

2018

Charles County Public Schools
Master Plan Annual Update
Part I



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Responses to Clarifying Questions
Last revision date – Nov. 16, 2018

Clarifying Questions	Location of Response
<p><u>ELA Grade 10</u> Data Table for ELA Grade 10 PARCC scores is not clear to review. Can you resubmit?</p>	40
<p><u>PARCC ELA 3-5 Data</u> What year is the data table provided from?</p>	25
<p><u>ELA 3-5</u> States that CCPS was unable to calculate growth for FARMs students due to inaccurate data from 2017? However there was PARCC data provided? What FARMs data count was provided to the State for 2017 and 2018?</p>	28
<p><u>PARCC ELA 6-8 Data</u> 2018 scores for African American students who scored level 1 were listed as 629% proficient and level 2 as 792% proficient? Is this accurate?</p>	31
<p><u>PARCC Math Data 3-5</u> What year is the bottom table from?</p>	50
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2018 Master Plan Annual Update

(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update

Due: November 16, 2018

Local Education Agency Submitting this Report: Charles County Public Schools

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

Kibery A. Hill

**Signature of Local Superintendent of Schools
or Chief Executive Officer**

11/16/2018

Date

Amy Hollstein

Signature of Local Point of Contact

11/16/18

Date

Local Planning Team Members

Use this page to identify the members of the school system's Bridge to Excellence planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Leigh Ann Anderson	Resource Teacher for K-8 Science
Tim Bodamer	Content Specialist for Fine and Performing Arts
Arin Bonner	Title I Coordinator
Ian Buter	Content Specialist for Science
Maureen Cassidy	Content Specialist for Elementary Mathematics
Sherri Fisher-Davis	Staff Accountant-Restricted Program
Kim Hairston	Director of Equity and Diversity
Ivy Hodges	Content Specialist for Health & Physical Education
Geoffrey Howard	Resource Teacher for Social Studies
Kim Hudler	Content Specialist for Elementary Reading
Amanda Hughes	Instructional Specialist for Special Education
Diane Jenkins	Instructional Specialist for High School English
Larry Johnson	Instructional Specialist for Special Education
Kathy Kiessling	Director of Student Services
Michele King	ESOL Teacher
Christina Miller	Coordinator of Formative Assessment
Karen Peters	Coordinator of Testing
Sharron Rouse	Title I Coordinator
Mary Lee Sadler	Content Specialist for Middle School Mathematics
Dawn Schaeffer	Coordinator of Staff Development
Kristin Shields	Director of Title I Programs
Scott Sisolak	Content Specialist for High School Mathematics
Autumn Sokoloski	Content Specialist for ELL
Ann Taylor	Content Specialist for Gifted and Differentiated Services
Joan Thorp	Budget Manager
John Tompkins	Content Specialist for Middle School Reading
Jack Tuttle	Content Specialist for Social Studies
Dedra Van Gelder	Instructional Specialist for Library Media
Joan Withers	Acting Director of Secondary Programs
Simone Young	STEM Coordinator
Vera Young	Content Specialist for High School English

I.A. Executive Summary

Introduction

The Charles County Public School (CCPS) master plan supports the system's mission to "provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life in an environment that is safe and conducive to learning."

Charles County Public Schools continues to focus on providing instruction that promotes achievement for all students with an emphasis on eliminating achievement gaps. Using a "trainer of trainers" professional development model, principals, along with their administrative staff and Instructional Leadership Teams, receive bi-monthly training focused on engaging all students and providing the instructional rigor required by the Maryland College and Career Ready Standards (MCCRS).

Budget Narrative

System Priorities

- Provide a budget that reflects the basic needs of the system and avoids program or personnel reductions.
- Keep the focus on student achievement and maintain funding for the classroom.
- Address State mandated testing requirements.
- Maintain core programs and progress.
- Provide base funding for salary increases.
- Maintain employment and avoid furloughs or layoffs.
- Utilize fund balance to address deferred maintenance.

Fiscal Outlook and Climate Changes

Enrollment in the county has markedly increased for two years in a row, after an extended period of declining enrollments. This will most likely lead to future increases in State funding. Free and reduced student population has been increasing that provides some financial relief in the form of an increase in State Compensatory Education funding. The system remains one step behind in employee salary scale progression, and our ability to fund two steps in any given year is problematic. Funding other post-retirement benefits (OPEB) in accordance with GASB 75 remains a concern, but a low budget priority. The tradeoff between funding OPEB or staff salaries in the future will be complicated and a part of union negotiations. The national teacher shortage has resulted in a very competitive market both in terms of salary and affordable housing, but this year's revamping of the teachers' pay scale should make Charles County more competitive in the region.

Additional funds will be needed to fund operating costs for the new Billingsley Elementary School, scheduled to open in the fall of 2019. An initiative to replace outdated mainframe software for the school system's accounting, human resources, and payroll systems is underway, and will be extremely expensive. While fund balance has been used to fund many maintenance projects, a major backlog of projects still exists.

Charles County Public Schools continues to do an excellent job managing and allocating resources. Careful forecasting and management of funds produced no budget deficits or over expenditures in any category. At Board direction, the fund balance will be used over time to support the general fund and capital maintenance projects. Moving forward, there needs to be a concerted effort by management to reduce the reliance on fund balance reserves to pay for recurring costs in the operating budget. The general expectation is that new enrollments along with a more robust economic recovery will bring additional funding for education in the future.

Goals Progress

PARCC ELA – Elementary School

The percentage of students who met or exceeded MCCRS rose from 42.1% to 42.3%. There are still gaps between All Students and some subgroups, including Special Education, where the gap is 32.9; LEP, where the gap is 27.2; FARMs, where the gap is 11.8; African American, where the gap is 6.7; and, Hispanic, where the gap is 7.7. The goal is to increase the number of students who met or reach proficiency, while reducing the gap among All Students and the identified subgroups. The Charles County Elementary School Reading program is based on the underlying philosophy that students must move from the most fundamental reading behaviors of identifying letters, sounds, and words to deep and meaningful interpretation of text through a systematic process of instruction aimed at meeting individual student needs and enhancing the experience of interacting with literature. In an effort to support classroom instruction with this goal in mind, Charles County Public Schools has a variety of programs and supports in place to enhance the teaching of reading to its students. Additionally, CCPS has initiated a rigorous program of professional development designed to meet the needs of teachers and improve their ability to address specific student needs. We will continue to infuse Core 6 strategies and Total Participation strategies into the curriculum. Support to the schools is also provided through monthly training with school-based Reading Resource Teachers, as well as on-going support of teachers. We provide a tiered model of intervention based on systemic screening processes.

PARCC ELA – Middle School

The percentage of students who met or exceeded MCCRS rose from 35.7% to 37.5%. Five student groups (Special Education, LEP, FARMs, Black or African American, and Hispanic/Latino or any race) performed at a lower achievement level than the All Students group. However, all of the previously mentioned subgroups increased the percentage of students who met or exceeded MCCRS at a greater rate compared to the All Students subgroup. The goals for Charles County Public Schools are to increase the percentage of students who met or exceed the MCCRS and eliminate the gap between the All Students group and all other student groups. To meet these challenges, teachers are provided on-going training about how and when to use specific strategies to help students access and interact with the content. Additional professional development to expand administrator and teacher knowledge of the MCCRS is embedded throughout the school year. Also, a Response to Intervention (Rtl) team developed a Rtl website for in-county use which includes information about the Rtl process, quality teaching practices for

reading instruction, Tier 1-3 curriculum supports, and Student Support Team information and documents. Reading Interventionists were hired to provide intensive literacy instruction for students with the greatest literacy needs. To improve English Learner (EL) English language proficiency, schools with increased enrollment of English Learners receive targeted professional development. In addition, there is inter-departmental collaboration between the English as a Second Language (ESOL) and Middle School Reading staff.

PARCC ELA – Grade 10

Based on the available data, the percentage of overall students who met or exceeded expectations in 2018 is 44.4%, which is an increase from 41.4% in 2017. The Hispanic or Latino student group increased from 36.5% to 37.1%, an increase of .6%. The Black or African-American student group increased from 30.4% to 35.9%, an increase of 5.5%. The English Learners (ELs) student group increased from 2.9% to 6.3%, an increase of 3.4%. The Special Education student group increased from 4.4% to 9.1%, an increase of 4.7%. The Free/Reduced Meals (FARMs) student group increased from 25.4% to 27%, an increase of 1.6%. Even though all of these student groups made increases, there is still a need to increase the overall percentage of students who met or exceeded the expectations on the PARCC Assessment for English Language Arts/Literacy for grade 10. The data continues to show a gap between the scores of All Students and the student groups mentioned above. The gap between All Students and Hispanic or Latino is 7.3%; the gap between All Students and Black or African-American is 8.5%; the gap between All Students and ELs is 38.1%; the gap between All Students and Special Education is 35.3%; and the gap between All Students and FARMs is 17.4%. In order to increase the percentage of students who met or exceed expectations for the PARCC Assessment, and close or eliminate the gaps between student groups, Charles County Public Schools has instituted ongoing quality professional development. This professional development will include collaborative training between general educators and special education staff about using Core 6 strategies to promote student engagement and higher level thinking, utilizing instructional strategies and formative assessments to increase English language proficiency, and using UDL principles to teach diverse learners.

PARCC Math – Elementary School

In 2018, 36.4% of All Students scored at the proficient level on the PARCC Mathematics Assessment. However, only 10.3% of Special Education students and 17.8% Limited English Proficient students scored at the proficient level on the PARCC Mathematics Assessment. Two other subgroups in need of attention are African American students and FARMs students. The data for both of those groups performing at or above the meets expectation level are 28% and 25.1% respectively, compared to 36.4% for All Students. A variety of strategies will be implemented in order to address these specific challenges, including targeted professional development for staff at elementary schools with EL populations. Other strategies include professional development for our elementary mathematics teachers that focus on content knowledge, mathematical best practices, differentiation and instructional strategies. In addition, on-going formative assessments in the elementary mathematics classroom will allow our teachers to diagnose gaps in learning on a daily basis and allow our underperforming students to overcome challenges

shown in our data. The continuation of *Dream Box*, an on-line supplemental instructional tool, will allow students to learn based on their individual needs and build conceptual understanding of mathematics as well as teachers to focus the needs of students. Special education teachers will receive professional development based on mathematical content throughout the school year to build their capacity and bridge the gap of understanding for their students.

PARCC Math – Middle School

A comparison of the 2017 and the 2018 PARCC data shows a growth of 0.2% growth in Level 4 and Level 5 performance for All Students. Significant gaps exist in the data for All Students and subgroup populations including African American, FARMs, Special Education, and EL subgroups. The system has established goals to improve overall performance on the PARCC assessment for all students and to narrow the gap between All Students and each of the subgroups listed above. The system has identified several challenges that need to be addressed. These challenges include a marked increase in the EL population within the system and the hiring and retention of quality teachers of mathematics. To address these challenges, the system will focus on three strategies: professional development related to content and pedagogy; introducing technology resources in the math classroom; and providing targeted support to middle schools that have a high EL enrollment. Funding sources in support of these strategies will come from Title II and Local funds.

PARCC – Algebra I

In 2018, 34.9% of all students scored 4 or above on the PARCC Algebra I assessment. However, only 5.0% of special education students and 1.7% of Limited English Proficient students scored 4 or above. A number of strategies will be implemented in 2018-2019 to increase the number of students scoring 4 or above and to reduce the gap between all students and these subgroups. Professional development for regular education teachers, special education teachers, and teachers of Limited English Proficient students is a priority. This professional development will focus on differentiation, co-teaching, the WIDA framework, best practices in the classroom and supporting new teachers. Strategies include offering a foundational algebra course taught in a block format, increased/improved use of new textbooks in Algebra I and continual updating of county level benchmark assessments designed to mirror the PARCC Algebra I assessment.

HSA – Government

The 2018 data for the HSA Government assessment for all subgroups, and the overall student population, indicate an increasing percentage of students passed the assessment over previous year's data. Nevertheless, the changes in scores for all students and subgroups have been sporadic, and additional grade levels have become accountable for the test over the last four years so that all students are now required to pass the test for graduation. Therefore, the challenges now include the need to implement valid intervention systems for students who have previously taken the exam, in addition to improving on-going efforts and programs that focus on original instruction in ninth grade Government course. The strategies planned for addressing these challenges will target the particular needs of African American, English Learner, and special education students

that are most in need of additional assistance based upon this data. Throughout the 2018-19 SY, these strategies include professional development that creates greater instructional collaboration among EL, special education, and regular education staff, better and increased access for all administrators and teachers to research-based intervention strategies and resources, a vertical articulation and alignment of instructional practices focused on the revised Government content standards and HSA skills and processes, and an on-going system of benchmark assessments that accurately identify learner needs and links them to the instructional practices necessary to address them properly.

Special Education

The goal of special education is to provide CCPS students with disabilities specialized instruction in the least restrictive environment in order to maximize their access to and progression in the general education curriculum. The Office of Instruction and the special education department are committed to achieving this goal. Implicit in this goal is the expectation that students with disabilities will demonstrate proficiency on grade level content standards as outlined in the Maryland College and Career Ready Standards (MCCRS). Access to the general education curriculum, targeted staff development opportunities, and collaboration between general and special education teachers, specialists, and administrators are critical components in achieving this goal.

To address the gap in achievement between students with disabilities and all students and to ensure students with disabilities have access to the MCCRS, special education teachers are required to develop goals and objectives that are related to student grade level content standards. The special education department continues to work closely with school-based teams to assist them in developing these goals through extensive training and monitoring. Additionally, CCPS is dedicated to implementing a Response to Intervention model, which requires close collaboration between general and special education teachers. This is especially important when identifying “root causes” of the gap between the lowest performing student subgroup and the highest performing student subgroup when determining the appropriate intervention and/or evidence-based strategies that will narrow that gap. These targeted interventions/strategies facilitate effective remediation of skill deficits, resulting in greater access to the general education curriculum. On-going progress monitoring is used to assist teams in being prescriptive and focused when determining appropriate Universal Design for Learning (UDL) and differentiation strategies for struggling students and also in determining whether that differentiation has resulted in an increase in student performance.

Within the Office of Instruction, collaboration among all professionals is an essential component. Representatives from special education are part of all planning and implementation of CCPS instructional initiatives. General and special education specialists collaborate in planning for discretionary grants applications to ensure that instructional initiatives are comprehensive for all targeted populations.

Additionally, special education central office staff works collaboratively with the content specialists in creating lesson plan exemplars for general and special education teachers.

These exemplars include differentiation, co-teaching, and UDL strategies, as well as resources for general and special education teachers to assist them in meeting the needs of all learners. Special education building-level case managers attend grade level and/or content department meetings at the elementary, middle, and high schools throughout the school year to ensure collaboration between general and special education teachers. This collaboration is essential when determining best practices for students with disabilities.

Professional development opportunities are also collaborative to ensure that sessions are reflective of the CCPS Master Plan goals and objectives. Special education teachers are required to attend all content specific training sessions with their general education counterparts in order to ensure consistent implementation of the MCCRS in all settings.

Evening staff development opportunities for general and special education teachers are offered during the year and are collaboratively planned with special education instructional specialists to include best practices and research-based instructional strategies for students with disabilities. Additionally, special education paraprofessionals receive staff development in the areas of roles and responsibilities and working effectively with students with disabilities.

For the 2018 – 2019 school year, the special education department will continue providing professional development opportunities for special education teachers in their first and second years. These sessions will focus on writing effective Individual Education Plans, lesson planning and co-teaching, data collection, classroom organization, identifying and using resources at the building and central office levels, selection and implementation of appropriate interventions, and effective teaching practices.

Limited English Proficient (LEPs)/English Learners (ELs)

Based on an informal analysis of ACCESS for ELLS 2.0, CCPS has made improvements in the English Language Proficiency Indicator. In SY 2016-2017, CCPS achieved a 9.3% exit rate for ELs. In SY 2017-2018, 10.4% of ELs exited the ESOL program, for a 1.1% increase in exit rate. The Academic Achievement Indicator cannot be officially addressed, as MSDE data is not available as of September 17, 2018. However, the percentage of ELs achieving a 4 or higher on ELA and Math assessments increased at all levels.

Strategies

CCPS continues to experience a rising population of ELs. From SY 16-17 to SY 17-18, the LEP subgroup grew by 22%. The growth of ELs in CCPS includes a large percentage of students who are new arrivals to the United States from other countries, arriving with limited English proficiency, limited or no literacy in their native language, and interrupted or limited formal education. CCPS has addressed these challenges with the following strategies and programs:

Multiple professional development series have been created and offered to all schools to address newcomer ELs, language modifications, and the language acquisition process with a goal of building capacity in all CCPS staff. These professional development

sessions are available for administrators, classroom teachers, leadership, and support personnel and are supported by unrestricted, local funds. In addition to school-based professional development, the ESOL program continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL, which is supported through restricted Title III funds.

The ESOL program developed Newcomers Kits (restricted Title III funds) and Teams Kits (restricted Striving Readers funds) for each school to support content teachers in the process of making content accessible. These kits are filled with instructional resources and manipulatives.

All ELs at the elementary level and newcomer ELs at the middle and high school levels will be supported with daily interventions in the form of an online language and literacy program, Imagine Learning. The elementary portion of this program is supported by restricted Striving Readers funds and middle and high portion are supported by restricted Title III funds.

ELs need academic support at home as well as at school, but not all EL parents have formal education. Through restricted, Title III funds, the ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic and literacy skills for EL parents.

The ESOL program has begun to develop ESOL modifications to the Integrated Literacy curriculum for grades 3-5. This is supported through unrestricted, local funds. The goal is to provide modified materials for teachers of ELs to use during direct literacy instruction.

I.B. Finance Section

Introduction

Located in Southern Maryland, Charles County is considered part of the Washington, D.C. metropolitan area. Charles County Public Schools (CCPS) is the ninth largest public school system in Maryland with a fiscal year 2019 operating budget of \$369.6 million. The school system is comprised of 36 schools and 4 educational centers and serves more than 26,400 students.

21 Elementary Schools

8 Middle Schools

7 High Schools

4 Centers:

F.B. Gwynn Educational Center

Robert D. Stethem Educational Center

Nanjemoy Creek Environmental Center

Adult Education Program at Lifelong Learning Center

Mission Statement

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

Governance and Fiscal Policy

Charles County Public Schools is governed by a local school board, consisting of seven elected members and a non-voting student member. The vast majority of CCPS funding is provided by the Charles County government and the State. In addition, the Maryland State Department of Education (MSDE) exercises considerable oversight through the establishment and monitoring of various financial and academic policies and regulations, in accordance with certain provisions of the Annotated Code of Maryland. MSDE also works with CCPS to comply with the requirements and mandates of the federal Every Student Succeeds Act (ESSA) of 2015. Oversight by the Charles County government is limited, although the CCPS annual operational and capital budgets require County approval.

Budgets are balanced for all funds. Total anticipated revenues should equal or exceed total estimated expenditures. In the event that a fund's projected expenditures in the current year will exceed anticipated revenues, such deficit will be eliminated by either additional revenues or reduced expenditures. Should anticipated revenues be insufficient to fund anticipated essential expenditures, then a portion of the unreserved fund balance from previous years will be used to fund the shortfall. In the event there is insufficient unreserved fund balance from previous years to fund anticipated expenditures, then such expenditures will be reduced to equal anticipated revenues.

System Priorities

- Provide a budget that reflects the basic needs of the system and avoids program or personnel reductions.
- Keep the focus on student achievement and maintain funding for the classroom.
- Address State mandated testing requirements.
- Maintain core programs and progress.
- Provide base funding for salary increases.
- Maintain employment and avoid furloughs or layoffs.
- Utilize fund balance to address deferred maintenance.

Fiscal Outlook and Climate Changes

Enrollment in the county has slightly increased after a four-year period of declining enrollments and will most likely lead to future increases in State funding. Free and reduced student population has been increasing that provides some financial relief in the form of an increase in State Compensatory Education funding. The system remains two steps behind in employee salary scale progression, and our ability to fund three steps in any given year is extremely problematic. Funding other post-retirement benefits (OPEB) in accordance with GASB 75 remains a concern, but a low budget priority. The tradeoff between funding OPEB or staff salaries in the future will be complicated and a part of union negotiations. Healthcare costs are expected to increase due to the Affordable Care Act. The national teacher shortage has resulted in a very competitive market both in terms of salary and affordable housing.

Additional funds will be needed to fund operating costs for the new Billingsley Elementary School, scheduled to open in the Fall of 2019. Future initiatives to replace older mainframe software for student information, human resources, and payroll systems will be extremely expensive. While fund balance has been used to fund many maintenance projects, a major backlog of projects still exists.

Charles County Public Schools continues to do an excellent job managing and allocating resources. Careful forecasting and management of funds produced no budget deficits or over expenditures in any category. At Board direction, the fund balance will be used over time to support the general fund and capital maintenance projects. Moving forward, there needs to be a concerted effort by management to reduce the reliance on fund balance reserves to pay for recurring costs in the operating budget. The general expectation is that new enrollments along with a more robust economic recovery will bring additional funding for education in the future.

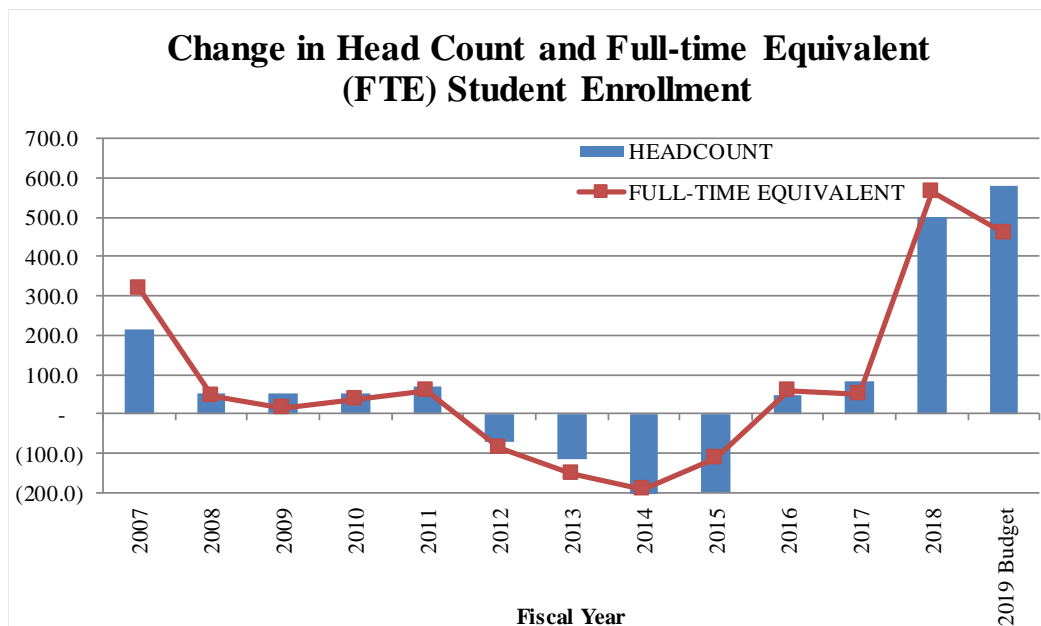
Enrollments

The change in student enrollment correlates with the need for additional teachers, support staff, transportation, supplies, textbooks, and other variable costs. This model assumes the maintenance of existing ratios for class size and teaching responsibilities. Student enrollment projections are based on historical data, birthrate change, and registration trends. Although building permits are not used in the student enrollment projections, building trends are considered in the growth rate adjustments at each school. Information provided by the Maryland Office of Planning and the Charles County Office of Planning

and Management is combined with historical student enrollment trends. The county ranks ninth in the state in full-time equivalent (FTE) student enrollment out of 24 counties. FTE student enrollment is projected to increase by 460 students from last year's 26,085 student enrollment (1.8 percent).

Full-time equivalent is a term used to reflect a student's time in school or class (e.g., a student who attends half day would be counted as a .5 full-time equivalent). Full-time equivalent student enrollment is used to determine the number of students eligible for state aid and generally excludes pre-kindergarten, evening high school, and part-time students.

Change in Head Count and Full-time Equivalent (FTE) Enrollment



	Headcount	FTE
Avg 2005 - 2009	223.4	282.0
Avg 2010 - 2014	(54.4)	(67.4)
Avg 2015 - 2019	203.0	204.3

FY 2018 Source of Funds

Revenues

County Funding

County funding requirements are subject to Maintenance of Effort (MOE) set forth in the Maryland Annotated Code Education Article 5-202. Full-time equivalent enrollments increased by 562.8 students from 25,521.3 the previous fiscal year, or 2.2 percent. The established MOE threshold is \$3.9 million. To fully fund the operating budget requirements, the county will provide an additional \$2.6 million above the MOE threshold level. Funding also includes a one-time allocation under COMAR 13A.02.05.03(2), for upgrades of the broadcast recording and television programming equipment. This is a non-recurring cost exclusion from the maintenance of effort calculations.

State Funding

State revenues are based on changes in enrollment, county wealth, and free and reduced meal (FARMs) enrollments. State revenues are based on final calculations from the Maryland State Department of Education (MSDE) dated June 8, 2018.

Charles County ranks ninth out of 24 counties for student enrollment and tenth out of 24 in county wealth. State revenue projection assumes a growth rate of 7 percent. According to the Office of Legislative Services (OLS), state revenues for non-public tuition reimbursement is projected to decrease by 8 percent.

Federal Revenues

The Impact Aid law (now Title VIII of the Elementary and Secondary Education Act (ESEA) of 1965 (ESEA) provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other federal properties and, to a lesser extent, concentrations of children who have parents in the uniformed services or employed on eligible federal properties who do not live on federal property. The budget reflects current revenue trends.

Local Revenues

The Board of Education of Charles County annually sets the tuition rates for out-of-county living arrangement students who are placed in the school system by a state agency, licensed child care agency, or court, as provided by Section 4-122 of the Education Article, Annotated Code of Maryland. The budget reflects current revenue trends.

Fund Balance Transfer

The use of fund balance relies on one-time funds for designated maintenance projects at schools, such as asphalt repair, carpet replacement, and school playgrounds.

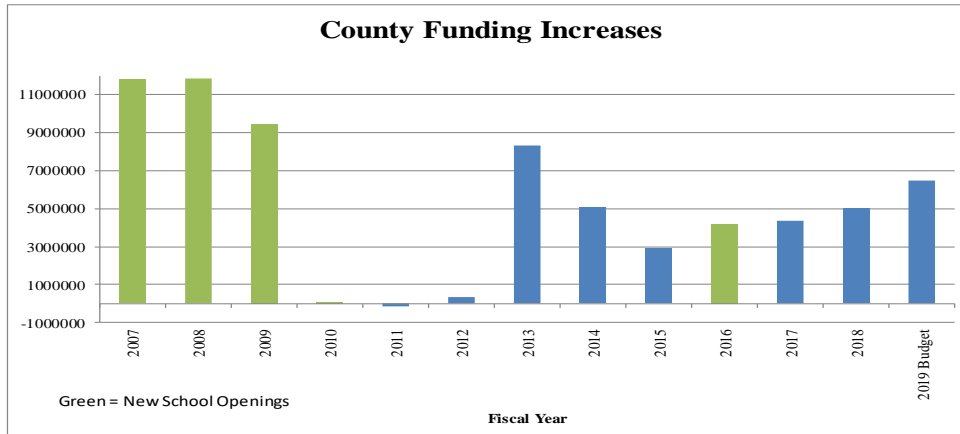
Food Service Meal Price Increase

The Healthy, Hunger-Free Kids Act of 2010 requires that the school system set meal prices equal to the Federal reimbursement rate for Free and Reduced Meals (FARMs). The school system has increased lunch prices for the past five years in order to comply

with the Healthy, Hunger-Free Kids Act of 2010. This act assures that Federal reimbursement rates do not subsidize paying students.

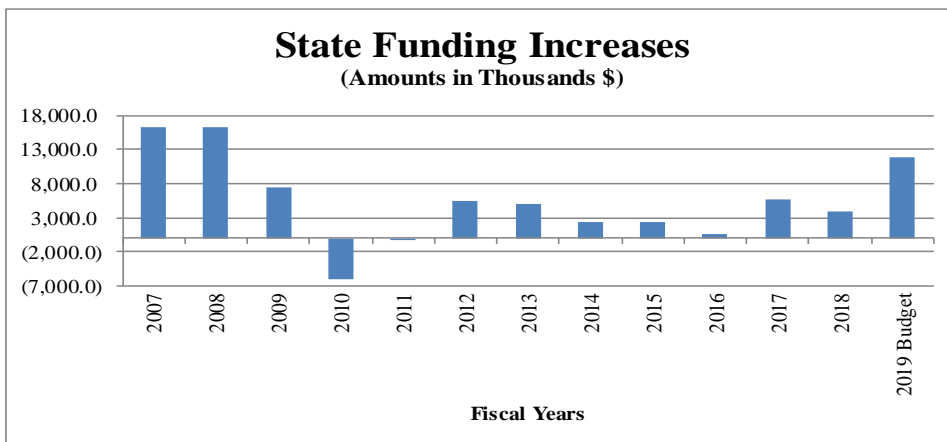
At this time, the school system has reached the mandated threshold and will not recommend price increases for FY 2019 until the new Federal reimbursement rate threshold is determined. Lunch prices for the 2018-2019 school year will remain the same at \$2.65 for elementary students and \$2.90 for secondary students.

Change in County Revenues



Increases \$	
Avg 2005 - 2009	10,138.6
Avg 2010 - 2014	2,738.9
Avg 2015 - 2019	4,589.3

Change in State Revenues (Amount in Thousands \$)

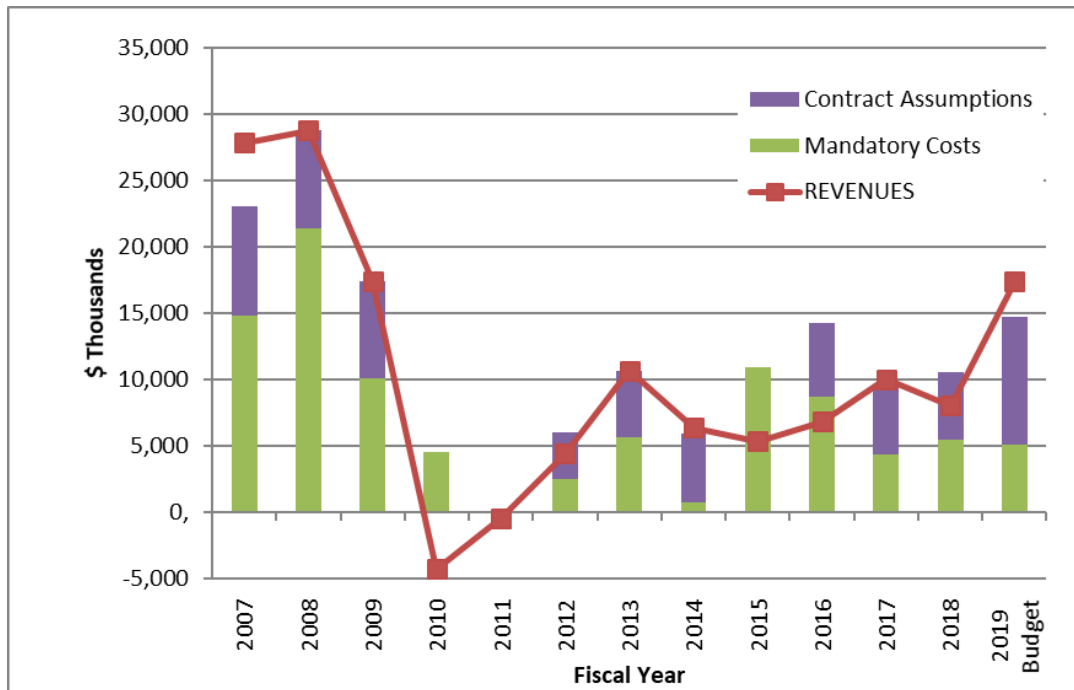


Increases \$	
Avg 2005 - 2009	13,004.3
Avg 2010 - 2014	1,355.2
Avg 2015 - 2019	4,930.6

Mandatory Costs

Charles County Public Schools (CCPS) considers mandatory costs (cost elements that are vital to the operations of the school system) an essential part of the budget development process. Mandatory costs include state mandates, contractual requirements, utilities, and insurance costs.

Funding Sources for Mandatory Costs (Amounts in Thousands \$)



Cost Increases

Health Care Costs

CCPS became self-insured in FY 2008. Annual health care cost increases are due to claims and additional enrollments. There are additional costs associated with the Affordable Care Act that have not been fully determined. Changes to benefits or employee contribution levels (75/25) must be negotiated with the collective bargaining units. The insurance committee meets on a regular basis to review and discuss health care costs.

Bus Contracts

Under Maryland Annotated Code § 7-804(b)(2)(i) CCPS may not operate a school vehicle for longer than 15 years. The school system's operational bus fleet consists of 366 buses: 358 contractual buses and eight buses owned by CCPS (four special education buses and four spare buses).

Through the FY 2019 budget, we will replace 25 buses that have reached the 15-year limitation. Funds would support per vehicle allotment (PVA) for replacement buses and three additional special education bus contracts to accommodate our special education student population. There is a need to reduce student travel times due to their program,

number of students on the route, and the location of their homes in relation to their placement at their regional programs and out-of-county non-public placements.

Due to contract modifications (including driver salaries), erosion of funding reserves due to replenishing the spare bus inventory and establishing reserves for potential increases in the retail price per gallon, funds would align with current expenditure trends. Over the past two years, the number of spare buses reaching the age of retirement has increased, resulting in the purchase of replacement buses. This has eroded reserve funds. Lastly, additional funds would replenish reserve funds to a maximum retail price of \$3.00 per gallon of gasoline.

Teachers' Pension (SB1301)

This budget is required by the Budget Reconciliation and Financing Act of 2012 (Senate Bill 1301/House Bill 1801). The teachers' pension cost was shared between county and the Board of Education between fiscal years 2013 through 2016. Starting in FY 2017, the incremental "normal cost" for teachers' pension is the burden of the Board of Education. "Normal cost" is a rate determined by the contributions that should have been paid for a period.

Non-Public Placement Tuition

For special education students placed in non-public day and residential programs, the counties are responsible for the local share of the basic cost of educating a child (\$26,003). The cost above the base amount is shared between the state and the local school boards on a 70 percent local/30 percent state basis. Expenditures for students placed in non-public institutions are reimbursed by the state on a proportional basis.

The ten-year annual expenditure growth rate is 2.5 percent. Expenditures associated with students placed in non-public institutions varies based on the student's needs and required care. In FY 2017, the average expenditure per student was \$58,194 (serving 63 students) compared to a budget of \$51,587 per student. The FY 2019 budgeted amount would provide per pupil funding at an estimated level of \$60,661 for an anticipated 61 students.

Maryland Association of Boards of Education (MABE) Insurance Premium Increase

Founded in 1957, the Maryland Association of Boards of Education is a private, non-profit organization dedicated to serving and supporting boards of education in Maryland. Members benefit in numerous ways from participating in the MABE Insurance Trusts, the Group Insurance Pool and the Workers' Compensation Fund. This budget reflects a 10 percent insurance premium increase for workers' compensation, liability, and property.

Nurses' Contract

Funding includes estimated contract increases of 3.2 percent for benefits and wages.

Collective Bargaining

Funds were budgeted to support the estimated cost for the teacher salary scale conversion, a cost-of-living adjustment (COLA) for administrative and other professional

Education Association of Charles County (EACC) scales, a 2.75 percent COLA for American Federation of State, County and Municipal Employees (AFSCME), along with grade increases for eligible employees. In addition, funds supported one additional STEP/Level increase for eligible employees who were due these increases for FY 2011.

Other Cost Increases

Teachers for Enrollment Growth

The budget supports anticipated student enrollment growth and reach a 25 to 1 ratio at all levels. Currently, the student to teacher ratio is 27 to 1 for 3rd grade to 12th grade and 25 to 1 for K to 2nd grade.

Capital Projects

Increases are planned to restore base budget reductions which were implemented in FY 2018 to balance the budget. Funding will be restored to support various maintenance projects at the schools.

ASPIRE Program

The ASPIRE Program is designed to provide a data driven, highly structured, safe and positive classroom environment for elementary students who demonstrate persistently maladaptive behavior that impedes their ability to access academic curriculum. Emphasis is placed on developing self-regulatory social and academic skills in a small group setting, with the goal of gradual re-integration into the original classroom setting with support. This is accomplished through behavioral assessment, the implementation of a class-wide behavior management/social skills program, individualized behavioral interventions, intensive case management, and collaboration/training with parent, teachers, and community service providers. Additional funding would support two teachers, two instructional assistants, and two psychologists.

English Learners and Special Education Instructional Assistants

The addition of 10 permanent instructional assistants for the 2018-19 school year will improve instructional and behavioral outcomes for students with disabilities in regional programs and inclusive settings. In addition, the English Learners (ELs) student population continues to grow; therefore, more support is needed especially at the high school level.

Psychologists

Our elementary schools, with the exception of Ryon and Parks, currently have a school psychologist assigned two days a week. During this time, they consult with administrators, teachers and parents, provide direct intervention to students, conduct psychological assessments, and attend all Student Support Team (SST), Individual Education Program (IEP), and section 504 meetings. It is critical to note that several of our elementary schools have student populations that exceed the size of several of our middle schools who have full-time school psychologists assigned. In light of the increasing student population and the instructional and mental health needs of our students, it is critically important to increase our psychological services staff to better meet the needs of our student population. Funding would support two psychologists.

Communications – Television Equipment

Funding includes a one-time allocation under COMAR 13A.02.05.03(2), a non-recurring cost exclusion from the maintenance of effort calculations, for upgrades of the broadcast recording and television programming equipment.

Budget Reductions

Budget Lapsed Salary Savings Target

Funds will be generated from employee turnover.

Restricted Funds

Restricted base budgets as shown in the approved budget document are based on anticipated notice of grant awards at June 30th. The restricted budget is updated as the notice of grant awards are received in the first three months of the new fiscal year. Therefore, the comparisons of FY 2019 to FY 2018 budgets are based on the FY 2019 updated approved budget compared to the actual final grant awards in FY 2018. This results in a more accurate representation of the final restricted budget.

The FY 2019 restricted budget increased by \$1.0 million over FY 2018. This increase is primarily attributable to the acquisition of The Striving Readers Grant, increases in IDEA, Judy Center, offset by a decrease in Title I Focus.

Food Service Fund

Funds would support a COLA. All eligible employees will receive a grade increase and salary adjustment. In addition, through attrition, as food service workers currently budgeted at .5 Full-Time Equivalents (FTE) leave, their replacements are being increased to .75 FTE. This change was approved in the FY 2018 budget. Expected Federal Revenues will cover this salary increase.

Current Year Variance Table

1.1A: Current Year Variance Table				
Local School System:		Charles County Public Schools		
Revenue Category				FY 19 Budget
Local Appropriation				182,148,600
Other Local Revenue				2,357,302
State Revenue				183,459,578
Federal Revenue	84.388: Title I - School Improvement			-
	84.010: Title I			3,673,732
	84.027: IDEA, Part B			5,327,882
Other Federal Funds				4,565,466
Other Resources /Transfers				16,814,359
Total				\$398,346,919
Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.				
Section B - Standards and Assessments				
Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.				
Expenditures:	Source		Amount	FTE
Standards and Assessments	84.010	80% SALARIES & WAGES, 14% SUPPLIES AND MATERIALS	1,354,989	17.00
Standards and Assessments	84.027	98% SALARIES & WAGES	2,482,527	36.00
Standards and Assessments	RESTRICTED	51% SUPPLIES AND MATERIALS, 42% SALARIES & WAGES	2,216,002	4.19
Standards and Assessments	UNRESTRICTED	72% SALARIES & WAGES, 10% CONTRACTED SERVICES	43,157,628	628.22
Section C - Data Systems to support instruction				
Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.				
Expenditures:	Source		Amount	FTE
Data Systems to Support Instruction	RESTRICTED		-	
Data Systems to Support Instruction	UNRESTRICTED	66% SALARIES & WAGES, 22% CONTRACTED SERVICES	4,553,640	43.00
Section D: Great Teachers and Leaders				
Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.				
Expenditures:	Source		Amount	FTE
Great Teachers and Leaders	84.010	89% SALARIES & WAGES	1,383,090	14.00
Great Teachers and Leaders	84.027	96% SALARIES & WAGES	1,470,272	21.43
Great Teachers and Leaders	RESTRICTED	67% SALARIES & WAGES, 14% CONTRACTED SERVICES	1,013,222	3.80
Great Teachers and Leaders	UNRESTRICTED	99% SALARIES & WAGES	160,626,681	2,399.70
Section E: Turning Around the Lowest Achieving Schools				
Reform Area 4: Turning around our lowest-achieving schools				
Expenditures:	Source		Amount	FTE
Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.				
Expenditures:	Source		Amount	FTE
Mandatory Costs	84.010	82% FIXED CHARGES	935,653	-
Mandatory Costs	84.027	91% FIXED CHARGES	1,375,083	-
Mandatory Costs	RESTRICTED	30% SALARIES & WAGES, 33% FIXED CHARGES	2,159,023	9.51
Mandatory Costs	UNRESTRICTED	46% FIXED CHARGES, 23% CONTRACTED SERVICES, 17% SALARIES & WAGES	170,467,250	545.00
Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.				
Expenditures:	Source		Amount	FTE
Other	RESTRICTED	87% SALARIES & WAGES, 33% FIXED CHARGES	745,925	1.80
Other	UNRESTRICTED	61% SALARIES & WAGES, 33% FIXED CHARGES	4,405,935	17.00
Total			398,346,919	3,740.65
Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.				

Prior Year Variance Table

Revenues

Local Appropriation

Actual local county appropriation reflects County funding requirement for Maintenance of Effort (MOE) set forth in the Maryland Annotated Code Education Article 5-202 including mandates by the State of Maryland for Teachers' pension. Included is one-time funding for television equipment upgrades for broadcasts. Added mid-year was \$25,060 for instructional materials.

State

State revenues were more than anticipated budget amounts by \$55,287. In the General Fund the actual revenues were below the budgeted amount due to decreased revenues for non-public special education students, offset partially by the amount received for out of county students, netting to about \$240,000 less overall. The restricted offset was attributed to excess revenues in QZAB.

Federal Revenue - Title I

Title I actual revenues were more than the original budget by \$204,148. This is partially due to an increase in Title I Part A.

Federal Revenue - IDEA

IDEA actual revenues were more than the original budget by \$98,944 due to slight increases in the Passthrough grant. Additional revenues were received and will be used to support IDEA initiatives.

Other Federal Funds

Other Federal Funds actual revenues were less than original budget by \$147,213 due to decreased spending in Medical Assistance offset by increased spending in IDEA and Judy Center. There was a deficit of \$156,528 in Impact Aid revenues in the General Fund.

Other Local Revenue

Actual revenues were more than budget by \$881,836. The majority of the revenues are attributed to the Energy Rebate fund and Cell Tower fund.

Other Resource/Transfers

The \$4,095,100 is made up of the \$4,201,086 planned use of prior year fund balance which is partially offset by \$105,986 over budget in food service from Federal Food Service commodity revenues.

Prior Year Variance Table

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)						
Local School System: Charles County Public Schools						
			FY 2018 Original Budget	FY 2018 Final Budget		
Revenue			7/1/2017	6/30/2018	Change	% Change
Local Appropriation			175,484,000	175,509,060	25,060	0%
State Revenue			171,993,644	172,048,931	55,287	0%
Federal Revenue	84.010	84.010: Title I	4,000,522	4,204,670	204,148	5%
Federal Revenue	84.027	84.027: IDEA, Part B	5,055,933	5,154,877	98,944	2%
Other Federal Funds			3,129,956	2,982,743	(147,213)	-5%
Other Local Revenue			2,407,491	3,289,327	881,836	37%
Other Resources/Transfers			17,649,825	13,554,725	(4,095,100)	-23%
Total			379,721,371	376,744,332	(2,977,039)	-1%
Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.						
Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	84.010	76% SALARIES & WAGES, 16% SUPPLIES AND MATERIALS	1,426,147	1,570,480	20.0	17
Standards and Assessments	84.027	98% SALARIES & WAGES	2,515,423	2,213,357	35.0	36
Standards and Assessments	Restricted	71% SALARIES & WAGES, 16% SUPPLIES AND MATERIALS	1,276,677	1,145,455	5.4	4.19
Standards and Assessments	Unrestricted	71% SALARIES & WAGES, 11% CONTRACTED SERVICES	41,275,099	41,817,285	600.2	603.61
Data Systems to Support Instruction	Unrestricted	63% SALARIES & WAGES, HOURLY PAY, 23% CONTRACTED SERVICES	4,268,147	4,763,478	41.0	38
Great Teachers and Leaders	84.010	83% SALARIES & WAGES, 9% CONTRACTED SERVICES	1,578,325	1,649,207	14.0	17.5
Great Teachers and Leaders	84.027	96% SALARIES & WAGES	1,100,917	1,525,902	19.1	19.3
Great Teachers and Leaders	Restricted	72% SALARIES & WAGES, 15% OTHER CHARGES	862,373	1,030,372	3.7	3.65
Great Teachers and Leaders	Unrestricted	99% SALARY & WAGES	153,584,658	149,748,358	2,330.2	2295.87
Mandatory Cost of Doing Business	84.010	77% FIXED CHARGES, 13% TRANSFERS	986,051	969,707	-	
Mandatory Cost of Doing Business	84.027	87% FIXED CHARGES, 13% TRANSFERS	1,439,593	1,415,618	-	
Mandatory Cost of Doing Business	Restricted	26% CONTRACTED SERVICES, 26% FIXED CHARGES, 23% SALARIES & WAGES	2,291,105	3,060,219	10.2	10.19
Mandatory Cost of Doing Business	Unrestricted	46% FIXED CHARGES, 23% CONTRACTED SERVICES, 17% SALARIES & WAGES	162,156,495	162,148,411	539.5	519.09
Other:	84.010	100% HOURLY PAY	10,000	15,276	-	
Other:	Restricted	92% HOURLY PAY	568,821	821,032	1.8	1.8
Other:	Unrestricted	59% SALARIES & WAGES, 27% CONTRACTED SERVICES	4,381,540	4,438,633	16.0	16
FY2018 Fund Balance-Unrestricted				(1,588,456)		
Total			379,721,371	376,744,333	3,636.07	3,582.20

FY2018 General Fund Budget Reallocations

The school system amended the General Fund original budget to support the FY 2018 budget changes listed below. The funding sources for the expenditure increases shown below were from budget savings related to lapsed salaries and other instructional costs expenditure categories as well as decreases in student health services, utilities and student personnel services.

1. The County provided additional revenues to cover Darkness into Light books
2. Instruction Supplies and Materials: evidence-based Kindergarten to 12th grade Reading Program enhancements, 8th Grade Techbook Initiative, Investigations Program for Kindergarten and Grade 1, and additional curricular resources.
3. Student Transportation: this budget was increased to support actual expenditure trends for contractual obligations and changes to the contract elements.
4. Operation of Plant: to support the replacement of laptops and computers in computer labs currently over five years of age, including equipment supplies. In addition, funding was allocated to a rainwater harvesting system.
5. Capital Outlay: to support various maintenance projects including security enhancement renovations at Arthur Middleton Elementary School, asphalt paving at Henry E. Lackey High School, air conditioning unit replacement at Malcolm and Wade Elementary Schools.

FY 2018 Food Service Fund Reallocation

There was a budget increase to both the revenue and expenditure sides to cover increases in Federal Commodity revenues and the related materials and supplies budget.

Expenditures

General Fund

Included in the budget for 2018 was an appropriation for the use of fund balance of \$4.2 million, of which \$1.6 million was actually used. Total expenditure savings of \$5.2 million from unfilled positions/turnover, fixed charges, and utilities throughout the school system were reprogrammed to computer replacements, instructional enhancements, transportation, and maintenance efforts.

Food Service

Expenditure savings of \$49,667 in Food Services were attributable to lapsed salary savings from unfilled positions, including employee benefits and the cost of goods sold for meals served.

84.010 – Title I

A \$204,147 unfavorable budget variance reflects excess spending in supplies and materials.

84.027 – IDEA, Part B

An unfavorable budget variance of \$98,944 was attributable to increased spending in teacher salaries and fringe benefits.

Restricted

Restricted expenditures exceeded budget levels amounts by \$1.0 million. This is due to spending from the Cell Phone Tower and QZAB funds.

Column Labels								
Row Labels	18					19		
	Budget FTE	Original Budget	Actual FTE	Actuals	Budget Variance	Budget FTE	Original Budget	
GENERAL FUND	3,394.20	352,217,200	3,356.58	349,411,111	2,806,089	3,500.17	369,597,861	
FOOD SERVICE	132.75	13,448,739	115.99	13,505,055	-56,316	132.75	13,613,273	
RESTRICTED								
84.010	68.00	4,000,522	34.50	4,204,670	-204,147	31.00	3,673,732	
84.027	108.20	5,055,933	55.30	5,154,877	-98,944	57.43	5,327,882	
84.395				0	0	0.00	0	
RESTRICTED								
0				0	0	0.00	0	
Federal	12.92	2,324,956	6.46	2,170,167	154,789	5.36	3,595,466	
Local	5.57	732,652	2.19	1,444,079	-711,427	2.19	677,163	
State	22.36	1,941,369	11.18	2,442,831	-501,462	11.75	1,861,542	
RESTRICTED Total	40.85	4,998,977	19.83	6,057,077	-1,058,100	19.30	6,134,171	
RESTRICTED Total	217.05	14,055,432	109.63	15,416,623	-1,361,191	107.73	15,135,785	
Grand Total	3,744.00	379,721,371	3,582.20	378,332,790	1,388,582	3,740.65	398,346,919	

*Note: actual expenditures exclude fund balance transfer.

Reform Areas

Section B - Standards and Assessments

This reform area exceeded planned amounts by \$253,230 primarily due to \$542,186 in General Funds offset by salary savings in IDEA. Charles County Public Schools (CCPS) was able to use salary savings to reprogram the budget to purchases of equipment, program materials and other technical supplies to bolster the goal of adopting standards and assessments that prepare students to succeed in college and the workplace.

Section C - Data Systems to support instruction

This reform area exceeded planned amounts by \$495,331 in General Funds due to expenditures related to the upgrade of Web Content filters and logging servers in order to comply with network security requirements from federal and state agencies. This additional funding will help build a data system that measures student growth and success, and assist teacher and principals with improvements in instruction.

Section D: Great Teachers and Leaders

Savings of \$3.1 million in this reform area of planned amounts are primarily due to \$3.8 million in savings in General Funds due to lapsed salary savings offset by a \$663,866 overage primarily in restricted fund salaries. Despite the overall salary savings, CCPS was able to maintain recruitment and development of effective teachers. CCPS continues to work on retention of teachers with new leadership in Human Resources in FY 2018.

Mandatory Cost of Doing Business

This reform area exceeded planned amounts by \$720,712 primarily due to restricted fund spending in contracted services and equipment. Spending in this area supported

capital improvements over the normal course of doing business to maintain and equip school buildings.

Other

Actual amounts exceeded planned amounts by \$314,579 primarily due to restricted fund spending in salary and supplies. These programs support community service and Adult Education initiatives set forth by the Board of Education.

Reform Area Supplemental Schedule

Row Labels	Column Labels						19	
	Budget FTE	Actual FTE	Original Budget	Actuals	Budget Variance	Budget FTE	Original Budget	
1 - Standards and Assessments								
GENERAL FUND								
UNRESTRICTED	600.22	603.61	41,275,099	41,817,285	-542,186	628.22	43,157,628	
RESTRICTED								
84.010	40.00	17.00	1,426,147	1,570,480	-144,333	17.00	1,354,989	
84.027	70.00	36.00	2,515,423	2,213,357	302,067	36.00	2,482,527	
RESTRICTED	9.57	4.19	1,276,677	1,145,455	131,222	4.19	2,216,002	
1 - Standards and Assessments Total	719.79	660.80	46,493,347	46,746,576	-253,230	685.41	49,211,147	
2 - Data Systems to Support Instruction								
GENERAL FUND								
UNRESTRICTED	41.00	38.00	4,268,147	4,763,478	-495,331	43.00	4,553,640	
RESTRICTED								
RESTRICTED	0.00	0.00	0	0	0	0.00	0	
2 - Data Systems to Support Instruction Total	41.00	38.00	4,268,147	4,763,478	-495,331	43.00	4,553,640	
3 - Great Teachers and Leaders								
GENERAL FUND								
UNRESTRICTED	2,330.23	2,295.87	153,584,658	149,748,358	3,836,300	2,399.70	160,626,681	
RESTRICTED								
84.010	28.00	17.50	1,578,325	1,649,207	-70,882	14.00	1,383,090	
84.027	38.20	19.30	1,100,917	1,525,902	-424,985	21.43	1,470,272	
84.395				0	0	0.00	0	
RESTRICTED	7.30	3.65	862,373	1,030,372	-167,999	3.80	1,013,222	
3 - Great Teachers and Leaders Total	2,403.73	2,336.32	157,126,273	153,953,838	3,172,434	2,438.93	164,493,264	
5 - Mandatory Costs								
GENERAL FUND								
UNRESTRICTED	406.75	403.10	148,707,756	148,643,357	64,399	412.25	156,853,977	
RESTRICTED								
84.010	0.00	0.00	986,051	969,707	16,344	0.00	935,653	
84.027	0.00	0.00	1,439,593	1,415,618	23,975	0.00	1,375,083	
RESTRICTED	20.38	10.19	2,291,105	3,060,219	-769,114	9.51	2,159,023	
FOOD SERVICE								
UNRESTRICTED	132.75	115.99	13,448,739	13,505,055	-56,316	132.75	13,613,273	
5 - Mandatory Costs Total	559.88	529.28	166,873,243	167,593,955	-720,712	554.51	174,937,008	
6 - Other								
GENERAL FUND								
UNRESTRICTED	16.00	16.00	4,381,540	4,438,633	-57,093	17.00	4,405,935	
RESTRICTED								
84.010	0.00	0.00	10,000	15,276	-5,276	0.00	0	
RESTRICTED	3.60	1.80	568,822	821,032	-252,210	1.80	745,925	
6 - Other Total	19.60	17.80	4,960,362	5,274,941	-314,579	18.80	5,151,860	
Grand Total	3,744.00	3,582.20	379,721,371	378,332,790	1,388,582	3,740.65	398,346,919	

*Note: actual expenditures exclude fund balance transfer.

Maryland's Goals, Objectives, and Strategies

PARCC English Language Arts Literacy Grade 3 – 8 and Grade 10

PARCC English Language Arts/Literacy for Grades 3 – 5

Data

Table: PARCC Assessment Performance Results – English Language

		Performance Level									
		Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
Subgroup	Tested Count	Count	%	Count	%	Count	%	Count	%	Count	%
All Students	6059	880	14.5	1051	17.3	1565	25.8	2202	36.3	361	6.0
American Indian or Alaska Native	17	3	17.6	1	5.9	4	23.5	7	41.2	2	11.8
Asian	178	6	3.4	9	5.1	36	20.2	89	50.0	38	21.3
Black or African American	3350	563	16.8	680	20.3	914	27.3	1087	32.4	106	3.2
Hispanic/Latino of any race	563	109	19.4	116	20.6	143	25.4	159	28.2	36	6.4
Native Hawaiian/Other Pacific Islander	15	0	0.0	1	6.7	4	26.7	8	53.3	2	13.3
White	1447	135	9.3	181	12.5	320	22.1	668	46.2	143	9.9
Two or more races	489	64	13.1	63	12.9	144	29.4	184	37.6	34	7.0
Special Education	615	317	51.5	163	26.5	77	12.5	50	8.1	8	1.3
Limited English Proficient	218	76	34.9	59	27.1	50	22.9	28	12.8	5	2.3
Free / Reduced Meals	2419	506	20.9	537	22.2	639	26.4	653	27.0	84	3.5
Title I	1670	342	20.5	339	20.3	415	24.9	503	30.1	71	4.3
ADA	131	24	18.3	20	15.3	37	28.2	47	35.9	3	2.3
Migrant	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - Exited	258	39	15.1	52	20.2	71	27.5	88	34.1	8	3.1
Reclassified Limited English Proficient	5	0	0.0	0	0.0	2	40.0	3	60.0	0	0.0
Female	2971	315	10.6	440	14.8	762	25.6	1231	41.4	223	7.5
Male	3088	565	18.3	611	19.8	803	26.0	971	31.4	138	4.5

Data Analysis

In 2018, students who scored a level 4 or 5 increased by .2% points, from 42.1% to 42.3%. There were significant achievement gaps between All Students and a number of subgroups. The most significant gaps include 32.9% for Special Education students, 27.2% for LEP students, 11.8% for FARMs students, and 6.7% for Black or African American students.

Goals and Objectives:

- Increase the percentage of students who met or exceed the MCCRS and decrease the number of students who did not meet expectations.
- Eliminate the gap between the All Students and all other student groups.

Special Education

The percentage of Special Education students who met or exceeded MCCRS increased from 8.8% to 9.4% for a change of +.6%.

Challenges

The primary challenge is the need for ongoing professional development for all teachers who work with special education students. Beyond the training on working with specific disabilities, teachers must also be proficient with effective practices for teaching the foundational skills of reading as well as promoting higher level thinking about text.

Strategies

Charles County Public Schools has a tiered approach to intervention in which students are provided Tier I interventions in the regular classroom when a need is identified. If more significant support is required, Tier 2 and Tier 3 interventions are provided within and beyond the classroom. A variety of research-based and evidence-based interventions are employed, based on student need.

Special education staff have worked with content specialists through a Response to Intervention Team to develop a plan to provide tiered support in the area of reading. This plan includes guidelines about using the *Words Their Way* program as a Tier 2 support. The following resources are available at the Tier 2 level of support: *Leveled Literacy Intervention*, *Foundations Early Intervention K-2*, and *Just Words* for grades 3-6. Tier 3 support is the *Wilson Language Program*, grades 2-6. Special education staff are working closely with the content specialists to train and oversee the implementation of these interventions.

Special education staff provide introductory training for phonics-based interventions over the summer as well as in October. In addition to the introductory training, all interventionists for phonics-based interventions receive ongoing professional development, funded through a federal grant from MSDE for *Foundations Early Intervention program*, the *Wilson Reading System*, *Wilson Just Words*, and the *Leveled Literacy Intervention*. These reading programs represent Tier 1, Tier 2, and Tier 3 supports for reading instruction and are being implemented by both general educators and special educators. The rationale is that teachers must teach these programs with fidelity in order to ensure student progress.

There is regular collaboration between the general and special education staff. At county-wide in-services, the general educators and special education teachers attend the same trainings for delivering data driven instruction. The rationale is that there needs to be consistency with delivery of instruction among general and special educators.

CCPS will also strategically promote gap reduction and growth through increasing the teacher-student relationship quality, the personalization of instruction, and meaningful learning in the classroom. New special educators will be provided continued evening professional development that will address the implementation of key instructional practices and the co-development/co-planning/co-implementation of high quality IEPs. These evening classes are also being funded through a Local Priority Flex grant from MSDE.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers' skills in case management, instruction, and implementation of the Response to Intervention model.

The special education department also sponsored a county-wide Student Support Team (SST) conference in August of 2018. The purpose of the conference was to ensure consistency in our Response to Intervention (RtI) model and to build the capacity of our SST teams to develop strategic individualized plans for students at the Tier 2 and Tier 3 levels.

English Language Arts/Literacy Grades 3-5 Assessment English Learners

The percentage of English Learner students who met or exceeded MCCRS increased from 8.3% to 15.1% for an increase of 6.3%. This is a difference of 27% compared to the 42.1% of All Students who met or exceeded the MCCRS.

Challenges

In SY 2017-2018 and SY 2018-2019, CCPS has continued to enroll increasing amounts of EL students at all levels. This growth includes a large number of students entering from outside the United States with limited English proficiency, limited literacy in their native language, and limited formal education. Many of the English Learners who do not enter from outside the United States have limited academic support at home.

Strategies

To address these challenges, the CCPS ESOL Program has implemented many program changes and updates. In order to support teachers, multiple professional development sessions have been created and offered to all schools to address newcomer ELs, language modifications, and the language acquisition process. These professional development sessions are available for administrators, classroom teachers, leadership, and support personnel. In addition to school-based professional development, the ESOL department continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL.

The ESOL program provided a Newcomers Kit and Teams Kits to each school to support content teachers in the process of making content accessible. These kits are filled with instructional resources and manipulatives. All ELs at the elementary level will also be supported with daily interventions in the form of an online language and literacy program, *Imagine Learning*.

ELs need academic support at home as well as at school, but not all EL parents have formal education. The ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic and literacy skills for EL parents.

The rationale for the program development, targeted professional development, and inter-departmental collaboration and training is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking, and Listening).

Other Subgroups performing at a lower achievement level than All Students

The percentage of Black or African American students who met or exceeded MCCRS rose from 34.2% to 35.6% for an improvement of 1.4%. This is a difference of 6.7% compared to the 42.3% of All Students who met or exceeded the MCCRS.

The percentage of Hispanic/Latino students who met or exceeded MCCRS declined from 36.9% to 34.6% for a decrease of 2.3%. This is a difference of 7.7% compared to the 42.1% of all students who met or exceeded the MCCRS.

The percentage of Native Hawaiian or Pacific Islander students who met or exceeded MCCRS increased from 54.6% to 66.6% for an increase of 12%. This is a difference of 24.3% compared to the 42.1% of All Students who met or exceeded the MCCRS. Please note there were only 11 students in this subgroup.

We are unable to calculate growth for FARMS students due to inaccurate data from 2017.

Challenges

One challenge that CCPS faces is the need for professional development for all teachers to increase their knowledge of the MCCRS standards and how to teach them effectively. Teachers need to understand the rigor of each standard and not just teach the surface level of that standard. There is a need for high quality professional development in the Leveled Literacy Intervention. CCPS needs to build teacher capacity with vocabulary strategies to help students decipher unknown words.

Strategies

CCPS will strategically promote gap reduction and growth through quality professional development to increase teacher capacity as well as strategic identification of student needs in order to address specific gaps or areas for growth. CCPS has also enhanced its core program, based on data and observation, to include three key components: a spelling/encoding program, a comprehensive writing program, and systematic vocabulary instruction. CCPS is also piloting the *Pearson ReadyGen* reading program in two schools for grades K-2. The school based reading resource teachers will attend through an extensive training from Ohio State University in the Art of Coaching. This will provide them with the tools they need to be an effective coach to help with the key components of the core program.

Professional development will focus on strategies that promote student engagement and higher level thinking and take a deeper look at the standards. In addition, teachers will be provided with training and resources to enhance their use of formative assessment during lessons. Teachers will be shown how to use formative assessment to drive instruction

during lessons and guide planning of future lessons. The rationale is that effective formative assessment will increase lesson effectiveness, address individual needs, and provide timely responsive action.

This is year three for the implementation of the *Words Their Way* program in response to needs identified through data. This program can be delivered at each student’s developmental level and takes students systematically through spelling and phonics concepts.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
September 2018	Digging in to the Standards	Classroom observation	General Fund
September 2018 – June 2019	Formative Assessment Training	Classroom observation, lesson plans, summative assessments	General Fund
October 2018	Leveled Literacy Training		SRCL grant
October 2018 & January 2019	The Art of Coaching		SRCL grant
June 2018	Modified curriculum for Intergraded literacy Block for grades 3-5 to support ELs with an ELP of 1 and 2	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	Local Funding
September 2018	Provide professional development for classroom teachers and ESOL teachers to support the online literacy intervention that will be used daily by EL of all levels.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	SRCL grant
November 2018 – December 2018	Sheltered Instruction Observation Protocol (SIOP): Instructional Strategies for ELs (CCPS CPD course offered annually)	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Title III
August 2018 – June 2019	Targeted professional development for ESOL staff / inter-departmental collaboration <ul style="list-style-type: none"> ▪ Project Based Learning ▪ Newcomer Modifications ▪ Running Records and ELs ▪ Language Acquisition ▪ ELs and SST 	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Local Funding
September 2018 – June 2019	Provided daily language interventions with Imagine Learning and Literacy, and online platform to increase growth in literacy.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	SRCL grant

October 2018 - June 2019	Provided modified materials of instruction in the form of Teams Kits, Library Connections Kits, and Literacy Libraries for the use of classroom and ESOL teachers.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	SRCL grant
June 2018 - June 2019	On-going Intervention Training (Wilson Reading System)	Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	Access, Equity, Progress Grant
September 2018 - December 2018	New Special Education Teacher PD	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative assessments, differentiated instructional strategies for students	Access, Equity, Progress Grant
August 2018 - November 2018	Student Support Team (SST) Conference/ Support	SST Referral Data, Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	Access, Equity, Progress Grant

PARCC English Language Arts/Literacy for Grades 6 – 8

Data

Table: PARCC Assessment Performance Results – English Language

Student Group	2018					
	# Tested	Level 1	Level 2	Level 3	Level 4	Level 5
		% Prof.	% Prof.	% Prof.	% Prof.	% Prof.
All Students	6072	14.6	19.3	28.6	29.8	7.7
American Indian or Alaska Native	26	19.2	7.7	34.6	34.6	3.8
Asian	180	3.3	8.9	17.8	48.9	21.1
Black or African American	3484	629.0	792.0	29.0	26.1	4.2
Hispanic/Latino of any race	460	14.8	19.6	32.8	24.8	8.0
Native Hawaiian or Other Pacific Islander	8	0.0	0.0	4.0	37.5	12.5
White	1469	9.5	13.7	27.2	36.3	13.4
Two or more races	445	9.2	16.4	29.7	34.4	10.3
Special Education	575	59.1	23.3	12.9	4.5	0.2
Limited English Proficient (LEP)	104	38.5	35.6	24.0	1.9	0.0
Free/Reduced Meals (FARMS)	2221	22.3	25.1	29.1	19.9	3.6

Student Group	2017					
	# Tested	Level 1	Level 2	Level 3	Level 4	Level 5
		% Prof.	% Prof.	% Prof.	% Prof.	% Prof.
All Students	5893	15.0	21.0	28.3	29.3	6.4
American Indian or Alaska Native	30	22.0	16.7	40.0	23.3	0.0
Asian	177	4.0	9.0	20.3	45.8	20.9
Black or African American	3328	18.6	24.2	29.7	24.0	3.5
Hispanic/Latino of any race	389	20.3	20.1	29.6	25.7	4.4
Native Hawaiian or Other Pacific Islander	3	0.0	0.0	33.3	33.3	33.3
White	1556	8.1	16.1	25.5	39.7	10.7
Two or more races	410	11.0	19.5	29.8	29.5	10.2
Special Education	614	61.4	25.7	9.8	2.9	0.2
Limited English Proficient (LEP)	82	61.0	24.4	13.4	1.2	0.0
Free/Reduced Meals (FARMS)	2133	2.7	27.5	27.1	18.7	1.3

Data Analysis

The percentage of students who met or exceeded MCCRS rose from 35.7% to 37.5%. Five student groups (Special Education, LEP, FARMS, Black or African American, and Hispanic/Latino or any race) performed at a lower achievement level than the All Student group. The percentage of Special Education students scoring a 4 or 5 increased from 3.1% to 4.7%. The percentage of English Learners scoring a 4 or 5 increased from 1.2% to 1.9%. The percentage of Free/Reduced Meals students scoring a 4 or 5 increased from 20.0% to 23.5%. The percentage of Black or African American students scoring a 4 or 5 increased from 27.5% to 30.3%. The percentage of Hispanic/Latino of any race student scoring a 4 or 5 increased from 30.1% to 32.8%. The percentage of American Indian or Alaska Native students scoring a 4 or 5 increased from 23.3% to 38.4%.

Goals/Objectives

- Increase the percentage of students who met or exceed the MCCRS and decrease the number of students who did not meet expectations.
- Eliminate the gap between the All Students group and all other student groups.

Special Education

The percentage of Special Education students who met or exceeded MCCRS increased from 3.1% in 2017 to 4.7% in 2018. This is a difference of 32.8% compared to the 32.6% of All Students who met or exceeded the MCCRS. The number of Special Education students who did not yet meet expectations decreased from 61.4% to 59.1%.

Challenges

In order to address the needs of our special education students, middle school Reading/English Language Arts teachers require recurrent training about differentiating and personalizing instruction, providing meaningful instruction to students throughout the block, and building effective collaboration between the Special Education and classroom teachers.

Strategies

Charles County Public Schools has a tiered approach to intervention in which students are provided Tier I interventions in the regular classroom when a need is identified. If more significant support is required, Tier 2 and Tier 3 interventions are provided within and beyond the classroom. A variety of research-based and evidence-based interventions are employed, based on student need.

Special education has worked with content specialists through a Response to Intervention Team to develop a plan to provide tiered support in the area of reading. The following resources are available at the Tier 2 level of support: *Leveled Literacy Intervention and Just Words*. Tier 3 support is the *Wilson Reading System*. Special education staff is working closely with the instruction staff to train and oversee the implementation of these interventions.

Special education staff provides introductory training for phonics-based interventions over the summer as well as in October. In addition to the introductory training, all interventionists for interventions receive ongoing professional development, funded through a federal grant from MSDE for the *Wilson Reading System*, *Wilson Just Words*, and the *Leveled Literacy Intervention*. These reading programs represent Tier 1, Tier 2, and Tier 3 supports for reading instruction and are being implemented by both general educators and special educators. The rationale is that teachers must teach these programs with fidelity in order to ensure student progress.

There is regular collaboration between the general and special education staff. At county-wide in-services, the general educators and special education teachers attend the same trainings for delivering data driven instruction. The rationale is that there needs to be consistency with delivery of instruction among general and special educators.

CCPS will also strategically promote gap reduction and growth through increasing the teacher-student relationship quality, the personalization of instruction, and meaningful learning in the classroom. New special educators will be provided continued evening professional development that will address the implementation of key instructional practices and the co-development/co-planning/co-implementation of high quality IEPs. These evening classes are also being funded through a Local Priority Flex grant from MSDE.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers' skills in case management, instruction, and implementation of the Response to Intervention model.

The special education department also sponsored a county-wide Student Support Team (SST) conference in August of 2018. The purpose of the conference was to ensure consistency in our Response to Intervention (RtI) model and to build the capacity of our SST teams to develop strategic individualized plans for students at the Tier 2 and Tier 3 levels.

For students in a self-contained setting, the special education department is implementing a new curriculum for the 2018 – 2019 SY. We will be utilizing the Language! Live curriculum, which is a structured literacy program. The majority of special education students access grade level curriculum with their grade level peers during Language Arts in an enrichment or grade level class. In that setting, special education students learn with their grade level peers and receive their needed supports to access the grade level curriculum within the classroom.

The Goalbook Pathways Program has been purchased through Federal Grant funds. This program will serve as a supplemental resource to our grade level curriculum. The online resource will provide strategies and resources that are organized by the Universal Design for Learning framework as well as the Common Core Standards.

The Language Arts curriculum has two distinct parts: Integrated Literacy Block (ILB) and Reading/Writing Workshop (RWW). The ILB integrates all the grade level standards throughout the school year. The RWW provides a concentrated focus on addressing Reading Standards 1 and 10 and Writing Standard 10. Each student receives reading and writing instruction according to his/her instructional needs. During RWW, students receive a minimum of 30 minutes per week of small group instruction with a teacher.

Some students receive more intensive reading instruction. Students who need increased levels of support through interventions or enrichment opportunities are identified by the classroom and the school-based Reading Resource Teacher. The majority of these interventions/enrichments are provided during the Reading/Writing Workshop. Identified students receive additional reading instruction by increasing the frequency the group meets, reducing the group's size, and/or changing the materials the students use while meeting with the teacher in a small group setting.

All teachers are provided additional training about differentiating and personalizing instruction. Teacher-student relationship quality and personalization of instruction are heavily addressed within the Reading and Writing Workshop (RWW). Teachers differentiate and personalize instruction through the use of small group instruction. Students are dynamically grouped according to need, and teachers plan differentiated lessons adjusting process, product, and/or content. Student learning increases when teachers become better with personalizing and differentiating students' reading instruction.

Because of the use of a variety of reading interventions, professional development is offered that addresses the range of programs teachers use to personalize instruction. The initiatives "Leveled Literacy Intervention," and "Wilson Reading System Introductory Training" focus on increasing teacher expertise for each type of personalized literacy instruction each student receives throughout the day.

CCPS is increasing meaningful learning for students throughout the day within the Language Arts block. By making instruction personally meaningful and relevant, student learning increases. "Individualized Unit Planning" provides models and time for teachers to create units specific to their students' interests and needs using the Understanding by Design method for unit planning. While the standards, expectations, and assessments are still the same for each student, the teachers are shown how to adjust lessons to make instruction more meaningful.

English Learners

The percentage of English Learners who met or exceeded MCCRS increased from 1.2% in 2017 to 1.9% in 2018. This is a difference of 35.6% compared to the 34.5% of All Students who met or exceeded the MCCRS. The number of Limited English Proficient students who did not yet meet proficiency decreased from 61.0% to 38.5%.

Challenges

CCPS is experiencing increased enrollment of English Learners across all grade levels. The growth includes a large number of students entering from outside the United States with limited English proficiency, limited literacy in the native language, and limited formal education. As a result, classroom teachers need professional development on learning and implementing best practices for teaching English Learners in a Language Arts classroom, as well as materials to support literacy instruction for English Learners.

Strategies

Middle schools with high or rapidly growing levels of English Learners have been provided with continuing professional development for administrators, classroom teachers, instructional leadership, and support personnel. The professional development increases educators' knowledge of English language development, language proficiency levels, EL assessment, and the corresponding instructional strategies with the rationale of improving EL performance.

To address these challenges, the CCPS ESOL Program has implemented many program changes and updates. In order to support teachers, multiple professional development workshops have been created and offered to all schools to address newcomer ELs, language modifications, and the language acquisition process. These professional development sessions are available for administrators, classroom teachers, leadership, and support personnel. In addition to school-based professional development, the ESOL department continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL.

The ESOL program provided a Newcomers Kit and Teams Kits to each school to support both the EOSL and content teachers in the process of making content accessible. These kits are filled with instructional resources and manipulatives that are appropriate for ELs. Newcomer ELs at the middle school level will also be supported with daily interventions in the form of an online language and literacy program, Imagine Learning.

ELs need academic support at home as well as at school, but not all EL parents have formal education. The ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic and literacy skills for EL parents.

The rationale for the program development, targeted professional development, and inter-departmental collaboration and training, is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking and Listening).

Other Subgroups performing at a lower achievement level than All Students

The percentage of Free/Reduced Meals students who met or exceeded MCCRS increased from 20.0% in 2017 to 23.5% in 2018 an increase of 3.5%. There is a gap of 14.0% compared to All Students who met or exceeded the MCCRS.

The percentage of Hispanic/Latino of any race students who met or exceeded MCCRS increased from 30.1% in 2017 to 32.8% in 2018, an increase of 2.7%. There is a gap of 4.7% compared to All Students who met or exceeded the MCCRS.

The percentage of Black or African-American students who met or exceeded MCCRS increased from 27.5% in 2017 to 30.3% in 2018, an increase of 2.8%. There is a gap of 7.2% compared to All Students who met or exceeded the MCCRS.

Challenges

The trajectory of students who met or exceeded MCCRS for the various subgroups needs to increase at a higher rate. In addition, the gaps between the various subgroups and All Students needs to continue narrowing. Some of these gaps can be attributed to students struggling with grade level demands of the literacy standards. Teachers need additional training about planning meaningful instruction throughout the block of instruction, increasing their understanding of the grade level standards, and using effective close reading strategies throughout all content areas.

Strategies

CCPS strategically promotes gap reduction through ongoing professional development (PD) to ensure teachers understand how and when to use specific strategies to help students access and interact with the content. Professional development for teachers will continue to address areas in multiple ways. Teachers need time and professional development to expand their knowledge about the demands of the grade level MCCRS. During the Language Arts in-services, teachers learn grade level expectations of the MCCRS by scoring student responses to narrative writing and developing instructional implications from student responses. Additional training so that teachers understand the Reading Standards will be provided. The English/Language Arts content specialist, with the help of the science and social studies content specialists, develops thirty-minute professional development sessions focusing on deeply understanding one of the Reading Standards. The content specialist delivers the lesson to the classroom teachers during regularly scheduled professional development sessions.

In order to make instruction personally meaningful and relevant, teachers have the flexibility to personalize their units to reflect the students they teach. Learning progressions were created to give additional guidance to meet the rigor of the MCCRS. They also communicate a unit's big ideas and how student learning progresses throughout the unit. The teacher is able to streamline instruction to ensure all lessons are purposeful for the unit and meet the grade level standards. Teachers are able to communicate to students the unit's success criteria and provide specific feedback about a student's progress to meet the criteria. Administration is able to use the learning progressions during observations and communications with language arts teachers to ensure instruction meets grade level rigor. In addition to the learning progressions, sample unit plans were created to provide teachers instructional pathways for students to meet the unit's big ideas and learning goals. Sample lesson seeds were developed as model lessons for teachers to use and emulate in the lesson planning and instruction.

Based on the Striving Readers Comprehensive Literacy Grant, CCPS has made some changes for SY 2018/2019 that should prove to improve the Striving Readers' scores on PARCC. Literacy and Supplemental Reading teachers are being trained to use the *Fountas & Pinnell Benchmark Assessment Systems* to collect student data. This data will help teachers determine students' independent and instructional reading levels, observe students' reading behaviors, and make informed decisions that connect assessment to instruction. Classroom teachers are receiving training in the *Fountas & Pinnell Leveled Literacy Intervention* and *Just Words* programs and will be using these two programs to address the students' needs in those classes. Reading Resource Teachers and the Content Specialist for Middle School Reading/Language Arts will attend the "Art of Coaching" training that will build their capacity to support teachers providing literacy instruction in the language arts program.

All middle schools received a Reading Interventionist to provide intensive literacy instruction to the school's most struggling students. Reading Interventionists will meet with student groups every day using the *Fountas & Pinnell Leveled Literacy Intervention* program. This model was piloted by one middle school last year with promising results,

and CCPS is looking to replicate and scale the effort to all middle schools. CCPS has also been able to hire a Leveled Literacy Intervention Resource teacher to support the middle and high school teachers who are using the *Fountas & Pinnell Leveled Literacy Intervention* program.

CCPS has purchased various novels and *Literature & Thought* materials to teach students to be critical thinkers through a unique questioning strategy supporting close reading of complex texts. The design of *Literature & Thought* provides the thematic literature needed to meet the challenges of state standards. During this upcoming school year, teachers will be trained as curriculum writers to begin developing a new curriculum using these materials.

Other initiatives include making sure that teachers understand how and when to utilize specific strategies to help students interact with the content. It is also important that the teachers model these strategies for the students. Four professional development sessions were offered to teachers in July based on the book *Write Like This* by Kelly Gallagher. These sessions stressed the importance of modeling for students to help them better understand the literacy demands of the 21st century. Three PD sessions were offered to teachers in July and August based on the book *Mini-Lesson for Literature Circles* by Harvey “Smokey” Daniels and Nancy Steineke. These sessions provided practice for logistical planning of small-group instruction as well as creating practical mini-lessons that support deeper reading through student collaboration.

In order to provide consistency and a reference, a Response to Intervention (Rtl) team has been developed at the central office level which includes special education and content specialists. The team developed a Rtl website for in-county use. This website includes information about the Rtl process, quality teaching practices for reading instruction, Tier 1-3 curriculum supports, as well as Student Support Team information and documents. Because of the use of a variety of reading interventions, professional development is offered addressing the range of programs teachers use to personalize instruction.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
July 2018	Reading Interventionist	PARCC, CCPS Reading Pre/Post Test scores, Fountas & Pinnell Benchmark Assessment	General Funds
July 2018	<i>Write Like This</i> PD Series	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
July 2018	Mini-Lesson for Book Clubs and Literature Circles	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
July 2018	CCPS led Leveled Literacy Intervention Training	PARCC, CCPS Reading Pre/Post Test scores, Fountas & Pinnell Benchmark Assessment	General Funds
July 2018 – April 2019	Reading / Writing Workshop curriculum adjustments and PD	PARCC, CCPS Reading Pre/Post Test scores, Fountas	General Funds

		& Pinnell Benchmark Assessment	
August 2018	Using Models to Teacher Expectations	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Managing the Workshop	PARCC, CCPS Reading Pre/Post Test scores, Fountas & Pinnell Benchmark Assessment	General Funds
July 2018 – June 2019	<i>Literature and Thought: Understanding MCCRS and Text Complexity</i>	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Sorting Word Groups	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Engagement	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Small Groups: Behaviors to Notice and Watch	PARCC, CCPS Reading Pre/Post Test scores, Fountas & Pinnell Benchmark Assessment	General Funds
August 2018 – October 2018	Shared Inquiry as a Close Reading Strategy	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Writing: Using Revision Assistant and Modeling Response to Feedback	PARCC, CCPS Reading Pre/Post Test Scores	General Funds
August 2018 – October 2018	Instruction for Gifted Students	PARCC, CCPS Reading Pre/Post Test scores	General Funds
August 2018 - November 2018	Student Support Team (SST) Conference/ Support	SST Referral Data, Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	Access, Equity, Progress (AEP) Grant from MSDE
October 2018	Leveled Literacy Training	F&P Benchmark Assessment	CCPS SRCL Grant
August 2018 – September 2018	Hired the LLI Resource Teacher	Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	CCPS SRCL Grant
September 2018 - October 2018	Language Live! Training	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	CCPS SRCL Grant
September 2018 - October 2018	Ordered LLI kits for reading intervention classes	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, teacher feedback	CCPS SRCL Grant
September 2018 - December 2018	New Special Education Teacher PD	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative assessments, differentiated	Access, Equity, Progress Grant

		instructional strategies for students	
October 2018 & January 2019	The Art of Coaching	PARCC, CCPS Reading Pre/Post Test scores, Fountas & Pinnell Benchmark Assessment	CCPS SRCL Grant
August 2018 - October 2018	Language Live! Training	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	CCPS SCRL Grant
August 2018 – June 2019	Provided Newcomer Kits to all schools, which provide immediate resources to classroom teachers and ELs when a Newcomer EL enrolls in a school.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS Title III
September 2018 – June 2019	Provided daily language interventions for Newcomer ELs with Imagine Learning and Literacy, and online platform to increase growth in literacy.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS SRCL Grant
October 2018 - June 2019	Provided modified materials of instruction in the form of Teams Kits, Library Connections Kits, and Literacy Libraries for the use of classroom and ESOL teachers.	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS SRCL Grant
October 2018	<i>Just Words</i> Training	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	Access, Equity, Progress Grant

PARCC English Language Arts/Literacy for Grade 10

Data

ENGLISH LANGUAGE ARTS / LITERACY
Grade 10 Assessment, Spring 2017

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partly Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Ohio State	173,815	741	37,815	21.8%	24,994	14.4%	33,438	19.2%	53,758	30.9%	23,805	13.7%	77,573	44.9%
State	87,871	747	18,754	21.3%	7,418	8.4%	16,229	18.5%	19,988	22.7%	10,082	11.5%	29,179	33.2%
District	2,088	738	443	21.2%	308	14.8%	442	21.2%	675	32.4%	188	9.1%	864	41.4%
Gender														
Female	882	749	144	16.3%	123	13.9%	200	22.7%	366	41.6%	121	13.7%	518	58.9%
Male	1,094	728	299	27.3%	313	28.6%	234	21.4%	389	35.5%	68	6.2%	548	50.0%
Ethnicity/Race														
Hispanic or Latino	157	731	39	24.8%	20	12.6%	26	16.5%	38	24.2%	12	7.6%	56	35.5%
American Indian or Alaska Native	12	745	1	8.3%	2	16.7%	4	33.3%	5	41.7%	0	0.0%	5	41.7%
Asian	73	770	0	0.0%	4	5.5%	9	12.3%	32	43.8%	27	37.0%	54	74.0%
Black or African American	1,212	728	523	43.1%	237	19.6%	284	23.4%	310	25.5%	52	4.3%	368	30.4%
Native Hawaiian or Other Pacific Islander	1	723	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	898	788	81	9.0%	54	6.0%	90	10.0%	290	32.2%	62	6.9%	342	38.1%
Two or more races	95	742	14	14.7%	18	18.9%	19	20.0%	34	35.8%	11	11.6%	45	47.4%
Not indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	1,428	745	230	16.1%	193	13.5%	310	21.7%	536	37.6%	157	11.0%	696	48.6%
Yes	861	721	223	25.9%	143	16.4%	127	14.8%	138	15.8%	32	3.7%	158	18.2%
Students with Disabilities														
SP - Yes	182	690	128	70.3%	23	12.6%	23	12.6%	8	4.4%	0	0.0%	8	4.4%
SP - No	1,804	742	315	17.5%	313	17.3%	430	23.8%	887	48.9%	196	10.9%	890	48.9%
SDA	72	730	19	26.4%	17	23.3%	11	15.3%	25	34.4%	3	4.2%	28	38.3%
Migrant														
No	2,088	738	443	21.2%	308	14.8%	442	21.2%	675	32.4%	188	9.1%	864	41.4%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

ENGLISH LANGUAGE ARTS / LITERACY
Grade 10 Assessment, 2017-2018

SPRING 2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partly Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ohio State	192,681	744	37,622	19.5%	26,694	13.8%	37,044	19.2%	56,254	29.2%	30,702	15.9%	126,140	65.5%	60,246	31.3%
State	84,862	746	12,629	14.9%	8,788	10.3%	11,858	14.0%	19,848	23.4%	11,349	13.4%	43,145	50.8%	21,295	25.1%
District	2,159	743	360	16.6%	308	14.2%	533	24.7%	706	32.7%	250	11.6%	1,421	65.9%	458	21.2%
Gender																
Female	1,023	753	157	15.4%	129	12.6%	243	23.8%	408	39.9%	359	35.2%	827	80.8%	586	57.1%
Male	1,136	733	203	17.9%	199	17.5%	290	25.5%	303	26.7%	91	8.0%	634	55.8%	304	26.7%
Ethnicity/Race																
Hispanic or Latino	159	733	43	27.0%	19	11.9%	38	23.9%	39	24.5%	20	12.8%	97	61.0%	59	37.1%
American Indian or Alaska Native	15	743	2	13.3%	2	13.3%	4	26.7%	7	46.7%	0	0.0%	11	73.3%	7	46.7%
Asian	88	772	2	2.3%	4	4.5%	13	14.8%	29	33.1%	20	22.7%	62	70.2%	49	55.7%
Black or African American	1,230	734	545	44.3%	221	18.0%	321	26.1%	363	29.5%	79	6.4%	763	61.9%	442	35.9%
Native Hawaiian or Other Pacific Islander	2	754	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2	100.0%	1	50.0%
White	548	759	53	9.7%	48	8.8%	114	20.8%	222	40.5%	111	20.3%	447	81.5%	333	60.8%
Two or more races	137	751	14	10.2%	14	10.2%	42	30.7%	47	34.3%	26	18.9%	108	78.5%	67	48.9%
Not indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	1,826	751	174	9.5%	179	9.8%	271	14.8%	668	36.6%	214	11.7%	1,053	57.7%	762	41.7%
Yes	333	724	186	25.5%	129	17.6%	162	22.1%	140	19.4%	36	4.9%	336	46.3%	178	24.1%
Students with Disabilities																
SP - Yes	208	699	113	54.3%	43	20.7%	33	15.8%	18	7.7%	3	1.4%	53	25.5%	19	9.1%
SP - No	1,681	747	247	14.7%	266	15.8%	600	35.7%	662	39.3%	247	14.6%	1,430	84.9%	930	64.9%
SDA	79	737	15	19.0%	15	19.0%	19	24.1%	22	27.8%	7	8.9%	46	58.5%	20	25.4%

Data Analysis

Based on the available data, the percentage of overall students who met or exceeded expectations in 2018 is 44.4%, which is an increase from 41.4% in 2017. The Hispanic or Latino student group increased from 36.5% to 37.1%, an increase of .6%. The Black or African-American student group increased from 30.4% to 35.9%, an increase of 5.5%. The English Learners (ELs) student group increased from 2.9% to 6.3%, an increase of 3.4%. The Special Education student group increased from 4.4% to 9.1%, an increase of 4.7%. The Free/Reduced Meals (FARMs) student group increased from 25.4% to 27%, an increase of 1.6%. Even though all of these student groups made increases, there is still a need to increase the overall percentage of students who met or exceeded the expectations on the PARCC Assessment for English Language Arts/Literacy for grade 10. The data continues to show a gap between the scores of All Students and the student groups mentioned above. The gap between All Students and Hispanic or Latino is 7.3%; the gap between All Students and Black or African-American is 8.5%; the gap between All Students and ELs is 38.1%; the gap between All Students and Special Education is 35.3%; and the gap between All Students and FARMs is 17.4%.

Based on this data, the priorities for the SY 2018/2019 include increasing the achievement of All Students, with an emphasis on the following student groups: Hispanic or Latino, Black or African-American, Special Education, ELs, and FARMs.

Goals/Objectives

- Continue to increase the percentage of students who met and exceed expectations on the PARCC Assessment for English Language Arts/Literacy for Grade 10.
- Eliminate the gap between the passing rate of All Students and the passing rates for Hispanic or Latino, Black or African-American, ELs, Special Education, and FARMs student groups.

Special Education

The Special Education students who met or exceeded expectations on the PARCC Assessment increased from 4.4% to 9.1%, an increase of 4.7%. The gap between All Students and Special Education students is still 35.3%.

Challenges

Based on this data, it is evident that even though the special education students are making slow progress, it is not enough. Some of the challenges for special education students include accessing and comprehending complex texts and writing well-developed essays. All students are expected to receive the same rigorous level of instruction so the challenge is to maintain the high educational standards necessary to address the Maryland College and Career Ready Standards while ensuring each student's unique instructional needs are being met.

The majority of special education students access the same grade level curriculum as the general education students with additional modifications specific to students' IEPs. These students are enrolled in either honors courses, A-level inclusion courses, or self-contained settings. All CCPS students receive instruction based on the Maryland College

and Career Ready Standards, which include Reading Literature, Reading Informational Text, Writing, Language, and Speaking & Listening. All students are given opportunities to analyze, evaluate, use higher-order critical thinking, problem-solving, and expand their academic vocabulary.

CCPS strategically promotes gap reduction and growth through quality and ongoing professional development to increase teacher capacity, the county-wide Response to Intervention (RtI) website for reading to increase consistency in intervention implementation across all schools, the use of research-based interventions targeting the five areas of reading, and the restructuring of resource staff in the special education department.

Strategies

Charles County Public Schools has a tiered approach to intervention in which students are provided Tier 1 interventions in the regular classroom when a need is identified. If more significant support is required, Tier 2 and Tier 3 interventions are provided within and beyond the classroom. A variety of research-based and evidence-based interventions are employed, based on student need.

Special education staff have worked with content specialists through a Response to Intervention Team to develop a plan to provide tiered support in the area of reading. The following resources are available at the Tier 2 level of support: *Leveled Literacy Intervention* and *Just Words*. Tier 3 support is the *Wilson Reading System*. Special Education staff is working closely with the content specialists to train and oversee the implementation of these interventions.

Special education provides introductory training for phonics-based interventions over the summer as well as in October. In addition to the introductory training, all interventionists for interventions receive ongoing professional development, funded through a federal grant from MSDE for the *Wilson Reading System*, *Wilson Just Words*, and the *Leveled Literacy Intervention*. These reading programs represent Tier 1, Tier 2, and Tier 3 supports for reading instruction and are being implemented by both general educators and special educators. The rationale is that teachers must teach these programs with fidelity in order to ensure student progress. In order for students to interact with complex texts, they have to be able to read and comprehend the texts, and the fidelity of these reading programs is essential to helping struggling students be able to access these texts. The reading interventions include word study, vocabulary acquisition, text dependent questions, and guided reading.

There is regular collaboration between the general and special education staff. At county-wide in-services, the general educators and Special Education teachers attend the same trainings for delivering data driven instruction. The rationale is that there needs to be consistency with delivery of instruction among general and special educators.

CCPS will also strategically promote gap reduction and growth through increasing the teacher-student relationship quality, the personalization of instruction, and meaningful

learning in the classroom. New special educators will be provided continued evening professional development that will address the implementation of key instructional practices and the co-development/co-planning/co-implementation of high quality IEPs. These evening classes are also being funded through a Local Priority Flex grant from MSDE.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers' skills in case management, instruction, and implementation of the Response to Intervention model.

The special education department also sponsored a county-wide Student Support Team (SST) conference in August of 2018. The purpose of the conference was to ensure consistency in our Response to Intervention (RtI) model and to build the capacity of our SST teams to develop strategic individualized plans for students at the Tier 2 and Tier 3 levels.

For students in a self-contained setting, the special education department is implementing a new curriculum for the 2018 – 2019 SY. We will be utilizing the Language! Live curriculum, which is a structured literacy program. The majority of special education students access grade level curriculum with their grade level peers during Language Arts in an enrichment or grade level class. In that setting, special education students learn with their grade level peers and receive their needed supports to access the grade level curriculum within the classroom.

The Goalbook Pathways Program has been purchased through Federal Grant funds. This program will serve as a supplemental resource to our grade level curriculum. The online resource will provide strategies and resources utilizing the Universal Design for Learning framework and is also aligned to the Maryland College and Career Ready Standards.

There is regular collaboration between the general and special education staff. For county-wide in-services, the general educators and special education teachers attend the same trainings designed around differentiating the Core Tier 1 curriculum to meet the needs of a diversity of learners. All professional development models the use of *Core 6* strategies, which promote participant engagement and higher-level thinking. In addition, all teachers are provided training and resources to enhance their use of formative assessment during lessons. Teachers are trained how to use the formative assessment to drive instruction during lessons and guide planning of future lessons. The rationale for this collaboration and professional development is to ensure that all teachers are prepared to engage students at every level to use higher-level thinking. It is important that all teachers understand the formative assessment process and are able to check their students' understanding and use that information to determine next steps, which may include re-teaching or using different strategies to attain understanding.

As part of the Supplemental Reading Course (students reading at least four grades below their grade level), CCPS has implemented research-based interventions in response to needs identified through data. The *Leveled Literacy Intervention (LLI)* and *Just Words* programs can be delivered at each student's developmental level and takes students systematically through spelling and phonics concepts to improve reading fluency and comprehension.

The *Edge Program* and *Leveled Literacy Intervention (LLI)*, being implemented in the Literacy Course (students reading between one to three grades below grade level) will strengthen students' reading vocabulary/comprehension as well as writing skills. The rationale for using these interventions is that they include research and evidence-based strategies and have proven to effectively increase student achievement.

English Learners

The percentage of EL students who met or exceeded the Maryland College and Career Ready Standards increased from 2.9% to 6.3%, an increase of 3.4%. There is still a gap of 38.1% between ELs and All Students.

Challenges

CCPS faces several major challenges with the English Learner population. One challenge includes a growing enrollment that predominately consists of newcomers with limited literacy in their native language as well as limited formal education in their native country. Another challenge includes the need for ongoing professional development workshops that provide instructional and differentiation strategies for the teachers who will assist the EL students with English language development and English language acquisition.

Strategies

The rationale for the following initiatives, which include program development, targeted professional development, and inter-departmental collaboration and training, is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking and Listening).

There are many initiatives used to ensure ELs meet the targets for the English Language Proficiency Indicator and the Academic Achievement Indicator. Some of these initiatives include major program changes and professional development.

Modified materials of instruction were purchased through the Striving Readers Grant to support the literacy instruction of ELs in the ESOL Literacy and the Sheltered English Language Arts courses. Some of these materials include modified texts, both fiction and non-fiction, and leveled textual supports to maintain the rigor of the course standards.

A program change that was especially beneficial was to allow for the ESOL teachers at the high school level to have a period to push-in to the classrooms of ELs to provide support to both the teacher and ELs. This has a positive effect on the classroom environment and on student and teacher expectations. The ESOL teacher is able to

model modifications, which has had a positive effect on the Academic Achievement of ELs.

Professional development initiatives were targeted for CCPS administrators, classroom teachers, instructional leadership, and support personnel with increased EL enrollment in order to increase English language proficiency on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening. Participants partook in a series of connected professional development sessions that provided concrete strategies for increasing academic achievement of ELs.

Other student groups performing at a lower achievement rate than All Students

The percentage of Hispanic or Latino students who met or exceeded expectations on the PARCC Assessment increased from 36.5% to 37.1%, but there is still a gap of 7.3% between this student group and All Students.

The percentage of Black or African-American students who met or exceeded expectations on the PARCC Assessment increased from 30.4% to 35.9%, but there is still a gap of 8.5% between this student group and All Students.

The percentage of ELs who met or exceeded expectations on the PARCC Assessment increased from 2.9% to 6.3%, but there is still a gap of 38.1% between this student group and All Students.

The percentage of Special Education students increased from 4.4% to 9.1%, but there is still a gap of 35.3% between this student group and All Students.

The percentage of FARMs increased from 25.4% to 27%, but there is still a gap of 17.4% between this student group and All Students.

Challenges

Even though all of the student groups mentioned above have made progress, there is still a gap between them and All Students. There are multiple reasons for these gaps including students struggling with the rigor of the reading and writing associated with the Maryland College and Career Ready Standards. Another reason is the level of higher-order thinking and problem solving involved in addressing these standards. There also continues to be a gap in the knowledge and instructional methods of teachers as it pertains to the Maryland College and Career Ready Standards (MCCRS).

Strategies

CCPS strategically promotes gap reduction and growth through ongoing teacher professional development (PD), local, and classroom formative assessments. CCPS provides PD to help teachers understand the demands of the MCCRS and unpack the standards so that they can develop lessons/activities that will help students learn how to access and interact with rigorous texts, use critical thinking to participate in discussions and answer questions, and write well-developed pieces of writing, including essays.

CCPS has purchased various novels and *Literature & Thought* materials to teach students to be critical thinkers through a unique questioning strategy supporting close reading of complex texts. The design of *Literature & Thought* provides the thematic literature needed to meet the challenges of state standards.

During this upcoming school year, teachers will be trained as curriculum writers to begin developing a new curriculum using these materials. Other initiatives include making sure that teachers understand how and when to utilize specific strategies to help students interact with the content. It is also important that the teachers model these strategies for the students. Four PD sessions were offered to teachers in July based on the book *Write Like This* by Kelly Gallagher. These sessions stressed the importance of modeling for students to help them better understand the literacy demands of the 21st century.

Professional development for teachers will continue to address areas of concern. For example, teachers are continuing to receive training in *Core 6* strategies in order to motivate students to engage in their own learning. They are continuing to learn about the Universal Design for Learning in order to make sure students are given opportunities to learn material in a variety of ways such as jigsaw, literature circles, Socratic seminars, think-pair-share, philosophical chairs, and station activities. The in-service in October will continue to be interdisciplinary with science and social studies to make sure that content teachers are collaborating and learning about multiple reading and writing strategies in order to develop literacy across the content areas. This ongoing professional development will continue to include close-reading, using text dependent questions, scaffolding complex texts, developing higher-order questions, vocabulary acquisition, and responding to prompts or questions with clear reasoning, organization, and appropriate evidence.

Formative assessments are continually being developed for the district in order to address student challenges prior to summative assessments, and teachers are developing their own formative assessments to check for understanding on a daily basis in order to make necessary changes in instruction. Checking for understanding on a daily basis especially occurs in the Reading Intervention classes. In high school, students reading between one and three years below grade level are usually placed in a Literacy class, and students reading four or more grade levels below their peers are placed in a Supplemental Reading class to help them improve their reading skills. These teachers will continue to receive ongoing training in data analysis, reading strategies, and scaffolding for struggling students.

Based on the Striving Readers Comprehensive Literacy Grant, CCPS has made some changes for SY 2018/2019 that will improve the striving readers' scores on PARCC. Literacy and Supplemental Reading teachers are being trained to use the *Fountas & Pinnell Benchmark Assessment Systems* to collect student data. This data will help teachers determine students' independent and instructional reading levels, observe students' reading behaviors, and make informed decisions that connect assessment to instruction. CCPS has also been able to hire a Leveled Literacy Intervention Resource teacher to support the middle and high school teachers who are using the *Fountas &*

Pinnell Leveled Literacy Intervention program. Supplemental Reading teachers are receiving training in the *Fountas & Pinnell Leveled Literacy Intervention* and *Just Words* programs and will be using these two programs to address the students' needs in those classes.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
June 2018	PARCC & Write PD	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative assessments, differentiated instructional strategies for students	Local Funding
June 2018	Purchased materials for new curriculum	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative assessments, differentiated instructional strategies for students	Local Funding
July 2018	Ordered <i>Just Words</i> Kits	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	CCPS SCRL Grant
July 2018	Ordered laptops/headphones and carts	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	CCPS SCRL Grant
July 2018 - October 2018	<i>Just Words</i> Training	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	Access, Equity, Progress Grant
August 2018	Introducing the Standards Classroom Management Engaging Students in Rigorous Lessons	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, teacher feedback	Local Funding
August 2018	Digging Into the MCCRS Standards	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, teacher feedback	Local Funding
August 2018 - September 2018	"Let's Take Reading and Writing to the Next Level" PD	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, increased writing opportunities and writing scores	Local Funding
August 2018 - June 2019	Ongoing PD for Reading Intervention teachers Data Analysis Reading Strategies Scaffolding for Struggling Readers	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	Local Funding
August 2018 - June 2019	Targeted professional development for ESOL staff/inter-departmental collaboration <ul style="list-style-type: none"> • Project-Based Learning • Newcomer Modifications • Running Records and ELs 	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	Local Funding

	<ul style="list-style-type: none"> • Language Acquisition • ELs and SST 		
August 2018 – September 2018	Hired the LLI Resource Teacher	Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	CCPS SCRL Grant
August 2018 - October 2018	Language Live! Training	Increased reading scores, classroom observations, CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores	CCPS SCRL Grant
August 2018 - November 2018	Student Support Team (SST) Conference/ Support	SST Referral Data, Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	Access, Equity, Progress Grant
September 2018 - October 2018	Ordered LLI kits for reading intervention classes	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, teacher feedback	CCPS SCRL Grant
September 2018 - December 2018	New Special Education Teacher PD	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative assessments, differentiated instructional strategies for students	Access, Equity, Progress Grant
September 2018 - June 2019	Supplemental daily ESOL intervention for Newcomer ELs, through Imagine Learning and Literacy, an online language acquisition program	Increase English language proficiency on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Title III
September 2018 - June 2019	Provide modified materials of instruction for literacy in the ESOL Literacy and Sheltered English Language Arts courses	Increase English language proficiency on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS SCRL Grant
October 2018	Interdisciplinary Writing Workshops (English, Science, Social Studies)	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, increased writing opportunities and writing scores	Local Funding
October 2018 - February 2019	Leveled Literacy Intervention Training	Formal Reading assessments, Intervention embedded progress monitoring, CCPS Reading Pre/Post-Test scores, PARCC Reading scores	CCPS SCRL Grant
November 2018 – December 2018	Sheltered Instruction Observation Protocol (SIOP): Instructional Strategies for ELs (CCPS CPD course offered annually)	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Title III
November 2018 - March 2019	PD for 1 st year English/Special Education teachers Lesson Planning Assessing Learning Engaging Strategies	Teacher feedback, classroom observations, formative assessments, increase in Revision Assistant and Study Island usage, PARCC ELA/Literacy scores	Local Funding
December 2018 - June 2020	Curriculum Development	Classroom observation CCPS ELA Pre/Post Test scores, PARCC ELA/Literacy scores, formative	Local Funding

		assessments, differentiated instructional strategies for students	
June 2019	Curriculum development for Sheltered English Language Arts courses for students entering as Newcomers/recent arrivals at the three centers	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	Local Funding
June 2019	Curriculum development for the ESOL Literacy course established at secondary level to support ELs with limited English proficiency, as well as limited literacy in the native language at the three centers	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	Local Funding

PARCC Mathematics Grades 3 – 8

PARCC Mathematics for Grades 3 – 5

Data

Table: PARCC Assessment Performance – Mathematics for Grades 3-5 All Students

Student Group	2015										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	5548	716	12.9	1546	27.9	1679	30.3	1461	26.3	146	2.6
American Indian or Alaska Native	32	6	18.8	7	21.9	11	34.4	8	25.0	0	0.0
Asian	154	3	1.9	20	13.0	48	31.2	70	45.5	13	8.4
Black or African American	2919	505	17.3	956	32.8	900	30.8	536	18.4	22	0.8
Hispanic/Latino of any race	390	51	13.1	113	29.0	122	31.3	98	25.1	6	1.5
Native Hawaiian or Other Pacific Islander	4	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0
White	1628	115	7.1	330	20.3	464	28.5	633	38.9	86	5.3
Two or more races	421	36	8.6	119	28.3	133	31.6	114	27.1	19	4.5
Special Education	544	225	41.4	211	38.8	69	12.7	37	6.8	2	0.4
Limited English Proficient (LEP)	99	23	23.2	39	39.4	22	22.2	15	15.2	0	0.0
Free/Reduced Meals (FARMS)	2136	435	20.4	729	34.1	621	29.1	333	15.6	18	0.8

Student Group	2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	5703	669	11.7	1354	23.7	1615	28.3	1805	31.7	260	4.6
American Indian or Alaska Native	23	2	8.7	6	26.1	6	26.1	8	34.8	1	4.3
Asian	182	4	2.2	21	11.5	41	22.5	94	51.6	22	12.1
Black or African American	3068	457	14.9	902	29.4	903	29.4	732	23.9	74	2.4
Hispanic/Latino of any race	422	48	11.4	106	25.1	119	28.2	135	32.0	14	3.3
Native Hawaiian or Other Pacific Islander	10	0	0.0	2	20.0	4	40.0	2	20.0	2	20.0
White	1572	110	7.0	228	14.5	415	26.4	698	44.4	121	7.7
Two or more races	426	48	11.3	89	20.9	127	29.8	136	31.9	26	6.1
Special Education	581	218	37.5	230	39.6	81	13.9	48	8.3	4	0.7
Limited English Proficient (LEP)	104	31	29.8	38	36.5	21	20.2	13	12.5	1	1.0
Free/Reduced Meals (FARMS)	2195	393	17.9	694	31.6	599	27.3	458	20.9	51	2.3

Subgroup	Tested Count	Performance Level									
		Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	6060	775	12.8	1346	22.2	1730	28.5	1862	30.7	347	5.7
American Indian or Alaska Native	17	3	17.6	1	5.9	4	23.5	7	41.2	2	11.8
Asian	178	1	0.6	15	8.4	36	20.2	91	51.1	35	19.7
Black or African American	3350	542	16.2	862	25.7	1010	30.1	837	25.0	99	3.0
Hispanic/Latino of any race	564	93	16.5	136	24.1	152	27.0	158	28.0	25	4.4
Native Hawaiian/Other Pacific Islander	15	1	6.7	3	20.0	5	33.3	4	26.7	2	13.3
White	1447	87	6.0	224	15.5	373	25.8	611	42.2	152	10.5
Two or more races	489	48	9.8	105	21.5	150	30.7	154	31.5	32	6.5
Special Education	616	234	38.0	215	34.9	104	16.9	54	8.8	9	1.5
Limited English Proficient	219	56	25.6	72	32.9	52	23.7	32	14.6	7	3.2
Free / Reduced Meals	2419	453	18.7	679	28.1	682	28.2	531	22.0	74	3.1
Title I	1671	294	17.6	412	24.7	459	27.5	430	25.7	76	4.5
ADA	131	29	22.1	27	20.6	26	19.8	43	32.8	6	4.6
Migrant	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - Exited	258	34	13.2	59	22.9	84	32.6	71	27.5	10	3.9
Reclassified Limited English Proficient	5	0	0.0	0	0.0	3	60.0	2	40.0	0	0.0
Female	2972	327	11.0	656	22.1	903	30.4	929	31.3	157	5.3
Male	3088	448	14.5	690	22.3	827	26.8	933	30.2	190	6.2

Data Analysis

In 2018, analysis of students scoring at level 4 or 5 shows that 36.4% of all students achieved these levels, which is consistent with previous years. There continue to be significant gaps between All Students and several subgroups. The gap between All Students and Black or African American students is 8.4% (a 1.4% decrease from 2017); the gap between All Students and Special Education students is 26.1% (a 1% increase from 2017) the gap between All Students and EL students is 18.6% (a 1.4% decrease from 2017); the gap between All Students and FARMs students is 11.3%.

Goals and Objectives

- Improve student performance on PARCC by increasing the number of students at Level 4 and 5.
- Narrow the gap between All Students and African American students.
- Narrow the gap between All Students and Special Education students.
- Narrow the gap between All Students and FARMs students.
- Narrow the gap between All Students and EL students.

Special Education Services

The percentage of special education students scoring at or above a level 4 increased from 2017 to 2018 from 9% to 10.3%. While there is an increase, it is far below where their peers are performing.

Challenges

The primary challenge is the continued need for professional development for all teachers who work with special education students. Beyond the training on working with specific disabilities, they must also be proficient on mathematical content, differentiation, and strategies specific to mathematics.

Strategies

There is regular collaboration between the general and special education staff. For county-wide in-service, the general educators and special education teachers attend the same trainings for professional development. Further, special education has developed a Co-Teaching Initiative for Planning and Implementation that targets co-teaching pairs at all elementary schools. The rationale of this initiative is to build the capacity of co-teaching teams. The focus of the professional development is to provide in-depth understanding of effective planning and implementation of co-teaching. Teachers will learn the essential components of effective co-planning sessions and how to address every student's needs through collaborative lesson planning and differentiated instruction. In this intensive training, teachers will participate in focus sessions to learn how to identify potential barriers for diverse learners in traditionally planned lessons through Universal Design for Learning (UDL), how to differentiate instruction to meet the individual needs of all students, and how to identify the most effective co-teaching models to facilitate instructional flexibility throughout lessons. The teachers will also receive a half day of collaborative planning time per quarter. This initiative is being funded through the Local Priority Flex grant from MSDE.

Additional evening professional developments are being offered to special education teachers through the Special Education Academy. The rationale of this initiative is to build the capacity of teachers to include UDL strategies within the IEP. The focus of the professional development is to provide specific strategies around the framework of UDL. Teachers will be able to apply these strategies through direct services to students and model these strategies for their co-teaching partners.

New special educators will also be provided continued evening professional development that will address the implementation of key instructional practices and the co-development /co-planning /co-implementation of high quality IEPs. These evening classes are also being funded through Access, Equity, and Progress grant from MSDE.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers' skills in case management, instruction, and implementation of the Response to Intervention model.

A Response to Intervention team has been developed which includes special educators and content specialists. This team has developed a Response to Intervention website for in-county use, and it will be presented to both special education and general education teachers at an in-service training in October. This website includes information on the RtI process and will be expanded to address mathematics. It will provide quality teaching practices for math instruction, Tier 1 curriculum support, and Tier 2 and Tier 3 intervention supports, as well as Student Support Team information and documents. The rationale for this team is to provide support for teachers of all learners who struggle.

English Learners

The percentage of EL students scoring at or above level 4 increased from 16.5% in 2017 to 17.8% in 2018. The gap between All Students and ELs decreased from 20% to 18.6%.

Challenges

In SY 2017-2018, CCPS has continued to experience a significant increase in EL enrollment across all grade levels K-12. This growth includes a large number of students entering from outside of the United States with limited English proficiency, limited literacy in the native language, and limited formal education.

Strategies

To address these challenges, the CCPS ESOL Program has implemented many program changes and updates. In order to support teachers, multiple professional development series have been created and offered to all schools address newcomer ELs, language modifications, and the language acquisition process. These professional development sessions are available for administrators, classroom teachers, leadership, and support personnel. In addition to school-based professional development, the ESOL department continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL.

The ESOL program provided a Newcomers Kit and Teams Kits to each school to support content teachers in the process of making content accessible. These kits contain instructional resources and manipulatives.

ELs need academic support at home as well as at school, but not all EL parents have formal education. The ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic skills for EL parents.

The rationale for the program development, targeted professional development, and inter-departmental collaboration and training is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking, and Listening).

Strategies with Rationale

Teachers will have the opportunity to take part in many professional development sessions. CCPS will provide sessions that work on Growth Mindset, gaining deeper understanding of the content through a resources such as Math in Practice, teaching with manipulatives, especially K-2 with the rekenreks, and the Mathematical Practices. The rationale for these strategies is based on data provided. Through local funding, teachers in grades K-5 were provided with the online resource *Dream Box*. This resource is designed to foster critical thinking, collaboration, and communication, including tools to build mathematics vocabulary and opportunities to apply, analyze, and reinforce the MCCRS in real-world contexts. Students were expected to use the resource for a minimum of 45 minutes per week and data analyzed to see growth and progress by the administrative teams.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
November 2018 – December 2018	Improved instructional program for ELs <ul style="list-style-type: none"> ▪ Sheltered Instruction Observation Protocol (SIOP): Instructional Strategies for ELs (CCPS CPD course offered annually) 	<ul style="list-style-type: none"> ▪ Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening 	CCPS Title III
August 2018 – June 2019	Targeted professional development for ESOL staff / inter-departmental collaboration <ul style="list-style-type: none"> ▪ Project Based Learning ▪ Newcomer Modifications ▪ Running Records and ELs ▪ Language Acquisition 	<ul style="list-style-type: none"> ▪ Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening 	CCPS Local Funding

	<ul style="list-style-type: none"> ▪ ELs and SST 		
August 2018 – June 2019	<p>Provided Newcomer Kits to all schools, which provide immediate resources to classroom teachers and ELs when a Newcomer EL enrolls in a school.</p>	<ul style="list-style-type: none"> ▪ Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening. 	CCPS Title III

PARCC Mathematics for Grades 6 – 8

Data

Table: PARCC Assessment Performance Results Mathematics for Grades 6 – 8 All Students

PARCC Assessment Performance Results – Mathematics Grades 6 - 8											
2018											
		Performance Level									
		Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
Subgroup	Total Count	Count	%	Count	%	Count	%	Count	%	Count	%
All Students	5487	1007	18.4	1640	29.9	1556	28.4	1147	20.9	137	2.5
American Indian or Alaska Native	26	5	19.2	9	34.6	4	15.4	8	30.8	0	0
Asian	143	7	4.9	17	11.9	33	23.1	68	47.6	18	12.6
Black or African American	3232	743	23.0	1122	34.7	886	27.4	462	14.3	19	0.6
Hispanic/Latino of any race	430	83	19.3	133	30.9	112	26.0	97	22.6	5	1.2
Native Hawaiian/Other Pacific Islander	6	0	0	1	16.6	3	50.0	0	0	2	33.3
White	1248	114	9.1	256	20.5	374	30.0	427	34.2	77	6.2
Two or more races	402	55	13.7	102	25.4	144	35.8	85	21.1	16	4.0
Special Education	569	305	53.6	180	31.6	69	12.1	13	2.3	2	0.4
Limited English Proficient	103	41	39.8	40	38.8	17	16.5	3	2.9	2	1.9
Free/Reduced Meals	2112	551	26.1	783	37.1	497	23.5	261	12.4	20	0.9

PARCC Assessment Performance Results – Mathematics Grades 6 - 8											
2017											
		Performance Level									
		Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
Subgroup	Total Count	Count	%	Count	%	Count	%	Count	%	Count	%
All Students	5262	1003	19.3	1398	26.6	1634	31.1	1072	20.4	145	2.8
American Indian or Alaska Native	27	6	22.2	11	40.7	8	29.6	2	7.4	0	0.0
Asian	141	4	2.8	21	14.9	41	29.1	63	44.7	12	8.5
Black or African American	3066	743	24.2	967	31.5	921	30.0	412	13.4	23	0.8
Hispanic/Latino of any race	358	80	22.3	84	23.5	124	34.6	64	17.9	6	1.7
Native Hawaiian/Other Pacific Islander	2	0	0.0	0	0.0	1	50.0	0	0.0	1	50.0
White	1313	127	9.7	229	17.4	425	32.4	443	33.7	89	6.8
Two or more races	355	53	14.9	86	24.2	11	32.1	88	24.8	14	3.9
Special Education	605	352	58.2	179	29.6	63	10.4	11	1.8	0	0.0
Limited English Proficient	82	44	53.7	27	32.9	9	11.0	2	2.4	0	0.0
Free/Reduced Meals	2005	559	27.9	666	33.2	539	26.9	226	11.3	15	0.7

Data Analysis

In 2018, analysis of students scoring at Level 4 or Level 5 shows that 23.4% of all students achieved these levels but there were significant gaps between All Students and several subgroups. The gap between All Students and Black or African American students is 8.5%; the gap between All Students and Special Education Students was 20.7%; the gap between All Students and EL students was 18.6%; the gap between All Students and FARMs students was 10.1%.

Goals and Objectives

- Improve student performance on PARCC by increasing the number of students at Level 4 and 5.
- Narrow the gap between All Students and Black or African American students.
- Narrow the gap between All Students and Special Education students.
- Narrow the gap between All Students and FARMs students.
- Improve EL student performance on PARCC by increasing the number of ELL students at Level 4 and 5.

Special Education

2.7% of special education students performed at a Level 4 or Level 5 on the 2018 PARCC assessment.

Challenges

The primary challenge is the continued need for professional development for all teachers of special education students. Teachers need additional training on effective collaboration between special education and general education teachers, differentiation, and modeling of quality team teaching.

Strategies

CCPS will strategically promote gap reduction and growth through increasing the teacher-student relationship quality, the personalization of instruction, and meaningful learning in the classroom. The majority of special education students access grade level curriculum with their grade level peers during math, and most special education students are enrolled in either an enrichment or grade level course. Special education students learn with their grade level peers and receive their needed supports to access the grade level curriculum within the classroom. There are few students who access the grade level curriculum in a self-contained setting. The curriculum for these classes is based the same as the grade level classes with additional modifications specific to student's IEPs.

There is regular collaboration between the general and special education staff. For county-wide in-service, the general educators and special education teachers attend the same trainings for professional development. Further, instructional staff have developed, in collaboration with special education staff, math training based on strategies from the On Going Assessment Project (OGAP) for Elementary Special Education teachers. This mandatory class will be provided quarterly during the school day for half-day sessions and will provide a deeper understanding of mathematical concepts and progression of skills to build teachers' capacity to deliver specialized math instruction. This class is being funded through the Local Access, Equity, Progress grant from MSDE.

New special educators will also be provided continued evening professional development that will address the implementation of key instructional practices and the co-development/co-planning/co-implementation of high quality IEPs. This is being funded through the Local Access, Equity, Progress grant from MSDE.

Special educators will also now have access to Goalbook Pathways, a web-based toolkit that guides educators working with specialized student populations to vary the levels of instructional support. Goalbook Pathways combines research-based resources, strategies, and training so that educators can design multiple pathways for ALL students to succeed. Special education teachers will be able to share this with general education teachers in the design and delivery of instruction.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers'

skills in case management, instruction, and implementation of the Response to Intervention model.

A Response to Intervention team has been developed which includes special education and content specialists. This team has developed a Response to Intervention website for in-county use and it will be presented to both special education and general education teachers at an in-service training in October. This website includes information on the RtI process and will be expanded to address mathematics. It will provide quality teaching practices for math instruction, Tier 1 curriculum support, and Tier 2 and Tier 3 intervention supports, as well as Student Support Team information and documents. The rationale for this team is to provide support for teachers of all learners who struggle.

Middle school math teachers will continue to receive professional development on the implementation of formative assessment practices from Formative Assessment for Maryland Educators (FAME), the use of flexible groupings within the math classroom, and the scaffolding of instruction based on learning progressions and student success criteria.

Evidence based practices identified by What Works Clearinghouse are part of the routine instructional practices within the math classroom. The rationale for using these practices is to provide access to grade level curriculum for all students.

Students who need increased level of support through interventions are identified by school-based personnel. These instructional supports include increase in the frequency of small group instruction, intensity (small group size) and/or use of alternative instructional materials. Diagnostic testing occurs at the beginning of the school year to determine current level of performance. Based on diagnostic testing, students are placed in appropriate evidence based interventions designed to address content deficits. Progress monitoring is done on a routine basis to determine current level of performance and next steps for instruction. The rationale is to ensure that students receive additional instructional support to address areas of need.

In order to enhance student engagement, CCPS is incorporating technology in the math classroom. This year all middle schools will pilot the Discovery Techbook in all 6th, 7th, and 8th grade math classrooms. The rationale to incorporate technology-based instruction is to provide students with alternate and engaging ways to access grade level content.

English Learners

Indicator 3 – 4.8% of EL students in grades 6 – 8 performed at Level 4 or Level 5 compared to 23.4% of all students in grades 6 – 8.

Challenges

In SY 2017-2018, CCPS has experienced a significant increase in EL enrollment across all grade levels K-12. This growth includes a large number of students entering from outside of the United States with limited English proficiency, limited literacy in the native language, and limited formal education.

Strategies

To address these challenges, the CCPS ESOL Program has implemented many program changes and updates. In order to support teachers, multiple professional development series have been created and offered to all schools address newcomer ELs, language modifications, and the language acquisition process. These professional development sessions are available for administrators, classroom teachers, leadership, and support personnel. In addition to school-based professional development, the ESOL department continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL.

The ESOL program provided a Newcomers Kit and Teams Kits to each school to support content teachers in the process of making content accessible. These kits are filled with instructional resources and manipulatives.

ELs need academic support at home as well as at school, but not all EL parents have formal education. The ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic skills for EL parents.

The rationale for the program development, targeted professional development, and inter-departmental collaboration and training is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking, and Listening).

Other Subgroups

14.9% of Black or African American students in grades 6 – 8 performed at a Level 4 or Level 5 compared to 23.4% of all students in grades 6 – 8 which represents a 8.5% gap in performance.

11.3% of FARMs students in grades 6 – 8 performed at Level 4 or Level 5 compared to 23.4% of all students in grades 6 – 8 which represents a 10.1% gap in performance.

Challenges

One of the major challenges that CCPS faces is the recruitment and retention of highly qualified teachers in middle school math. Approximately 50% of the middle school math teachers currently employed by the system have three or less years of teaching experience. Many math positions have been filled with long term substitutes and/or teachers with provisional certificates.

Therefore, teachers need continued professional development related to content and pedagogy.

Strategies

In addition to the current supports in place, middle school math will focus on three initiatives to improve student performance:

- Professional Development: Content and Pedagogy
- Technology: Curriculum Resources and Interventions

- Targeted support EL

Professional development focuses on content and pedagogy. The rationale is to increase teachers' depth of understanding of the content and increase their repertoire of instructional strategies to support learning in the classroom. Several evening courses are being offered this year. The content topics have been selected based on review of SLO pre and post assessment data as well as feedback from classroom teachers who have identified content topics that they would like to focus on. Administrators have received training on instructional strategies including Core 6 Strategies, Total Participation Techniques, and More Core 6. A protocol is being implemented to provide support to classroom teachers on how to consistently incorporate these strategies into daily instruction.

The Superintendent's five-year plan includes an initiative focused on technology. The rationale for this initiative is to provide students with multiple, engaging ways of accessing content. In support of this initiative, all middle schools will participate in a pilot program to infuse technology into instruction. The system is working with Discovery Education to pilot their Techbook in all 6th, 7th, and 8th grade math, social studies, and science classrooms during SY 18-19. Classroom teachers will receive training from Discovery Education in the use and implementation of the Techbook during the October in-service. The year the school system has once again purchased Moby Max, evidence-based intervention, to support students who struggle in math.

Moby Max, which is fully aligned with MCCRS, supports data collection related to IEP goals, progress monitoring and includes text-to-speech features. Students whose math performance is below their grade level peers receive diagnostic testing at the beginning of the school year to determine current level of performance. Based on the results of the diagnostic and other relevant data, students receive targeted intervention. The rationale is to support Tier 2 and Tier 3 students using an evidenced-based intervention aligned with the RTI model developed and supported by the What Works Clearinghouse.

Timelines (including methods of measuring, funding)

Time Frame	Initiative	Measure	Funding Source
June 2018 – June 2019	<p>Professional Development</p> <p>PD for New Teachers focused on grade level content</p> <p>Pedagogy PD to enhance/build teacher capacity related to student learning</p> <ul style="list-style-type: none"> • Formative Assessment Practices • Use of Technology • PLC for new teachers • Implementing and Internalizing Core 6 strategies in math 	<p>Improvement in student performance on PARCC assessment</p> <p>Teacher participation in evening professional development opportunities</p> <p>In-service attendance reports and evaluations</p> <p>Classroom visits</p>	Title II Funding and Local Funding

<p>June 2018– June 2019</p>	<p>Resources</p> <p>Discovery Techbook Grade 6, 7 and 8</p> <ul style="list-style-type: none"> • Techbook resources in all Grade 6, Grade 7 and Grade 8 Science, Social Studies and Math classrooms <p>Implementation of Moby Max on-line resources:</p> <ul style="list-style-type: none"> • Classroom instruction • Tier 2 and Tier 3 intervention and progress monitoring • Grade Recovery Program 	<p>Teacher participation in PD</p> <p>Teacher feedback via discussion boards</p> <p>Classroom visits</p> <p>Progress Monitoring data</p> <p>Usage data</p>	<p>Title II Funding and Local Funding</p> <p>Local Funding</p>
<p>June 2018 – June 2019</p> <p>November 2018 – December 2018</p> <p>August 2018 – June 2019</p> <p>August 2018 – June 2019</p>	<p>Improved Instructional Program for ELs</p> <ul style="list-style-type: none"> • Sheltered Instruction Observation Protocol (SIOP); instructional strategies for ELs (CCPS CPD course offered annually) • Targeted professional development for ESOL staff/inter-departmental collaboration <ul style="list-style-type: none"> ○ Project Based Learning ○ Newcomer Modifications ○ Running Records and ELs ○ Language Acquisition ○ ELs and SST • Provide Newcomer Kits to all schools, which provide immediate resources to classroom teachers and ELs when a Newcomer EL enrolls in a school 	<ul style="list-style-type: none"> • Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening • Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening • Integration of differentiated instructional strategies for English learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening. 	<p>CCPS Title III</p> <p>CCPS Local Funding</p> <p>CCPS Title III</p>
<p>June 2018 - June 2019</p> <p>September 2018</p> <p>December 2018</p>	<p>Support for Special Education</p> <p>Co-Teaching for Planning and Implementation</p>	<p>CPS Reading Pre/Post-Test scores, PARCC Reading scores</p> <p>MSDE High Quality IEP rubric</p>	<p>Local Priority Flex (LPF) Grant from MSDE</p>

April 2018 - June 2019	On-going New Special Educator Staff Development Central Office Response to Intervention team and website development	Google analytics measuring website usage	Local Priority Flex (LPF) Grant from MSDE General Fund
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PARCC Mathematics for Algebra I

Data

Table: PARCC Assessment Performance Results Mathematics for Algebra I All Students

Subgroup	Tested Count	Performance Level									
		Level 1 Not Yet Met		Level 2 Partially Met		Level 3 Approached		Level 4 Met		Level 5 Exceeded	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	2342	297	12.7	625	26.7	634	27.1	701	29.9	85	3.6
American Indian or Alaska Native	13	0	0.0	4	30.8	7	53.8	2	15.4	0	0.0
Asian	71	2	2.8	10	14.1	16	22.5	32	45.1	11	15.5
Black or African American	1359	208	15.3	450	33.1	390	28.7	296	21.8	15	1.1
Hispanic/Latino of any race	153	27	17.6	44	28.8	36	23.5	42	27.5	4	2.6
Native Hawaiian/Other Pacific Islander	2	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0
White	597	44	7.4	89	14.9	150	25.1	269	45.1	45	7.5
Two or more races	147	16	10.9	27	18.4	35	23.8	60	40.8	9	6.1
Special Education	259	95	36.7	127	49.0	26	10.0	11	4.2	0	0.0
Limited English Proficient	33	16	48.5	10	30.3	7	21.2	0	0.0	0	0.0
Free / Reduced Meals	766	154	20.1	254	33.2	209	27.3	137	17.9	12	1.6
Title I	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
ADA	66	14	21.2	20	30.3	21	31.8	11	16.7	0	0.0
Migrant	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - Exited	18	2	11.1	9	50.0	3	16.7	3	16.7	1	5.6
Redesignated Limited English Proficient	6	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
Female	1117	105	9.4	267	23.9	310	27.8	389	34.8	46	4.1
Male	1225	192	15.7	358	29.2	324	26.4	312	25.5	39	3.2

Algebra I Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 3 Approached, Met or Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		#	%	#	%
			#	%	#	%	#	%	#	%	#	%				
Cross-State	223,497	741	30,526	13.7%	49,672	22.2%	55,939	25.0%	76,535	34.2%	10,825	4.8%	143,299	64.1%	87,360	39.1%
State	75,842	737	11,936	15.7%	18,735	24.7%	18,734	24.7%	23,420	30.9%	3,017	4.0%	45,171	59.6%	26,437	34.9%
District	2,163	739	277	12.8%	530	24.5%	579	26.8%	681	31.5%	96	4.4%	1,356	62.7%	777	35.9%
School																
Gender																
Female	1,014	743	94	9.3%	233	23.0%	284	28.0%	348	34.3%	55	5.4%	687	67.8%	403	39.7%
Male	1,149	735	183	15.9%	297	25.8%	295	25.7%	333	29.0%	41	3.6%	669	58.2%	374	32.6%
Ethnicity/Race																
Hispanic or Latino	171	727	37	21.6%	45	26.3%	45	26.3%	39	22.8%	5	2.9%	89	52.0%	44	25.7%
American Indian or Alaska Native	8	722	1	12.5%	3	37.5%	2	25.0%	2	25.0%	0	0.0%	4	50.0%	2	25.0%
Asian	73	764	1	1.4%	5	6.8%	18	24.7%	40	54.8%	9	12.3%	67	91.8%	49	67.1%
Black or African-American	1,209	731	194	16.0%	364	30.1%	338	28.0%	290	24.0%	23	1.9%	651	53.8%	313	25.9%
Native Hawaiian or Other Pacific Islander	3	752	0	0.0%	1	33.3%	0	0.0%	2	66.7%	0	0.0%	2	66.7%	2	66.7%
White	551	756	28	5.1%	79	14.3%	135	24.5%	263	47.7%	46	8.3%	444	80.6%	309	56.1%
Two or more races	148	743	16	10.8%	33	22.3%	41	27.7%	45	30.4%	13	8.8%	99	66.9%	58	39.2%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage																
No	941	729	122	13.0%	272	28.9%	337	35.8%	209	22.2%	1	0.1%	547	58.1%	210	22.3%
Yes	1,222	746	155	12.7%	258	21.1%	242	19.8%	472	38.6%	95	7.8%	809	66.2%	567	46.4%
Students with Disabilities																
IEP - Yes	220	706	89	40.5%	87	39.5%	33	15.0%	11	5.0%	0	0.0%	44	20.0%	11	5.0%
IEP - No	1,943	743	188	9.7%	443	22.8%	546	28.1%	670	34.5%	96	4.9%	1,312	67.5%	766	39.4%
English Language Learner																
No	2,103	740	247	11.7%	513	24.4%	567	27.0%	680	32.3%	96	4.6%	1,343	63.9%	776	36.9%
Yes	60	702	30	50.0%	17	28.3%	12	20.0%	1	1.7%	0	0.0%	13	21.7%	1	1.7%
Migrant																
No	2,163	739	277	12.8%	530	24.5%	579	26.8%	681	31.5%	96	4.4%	1,356	62.7%	777	35.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Data Analysis

In 2018, analysis of the students scoring 4 or above shows that 34.9% of all students achieved this score which is an increase of 1.4% above the 33.5% of all students in 2017. However, there is a significant gap between all students and several subgroups even though all of these subgroups showed an increase in comparison to 2017. 25.9% of Black or African American students (increase of 3% above 2017), 5.0% of special education students (increase of 0.8% above 2017), and 1.7% of EL students (increase of 1.7% above 2017) scored 4 or above.

Goals/Objectives

- Increase the number and percentage of students scoring 4 or above on the PARCC Algebra I Assessment
- Reduce the gap between the percentage of all students scoring 4 or above and the special education subgroup
- Reduce the gap between the percentage of all students scoring 4 or above and the EL subgroup
- Reduce the gap between the percentage of all students scoring 4 or above and the Black or African American subgroup

Special Education

The percentage of special education students scoring 4 or above increased from 4.2% in 2017 to 5% in 2018. In 2018, 34.9% of all students scored 4 or above while 5% of special education students scored 4 or above representing a gap of 29.9%. The number of special education students taking the Algebra I Assessment decreased from 259 in 2017 to 220 in 2018.

Challenges

The most significant challenge is a need to increase instructional capacity for all teachers of special education students. Teachers need additional training on effective collaboration between special education and regular education teachers, differentiation, and modeling of quality team teaching.

Strategies

In order to address our challenges and encourage continued progress within this student population, a variety of strategies are incorporated into the high school math instructional program.

There is regular collaboration between the general and special education staff. For county-wide in-service, the general educators and special education teachers attend the same trainings designed around differentiating the core Tier 1 curriculum to meet the needs of a diversity of learners. Professional development during 2018-2019 will include effective use of the Algebra I textbook and online resources. Exemplary Algebra I teachers made improvements to the curriculum during the summer of 2018 and will lead training of other Algebra I teachers during the 2018-2019 school year. The rationale is to ensure content alignment to the MCCRS and to provide resources such as videos,

scaffolding and differentiated assignments that will increase support for students both inside and outside of the algebra classroom.

The special education department utilized the Local Priority Flexibility (LPF) grant to develop several initiatives around ongoing professional development to build teacher capacity throughout the school year.

Special educators will now have access to Goalbook Pathways, a web-based toolkit that guides educators working with specialized student populations to vary the levels of instructional support. Goalbook Pathways combines research-based resources, strategies, and training so that educators can design multiple pathways for ALL students to succeed. The special education teacher will be able to share this with general education teachers in the design and delivery of instruction.

New special educators are provided ongoing evening professional development that will address the implementation of key instructional practices for math and the co-development/co-planning/co-implementation of high quality IEPs. Teachers are able to apply UDL strategies through direct services to students and by modeling these strategies for their co-teaching partners. The rationale of this initiative is to ensure that the algebra curriculum and instruction is accessible to all learners.

A Response to Intervention team has been developed which includes special educators and content specialists. This team has developed a Response to Intervention website for in-county use. This website includes information on the Rtl process, quality teaching practices for math instruction, Tier 1 curriculum support, and Tier 2 and Tier 3 intervention supports, as well as Student Support Team information and documents. The rationale is to improve communication and allow for easy access to special education resources that will improve achievement in Algebra I.

During 9th grade, students who demonstrate a need for additional instruction in foundational math skills are enrolled in two math courses taught in a block format. For the first semester, students are enrolled in a course titled Foundations of Algebra which develops the foundational algebra skills necessary for success in Algebra I. During the second semester, students are enrolled in Algebra I with continued instruction in a 90-minute block format. The rationale is that students in need of math support demonstrate increased achievement when provided with additional algebra instruction during the school day. Special education is offering a training specific to any teacher who is teaching the Foundations of Algebra course, including special education teachers who are teaching or co-teaching this course. This course will increase teacher competence and capacity to provide high quality specialized instruction in this area.

Algebra I textbooks were purchased for the 2016-2017 school year and teams of teachers met during summer 2017 to discuss implementation and recommend activities for 2017-2018. Professional development during 2017-2018 will include effective use of the Algebra I textbook and online resources. The rationale is to ensure content alignment to the MCCRS and to provide resources such as videos, scaffolding, and differentiated

assignments that will increase support for students both inside and outside of the algebra classroom.

Algebra students will take a series of county level formative assessments designed to mimic the PARCC Algebra I assessment. Teachers will be trained on how to use formative assessments effectively and the rationale is to assist teachers in making timely instructional adjustments that will increase student achievement in Algebra I.

English Learners

The percentage of EL students scoring 4 or above increased from 0% in 2017 to 1.7% in 2018. In 2018, 34.9% of all students scored 4 or above while 1.7% of Limited English Proficient students scored 4 or above, representing a gap of 33.2%. The number of EL students taking the Algebra I Assessment decreased from 33 in 2017 to 60 in 2018.

Challenges

In SY 2017-2018, CCPS has continued to experience a significant increase in EL enrollment across all grade levels K-12. This growth includes a large number of students entering from outside of the United States with limited English proficiency, limited literacy in the native language, and limited formal education.

Strategies

To address these challenges, the CCPS ESOL Program has implemented many program changes and updates. In order to support teachers, multiple professional development series have been created and offered to all schools address newcomer ELs, language modifications, and the language acquisition process. These professional development sessions are available for administrators, classroom teachers, leadership, and support personnel. In addition to school-based professional development, the ESOL department continues to offer a CPD credit course available to all CCPS staff: Instructional Strategies for ELLs: The SIOP Model for ESOL.

The ESOL program provided a Newcomers Kit and Teams Kits to each school to support content teachers in the process of making content accessible. These kits are filled with instructional resources and manipulatives.

ELs need academic support at home as well as at school, but not all EL parents have formal education. The ESOL program will implement Family Support Nights for EL families with workshops to support basic arithmetic skills for EL parents.

The rationale for the program development, targeted professional development, and inter-departmental collaboration and training is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking, and Listening).

Other Subgroups

The percentage of Black or African American students scoring 4 or above increased from 22.9% in 2017 to 25.9% in 2018. In 2018, 33.5% of all students scored 4 or above while 25.9% of Black or African American students scored 4 or above representing a gap of 7.6%.

Challenges

The primary challenge is a need to increase instructional capacity for all Algebra teachers. A second challenge is providing curriculum and resources that are aligned the Maryland College and Career Ready Standards (MCCRS) for Algebra.

Strategies

In order to address the challenges and encourage continued progress within this student population, a variety of strategies will continue to be implemented into the high school math instructional program.

During 9th grade, students who demonstrate a need for additional instruction in foundational math skills will be enrolled in two math courses taught in a block format. For the first semester, students are enrolled in a course titled *Foundations of Algebra* which develops the foundational algebra skills necessary for success in Algebra I.

During the second semester, students are enrolled in *Algebra I* with continued instruction in a 90-minute block format. The rationale is that students in need of math support demonstrate increased achievement when provided with additional algebra instruction during the school day.

Professional development during 2017-2018 will include effective use of the Algebra I textbook and online resources. Exemplary Algebra I teachers made improvements to the curriculum during the summer of 2018 and will lead training of other Algebra I teachers during the 2018-2019 school year. The rationale is to ensure content alignment to the MCCRS and to provide resources such as videos, scaffolding, and differentiated assignments that will increase support for students both inside and outside of the algebra classroom.

Algebra students will take a series of county level benchmark assessments designed to mimic the PARCC Algebra I assessment. Teachers will be trained on how to use formative assessments effectively and the rationale is to assist teachers in making timely instructional adjustments that will increase student achievement in Algebra I.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
June 2018 - June 2019	Co-Teaching for Planning and Implementation	CCPS Algebra Pre/Post-Test scores, PARCC Algebra scores	Local Priority Flex (LPF) Grant from MSDE
August 2018	Countywide professional development focused on effective use of the Algebra textbook and online resources	Classroom observations/lesson plans	Local

August 2018 - February 2019	On-going New Special Educator SD	MSDE High Quality IEP rubric	Local Priority Flex (LPF) Grant from MSDE
August 2018 – Spring/Summer 2019	WIDA English Language Development in Action: Instructional Strategies for EL's	Integration of differentiated instructional strategies for English learners: increased math language proficiency levels on WIDA ACCES 2.0	MSDE Title III
August 2018 – Summer 2019	Response to Intervention Team	Improved communication between educators and School/Central Office Administration	Local Priority Flex (LPF) Grant from MSDE
Fall 2018 – Spring 2019	Sheltered Instruction Observation Protocol (SIOP): Instructional Strategies for EL's (CCPS CPD course offered annually)	Integration of differentiated instructional strategies for English Learners: increased math language proficiency levels on WIDA ACCES 2.0	CCPS Title III
September, 2018 – June, 2019	GoalBook Pathways Toolkit	CCPS Math Pre/Post-Test scores, PARCC Algebra scores	Local Priority Flex (LPF) Grant from MSDE
September 2018	Pretest for Algebra I	Assessment mean/median data	Local
August 2018 - September 2018	Countywide professional development focused on use of the Algebra I textbook and best practices	Classroom observations/lesson plans	Local
September 2018	Newcomers Program established at the secondary level for recent arrivals with limited English proficiency at two additional centers	Increased math language proficiency levels on WIDA ACCESS 2.0	CCPS Local Funding
September 2018	Targeted professional development for ESOL staff / inter-departmental collaboration – Project Based Learning	Increased math language proficiency levels on WIDA ACCESS 2.0	MSDE Title III
September 2018 - June 2019	Response to Intervention team and website development for math	Google analytics measuring website usage	General Fund
October 2018	Countywide professional development focused on brain research, culture of learning and growth mindset	Classroom observations/lesson plans	Local
February 2019	Posttest for Algebra I	Assessment mean/median data	Local
March 2019 – April 2019	Targeted professional development for Algebra teachers	Classroom observations / Lesson Plans	Local
June 2019	Targeted professional development for ESO staff / interdepartmental collaboration	Classroom observations/lesson plans	CCPS Title III funding

High School Assessment Government

HSA for Government

Data

Student Group	2016			2017			2018		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass
All Students	3280	1833	55.9	3509	1881	53.6	3494	2025	58.0
Black or African American	2103	977	46.5	2294	1049	45.7	2137	1052	49.2
Special Education	423	60	14.2	556	92	16.5	519	100	19.3
Limited English Proficient	45	11	24.4	45	5	11.1	111	22	19.8
FARMs	1138	498	43.8	1278	513	40.1	1303	540	41.4

Reference: Maryland High School Assessment Performance Results – Government (All Administrations)

Data Analysis

The data demonstrates that the passing rate on the HSA exam has increased in the last year. For All Students, the increase is been from 53.6% in 2017 to 58% in 2018, an increase of 4.4%. African American and Special Education subgroups have increased by 3.5% and 2.8% respectively during the same time. FARMs students have also increased by 1.3% during this same period. English Learner (EL) pass rates have increased most significantly, from 11.1% to 19.8%, and increase of 8.7%.

Goals/Objectives

- Increase the number and percentage of students passing the Government High School Assessment.
- Eliminate the gap between the overall passing rates and the passing rates for subgroups in Special Education, English Language (EL), African-American, and FARMs students.

Special Education

The 2018 Government HSA data indicates that the Special Education pass rate is 19.3% compared to a 58% pass rate for All Students, creating a gap of 38.7%.

Challenges

Based on this data, it is evident that even though the special education students are making slow progress, it is not enough. Some of the challenges for special education students include accessing and comprehending complex texts and writing well-developed essays. All students are expected to receive the same rigorous level of instruction, but it can be difficult to maintain the high educational standards necessary to address the Government HSA while ensuring each student's unique instructional needs are being met.

The majority of special education students access the same grade level curriculum as the general education students with additional modifications specific to students' IEPs. These students are enrolled in either honors courses, A-level inclusion courses, or self-

contained settings. All CCPS students receive instruction based on the revised Maryland social studies standards for the Government course, including the 6.0 skills and processes standards. All students are given opportunities to analyze, evaluate, use higher-order critical thinking, problem solving, and expand their academic vocabulary.

CCPS strategically promotes gap reduction and growth through quality and ongoing professional development to increase teacher capacity, the county-wide Response to Intervention (RtI) website for reading to increase consistency in intervention implementation across all schools, the use of research-based interventions targeting the five areas of reading, and the restructuring of resource staff in the special education department.

Strategies

CCPS has a tiered approach to intervention in which students are provided Tier 1 interventions in the regular classroom when a need is identified. If more significant support is required, Tier 2 and Tier 3 interventions are provided within and beyond the classroom. A variety of research-based and evidence-based interventions are employed, based on student need.

CCPS strategically promotes gap reduction/growth through quality and ongoing professional development to increase teacher capacity, the development of a county-wide Response to Intervention (RtI) website to increase consistency in intervention implementation across all schools, the use of research based interventions targeting the five areas of reading, and the restructuring of resource staff in the special education department.

Rationales for these initiatives include the need for greater collaboration between special education and content-based teaching staff as a means of accurately assessing student needs through research-based strategies. A variety of professional development formats including countywide in-service dates, evening staff development, and school-based instructional teams are being employed in this effort to assist Government and special education teachers. Regular access to research-based RtI will enable Government teachers to immediately obtain information on strategies that can be used for their classrooms and tailored for their students' needs.

Special education staff have worked with content specialists through a Response to Intervention Team to develop a plan to provide tiered support in the area of reading. The following resources are available at the Tier 2 level of support: *Leveled Literacy Intervention and Just Words*. Tier 3 support is the *Wilson Reading System*. Special educators are working closely with the instructional staff to train and oversee the implementation of these interventions. Regular access to research-based RtI will enable Government teachers to immediately obtain information on strategies that can be used for their classrooms and tailored for their students' needs.

Special education provides introductory training for phonics-based interventions over the summer as well as in October. In addition to the introductory training, all interventionists

for interventions receive ongoing professional development, funded through a federal grant from MSDE for the *Wilson Reading System*, *Wilson Just Words*, and the *Leveled Literacy Intervention*. These reading programs represent Tier 1, Tier 2, and Tier 3 supports for reading instruction and are being implemented by both general educators and special educators. The rationale is that teachers must teach these programs with fidelity in order to ensure student progress. In order for students to interact with complex texts, they have to be able to read and comprehend the texts, and the fidelity of these reading programs is essential to helping struggling students be able to access these texts. The reading interventions include word study, vocabulary acquisition, text dependent questions, and guided reading. The reading and vocabulary strategies entailed in these programs will provide students with the tools to interpret the difficult content-based reading and terminology on the HSA Government exam.

There will be regular collaboration between the Government teachers and special education staff. For countywide in-service, the general educators and special education teachers attend the same trainings designed around differentiating the core Tier 1 curriculum to meet the needs of a diversity of learners. All professional development provided models the use of Core 6 strategies that promote participant engagement and higher level thinking. In addition, all Government teachers are provided with training and resources to enhance their use of formative assessment during lessons. Teachers should then be able to use formative assessment to drive instruction during lessons and guide planning of future lessons.

CCPS will also strategically promote gap reduction and growth through increasing the teacher-student relationship quality, the personalization of instruction, and meaningful learning in the classroom. New special educators will be provided continued evening professional development that will address the implementation of key instructional practices and the co-development/co-planning/co-implementation of high quality IEPs. These evening classes are also being funded through a Local Priority Flex grant from MSDE.

The special education school-based support team has also been restructured and expanded in order to more thoroughly and effectively provide support to the inclusion and regionalized special education programs. This team is focused on developing teachers' skills in case management, instruction, and implementation of the Response to Intervention model.

The special education department also sponsored a county-wide Student Support Team (SST) conference in August of 2018. The purpose of the conference was to ensure consistency in our Response to Intervention (RtI) model and to build the capacity of our SST teams to develop strategic individualized plans for students at the Tier 2 and Tier 3 levels.

The Goalbook Pathways Program has been purchased through Federal Grant funds. This program will serve as a supplemental resource to our grade level curriculum. The online

resource will provide strategies and resources that are organized the Universal Design for Learning framework as well as the Maryland College and Career Standards.

As part of the Supplemental Reading Course (students reading at least four grades below their grade level), CCPS has implemented research-based interventions in response to needs identified through data. The *Leveled Literacy Intervention (LLI) and Just Words* programs can be delivered at each student's developmental level and takes students systematically through spelling and phonics concepts to improve reading fluency and comprehension. The *Edge Program* and *Leveled Literacy Intervention (LLI)*, being implemented in the Literacy Course (students reading between one to three grades below grade level); will strengthen students' reading vocabulary/comprehension as well as writing skills. The rationale for using these interventions is that they include research and evidence-based strategies and have proven to effectively increase student achievement. The use of these resources will be particularly helpful for Government teachers as they instruct their students on the content specific vocabulary entailed in the HSA Government course and exam.

English Learners/Limited English Proficiency

The 2018 Government HSA data indicates that the English Learner (EL) pass rate is 19.8% compared to a 58% pass rate for All Students.

Challenges

The EL pass rate for HSA Government increased from 11.1% in 2017 to 19.8% in 2018. This rate is substantially lower than the overall student pass rate of 58%.

CCPS faces several major challenges with the English Learner population. One challenge includes a growing enrollment that predominantly consists of newcomers with limited literacy in their native language as well as limited formal education in their native country. Another challenge includes the need for ongoing professional development workshops that provide instructional and differentiation strategies for the teachers who will assist the EL students with English language development and English language acquisition.

Strategies

The rationale for the following initiatives, which include program development, targeted professional development, and inter-departmental collaboration and training, is to increase educator knowledge of English language development, language proficiency levels, EL assessments, and the corresponding instructional strategies to improve ELs English language proficiency in all domains (Reading, Writing, Speaking, and Listening).

There are many initiatives used to ensure ELs meet the targets for the English Language Proficiency Indicator and the Academic Achievement Indicator. Some of these initiatives include major program changes and professional development.

Modified materials of instruction were purchased through the Striving Readers Grant to support the literacy instruction of ELs in the ESOL Literacy and the Sheltered English

Language Arts courses. Some of these materials include modified texts, both fiction and non-fiction, and leveled textual supports to maintain the rigor of the course standards.

A program change that was especially beneficial was to allow for the ESOL teachers at the high school level to have a period to push-in to the classrooms of ELs to provide support to both the teacher and EL. This has a lasting effect on the classroom environment, and student and teacher expectations. The ESOL teacher is able to model modifications, which has had a positive effect on the Academic Achievement of ELs.

Professional development initiatives were targeted for CCPS administrators, classroom teachers, instructional leadership, and support personnel with increased EL enrollment in order to increase English language proficiency on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening. Participants benefited from a series of connected professional development sessions that provide concrete strategies for increasing academic achievement of ELs.

Other Subgroups

The 2018 Government HSA data indicates that the African American pass rate is 49.2% and the FARMs pass rate is 41.4% compared to a 58% pass rate for All Students.

Challenges

Based upon the available data, it is evident that the number and percentage of overall students, and in particular subgroups, that have passed the HSA Government test has changed sporadically. While the percentage of students passing the exam for the first time in ninth grade has remained steady (approximately 70% for the last three years), the addition of upperclassmen to the test-taking cohort has increased the number and percentage of students needing interventions. This means that the ninth grade students who take the exam for the first time in Charles County Public Schools are now being joined by upperclassmen (10th and 11th grade students) who have not yet passed the exam and are retaking the test for the second, third, or fourth time.

Strategies

On-going social studies program initiatives include teacher professional development workshops on student-centered teaching strategies based upon the MSDE Standards for Social Studies, including the 6.0 skills and processes standards. In-services and school visit meetings highlighting reading and writing literacy utilizing the Core 6 Strategies continues. These strategies are scaffolded and provide structures for teachers to implement effective lessons on reading and writing skills in the content area. Inquiry-based lessons from the ABC-Clio Government website, Government Alive resources, Great Source Government materials, and We the People Program are incorporated into the county's social studies curricula and compose part of the annual staff development for new and experienced teachers. These resources are used as a means of initial instruction and intervention to assist all students in assessing their strengths and challenges, and adjusting instruction to accommodate their learning needs. Additional resources were integrated into the social studies Government curriculum in the summer

of 2018 and professional development on these resources was provided in August and September in-services.

Throughout the 2017-18 SY, a group of county social studies teachers made considerable curriculum revisions for the course based upon the changes in the MSDE standards. Lesson, units, and formative assessments were incorporated into the curriculum that focused on the state's content revisions, and enabled students to better understand the and practice the skills and processes encouraged in the new question types that will now be included on the state assessment. Training for all Government teachers was included in the in-service schedule at the beginning of the 2018-19 SY.

In addition to these instructional initiatives, county benchmark assessment tools currently in place will be continued. These assessments have been created to address the revised standards and format for the Government course. Pre and post-tests for the 9th grade Government course are administered to advise teachers on the strengths and challenges faced by their students and to enable them to adjust teaching practices based on student needs. Additionally, a countywide mock comprehensive Government test will be administered in April 2019 to all students scheduled to take the May 2019 Government HSA. This will provide essential data allowing teachers to adjust and focus instructional practices prior to the state assessment.

Rationales for these efforts are based upon the need for more interactive and student-centered teaching methodologies that increase student interest and accountability for their learning throughout the school year. The resources and strategies cited provide teachers with an instructional toolbox that can be used to increase student engagement and success during lessons and on the accompanying exams given throughout the school year. The timing and format of the county assessments will provide teachers with immediate and valid data by which to make instructional adjustments that meet the specific needs of their student populations.

Finally, a vertical articulation process between middle school social studies teachers and the ninth grade Government teachers is being continued throughout the 2018-19 SY as part of in-services and professional development workshops. The purpose for this process is to clearly identify and then scaffold the skills and processes that enable student success on the Government HSA throughout grades 6-9. The focus will be on the revised standards that will guide the new Government HSA in order to provide students the greatest potential for success through instruction that is centered on the appropriate content-based reading and writing literacy strategies. A combination of school visitations, school-based meetings, and on-going professional development will ensure that teachers have an awareness, and are effectively addressing the new standards and format for the Government HSA throughout the 2018-19 SY.

Timeline (including methods of measuring and funding)

Time Frame	Initiative	Measure	Funding Source
June 2018 – June 2019	Improved instructional program for ELs	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS Local Funding
August 2018 – May 2019	Standards-based professional development workshops and in-services for grades 6-9 staff	Increased student achievement on county benchmark exams and the May Government HSA	CCPS Local Funding
August 2018 – November 2018	Professional development trainings on the new Government standards (including skills and processes)	Student performance on integrated formative assessments and the CCPS Post-Test and Comprehensive Exam	CCPS Local Funding
September 2018	CCPS Pretest for Government HSA	CCPS Pre-Test Examination data results	CCPS Local Funding
September 2018	Newcomers Program established at the secondary level for recent arrivals with limited English proficiency at two additional centers	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS Local Funding
September 2018	ESOL Literacy course established at secondary level to support ELs with limited English proficiency, as well as limited literacy in the native language at two additional centers	Increased English proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	CCPS Local Funding
August 2018 Spring/Summer 2019	WIDA English Language Development in Action: Instructional Strategies for ELs	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	MSDE Title III
August 2018 Spring/Summer 2019	WIDA English Language Development in Action: Working with the WIDA Framework	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Title III
Fall 2018 Spring 2019	Sheltered Instruction Observation Protocol (SIOP): Instructional Strategies for ELs (CCPS CPD course offered annually)	Integration of differentiated instructional strategies for English Learners; increased proficiency levels on WIDA ACCESS 2.0 in Reading, Writing, Speaking and Listening	CCPS Title III
September 2018	Targeted professional development for ESOL staff / inter-departmental collaboration <ul style="list-style-type: none"> ▪ Project Based Learning 	Increased English language proficiency on WIDA ACCESS 2.0 in Reading, Writing, Speaking, and Listening	MSDE Title III
September 2018 - May 2019	Alternative Educational Programs for ELs <ul style="list-style-type: none"> ▪ GED Option Pilot 	<ul style="list-style-type: none"> ▪ Increased English language proficiency in Reading, Writing, Speaking, and Listening on WIDA ACCESS 2.0 ▪ GED Practice Tests 	CCPS Local Funds

October 2018 - December 2019	Special Education Academies and Workshops (all subjects included)	CCPS Reading Pre/Post-Test scores, PARCC Reading scores	Local Priority Flex (LPF) Grant from MSDE
February 2019	Administration of the posttest for the Government course	<ul style="list-style-type: none"> ▪ CCPS Comprehensive Exam MSDE May Government HSA results 	CCPS Local Funding
April 2019	Administration of the comprehensive mock exam for Government HSA	<ul style="list-style-type: none"> ▪ MSDE May Government HSA results 	CCPS Local Funding