



TUTORING AND SUPPLEMENTAL INSTRUCTION

Response to HB 1372/Ch.55(4(d)), 2021/MSAR #13512

2021-2022 School Year

Harford County Public Schools

102 S. Hickory Avenue, Bel Air, MD 21014

www.hcps.org

Sean W. Bulson, Ed. D., *Superintendent of Schools*



BACKGROUND

To address the challenges of lost instructional time caused by the pandemic, Harford County Public Schools (HCPS) implemented a virtual tutoring program beginning in the 2020-2021 school year. This approach addressed the academic development of each student outside of the school day.

All current HCPS students had access to the virtual tutoring program. The tutoring sessions were led by current HCPS employees and three program coordinators. For students in grades K-12 the program targeted Mathematics and Literacy. Additionally for students in grades 9-12 the program targeted Social Sciences and Science courses aligned with graduation requirements. Virtual tutoring was delivered in a one-on-one setting for students K-5 and small group setting for students grades 6-12.

Overall, 2,251 students participated in the tutoring program during the 2021-2022 school year.

BUDGET AND EXPENDITURES

TABLE 1
HCPS TUTORING BUDGET AND EXPENDITURES

FISCAL YEAR 2021-2022

STATE CATEGORY	STATE PROGRAM	EXPENSE OBJECT	FY22 ARP - SUPPLEMENTAL AID GRANTS - SUPPLEMENTAL INSTRUCTION AND TUTORING GRANT (TUTORING)		
			BUDGET	EXPENDITURES	PERCENT SPENT
203 Instructional Salaries and Wages	Regular Program	Obj 1 - Salaries	\$2,304,045	\$1,399,071	61%
205 Other Instructional Costs	Regular Program	Obj 2 - Contracted Salaries	\$1,460,160	---	0%
GRAND TOTAL			\$3,764,205	\$1,399,071	37%

K-5 VIRTUAL TUTORING

PROGRAM DESCRIPTION

137 tutors served the Harford County Public Schools Academic Tutoring Program during the 2021-2022 school year. Sessions ran seven days a week during the evening hours and weekends. The number of sessions per student varied based on the number of content areas the student was served in.

STUDENT IDENTIFICATION PROCESS

Students were identified for the program either by school recommendation or parent request via Microsoft Form sign-up. Once tutoring services were requested, students were then prioritized based on FaRMs/Title I status, IEP/504 status, followed by the use of academic data and available tutors. Data used included DIBELS (K-2), Reading Inventory, Math Inventory, and report card marks/grades.

FORMAT

Tutoring sessions were conducted virtually in a one-on-one setting using county/state curriculum outside of the school day. Students in grades K-5 were able to access Microsoft Teams Meeting links on our Learning Management System, itsLearning and join a scheduled session. Devices were provided to all HCPS students.

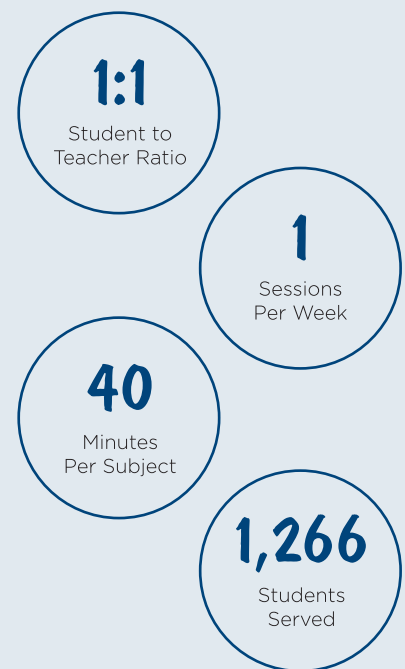
PROGRAM OUTCOMES

Increased access to academic support for students during evening and weekend hours. This program afforded the opportunity for students to engage with tutors virtually to support academic needs in the requested content and/or homework help, thus increasing opportunities for academic success.

K-5 VIRTUAL TUTORING AT A GLANCE

CONTENT AREAS

- English Language Arts/Literacy
- Mathematics



6-8 VIRTUAL TUTORING

PROGRAM DESCRIPTION

55 tutors served the Harford County Public Schools Academic Tutoring Program during the 2021-2022 school year. Sessions ran seven days a week during the evening hours and weekends. The number of sessions per student varied based on the number of content areas the student was served in.

STUDENT IDENTIFICATION PROCESS

Students were identified for the program either by school recommendation or parent request via Microsoft Form sign-up. Once tutoring services were requested, students were then prioritized based on FaRMs/Title I status, IEP/504 status, followed by the use of academic data and available tutors. Data used included Reading Inventory, Math Inventory, and report card marks/grades.

FORMAT

Tutoring sessions were conducted virtually in a small group setting using county/state curriculum outside of the school day. Students in grades 6-8 were able to access Microsoft Teams Meeting links on our Learning Management System, itsLearning and join a scheduled session. Devices were provided to all HCPS students.

PROGRAM OUTCOMES

Increased access to academic support for students during evening and weekend hours. This program afforded the opportunity for students to engage with tutors virtually to support academic needs in the requested content and/or homework help, thus increasing opportunities for academic success.

6-8 VIRTUAL TUTORING AT A GLANCE

CONTENT AREAS

- **English Language Arts/Literacy (ELA)**
 - ELA 6, ELA 7, ELA 8
- **Mathematics**
 - Math 6, Math 7, Math 8
 - Prealgebra
 - Integrated Math
 - Algebra I Gr. 7, Algebra I Grade 8, Geometry 8

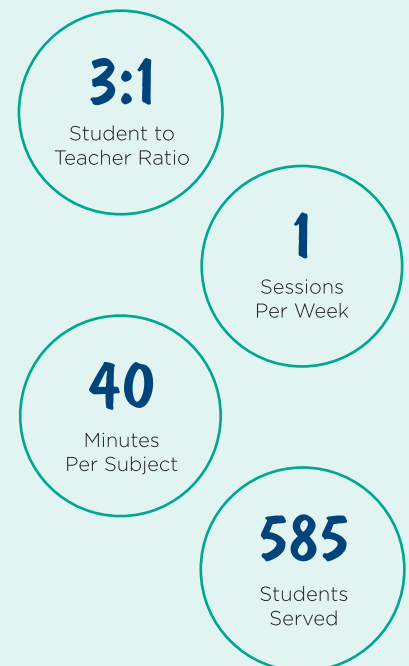


TABLE 2
 HCPS: NUMBER OF STUDENTS TUTORED
 READING AND MATHEMATICS, GRADES K-8

GRADE	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRAND TOTAL
NUMBER OF STUDENTS	210	192	210	223	196	235	169	225	191	1,851

TABLE 3
 HCPS: NUMBER OF STUDENTS TUTORED
 READING AND MATHEMATICS, GRADES K-8
 BY STUDENT GROUP

		TOTAL STUDENTS SERVED	
Race/Ethnicity	Asian	52	3%
	Black/African American	526	28%
	Hispanic/Latino	158	9%
	Two or More Races	137	7%
	White	967	52%
	American Indian	7	0%
	Hawaiian/Pacific Islander	4	0%
Special Services	Students with Disabilities	500	27%
	Non-Student with Disabilities	1,351	73%
	English Learner	61	3%
	Non-English Learner	1,790	97%
	Free/Reduced Meals	804	43%
	Non-Free/Reduced Meals	1,047	57%
Gender	Male	975	53%
	Female	876	47%
TOTAL STUDENTS TUTORED, GRADES K-8		1,851	

9-12 VIRTUAL TUTORING

PROGRAM DESCRIPTION

37 tutors served the Harford County Public Schools Academic Tutoring Program during the 2021-2022 school year. Sessions ran seven days a week during the evening hours and weekends. The number of sessions per student varied based on the number of content areas the student was served in.

STUDENT IDENTIFICATION PROCESS

Students were identified for the program either by school recommendation or parent request via Microsoft Form sign-up. Once tutoring services were requested, students were then prioritized based on FaRMs/Title I status, IEP/504 status, followed by the use of academic data and available tutors. Data used included Reading Inventory, Math Inventory, and report card marks/grades.

FORMAT

Tutoring sessions were conducted virtually in a small group setting using county/state curriculum outside of the school day. Students in grades 9-12 were able to access Microsoft Teams Meeting links on our Learning Management System, itsLearning and join a scheduled session.

PROGRAM OUTCOMES

Increased access to academic support for students during evening and weekend hours. This program afforded the opportunity for students to engage with tutors virtually to support academic needs in the requested content and/or homework help, thus increasing opportunities for academic success.

9-12 VIRTUAL TUTORING AT A GLANCE

CONTENT AREAS

- **English Language Arts/Literacy (ELA)**
 - ELA I, ELA II, ELA III, ELA IV
- **Mathematics**
 - Algebra I, Algebra II, Geometry, Ramp Up
- **Science**
 - Biology, Chemistry, Integrated Physics & Chemistry
- **Social Sciences**
 - American Government, US History, World History

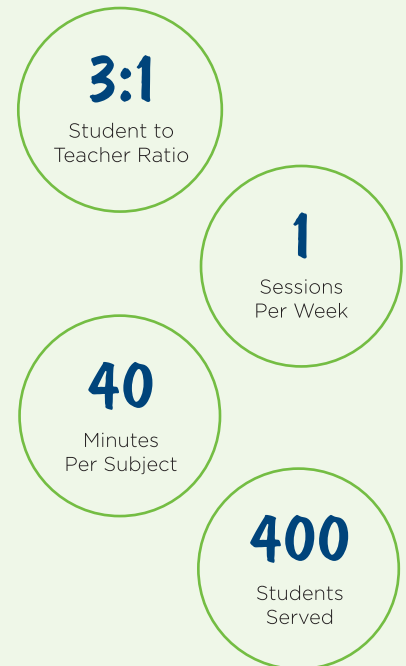


TABLE 4

HCPS: NUMBER OF STUDENTS TUTORED, GRADES 9-12

READING, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

	NUMBER OF STUDENTS
Grade 9	294
Grade 10	51
Grade 11	31
Grade 12	24
TOTAL	400

TABLE 5

HCPS: NUMBER OF STUDENTS TUTORED, GRADES 9-12

READING, MATHEMATICS, SCIENCE, AND SOCIAL SCIENCES

BY STUDENT GROUP

		TOTAL STUDENTS SERVED	
Race/Ethnicity	Asian	10	3%
	Black/African American	137	34%
	Hispanic/Latino	32	8%
	Two or More Races	39	10%
	White	181	45%
	American Indian	1	0%
	Hawaiian/Pacific Islander	0	0%
Special Services	Students with Disabilities	82	21%
	Non-Student with Disabilities	318	80%
	English Learner	6	2%
	Non-English Learner	394	99%
	Free/Reduced Meals	199	50%
	Non-Free/Reduced Meals	201	50%
Gender	Male	225	56%
	Female	175	44%
TOTAL STUDENTS TUTORED, GRADES 9-12		400	

ADDITIONAL DATA

TABLE 6

HCPS: ACHIEVEMENT DATA GRADES K-2

DIBELS, GRADES K-2

		BOY		EOY		GAINS BOY → EOY
		NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	
Race/Ethnicity	Asian	11	36.4%	4	50.0%	13.6%
	Black/African American	118	11.9%	86	14.0%	2.1%
	Hispanic/Latino	53	11.3%	44	20.5%	9.1%
	Two or More Races	28	10.7%	20	20.0%	9.3%
	White	240	12.9%	190	18.4%	5.5%
	American Indian	3	0.0%	3	0.0%	0.0%
	Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0.0%
Special Services	Students with Disabilities	129	7.8%	95	14.7%	7.0%
	Non-Student with Disabilities	324	14.8%	252	19.0%	4.2%
	English Learner	22	18.2%	18	33.3%	15.2%
	Non-English Learner	431	12.5%	329	17.0%	4.5%
	Free/Reduced Meals	207	10.6%	164	14.6%	4.0%
	Non-Free/Reduced Meals	246	14.6%	183	20.8%	6.1%
Gender	Male	246	13.8%	187	20.3%	6.5%
	Female	207	11.6%	160	15.0%	3.4%
TOTAL STUDENTS TUTORED, GRADES K-8		453	12.8%	347	17.9%	5.1%

TABLE 7

HCPS: ACHIEVEMENT DATA GRADES 2-8

MATHEMATICS INVENTORY, GRADES 2-8

		BOY		EOY		GAINS BOY → EOY
		NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	
Race/Ethnicity	Asian	38	13.2%	31	61.3%	48.1%
	Black/African American	341	1.5%	321	13.7%	12.2%
	Hispanic/Latino	101	2.0%	86	16.3%	14.3%
	Two or More Races	85	3.5%	90	22.2%	18.7%
	White	646	6.8%	607	32.5%	25.6%
	American Indian	4	0.0%	3	33.3%	33.3%
	Hawaiian/Pacific Islander	3	0.0%	3	0.0%	0.0%
Special Services	Students with Disabilities	328	8.5%	319	12.9%	4.3%
	Non-Student with Disabilities	890	6.1%	822	30.9%	24.8%
	English Learner	38	0.0%	33	33.3%	33.3%
	Non-English Learner	1,180	5.0%	1,108	25.6%	20.6%
	Free/Reduced Meals	628	1.8%	480	14.4%	12.6%
	Non-Free/Reduced Meals	821	5.8%	661	34.2%	28.3%
Gender	Male	630	5.9%	587	23.7%	17.8%
	Female	588	3.7%	554	26.4%	22.6%
TOTAL STUDENTS TUTORED, GRADES K-8		1218	4.8%	1141	25.9%	21.0%

TABLE 8
 HCPS: ACHIEVEMENT DATA GRADES 3-8
 READING INVENTORY, GRADES 3-8

		BOY		EOY		GAINS BOY → EOY
		NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	NUMBER TESTED	PERCENT AT/ABOVE BENCHMARK	
Race/Ethnicity	Asian	34	41.2%	31	54.8%	13.7%
	Black/African American	325	16.9%	329	25.2%	8.3%
	Hispanic/Latino	87	17.2%	87	29.9%	12.6%
	Two or More Races	79	31.6%	86	38.4%	6.7%
	White	619	35.1%	624	46.0%	10.9%
	American Indian	3	0.0%	3	0.0%	0.0%
	Hawaiian/Pacific Islander	3	33.3%	3	33.3%	0.0%
Special Services	Students with Disabilities	313	7.7%	318	11.0%	3.3%
	Non-Student with Disabilities	837	36.2%	845	48.8%	12.6%
	English Learner	38	2.6%	35	20.0%	17.4%
	Non-English Learner	1,112	29.3%	1,128	39.0%	9.7%
	Free/Reduced Meals	473	15.4%	489	25.8%	10.3%
	Non-Free/Reduced Meals	677	37.5%	674	47.6%	10.1%
Gender	Male	579	26.4%	589	35.5%	9.1%
	Female	571	30.5%	574	41.5%	11.0%
TOTAL STUDENTS TUTORED, GRADES K-8		1,150	28.4%	1,163	38.4%	10.0%

TABLE 9
 HCPS: ACHIEVEMENT DATA GRADES 9-12

ENGLISH/LANGUAGE ARTS (ELA)

		EOY 2020-2021				EOY 2021-2022			GAINS 2021 → 2022
		NUMBER OF STUDENTS TUTORED	NUMBER OF STUDENTS IN ELA COURSE	RECEIVED AN A, B, OR C GRADE		NUMBER OF STUDENTS IN ELA COURSE	RECEIVED AN A, B, OR C GRADE		
Race/Ethnicity	Asian	4	4	0	0.0%	4	2	50.0%	50.0%
	Black/African American	51	51	14	27.5%	45	24	53.3%	25.9%
	Hispanic/Latino	16	15	6	40.0%	14	2	14.3%	-25.7%
	Two or More Races	14	14	3	21.4%	12	6	50.0%	28.6%
	White	56	56	18	32.1%	52	33	63.5%	31.3%
	American Indian	0	0	0	0.0%	0	0	0.0%	0.0%
	Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0.0%	0.0%
Special Services	Students with Disabilities	43	42	14	33.3%	41	26	63.4%	30.1%
	Non-Student with Disabilities	98	98	27	27.6%	86	41	47.7%	20.1%
	English Learner	5	5	3	60.0%	4	2	50.0%	-10.0%
	Non-English Learner	136	135	38	28.1%	123	65	52.8%	24.7%
	Free/Reduced Meals	70	71	16	22.5%	65	26	40.0%	17.5%
	Non-Free/Reduced Meals	71	69	25	36.2%	62	41	66.1%	29.9%
Gender	Male	82	79	20	25.3%	75	41	54.7%	29.4%
	Female	59	61	21	34.4%	52	26	50.0%	15.6%
TOTAL STUDENTS TUTORED, GRADES 9-12		141	140	41	29.3%	127	67	52.8%	23.5%

TABLE 10
 HCPS: ACHIEVEMENT DATA GRADES 9-12
 MATHEMATICS (MA)

		EOY 2020-2021				EOY 2021-2022				GAINS 2021 → 2022
		NUMBER OF STUDENTS TUTORED	NUMBER OF STUDENTS IN MA COURSE	RECEIVED AN A, B, OR C GRADE		NUMBER OF STUDENTS IN MA COURSE	RECEIVED AN A, B, OR C GRADE			
Race/Ethnicity	Asian	6	6	2	33.3%	6	5	83.3%	50.0%	
	Black/African American	94	92	22	23.9%	79	24	30.4%	6.5%	
	Hispanic/Latino	23	23	6	26.1%	20	10	50.0%	23.9%	
	Two or More Races	23	23	5	21.7%	22	7	31.8%	10.1%	
	White	127	119	45	37.8%	114	48	42.1%	4.3%	
	American Indian	1	1	0	0.0%	0	0	0.0%	0.0%	
	Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0.0%	0.0%	
Special Services	Students with Disabilities	52	48	17	35.4%	51	21	41.2%	5.8%	
	Non-Student with Disabilities	222	216	63	29.2%	190	73	38.4%	9.3%	
	English Learner	4	4	2	50.0%	4	2	50.0%	0.0%	
	Non-English Learner	270	260	78	30.0%	237	92	38.8%	8.8%	
	Free/Reduced Meals	142	141	24	17.0%	120	41	34.2%	17.1%	
	Non-Free/Reduced Meals	132	123	56	45.5%	121	53	43.8%	-1.7%	
Gender	Male	151	147	35	23.8%	136	40	29.4%	5.6%	
	Female	123	117	45	38.5%	105	54	51.4%	13.0%	
TOTAL STUDENTS TUTORED, GRADES 9-12		274	264	80	30.3%	241	94	39.0%	8.7%	

TABLE 11

HCPS: ACHIEVEMENT DATA GRADES 9-12

SCIENCE (SC)

		EOY 2020-2021				EOY 2021-2022				GAINS 2021 → 2022
		NUMBER OF STUDENTS TUTORED	NUMBER OF STUDENTS IN SC COURSE	RECEIVED AN A, B, OR C GRADE		NUMBER OF STUDENTS IN SC COURSE	RECEIVED AN A, B, OR C GRADE			
Race/Ethnicity	Asian	1	1	1	100.0%	1	1	100.0%	0.0%	
	Black/African American	13	12	10	83.3%	13	7	53.8%	-29.5%	
	Hispanic/Latino	2	2	0	0.0%	2	0	0.0%	0.0%	
	Two or More Races	6	6	4	66.7%	5	2	40.0%	-26.7%	
	White	21	19	14	73.7%	21	11	52.4%	-21.3%	
	American Indian	0	0	0	0.0%	0	0	0.0%	0.0%	
	Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0.0%	0.0%	
Special Services	Students with Disabilities	6	6	4	66.7%	5	3	60.0%	-6.7%	
	Non-Student with Disabilities	37	34	25	73.5%	37	18	48.6%	-24.9%	
	English Learner	0	0	0	0.0%	0	0	0.0%	0.0%	
	Non-English Learner	43	40	29	72.5%	42	21	50.0%	-22.5%	
	Free/Reduced Meals	12	12	8	66.7%	12	6	50.0%	-16.7%	
	Non-Free/Reduced Meals	31	28	21	75.0%	30	15	50.0%	-25.0%	
Gender	Male	22	20	15	75.0%	21	10	47.6%	-27.4%	
	Female	21	20	14	70.0%	21	11	52.4%	-17.6%	
TOTAL STUDENTS TUTORED, GRADES 9-12		43	40	29	72.5%	42	21	50.0%	-22.5%	

TABLE 12

HCPS: ACHIEVEMENT DATA GRADES 9-12

SOCIAL SCIENCES (SS)

		NUMBER OF STUDENTS TUTORED	EOY 2020-2021		EOY 2021-2022			GAINS 2021 → 2022	
			NUMBER OF STUDENTS IN SS COURSE	RECEIVED AN A, B, OR C GRADE		NUMBER OF STUDENTS IN SS COURSE	RECEIVED AN A, B, OR C GRADE		
Race/Ethnicity	Asian	0	0	0	0.0%	0	0	0.0%	0.0%
	Black/African American	5	5	2	40.0%	5	3	60.0%	20.0%
	Hispanic/Latino	3	1	0	0.0%	3	0	0.0%	0.0%
	Two or More Races	3	3	1	33.3%	3	2	66.7%	33.3%
	White	7	6	5	83.3%	7	5	71.4%	-11.9%
	American Indian	0	0	0	0.0%	0	0	0.0%	0.0%
	Hawaiian/Pacific Islander	0	0	0	0.0%	0	0	0.0%	0.0%
Special Services	Students with Disabilities	4	3	2	66.7%	4	2	50.0%	-16.7%
	Non-Student with Disabilities	14	12	6	50.0%	14	8	57.1%	7.1%
	English Learner	1	1	0	0.0%	1	0	0.0%	0.0%
	Non-English Learner	17	14	8	57.1%	17	10	58.8%	1.7%
	Free/Reduced Meals	7	7	3	42.9%	7	8	114.3%	71.4%
	Non-Free/Reduced Meals	11	8	5	62.5%	11	2	18.2%	-44.3%
Gender	Male	12	10	5	50.0%	12	5	41.7%	-8.3%
	Female	6	5	3	60.0%	6	5	83.3%	23.3%
TOTAL STUDENTS TUTORED, GRADES 9-12		18	15	8	53.3%	18	10	55.6%	2.2%



The Board of Education of Harford County Public does not discriminate on the basis of age, ancestry/national origin, color, disability, pregnancy, gender identity/expression, marital status, race, religion, sex or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with the requirements of Title IX of the Education Amendments of 1972 (20 U.S.C. §1681, et seq.), Harford County Public Schools does not discriminate on the basis of sex in any of its programs or activities or with regard to employment. Inquiries about the application of Title IX, and its implementing regulations to Harford County Public Schools may be referred to Renee McGlothlin, Harford County Public Schools Title IX Coordinator, by mail to 102 S. Hickory Avenue, Bel Air, Maryland 21014, or by telephone to 410-809-6087 or by email to Renee.McGlothlin@hcps.org or the Assistant Secretary for the Office of Civil Rights in the United States Department of Education by mail to 400 Maryland Avenue, SW, Washington, DC 20202 or by telephone 1-800-421-3481, or both.