

## 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 2016 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 2015 Master Plan Update in December of 2015.*

### Development and Implementation of the 2015 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 Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA presentations;
- Harford County Council of PTA monthly meetings with Superintendent;
- Superintendent's meetings with Harford County Education Association;
- Superintendent's 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 2014-2015, 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 integrated the RTTT Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and reviewed and approved the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration was 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 enabled 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 provided 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 was worth \$250 million over four years and was 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 2013, local Scopes of Work were integrated and reviewed as part of the BTE Master Plan.

In May 2012, the United States Department of Education approved Maryland's application for flexibility from some of the long-standing requirements of No Child Left Behind. The flexibility waiver is intended to support the education reform already underway through programs like Race to the Top. The Master Plan was adjusted to address the demands of Maryland's new accountability structure.

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.

# 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 21<sup>st</sup> 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 just under 38,000 students in 34 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 mission of HCPS is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support learning for the 21<sup>st</sup> 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. This strategic plan allows for intentional efforts to address some of the most concerning challenges:

- Students with disabilities are continually challenged to achieve proficiency on formative and summative assessments.
- 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).
- 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.

## Master Plan – A State Requirement

Additionally, the creation of the HCPS Central School Improvement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school improvement process. The Central School Improvement Team, comprised of central office directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives. In June 2015, the team developed a local accountability model. They analyzed three years of historical academic data to determine schools with the greatest need. As a result, Central SIT has identified nine **Local Priority Schools** and five **Local Attention Schools**. Reference the chart below.

| Local Priority Schools  | Local Attention Schools  |
|---|--|
| Edgewood High School<br>Joppatowne High School<br>Aberdeen Middle School<br>Magnolia Middle School<br>Deerfield Elementary School<br>Edgewood Elementary School<br>Halls Cross Roads Elementary School<br>Magnolia Elementary School<br>Riverside Elementary School | Havre de Grace High School<br>Edgewood Middle School<br>Havre de Grace Middle School<br>George D. Lisby Elementary<br>William Paca/Old Post Road Elem. |

This is a support model where schools identified receive additional resources and supports through the central school improvement team. They receive additional intervention and school improvement funding for research-based before and after school programs and additional teacher paid planning opportunities with their school improvement teams. The levels of support vary based upon school.

In addition to developing a local accountability system to support our most struggling schools, the Central School Improvement Team also reviews instructional programming and data for all HCPS schools. The Central SIT reviews academic data, attendance data, discipline data, TELL survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools' SIPs. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. The team summarizes their findings and shares this information with each school principal. Afterwards, our Superintendent and members of her leadership/curriculum teams visit each school. During the visit, school based leadership teams respond to questions posed about their instructional program, their school culture and climate and their data analysis processes and protocols. Subsequently, the Superintendent's team meets with staff members and students of each school to gather additional feedback about the progress of the school. Follow-ups often occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

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.

By school year 2021, 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.

# Master Plan – A State Requirement

## Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 37,448 students in fiscal 2016. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment<sup>1</sup>. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8<sup>th</sup> of the 24 school districts in the State of Maryland. The student body will be served by a projected 5,180 FTE teaching and staff positions for fiscal 2017. The enrollment for FY 2017 is projected to remain flat or decline slightly. The expected decrease in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implantation.

Harford County has 54 public schools along with 45 nonpublic schools<sup>2</sup> located within the County. Citizens in the County have a choice of public or private schools. Approximately 37,500 students attend public schools. The number of students attending private schools is unknown. The 2014 population of Harford County was 251,001 and is projected to increase to 258,355 by 2019<sup>3</sup>. According to the Bureau of Census, the school age population in 2010 was 52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2004 of 40,294 and has declined to 37,448 in September 2015.

The Fiscal Year 2017 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.

The primary increase in expenditures of the Unrestricted fund between budgetary years 2009 to 2017 are costs deemed necessary to provide mandated services, meet contractual obligations and to maintain the integrity of the instructional programs. Significant cost factors during this period include, but are not limited to, \$16.0 million to maintain employee/retiree health and dental benefits, \$9.0 million increase in employee pension cost, \$2.4 million increase to provide mandated special education services and \$1.7 million increase for transportation services. For five of the last eight years, HCPS employees have not received step increases or Cost of Living Adjustments. HCPS employees will receive only the third salary/wage increase in eight years during fiscal year 2017 which is budgeted at \$11.5 million.

With limited new revenue, the Unrestricted Fund budget required innovative thinking in order to cover the additional costs. In response to this challenge, all areas of the budget were examined with an emphasis on preserving critical programs related to student achievement, creating greater efficiencies in all operating areas, and making difficult decisions on cost reductions that would least impact students. The budget shortfall during fiscal years 2010 to 2016 was resolved, in part, by:

- Utilizing recurring salary savings from employee turnover in excess of \$13.7 million
- Eliminating over 240 positions at a savings of \$12.1 million
- Reductions in utility consumption totaling \$2.3 million
- Modifications to transportation routes/services saving \$1.4 million
- Reduction of system-wide equipment budgets by 42% saving \$1.2 million
- Reduction of system-wide supply budgets by \$.4 million
- Eliminating selected summer programs, \$.5 million

The fiscal year 2017 operating budget includes increases of \$11.5 million for wages, \$2.6 million for employee benefits, \$2.1 million in cost of doing business and \$162,500 in critical needs for a total increase of \$16.3 million. The Superintendent and her Leadership staff were able to identify 5.5 million in base budget reductions as well as additional revenue enhancements/expense reductions of \$3.1 million. Combined with a projected increase in State revenue of \$1.7 million and a decrease in other revenue of \$.7 million, our funding allocation for fiscal year 2017 from Harford County Government is an increase of \$5.3 million over the prior fiscal year.

The fiscal 2017 Approved Unrestricted Operating, Restricted and Capital budgets are \$438.9 million, \$30.0 million and \$20.3 million, respectively.

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.

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2010–11 Table 98.

<sup>2</sup> Maryland State Department of Education Fact Book for the Fiscal Year 2013-2014, page 7.

<sup>3</sup> [www.harfordbusiness.org](http://www.harfordbusiness.org)

# Master Plan – A State Requirement

The following pages are taken from the 2015 Master Plan and summarize Harford County Public Schools progress in meeting local and state goals. The entire 479 page 2015 Master Plan can be found on the HCPS website under the Board of Education tab (<http://www.hcps.org/BOE/masterplan.aspx>).

## Universal Design for Learning (UDL)

**Universal Design for Learning (UDL)** integration for consistent, ongoing, innovation, and progress to maximize teaching and learning practices that reflects and aligns with UDL principles and guidelines (COMAR 13A.03.06.01. 01). Include a description of how students are included in or provided access to intervention/enrichment programs, and a description of successes and challenges in the full implementation UDL process to eliminate barriers to learning for all students, including students with disabilities and specialized population students.

In accordance with COMAR 13A.03.06.05, Universal Design for Learning (UDL) Guidelines and Principles, beginning in the 2014 -2015 school year, local school systems shall use UDL guidelines and principles, in the development or revision of curriculum and materials<sup>4</sup>.

Professional learning opportunities to highlight the concepts and principles of UDL have been embedded into various events, workshops, and curriculum. HCPS continues to utilize the MSDE online webinar/course on UDL. HCPS has instituted a SharePoint site dedicated to hosting UDL resources and information that can be used at the school and system levels. Content supervisors are incorporating and highlighting UDL principles in system-level content PD. During New Teacher Orientation workshops, teachers were presented with examples and ideas to use to incorporate UDL into their lesson planning and unit design. HCPS continues to focus on ways to address individual student needs. School Improvement Teams had an opportunity to engage in UDL sessions during the summer 2014 Unmistakable Impact Conference. A Jim Knight consultant led a keynote and breakout session for school and system personnel to examine the basics of making sure all students have access to high quality instruction and the role of school culture. Teacher teams from each school had the opportunity to engage in a professional learning seminar on 21st Century Teaching which centered on rigorous mathematics instruction, embedded technology, and an infusion of UDL principles. HCPS Curriculum Offices have been working to develop instructional resources to support teachers in their unit and daily instructional planning. These materials are shared with teachers through the use of instructional facilitators at the elementary level and through department chairs at the secondary level. Several content pilots are underway with ItsLearning, HCPS' newly acquired learning management system. Digital curriculum will be developed and resources created for teachers and students in the new system. The Offices of Professional Development, Instructional Technology, and Curriculum, Instruction, and Assessment will be working collaboratively to plan, implement, and support this initiative.

The Division of Curriculum, Instruction, and Assessment held an extended professional learning experience for instructional supervisors and 200 teacher leaders on assessment. The summer sessions included an overview of assessment with Jay McTighe and continued with follow-up and personalized work in the content with McTighe, teacher leaders and supervisors. School based administrators participated in the overview sessions. It is expected that teachers trained in assessment will participate in additional training and work in assessment and serve as leaders to present, lead, and implement this work with colleagues throughout the 2015-16 school year. Additional training is in the planning stage as HCPS continues to develop a comprehensive assessment plan. In November of 2015, HCPS will hold a system-wide professional learning conference for all 2700 teachers across the school system. Teachers will have the opportunity to self-select content-specific sessions that align with individual teacher learning goals. Sessions are aligned to MCCRS/C3/Next Gen and/or the Danielson Framework for Teaching. Topics include best practices for teaching and learning such as UDL, instructional technology, and student engagement techniques. The conference will run over two days in multiple sites offering over 150 session choices. University partners will be participating as presenters and in a graduate fair. Content offices have identified various community locations/businesses appropriate for teachers to visit.

---

<sup>4</sup> COMAR 13A.03.06.04, defines in the following terms 1) "Materials" means the various media used by a) Educators to present and assess learning content; and b) Students to demonstrate knowledge and skill. 2) "Universal Design for Learning (UDL) means a research-based framework for curriculum design, that includes goals, methods, materials, and assessments to reduce barriers to learning by providing students multiple accessible support options for: (a) Acquiring information and knowledge; (b) Demonstrating knowledge and skills in alternative forms of action and expression; and (c) Engaging in learning.

# Master Plan – A State Requirement

## SYSTEMATIC INTEGRATION OF UNIVERSAL DESIGN FOR LEARNING

In COMAR 13A.03.06.01. 01, the purpose of the requirement is to promote the application of Universal Design for Learning (UDL) principles to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide local school systems in the development of curriculum, instructional planning, instructional delivery, material selection, and assessments.

| UDL Point of Contact: Renee L. Villareal, Coordinator of School Improvement   |   |
|---|---|
| UDL Principle/Mode  | Representation – Process  |
| <i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>                      | <p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction with regard to <b>content</b> <ul style="list-style-type: none"> <li>○ Multimodality approaches -video, text, apps, visual and performing arts,</li> <li>○ Assistive Technology (auditory equivalent for visual information)</li> <li>○ Bring Your Own Technology Initiative (BYOT) at the secondary level</li> <li>○ Digital curriculum resources</li> </ul> </li> <li>• Differentiated instruction with regard to <b>process</b> <ul style="list-style-type: none"> <li>○ Classroom Focused Improvement Process (CFIP) – data analysis</li> <li>○ Co-teaching and co-planning to meet the needs of all learners (special education, gifted and talented)</li> <li>○ Upside Down Teaching Methods –discovery based</li> </ul> </li> </ul> |
| <i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | <p style="text-align: center;"><b>Expression/Action- Product</b></p> <p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> <li>• Differentiated instruction with regard to <b>product</b> <ul style="list-style-type: none"> <li>○ Multimedia methods of communication (video, smart phones, apps, blogs, OneNote)</li> <li>○ Technology (tablets, laptops, smart phones)</li> <li>○ Student directed dialogue and discussion in classrooms</li> <li>○ Student choice with regard to construction/composition</li> <li>○ Arts Integration methods</li> </ul> </li> </ul>  |
| <i>Means for Engagement: tap into learners interests, challenge them appropriately, and motive them to learn.</i>               | <p style="text-align: center;"><b>Multiple Options for Engagement</b></p> <p>HCPS School Improvement Plans include the following examples:</p> <ul style="list-style-type: none"> <li>• Student choice and autonomy</li> <li>• Cooperative/Collaborative methods</li> <li>• The use of relevant and real-life content</li> <li>• Student discovery</li> <li>• Transdisciplinary Instruction (STEM, ELA, Visual and performing arts)</li> </ul>  |

# Master Plan – A State Requirement

## Progress Towards Meeting Academic Targets

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 Bridge to Excellence Master Plan Five Year Comprehensive Master Plan, local school systems are required to analyze their historical academic State and local assessment data, and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, and 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions:

### Academic Data Review

1. In a review of your historical academic data (MSA, HSA and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement? Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your system-wide thinking?

HCPS continues to focus on improving instruction for all students; however, challenges still exist for our students with disabilities. In 2014, there was a 31.4% gap in student performance on MSA Mathematics between the aggregate level and special education students. On MSA Reading in 2014, a 25.4% gap existed between these same two comparative groups. Monthly district meetings are established and gap reduction is discussed. In schools where this gap is extensive, specific questions regarding professional development regarding special education students (or any other identified subgroup) and intervention programs are posed for school administrators. In addition, schools were informed to align their school improvement plan goals to their most challenged subgroup(s).

Formative local assessments remain a continual conversation for our system. In the area of mathematics, unit assessments are created by the content supervisors and aligned to the Maryland College and Career Ready Standards. In the 2014-15 school year, HCPS piloted the PARCC Diagnostic Assessments in twelve schools. In the 2015-16 school year, HCPS will be implementing this assessment in all of our Title I schools. In addition, this assessment will be administered in many other participating schools this year. All students in grades 2 through 8 participate in the Scholastic Reading Inventory (SRI) assessment two or three times a year. HCPS will also be piloting the PARCC Diagnostic Assessment in reading/language arts this year in select schools. Since this assessment is better aligned to the Maryland College and Career Ready Standards and will also provide a student's reading level, HCPS may be phasing out the SRI assessment in the near future.

HCPS also has locally developed benchmarks and unit assessments in science, social studies, early childhood, health and physical education, and world languages. HCPS is piloting the UNIFY module of Performance Matters in several contents this year. UNIFY is a tool that allows content offices to design an assessment blueprint and create assessments that include technology enhanced items similar to the PARCC item types. HCPS hopes that this product will improve our locally developed assessments in all content areas as we are moving away from using only selected response item types and focusing on performance based assessments as well as item types that promote rigor in instruction.

The achievement of Harford County Public Schools students with disabilities continues to lag behind that of non-disabled peers. A review of eligibility and placement trends supports the need for a reflective root - cause analysis to determine procedural and instructional factors impacting overall achievement of students with disabilities participating in the general education curriculum. 13.5% of all HCPS students, ages 3 to 21, are identified as having an educational disability requiring specialized instruction; 67.3% are male and 32.7% are female. Further analysis indicates that 26.2% of students with disabilities are Black/African American, as compared to 18.1% of the general education population (MSDE Census, October 1, 2014) this is indicative of a disproportionate representation of Black/African American students. Placement trends are indicative of a continued need for increased understanding of core special education policies, procedures and specialized instructional practices which ensure access, equity and progress for children with disabilities. Key areas of concern include: 7.58% of students with disabilities, ages 6 – 21, educated in separate public and/or private settings (LRE > C) and 52.93% of children with disabilities ages 3 to 5 are educated with their typically developing peers in the regular early childhood classroom environment. Expansion of a full and rich continuum of supports and services provides opportunity for HCPS children with disabilities to meet achievement targets and narrow the gap. Emphasis on expanding communicative competencies via accessibility technologies is providing increased opportunities for students with significant disabilities to demonstrate what they know and



## Master Plan – A State Requirement

are able to do. Working in collaboration with curriculum partners, instructional factors such as: accessible curriculum; differentiated instructional practice; grouping; pacing; and test construct are addressed in a manner that promotes shared responsibility for the progress of all students.

Strategies being used to promote gap reduction and growth to address the over-representation of African American males in special education include working collaboratively with district and community partners to identify barriers to and options for improved outcomes for African American males struggling to meet academic standards prior to the IEP team process. Reviewing the referral and assessment process for equitable implementation of processes, procedures and practices re: SST, intervention and SE eligibility. Continuing to provide professional development and on-site support to schools re: implementation of multi-tiered systems of evidence-based interventions, training re: the identification/ eligibility process for special education, monitoring of placement trends relative to disability, placement and race.

During the 2015- 2016 school year, the Department of Special Education and the Central School Improvement Team are implementing a differentiated and strategic plan of professional development focused on expanded capacity building activities related to IEP team decision-making, procedural and substantive development of student IEPs including student-centered and data driven supports, strategies and services resulting in increased access, opportunity and achievement of children with disabilities in a birth to 21 service continuum. This strategic plan emphasizes evidence –based practices related to intervening supports, expanded training actions reinforcing the decision making process for matching intervention or specialized instruction to student need, as well as the progress monitoring/data collection structures necessary to ensure growth and expand service delivery options and the overall achievement of students with disabilities.

### Moving Forward

1. **As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next five years to address and support students' needs to ensure improved student achievement.**

In June 2015, the team developed a local accountability model since many components of the state accountability model are "frozen". The team analyzed three years of historical academic data in each school to determine schools with the greatest need. The data measures used included state and local assessment measures in reading, mathematics, and science at all levels. Additional measures were used at the high school level including the graduation rate, SAT and Advanced Placement performance, and the percentage of students meeting the University of Maryland System requirements.

Through the process of analyzing school data at the district level on a regular basis, HCPS is well positioned to review PARCC data at Central School Improvement Team (SIT) meetings. The composition and purpose of this committee is identified in the next item. Once the PARCC data is released, this committee will carefully analyze the results and provide suggestions for the district to improve student instruction. In addition, individual meetings will be held with members of the school's instructional leadership teams to address what the data means and how it should be used to improve instruction in that school.

The Department of Special Education has implemented a self-monitoring process for the review of student IEPs using the MSDE Student Record Review to assess the procedural and substantive components of a well-developed, student-centered IEP. This monitoring process provided base-line indicators for improvement related to the Present Levels of Academic Achievement and Functional Performance (PLAAF), Special Considerations such as Supplementary Aids and Services, Assistive Technologies, Instructional and Testing Accommodations which impact access and achievement of students with disabilities. Goal alignment with the Maryland College and Career Standards promotes access standards-based, grade level expectations which are scaffolded to meet student need and narrow gaps. Professional development training, technical assistance and guidance to school personnel is essential for the identification and implementation of a hierarchy of strategies and structures relative to the needs of all learners: emphasis on embedded supports, accessibility tools, communicative competencies, differentiated instruction and accommodations.

In collaboration with the Office of Accountability a range of professional development opportunities is provided to safeguard the appropriate identification and implementation of instructional and testing accommodations relative to student disability, instructional needs and testing parameters. During the 2015 – 16 school year, HCPS students with disabilities will participate in the administration of MSA Science, Alt – MSA Science, HSA, PARCC and NCSC measures utilizing a wide range of accommodations and technologies. Ongoing monitoring, feedback and guidance of instructional and testing accommodations identified in the IEP is conducted in order to effectively support teams and provide appropriate access to assessed content.

# Master Plan – A State Requirement

2. Describe your school system’s process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners’ needs, and are on track to achieve identified outcomes.

Harford County Public Schools ensures the implementation of aligned, evidence-based practices through a centralized school improvement process. The Central School Improvement Team (SIT), comprised of Central Office executive directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives.

As a result of implementing a local accountability model, Central SIT has identified nine **Local Priority Schools** and five **Local Attention Schools**. Reference the chart below.

| Local Priority Schools   | Local Attention Schools  |
|--|--|
| Edgewood High<br>Joppatowne High<br>Aberdeen Middle<br>Magnolia Middle<br>Deerfield Elementary<br>Edgewood Elementary<br>Halls Cross Roads Elementary<br>Magnolia Elementary<br>Riverside Elementary | Havre de Grace High<br>Edgewood Middle<br>Havre de Grace Middle<br>George D. Lisby Elementary<br>William Paca/Old Post Road Elementary |

This is a comprehensive support model where identified schools receive additional resources and supports through Central SIT. Identified schools receive additional intervention and school improvement funding for research-based before and after school programs. Identified schools also receive additional funding for teacher paid planning opportunities with their school improvement teams. In addition, each of the local attention schools is assigned a Central SIT liaison. The Central SIT liaison is a district administrator and member of Central SIT. The liaison is a conduit between the school and curricular offices. The liaison’s role is to support the school through participation in school improvement and instructional leadership team meetings. The levels of additional support vary based upon the school’s needs.

In addition to developing a local accountability system to support our most challenged schools, Central SIT also reviews instructional programming and data for all HCPS schools. Central SIT reviews a wide variety of academic data measures, attendance and discipline data, TELL survey results and student motivation survey data. In addition, the team analyzes how each school improvement plan is aligned to the areas of improvement identified by Central SIT. Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. The team summarizes their findings and shares this information with each school principal. In addition, the team poses questions for the principal to be addressed at an upcoming school visit. The school visits are comprised of school based administrators and school improvement team members. Members participating from Central Office include the Superintendent, the Executive Directors of Elementary and/or Middle and High School Performance, the Executive Director of Curriculum, Instruction, and Assessment, members of the HCPS leadership team, and content supervisors and coordinators. During the visit, school based leadership teams respond to questions posed regarding their instructional program, the culture and climate of the school, and their data analysis processes and protocols. Subsequently, the Superintendent’s team meets with staff members and students of each school to gather additional feedback about the culture, climate, and academic progress of the school. Follow-ups with the school often occur based upon the identified needs. Specific content supervisors and coordinators are asked to support the school through various means such as providing additional professional development or the appraisal process.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.) Additional funding supports our local priority and local attention schools. Please reference the chart below which shows intervention funding allocations.

## Master Plan – A State Requirement

| School                         | Before / After School | Transportation |
|--------------------------------|-----------------------|----------------|
| Abingdon Elementary            | 4,000.00              | 0.00           |
| Bakerfield Elementary          | 7,000.00              | 0.00           |
| Bel Air Elementary             | 4,000.00              | 0.00           |
| Church Creek Elementary        | 6,000.00              | 0.00           |
| Churchville Elementary         | 4,000.00              | 0.00           |
| Darlington Elementary          | 4,000.00              | 0.00           |
| Deerfield Elementary           | 15,000.00             | 3,500.00       |
| Dublin Elementary              | 4,000.00              | 0.00           |
| Edgewood Elementary            | 10,000.00             | 3,500.00       |
| Emmorton Elementary            | 4,000.00              | 0.00           |
| Forest Hill Elementary         | 4,000.00              | 0.00           |
| Forest Lakes Elementary        | 4,000.00              | 0.00           |
| Fountain Green Elementary      | 4,000.00              | 0.00           |
| George Lisby Elementary        | 6,000.00              | 3,500.00       |
| Hall's Cross Roads Elementary  | 8,000.00              | 3,500.00       |
| Havre de Grace Elementary      | 4,000.00              | 0.00           |
| Hickory Elementary             | 4,000.00              | 0.00           |
| Homestead Wakefield Elementary | 4,000.00              | 0.00           |
| Jarrettsville Elementary       | 4,000.00              | 0.00           |
| Joppatowne Elementary          | 6,000.00              | 0.00           |
| Magnolia Elementary            | 15,000.00             | 3,500.00       |
| Meadowvale Elementary          | 4,000.00              | 0.00           |
| Norrisville Elementary         | 4,000.00              | 0.00           |
| North Bend Elementary          | 4,000.00              | 0.00           |
| North Harford Elementary       | 4,000.00              | 0.00           |
| Prospect Mill Elementary       | 4,000.00              | 0.00           |
| Red Pump Elementary            | 4,000.00              | 0.00           |
| Ring Factory Elementary        | 4,000.00              | 0.00           |
| Riverside Elementary           | 9,000.00              | 3,500.00       |
| Roye-Williams Elementary       | 4,000.00              | 0.00           |
| William Paca OPR Elementary    | 11,000.00             | 0.00           |
| William S. James Elementary    | 4,000.00              | 0.00           |
| Youth's Benefit Elementary     | 4,000.00              | 0.00           |
| Central Office                 | 8,768.00              |                |
| Aberdeen Middle                | 15,000.00             | 3,500.00       |
| Bel Air Middle                 | 4,000.00              | 0.00           |
| Edgewood Middle                | 15,000.00             | 3,500.00       |
| Fallston Middle                | 6,000.00              | 0.00           |

## Master Plan – A State Requirement

|                       |           |          |
|-----------------------|-----------|----------|
| Havre de Grace Middle | 11,000.00 | 2,500.00 |
| Magnolia Middle       | 15,000.00 | 3,500.00 |
| North Harford Middle  | 4,000.00  | 0.00     |
| Patterson Mill Middle | 4,000.00  | 0.00     |
| Southampton Middle    | 4,000.00  | 0.00     |
| Aberdeen High         | 10,000.00 | 0.00     |
| Alternative Ed        |           | 0.00     |
| Bel Air High          | 4,000.00  | 0.00     |
| C. Milton Wright      | 4,000.00  | 0.00     |
| Edgewood High         | 15,000.00 | 3,500.00 |
| Fallston High         | 4,000.00  | 0.00     |
| Harford Tech          | 4,000.00  | 0.00     |
| Havre de Grace High   | 6,000.00  | 0.00     |
| Joppatowne High       | 15,000.00 | 3,500.00 |
| North Harford High    | 4,000.00  | 0.00     |
| Patterson Mill High   | 4,000.00  | 0.00     |

### Specific Student Groups Limited English Proficient Students

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

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

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making progress toward Maryland's new accountability measures. School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs* is 0.5 higher than the overall composite proficiency level from the previous year's test administration. In order to meet the target for AMAO 1 for school year 2014-2015 **56%** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For determining AMAO 2 attainment, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level obtained from the *ACCESS for ELLs* assessment. Students are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the target for AMAO 2 for school year 2014-2015, **14%** of ELLs will have to attain proficiency in English.
- **AMAO 3** represents making progress toward Maryland's new accountability measures for the local education agency's Limited English Proficient student subgroup.

# Master Plan – A State Requirement

## Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data

*(Please note that LEAs that have not met the AMAOs for two or more consecutive years will be required to submit a separate Improvement Plan to the Title III/ELL Office in addition to responding to the questions below.)*

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

Harford County Public Schools (HCPS) met AMAO 1 and AMAO 2 for the 2014-2015 school year. Progress is evident in those English Language Learners (ELLs) who have progressed in their English language development (AMAO 1 = 67.91%) and in those ELLs who have attained English language proficiency (AMAO 2 = 18.01%).

The Office of World Languages and ESOL closely examined the district level 2014-2015 *ACCESS for ELLs* results. This examination revealed that the domains of Writing and Reading were the most challenging for students in Grades K through 12. 5.49% (24) of the 437 students tested scored a 5.0 or higher in Writing. 40.05% (175) of the 437 students tested scored a 5.0 or higher in Reading.

Further examination of the district level data showed that students in each of the WIDA grade-level bands were most challenged in the area of Writing. Reading was the second greatest challenge for students in the Kindergarten and 6-8 grade-level bands. For students in the 3-5 grade-level band, Speaking was equally challenging as Reading, with 49.46% (46) of test-takers scoring 5.0 or higher in each of those domains. For the 1-2 grade-level band, Speaking was the second greatest challenge. For students in the 9-12 grade-level band, Listening was the second greatest challenge.

The tables below show the numbers and percentages of students scoring at or above 5.0 in each domain; first, for all WIDA grade-level clusters combined, then, by individual grade-level cluster.

### ALL GRADE LEVELS

| DOMAIN    | NUMBER OF STUDENTS TESTED IN GRADES K-12 | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|--|------------------------|-------------------------|
| LISTENING | 437                                      | 237                    | 54.23%                  |
| SPEAKING  | 437                                      | 188                    | 43.02%                  |
| READING   | 437                                      | 175                    | 40.05%                  |
| WRITING   | 437                                      | 24                     | 5.49%                   |

### GRADES KINDERGARTEN

| DOMAIN    | NUMBER OF STUDENTS TESTED | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|---------------------------|------------------------|-------------------------|
| LISTENING | 70                        | 41                     | 58.57%                  |
| SPEAKING  | 70                        | 24                     | 34.29%                  |
| READING   | 70                        | 17                     | 24.29%                  |
| WRITING   | 70                        | 0                      | 0.00%                   |

### GRADES 1-2

| DOMAIN    | NUMBER OF STUDENTS TESTED | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|---------------------------|------------------------|-------------------------|
| LISTENING | 115                       | 86                     | 74.78%                  |
| SPEAKING  | 115                       | 55                     | 47.83%                  |
| READING   | 115                       | 60                     | 52.17%                  |
| WRITING   | 115                       | 0                      | 0.00%                   |

# Master Plan – A State Requirement

## GRADES 3-5

| DOMAIN    | NUMBER OF STUDENTS TESTED | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|---------------------------|------------------------|-------------------------|
| LISTENING | 93                        | 50                     | 53.76%                  |
| SPEAKING  | 93                        | 46                     | 49.46%                  |
| READING   | 93                        | 46                     | 49.46%                  |
| WRITING   | 93                        | 8                      | 8.60%                   |

## GRADES 6-8

| DOMAIN    | NUMBER OF STUDENTS TESTED | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|---------------------------|------------------------|-------------------------|
| LISTENING | 78                        | 41                     | 52.56%                  |
| SPEAKING  | 78                        | 34                     | 43.59%                  |
| READING   | 78                        | 24                     | 30.77%                  |
| WRITING   | 78                        | 1                      | 1.28%                   |

## GRADES 9-12

| DOMAIN    | NUMBER OF STUDENTS TESTED | NUMBER SCORING AT 5.0+ | PERCENT SCORING AT 5.0+ |
|-----------|---------------------------|------------------------|-------------------------|
| LISTENING | 81                        | 19                     | 23.46%                  |
| SPEAKING  | 81                        | 29                     | 35.80%                  |
| READING   | 81                        | 28                     | 34.57%                  |
| WRITING   | 81                        | 15                     | 18.52%                  |

While research shows that writing and reading skills often develop at a slower rate than do speaking and listening, the HCPS ESOL staff remains dedicated to improving the number and percentage of students scoring a 5.0 or higher in Writing and Reading.

### Career and Technology Education

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

Instructions:

Please respond to these questions/prompts:

1. **Describe how the school system is deploying Maryland CTE Programs of Study as a strategy to better prepare students for college and career readiness. Include plans for expanding access to industry certifications and early college credit.**

The Harford County Public School (HCPS) system has taken the ten Maryland Career Clusters and collapsed them into four: Arts, Media, and Communication; Business, Finance and Information Technology; Health and Human Services; and Science, Engineering and Technology. Each Career Cluster has three or four Career Pathways which provide recommended sequences of courses and suggested electives. CTE programs are embedded in the Career Pathways. One of the HCPS strategies for preparing students who graduate ready for entry into college and careers is the implementation of local graduation requirements that include a fourth mathematics course and four courses within a Career Pathway.

Some former career completer programs were realigned to meet the standards of Maryland High School CTE Programs of Study, i.e., Careers in Cosmetology, Automotive Technician, Fire Science: Maryland Fire and Rescue Institute, Accounting and Finance, Marketing, Business Management, Graphic Communications, Food and Beverage Management (ProStart), Career Research and Development, and the Academy of Health Professions. Additional Programs of Study that have been adopted include: Academy of Finance (NAF), IT Networking Academy (CISCO), Teacher Academy of Maryland, Homeland Security and Emergency Preparedness, PLTW Biomedical Sciences, and PLTW Pre-Engineering. A locally developed magnet program in Natural Resources and Agricultural Sciences was also approved.

## Master Plan – A State Requirement

Future Programs of Study on the HCPS Secondary Five-Year Planned Improvement Chart include: Communication and Broadcast Technology, Computer Science, Interactive Media Production, and Academy of Information Technology. The adoption of these new CTE Programs of Study, which offer students additional industry certifications and postsecondary credit, is another HCPS strategy for preparing students who graduate ready for entry into college and careers.

In addition, a line item is designated in the Harford County Public Schools operating budget to fund all mandatory industry certification exams. All CTE students are now required to take the industry exam if appropriate and available in a program (some exams are administered off site and students cannot be mandated to take them).

**2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study ([http://www.msde.maryland.gov/MSDE/divisions/careertech/career\\_technology/programs/](http://www.msde.maryland.gov/MSDE/divisions/careertech/career_technology/programs/)), including students who are members of special populations?**

The Harford County Public Schools has established the following objectives for its Career and Technology Education Programs. These support the Board of Education's Strategic Plan Goals and are embedded in the county's Master Plan (as identified in the open bulleted strategies) to ensure success for all students in CTE programs.

- Expose students to career awareness and exploration opportunities beginning in elementary and continuing through secondary school and beyond.
  - Utilize the career clusters as a means of managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses
  - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01
  - Provide annual career counseling and postsecondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool
- Support the development of work related and decision-making skills including learning, thinking, communication, technology and interpersonal.
  - Develop and/or identify materials for use with students with disabilities
  - Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards for Students (MTLSS)
  - Increase challenging academic offerings
  - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01
  - Integrate digital content into all instruction, as appropriate, to support teaching and learning
  - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education state curriculum
  - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act
  - Provide professional development to educators serving students with disabilities
- Blend skills, concepts and information from all disciplines in order for the school community and the community-at-large to make the connection between classroom instruction and the work environment.
  - Update curriculum and ensure alignment with College and Career Readiness Standards
  - Evaluate and analyze student assessment data to improve instruction
  - Establish, implement and monitor initiatives to address the STEM plan
  - Enhance career and technology education programs
  - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01
- Provide students with the information, training, tools, and technologies to prepare them for their future education and career of choice.
  - Seek state and local funding for the Capital Improvements Program that includes projects to increase the capacity of facilities to relieve overcrowding, system deficiencies as well as to address curriculum and instruction program requirements
  - Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs
  - Update curriculum and ensure alignment with College and Career Readiness Standards
  - Evaluate and analyze student assessment data to improve instruction

# Master Plan – A State Requirement

- Enhance career and technology education programs
- Monitor and report the number of students participating in non-traditional CTE programs
- Integrate digital content into all instruction, as appropriate, to support teaching and learning
- Allow students access to instructional resources that incorporate universal design
- Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education State curriculum
- Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act
- Participate in the 2016 Harford County Transition EXPO highlighting post-secondary education, employment and community living options.
- Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences
- Promote partnerships between schools, businesses, communities, postsecondary educational institutions and families.
  - Identify, implement, evaluate and refine approved magnet and specialized programs
  - Offer coursework that supports student postsecondary activities
  - Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers
  - Maintain and expand partnerships
  - Maintain informed citizen advisory committees
  - Expand parent awareness of educational initiatives
  - Expand internal and external partnerships promoting community work-based learning opportunities and internships for students with disabilities.
  - Continue to promote internal collaboration aimed at increasing partnerships to support student learning
  - Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom

## Early Learning

### Based on the examination of 2014-15 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Please include a discussion of the best practices the system has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practice have been effective.

#### Early Learning Tables 9.1 and 9.2

| Table 9.1a: Percentage of All Kindergarten Students at Readiness Stages, Composite |                           |                         |                      |
|--|---------------------------|-------------------------|----------------------|
|  | % Demonstrating Readiness | % Approaching Readiness | % Emerging Readiness |
| 2014-2015  | 48                        | 37                      | 15                   |

| Table 9.1b: Percentage of All Kindergarten Students at Readiness Stages, Domains |                           |    |    |    |                                   |    |    |    |
|--|---------------------------|----|----|----|-----------------------------------|----|----|----|
|  | % Demonstrating Readiness |    |    |    | % Not Yet Demonstrating Readiness |    |    |    |
|  | LL                        | MA | SF | PD | LL                                | MA | SF | PD |
| 2014-2015  | 46                        | 56 | 45 | 49 | 54                                | 44 | 55 | 51 |

| Table 9.2: Percentage of Kindergarten Students with Previous Public Prekindergarten Experience at Readiness Stages |                           |    |    |    |                                   |    |    |    |  |
|--|---------------------------|----|----|----|-----------------------------------|----|----|----|--|
|  | % Demonstrating Readiness |    |    |    | % Not Yet Demonstrating Readiness |    |    |    |  |
|  | LL                        | MA | SF | PD | LL                                | MA | SF | PD |  |
| 2014-2015  | 47                        | 55 | 46 | 50 | 53                                | 45 | 54 | 50 |  |



# Master Plan – A State Requirement

## Domain Abbreviations

|     |                       |
|-----|-----------------------|
| SF: | Social Foundations    |
| LL: | Language and Literacy |
| MA: | Mathematics           |
| PD: | Physical Development  |

Following 2014-15 curricular enhancements with prekindergarten and kindergarten teachers, all curriculum, progress reports and assessments have been aligned with the Maryland College and Career Ready Standards. Prekindergarten and kindergarten teachers met in the beginning of the 15-16 school year to discuss the alignment and address the implementation of the Maryland College and Career Ready Standards. All new and new to grade level kindergarten teachers received initial training on the Ready for Kindergarten Assessment and completed a content and simulator assessment. Returning kindergarten teachers received updated KRA training for version 1.5 of the Kindergarten Readiness Assessment and completed a content assessment. iPads were purchased and will be utilized during the 2015-16 school year for assessing the KRA and to enhance and reinforce instruction through content specific apps. Through professional development in the beginning of the school year and throughout SY 15-16 prekindergarten, kindergarten and special education teachers will continue to be intentional in gathering data that addresses Ready for Kindergarten Readiness Skills (R4K) and Maryland College and Career Ready Standards for a clearer identification of readiness skills. As teachers become more deliberate in the delivery of instructional gaps, skills will become more apparent and can be documented for the purpose of differentiating instruction. Finally, kindergarten teachers will continue to articulate during the spring semester with prekindergarten and first grade to discuss specific intervention and enrichment needs to the receiving grade-level in the areas of social foundations, language and literacy, mathematics, and physical development.

- B. Describe how the school system is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.**

The school system has expanded the Preschool Co-Taught Learning Classes for a total of four regional sites for the 2015-16 school year. These prekindergarten inclusion classrooms offer a morning and afternoon session providing for increased access to the least restrictive learning environment to 40 children with disabilities. The classes have a general education teacher and a special education teacher who co-teach. HCPS special education and early childhood departments work closely to identify children who may need support in the general education prekindergarten classes. Professional development including job-embedded supports for co-teaching teams provides direct support and guidance relative to establishing and implementing an effective instructional support model. This ensures that identified children are receiving the support to achieve academically.

The Magnolia Elementary Judy Center (MJC) of Harford County provides comprehensive early childhood programs and services for children age's birth through five years old and their families in the high poverty community of Magnolia Elementary School (MAES). The Early Childhood Coordinator, the staff at the MJC, and the MJC Steering Committee work together and with other partners to ensure that all children in this high risk community enter school ready to learn. Currently, the MJC works with the following partner programs and agencies: Harford County Health Department, Harford County Public Library, Abilities Network, Project ACT, Villa Maria, Catholic Charities Early Head Start; MRDC Head Start of Harford County, Infants and Toddlers Program, and Child Care Links Resources and Referral Center; Harford County Community Action Agency; Harford County Department of Social Services; KinderCare Learning Center and the Office of Child Care. Some of the services the MJC offers are: parent workshops, field trips, community family health events, dental screenings, parenting classes, home visits, summer school programs, playgroups, dual placement services, and early identification services, and meal programs. The MJC also provides the neediest students with a safe environment that meets their needs for nutrition, social-emotional stability, safety and well-being, as well as academic support.

The Coordinator of Early Childhood, along with many prekindergarten and kindergarten teachers, attend end of the year sessions with child care providers that seek to share “transition” information to public school shared with parents. A FAQ is shared about the expectations in kindergarten, one-to-one conversations with parents about special concerns and topics like bussing, special areas and cafeteria use can also be addressed. The Coordinator of Early Childhood also attends monthly meetings with child care directors to discuss curriculum, assessments, changes to standards, and current trends in early childhood for informational

## Master Plan – A State Requirement

purposes as well as to provide guidance to programs that want to change to meet best practices. Occasionally teachers attend and provide a lesson to model best practices and strategies.

The Early Childhood Advisory Council has identified several evidence based strategies to work with low income families of young children.

- ❖ **Early Childhood Campaign:** Focusing on all low-income parents/caregivers of young children newborn through four years old in the Edgewood and Deerfield Communities.
- ❖ **Learning Parties:** Ready at Five Training of Trainers model will be used to increase the number of neighborhood-based learning parties in the Edgewood Community.
- ❖ **Reach out and Read:** The Reach Out and Read program partners with local doctors to provide books for families of young children during regular and well- child visits.
- ❖ **Social Emotional Awareness Campaign (SEA):** Provide information to parents and caregivers in the Edgewood Community on helping young children with feelings, following rules, and problem solving.

Beginning with the 2015-16 school year Harford County Public Schools will offer full-day prekindergarten at two elementary schools under the Prekindergarten Expansion Grant Program. William Paca Old Post Road Elementary School will serve 100 eligible students within five prekindergarten classrooms and Deerfield Elementary will serve 60 eligible students within three prekindergarten classrooms. Additionally, Harford County Public Schools has entered into a MOU with Kiddie Academy of Abingdon to support their Prekindergarten Expansion Grant program.

Increased access and partnerships signals a commitment to gap reduction; setting the stage for improved achievement outcomes long term for school readiness. Participation of preschool children with disabilities with their typically developing peers provides expanded learning opportunities for all. October 1, 2014 MSDE Census data is indicative of the need to expand service delivery options for children with disabilities, ages 3 to kindergarten.

In collaboration with Preschool Special Education, Harford County Infants and Toddlers, the Office of Early Childhood is working to improve outcomes for Harford County preschool children with disabilities, ages three to kindergarten, served through an Extended Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP); narrow the readiness performance gap for preschool children with disabilities, ages three through kindergarten; and improve learning outcomes for typically developing preschool children, ages three to kindergarten. There is a continued emphasis to provide targeted professional learning opportunities that foster learning communities committed to continuous improvement, collective responsibility and effective equitable education for all learners. Special education services were provided to approximately 580 children with disabilities ages 3 to 5, during the 2014- 2015 school year. Participation in the regular early childhood program for a minimum of 10 hours continues to be a challenge for children with disabilities in this age group with 1.6% of three year olds; 23.08% of four year olds; and 49.19% of five year olds accessing services in the least restrictive environment.

During the 2015 – 2016 school year, Harford County Public Schools will implement a plan to build local capacity utilizing a training of trainers (TOT) model to deliver professional learning related to the following outcomes:

- Implementation of the Child Outcome Summary (COS) process for preschool children, ages three to Kindergarten served through an IEP;
- Administration of the Early Learning (formative) Assessment, a component of Maryland's Ready for R4K - Early Childhood Comprehensive Assessment System (EC-CAS) for preschool children, ages three to Kindergarten served through an Extended IFSP or IEP; and
- Administration of the Early Learning (formative) Assessment, a component of Maryland's R4K- Early Childhood Comprehensive Assessment System (EC-CAS) for preschool children without disabilities.

As evidenced by the Kindergarten Readiness data, 48% of Harford County's children entered kindergarten demonstrating the skills and behaviors needed to fully participate in the kindergarten curriculum. 46% of the children demonstrated readiness in Language and literacy, 56% of the children demonstrated readiness in Mathematics, 49% of the children demonstrated readiness in physical well-being and motor, and 45% of the children demonstrated readiness in social foundations.

# Master Plan – A State Requirement

Based on the new higher standards and the first year of implementation data indicates that the bar has been raised for school readiness. Further analysis suggests that students with disabilities, English Language Learners, and students from low-income households require more instructional support and/or interventions to close the achievement gap.

Kindergarteners attending public prekindergarten the year prior to entering school are equivalent with the overall composite scores. Children with prior public prekindergarten experience achieved 47% readiness in language and literacy, 55% readiness in mathematics, 50% readiness in physical well-being and motor and 46% readiness in social foundations. To narrow the gap there is a continuing need to expand access and opportunity to high quality public prekindergarten programming.

## Education that is Multicultural and Achievement (ETMA)

The Local School System Compliance Status Report provides the critical indicators for the assessment of Education That is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories reflect the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. The completion of the ETMA Protocol Form requires collaboration among the LSS ETMA Network contact person and appropriate LSS individuals. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

1. **What are your LEA's major ETMA strengths?**
  - a. Practices and policies related to the COMAR regulations continue to evolve and change based on current research and data analysis.
  - b. A strategic focus has been placed on school climate initiatives as a means of providing inclusive, respectful, and safe learning environments through required school improvement plan goal area.
  - c. Leadership and learning conferences for students who have been identified as not meeting academic or behavioral standards.
  - d. Individualized professional development and school culture and climate supports have been provided to many schools in our system.
  - e. Cultural proficiency staff development is provided to new bus drivers and attendants, food and nutrition workers, custodians, clerical, and instructional employees.
  - f. All teachers newly hired by HCPS must complete, within the first two years of employment, a three-credit course entitled *Education That Is Multicultural in the Classroom of the 21st Century*.
  - g. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
  - h. The LSS addresses how all schools promote aspects of an inclusive climate.
  - i. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, discipline, grouping, and in making adjustments to assure equity.
  - j. A committed demonstration of high expectations for all students is visible.
  - k. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.
  
2. **What are your LEA's major ETMA areas that need improvement?**
  - a. Staff capacity to support and address the unique learning needs of our gay, lesbian, and transgender students.
  - b. Hiring and retaining a diverse work force.
  - c. Disproportionality in suspension in several schools in the areas of race and special education.
  
3. **Summarize your progress in meeting 2014-15 ETMA goals.**
  - Leadership and learning conferences for students who have been identified as not meeting academic or behavioral standards. *Hosted an At-Promise Academy for 109 at-risk male students in grades 8, 9, and 10 to address academic and behavioral needs in a leadership conference format. A 2016 conference is planned for spring. Female students will take part in conference on October 22, 2015.*
  - Continue to use data to identify achievement gaps that exist in academic performance between subgroups populations, disproportionality in special education identification and in behavioral data

# Master Plan – A State Requirement

- amongst subgroup populations, and enrollment in Advanced Placement and Gifted and Talented programs. *Ongoing; support and professional development provided to high disproportionality.*
- Continue to collaborate with stakeholders to address the findings using research based practices and in the distribution of resources. *Ongoing.*
- Continue to expand and create professional development opportunities for school system staff relevant to Education that is Multicultural and Cultural Proficiency. *Ongoing; created and facilitated 48 different professional development sessions.*
- Partner with the Office of Human Resources to support minority recruitment efforts. *Ongoing; Partnered with HR to increase number of recruitment outreach efforts to Historically Black Colleges and Universities. Increase was by 4 schools.*
- Provide 2015-16 ETMA goals along with strategies for meeting the goals.
- 2015-16 goals may be continuing goals from 2014-15 with revised strategies, new goals that address areas needing improvement and new initiatives, or any combination thereof.
- 

## High Quality Professional Development

**No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.**

### **I. Professional Learning**

Please provide your local school system Professional Learning Plan. Be sure to include how your Plan addresses:

1. Underperforming populations;
2. Universal Design for Learning (UDL) Guidelines and Principles for all student populations;
3. Maryland College- and Career-Ready Standards, including English language arts; disciplinary literacy; mathematics; and Next Generation Science;
4. Science, Technology, Engineering and Mathematics (STEM) Standards of Practice;
5. College, Career, and Civic Life (C3) Framework;
6. Teacher and Principal Evaluation (TPE) System; and
7. Job-embedded professional learning, such as Professional Learning Communities (PLC), Communities of Practice (COP), and Data Dialogue.

Harford County Public Schools (HCPS) sees a direct connection between all seven topics. The new teacher and principal evaluation systems will provide a framework for ongoing professional growth and development for our teachers to enhance instructional practices. Highly effective teachers will be able to address the needs of underperforming populations of students through the use of rigorous, relevant curriculum identified in the Maryland Common Core State Curriculum.

HCPS has taken a hybrid approach of both systemic and school-based professional development to meet the needs of teachers and administrators during this period of transition and implementation. Professional development dates and times are determined on the HCPS Master Calendar to secure dedicated time for system-wide and school-based activities. Key this year is the continuation of a system-wide professional learning conference that provides opportunities for personalized, professional learning.

### **Teacher Induction**

Please provide the following information regarding your District Teacher Induction/Mentoring Program:

- A. A description of your Comprehensive Teacher Induction Program, including orientation programs, standards for effective mentoring, and mentoring supports. Options to include your LEA Action Plans and TELL Survey Data.

# Master Plan – A State Requirement

## HCPS Comprehensive Teacher Induction Program

*“Induction is a process—a comprehensive, coherent, and sustained professional development process—that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program.” (Wong, 2004, p.42)*

This comprehensive support of new teachers is essential as we work to improve student achievement. HCPS believes that new teachers need intentional support and mentoring during the first three years of teaching. This intentional mentoring not only provides support during the beginning years, but it fosters a sense of continued professional growth which will last throughout the teacher’s career. A program has been established to support new teachers as they learn and grow at the start of their careers.

### Effectiveness of Induction/Mentoring

#### Data and Needs Assessment

HCPS conducts a survey of teachers completing their first year with the school system in June of each year. Recent survey results indicate second year teachers citing a “rewarding experience” and “students” as the two primary reasons why they chose to return to HCPS. First year teachers are asked to provide feedback on the degree to which the mentor met their needs as a teacher new to HCPS. In an effort to receive the most specific feedback as possible, participants (for the first time) could indicate “met my needs,” “met most of my needs,” “met only some of my needs” or “did not need.” In the chart which follows, the first column indicates the percent of respondents who selected a response of “met my needs” or “met most of my needs.” The second column represents respondents who indicated they did not need this service.

| QUESTION   | Met at least most of my needs | Did not Need |
|--|-------------------------------|--------------|
| The mentor helped me to network with content experts when he/she could not address my needs. | 74.8%                         | 11.1%        |
| The mentor has collected data to facilitate my instructional decision making.                | 70.8%                         | 9.4%         |
| The mentor was accessible.   | 89.5%                         | 1.2%         |
| The mentor has introduced me to instructional approaches/techniques.                         | 83.4%                         | 4.1%         |
| The mentor and I have collaborated to plan instruction for my students.                      | 66.1%                         | 13.5%        |
| The mentor has observed my teaching and has provided me with meaningful feedback.            | 77.8%                         | 5.9%         |
| The mentor has provided encouragement and support.   | 93.6%                         | 1.2%         |
| The mentor has located/provided resources for me to use in my instruction.                   | 83.0%                         | 2.9%         |
| The mentor has suggested effective classroom management techniques.                          | 79.5%                         | 9.4%         |
| The mentor has clarified school/system policies and procedures for me.                       | 86.0%                         | 4.1%         |
| The mentor has helped me problem-solve.  | 84.2%                         | 4.7%         |
| The mentor has helped me reflect on and analyze my teaching.                                 | 87.1%                         | 4.1%         |
| The mentor has helped me analyze student work.   | 68.4%                         | 13.5%        |

A review of Maryland TELL Survey data reveals the following responses from teachers in their first three years of teaching in HCPS:

| QUESTION  | 2009 | 2011 | 2013 | 2015 |
|---|------|------|------|------|
| Formally assigned a mentor  | 91%  | 95%  | 97%  | 97%  |
| Sessions specifically designed for new teachers   | 91%  | 90%  | 86%  | 93%  |
| Common planning time with other teachers  | 25%  | 69%  | 73%  | 76%  |
| Release time to observe other teachers  | 49%  | 63%  | 68%  | 61%  |
| Access to PLCs where I can discuss concerns   | 54%  | 67%  | 67%  | 72%  |
| Additional support I received as a new teacher improved my instructional practice*        | 65%  | 80%  | 83%  | 81%  |
| Additional support I received as a new teacher helped me to impact my students’ learning* | 64%  | 83%  | 86%  | 82%  |

\*Percent indicates the number of respondents who selected a response of “agree” or “strongly agree.”

# Master Plan – A State Requirement

## Analysis and Action

A review of recent survey data and suggested that not all probationary teachers were being given the same type of support or to the same degree. In an effort to ensure that all probationary teachers have equitable access to experiences with their mentors, HCPS worked in the 2011-12 school year to develop *Starting Strong: A Continuum of Experiences for Probationary Teachers*. Mentors worked to identify a set of six essential experiences:

- setting professional goals
- planning and teaching collaboratively
- observing instruction in others' classrooms
- developing a classroom management plan
- participating in professional learning sessions
- planning for and reflecting upon data from the mentor's non-evaluative visits

They then identified the responsibilities of both mentor and mentee with regard to these experiences and suggested both best practices and resources. The product of their work was shared with school- and central office-based administrators, who asked that considerations for administrators be added as well. The final document was shared with all administrators at a June 2012 Leadership Academy and with all new teachers at our August Orientation Conference. Mentors will log their participation in and time with these experiences and will reflect on that data at our monthly meetings in an effort to improve services to all probationary teachers.

Based on the results of the 2013-2014 survey of new teachers, a draft of *Continuing Strong: A Continuum of Experiences for Second Year Teachers* was created. The draft was modified by teacher mentors over the summer of 2014 and presented for approval at a September 2014 General Curriculum Committee Meeting. The document was approved and has guided the work of mentors with teachers in their second year of service. This guiding document includes the original six essential experiences slightly adjusted to place more responsibility and ownership on the teacher rather than on the teacher mentor. In addition, a new experience has been added which includes the opportunity for second year teachers to be video recorded teaching and then to reflect on that recording with the guidance of the mentor.

Mentors have also drafted *Leading Strong: A Continuum of Experiences for Third Year Teachers*. This project is a result of mentor teacher observations and evaluations which suggested that probationary teachers would benefit from experiences that prepare them to independently complete the type of reflection and data-analysis tasks they have completed over their non-tenured time with the support of a teacher mentor. That document will be submitted to the General Curriculum Committee for review and approval on September 15, 2015.

## Training for Central Office and School Based Administrators

Ongoing professional development and updates on the HCPS Teacher Induction Program occur regularly. Principals and Instructional Facilitators regularly attend and/or present at professional development sessions held for the new teachers. Leadership professional development schedules provide opportunity for periodical updates from the Coordinator of Teacher Induction.

A survey is administered to all teachers completing their first year teaching for HCPS each June. Data from this survey is shared and reviewed by the Central Instructional Leadership Team. Mentors, teacher specialists, and Instructional Facilitators also analyze this survey data to make adjustments to the induction program to ensure that appropriate services and support are being provided to all probationary teachers and their self-identified professional development needs are being met.

## Special Teaching Considerations for New Teachers

Currently, HCPS does not have specific guidelines for teaching considerations for new teachers. The COMAR guidelines have been reviewed and discussed with building administrators and many schools are finding ways to support new teachers in the manner described. This is a change in thinking and in some cases requires a different way of staffing and making teaching assignments. HCPS plans to continue to review the guideline, engage in dialogue with building administrators, and review data from the New Teacher Survey in an effort to provide support in this manner.

# Master Plan – A State Requirement

## Persistently Dangerous Schools

**No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.**

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year.

- 1. Where Persistently Dangerous Schools are identified, list the schools and describe what steps are being taken by the school system to reverse this trend and prevent the schools(s) from moving into probationary status.**

Harford County Public Schools does not have any schools on this list.

## Attendance

Based on the Examination of the Attendance Data: \*Data table (5.1)

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

Harford County Public Schools (HCPS) continues to monitor the attendance of all of our schools. In 2015, all levels (elementary, middle, and high) met the annual measurable objective (AMO) of 94% at the aggregate level. It has been a challenge to meet this AMO at the high school level. However, HCPS has now met this AMO at the high school level for the past two years. This AMO was not met at the high school level in 2009 through 2013.

In 2015, several subgroups did not meet the AMO of 94%. The list below indicates the level, subgroup, and attendance rate.

### 2014-15 AMO of 94% Not Met

| Level  | Subgroup                         | Attendance Rate |
|--------|----------------------------------|-----------------|
| High   | Hispanic                         | 93.4%           |
| High   | American Indian or Alaska Native | 92.1%           |
| High   | Black or African American        | 93.5%           |
| High   | Two or More Races                | 92.6%           |
| High   | Special Education                | 92.1%           |
| High   | FaRMS                            | 91.2%           |
| Middle | FaRMS                            | 93.6%           |

The FaRMS subgroup at the high school level remains our largest challenge for meeting the AMO of 94%.

- 2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)**

The Central School Improvement Team (CSIT) in HCPS will continue to review attendance data at our monthly meetings. This committee is comprised of Central Office administrators and analyzes a wide variety of data from each of our schools. Discussions will be held with school administrators regarding specific school improvement measures that can be taken to improve their attendance rate. HCPS will continue to monitor the

# Master Plan – A State Requirement

attendance data for subgroups at all levels, specifically at the high school level where meeting the AMO of 94% remains the largest challenge. Schools are allocated intervention funds and may use them for the instructional program. In addition, all schools are allocated the per pupil expense and will use their school based funds in the manner that they determine.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The attendance rates from subgroups that have not met the AMO in 2015 remain relatively consistent from our 2014 data. One notable increase was the special education subgroup at the middle school level. In 2014, this subgroup had a rate of 93.8%. In 2015, this AMO was considered met at 94%. For the past five years, the attendance rates for these subgroups have increased slightly during the past five years. We will continue to work with all of our high schools regarding the attendance rate of all of their subgroups. The FaRMS rate at the high school level declined from 91.5% to 91.2%. However, the 2015 rate is an increase from our 2010 rate of 89.3%.

### Graduation and Dropout Rates (4-Year Cohort)

**No Child Left Behind Goal 5: All students will graduate from high school.**

**No Child Left Behind Indicator 5.1:** The percentage of students who graduate each year with a regular diploma.

**No Child Left Behind Indicator 5.2:** The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data:  
\*Data Tables (4.1, 4.2)

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

In Harford County Public Schools (HCPS), three subgroups did not meet the AMO for students who entered grade 9 for the first time in the fall of 2010. Students in this cohort should have graduated in 2014. The chart below indicates the subgroups that did not meet the four year graduate rate AMOs.

**AMO Not Met  
Cohort: Students Entering Grade 9 in Fall 2010**

| Subgroup          | Four Year Cohort Graduation Rate | AMO   |
|-------------------|----------------------------------|-------|
| Asian             | 93%                              | 95%   |
| Two or More Races | 81.2%                            | 92.2% |
| Special Education | 63.5%                            | 65.5% |

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. (See instructions, Section I.B, page 4.)

Historical graduation rate data is shared with high school administrators and indicates all subgroups that have met and not met the school's AMO. This data is reviewed at the Central School Improvement Team (CSIT) at monthly meetings. Conversations are held with school principals for high schools that have at least one subgroup not meeting the four year cohort graduation rate AMO. For schools that did not meet the AMO, specific school strategies will also be shared in school visitation meetings that are attended by members of Central Office.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

In almost all subgroups, HCPS has seen an increase since the Class of 2010 (students who entered grade 9 in the fall of 2006). The aggregate rate in 2010 was 85.7% and increased to 89.8% in 2014. The Hispanic



## Master Plan – A State Requirement

rate in 2010 was 79.6% and increased to 87.6% in 2014. The Black or African American rate increased nearly nine points from 74.7% in 2010 to 83.3% in 2014. The White rate increased from 88.2% in 2010 to 91.8% in 2014. The rate for special education students increased from 57% in 2010 to 63.5% in 2014. The rate for students receiving FaRMS services increased from 73.1% to 80.9% in 2014.

The largest decline from 2010 to 2014 occurred with students who are identified as two or more races. In 2010, the rate was 91.4%. In 2015, the rate was 81.2%. The subgroup with the lowest cohort graduation rate continues to be special education. This subgroup met the county AMO in 2011, 2012, and 2013. In 2014, this subgroup failed to meet the AMO by 2%, six students shy of meeting the target. As many students in this subgroup are on the certificate track, HCPS will continue to work with returning seniors to have these students graduate in five years.