Master Plan – A State Requirement

The State of Maryland Bridge to Excellence legislation mandates that each school system develop a comprehensive five-year plan to describe how the Board of Education intends to make improvements in achievement for every student. The plan must describe the goals, objectives, and strategies that will be used to improve student achievement and meet state and local performance standards for all students. While the Master Plan is a separate document in its own right, it must describe specifically how Harford County Public Schools will improve student achievement for Special Education students, students with limited English proficiency, prekindergarten students, kindergarten students, gifted and talented students, and students enrolled in career and technology courses.

Fundamental changes in funding for education at the federal and state levels have resulted in new requirements for HCPS. Fortunately, changes in educational standards mandated by the federal and state governments align well with the Board Goals. Harford County Public Schools has been proactive in developing the FY 2013 Operating Budget in conjunction with the Master Plan. The development of the Master Plan concurrently with the Operating Budget demonstrates the critical link between the budget and the Master Plan. The budget represents the operational plan, stated in financial terms, for carrying out the goals of the school system.

The Bridge to Excellence Act also requires that the budget be aligned with the Master Plan and show specifically how the use of resources will address the goals and objectives of the plan. This budget represents one aspect of compliance with the new regulations.

The Maryland State Department of Education approved the Harford County Public Schools 2011 Master Plan Update on December 22, 2011.

Development and Implementation of the 2011 Master Plan

The development of the HCPS Master Plan involved a number of stakeholders. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into the Master Plan.

HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education.

The list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Harford County Regional Association of Student Councils town meeting with Superintendent and Leadership Team;
- Board of Education's Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA's presentations;
- Harford County Council of PTA's monthly meetings with Superintendent;
- Superintendent's meetings with Harford County Education Association;
- Superintendent and Board of Education's meetings with Harford Community College Board of Directors;
- Superintendent's meetings with state delegates and senators;
- Superintendent's monthly meetings with County Executive;
- Superintendent's weekly leadership meetings;
- Departmental Citizen Advisory meetings; and
- HCPS Website - Internet feedback forum.

No Child Left Behind

In January 2002, the federal government enacted the No Child Left Behind Act (NCLB). This law reauthorized the former Elementary and Secondary Education Act of 1965 (ESEA). The legislation significantly changed the role of the federal government in education, introducing more accountability and requiring schools to meet specific standards for student achievement. With standards put in place, states must test individual student progress toward meeting those standards. Since FY 2006, individual tests for reading and mathematics are administered annually in grades 3 through 8. Science is administered for grades 4 through 8.

Master Plan – A State Requirement

As part of the NCLB, the U.S. Department of Education established, and the State of Maryland adopted, the following goals:

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

As part of the Master Plan, HCPS must show how these goals will be reached.

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

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

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

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

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

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

Master Plan – A State Requirement

Foundation of Budget Development

Board Goals – The Master Plan Foundation

The vision, mission, and goals established by the Board of Education align well with the policies and objectives of the federal No Child Left Behind and the Maryland Bridge to Excellence. The broadest foundation for budget development is couched in the Vision and Mission of the Harford County Public Schools.

Vision

Harford County Public Schools will be a community of learners in which our public schools, families, public officials, businesses, community organizations, and other citizens work collaboratively to prepare all of our students to succeed academically and socially in a diverse, democratic, change-oriented, and global society.

Mission

The mission of the Harford County Public Schools is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support teaching and learning for the 21st century. The Harford County Board of Education will support this mission by fostering a climate for deliberate change and monitoring progress through measurable indicators.

Harford County Board of Education Goals

- *To prepare every student for success in postsecondary education and a career.*
- *To encourage and monitor engagement between the school system and the community to support student achievement.*
- *To hire and support skilled staff who are committed to increasing student achievement.*
- *To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.*

Executive Summary

Harford County Public Schools (HCPS) is a diverse jurisdiction serving over 38,000 students in 33 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with Maryland's *Race to the Top* (RTTT) goals. HCPS believes all students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act* (ARRA):

- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

The mission of HCPS is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support learning for the 21st century. The Harford County BOE supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. RTTT allows for intentional efforts to address some of the most concerning challenges:

- Students with disabilities are continually challenged to achieve proficiency on MSA.
- Students with disabilities did not meet the AMO in at least one subject in 18 of the 21 schools that failed to achieve Adequate Yearly Progress (AYP) during the 2010-2011 school year.
- Students receiving free and reduced meals and African-American students continue to score well below the Harford County proficiency percent in MSA Reading and Mathematics, as well as the Algebra/Data Analysis High School Assessment (HSA).

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- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

In order to address these challenges, and ensure every student is prepared for post-secondary education and a career, four arching goals are identified in the *Harford County BOE Strategic Plan*:

- **Goal 1:** To prepare every student for success in postsecondary education and a career.
- **Goal 2:** To encourage and monitor engagement between the school system and the community to support student achievement.
- **Goal 3:** To hire and support skilled staff who are committed to increasing student achievement.
- **Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

These goals align with the RTTT goals of increasing student achievement, graduation rates, and college enrollment identified in Section A of the State's application. By school year 2020, HCPS will:

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including Advanced Placement (AP), International Baccalaureate (IB) and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Furthermore, in order to support the "pipeline" of students ready for STEM careers, HCPS is developing a coordinated, integrated, comprehensive K-12 STEM Education Strategy. Local leaders of industry, government, community, and subject content experts are in the process of developing recommendations that will change STEM education in Harford County. These recommendations will align with the State's more rigorous common core standards. The result of this planning process will be to ensure more students are better prepared for post-secondary STEM careers.

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 38,587 students in fiscal year 2011. When ranked by enrollment, HCPS is the 140th largest school system of the 17,735 regular school districts in the country. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland. For fiscal year 2012, the student body will be served by a projected 5,176.5 FTE faculty and staff positions.

With the August 2011 opening of Red Pump Elementary School, Harford County has 54 public schools along with 47 non-public schools located within the county. Citizens in Harford County have a choice of public or private schools. Approximately 39,000 students attend public schools. The number of students attending private schools is unknown. The 2010 population of Harford County was 246,433 and is projected to increase to 252,477 by 2015. According to the Bureau of Census, the school age population in 2000 was 45,189 of which 39,540 or 87.5% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 38,587.

The Fiscal Year 2012 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB), state legislation known as the Bridge to Excellence Act (BTE), and continues to address the Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

Tough fiscal times continue to exist internationally, nationally, and locally. These are challenging times for the State of Maryland, Harford County Government, and Harford County Public Schools. Since 2009, due to financial constraints, the Harford County Government has requested HCPS to return over $7.4 million of budget revenue

($3,936,066 for fiscal 2009; $500,000 for fiscal 2010; and $2,994,401 for fiscal 2011). Total lost operating revenues from the County equals $7,430,467 during this aforementioned period. Even with tough fiscal times, federal and state mandates regarding the education of our students remain in effect. Fiscal years 2012 and 2013 are forecasted to continue the trends of reduced operating and salary costs while the costs related to healthcare, transportation, and pension continue to increase for the school system.

Every effort was made to be fiscally conservative in preparing the 2012 Budget. This budget required difficult decisions in order to align projected expenditures with projected revenue. Harford County Government increased its funding by $229,838 which was targeted towards funding the needs of opening Red Pump Elementary. The State of Maryland increased its funding by $2.1 million. The State of Maryland also restored revenue to the Unrestricted Budget which was allocated to the Restricted Budget in the amount of $6.1 million for health insurance costs in FY 2011. The fiscal 2012 Unrestricted Operating Budget is approved at $427.5 million. The Restricted Fund Budget is projected to decrease by $18 million to $25.4 million. The Adopted Capital Budget has been reduced to $16.2 million for fiscal 2012 with no new major building projects approved.

For fiscal 2012, HCPS faced cost of doing business increases in the Unrestricted Operating Budget totaling $16.7 million. These expenditures included benefit rate adjustments, non-public placement costs, utility and fuel increases, state/federal mandates, magnet/special program enhancements, opening of Red Pump Elementary, and contracted service increases. With $8.2 million in new revenue to offset these costs, HCPS implemented budget reductions totaling $5.6 million for fiscal 2012. The remaining shortfall was offset with a $2.9 million increase in fund balance.

The fiscal situation addressed in the budget, including the reallocation of existing resources to cover new expenses, will impact our schools, our students, and all employees of Harford County Public Schools.

Review of 2010-2011 Goal Progress: Identified Successes and Challenges

The Maryland School Assessment, a measure of student proficiency in reading, mathematics, and science, was administered in the Spring 2011 to students enrolled in grades 3 through 8. High school students were measured in these areas by the High School Assessment Tests (HSA): Algebra/Data Analysis, Biology, and English 10. Performance in the elementary and middle schools in reading and mathematics remained generally stable from 2010 to 2011.

Maryland State Assessment

In the elementary grades, the nine out of 10 students continued to demonstrate Proficient performance, and the percent of all students testing at Proficient or Advanced in reading rose very slightly in 2011, to 90.7 %. The proficiency rate for Special Education students rose by 7.3 %, and the school system met Adequate Yearly Progress (AYP) for the Special Education subgroup in 2011. Students classified as Free and Reduced Meals (FARMS) increased approximately 4 %, although the nearly six-point increase in the Annual Measurable Objectives (AMO) for reading this year caused that subgroup to fail to achieve AYP.

The proficiency rate for all students tested at middle school increased by 0.2 % to 87.9 %; however, special education students' proficiency fell by 2.7 % to 61.5 %, and FARMS students' proficiency fell by 0.4 % to 76.7 %. A five-point decrease in the reading AMO for middle schools resulted in three subgroups' failure to achieve AYP. It should also be noted that because of changes in the coding of student by race, no trend data for race/ethnicity subgroups has been provided.

In mathematics, proficiency rates for elementary school students in the aggregate, as well as for Special Education and FARMS students, dropped slightly (less than 1 %). For middle school students, the proficiency rate for all students improved by nearly two percent, rising to 79.1 %, and for FARMS students by 3.1 %, rising to 66.0 %.

In science, fifth graders (in the aggregate) demonstrated an increase in proficiency for the second consecutive year, achieved a proficiency rate of 75.7 %, a two-point increase compared to 2010 and a nearly 5 point increase compared to 2009. Moreover, proficiency for FARMS students grew by nearly 5 points from 2010 to 2011. Eighth graders' proficiency in science also increased for the third consecutive year. Compared to 2010, proficiency for students in the aggregate increased by nearly two percent. Since 2008, proficiency for all students has grown by nine percent. FARMS students' proficiency in science improved by two percent in 2011 compared to 2010 and by 13 points compared to 2008.

Master Plan – A State Requirement

Alternative Maryland School Assessment

Students with disabilities participating in the Alternate Maryland School Assessment (ALT-MSA) demonstrate mastery of individually selected indicators and objectives form the reading, mathematics, and science content standards. Harford County students demonstrated significant gains across grade levels and content areas. Advanced + Proficiency rates for students participating in the ALT-MSA reading measure exceeded 90 % for grades 4 and 5 at the elementary level and all grades at the middle school level.

Proficiency rates for students participating in the ALT-MSA mathematics measure demonstrated gains across all grade levels with the exception of grade 3. Overall trend data for this assessment reflects significant increases in the number of students scoring Advanced + Proficiency.

Significant gains are noted for students participating in the Science ALT-MSA performance level for Advanced + Proficient increased from 57.6 % in 2010 to 85.1 % in 2011.

High School Assessment

Relative to HSA results, more than eight out of ten sophomores passed all assessments by the end of the year. Most students continue to pass the four assessments by the end of grade 10. In English, more than 82 % of students took and passed the assessment, in Biology the figure is 86 %, and Algebra/Data Analysis 89 % of students passed by the end of their sophomore year.

Performance on the Biology HSA remained stable in 2011 for students in the aggregate with the proficiency rate declining by 0.7 %, but still above 86 %. FARMS students' proficiency increased in 2011, although Special Education students' proficiency dropped by six points.

By the end of grade 11, as students begin their senior year in high school, data indicate that between 80 % and 90 % of students in the aggregate already passed the assessments. For example, slightly more than 90 % of students in the aggregate passed Algebra/Data Analysis, including 65 % of Special Education students and 82 % of FARMS students. Furthermore, 85 % of students passed Biology, including 60 % of Special Education students and 72 % of FARMS students. 84 % of all students passed English, including 49 % of Special Education students and 69 % of FARMS students.

Examination of twelfth grade pass rates for all HSA reveals that nearly 95 % of all twelfth graders passed all four assessments. Students from traditionally under-performing subgroups also demonstrated high pass rates by grade 12, with 83 % of Black/African-American students, 78.1 % of Special Education students, and 85.4 % of FARMS students passing all four assessments by the end of the twelfth grade.

Limited English Proficient

The MSA proficiency rates for Limited English Proficiency (LEP) elementary and middle school students remained nearly constant. In the elementary schools, LEP students' proficiency rates in reading exceeded the AMO in 2010 and 2011. In middle school, the number of LEP students increased by more than 15 % in 2011, but the percent of students scoring Proficient also increased significantly, from 65.5 %to 84.5 %, exceeding the AMO.

In mathematics, elementary LEP students' proficiency rates fell from 86.3 to 82.5 %, but the AMOs were met for both years. Mathematics scores for middle school LEP students did not increase; however, in 2011 the number of test takers fell slightly from 112 to 103. The number of LEP students in the high schools remained small, typically fewer than 20 system-wide, and trends on the MSA or meeting HSA requirements in the aggregate are difficult to discern.

Adequate Yearly Progress

For 2011, 24 of 33 elementary schools and two of the nine middle schools achieved AYP. Compared to 2010, this represents nine additional elementary and five middle schools failing to make AYP. HCPS staff is aware of the steady increases in the AMO as the system moves towards 2013-14, when NCLB "expects" all students to perform at Proficient or Advanced levels.

Changes in reporting policies effective in 2011 have been adopted in order to protect student confidentiality. These changes have resulted in the suppression of some information including trend data and data disaggregation at a level which could result in the release of personally identifiable information. For example, dropout rates lower than three percent, which is the state standard, are reported at the system and school levels as "</= 3.00." Any rates falling below that figure are not reported. Based on this information, the system-wide aggregate dropout rate has been

reported for the past five consecutive years as "less than or equal to 3.00," and any changes within that range are not reported. In 2011, it is useful to note, however, the aggregated dropout rate and the dropout rate for Special Education students fell below 3.00. However, FARMS students had a reported rate of 4.20 and African-American students' dropout rate was reported at 3.89.

Attendance

Similar limitations on the identification of trends apply to attendance rate as well. A review of trends in days absent at the elementary, middle, and high school levels is useful. First, at all three levels, the percent of students absent fewer than five days during the year shows a positive trend and is higher than at any time since 1993. By the same token, the percent of students reported absent for more than 20 days is decreasing. These trends appear to be significant and suggest that students are "present" to receive instruction.

Graduation

For 2011, HCPS students graduated high school at a record rate of 85.67 %, slightly less than one percentage point below the 2010 data. Corresponding rates for traditionally underperforming minorities were 74.7 %, 57.9 %, and 73.1 %, for African-American, Special Education, and FaRMS students, respectively. The 2011 rate represents an improvement for Special Education students, whose increase was 1.8 points from 2010. Improvement for FaRMS students was 69.9 % from 2010.

Challenges

Performance has improved significantly since the annual assessment of student proficiency in reading and mathematics under the NCLB. In 2004, approximately 75 % of students in grades 3, 5, and 8 scored Proficient/Advanced in reading and approximately 70 % scored at that level in mathematics. However, over the past two years, close to 90 % of all students system-wide have performed at Proficient/Advanced in reading and 85 % have performed that well in mathematics. Clearly, growth rates have slowed over the past two years.

At the same time, the AMOs in reading and mathematics continues to increase at an accelerating rate. Compared to 2010, AMOs for 2012 will average around 10 points higher. Special Education students are especially challenged to achieve proficiency on MSA. In 2007, only two high schools failed to achieve AYP in reading wholly, or in part, because of Special Education; by 2011, that number had risen to five, with an additional three schools designated Safe Harbor because of lack of proficiency among Special Education students. In mathematics, no high school failed to achieve AYP in mathematics wholly, or in part, because of Special Education in 2004; by 2011, that number had increased to two.

In addition to AYP challenges, the school system is challenged to sustain and improve the performance of underperforming subgroups to ensure they are college and career ready. Special Education students are a case in point. Examination of their reading proficiency at the end of the elementary school (grade 5) reveals proficiency rates jumped from 50 % to 71 % between 2004 and 2008. Since then, the proficiency rate remains unchanged. Statistics are nearly identical in mathematics, where proficiency rose from 41 % in 2004 to 54 % in 2007 where it has remained. In terms of high-school readiness, the regular education-special education gap has held around 40 points, and just more than half of these students demonstrated proficiency in reading at the end of grade 8.

Examination of the FARMS performance shows more encouraging results. Their end of grade 5 reading proficiency has ranged in the 80 % to 85 % range since 2008, and their performance gap with non-FARMS students has narrowed from 20 points in 2007 to 10 points by 2009 where it has remained. This basic pattern is repeated for grade 8 as FARMS students reached 77 % proficiency in 2010 and an achievement gap of 13 points compared to a 20 point gap in 2008. In mathematics, FARMS students showed steady improvement and some reduction in their 20 point performance gap with non-FARMS students through 2010 in grade 5. However, their proficiency fell and the gap increased in 2011. Since 2007, the grade 8 gap remained constant at 30 points, and 2011, just half the FARMS students demonstrated mathematics proficiency as they left grade 8. The school system is challenged to strengthen instruction and provide effective intervention to assist these students in meeting grade level standards in mathematics.

Finally, regarding attendance, there is general comparability among all sub-groups and across levels; however, at the high school level, African-American, Hispanic, Special Education, and FARMS continue to attend school less consistently than other groups. The pattern of disparity has been generally consistent since 2003, and merits continuing monitoring.

Master Plan – A State Requirement

Special Education

HCPS is committed to providing a full continuum of supports, resources and services enabling all students the opportunity to achieve to their full potential in instructional environments that acknowledge and respond to individual needs. Students with disabilities receive supports and services by means of specialized instruction as determined by the Individualized Educational Plan/Individualized Family Service Plan (IEP/IFSP) Team process. The goal of the IEP /IFSP process is the provision of services in least restrictive environment; ensuring that students with disabilities are educated to the maximum extent appropriate with children who are nondisabled.

HCPS LRE DATA PLACEMENT DATA – OCTOBER 29, 2010											
										Day	
3-5 yrs	Home	Service Provider Location	Regular Early Childhood Program at least 80%	Regular Early Childhood Program – Extended IFSP at least 80 %	Separate Class	Regular Early Childhood Program 40-70 %	Regular Early Childhood Program – Extended IFSP 40-70 %	Regular Early Childhood Program less than 40 %	Regular Early Childhood Program – Extended IFSP less than 40 %	Public	Private
682	0.29 %	19.06 %	45.89 %	11.58 %	15.98 %	1.17%	0.59 %	2.49 %	0.44 %	1.47 %	1.03 %

HCPS LRE DATA PLACEMENT DATA – OCTOBER 29, 2010											
						Day		Residential			
6-21 yrs	Inside Regular Education Program at 80% or more	Inside Regular Education Program 79 – 49%	Inside Regular Education less than 40%	Home	Hospital	Public	Private	Public	Private	Correctional Facilities	Parentally Placed
4,814	83.9 %	4.4 %	3.03 %	0.33 %	0.10 %	2.29 %	3.86 %	0.02 %	0.06 %	0 %	1.97 %

HCPS General Education and Special Education personnel work in collaboration to address the instructional needs of all students utilizing a wide range of strategies including Response to Intervention, differentiated instruction and co-teaching. Collaborative planning opportunities are essential to building staff capacity to address the needs of diverse learners. Implementation of accommodations and modifications documented in a student IEP are an expectation of all instructional staff, training is provided annually to relevant staff.

Race to the Top Summaries and Accomplishments

Section A: State Success Factors

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS *Race to the Top* (RTTT) application, HCPS appointed a Project Manager. The Project Manager oversees HCPS implementation of the state's reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Additionally, the Project Manager works in conjunction with the state's evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, the Project Manager closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all *Race to the Top* initiatives.

Projects and tasks accomplished during Year 1 of RTTT:

- Identified the RTTT Project Manager* who oversees the implementation of the RTTT Scope of Work.
- RTTT Project Manager assisted MSDE with the set-up and implementation of the Educator Effectiveness Academy (EEA).

- RTTT Project Manager organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- RTTT Project Manager organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

*See each action plan projects and tasks accomplished in Year 1 under each reform area. All were overseen by RTTT Project Manager.

Section B: Standards and Assessments

HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS requested the Mathematics chair and Science chairs be supported by *Race to the Top* as they will play a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to Common Core Standards and high quality assessments. The Model Chairpersons are assigned to work with four principals and Core Content Supervisors to provide supplementary content specific evaluative services at four high schools.

In order to ensure college readiness, HCPS partnered with College Board to address needs and identify strategies designed to increase the number of students ready for college ensuring higher quality standards and assessments. Some of those strategies could include parental outreach, AP practice exams, SAT assistance and preparation.

Projects and tasks accomplished during Year 1 of RTTT:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Hosted and participated in the 2011 EEA.
- Hired Model Mathematics and Science Department Chairpersons.
- Developed a plan and activities to partner with the College Board to expand programs designed to increase student achievement and college readiness.

Section C: Data Systems to Improve Instruction

In order to fully implement the new Instructional Improvement System, and ensure that teachers are able to access timely data and resources, HCPS hired an Instructional Data Specialist who works under the direction of the RTTT Project Manager. In coordination with the Office of Technology, the new Instructional Data Specialist works with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the new Instructional Improvement System.

HCPS will purchase eSchoolPlus, a Student Information System (SIS) in the second year of the grant. This new system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired an Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice;
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies (EEA); and
- Identified school-based teams to participate in the 2011 Educator Effectiveness Academy.
- Began to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.

Section D: Great Teachers and Leaders

HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction is charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the implementation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of

Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE.

HCPS ensured all 54 schools sent teams to participate in the Educator Effectiveness Academies (EEA). These teams will be identified by the RTTT Project Manager in concert with the Executive Directors of Elementary, Middle, and High School Performance. As follow up from the EEA, school-based teams will identify additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators. Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired the Coordinator of Teacher Induction.
- Hired the Model Department Chairpersons.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Section E: Turning Around Lowest Performing Schools

The RTTT Project Manager, Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement will plan and implement secondary school improvement initiatives during year two of the RTTT grant. The HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in secondary schools which could include Positive Behavioral Interventions and Supports (PBIS), Classroom-focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and STEM. Activities will be implemented after reviewing School Improvement plans.

Projects and tasks accomplished during Year 1 of RTTT:

- Conduct a needs assessment of secondary schools in improvement through the School Improvement Planning process and identify schools for targeted interventions and supports.