers. **Learning Essential Questions and model lessons will be used in classrooms and the Learning Focused Lesson Template will be used as we meet with grade level teams to assist with instructional planning.**

Math and Practice books were distributed to all teachers, general education and special education. **These books provide teachers with a rich explanation of the content and related instructional strategies for whole group, targeted instruction as well as differentiated instruction for struggling or reluctant learners who may have gaps in their understanding.**

**Number Sense Routines have been developed for grades 1 to 5. These routines will be implemented at the beginning of the math block and are reflective of not only effective instructional practices, but also the experiences all students need to develop their flexibility of number and number sense. These routines are designed with multiple entry points to target learners who may be struggling mathematically and/or have low language.**

### **Mathematics Curriculum Team**

- September-June, meets after school, 2-hour sessions (\$5,000).
- Grade level teams review instructional organizers, identify new instructional resources (print and electronic), and alignment of assessments and their alignment to instructional practices and the content standards. We are using PREVI Learn for district as well as classroom formative assessments because the assessments are currently linked to content standards for comprehension and fluency.
- Participation is voluntary with each grade level team having between 5-10 members. Representation includes General Education, Special Education and EL staff.
- Moving our curriculum to a digital format and a full curriculum audit are planned for the 2018-2019 School year

## **Professional Learning/Conference**

- Participation in professional learning at NCTM (National Council of Teachers of Mathematics) which was held in Washington, D.C. Included in conference participation were Building Based Administrators, General Education and Special Education teachers. (\$4,599.00)
  - Teachers who attended the NCTM Conference last year are presenting at our content professional development sessions during our professional development days this year.
  - All of our planning includes General Education, Special Education and ESOL teachers.

## **Diving Deeper into the Content Standards**

- Critically important to making informed instructional decisions is a teachers' understanding of the content. To assist teachers in deepening their understanding of the content standards and use of identified effective instructional practices we will continue to provide sessions for teachers focused on their understanding of the content standards and effective instructional strategies.
- Summer Professional Development for teachers 'New to Math' or 'New to their Grade Level'. This summer professional development session was overwhelmingly attended by teachers. The increased attendance was partly due to all of our teachers in Grade 1 and 2 no longer departmentalizing for math. This doubled the number of math teachers in those grades within our district. For many of these teachers they had not taught math since before the Common Core had been adopted and were in need of professional development on the standards and the related instructional strategies. (\$19,400.00 Workshop)
- Evening/Afterschool sessions where teachers new to math or new to their grade level can spend time with a master teacher at their grade level. Focus for the sessions are the major content of the grade, the overall structure of the math block, and grade level specific instructional strategies and activities. Specific attention is given to understanding what the standards mean, what does proficiency in the standards look like, and what instructional strategies and materials should be used and the instructional resources/activities that align with the standards (\$16,965.00 Title II)

## **On-Line Math Adaptive Software**

- Using technology to support instructional practice, fill in instructional gaps in a way that is motivating and engaging for students is an important aspect of an effective instructional program. CCPS will continue to use DreamBox throughout the instructional day.

- All elementary schools will have access to DreamBox Learning to support differentiated instruction in mathematics.
- DreamBox Learning is an online adaptive, software that focuses on mathematics education at the elementary level. (\$69,000.00)
- Software provides individualized learning paths, builds conceptual understanding and procedural fluency.
- DreamBox Learning is dual language for parents and students. Students can work within the platform in English or Spanish.
- Students have access to the software at school and at home or any location with internet access.
- Data is available to classroom teacher through DreamBox which examines time in task, student growth and areas needing attention.

### **Benchmarks and Formative Assessments**

- Benchmarks and formative assessments are an important tool to determine student and school progress towards the mastery of content standards.
- Grades 2-5 will continue to use PreviLearn, an online assessment platform. Assessments are to be administered in the areas of math fluency and math comprehension in September, December, January and June. This online platform is also available for teacher use throughout the school year as a formative assess tool and predict student progress and proficiency. (\$44,000.00)
- Grades PK-2 will continue to administer the NST (Numeracy Screening Tool), a locally developed assessment that measures student level of proficiency on the critical learn phases of numeracy as identified by Kathy Richardson. The NST is administered in September/October, December, February and June.

### **Data Analysis**

- Using student data to inform instructional practice is an important aspect of effective instruction that is aligned with content standards. In our district, assistance is needed to monitor formative, summative data, as well as monitoring SIP and Title I goals. The Math supervisor and learning specialist have developed tools to assist teachers and schools in this process. We will also be meeting with teams to walk them through this process as needed throughout the school year.
- Instructional tools have been developed for Benchmark and Local Assessment and will continue to be used to assist teachers and grade level teams as they work to close the instruction/data loop. Tools have been developed that guide the disaggregation of the student data and assist teachers in their formation of targeted instructional groups.
  - Math Supervisor and Math Learning Specialist will continue to meet with grade level teams during PLCs to analyze their assessment data and plan for targeted instruction.



- School Data Chats- Following the administration of Benchmarks, data chats will be held with focus schools to assist with the monitoring of School Improvement Plan Goals and Title I focus areas.
  - Team members include content supervisor, building leadership team, mathematics learning specialists, and Title I Staff
  - Team will discuss school performance/grade level proficiency status identifying school performance compared to district and classroom performance related to school performance.
  - Math Supervisor and Math Learning Specialist will also work with grade level teams within individual schools as they analyze PARCC data, specifically the Evidence Statements and their impact on instruction and instructional practice.

## Secondary Mathematics

2017 Math 6 - 8		1		2		3		4		5		
SUBGRP	n	n	%	n	%	n	%	n	%	n	%	4 and 5
All Students	3057	267	8.7	599	19.6	940	30.7	1095	35.8	156	5.1	40.9
American Indian or Alaska Native	≤10	≤10	14.3	≤10	42.9	≤10	28.6	≤10	14.3	≤10	≤5	14.3
Asian	54	≤10	≤5	≤10	5.6	9	16.7	32	59.3	≤10	16.7	76
Black or African American	427	88	20.6	117	27.4	126	29.5	91	21.3	≤10	≤5	22.5
Hispanic/Latino of any race	191	20	10.5	44	23	62	32.5	57	29.8	≤10	≤5	34
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤5	≤10	≤5	≤10	80	≤10	20	≤10	≤5	20
White	2121	135	6.4	377	17.8	663	31.3	825	38.9	121	5.7	44.6
Two or more races	252	22	8.7	55	21.8	74	29.4	88	34.9	13	5.2	40.1
Special Education	295	120	40.7	111	37.6	43	14.6	19	6.4	≤10	≤5	7.1
Limited English Proficient	22	≤10	27.3	10	45.5	≤10	18.2	≤10	9.1	≤10	≤5	9.1
Free / Reduced Meals	635	123	19.4	193	30.4	201	31.7	115	18.1	≤10	≤5	18.6
Title I	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	0
ADA	314	46	14.6	88	28	96	30.6	77	24.5	≤10	≤5	26.7
Migrant	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	0
Special Education - Exited	68	11	16.2	19	27.9	22	32.4	16	23.5	≤10	≤5	23.5
Redesignated Limited English Proficient	23	≤10	≤5	≤10	30.4	11	47.8	≤10	17.4	≤10	≤5	17.4
Female	1498	108	7.2	266	17.8	479	32	558	37.2	87	5.8	43
Male	1559	159	10.2	333	21.4	461	29.6	537	34.4	69	4.4	38.8

In 2018, the fourth year of PARCC, 40.9% of Math 6 – Math 8 students met (4) or exceeded (5) expectations, compared to 20.1% in 2015. In all, 71.6% approached, met, or exceeded (3, 4, 5) expectations, compared to 57.8% in 2015.

Achievement gaps still persist through the new assessment battery, and challenges exist in the following areas:

- American Indian or Alaska Native (n = 7): Levels 4 and 5: 14.3% (2015: 0%), Levels 3, 4, and 5: 42.9% (2015: 60%)
- Black or African American (n = 427): Levels 4 and 5; 22.5% (2015: 8.5%), Levels 3, 4, and 5: 52.0% (2015: 34.7%)
- Hispanic/Latino of any race (n = 191) has almost closed: Levels 4 and 5; 34% (2015: 15.1%), Levels 3, 4, and 5: 66.5% (2015: 50.7%).
- Two or more races (n = 252) has almost closed: Levels 4 and 5; 40.1% (2015: 19.1%), Levels 3, 4, and 5: 69.5% (2015: 60.1%)
- Special Education (n = 295): Levels 4 and 5; 7.1% (2015: 3.6%), Levels 3, 4, and 5: 21.7% (2015: 16.9%)
- LEP (n = 22): Levels 4 and 5; 9.1% (2015: 8.7%), Levels 3, 4, and 5: 27.3% (2015: 17.4%)
- FARMS (n = 635): Levels 4 and 5; 18.6% (2015: 9.7%), Levels 3, 4, and 5: 50.3% (2015: 41.5%)
- Male (n = 1559) has almost closed: Levels 4 and 5; 38.8% (2015: 17.6%), Levels 3, 4, and 5: 68.4% (2015: 54.3%)

Math 6 - 8	2015	2016	2017	2018
All Students (2018 n = 3057) Levels 4 and 5	20.1%	33.3%	34.4%	40.9%
All Students (2018 n = 3057) Levels 3, 4, and 5	57.8%	68.6%	68.5%	71.6%
American Indian or Alaskan Native (2018 n = 7) Levels 4 and 5	0.0%	0.0%	28.6%	14.3%
American Indian or Alaskan Native (2018 n = 7) Levels 3, 4, and 5	60.0%	50.0%	57.2%	42.9%
Black or African American (2018 n = 427) Levels 4 and 5	8.5%	14.1%	16.1%	22.5%
Black or African American (2018 n = 427) Levels 3, 4, and 5	34.7%	45.6%	47.5%	52.0%
Hispanic/Latino of any race (2018 n = 191) Levels 4 and 5	15.1%	27.5%	34.3%	34.0%
Hispanic/Latino of any race (2018 n = 191) Levels 3, 4, and 5	50.7%	71.3%	62.4%	66.5%
Two or more races (2018 n = 252) Levels 4 and 5	19.1%	29.1%	30.6%	40.1%
Two or more races (2018 n = 252) Levels 3, 4, and 5	60.1%	69.5%	69.9%	69.5%

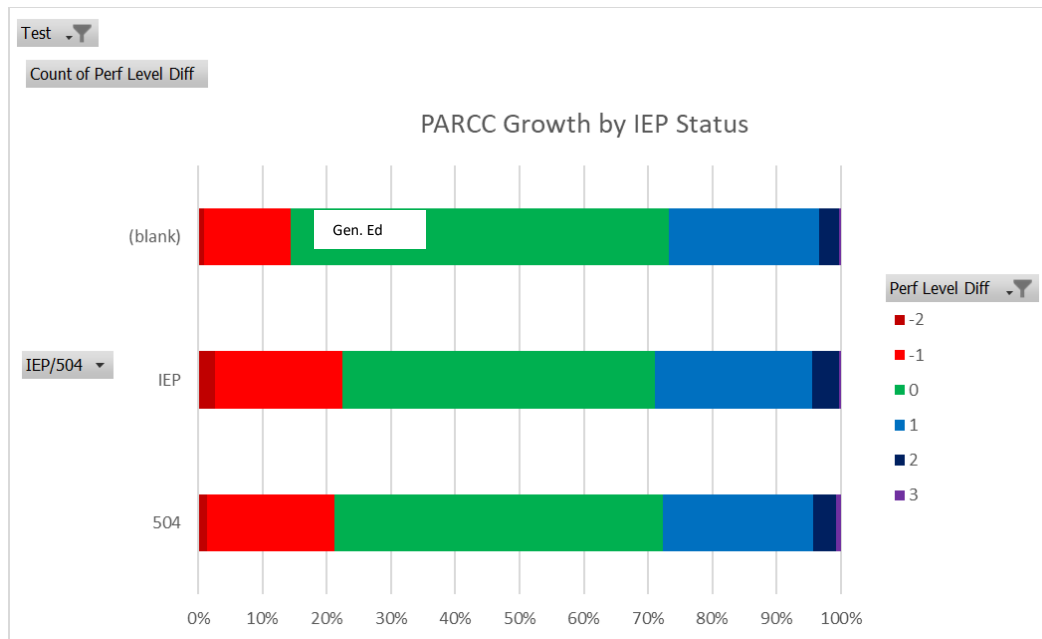
Math 6 - 8	2015	2016	2017	2018
Special Education (2018 n = 295) Levels 4 and 5	3.6%	4.1%	3.4%	7.1%
Special Education (2018 n = 295) Levels 3, 4, and 5	16.9%	22.9%	18.9%	21.7%
LEP (2018 n = 22) Levels 4 and 5	8.7%	13.8%	11.8%	9.1%
LEP (2018 n = 22) Levels 3, 4, and 5	17.4%	49.2%	23.6%	27.3%
FARMS (2018 n = 635) Levels 4 and 5	9.7%	13.8%	15.0%	18.6%
FARMS (2018 n = 635) Levels 3, 4, and 5	41.5%	49.2%	47.6%	50.3%
Male (2018 n = 1559) Levels 4 and 5	17.6%	31.8%	32.8%	38.8%
Male (2018 n = 1559) Levels 3, 4, and 5	54.3%	65.2%	66.1%	68.4%

## Challenges

While trend data showed that most targeted student groups showed increases, they did not all increase and even those that did were not always as large an increase as the whole group. The challenge we continue to face is to increase performance levels in all targeted student groups and accelerate growth for gap student groups such as Free and Reduce Meals status, Limited English Proficiency, African American, and Students with Disability.

These patterns are consistent with what has been observed across our system, the state, and the nation. To address these inequities, CCPS will continue to use research- and evidence-based strategies that have been demonstrated to be effective at narrowing gaps by teaching each student, regardless of background, gender, learning style, race, or culture. There will also be attention given to data-driven decision-making for instructional planning.

One point to be made at all three levels with IEP students (and the pattern is evident in other underperforming groups, such as African American and EL) is that they're not failing to make progress toward state performance standards. In fact, they are making very similar gains to the larger group, when looking at PARCC scores from two years ago compared with PARCC scores from last year:



A challenge is that students in this group, as a whole, have lagged behind the whole group in the past. After years of lagging growth, they were able to nearly close (but not reverse) the “growth gap” last year. CCPS continues to work to find ways to grow these students by more than one year during a single school year to help them catch up to a level that would be on pace for college and career readiness.

These students have relatively less flexible time in their schedules with which to target math intervention or acceleration. Students that struggle in math often also struggle in reading. CCPS has a practice to prioritize reading, as well as any language support or other supports related to a disability or second language acquisition, because these foundational skills help students interact in all other content areas. This does pose a challenge to find opportunities for students to earn the extra math support that would be needed to make more than the one year of growth that is necessary for students that currently find themselves behind to progress toward college and career readiness.

- The theory of action is that our instructional practice is not benefiting all students: if we increase universal instructional strategies, we will increase the equity and access to learn. We see achievement gaps as the product of opportunity gaps and continually improve the quality of our curriculum, assessment, instruction, and practices in order to reach all students. We have learned and worked from three key texts to find research-based practices that will meet these designs:
  - *National Council of Teachers of Mathematics (2014). Principles to actions: ensuring mathematical success for all. Reston, VA.*
  - Schoenfeld, A. H., & the Teaching for Robust Understanding Project. (2016). *An Introduction to the Teaching for Robust Understanding*

(TRU) Framework. Berkeley, CA: Graduate School of Education.  
Retrieved February 17, 2018 from

<http://map.mathshell.org/trumath.php> or <http://tru.berkeley.edu>

- Barnes, B., & Toncheff, M. (2016). *Activating the vision: the four keys of mathematics leadership*. Bloomington, IN: Solution Tree Press, a division of Solution Tree.
- Balka, D. S., Hull, T. H., & Miles, R. H. (Eds.). (2009). *A guide to mathematics leadership: Sequencing instructional change*. Corwin Press.
- Because we are bringing ourselves in line with research-recommended best practice, most of these initiatives have not been evaluated internally, individually. Our evidence is taken more macroscopically; as we continue to see higher growth on PARCC scores than almost any other district in the state, we reason that these initiatives have been making a positive difference, and continue to implement recommendations from these texts through 3-year and 5-year plans. We do not have the capacity or resources to design formal evaluation in a way that could come close to implying causation. We instead implement on small cycles, monitor progress, and continually modify based on student growth projections.
- The Middle School Math Learning specialist works with the Secondary Mathematics Supervisor to support mathematics professional development through system wide PD, department meetings, facilitating online professional development modules, and other professional development opportunities provided by principals. She will support teachers by providing professional development to identified general and special education teachers and ESOL teachers to work on instructional strategies, content understanding, data analysis, and effective use of flex grouping. The purpose of this professional development is to ensure *Mathematics for All*, the idea that each child's unique instructional needs are met. In addition, she supports the middle schools in implementing the strategies identified in the School Improvement Plan. She serves as a member of the EEA math team and participates in multiple curriculum and assessment writing workshops
- In 2014, the Secondary Math Learning Specialist worked with middle school teachers to build content understanding. In 2015, professional development expanded to real-world application of concepts in the area of statistics. In 2016, she led teams of teachers through a year of content study. In 2017, she led special education and general education teachers through data-driven content explorations, using evidence statement tables provided by PARCC. In 2018, she will continue the study of standards, but through the lens of the Standards for Mathematical Practice (SMP) and the NCTM Mathematical Teacher Practices (PtA MTP). One of the key standards of both NCTM Principles to Action and TRU is deep content knowledge of teachers.
- Use of Agile Mind curriculum will continue to be a practice. An analysis of PARCC results showed that Agile Mind was an effective program, and moreover, teachers' use of the program within our middle school buildings was positively correlated with PARCC scores. Internal data review has indicated that the better alignment of curriculum with MCCRS and accompanying lessons, lesson planning guides, and PD will help round out

instruction to serve more than just the median student. This expansion of instruction to focus on all should have effects on our lower-performing subgroups of students, as they often are less represented in CCPS and CCPS math courses. (\$109,083) Local General Education Funds

- The NWEA MAP universal screener will be administered to all middle school students beginning with the 2018-19 school year. There are students that do not attain passing PARCC or College-and-Career Readiness, despite our many efforts. Something more and different is needed. A universal screener is an essential first component to a multi-tiered support system (MTSS). This computer-adaptive assessment is nationally normed, and gives more specific foundational information than PARCC-like problems do. It still has PARCC-predictive ability, and can help us identify both students that may need extra support and those that may need extra challenge. It will also support us in unbiased placement guidance. Such an unbiased assessment will be helpful in combatting their pervasive opportunity gaps that arise in the field of education. District-created middle school benchmarks will be optional. \$22,631. Local General Education Funds
- A research study will be conducted as to whether and in what circumstances MAP Skills, DreamBox, and Math 180 can be used as a supplemental resource to increase student achievement on PARCC at grades 6 - 8. The second component of a MTSS is a robust set of tier II and tier III interventions. We do not have much information, and the field of research is limited at the secondary level. Each middle school will have 25 licenses for three different interventions, grade-specific by building. A significant study will be performed to identify under which conditions each intervention most enhances student performance, as measured by PARCC growth. The hope is to acquire data needed to justify a request for a full intervention budget. The identified dangers of such a system to avoid are:
  1. It is becoming so complex and unwieldy that it drives scheduling and restricts other programs, and
  2. The natural compulsion for teachers to outsource problems of learning to an interventionist rather than continually working to embed opportunities for growth in the primary instruction.
- Such a system is critical for meeting the needs of struggling learners, such as students with disabilities and ELL students. (\$18,650) Local General Education Funds
- We will enhance the curriculum for every topic/unit/module of every course by including a recommended task (and where applicable, a PARCC public release item), a spiral review, a recommended common assessment, and a blueprint for this assessment. In accordance with upcoming self-audits, we'd like to greatly enhance what we've historically called curriculum by establishing our recommended resources outside of the school year. The primary reason is to have teachers spend less time during the year searching and more time evaluating what worked for which kids, what didn't work, why, and implications for future instruction. The theory of action that if we spend less

time selecting activities and more time analyzing the information gained from whatever we used, student outcomes will improve. (\$16,185 Federal Title II Funds)

- We will establish and train a content lead for each content who will spend an hour each week on average to keep instructional conversations about content and resources going through Schoology. The secondary mathematics program is looking to increase teacher communication and collaboration within courses. With 19 courses of study, there are too many necessary conversations for just a few people to maintain and continue. This leads to courses and instructional opportunities for collaboration falling off the radar and going unfulfilled. The creation of content leads would help to continue the conversations, while giving teachers in the position leadership experience. Theoretically, teachers will be more engaged and invested in the courses when more conversations are active.
- We will support the implementation of Learning Focused to help teachers plan more effectively. This is a research-based county initiative, based on focusing lesson-planning on student learning over engagement. It will direct a good deal of our PD over the next three years.
- We will expand the use of multiple representations, including manipulatives, in instruction. Many students struggle to understand concepts because, for them, they are currently too abstract. Taking kids through the Concrete-Representational-Abstract arc through the use of alternate representations and, importantly, the time and space to make connections, has been shown to make significant gains. We've had a wish list for a while of what we'd want to have for manipulatives to be readily available for kids during instruction. Last year we had an opportunity to write an informal internal grant for additional money and purchased a significant amount of resources to be used starting in 2018 – 2019. Each year we've focused on 2 or 3 of the 8 NCTM Principles to Action MTP (e.g., support productive struggle, facilitate meaningful discourse). This year, because of the volume of other work and external initiatives, we've decided to focus our work on just this one. (\$27,700) Local General Education Funds
- We will teach expectations and strategies from prior courses, particularly at the 5<sup>th</sup>-to-6<sup>th</sup> grade level, using Achieve the Core other resources. We've spent a significant amount of time studying the content of our course. We're now ready to expand our understanding beyond our own course. From observation, there has historically been a gulf of unknown between 5<sup>th</sup> and 6<sup>th</sup> grade. Explicit steps are being taken to frame ourselves as a K – 12 math program, not two separate levels, so that we have more opportunities to learn from each other through vertical articulation.
- We will build PD with educate/encourage/expect/evaluate timeline established ahead of time. This is a more effective framework for helping to connect professional learning to increased student outcomes. Four levels of evaluation will be brought to all PD experiences: 1. Did it occur as planned? 2. Did teachers enjoy the learning and believe they learned? 3. Did teachers learn? 4. Did teacher actions change?
- We will have collaborative teams evaluate their work and move toward PLCs. Observations show that many of our teams are working well as collaborative groups, divvying up tasks (you make the warm-ups, you do exit tickets, I'll go make copies),



developing common assessments, looking at student data, analyzing student work, etc. We have some good resources to help teams reflect and progress even higher through NCTM's seven levels of a math PLC.

- We will increase vehicles for collaborative and personal self-evaluation and reflection. PD days are useful, but they're isolated and difficult to follow up on with consistency, particularly when we offer choice. Shown by research to be more effective at raising our effectiveness than a "waiting to be improved" model include powerful collaborative structures of self-maintenance, such as peer- and self- lesson study, case study, peer coaching, book study, and collaborative grading. This goal is about raising awareness for 2018 – 2019. (\$2,340 Federal Title II funds)

Changes in unrestricted budget from 2014-2015 to 2018-2019 include:

- A decrease in substitute budget from \$13,268 to \$1,050 in order to keep teachers in classrooms with students for more time.
- A decrease in workshop budget from \$54,900 to \$19,050 to make financial flexibility to start adopting curricula that are more robust and better aligned with PARCC, MCCRS, and NCTM Principles to Action.
- A decrease in materials of instruction from \$15,000 to \$2,250 to make financial flexibility to start adopting curricula that are more robust and better aligned with PARCC, MCCRS, and NCTM Principles to Action.
- An increase in professional meetings budget from \$0 to \$4,580 in order to have our presenters experience a variety of sessions to bring back to CCPS for use in county to provide for conference-style PD.
- An increase in printing and curriculum budget from \$109,083 to \$141,350 in order to provide teachers with curricular materials that ensure equity and mathematics learning for all.

PARCC Algebra I

2018		1		2		3		4		5		
SUBGRP	n	n	%	n	%	n	%	n	%	n	%	4 and 5
All Students	1391	61	4.4	169	12.1	412	29.6	698	50.2	51	≤5	53.9
American Indian or Alaska Native	≤10	≤10	≤5	≤10	100	≤10	≤5	≤10	≤5	≤10	≤5	0
Asian	28	≤10	≤5	≤10	7.1	≤10	14.3	19	67.9	≤10	7.1	75
Black or African American	195	15	7.7	44	22.6	79	40.5	57	29.2	≤10	≤5	29.2
Hispanic/Latino of any race	81	≤10	≤5	15	18.5	23	28.4	40	49.4	≤10	≤5	50.6
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤5	≤10	≤5	≤10	100	≤10	≤5	≤10	≤5	0
White	1006	42	≤5	98	9.7	280	27.8	541	53.8	45	≤5	58.3
Two or more races	79	≤10	≤5	≤10	11.4	25	31.6	41	51.9	≤10	≤5	55.7
Special Education	124	34	27.4	47	37.9	30	24.2	13	10.5	≤10	≤5	10.5
Limited English Proficient	≤10	≤10	11.1	3	33.3	≤10	33.3	≤10	22.2	≤10	≤5	22.2
Free / Reduced Meals	251	22	8.8	60	23.9	94	37.5	70	27.9	≤10	≤5	29.9
Title I	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	0
ADA	151	11	7.3	20	13.2	62	41.1	56	37.1	≤10	≤5	38.4
Migrant	≤10	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	≤10	≤5	0
Special Education - Exited	24	≤10	8.3	≤10	20.8	12	50	≤10	20.8	≤10	≤5	20.8
Redesignated Limited English Proficient	≤10	≤10	0	≤10	≤5	≤10	≤5	≤10	100	≤10	≤5	100
Female	660	27	≤5	72	10.9	199	30.2	339	51.4	23	3.5	54.9
Male	731	34	≤5	97	13.3	213	29.1	359	49.1	28	3.8	52.9

Algebra I	2015	2016	2017	2018
All Students (2018 n = 3057) Levels 4 and 5	29.4%	28.5%	50.4%	53.9%
All Students (2018 n = 3057) Levels 3, 4, and 5	71.5%	72.4%	82.1%	83.5%
Black or African American (2018 n = 195) Levels 4 and 5	14.8%	21.0%	26.2%	29.2%
Black or African American (2018 n = 195) Levels 3, 4, and 5	49.7%	64.2%	64.8%	69.7%
Hispanic/Latino of any race (2018 n = 81) Levels 4 and 5	31.4%	26.8%	41.7%	50.6%
Hispanic/Latino of any race (2018 n = 81) Levels 3, 4, and 5	64.3%	73.2%	73.8%	79.0%
Special Education (2018 n = 124) Levels 4 and 5	6.7%	2.4%	15.4%	10.5%
Special Education (2018 n = 124) Levels 3, 4, and 5	21.4%	33.0%	47.3%	34.7%
LEP (2018 n = 9) Levels 4 and 5	0.0%	0.0%	20.0%	22.2%
LEP (2018 n = 9) Levels 3, 4, and 5	0.0%	37.5%	66.7%	55.5%
FARMS (2018 n = 251) Levels 4 and 5	13.0%	23.1%	27.8%	29.9%
FARMS (2018 n = 251) Levels 3, 4, and 5	55.0%	63.6%	67.5%	67.4%
Male (2018 n = 731) Levels 4 and 5	28.3%	26.0%	48.6%	52.9%
Male (2018 n = 731) Levels 3, 4, and 5	69.4%	66.0%	80.7%	82.0%

In 2018, the fourth year of PARCC, 53.9% of Algebra I students met (4) or exceeded (5) expectations (2015: 29.4%). In all, 83.5% approached, met, or exceeded (3, 4, 5) expectations (2015: 71.5%).

Achievement gaps still persist through the new assessment battery, and challenges exist in the following areas:

- Black or African American (n = 195): Levels 4 and 5; 29.2% (2015: 14.8%), Levels 3, 4, and 5: 69.7% (2015: 49.7%).
- Hispanic (n = 81) gap has almost closed: Levels 4 and 5; 50.6% (2015: not identified), Levels 3, 4, and 5: 79.0% (2015: not identified).
- Special Education (n = 124): Levels 4 and 5; 10.5% (2015: 6.7%), Levels 3, 4, and 5: 34.7% (2015: 21.4%).
- LEP (n = 9): Levels 4 and 5; 22.2% (2015: 0%), Levels 3, 4, and 5: 55.5% (2015: 0%)

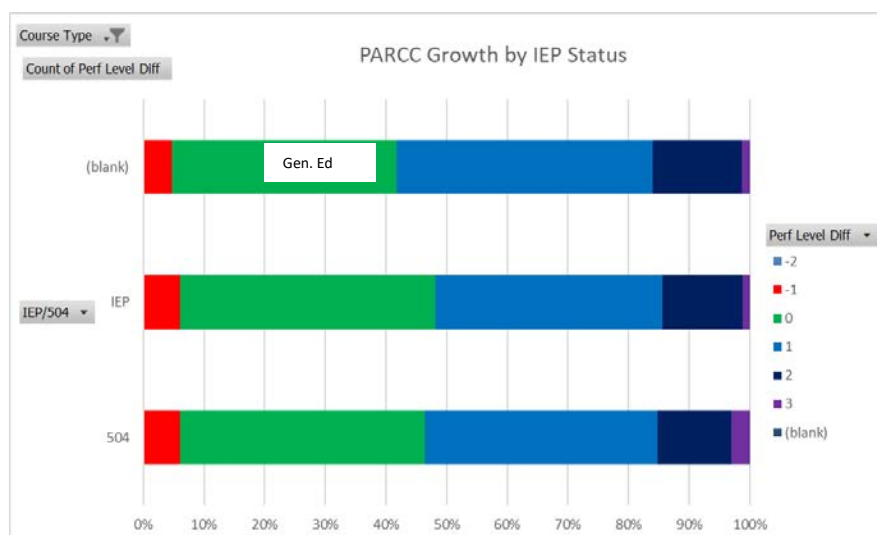
- FARMS (n = 251): Levels 4 and 5; 29.9% (2015: 13.0%), Levels 3, 4, and 5: 67.4% (2015: 55.0%)
- Male (n = 731) gap has almost closed: Levels 4 and 5; 52.9% (2015: 28.3%), Levels 3, 4, and 5: 82.0% (2015: 69.4%)

## Challenges

While trend data showed that most targeted student groups showed increases, they did not all increase and even those that did were not always as large an increase as the whole group. The challenge we continue to face is to increase performance levels in all targeted student groups and accelerate growth for gap student groups such as Free and Reduce Meals status, Limited English Proficiency, African American, and Students with Disability.

These patterns are consistent with what has been observed across our system, the state, and the nation. To address these inequities, CCPS will continue to use research- and evidence-based strategies that have been demonstrated to be effective at narrowing gaps by teaching each student, regardless of background, gender, learning style, race, or culture. There will also be attention given to data-driven decision-making for instructional planning.

One point to be made at all three levels with IEP students (and the pattern is evident in other underperforming groups, such as African American and LEP) is that they're not failing to make progress toward state performance standards. In fact, they are making very similar gains to the larger group, when looking at PARCC scores from two years ago compared with PARCC scores from last year:



A challenge is that they have lagged behind the whole group in the past. After years of lagging growth, they were able to nearly close (but not reverse) the “growth gap” last year. CCPS continues to work to find ways to grow these students by more than one year during a single school year to help them catch up to a level that would be on pace for college and career readiness.

These students have relatively less flexible time in their schedules with which to target math intervention or acceleration. Students that struggle in math often also struggle in reading. CCPS has a practice to prioritize reading, as well as any language support or other supports related to a disability or second language acquisition, because these foundational skills help students interact in all other content areas. This does pose a challenge to find opportunities for students to earn the extra math support that would be needed to make more than the one year of growth that is necessary for students that currently find themselves behind to progress toward college and career readiness.

- The theory of action is that our instructional practice is not benefiting all students: if we increase universal instructional strategies, we will increase the equity and access to learn. We see achievement gaps as the product of opportunity gaps and continually improve the quality of our curriculum, assessment, instruction, and practices in order to reach all students. We have learned and worked from three key texts to find research-based practices that will meet these designs:
  - *National Council of Teachers of Mathematics (2014). Principles to actions: ensuring mathematical success for all.* Reston, VA.
  - Schoenfeld, A. H., & the Teaching for Robust Understanding Project. (2016). *An Introduction to the Teaching for Robust Understanding (TRU) Framework.* Berkeley, CA: Graduate School of Education. Retrieved February 17, 2018 from <http://map.mathshell.org/trumath.php> or <http://tru.berkeley.edu>
  - Barnes, B., & Toncheff, M. (2016). *Activating the vision: the four keys of mathematics leadership.* Bloomington, IN: Solution Tree Press, a division of Solution Tree.
  - Balka, D. S., Hull, T. H., & Miles, R. H. (Eds.). (2009). *A guide to mathematics leadership: Sequencing instructional change.* Corwin Press.
- Because we are bringing ourselves in line with research-recommended best practice, most of these initiatives have not been evaluated internally, individually. Our evidence is taken more macroscopically; as we continue to see higher growth on PARCC scores than almost any other district in the state, we reason that these initiatives have been making a positive difference, and continue to implement recommendations from these texts through 3-year and 5-year plans. We do not have the capacity or resources to design formal evaluation in a way that could come close to implying causation. We instead

implement on small cycles, monitor progress, and continually modify based on student growth projections.

- Algebra teams will move toward joint planning for collaborative work to move instruction forward. Algebra Core leads will use classroom data in order to identify targeted learners and help teachers adjust instruction to meet specific learner needs. Collaborative planning has been established and identified by NCTM as an effective use of resources.
- The secondary learning specialist will continue to attend one collaborative team meeting each week in order to provide professional development in content and pedagogy, with added presence to support new core leads. This support will help to connect the four teams and give the individual teams degrees of being one large collaborative team, when necessary.
- An analysis of PARCC results showed that Agile Mind was an effective program, and moreover, teachers' use of the program within our middle school buildings was positively correlated with PARCC scores. Internal data review has indicated that the better alignment of curriculum with MCCRS and accompanying lessons, lesson planning guides, and PD will help round out instruction to serve more than just the median student. This expansion of instruction to focus on all should have effects on our lower-performing subgroups of students, as they often are less represented in CCPS and CCPS math courses. (\$32,267) Local General Education Funds
- Core Leads will continue to lead teachers through data-driven content explorations, using evidence statement tables provided by PARCC. The purpose of this professional development is to ensure *Mathematics for All*, the idea that each child's unique instructional needs are met. In 2018 these conversations will explicitly focus on opportunity gaps within and across demographic groups. We know that data-driven professional learning and instruction is more effective for students.
- The NWEA MAP universal screener will be administered to each student from Math 6 up through Algebra II. There are students that do not pass PARCC or College-and-Career Readiness, despite our many efforts. Something more and different is needed. A universal screener is an essential first component to a multi-tiered support system (MTSS). This computer-adaptive assessment is nationally normed and gives more specific foundational information than PARCC-like problems do. It still has PARCC-predictive ability and can help us identify both students that may need extra support and those that may need extra challenge. It will also support us in unbiased placement guidance. Benchmarks from Math 6 – Algebra II will be optional because of the 2% mandated assessment restriction. Such an unbiased assessment will be helpful in combatting the pervasive opportunity gaps that arise in the field of education. \$22,631)
- We will enhance the curriculum for every topic/unit/module of every course by including a recommended task (and where applicable, a PARCC public release item), a spiral review, a recommended common assessment, and a blueprint for this assessment. In accordance with upcoming self-audits, we'd like to greatly enhance what we've historically called curriculum by establishing our recommended resources outside of the school year. The primary reason is to have teachers spend less time during the

year searching and more time evaluating what worked for which kids, what didn't work, why, and implications for future instruction. The theory of action that if we spend less time selecting activities and more time analyzing the information gained from whatever we used, student outcomes will improve. (\$16,185 Federal Title II Funds)

- We will establish and train a content lead for each content who will spend an hour each week on average to keep instructional conversations about content and resources going through Schoology. The secondary mathematics program is looking to increase teacher communication and collaboration within courses. With 19 courses of study, there are too many necessary conversations for just a few people to maintain and continue. This leads to courses and instructional opportunities for collaboration falling off the radar and going unfulfilled. The creation of content leads would help to continue the conversations, while giving teachers in the position leadership experience. Theoretically, teachers will be more engaged and invested in the courses when more conversations are active.
- We will support the implementation of Learning Focused to help teachers plan more effectively. This is a research-based county initiative, based on focusing lesson-planning on student learning. It will direct a good deal of our PD over the next three years. Focusing on goals and learning instead of engagement and teaching activities will help teachers better meet the needs of struggling learners, which our data suggests is disproportionately from student groups of SWD, AA, FARMS, ELL, and others.
- We will expand the use of multiple representations, including manipulatives, in instruction. Many students struggle to understand concepts because, for them, they are currently too abstract. Taking kids through the Concrete-Representational-Abstract arc through the use of alternate representations and, importantly, the time and space to make connections, has been shown to make significant gains. We've had a wish list for a while of what we'd want to have for manipulatives to be readily available for kids during instruction. Last year we had an opportunity to write an informal internal grant for additional money and purchased a significant amount of resources to be used starting in 2018 – 2019. Each year we've focused on 2 or 3 of the 8 NCTM Principles to Action MTP (e.g., support productive struggle, facilitate meaningful discourse). This year, because of the volume of other work and external initiatives, we've decided to focus our work on just this one. (\$27,700) Local General Education Funds
- We will teach expectations and strategies from prior courses using Achieve the Core and other resources. We've spent a significant amount of time studying the content of our course. We're now ready to expand our understanding beyond our own course. From observation, there has historically been a gulf of unknown between levels. Explicit steps are being taken to frame ourselves as a K – 12 math program, not two separate levels, so that we have more opportunities to learn from each other through vertical articulation. (\$0)
- We will build PD with educate/encourage/expect/evaluate timeline established ahead of time. This is a more effective framework for helping to connect professional learning to increased student outcomes. Four levels of evaluation will be brought to all PD experiences: 1. Did it occur as planned? 2. Did teachers enjoy the learning and believe they learned? 3. Did teachers learn? 4. Did teacher actions change? (\$0)

- We will have collaborative teams evaluate their work and move toward PLCs. Observations show that many of our teams are working well as collaborative groups, divvying up tasks (you make the warm-ups, you do exit tickets, I'll go make copies), developing common assessments, looking at student data, analyzing student work, etc. We have some good resources to help teams reflect and progress even higher through NCTM's seven levels of a math PLC. (\$0)
- We will increase vehicles for collaborative and personal self-evaluation and reflection. PD days are useful, but they're isolated and difficult to follow up on with consistency, particularly when we offer choice. Shown by research to be more effective at raising our effectiveness than a "waiting to be improved" model include powerful collaborative structures of self-maintenance, such as peer- and self- lesson study, case study, peer coaching, book study, and collaborative grading. This goal is about raising awareness for 2018 – 2019. (\$2,340 Title II funds)
- Changes in unrestricted budget from 2014-2015 to 2018-2019 include:
  - A decrease in substitute budget from \$13,268 to \$1,050 in order to keep teachers in classrooms with students for more time.
  - A decrease in workshop budget from \$54,900 to \$19,050 to make financial flexibility to start adopting curricula that are more robust and better aligned with PARCC, MCCRS, and NCTM Principles to Action.
  - A decrease in materials of instruction from \$15,000 to \$2,250 to make financial flexibility to start adopting curricula that are more robust and better aligned with PARCC, MCCRS, and NCTM Principles to Action.
  - An increase in professional meetings budget from \$0 to \$4,580 in order to have our presenters experience a variety of sessions to bring back to CCPS for use in county to provide for conference-style PD.
  - An increase in printing and curriculum budget from \$109,083 to \$141,350 in order to provide teachers with curricular materials that ensure equity and mathematics learning for all.



## High School Assessment (HSA) Government

Data analysis of the 2018 Government HSA assessment reveal positive pass rate trends as it relates to overall and subgroup performance in Calvert County Public Schools. The pass rate for ALL Government HSA first time test takers from the May 2018 administration is 96.2 %, a 1.2% increase from May 2017. African Americans had a 3.1% increase with a 90% pass rate and students with disabilities' rate improved by 17.6% with a 70% overall pass rate. However, 46 of the 1,202 tested, failed to meet the state performance standard in American Government with the greatest challenges identified as students requiring special education services (SWD). White (96.5%), Hispanic (97.8%), and Asian (97%), continue to outperform students requiring special education services (70%), resulting in an overall gap of 26.2%. There were eight students who took the Government HSA who were identified as Limited English Language Proficiency (ESL). Six (6) out of eight (8) students met the performance requirement, resulting in a 75% pass rate. Overall, the 2018 HSA data reveal performance level gaps among ALL students and students receiving special education services as the greatest challenge.

Specifically, data analysis reveals the following challenges for students receiving special education services and students failing to meet, or failing to make progress towards meeting State performance standards:

- Special Educators have minimal opportunities to collaborate and plan with general education Government teachers due to the demands for them to teach multiple content areas. Some have limited American Government content knowledge.
- Teacher training/professional development in effective teaching strategies related to differentiation, student access, the appropriateness of learning targets, and how to adjust to the more rigorous standards for special education students is in place but will need more time to develop.
- Identified students have difficulty reading complex text specifically related to close analytic reading of primary sources and informational text.
- Social studies' teachers need additional support and training on teaching and evaluating argumentative writing, historical investigations and methods for conducting in-depth research, producing and supporting historical arguments.

The Social Studies Learning Specialist position will continue to be funded for the 2018 – 2019 school – year. The Social Studies' Supervisor and Learning Specialist will continue to provide instructional coaching and professional development support with identified strategies. The Supervisor of Social Studies purchased the DBQ online program to specifically address the challenges related to close analytic reading of primary sources and informational text, teaching and evaluating argumentative writing. All American Government teachers will implement the strategies from the DBQ Project. The Supervisor

of Social Studies will continue to allocate funds that support the professional development opportunities for the 2018-2019 school year. Funds for after school co-teaching training sessions are available for all government teachers and are a combination of local and restricted special education funds.

Co-teaching in the content areas has proven to be an effective system wide strategy to address the achievement gap for students with disabilities, as well as to help other struggling learners. The district allocated an additional Inclusive Programming Teacher Specialist as a resource to support instruction. The specialists will continue to collaborate with the Supervisor of Social Studies and provide training to teaching pairs, which includes coaching of classroom teachers. In addition, CCPS offers professional development to experienced co-teaching pairs; this second level of training includes additional classroom observations and coaching discussion and focus on topics such as differentiation, seamless instruction, student access, the appropriateness of learning targets, and how to adjust to the more rigorous standards.

The CCPS special education department will offer an after-school course for MSDE credit titled "Strategies for Teaching Struggling Learners" designed for general education teachers of which every Government teacher will be encouraged to participate. The special education department will also have available on-line PD modules designed for general education teachers focused on understanding executive functioning, understanding accommodations and supports, proactive behavior strategies and understanding the IEP process. All resources are available on Schoology, the CCPS Learning Management System. Information and strategies learned will be directly applied to participants' classrooms and should positive impact student performance on the Government HSA.

A system-wide focus on equity will be implemented to ensure progress throughout the 2018-2019 school - year. Professional development during social studies department meetings and county-wide PD sessions will provide CCPS American Government teachers resources and training on culturally responsive teaching to promote a quality, culturally responsive education for each student. In addition, there will be an enhanced focus on Learning Focused strategies integration in all social studies instruction which will further support creating highly effective and inclusive classroom environments with culturally appropriate pedagogical strategies for each student. CCPS proposes to improve staff capacity and strategically change school-wide practices to demonstrate effective and high - quality inclusive education that results in positive outcomes for students with disabilities.

The CCPS social studies program will provide a continuum of programs and interventions to prepare students to pass the 2019 American Government HSA as measured by both the aggregate and each subgroup. CCPS will implement the following processes to prepare students for success on the Government HSA. The Supervisor of Social Studies and school - based staff will:

- a. Revise the American Government district curriculum, assessments and instruction to align with the new MSDE framework, assessment limits and overall course

- expectations to prepare for the first administration of the new Government HSA administration in January and May 2019. (\$5,250.00)
- b. Utilize data from the CCPS Student Assessment System to predict students' success on the Government HSA, as well as modify instruction to meet individual student needs.
  - c. Utilize local formative assessments to modify or adapt instruction as needed to ensure student understanding. Plan and incorporate assessments directly into the instructional process to assure that assessments are authentic with real-world application.
  - d. Support co-taught HSA Government classes and teachers in each high school to ensure that special education students receive critical Government content, as well as appropriate and effective instruction. The Supervisor will work with appropriate school-based administration/personnel to support scheduling special educators' opportunities to collaborate and plan with general education government teachers.
  - e. A Government intervention program will continue to be offered to students at every high school through a variety of opportunities throughout the school-year. This may include lunch time, afterschool and/or Saturday sessions for identified students.
  - f. Collaborative planning will be scheduled for all Government teachers. Teachers will use this time to analyze student data to inform and adjust their instruction as necessary. Teachers will also analyze teaching practices and resources that support effective instruction related to the Government Core Learning Goals and plan accordingly.
  - g. Continued professional development from the DBQ Project.

Each student will continue to receive effective social studies instruction that supports the system's initiatives and overall student achievement. Teachers will provide authentic and relevant instruction through an inquiry-based approach to instruction that promotes active student engagement aligned with the new C3 Framework. The power of an inquiry-based approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning.

The CCPS social studies program will ensure consistent and systemic delivery of social studies professional development for staff throughout the 2018 – 2019 in the following areas:

- Utilizing the Stanford History Educational Group (SHEG) Source Analysis Protocol
- Close Analytic Reading of primary sources and informational text
- Explicit Instruction and evaluation of argumentative writing
- Historical investigations and methods for conducting in-depth research, producing and supporting historical arguments and publishing findings

American Government instruction will support achievement for each student and systemic processes such as effective professional development, team and department meetings to

analyze student data, collaborative planning, and data conferences will drive continued growth and gap reduction.

- District level funding designated as “Workshop” is being used to support the curriculum and assessment development/revisions for HSA Government.
- Individual School – level funding is being used to support the intervention programs beyond the regular school – days for students identified as needing intensive support.
- Grant funding from the Department of Special Education supports the Integration Specialists assigned to specific schools who will provide targeted support for identified areas of need for HSA Government courses.