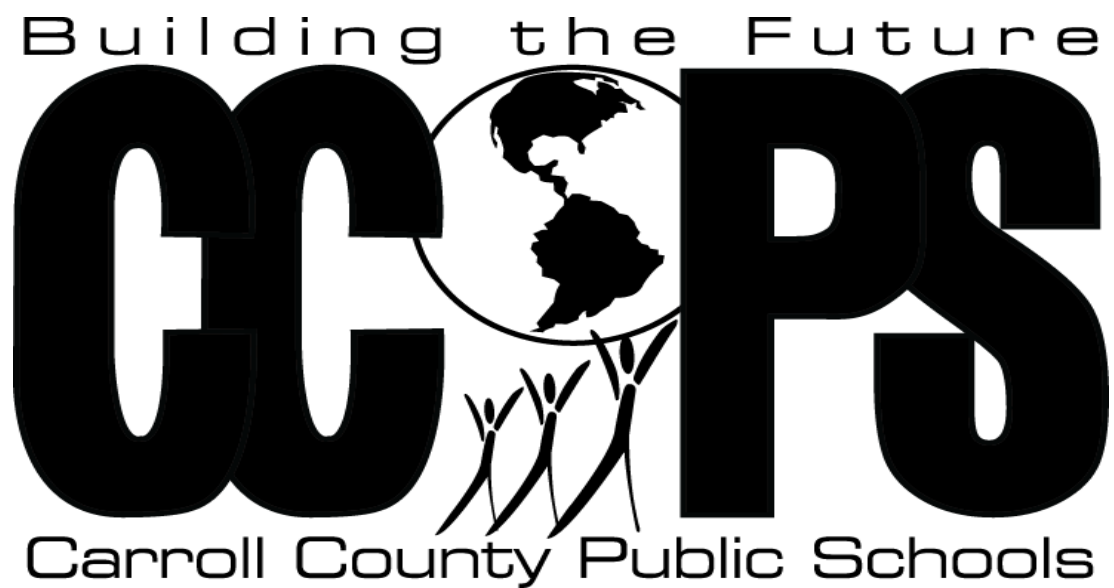


**Carroll County Public Schools  
2018  
Master Plan**



Submission Date: November 15, 2018

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Carroll County Master Plan Point of Contact

Andrew C. Sexton  
Supervisor of Budget

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**2018 Master Plan Annual Update**

**Part I -- Due: November 16, 2018**

**Local School System Submitting this Report:**

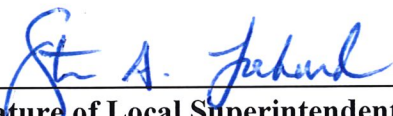
Carroll County Public Schools

**Address:**


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**Local Point of Contact:** Gregory J. Bricca  
**Telephone:** 410-751-3068  
**E-mail:** gjbricc@carrollk12.org

**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  
or Chief Executive Officer**

November 15, 2018  
**Date**

  
\_\_\_\_\_  
**Signature of Local Point of Contact**

November 15, 2018  
**Date**

## 2018 Carroll County Public Schools Planning Team Members

<b>Name</b>	<b>Affiliation/Title with Carroll County Public Schools</b>
Jeffrey Alisauckas	Supervisor of Teacher and Leadership Development
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Gregory Bricca	Director of Research and Accountability
Sarah Brown	Content Supervisor - Secondary Social Studies
Michille Caples	Grants Analyst
Joseph Carr	Coordinator Instruction & Curriculum – Social Studies
Stephanie Dale	Supervisor of Elementary Instruction – Language Arts
Gary Davis	Chief Information Officer
David Dolch	Supervisor of Athletics
Kimberly Dolch	Director of High Schools
Michael Eisenklam	Supervisor of Elementary Instruction - Science
Colleen Ensor	Title I Grant Analyst
Dana Falls	Director of Student Services
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Filipa Gomes	Supervisor of Health Services
Katherine Green	Supervisor of Special Education Student Services
Christina Gruss	Content Supervisor - Fine Arts
Steven Lockard	Superintendent of Schools
Michael Hardesty	Director of Transportation
Kendra Hart	Supervisor of Elementary Instruction – Social Studies and G&T
Christopher Hartlove	Chief Financial Officer
Donn Hicks	Supervisor of Elementary Instruction - Mathematics
Irene Hildebrandt	Content Supervisor - Media and Technology
George Hill	Director of Middle Schools
Steven Johnson	Assistant Superintendent of Instruction
Judith Jones	Supervisor of Equity and Community Outreach
Kelly Keith	Human Resource Specialist
Judy Klinger	Supervisor of School Counselors
Cynthia McCabe	Director of Elementary Schools
Angela McCauslin	Supervisor of Career and Technology Education
Pamela Mesta	Supervisor of ESOL
Pamela Meyers	Supervisor of Elementary Instruction - Early Childhood
Susan Mitchell	Judy Center Coordinator
Kim Muniz	Supervisor of Student Services and Special Programs
Mary Mussaw	Supervisor of Human Resources
Julie Nguyen	Human Resources Generalist
Jonathan O'Neal	Assistant Superintendent of Administration
James Peters	Content Supervisor - Secondary Science
Margaret Pfaff	Director of Curriculum and Instruction
Amy Prichett	Assistant Supervisor of Instruction - World Languages
Raymond Prokop	Director of Facilities Management
Jocelyn Quinn-York	Human Resource Specialist

## 2018 Carroll County Public Schools Planning Team Members

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Steven Wernick	Supervisor of Elementary Instruction - Title I
Brian Wienholt	Content Supervisor - Secondary ELA, World Language and G&T
Duane Williams	Supervisor of School Security

# **Executive Summary**

**CARROLL COUNTY PUBLIC SCHOOLS  
2018 MASTER PLAN**

**EXECUTIVE SUMMARY**

**INTRODUCTION:**

Carroll County Public Schools (CCPS) strives to provide a high quality educational experience to our students and to be a value added member of our community. The 2018 PARCC results suggest that CCPS students achieve at some of the highest levels in the State of Maryland in English language arts and mathematics in grades 3-11. In the aggregate, CCPS students rank first or second in the State on eleven of the PARCC assessments. Since 2015, there continues to be an upward trend in the pass rates of CCPS students on all PARCC assessments, including 9.3% growth in elementary mathematics, 10.8% growth in Algebra I, 14.6% growth in middle school English language arts, and 15% growth in English 10. This past school year, CCPS realized dramatic improvement in middle school English language arts results, growing 12.1% and 10.4% in ELA 7 and 8, respectively, in just one year.

While we celebrate the performance of our students and staff, we continue to drill down into our data to address gaps in performance among our student population. Proficiency gaps persist, particularly between our All Student category and our Special Education, English Learner (EL), Free and Reduced Meals, and minority student populations. The proficiency gap between All Students and Special Education students is large and continues to present a difficult challenge to our educators.

CCPS is in the finishing stages of creating a new Strategic Plan for the continuous improvement of our school system. An important component of this plan is designed to improve the achievement and to raise the proficiency levels of all students. CCPS has identified the following five priority focus areas for the 2018-2019 school year:

- Increasing the percentage of students who are reading on grade level, as measured by local assessments, by the end of grade 3;
- Increasing the percentage of students who successfully complete Algebra I by the end of grade 8;
- Increasing the participation of under-represented student groups in high school Career and Technology Education programs, honor courses, and Advanced Placement/Transcripted-credit courses. ***Carroll County will be specifically focusing on Free and Reduced Meals students;***
- Improving the percentage of students scoring proficient or higher on the Maryland Comprehensive Assessment Program (MCAP) English language arts grades 3-10 for the following student groups: White, Minority, Non-FaRMs, FaRMs, Non-Special Education, and Special Education; and
- Improving the percentage of students scoring proficient or higher on the Maryland Comprehensive Assessment Program (MCAP) mathematics grades 3-10 for the following student groups: White, Minority, Non-FaRMs, FaRMs, Non-Special Education, and Special Education.



## **BUDGET NARRATIVE:**

Total revenues for fiscal year 2019 are budgeted to be only 1.76% more than for fiscal year 2018; after subtracting appropriations for transfer from operating fund balance to the capital improvements fund in each year, the true increase is only 1.64%. Due to enrollment levels and other formula factors in State funding, including limited “hold harmless” mandated funding, Carroll unrestricted state aid increases by 0.24%. In light of sharply limited revenues and increasing expenditures, school system priorities remain exceptionally important. As in fiscal year 2018, the budget process for fiscal year 2019 was forced to focus on identifying and maintaining the most important core operations and services. The number one priority continued to be maintenance of existing core instructional efforts and minimizing the direct impact on classroom instruction. Negotiations with employee bargaining units resulted in a step/longevity increase plus a 2.0% COLA (or its equivalent) for all employee bargaining groups. A reduction of 20 FTE classroom teachers, 1 special education teacher, and 8 central administrative positions across the system, combined with an increase in county revenue and additional expenditure budget reductions, resulted in a balanced budget despite the salary increases.

The revenue situation is not projected to improve in the next several years as State aid is expected to continue to be relatively stagnant along with flat or declining enrollment. Nonetheless, the system faces the stark need to continue to make salary improvements to attract and retain quality instructional and support staff, and the need to continue making improvements in instruction to address the learning needs of all children and meet rising expectations with new assessments. This means that the school system expects to face continuing challenges in future budgets and must be extremely cautious in undertaking new costs, especially recurring ones, in meeting the needs of students and completing the implementation of new initiatives.

# 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.

Actual revenues were essentially in line with anticipated revenues. In the unrestricted portion of revenues, "Other Local Revenue" came in higher than expected due to a budget adjustment recognizing an additional \$4 million dollars from fund balance to transfer to the county government as part of a set of changes which included CCPS taking on ownership of its headquarters building. On the restricted side, grant funds were recognized for less than the budgeted amount since some of the funds will not be spent until fiscal year 2019 and since the budget included allowances greater than needed for grants to be carried forward from fiscal year 2017 and for new grants to be received during the fiscal year (especially "Other Federal Funds").

Overall, revenues came in within approximately 0.33% of expected and allowed operations to continue as anticipated in the Fiscal Year 2018 Master Plan.

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.

Expenditures in the Prior Year Variances Table are organized by assurance areas. Total expenditures on Area B, Standards and Assessments, were higher than expected for curriculum development/alignment work, but supported within the total budget by offsetting Great Teachers and Leaders (Area D) and other areas of unrestricted funding. In Area C, Data Systems, no expenditures were planned or occurred in fiscal year 2018. In Area D, Great Teachers and Leaders, spending was materially the same as budgeted except as noted above. In Area E, Turning Around the Lowest Achieving Schools, spending was in line with expectations and is predominantly tied to ESEA Title I, Part A. Remaining expenditures came in the non-assurance categories of "Mandatory Cost of Doing Business" and "Other;" "Mandatory Cost of Doing Business" expenditures came in slightly below budget by about 1%, which is reasonable considering everyday variances that occur throughout the year and that by law the budget cannot be exceeded. "Other" includes: budgetary lines for non-specific grants to be received for which actuals that were received were placed in other, more appropriate areas or were not received; and the amount moved to fund balance.

## FINANCE CHARTS

**1.1A: Current Year Variance Table**

**Local School System: Carroll County Public Schools**

Revenue Category		FY 19 Budget
Local Appropriation		\$ 192,391,000
Other Local Revenue		9,029,404
State Revenue		134,300,817
Federal Revenue	84.388: Title I - School Improvement	-
	84.395: Race to the Top	-
	84.010: Title I	2,047,975
	84.027: IDEA, Part B	5,450,324
Other Federal Funds		5,524,149
Other Resources/Transfers		2,954,272
<b>Total Revenues</b>		<b>\$ 351,697,941</b>

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

**Section B - Standards and Assessments**

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

Expenditures:	Source	Amount	FTE
Curriculum Development	Unrestricted	154,977	-
		<u>154,977</u>	<u>-</u>

**Section C - Data Systems to support instruction**

**Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

Expenditures:	Source	Amount	FTE
		-	-
		-	-

**Section D: Great Teachers and Leaders**

**Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

Expenditures:	Source	Amount	FTE
Teacher and Principal Development	Unrestricted	934,035	8.0
Teacher and Principal Development	Restricted	506,743	2.4
		<u>1,440,778</u>	<u>10.4</u>

**Section E: Turning Around the Lowest Achieving Schools**

**Reform Area 4: Turning around our lowest-achieving schools**

Expenditures:	Source	Amount	FTE
Targeted Poverty	Unrestricted	312,216	-
Targeted Assistance / School-wide	84.010: Title I	2,047,975	23.8
		<u>2,360,191</u>	<u>23.8</u>

**Mandatory Cost of Doing Business:** Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:	Source	Amount	FTE
Administration	Unrestricted	7,884,302	54.1
Office of the Principal	Unrestricted	22,406,595	243.9
Instructional Administration and Supervision	Unrestricted	7,502,152	56.0
Instructional Salaries and Wages	Unrestricted	170,026,478	1,902.3
Instructional Supplies and Materials	Unrestricted	6,892,358	-
Other Instructional Charges	Unrestricted	1,649,805	-
Special Education	Unrestricted	39,310,218	442.5
Special Education	84.027: IDEA, Part B	5,450,324	69.5
Special Education	Restricted	2,847,058	23.8
Special Education Non-Public Placements	Unrestricted	3,250,000	-
Special Education Non-Public Placements	Restricted	3,300,000	-
Facility Operations/Maintenance/Planning	Unrestricted	31,884,973	342.3

Utilities	Unrestricted	6,723,214	-
Aging Schools & QZAB	Restricted	137,261	-
Student Personnel Services	Unrestricted	2,145,425	17.0
Student Health Services	Unrestricted	4,627,369	51.2
Student Transportation Services	Unrestricted	2,805,851	14.0
Student Transportation Contractors	Unrestricted	19,601,808	-
		<u>338,445,191</u>	<u>3,216.6</u>

**Other:** Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Transfer from Operating Fund Balance to Capital F	Unrestricted	4,000,000	-
Grants to be Carried Forward from FY 2017	Restricted	2,500,000	-
Other Grants & Restricted Funds	Restricted	2,796,804	3.8
		<u>9,296,804</u>	<u>3.8</u>
<b>Total</b>		<u>351,697,941</u>	<u>3,254.6</u>

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.

**1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)**

**Local School System: Carroll County Public Schools**

Revenue			FY 2018 Original Budget 7/1/2017	FY 2018 Final Budget Actual Revenues 6/30/2018	Change	% Change
	Local Appropriation		\$	186,864,400	\$ 186,864,400	\$ -
State Revenue			132,956,416	132,596,195	(360,221)	-0.27%
Federal Revenue	84.010	84.010: Title I	2,551,930	2,387,005	(164,925)	-6.46%
Federal Revenue	84.027	84.027: IDEA, P	5,445,997	5,355,461	(90,536)	-1.66%
Other Federal Funds			6,003,331	3,087,572	(2,915,759)	-48.57%
Other Local Revenue			9,239,917	13,415,110	4,175,193	45.19%
Other Resources/Transfers			2,554,272	3,036,203	481,931	18.87%
<b>Total</b>			<b>\$ 345,616,263</b>	<b>\$ 346,741,946</b>	<b>1,125,683</b>	<b>0.33%</b>

Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Curriculum Development	\$ 154,977	\$ 267,369	-	-
Great Teachers and Leaders	Unrestricted	Teacher and Principal Development	923,120	866,136	8.0	8.0
Great Teachers and Leaders	Restricted	Teacher and Principal Development	591,814	479,272	2.4	2.4
Great Teachers and Leaders			1,514,934	1,345,408	10.4	10.4
Turning Around Lowest Performing Schools	Unrestricted	Targeted Poverty	312,216	256,920	-	-
Turning Around Lowest Performing Schools	84.010	Targeted Assistance / School-wide	2,551,930	2,387,005	23.8	23.8
Turning Around Lowest Performing Schools			2,864,146	2,643,925	23.8	23.8
Mandatory Cost of Doing Business	Unrestricted	Administration	7,903,336	6,796,973	54.1	54.1
Mandatory Cost of Doing Business	Unrestricted	Office of the Principal	22,109,202	21,471,998	243.9	243.9
Mandatory Cost of Doing Business	Unrestricted	Instructional Administration and Supervision	7,205,349	7,285,901	56.0	56.0
Mandatory Cost of Doing Business	Unrestricted	Instructional Salaries and Wages	166,436,332	164,683,717	1,902.3	1,902.3
Mandatory Cost of Doing Business	Unrestricted	Instructional Supplies and Materials	7,255,978	7,254,666	-	-
Mandatory Cost of Doing Business	Unrestricted	Other Instructional Charges	1,841,697	1,869,738	-	-
Mandatory Cost of Doing Business	Unrestricted	Special Education	38,560,474	39,617,941	442.5	442.5
Mandatory Cost of Doing Business	84.027	Special Education	5,445,997	5,355,461	69.5	69.5
Mandatory Cost of Doing Business	Restricted	Special Education	2,877,323	1,852,276	23.8	23.8
Mandatory Cost of Doing Business	Unrestricted	Special Education Non-Public Placements	3,250,000	3,445,640	-	-
Mandatory Cost of Doing Business	Restricted	Special Education Non-Public Placements	3,200,000	3,222,295	-	-
Mandatory Cost of Doing Business	Unrestricted	Facility Operations/Maintenance/Planning	32,103,394	31,530,024	342.3	342.3
Mandatory Cost of Doing Business	Unrestricted	Utilities	6,398,694	6,541,500	-	-
Mandatory Cost of Doing Business	Restricted	Aging Schools & QZAB	137,261	133,791	-	-
Mandatory Cost of Doing Business	Unrestricted	Student Personnel Services	2,104,111	2,006,597	17.0	17.0
Mandatory Cost of Doing Business	Unrestricted	Student Health Services	4,470,104	4,551,659	51.2	51.2
Mandatory Cost of Doing Business	Unrestricted	Student Transportation Services	2,589,524	2,610,615	14.0	14.0
Mandatory Cost of Doing Business	Unrestricted	Student Transportation Contractors	19,202,960	19,374,023	-	-
Mandatory Cost of Doing Business			333,091,736	329,604,815	3,216.6	3,216.6
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Unrestricted	Transfer from Operating Fund Balance to Capital Fund	3,350,000	3,350,000	-	-
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Unrestricted	Transfer to County Government	-	4,000,000	-	-
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Restricted	Grants to be Carried Forward from FY 2017	2,000,000	-	3.8	3.8
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Restricted	Other Grants & Restricted Funds	2,640,470	2,128,940	4.0	4.0

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.	Unrestricted	Amount Moved to Fund Balance				
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.			<u>-</u>	<u>3,401,489</u>	<u>-</u>	<u>-</u>
Total			<u>\$ 345,616,263</u>	<u>\$ 346,741,946</u>	<u>3,258.6</u>	<u>3,258.6</u>

# **Maryland's Goals, Objectives, and Strategies**



Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

**PARCC Performance Levels**

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

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

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grade 10**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and 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 that is, on average, performing at a lower achievement level than the student population as a whole.

**Responses:**

**Elementary English/Language Arts:** Data Tables 1, 2, 3, and 4

Trend data shows continual increases each year since the first iteration of PARCC. The comparison of 2014-2015 to 2018 PARCC data shows an increase for Proficiency Levels 4 and 5, indicating that more third – fifth grade students met or exceeded grade level expectations in 2018 compared to all prior years of PARCC data:

- 3<sup>rd</sup> Grade: increase of 1.7% of students meeting or exceeding PARCC expectations from 2017 to 2018 and a 3.3% increase from 2016. There has been a 4.2% increase in students meeting or exceeding PARCC grade level expectations since the first iteration of PARCC (2014-2015) for all third graders.
- 4<sup>th</sup> Grade: increase of .4% of students meeting or exceeding PARCC expectations from 2017 to 2018 and a 2.0% increase from 2016. There has been a 5.2% increase in students meeting or exceeding PARCC grade level expectations since the first iteration of PARCC (2014-2015) all fourth graders.
- 5<sup>th</sup> Grade: increase of 2.3% of students meeting or exceeding PARCC expectations from 2017 to 2018 and a 3.2% increase from 2016. There has been a 5.6% increase in students meeting or exceeding PARCC grade level expectations since the first iteration of PARCC (2014-2015) for all fifth graders.

Our EL subgroup data reveals that this subgroup is one of our weakest performing groups as compared to All Students data and other subgroups. We have seen an increase in our EL subgroup meeting or exceeding ELA proficiency levels over three years in grades 3 and 5. Grade 4 remains stagnant.

Our special education subgroup continues to underperform our “All Students” group. Additionally, we have seen a slight decrease in students receiving special education services who are meeting or exceeding PARCC expectations in grade 3, 4, and 5 over three years.

PARCC data continues to show that our non-FARMS students are outperforming our FARMS groups. We have seen an increase in the percentage of students in the FARMS subgroup meeting or exceeding grade level standards over the last three years.

Our Black or African American subgroup continues to underperform out All Students subgroup, accepting Grade 4 in which the Black or African American subgroup outperformed the All Students by .3%.

Our Hispanic/Latino subgroups continue to underperform our All Students group. Over the past three years, we have seen a significant increase in our grade 3 PARCC data in our Hispanic/Latino subgroup, a slight increase in our 4<sup>th</sup> grade Hispanic/Latino population, and a significant decrease in our 5<sup>th</sup> grade subgroup.

### **Middle English/Language Arts: Data Tables 1, 5, 6, and 7**

Based upon 2018 PARCC data, we still face significant challenges in middle school ELA in the following areas:

Grade 6: FaRMs students improved from last year (2017-24.8% / 2018-33.5%) as did Black or African Americans (2017-38% 2018-39.4%), special education students (2017 >5% / 2018-9%), but Hispanic / Latino students remained flat (2017-35.7% / 2018 35.5%)

Grade 7: All identified subgroups improved: FaRMs students (2017-29% / 2018-37.5%), Black or African Americans (2017-40% 2018-53.4%), and special education students (2017-6.8% / 2018-10.6%), and Hispanic / Latino (2017-42.9% / 2018-48.2%).

Grade 8: All identified subgroups improved from last year: FaRMs (2017-26.9% / 2018-32.9 %). Black or African Americans improved (2017-44.1% / 2018-50%), special education students (2017-6.8% / 2018- 8.0%), and Hispanic / Latino (2017-30.6% / 2018-42.9%)

All of these remain significantly below the white and all student groupings. It is clear that these students face barriers to success that are unique to them. Further analysis of the data is required to target individuals and populations by school for additional differentiated instruction.

### **High English/Language Arts: Data Tables 1 and 8**

Based on the PARCC ELA grade 10 data, Black or African American, special education, EL, and FaRMs subgroups perform significantly lower than the all student subgroup. 64.7% in the all student subgroup for CCPS achieved the met or exceeded

performance level on the PARCC ELA Grade 10 Assessment. In comparison, 46.7% identified Black or African American students (+4.9% from 2017), 12.5% (+.6% from 2017) for special education, 35% FaRMs (-2% from 2017), and 55.3% Hispanic / Latino (-1.4% from 2017) achieved the met or exceeded levels. Challenges for these subgroups to progress towards meeting state performance standards include identification of individual students within each subgroup in order to determine specific learning targets and develop modifications within curriculum, instruction, and assessments to meet each learner's needs. Incorporating UDL principles will continue to be a primary focus for modifications and adaptations.

2. 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 of corresponding resource allocations.

## Responses:

### Elementary English/Language Arts:

At the elementary grade levels, all English Language teachers have access to the general curriculum through our OneNote platform. All ELA and Humanities curricula are housed in this electronic platform. All English Language teachers have access to our core reading series through ConnectEd, a web-based platform. Through ConnectEd, ESOL Resource Teachers have access to all core materials and all leveled readers. Most building-based ELA Specialists are dual certified in ESOL and "Reading Specialist". County ELA Specialists regularly analyze local and state ELA data and use the data to collaborate with our ESOL Resource Teachers to provide our ELs with instruction that is aligned to students' assessed needs. Many times, students are receiving instruction on the same core standards and objectives with modifications based on the students' assessed needs. Students needing more support will work with the ESOL Resource Teacher using Tier 2 and 3 interventions (Lexia, Wilson, collaboratively-developed "in house" interventions...). ***"In house interventions" refer to interventions that have been developed collaboratively by building-level ELA Specialists and classroom teachers based on local data analysis. An example would be an intervention designed specifically to address high frequency word deficits for Kindergarten students who are below county expectations regarding their mastery of sight words. The intervention may include students receiving additional sight word practice using the instructional assistants during the ELA block.*** Dual certified ELA Specialists work with curriculum development, and also with ESOL Resource Teachers across the county to provide group and individual trainings to ESOL Resource Teachers to ensure that all ESOL Resource Teachers have access to all curriculum and instructional/intervention tools. Most building-based ELA Specialists are dual certified in ESOL and "Reading Specialist". County ELA Specialists regularly analyze local and state ELA data and use the data to collaborate with our ESOL Resource Teachers to provide our ELs with instruction that is aligned to students' assessed needs. Many times, students are receiving instruction on the same core standards and objectives with modifications based on the students' assessed needs. Students needing more support will work with the ESOL Resource Teachers using Tier 2 and 3 interventions (Lexia, Wilson, collaboratively-developed "in house" interventions...). Dual certified ELA Specialists work with curriculum development, and also with ESOL Resource Teachers

across the county to provide group and individual trainings to ESOL Resource Teachers to ensure that all ESOL Resource Teachers have access to all curriculum and instructional/intervention tools

Over the past year, the Elementary Supervisor of Reading/ELA collaborated with The Director of Curriculum and Instructional Resources, the Director of Special Education, the Early Childhood Supervisor, and the ESOL Supervisor to develop our county's Striving Readers' Grant. Our request was based, in part, on discrepancies in our EL population versus the All Students group using PARCC data. Our county request was fully funded and we have begun to implement our written plan. To address our neediest populations, including students receiving ESOL services, we are providing resources (Notice and Note books by Robert Probst and Kyleene Beers, print resources, and professional development opportunities...) to all ESOL Resource Teachers in order to ensure that we are addressing comprehension needs through close/critical reading strategies. Included in the Striving Reader's Grant is our plan to address student writing in all content areas. Our county is developing writing portfolios with our students. As part of the writing portfolio, students will have opportunities to write to show their understanding in all content areas. The use of student-friendly rubrics and student collaboration in using the rubrics to improve writing over time is also a focus. Our Striving Readers' comprehension initiative at the elementary level is designed to address the needs of our ELs by ensuring that all educators are receiving the necessary training to deliver comprehension and writing instruction with fidelity, as well as ensuring that our neediest populations are not receiving disjointed instruction/resources if/when they are pulled for ESOL services.

All county interventions are available for all students. Based on local and state data analysis, building-based decisions are made to address specific needs in the areas of phonological awareness and phonics, vocabulary, comprehension, and writing. Available resources include (but are not limited to) Foundations/Wilson, Lexia, and the Fountas and Pinnell Leveled Literacy Intervention System. As stated above, many of our interventions are strategic, grass roots interventions developed collaboratively with our classroom teachers, special educators, ELA Specialists, and ESOL Resource Teachers to address the specific needs of individual students or small groups of students with similar needs.

At the elementary grade levels, all special education teachers, special education resource support, and students have access to the general curriculum through the OneNote platform. All ELA and Humanities curricula are housed in this electronic platform. All special educators have access to our core reading series through ConnectEd, a web-based platform. Through ConnectEd, special educators have access to all core materials and all leveled readers. Additionally, The Director of Curriculum and Instructional Resources, the Director of Special Education, and the Elementary Supervisor of Reading/ELA are collaborating to ensure that all special education teachers have access to the leveled reader libraries, as well as any other necessary ancillary materials used in the regular education classroom (vocabulary cards, assessments, Foundations materials...). Building-based special educators were asked for feedback in the Spring of 2017 concerning their access to all ELA materials. Through this process, we were able to purchase additional core materials for special educators, as needed, including our Tiers 1 and 2 phonics materials (Wilson/Foundations).

Building-based ELA Specialists collaborate with special educators regularly to analyze local and state ELA data. They use the data to plan push-in and pull-out services for our special education populations. Many times, students are receiving instruction on the same core standards and objectives, with modifications, based on the students' assessed needs. Students needing more support will work with special educators using Tier 2 and 3 interventions (Lexia, Wilson, collaboratively-developed "in house" interventions...). The Instructional Consultant – Reading Interventionist in the Special Education Department is certified in Special Education and has her Reading Specialist endorsement. She has spent time as a special educator and Reading Specialist for the county. This individual is involved in general education ELA Curriculum development, and also works with special educators across the county to provide group and individual trainings to special educators to ensure that all special educators have access to all curriculum and instructional/intervention tools and receive the professional development support in order to ensure that our special education teachers are prepared to deliver core curriculum and interventions that are in alignment with our general education expectations.

Over the past year, the Elementary Supervisor of Reading/ELA has collaborated with The Director of Curriculum and Instructional Resources, the Director of Special Education, the Early Childhood Supervisor, and the ESOL Supervisor to develop our county's Striving Readers' Grant. Our request was, in part, based on discrepancies in our Special Education achievement data (both state and local) as compared to the All Student groups at each grade level. Our request was fully funded and we have begun to implement our written plan. To address our neediest populations, including students receiving special education services, we are providing resources (Notice and Note books by Robert Probst and Kyleene Beers, print resources, substitute time to work with ELA Specialists...) to all special educators in order to ensure that we are addressing comprehension needs through close/critical reading strategies. Additionally, we are expanding our "in house" capacity to deliver Foundations and Wilson trainings for selected special educators, ELA Specialists and Title I teachers. Both of our Striving Readers' initiatives at the elementary level are designed to address the needs of our special education population by ensuring that all educators are receiving the necessary training to deliver phonics and comprehension instruction with fidelity, as well as ensuring that our neediest populations are not receiving disjointed instruction/resources if/when they are pulled out of the regular education classroom for Special Education services.

All county interventions are available for all students. Based on local and state data analysis, building-based decisions are made to address specific needs in the areas of phonological awareness and phonics, vocabulary, comprehension, and writing. Available resources include (but are not limited to) Foundations/Wilson, Lexia, and the Fountas and Pinnell Leveled Literacy Intervention System. As stated above, many of our interventions are strategic, grass roots interventions developed collaboratively with our classroom teachers, special educators, and ELA Specialists to address the specific needs of individual students or small groups of students with similar needs.

At the elementary grade levels, all teachers, including our Title I teachers, have access to the general education curriculum through our OneNote platform. All ELA and Humanities curricula are housed in this electronic platform. All teachers, including Title I teachers have access to our core reading series through ConnectEd, a web-based platform. Through ConnectEd, all teachers have access to all core materials and all

leveled readers. Title I teachers are included in and receive all of the resources and training provided for general education teachers. County ELA Specialists regularly analyze local and state ELA data and use the data to collaborate with our Title I teachers to provide our FaRMs students with instruction that is aligned to students' assessed needs. Many times, students are receiving instruction on the same core standards and objectives with modifications, based on the students' assessed needs. This includes push-in and pull-out services. Students needing more support will work with the Title I teacher or special educator using Tier 2 and 3 interventions (Lexia, Wilson, collaboratively-developed "in house" interventions, Fountas and Pinnell Leveled Literacy Intervention...). The Elementary Supervisor of Reading works closely with the Title I Supervisor to ensure that our Title I schools are equipped with all necessary resources to meet the needs of our FaRMS populations. Two Title I teachers are receiving additional Foundations/Wilson training (as written in the Maryland's Striving Reader's Grant) to address the needs of our teachers and students receiving Title I support.

Over the past year, the Elementary Supervisor of Reading/ELA collaborated with The Director of Curriculum and Instructional Resources, the Early Childhood Supervisor, and the ESOL Supervisor to develop our county's Maryland Striving Readers' Grant. Our request for funding was based on discrepancies in our state and local FaRMS data, as compared with the All Students group. Our county request was fully funded and we have begun to implement our written Striving Reader's plan. To address our neediest populations, including students receiving Title I support, we are providing resources (Notice and Note books by Robert Probst and Kyleene Beers, print resources, and professional development opportunities...) to all Title I teachers in order to ensure that we are addressing comprehension needs through close/critical reading strategies. Our Striving Readers' comprehension initiative at the elementary level is designed to address the needs of our students receiving Title I services by ensuring that all educators are receiving the necessary training to deliver comprehension instruction with integrity and fidelity, as well as ensuring that our neediest populations are not receiving disjointed instruction/resources if/when they are pulled for Title I services. Included in the Striving Reader's Grant is our plan to address student writing in all content areas. Our county is developing writing portfolios with our students. As part of the writing portfolio initiative, students will have opportunities to write to show their understanding in all content areas. The use of student-friendly rubrics and student collaboration in using the rubrics to improve writing over time is also a focus. Our Striving Readers' comprehension and writing initiatives at the elementary level are designed to address the needs of our FaRMS learners by ensuring that all educators are receiving the necessary training to deliver comprehension and writing instruction with fidelity, as well as ensuring that our neediest populations are not receiving disjointed instruction/resources when they are pulled for Title I services. The same is true for our writing initiatives. The other need that was addressed in our Striving Reader's Grant application is the need for all students, especially those receiving FaRMS support is student access to technology. Through the grant, all Title I schools will receive student laptops in Year 1 of the grant roll-out to address this need.

All county interventions are available for all students. Based on local and state data analysis, building-based decisions are made to address specific needs in the areas of phonological awareness and phonics, vocabulary, comprehension, and writing. Available resources include (but are not limited to) Foundations/Wilson, Lexia, and the Fountas and Pinnell Leveled Literacy Intervention System. As stated above, many of

our interventions are strategic, grass roots interventions developed collaboratively with our classroom teachers, special educators, and ELA Specialists, and Title I teachers to address the specific needs of individual students or small groups of students with similar needs. The Elementary ELA Supervisor works collaboratively with the Title I Supervisor and Title I school administrators to ensure that we are monitoring our neediest populations by communicating with families, providing intervention at the building level (based on county and state data), and holding high expectations for our Title I/FARMS students.

County ELA Specialists regularly analyze local and state ELA data and use the data to collaborate with teachers to provide our students with instruction that is aligned to students' assessed needs. Over the last several years, the Elementary Social Studies Supervisor and the Elementary Reading/ELA Supervisor have worked closely to add materials to our curriculum (through the book approval process) to increase the frequency that students are exposed to ELA, Social Studies, and Humanities Curriculum materials and resources that reflect all ethnicities and cultures.

Over the past year, the Elementary Supervisor of Reading/ELA collaborated with The Director of Curriculum and Instructional Resources, the Early Childhood Supervisor, and the ESOL Supervisor to develop our county's Maryland Striving Readers' Grant. Our request for funding was based on discrepancies in our state data, as compared with the All Students group. Our county request was fully funded and we have begun to implement our written Striving Reader's plan. To address our neediest populations, including students whose subgroups do not perform as well as the All Students groups, we are providing resources (Notice and Note books by Robert Probst and Kyleene Beers, print resources, and professional development opportunities...) to all teachers in order to ensure that we are addressing comprehension needs through close/critical reading strategies. This should ensure that all educators are receiving the necessary training to deliver comprehension instruction with fidelity. Included in the Striving Reader's Grant is our plan to address student writing in all content areas. Our county is developing writing portfolios with our students. As part of the writing portfolio, students will have opportunities to write to show their understanding in all content areas. The use of student-friendly rubrics and student collaboration in using the rubrics to improve writing over time is also a focus.

All county interventions are available for all students. Based on local and state data analysis, building-based decisions are made to address specific needs in the areas of phonological awareness and phonics, vocabulary, comprehension, and writing. Available resources include (but are not limited to) Foundations/Wilson, Lexia, and the Fountas and Pinnell Leveled Literacy Intervention System. As stated above, many of our interventions are strategic, grass roots interventions developed collaboratively with our classroom teachers, special educators, and ELA Specialists, and Title I teachers to address the specific needs of individual students or small groups of students with similar needs.

Our Hispanic/Latino subgroups continue to underperform our All Students group. Over the past three years, we have seen a significant increase in our grade 3 PARCC data in our Hispanic/Latino subgroup, a slight increase in our 4<sup>th</sup> grade Hispanic/Latino population, and a significant decrease in our 5<sup>th</sup> grade subgroup.

County ELA Specialists regularly analyze local and state ELA data and use the data to collaborate with teachers to provide our students with instruction that is aligned to students' assessed needs. Over the last several years, the Elementary Social Studies Supervisor and the Elementary Reading/ELA Supervisor have worked closely to add books to our curriculum (through the book approval process) to increase the frequency that students are exposed to ELA, Social Studies, and Humanities Curriculum materials and resources that reflect all ethnicities and cultures.

Over the past year, the Elementary Supervisor of Reading/ELA collaborated with The Director of Curriculum and Instructional Resources, the Early Childhood Supervisor, and the ESOL Supervisor to develop our county's Maryland Striving Readers' Grant. Our request for funding was based on discrepancies in our state subgroup data, as compared with the All Students group. Our county request was fully funded and we have begun to implement our written Striving Reader's plan. To address our neediest populations, including students whose subgroups do not perform as well as the All Students groups, we are providing resources (Notice and Note books by Robert Probst and Kyleene Beers, print resources, and professional development opportunities...) to all teachers in order to ensure that we are addressing comprehension needs through close/critical reading strategies. This should ensure that all educators are receiving the necessary training to deliver comprehension instruction with integrity and fidelity, as well as ensuring that our neediest populations are not receiving disjointed instruction/resources if/when they are pulled for any services. Included in the Striving Reader's Grant is our plan to address student writing in all content areas. Our county is developing writing portfolios with our students. As part of the writing portfolio, students will have opportunities to write to show their understanding in all content areas. The use of student-friendly rubrics and student collaboration in using the rubrics to improve writing over time is also a focus.

All county interventions are available for all students. Based on local and state data analysis, building-based decisions are made to address specific needs in the areas of phonological awareness and phonics, vocabulary, comprehension, and writing. Available resources include (but are not limited to) Foundations/Wilson, Lexia, and the Fountas and Pinnell Leveled Literacy Intervention System. As stated above, many of our interventions are strategic, grass roots interventions developed collaboratively with our classroom teachers, special educators, and ELA Specialists, and Title I teachers to address the specific needs of individual students or small groups of students with similar needs.

### **Middle English/Language Arts:**

Several strategies will be implemented in the 2018–2019 school year to address the needs of our identified subgroups. First, two benchmark assessments, aligned with Common Core State Standards, will be given in grades 6-8. These assessments will diagnose and track individual student skills deficits to inform the adjustment of classroom instruction. In addition, a revised writing rubric and focus have been introduced for all students, "Text Dependent Constructed Response." The rubric focuses on the five qualities of effective writing in ELA and Social Studies. Teachers will be trained to use this tool to frequently assess student progress, differentiate instruction based upon individual need, and monitor student growth in writing. Additionally, the Revision Assistant Program will supplement students' writing



instruction by providing timely, actionable feedback for multiple revisions of essays which are based upon PARCC prompts. Additionally, we are implementing new curricula focused on close reading and analytic writing in grades 8 and 9 that is jointly planned and aligned between levels. We will continue to work with special education instructors and reading specialists to make the rigorous curriculum for ELA accessible to challenged special education and minority students. Finally, we will continue to expand our use of the *Reading Plus* program, which independently tracks and develops student's comprehension and analysis of informational text at their level through an interactive website. Specifically, we will expand our targeting of special education, FaRMs, Hispanic / Latino, and Black or African American populations for this program.

Funding is unrestricted through local fiscal resources.

### **High English/Language Arts:**

To ensure our special education and EL student populations progress toward meeting state performance standards, a review of current instructional strategies already in place and needed interventions to address student achievement gaps will be conducted by English, special education, and ESOL Resource Teachers and instructional supervisors. Additional resources, instruction, and interventions will be provided to support students requiring special education and ESOL services who have not yet made progress toward meeting state performance standards. Strategies to ensure access to the general education curriculum will include a review of current UDL guidelines being implemented as well as identifying areas in which UDL is not fully utilized. Future work will include additions to current UDL practices, strategies, and resources to alleviate identified student achievement gaps. Likewise, general, special education, and ESOL staff will collaborate to drill down the data from PARCC English 10 and teacher-generated and course-specific assessments to determine specific skill sets requiring additional instruction. This collaborative effort will become the basis for modification and adaption of lesson units to ensure curricular needs are met as well as provide accommodations and modifications that allow students with disabilities and identified ELs equal access to the general education curriculum. Generated modifications and adaptations will be available to all general, special education, and ESOL Resource Teachers to utilize with all subgroup learners, including Black or African American and FaRMs. Additionally, to address specific EL literacy deficits, ESOL I and ESOL II coursework will continue to use English 10 general education content as applicable. Funding will be used to support instruction and professional development initiatives to advance the progress of Black or African American, Special education, EL, and FaRMs student populations towards meeting state performance standards.

Funding is unrestricted through local fiscal resources.

## 2018 PARCC ELA SCORES

**Table 1**

2018 PARCC	ELA 3		ELA 4		ELA 5		ELA 6		ELA 7		ELA 8		ELA 10	
	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank
All Students	50.8%	5	56.9%	3	55.7%	3	56.2%	2	65.7%	1	58.5%	2	64.7%	2
Carroll County	50.8%	5	56.9%	3	55.7%	3	56.2%	2	65.7%	1	58.5%	2	64.7%	2
State	38.9%		43.1%		42.2%		38.7%		45.6%		41.3%		42.4%	
Highest Pass Rate	61.0%		61.0%		58.8%		72.0%		65.7%		62.4%		65.5%	

**Table 2**

PARCC ELA Grade 3 Proficient/Advanced (Level 4, 5)	2018	2017	2016	PARCC ELA Grade 4 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	50.8%	49.1%	47.5%	All Students	56.9%	56.5%	54.9%
Hispanic/Latino of any race	29.9%	32.5%	21.3%	Hispanic/Latino of any race	43.1%	29.0%	41.8%
American Indian or Alaska Native	*	*	*	American Indian or Alaska Native	*	*	*
Asian	61.0%	60.7%	61.7%	Asian	68.3%	74.5%	69.7%
Black or African American	32.1%	35.3%	32.9%	Black or African American	57.4%	42.7%	43.1%
Native Hawaiian or Other Pacific Islander	*	*	*	Native Hawaiian or Other Pacific Islander	*	*	*
White	54.1%	50.8%	50.6%	White	57.9%	59.4%	56.2%
Two or more races	43.4%	44.4%	34.3%	Two or more races	54.0%	49.3%	43.7%
Special Education	10.3%	12.2%	12.3%	Special Education	9.6%	11.8%	12.8%
Special Education – Exited	44.7%	40.9%	36.3%	Special Education – Exited	54.4%	50.0%	58.1%
non Special Education	57.2%	53.5%	51.8%	non Special Education	63.7%	62.5%	60.3%
English Learner (EL)	11.6%	≤5.0%	5.9%	English Learner (EL)	≤5.0%	≤5.0%	*
Redesigned Limited English Proficient	61.5%	58.3%	40.0%	Redesigned Limited English Proficient	66.7%	31.6%	30.0%
non English Learner (EL)	52.0%	49.8%	48.3%	non English Learner (EL)	57.1%	57.3%	55.0%
Free/Reduced Meals (FARMS)	27.2%	29.0%	23.5%	Free/Reduced Meals (FARMS)	36.9%	30.0%	34.2%
non Free/Reduced Meals (FARMS)	58.4%	55.7%	55.5%	non Free/Reduced Meals (FARMS)	63.1%	64.9%	60.9%

**Table 3**

**Table 4**

PARCC ELA Grade 5 Proficient/Advanced (Level 4, 5)	2018	2017	2016	PARCC ELA Grade 6 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	55.7%	53.4%	52.5%	All Students	56.2%	50.1%	41.6%
Hispanic/Latino of any race	32.9%	39.0%	40.7%	Hispanic/Latino of any race	35.5%	35.7%	31.6%
American Indian or Alaska Native	*	*	*	American Indian or Alaska Native	*	*	*
Asian	78.8%	62.5%	70.9%	Asian	66.7%	71.4%	53.9%
Black or African American	43.9%	40.9%	38.0%	Black or African American	39.4%	37.8%	28.8%
Native Hawaiian or Other Pacific Islander	*	*	*	Native Hawaiian or Other Pacific Islander	*	*	*
White	58.2%	55.1%	53.8%	White	58.9%	51.4%	52.2%
Two or more races	49.4%	45.6%	42.9%	Two or more races	46.0%	41.2%	38.6%
Special Education	5.8%	10.6%	6.1%	Special Education	9.0%	≤5.0%	≤5.0%
Special Education – Exited	51.1%	42.4%	29.7%	Special Education – Exited	47.2%	24.4%	15.5%
non Special Education	62.5%	58.8%	58.4%	non Special Education	61.6%	55.8%	46.2%
English Learner (EL)	7.4%	≤5.0%	*	English Learner (EL)	*	≤5.0%	*
Redesigned Limited English Proficient	45.5%	27.8%	13.3%	Redesigned Limited English Proficient	41.2%	*	8.3%
non English Learner (EL)	56.6%	53.8%	52.7%	non English Learner (EL)	56.7%	50.5%	41.6%
Free/Reduced Meals (FARMS)	32.9%	30.0%	27.7%	Free/Reduced Meals (FARMS)	33.5%	24.8%	19.6%
non Free/Reduced Meals (FARMS)	63.0%	60.0%	58.7%	non Free/Reduced Meals (FARMS)	62.1%	56.3%	46.5%

**Table 5**

**Table 6**

<b>PARCC ELA Grade 7 Proficient/Advanced (Level 4, 5)</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
All Students	65.7%	53.6%	48.8%
Hispanic/Latino of any race	48.2%	42.9%	39.0%
American Indian or Alaska Native	*	*	*
Asian	77.3%	63.6%	80.0%
Black or African American	53.4%	40.3%	40.3%
Native Hawaiian or Other Pacific Islander	*	*	*
White	68.0%	54.8%	48.7%
Two or more races	59.3%	43.3%	53.5%
Special Education	10.6%	6.8%	6.6%
Special Education – Exited	59.7%	18.8%	18.0%
non Special Education	71.5%	58.6%	53.0%
English Learner (EL)	5.9%	≤5.0%	*
Redesigned Limited English Proficient	53.6%	*	*
non English Learner (EL)	66.6%	53.9%	48.9%
Free/Reduced Meals (FARMS)	37.5%	29.0%	29.2%
non Free/Reduced Meals (FARMS)	72.7%	59.0%	52.9%

**Table 7**

<b>PARCC ELA Grade 8 Proficient/Advanced (Level 4, 5)</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
All Students	58.5%	48.1%	50.4%
Hispanic/Latino of any race	42.9%	30.6%	49.0%
American Indian or Alaska Native	*	*	*
Asian	67.8%	77.8%	77.1%
Black or African American	50.0%	44.1%	41.4%
Native Hawaiian or Other Pacific Islander	*	*	*
White	60.2%	48.5%	50.4%
Two or more races	45.7%	48.3%	46.5%
Special Education	8.0%	6.8%	6.2%
Special Education – Exited	46.7%	11.1%	16.3%
non Special Education	63.5%	51.8%	54.7%
English Learner (EL)	12.5%	≤5.0%	*
Redesigned Limited English Proficient	34.4%	*	*
non English Learner (EL)	59.0%	48.4%	50.5%
Free/Reduced Meals (FARMS)	32.9%	26.9%	27.7%
non Free/Reduced Meals (FARMS)	64.3%	52.3%	54.9%

**Table 8**

<b>PARCC English 10 Proficient/Advanced (Level 4, 5)</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
All Students	64.7%	67.2%	63.0%
Hispanic/Latino of any race	55.3%	56.7%	54.8%
American Indian or Alaska Native	*	*	*
Asian	78.6%	76.0%	72.8%
Black or African American	46.7%	41.8%	38.0%
Native Hawaiian or Other Pacific Islander	*	*	*
White	66.3%	69.0%	64.0%
Two or more races	52.4%	57.4%	61.6%
Special Education	12.5%	11.9%	6.6%
Special Education – Exited	57.4%	31.6%	47.4%
non Special Education	71.4%	72.6%	68.7%
English Learner (EL)	14.6%	5.6%	25.0%
Redesigned Limited English Proficient	48.1%	*	*
non English Learner (EL)	65.6%	67.7%	63.3%
Free/Reduced Meals (FARMS)	35.1%	37.0%	34.5%
non Free/Reduced Meals (FARMS)	71.5%	73.5%	68.3%

Note: An asterisk (\*) denotes no students or fewer than 10 students tested in the category. Counts are also suppressed for percentages <= 5.0% or >= 95.0%.

## **PARCC Mathematics for Grades 3-8:**

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and 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 that is, on average, performing at a lower achievement level than the student population as a whole.

### **Responses:**

#### **Elementary Mathematics:** Data Tables 9, 10, 11, and 12

In grades 3 to 5, our challenge continues to be helping every student in every school reach level 4 or 5 on the mathematics portion of the PARCC assessment. Our 2018 data indicates that we experienced small decreases from our 2017 data in our All Students group in grade 3 (down 2.7%) and grade 4 (down 1.6%) with a slight increase in grade 5 (up 1.5%). This is an overall decrease in performance in grades 3-5 of .9%.

Our subgroup data shows some increases and some decreases across the three grade levels. In grade 3, we saw a drop in our special education students' scores from 23.6% in 2017 to 17.9% reaching levels 4 and 5 in 2018. We also saw a drop in our 3rd grade FARMS students' scores from 42.1% in 2017 to 37.8% reaching levels 4 and 5 in 2018. On the bright side, we saw a solid increase in performance from our EL students as they increased from 12.9% in 2017 to 23.4% in 2018.

In 4th grade, we saw our special education students' scores stay flat going from 19.1% in 2017 to 19.2% reaching levels 4 and 5 in 2018. We showed a nice increase in our FARMS students' scores going from 33.3% in 2017 to 40.3% reaching levels 4 and 5 in 2018. As in grade 3, we saw a strong increase in performance from our 4th grade EL students as they increased from <5.0% in 2017 to 16.1% in 2018.

In 5th grade, our special education students' scores fell slightly from 17.4% in 2017 to 15.2% reaching levels 4 and 5 in 2018. We showed a slight increase in our FARMS students' scores going from 35% in 2017 to 36.3% reaching levels 4 and 5 in 2018. As is the case in grades 3 and 4, our 5th grade EL students' scores showed solid increases going from 11.8% in 2017 to 17.9% reaching levels 4 and 5 in 2018.

Our first challenge for each child in these subgroups to progress towards meeting state performance standards is to continue our efforts to help ensure that the instruction they are receiving is consistently of high quality. Our second challenge is to continue providing tools that will allow classroom teachers to identify the specific content areas that students struggle to master. Our third challenge is to continue providing training and support to increase the pedagogical understanding of the classroom teachers, special education teachers, Title I teachers, and ESOL Resource Teachers so that they can implement specific instructional techniques that will increase the understanding and achievement of the students with their identified areas of need. Our mathematics resource teachers provide coaching and professional development for the classroom teachers, however most of the resource teachers are split between schools. We need a full time math resource teacher in each of our elementary schools to provide the professional training for teachers that will in turn, help meet the specific needs of each of our students.

## **Middle School Mathematics: Data Tables 9, 13, 14, and 15**

Middle school 2018 PARCC assessment data illustrates a positive trend in some subgroups while other subgroups have remained relatively stable or declined slightly. In 6<sup>th</sup> grade, the special education subgroup improved while the EL subgroup and overall group of students failing to pass PARCC slightly declined. Our greatest progress was noted in 7<sup>th</sup> grade, where all three subgroups (special education, EL, and students failing to pass PARCC) all increased by several percentage points. Our 8<sup>th</sup> graders achieved their highest scores yet in 2018 in the all students passing PARCC category but slightly declined in the special education and EL subgroups.

Although several of our subgroups are underperforming compared to our ‘all students’ category, all of them are in the top 7 performing subgroups out of the 24 Maryland districts. In a couple areas (6<sup>th</sup> gr Hispanic, African American and FaRMS, 7<sup>th</sup> gr African American, special education, and EL, and 8<sup>th</sup> grade Hispanic, African American, and special education) CCPS took first or second place in achievement data throughout all Maryland districts.

A lack of concept attainment and retention in mathematics are some of the challenges presented by underperforming subgroups. Conceptual understanding and procedural fluency need to be developed over time, and underperforming students often need additional time and interventions to experience success. In addition, the lack of dedicated math resource teachers at the middle school level present a challenge for the time and opportunity these students need to close their learning gaps. Additionally, a lack of electronic learning devices for all students presents a challenge as we move toward individualized mathematical instruction and remediation.

2. 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 of corresponding resource allocations.

### **Responses:**

#### **Elementary Mathematics:**

We will use the following strategies to ensure progress for all students reaching the state performance standards:

- The online reporting system (PearsonAccess) will continue to be utilized to help identify areas of instructional need based on the PARCC assessment. Additionally, the CCPS matrix tool will be utilized to identify areas of need on the county January and May grade level assessments. Thirdly, grade level unit assessment digital matrices will continue to be utilized by teachers to identify specific content needs. Fourthly, ongoing formative assessments will be utilized by teachers to identify areas of instructional need. Teachers will continue to use the techniques outlined through the Formative 5 trainings and books they received last year.

- Students’ identified instructional needs will be met through explicit small group and/or individual instruction provided by the classroom teacher, the special educator, the Title I resource teacher or the ESOL Resource Teacher. Students learning needs will also be supported through the use of the Number Worlds Mathematics Intervention Program and DreamBox Learning.
- Ongoing, building based, team based and individual teacher professional development will be provided by the elementary mathematics resource team to classroom teachers, special educators, Title I teachers and ESOL Resource Teachers. These trainings will include data analysis and pedagogical approaches that promote student acquisition of skills needed for proficiency.
- ESOL modified unit and benchmark assessments along with picture word banks will be incorporated in grade levels 1-5 throughout the upcoming school year in our continuing efforts to better pinpoint the specific instructional needs within our EL subgroup.
- Systemic training will be provided to K-3 teachers on the implementation of a new strategy-based fact fluency program to help support the learning and automaticity of the basic number combinations.
- Systemic training will be provided to Grades 1-5 teachers on the implementation of rigorous Math Tasks on a weekly or bi-weekly basis to help support productive struggle and mathematical reasoning.
- Systemic training will be provided to Grades 1-5 teachers to help support the implementation of daily data chats in an effort to improve data analysis and mathematical communication.

All funding for these trainings/strategies is unrestricted through local fiscal resources.

### **Middle School Mathematics:**

To support underperforming subgroups, we continue to expand the types of math interventions available to students in middle school through the use of unrestricted funds. We use the Renaissance Star Math program as a diagnostic assessment to identify students’ strengths and weaknesses as they relate to the MD College and Career Ready Standards. The Star Math Assessment is administered at the beginning of each marking period and measures student progress on math standards. Embedded in this program are targeted interventions that teachers can use to remediate students. Throughout the school year, these students participate in the DreamBox math intervention, which is an adaptive online program that identifies weak concepts, provides targeted instruction to close achievement gaps, and monitors student progress. The Discovery Education Math Techbook, which is available to students in both English and Spanish, is a comprehensive learning resource available to all students that provides personalized learning opportunities and formative feedback to teachers. All schools have a “Flex” class period built into their schedules, which allows students to meet with teachers to receive additional instruction and remediation.

Collaboration among disciplines is also critical in ensuring the increased success of students that fall into these subgroups. One of the greatest ways to impact student performance for all subgroups is through purposeful professional development. Numerous professional development opportunities are provided to all math, special

education, and ESOL Resource Teachers during the content-based in-service days and throughout the school year. These teachers work collaboratively on lesson planning, assessment modification, analyzing student achievement data, accessibility, and content based support to minimize learning gaps and increase achievement. Additionally, special education and ESOL Resource Teachers push-in to math classes to support their students during first pass instruction. Finally, the Secondary Math Supervisor presents content-based professional development each year to ESOL Resource Teachers and pre-service special education teachers.

A Title IV grant provides funding for math, special education, and ESOL resource Teachers to attend professional development sessions to support instruction and advance the learning level across all subgroup populations in meeting or exceeding state performance standards. *Additionally, the Title IV grant funding provides math teachers in grades 6-12, including Algebra I teachers, with professional development in using the Discovery Education Math Techbook. The Math Techbook utilizes a constructivist approach to learning mathematical concepts designed to deepen students' conceptual understanding. Teachers are provided multiple opportunities to collaborate with Discovery Education trainers and their colleagues to expand their use of the Techbook and develop instructional resources aligned to the curriculum.* Our focus is on identifying students within each subgroup to target our interventions and determine appropriate modifications, ensuring all students have equal access to the curriculum based on UDL guidelines and principles. We examine various learning strategies to address diverse learning needs and promote teacher collaboration during lesson planning. As we expand our use of digital devices in middle schools, students will have greater access to the technology that supports learning and provides more access to interventions to minimize learning gaps.

## 2018 PARCC Math SCORES Grade 3-8

**Table 9**

2018 PARCC	Math 3		Math 4		Math 5		Math 6		Math 7		Math 8	
All Students	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank	% at 4 & 5	Rank
Carroll County	63.9%	3	61.1%	1	62.8%	1	48.6%	2	52.1%	1	42.1%	1
State	42.2%		38.8%		38.0%		31.8%		28.6%		15.9%	
Highest Pass Rate	67.7%		61.1%		62.8%		49.5%		52.1%		42.1%	

**Table 10**

PARCC Math Grade 3 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	63.9%	66.6%	66.4%
Hispanic/Latino of any race	47.1%	48.0%	37.9%
American Indian or Alaska Native	*	*	*
Asian	58.5%	77.4%	91.5%
Black or African American	48.7%	57.4%	46.7%
Native Hawaiian or Other Pacific	*	*	*
White	67.5%	68.3%	69.5%
Two or more races	45.3%	60.0%	53.4%
Special Education	17.9%	23.6%	25.5%
Special Education – Exited	57.2%	69.8%	70.4%
non Special Education	71.2%	71.7%	71.3%
English Learner (EL)	23.4%	12.9%	16.2%
Redesigned Limited English Proficient	84.6%	58.3%	70.0%
non English Learner (EL)	65.2%	67.5%	71.4%
Free/Reduced Meals (FARMS)	37.8%	42.1%	39.5%
non Free/Reduced Meals (FARMS)	72.4%	74.5%	75.4%

**Table 11**

PARCC Math Grade 4 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	61.1%	62.7%	54.9%
Hispanic/Latino of any race	46.0%	32.4%	41.8%
American Indian or Alaska Native	*	*	*
Asian	67.2%	86.3%	69.7%
Black or African American	47.8%	42.7%	43.1%
Native Hawaiian or Other Pacific Islander	*	*	*
White	63.0%	66.4%	56.2%
Two or more races	53.1%	45.1%	43.7%
Special Education	19.2%	19.1%	12.8%
Special Education – Exited	58.8%	67.6%	58.1%
non Special Education	67.0%	68.4%	60.3%
English Learner (EL)	16.1%	<5.0%	*
Redesigned Limited English Proficient	54.2%	47.4%	30.0%
non English Learner (EL)	61.9%	63.6%	55.0%
Free/Reduced Meals (FARMS)	40.3%	33.3%	34.2%
non Free/Reduced Meals (FARMS)	67.3%	71.9%	60.9%

**Table 12**

PARCC Math Grade 5 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	62.8%	61.3%	63.2%
Hispanic/Latino of any race	33.6%	43.8%	51.0%
American Indian or Alaska Native	*	*	*
Asian	83.0%	75.4%	77.6%
Black or African American	45.1%	34.8%	43.0%
Native Hawaiian or Other Pacific	*	*	*
White	66.6%	64.2%	64.9%
Two or more races	48.1%	43.9%	55.1%
Special Education	15.2%	17.4%	15.9%
Special Education – Exited	68.9%	62.5%	46.3%
non Special Education	69.3%	66.8%	69.2%
English Learner (EL)	17.9%	11.8%	31.3%
Redesigned Limited English Proficient	45.5%	27.8%	13.4%
non English Learner (EL)	63.6%	61.8%	63.4%
Free/Reduced Meals (FARMS)	36.3%	35.0%	36.7%
non Free/Reduced Meals (FARMS)	71.3%	68.8%	69.9%

**Table 13**

PARCC Math Grade 6 Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	48.6%	49.4%	51.1%
Hispanic/Latino of any race	35.2%	32.5%	37.6%
American Indian or Alaska Native	*	*	*
Asian	69.4%	75.0%	60.0%
Black or African American	24.2%	31.7%	25.8%
Native Hawaiian or Other Pacific Islander	*	*	*
White	50.8%	51.0%	52.6%
Two or more races	33.3%	39.2%	46.6%
Special Education	8.6%	5.2%	6.5%
Special Education – Exited	47.8%	35.6%	31.0%
non Special Education	53.1%	54.9%	56.6%
English Learner (EL)	7.7%	15.0%	15.4%
Redesigned Limited English Proficient	41.2%	*	16.7%
non English Learner (EL)	49.0%	49.8%	51.3%
Free/Reduced Meals (FARMS)	27.3%	20.4%	23.2%
non Free/Reduced Meals (FARMS)	54.1%	56.6%	57.5%



**Table 14**

<b>PARCC Math Grade 7 Proficient/Advanced (Level 4, 5)</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
All Students	52.1%	46.6%	44.4%
Hispanic/Latino of any race	36.0%	29.6%	26.2%
American Indian or Alaska Native	*	*	*
Asian	71.2%	55.4%	78.0%
Black or African American	32.2%	17.9%	34.7%
Native Hawaiian or Other Pacific	*	*	*
White	54.2%	48.4%	45.1%
Two or more races	44.6%	46.7%	41.4%
Special Education	8.8%	5.7%	6.0%
Special Education – Exited	46.6%	15.9%	22.0%
non Special Education	56.5%	50.9%	48.2%
English Learner (EL)	17.6%	15.0%	≤5.0%
Redesigned Limited English	35.7%	*	*
non English Learner (EL)	52.6%	46.9%	44.6%
Free/Reduced Meals (FARMS)	25.0%	17.5%	22.7%
non Free/Reduced Meals (FARMS)	58.6%	53.0%	49.1%

**Table 15**

<b>PARCC Math Grade 8 Proficient/Advanced (Level 4, 5)</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
All Students	42.1%	41.7%	41.7
Hispanic/Latino of any race	30.7%	34.0%	40.2
American Indian or Alaska Native	*	*	*
Asian	41.7%	68.8%	59.4
Black or African American	19.0%	38.7%	26.6
Native Hawaiian or Other Pacific Islander	*	*	*
White	44.7%	41.9%	42.9
Two or more races	24.1%	36.0%	22.2
Special Education	5.7%	9.4%	6.9%
Special Education – Exited	32.8%	13.3%	23.8
non Special Education	46.6%	45.3%	45.4
English Learner (EL)	5.9%	18.2%	*
Redesigned Limited English Proficient	29.6%	*	*
non English Learner (EL)	42.5%	41.8%	42.0
Free/Reduced Meals (FARMS)	19.3%	24.7%	24.5
non Free/Reduced Meals (FARMS)	48.3%	45.7%	45.9

Note: An asterisk (\*) denotes no students or fewer than 10 students tested in the category. Counts are also suppressed for percentages  $\leq 5.0\%$  or  $\geq 95.0\%$ .

## **PARCC Algebra I**

1. Based on available PARCC data, describe the challenges in Algebra I. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and 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 that is, on average, performing at a lower achievement level than the student population as a whole.

**Response:** Data Tables 16 and 17

Algebra I PARCC 2018 data is relatively stable with a slight decline in some subgroups. While the EL population experienced a small increase in 2018, the all students category and the special education subgroups slightly declined. Some of the challenges students face in Algebra I include the need for extended time to learn the concepts, frequent review of previously learned content to aid in retention, and an increase in students' developmental ability to understand abstract concepts. Additionally, CCPS does not have dedicated math intervention teachers to address the diverse learning needs in these subgroups or dedicated technology to assist with remediation.

Compared to the other jurisdictions in Maryland, several of our subgroups were first in the state in terms of their performance: African America, Asian, FaRMS, and the EL subgroups were the highest in the state in Algebra I. Our Hispanic population and special education population came in 2<sup>nd</sup> and 9<sup>th</sup> place, respectively.

As we address the challenges that exist for these subgroups to decrease the achievement gap, it is critical that we identify the students and target our interventions to ensure all students have equal access to the curriculum based on UDL guidelines and principles using a variety of strategies to address diverse learning needs.

2. 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 of corresponding resource allocations.

**Response:**

Algebra Bridge projects became available to high school students in 2018 as a way of meeting the graduation requirement without having to pass the PARCC assessment. Students in the underperforming subgroups are part of a class that focuses on the Algebra Bridge project. Our pass rate for these students on their second attempt at PARCC was 44.2%, providing evidence that the Bridge class is a successful intervention in helping students achieve mathematical success on PARCC.

Collaboration among disciplines is also critical in ensuring the increased success of students that fall into these underperforming subgroups, especially through targeted professional development. Numerous professional development opportunities are provided to all math, special education, and ESOL Resource Teachers during the content-based in-service days and

throughout the school year. These teachers work collaboratively on lesson planning, assessment modification, analyzing student achievement data, accessibility, and content based support to minimize learning gaps and increase achievement. Additionally, special education and ESOL Resource Teachers push-in to math classes to support their students during first pass instruction. Finally, the Secondary Math Supervisor presents content-based professional development each year to ESOL Resource Teachers and pre-service special education teachers.

To ensure that our Algebra I subgroups continue to make progress in meeting or exceeding state standards, secondary mathematics teachers will use a constructivist pedagogical approach to teaching the concepts through our primary instructional resource, the Discovery Education Math Techbook. The Math Techbook is aligned to UDL principles and is available in both English and Spanish. As we expand the use of digital devices in both middle and high schools, more students will have access to this resource that personalizes learning for students and provides formative feedback to teachers.

All schools have a designated “Flex” class period built into their schedules to allow students to meet with teachers and receive additional instruction and remediation. Going forward, appropriate identification of the students in our subgroups will enable classroom teachers to fully support the learning needs of a diverse student population. The use of Benchmark data taken mid-course provides diagnostic feedback to teachers to address any learning gaps across all subgroups and reteach concepts prior to the next PARCC administration.

## 2018 PARCC Algebra I Scores

**Table 16**

2018 PARCC	Algebra I	
All Students	% at 4 & 5	Rank
Carroll County	57.9%	1
State	31.1%	
Highest Pass Rate	57.9%	

**Table 17**

PARCC Algebra I Proficient/Advanced (Level 4, 5)	2018	2017	2016
All Students	57.9%	62.0%	52.4%
Hispanic/Latino of any race	45.2%	50.4%	45.8%
American Indian or Alaska Native	*	*	*
Asian	83.0%	84.5%	76.4%
Black or African American	31.9%	30.4%	32.6%
Native Hawaiian or Other Pacific Islander	*	*	*
White	59.6%	64.4%	53.2%
Two or more races	51.4%	40.0%	50.1%
Special Education	7.2%	12.3%	9.1%
Special Education – Exited	48.8%	36.7%	36.8%
non Special Education	64.2%	67.1%	56.7%
English Learner (EL)	17.6%	16.7%	25.0%
Redesigned Limited English Proficient	52.4%	*	*
non English Learner (EL)	58.5%	62.3%	52.5%
Free/Reduced Meals (FARMS)	33.7%	36.7%	27.9%
non Free/Reduced Meals (FARMS)	63.0%	67.9%	57.4%

Note: An asterisk (\*) denotes no students or fewer than 10 students tested in the category. Counts are also suppressed for percentages  $\leq 5.0\%$  or  $\geq 95.0\%$ .

## **High School Assessment (HSA) Government**

1. Based on available HSA data, describe the challenges in Government. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and 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 that is, on average, performing at a lower achievement level than the student population as a whole.

**Response:** Data Table: 18

In the 2016 data, the performance of “All Students” continued to fall. For the identified disaggregated student groups, the performance gap for Black or African-Americans grew in 2016, reversing the trend from both 2014 and 2015. In 2016, this gap grew larger by a considerable amount (approximately 19%). At the same time, the performance of Hispanics/Latinos of any race continued the trend of reducing the gap between other segments of the student population. Special Education, EL, and Free/Reduced Meals (FaRMS) students continue to lag behind their peers. In 2016, the FARMS students’ performance gap grew and reversed the 2014-2015 trends that indicated a reduction in their performance gap. This downward trend in both overall and disaggregated group’s performance is disturbing. The glaring gap between Special Education, EL, and All Students is significant.

In analyzing MSDE’s lag data, an analysis of the 2016-17 Government High School Assessment results occurred simultaneously. Within this analysis, a number of trends emerged regarding two facets of the data in Table 2.17. Within the 2014-2016 data, the performance of students who took the High School Assessment repeatedly is reported. The success rate of the students who took the test a second or third time was limited. Moreover, trends regarding when the students took the test were not consistent. For example, gaps of a year (May, 2015 – May, 2016) occurred between test administrations. Limited information about remediation and addressing the individual needs of the learners who are not successful on their first attempt was not available to assess what actions were taken to support the learners. Another observation from the 2016-17 data indicated students including Special Education and FARMS who were not successful on the assessment were also struggling learners with significantly lower grade point averages. For the most part, their attendance was not an issue, but their overall academic performance was troubling. One of our approaches for High School Assessment remediation is calling students during our “FLEX” period. During this daily 30 minute time period, students are requested for make-up work, reteaching, second chance learning, etc. The students’ academic performance in their classes would make it difficult for the students to address their High School Assessment requirements as they attempt to affect their academic performance in their assigned schedule of classes. This lag data along with the analysis of the 2016-17 student performance exposes multiple challenges in reducing the identified achievement gaps.

In June, 2018, the government curriculum writers finalized a course framework that will guide future curriculum writing efforts. This framework organizes the content expectations differently and addresses the curriculum writers concerns about how the students’ learning evolves. One example of the writers’ framework decisions includes the approach to economics. The curriculum writers determined that a proposal to develop a distinct economics unit was ill-advised. They felt strongly that the students need to understand scarcity and opportunity cost as the force behind individual and governmental decision making. As a result, they designed an opening unit, *Political & Economic Decision Making* that addresses Indicators 2.2.1, 4.1.1, 4.1.2, and 1.1.3 as their course introduction. It establishes scarcity and

opportunity cost as the force behind government decision making. A focus of this summer's curriculum development process was the creation of unit assessments that will monitor student performance throughout the course.

Frequent monitoring of an individual's academic performance throughout the Government course provides insights into each student's mastery of the indicators of student learning. The assessments include selected response items as well as evidence based argument sets (EBAS). These evidence based argument sets mimic the features of the North American Free Trade Agreement (NAFTA) model provided by MSDE. In the EBAS, the curriculum writers included sources such as political cartoons, letters, tables, and government documents as evidence. To assess Standard 6.0's skills, the students answer approximately four (4) selected response questions that target sourcing, contextualization, corroboration, making claims, and identifying evidence. The students also compose a written response that should include a claim and relevant, accurate, and detailed evidence from the sources that is combined with their knowledge of how government works. Moving forward, evidence based argument set anchor papers that describe student performance at each level of the rubric must be developed. The curriculum writers along with the district level staff will analyze samples of student work to provide local anchor papers and inform curriculum and professional development.

In August, 2018, to support the implementation of the course framework and assessments, the Government teachers participated in a two (2) hour long professional development session. This session provided time for the teachers to explore MSDE's cog lab results, the sample NAFTA evidence based argument set, and the revised curriculum framework along with the resources for their Political & Economic Decision Making unit. Gratefully, the Director of Special Education along with the ESOL Supervisor provided time for both special education and ESOL Resource Teachers to attend these afternoon sessions. As a result, stakeholders from across the district were made aware of the changes to the High School Assessment and local curriculum framework. However, two hours of professional development time is inadequate. With the changes to the assessment limits (content & skills), curriculum framework, and assessments, learning opportunities that support the Government teacher's content knowledge are still needed. For instance, they must understand the new Supreme Court cases such as *Baker v. Carr* and public policies including technology and education to make effective pedagogical decisions. Having additional samples of the new assessment items from both MSDE and the curriculum writers will further the teacher's understanding of what is expected of the learners. Hopefully, access to the released practice High School Assessment will guide teacher's efforts. Moving forward, access to additional learning time is necessary. Providing unit assessments should nurture building level conversations amongst teachers. At the building level, they can collaboratively develop strategies to embed skill instruction for sourcing, contextualization, corroboration, making claims, and identifying as well as using evidence must also occur. At the same time, the government teachers must work alongside their peers including special educators and ESOL Resource Teachers. A concerted effort must be made to ensure these conversations occur amongst the teachers both at the district and building levels. From these conversations, the teachers must be comfortable designing and implementing targeted instructional strategies that address the new expectations and most importantly gaps in *individual* student performance.

One of the struggles that both district level as well as teachers share is technology that supports the implementation of assessments that monitor student progress and promote teacher reflection. Accessing disaggregated data for the Government High School Assessment is challenging. In the past, score reports included data that indicated how successfully students performed on Expectations 1.1 and 1.2 as well as Goals 2, 3, and 4. This information promoted

teacher reflection on their own practice and provided insights into curricular needs for district level administrators. Most importantly, it provided a guide for efficiently addressing student needs as the teachers could infer where remediation efforts should be focused. This targeted assessment feedback would maximize the limited amount of time available to remediate the student who is not successful on his/her first attempt of the Government High School Assessment. District level administrators continue to work on accessing this data to provide insights for the teachers. Moreover, the newly developed local assessments should also address this concern. Each answer key identifies the indicator, assessment limit, and correct answer for the teacher. A quick item analysis by the teacher could provide insights into possible areas of concern or need. When combined with the teacher's formative assessment data, it should provide some guidance as to an individual student's progress. At the same time, access to this performance data could improve. At this time, technologies that support collecting student data as well as providing an environment to mimic the High School Assessment experience is not available. A system that simulates the online testing environment as well as provides access to technology enhanced items could promote the success of first time test takers. For both teacher and district level administrators, efficient access to valuable data that measures the student's progress on these local assessments would also inform interventions during the assigned Government course. Moreover, access to this data would inform curriculum development including formative assessment.

2. 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 of corresponding resource allocations.

**Response:**

To address these achievement gaps, a number of actions will be taken. First, teams of special education and ESOL Resource Teachers will collaborate in order to eliminate the achievement gap for Special Education, ELs, FARMS, Black or African-Americans, and Hispanic/Latinos of any race. As a result of the 2016-17 gap analysis, special educators and ESOL Resource Teachers have joined the curriculum writing team. They adapt curriculum resources as they are developed. They provide suggested accommodations and modifications. For example, tiered unit assessments are provided to address the needs of individual learners. Another focus area included discipline specific vocabulary and concept development as the vocabulary of Government is linguistically complex for the struggling learner. Collaboratively, government, ESOL, and special educators have identified discipline specific terms for each unit, developed clear definitions, and located or created symbols for these terms. These resources along with suggested strategies have been embedded into the new Government curriculum resources.

Remediation continues to be a challenge for our Government students. In 2017-18, a policy shift provided an option for schools to offer a remediation course within their schedule. This provides dedicated time for the learners and teachers to focus on remediation and/or completing a Bridge project. This option eliminates the pressure of remediating students during FLEX, a half hour period that occurs daily. While using FLEX is an option, a student may be called by other teachers to address concerns about their performance in other content areas. Therefore, consistently working on government remediation or Bridge projects may be interrupted or inconsistent as the student strives to meet the demands of their assigned schedule of classes. Both of these school based options provide access to remediation and support for our students

who were not successful on their first attempt. However, they require both capital and human resources. This remains a challenge for administrators.

All activities are unrestricted through local fiscal resources.



**Table 18: Maryland High School Assessment Performance Results - Government (All Administrations)**

Student Group	All Students								
	2015			2016			2017		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
All Students	2385	2103	88.2	2360	1994	84.5	2374	2023	85.2
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	47	*	>=95.0	57	48	84.2	54	48	88.9
Black or African American	86	65	75.6	130	84	64.6	105	71	67.6
Hispanic/Latino of any race	127	98	77.2	101	81	80.2	139	111	79.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	2085	1861	89.3	2014	1730	85.9	2004	1732	86.4
Two or more races	34	28	82.4	53	46	86.8	64	53	82.8
Special Education	228	95	41.7	286	111	38.8	314	125	39.8
English Learner (EL)	27	7	25.9	21	12	57.1	24	11	45.8
Free/Reduced Meals (FARMS)	402	311	77.4	436	294	67.4	458	315	68.8

Student Group	Male								
	2015			2016			2017		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
All Students	1264	1105	87.4	1194	1012	84.8	1183	911	83.8
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	23	*	>=95.0	31	27	87.1	24	20	83.3
Black or African American	55	41	74.5	65	42	64.6	47	27	57.4
Hispanic/Latino of any race	65	51	78.5	48	39	81.3	64	50	78.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	1102	977	88.7	1021	878	86.0	1016	866	85.2
Two or more races	17	12	70.6	27	24	88.9	29	25	86.2
Special Education	137	67	48.9	158	75	47.5	209	94	45.0
English Learner (EL)	13	5	38.5	11	8	72.7	*	*	*
Free/Reduced Meals (FARMS)	217	171	78.8	221	154	69.7	220	154	70.0

Student Group	Female								
	2015			2016			2017		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
All Students	1121	998	89.0	1166	982	84.2	1191	1032	86.6
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	24	*	>=95.0	26	21	80.8	30	28	93.3
Black or African American	31	24	77.4	65	42	64.6	58	44	75.9
Hispanic/Latino of any race	62	47	75.8	53	42	79.2	75	61	81.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	983	884	89.9	993	852	85.8	988	866	87.7
Two or more races	17	16	94.1	26	22	84.6	35	28	80.0
Special Education	91	28	30.8	128	36	28.1	105	31	29.5
English Learner (EL)	14	2	14.3	10	4	40.0	15	8	53.3
Free/Reduced Meals (FARMS)	185	140	75.7	215	140	65.1	238	161	67.6

Note: An asterisk (\*) denotes no students or fewer than 10 students tested in the category. Counts are also suppressed for percentages <= 5.0% or >= 95.0%.