# Kent County Public School

## 2017 Annual Update

### October 16, 2017

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# Maryland's Bridge to Excellence Master Plan

## Authorization

The 2017 Bridge to Excellence Master Plan Annual Update is authorized by the following:
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland;
- Public Law 111-5, *American Recovery and Reinvestment Act of 2009;*
- Chapter 702 of the Education Article, Annotated Code of Maryland;
- Chapter 264 of the Education Article, Annotated Code of Maryland, *Assessment Administration and Provision of Information;* and
- Section 7-203.3, Education Article of the Annotated Code of Maryland.

## Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act.* This legislation provides a powerful framework for all 24 Local Education Agencies (LEAs) to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive master plan, to be updated annually. Each LEA shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement in each segment of the student achievement. Additionally, each annual update will include detailed summaries of the alignment between the LEA's current year approved budget, prior year actual budget and the master plan goals and objectives.

In 2016, the Maryland General Assembly passed House Bill (HB) 999, the Commission on Innovation and Excellence in Education, and HB 412, Assessment Administration and Provision of Information. HB 999 outlines the reporting structure of the 2016 and 2017 Bridge to Excellence Master Plan Annual Update, which limits specified requirements to be reported in the master plan annual update for these two years. HB 412 outlines assessment reporting details specified in the new Education Article Section 7-203.3 for each assessment administered in each LEA, and the information that shall be provided for each administrated assessment. Below you will find the details of House Bill 999, House Bill 412 and Section 7-203.3 demonstrating the revisions that must be included in the 2016 and 2017 master plan annual updates.

## Chapter 702 of the Education Article, Annotated Code of Maryland

Section 3 and be it further enacted, that: (a) Notwithstanding any other provision of law, for calendar years 2016 and 2017, a county board of education's annual update of the comprehensive master plan required by § 5–401(b)(3) of the Education Article shall include only:

(1) the budget requirements required by § 5–401(b) (5) of the Education Article;
(2) the goals, objectives, and strategies regarding the performance of:

  (i)     students requiring special education, as defined in § 5–209 of the 9 Education Article;

(ii) students with limited English proficiency, as defined in § 5–208 of the Education Article; and
(iii) students failing to meet, or failing to make progress toward 13 meeting, State performance standards, including any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole;

(3) the strategies to address any disparities in achievement for students in item
(2)(iii) of this subsection; and
(4) the requirements of § 7–203.3 of the Education Article, as enacted H.B. 412/ S.B. 533 of the Acts of the General Assembly of 2016.
(b) (1) The State Department of Education shall convene a group of stakeholders to review the current statutory and regulatory requirements of the master plan and the new requirements of the federal Every Student Succeeds Act.
(2) On or before October 1, 2017, the Department shall report to the State Board of Education, the Commission on Innovation and Excellence in Education, as enacted by Section 1 of this Act, and, in accordance with § 2–1246 of the State Government Article, the General Assembly on recommendations regarding: (i) what information future comprehensive master plans should contain; and (ii) whether future comprehensive master plans should be completed in a digital form that can be updated periodically.

## Chapter 264 and Section 7-203.3

Chapter 264 of the Education Article, Annotated Code of Maryland, Assessment Administration and Provision of Information, Chapter 264 includes the new §7-203.3, Education Article of the Annotated Code of Maryland. The reporting requirements are:

### 7–203.3

(A) (1) In this section, "ASSESSMENT" means a locally, state, or federally mandated test that is intended to measure a student's academic readiness, learning progress, and skill acquisition.
   (2) "ASSESSMENT" does not include a teacher-developed quiz or test.
 (B) This section does not apply to an assessment or test given to a student relating to:
   (1) A student's 504 Plan;
   (2) The federal individuals with disabilities education Act, 20 U.S.C.1400; or
   (3) Federal law relating to English Language Learners
 (A) (C) For each assessment administered in a local education agency, each county board shall provide the following information:
   (1) The title of the assessment;
   (2) The purpose of the assessment;
   (3) Whether the assessment is mandated by a local, state or federal entity;
   (4) The grade level or subject area, as appropriate, to which the test is administered;
   (5) The testing window of the assessment; and
   (6) Whether accommodations are available for students with special needs and what the accommodations are.
 (D) On or before October 15th of each year, the information required under subsection (A) of this shall be:
   (1) updated;
   (2) posted on the website of the county board; and
   (3) included in the annual update of the county board's master plan required under § 5–401 of this article section.

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# 2017 Master Plan Annual Update

## Master Plan Annual Update

### Due: October 16, 2017

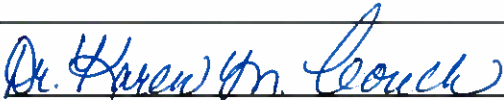**Local Education Agency Submitting this Report: Kent County Public Schools**

**Address: 5608 Boundary Avenue, Rock Hall, MD  21661**

**Local Point of Contact: Gina Jachimowicz**
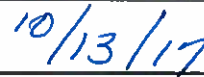
**Telephone: 410-778-7116**

**E-mail:  gjachimowicz@kent.k12.md.us**

**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2017 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.

_Dr. Karen M. Couch_ | _10/13/17_
**Signature of Local Superintendent of Schools** | **Date**
**or Chief Executive Officer** |

_Gina Jachimowicz_ | _10/13/17_
**Signature of Local Point of Contact** | **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 with Local School System |
|---|---|
| Dr. Karen Couch | Superintendent, Kent County Public Schools (KCPS) |
| Mrs. Gina Jachimowicz | Director of Teaching and Learning, KCPS |
| Mrs. Jane Towers | Supervisor of Finance, KCPS |
| Mr. Ed Silver | Supervisor of Human Resources, KCPS |
| Dr. Lloyd Taylor | Liason for Federal and State Grants, KCPS |
| Mrs. Tracey Williams | Supervisor of Student Services, KCPS |
| Mrs. Wendy Keen | Supervisor of Special Education, KCPS |
| Mr. Joe Wheeler | Supervisor of Environmental Services, KCPS |
| Mrs. Tracy Gulbrandsen | Data Analyst, KCPS |
| Mrs. Brenda Rose | Principal (Henry Highland Garnett Elementary), KCPS |
| Dr. Mary Helen Spiri | Principal (Kent County Middle), KCPS |
| Mrs. Amy Crowding | Principal (Galena Elementary), KCPS |
| Mr. Nick Keckly | Principal (Kent County High School), KCPS |
| Mrs. Kris Hemstetter | Principal (Rock Hall Elementary School), KCPS |

# Executive Summary

# Executive Summary

## I.A

## I. Introduction

### Growing a Community of Leaders

Kent County Public School System (KCPS) is the smallest district in Maryland with only 5 schools, and serving approximately 2,000 students. The vision of KCPS is centered on "Growing a Community of Leaders." Our small size allows for the delivery of personalized learning experiences to students at all levels. The mission and core values of the Kent County Public School System (KCPS) are clearly targeted to provide a high quality education for our students. They reflect the foundation for all decisions made on behalf of the students who attend the Kent County Public Schools.

**Mission:** Anchored in excellence, Kent County Public Schools will provide personal learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens.

## Core Values

### Students First
Developing positive relationships and providing individual learning experiences within a digital environment will meet the diverse needs of our students.

### Collaboration
Our success is dependent upon effective teamwork of students, staff, parents, and community members.

### Commitment
Promoting a culture of excellence and accountability will demonstrate our commitment to students.

### Community
Uniting our community requires respectful understanding of our diverse heritage and valuing the natural beauty and resources of our environment.

### Fiscal Responsibility
Through responsible spending of the funds entrusted to us, the needs of all students will be achieved.

### Trust
Trust and confidence will be acquired through integrity, competence, and transparency.

The KCPS mission and core values focus all work in the school system on the successes of each student and the support of all teachers, principals and other school personnel who work each day. To that end, the instruction and finance divisions, as well as all departments, and all family and community partnerships support the work of student achievement.

The Executive summary of the Kent County Public School System (2017) Master Plan describes the goals, objectives, major initiatives and strategies to promote academic excellence among all students. The KCPS 2017 plan reflects major focus areas of supporting Professional Learning Communities (PLC) and increasing student achievement. Interventions in reading and mathematics instruction are described in the plan as well as professional development activities designed to meet the unique needs of individuals. Data are analyzed to inform instruction as well as monitor aggregate and disaggregate academic achievement. Budget decisions are made and resources are allocated to support the vision and focus for system improvement. Administrators are held accountable for implementation of all programs. KCPS continues to build on efforts to remove obstacles to student progress and raise achievement for all students while closing persistent gaps in achievement among student subgroups.

## Kent County Public Schools' Demographics

Kent County is the smallest (population) of 24 jurisdictions in Maryland. The estimated population in 2015 was 19,787. Because of an aging of our population, our student enrollment has steadily decreased over the last several years. Currently there are 2,001 students enrolled in the system. Declining enrollment presented us with many challenges including proportionate decreases in support, instructional, and administrative staffing positions. The median household income is below the national average, manifesting itself in an increase in the FARMs population to approximately 60%. A large and growing proportion of our county population face poverty and other challenges that interfere with learning and impede a child's prospects for lifelong success. This has had an influence on the system resulting in 4 out of 5 schools identified as Title I. No child's success should be determined by their zip code.

## School Demographics 2017

| Level | Attendance Rate % | Student Mobility% | SPED Services% | 504 % | FARMS % | LEP % | Title 1 |
|---|---|---|---|---|---|---|---|
| Elementary | 94.8 | 14.8 | 11.9 | $\leq 5.0$ | 59.8 | $\leq 5.0$ | 82.6 |
| Middle | 93.2 | 10.8 | 13.3 | 7.7 | 53.0 | ** | $\geq 95$ |
| High | 92.5 | 12.9 | 11.3 | 7.9 | 44.3 | ** | ** |

*mdreportcard.org, ** fewer than 10 students

## Chart of Enrollment Numbers

Number of Students as of October 10, 2017

| School Name | Street Address | City/Town/ Zip | Enrollment | FARMS percent |
|---|---|---|---|---|
| Kent County High | 25301 Lambs Meadow Rd. | Worton 21678 | 587 | 48% |
| Kent County Middle | 402 E. Campus Ave. | Chestertown 21620 | 449 | 58% |
| Garnet Elementary | 320 Calvert St. | Chestertown 21620 | 353 | 64% |
| Rock Hall Elementary | Sharp St. | Rock Hall 21661 | 262 | 68% |
| Galena Elementary | 114 S. Main St. | Galena 21635 | 350 | 58% |

## Priorities of the KCPS 2017 Annual Update

The Superintendent of Schools, Dr. Karen Couch, is committed to providing instructional leadership to advance Kent County Public Schools to be one of the top school systems in Maryland. In 2016 Kent County Public Schools consolidated, and closed two of the five elementary schools in an effort to right size school configurations due to declining enrollment. Dr. Couch is also currently leading a long-term facilities strategic planning process to create a blueprint for how the Kent County school buildings and facilities will be utilized in future years.

Under her leadership, the district has focused on improving the culture and collaboration within the school community. KCPS adopted the Professional Learning Community (PLC) process and

the application of Universal Design for Learning (UDL) principles to guide curriculum development, lesson planning and assessments that will maximize student learning opportunities for all students including gifted and talented, English language learners, and students with disabilities. Her desire is to create a permanent solution for closing the achievement gap that will lead Kent County on the fast track to "Growing a Community of Leaders."

Based on our mission, daily KCPS decisions are guided by our goal to prepare students to reach their highest potential and become engaged global citizens. Our system work focuses on the successes of each student and the support of all teachers, principals and other school personnel who work with students on a daily basis. To that end, all departments and family and community partnerships hold up the state's vision of educational reform and results. The district goals support the mission and beliefs of KCPS and represent priorities. These priorities govern the initiatives and FY18 budget allocations beyond. Each year, the Board will review and revise these goals as needed.

Goal 1: Academic Excellence

- All students will achieve academic success by demonstrating growth on local and state assessments
- All students will receive equitable access to rigorous instruction in all subjects and grade-levels
- All students and staff will be provided with dependable and accessible technologies to support the digital transformation and differentiated learning aligned to UDL principles and guidelines

Goal 2: Safe and Caring Learning Environment

- All staff will provide safe and caring learning environments that promote a positive culture to ensure student success
- Recruit, develop, support and retain effective teachers and school leaders
- All staff are accountable for student performance and recognize and reward excellence at all levels of the organization

Goal 3: Professional Learning

- All staff participate in Professional Learning Communities (PLC) to analyze, interpret, report, and use data from multiple sources to plan academic success for all.
- All staff will participate in professional learning activities that are differentiated to meet the individual needs of teaching and non-teaching staff.

Goal 4: Communication and Engagement

- District leadership will develop and promote its unique brand to all community stakeholders

- All staff will develop connections, relationships, and resources that support the district's mission, vision, and goals.

All KCPS schools have adopted and implemented the Professional Learning Communities (PLC) process. District leadership and school-based Guiding Coalition teams receive ongoing training and support for implementing a culture of collaboration, focused disaggregation of student data, and using data to inform intervention and enrichment programs. Assessment results indicate the following improved PARCC outcomes:

- Garnet Elementary 3$^{rd}$ grade doubled math proficiency
- Worton Elementary School 5$^{th}$ graders increased ELA proficiency by 24%
- Kent County High School PARCC ELA, 72% proficiency
- Garnet Elementary math proficiency improved in ALL grade levels
- KCMS Algebra I had a 96% pass rate
- 100% of Millington Elementary 3$^{rd}$ graders scored at levels 3, 4, & 5 in mathematics

While we celebrate these successes, we are keenly aware that significant challenges remain challenges in meeting the needs of the special education and African American subgroups. Universal Design for Learning (UDL) is a major part of the Kent County PLC process in that each team strives for consistent, ongoing innovation, and progress toward maximizing teaching and learning strategies that reflect and align with UDL principles and guidelines.

To help support the master plan for KCPS, special education teachers work collaboratively with the general education teacher to prepare lessons that incorporate UDL strategies to address the learning differences students experience in general education classrooms. Along with this collaboration, special education teachers and general education teachers work together to write high quality standards based IEP goals that also incorporate UDL strategies to demonstrate multiple means of engagement, representation, and expression of what the students have learned. This will be done through co-planning professional development using the models of co-teaching and UDL.

**Key Strategies:**
The following strategies are in place to address disparities in achievement for students requiring special education services and those with limited English proficiency, and students failing to meet or make progress toward the State performance standards:

- Utilize district and classroom-based formative assessment strategies to improve each student's learning
- Provide Professional Learning calendar that reflects alignment of initiatives
- Schedule additional job-embedded and early release PLC time to focus on designing quality instruction and common formative assessments
- Monitor the learning of each student's attainment of grade-level standards on a weekly basis
- Analyze student work from PARCC released tasks, and engage in dialogue based on evidence of student learning as part of the PLC process

- Administer Measures of Academic Progress assessment from NWEA and use data monitor student growth and learning
- Universal Design for Learning (UDL) strategies serve are part of curriculum revisions and formative assessment development

## II. Budget Narrative
a. Fiscal Outlook, changes in demographics

Budget decisions as well as other resources are allocated to support the overall vision and focus for system improvement. Administrators as well as all level of personnel are held accountable for the appropriate implementation of the programs.

Declining enrollment continues to be a challenge as it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing personalized learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The enrollment between FY'16 and FY'17 has shown a decrease, which will equate to another decrease in funding for FY 18'. The school system anticipates this decrease to be about $182,000.

Even though enrollment continues to decrease the percentage of economically disadvantaged students (students eligible for the Free and Reduced Meal Program) as well as students with disabilities continues to increase each year. In October 2015 the KCPS countywide percentage was 55% for the free and reduced meal program. Last year, KCPS experienced a 3.5% decrease in student enrollment, the sharpest decline in five years. The school system may have to move towards consolidation in FY 18'. No formal decision has been made in regards to what school or how many schools at this point.

The County government's support of education to the current expense fund continues to be the major source of funding for the school system. The appropriation from the County government to the school system was maintained at the (MOE) Maintenance of Effort level for FY 16' and will be with an additional $303,857 for FY 17'. However, the financial constraints continue to be an ongoing concern with the pension shift, ongoing rising costs in health care, OPEB obligations and declining enrollment.

Funds were reallocated and other budget reductions were made as necessary to fund current year priorities. Despite these adjustments the school system plans to meet the goals, objectives, and strategies detailed in the master plan's timeline. Beginning in FY 14' the school system made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 year olds) that register. This recurring commitment costs approximately $170,000 per year. These costs are comprised of a teacher, instructional assistant, the associated benefits for both as well as materials and supplies for the students. The extended day program (after school) was eliminated in FY' 14 due to the lack of 21st

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Century grant funding. The early morning program was also eliminated due to the lack of Local Management Board (LMB) funding. Other redistributed funds supported the purchase of lap top computers which now makes KCPS the only Maryland school system that provided individual technology (1 to 1) devices for every student and allows our teachers to personalize learning.

The school system had a small increase in the fund balance allocation for year ended 2016. This was due to savings in the areas of transportation (due to the decrease in fuel costs) and in the fixed charges area due to health care costs. Utilizing the fund balance to fund on-going programs has become a trend in order to balance the budget.

Retaining and recruiting high quality teachers is one of the top priorities of the Kent County Board of Education. Approximately 77% of the school system's budget is dedicated to salaries and benefits. Staff development costs continue to be dependent upon both Federal and State grants. Class sizes are growing each fiscal year but the school system continues to make every effort to keep them reasonable.

b. Impact of changes on the school system and the master plan goals and objectives

KCPS identified four priorities in guiding the development of the 2017 budget that supported the implementation and achievement of the master plan goals.
1. Research supports that the single most important factor affecting a child's achievement is the effectiveness of the classroom teacher. As a result, one of the priorities in the 2017 budget is to recruit and retain highly qualified teachers to provide classroom instruction that meets AYP goals, with careful attention paid to students who face academic challenges because of poverty, disability, or language. Again, 77% of the school system's budget consists of salaries and benefits. A three step increase was given to all employees on July 1, 2016 and a 1% cost of living increase was given to the teachers in addition to the three step increase. This cost about $800,000, which was an addition in the FY 17' budget.
2. In order to support the instructional program, an additional budget priority is to provide professional development aligned to system goals. The school system relies heavily on Federal and State grants to support professional development. The strategic goals that are supported include those that support student achievement, provide a safe and caring environment, encourage parent and community involvement, enhance the use of technology and data, and develop lifelong learners. The professional development goals include supporting the following programs:
- Support for PARCC and (MISA), the new Science Assessment
- Support for the implementation of Common Core

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- Use of Positive Behavioral Interventions and Support (PBIS)
- Implementation of the Second Steps program to increase positive behavior and respect in schools
- Implementation of Professional Learning Communities (PLC's) to support academic success for all students
- Use of digital technologies to offer differentiated learning including resources from Discovery.

3. Developing well-equipped and maintained classrooms and schools is an additional priority that supports a safe and secure learning environment for all students.

4. Finally, the budget priorities support the goals of the master plan by providing funding for technology to support the use of data and support 21$^{st}$ Century technology initiatives. These KCPS strategic goals also support our commitment to— supporting the implementation of enhanced curriculum and assessments, developing a longitudinal data system to support instruction, developing great teachers and great leaders through enhanced professional development and a new evaluation system, turning around low-achieving schools, and providing STEM instruction for all students.

Decisions made during the fiscal 2017 budget process will affect future budgets only if the goals of the master plan change and fiscal resources continue to reduce. The most significant factors bearing on the future continue to be declining student enrollment, increasing health care costs, ACA obligations and County funding.

The Board of Education is faced with difficult decisions how to meet the instructional priorities of meeting student needs and accelerating student achievement with declining resources and increasing costs. About 17% of the budget is dedicated to the mandatory cost of doing business for the school system, which consist of day-to-day operations (i.e. utilities, transportation, insurance, etc.) Utilizing the fund balance to fund on-going programs has increased dependency for recurring costs and adds another level of challenge to the decision making process.

## III. Goal Progress
### a. Maryland's Goals, Objectives, and Strategies Regarding Performance of:
i. Students requiring special education services;

The KCPS mission is to provide personal learning experiences within a collaborative community of learners, that inspire our students to reach their highest potential and become engaged global citizens. The Kent County Board of Education supports this

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mission by fostering a climate that supports change and demands monitoring of student progress through measurable indicators. Kent County students with disabilities are continually challenged to achieve proficiency on formative and summative assessments. Based on 2017 PARCC English Language Arts (ELA) and Mathematics, students requiring special education services continue to struggle to demonstrate proficiency. 80% of students in Grades 3-5 scored at the lowest levels on the ELA PARCC assessment compared to 43% of All students. At the middle school level, these achievement gaps continue to widen. In Grades 3-5 mathematics, less than 10% of students requiring special education services met the standards.

To ensure that students are progressing and involved in the general education curriculum at all levels and across all content areas, regardless of disability or participation in state assessment, all students are provided access to materials and curriculum at grade level. Professional development for special educators and general educators is provided on tools and strategies to increase accessibility of materials to schools through the core programs as well as digital resources. All staff must recognize that the curriculum must be delivered with an array of supports and barriers must be removed. Special education teachers and support staff assist with UDL strategies and offer flexible small group instruction to meet individual student needs.

To close the achievement gap, Kent County has created professional learning communities of general educators and special educators. Teams collaborate with supervisors in developing training activities that provide information to general and special educators on strategies for differentiation, accommodations and modified instruction. After school academy workshops and collaborative planning sessions facilitated by supervisors enhance general education and special education teachers' skillset.

ii. Students with limited English proficiency;

As the smallest school system, Kent County Public Schools(KCPS) have an active ESOL program that employs 3 full time teachers to serve over 45 English Language Learners distributed in our schools. Only 7 of the 48 EL students made overall proficiency gains on the 2017 administration of ACCESS 2.0. This change was a result in more rigorous scoring aligned to the demands of college and career ready standards. Only one student exited the ESOL program. There were substantial acheivement gaps at all levels when comparing the acheivement of all students and the EL subgroup in ELA and mathematics. However, it should be noted that with the Kent County Public Schools has not received Title III funding since school year 2014-15, limiting ESOL specific professional learning opportunities for staff.

iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

**Strategies to Address Achievement Discrepancies**
- Implement the practice of monitoring learning at the school level
- Monitor special education referrals at schools to ensure proper procedures for identification are followed
- Expand options and offer training for evidence-based interventions and develop exit criteria
- Provide professional learning experiences on the writing and math learning progressions, and strategies for increasing the quality of student responses when students write about reading
- Provide full day Pre-Kindergarten services to all students and early interventions
- Provide high quality professional development focused on the use of technology to actively engage students and personalize learning
- Partner with Discovery Education to offer student access to interactive digital media content and digital textbooks to bring the world into the classroom.
- Provide 1:1devices to all students in grades 1-12, software, and programming to enhance student learning
- Revised curriculum aligned to the rigor on the Maryland College and Career Readiness Standards and the principles of Universal Design for Learning
- Implement Positive Behavior Intervention Services at each school
- Continue to train and retrain staff on providing high quality reading and math interventions
- Offer a variety of assistive tools (Photo Math, Google Keep, MathTalk, Ghotit, etc.)

## IV. Assessment Administered Requirement
a. The requirements of §7-203.3 of Education Article for each assessment administered, the LEA must provide the following information:
  - The title of the assessment;
  - The purpose of the assessment;
  - Whether the assessment is mandated by a local or state entity;
  - The grade level or subject area, as appropriate, to which the test is administered;
  - The testing window of the assessment; and
  - Whether accommodations are available for students with special needs and what accommodations are.

**(See page 18 for the 2017 Bridge to Excellence Assessment Administered Requirement Template).**

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# Finance Section

# Finance Section

### Introduction

The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the LEA's alignment of current year budget and prior year expenditures with the Master Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

| Budget Narrative |
|---|
| I.B. |

Kent County Public Schools is the smallest school district in Maryland located on the Eastern Shore with enrollment slightly over 2,000 students. Over the past decade, the school system has had a continued decline of student enrollment. Because of this decline in enrollment, we had to faced the hard budget decision to consolidate schools. This decision was made on March 20, 2017 to close two elementary schools. The closing schools were Worton and Millington Elementary Schools.

With this decline in enrollment, it impacts both the budget and the school system's ability to achieve its mission of being anchored in excellence, providing a personal learning experience within a collaborative community of learners, that inspire our students to reach their highest potential. With this in mind, we direct our limited resources towards identified priorities and to be efficient and effective in all aspects of the organization. We closely monitor all expenditures, keeping instructional priorities constant and look for the most cost effective way to operate.

Beginning in FY 14', Kent County Public Schools (KCPS), made a commitment to invest in Universal Pre-K. This has enabled the school system to take in all Pre-K students (4 years old) that register. This recurring commitment costs approximately $ 170,000 per year. These costs are comprised of a teacher, instructional assistant, the associated benefits for both as well as material and supplies for students. Another initiative is the purchase of student laptop computers. KCPS is the only Maryland school district that provides individual technology (1 to 1) devices for every student and allows our teachers to personalized learning.

### FY 18 Revenue

Below is a pie graph of FY18's operational fund budgeted revenue sources. As you can see local appropriations make up roughly 59% of our funding.

## Operating Fund Budgeted Revenue Sources



- Federal Funds 6%
- State Revenue 32%
- Local Appropriation 59%
- Other 3%
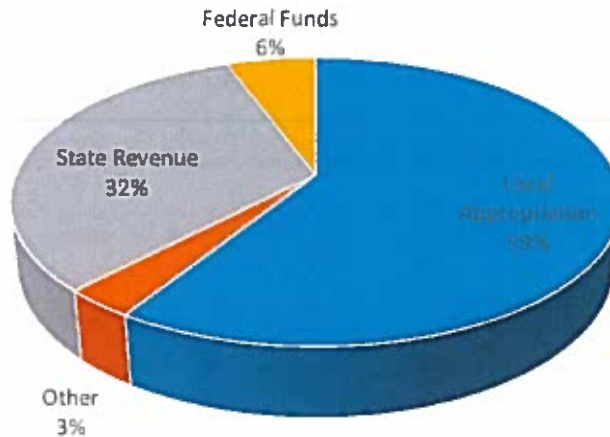
## FY 18 Expenditures

The below graph represents how Kent County Public School's resources are aligned with priorities. The majority of our expenditures, roughly 79% are directly attributed to instruction. These areas are:

| |
|---|
| *Instruction: 39%* |
| *Mid Level: 6%* |
| *Special Education: 11%* |
| *Fixed Charges: 23%* |

## Operating Fund by Category Expenditure



- Administration 4%
- Mid Level 6%
- Fixed Charges 23%
- Maintenance of Plant 2%
- Operation of Plant 7%
- Transporation 7%
- Health Services 0%
- Student Services 1%
- Special Ed 11%
- Instruction 39%

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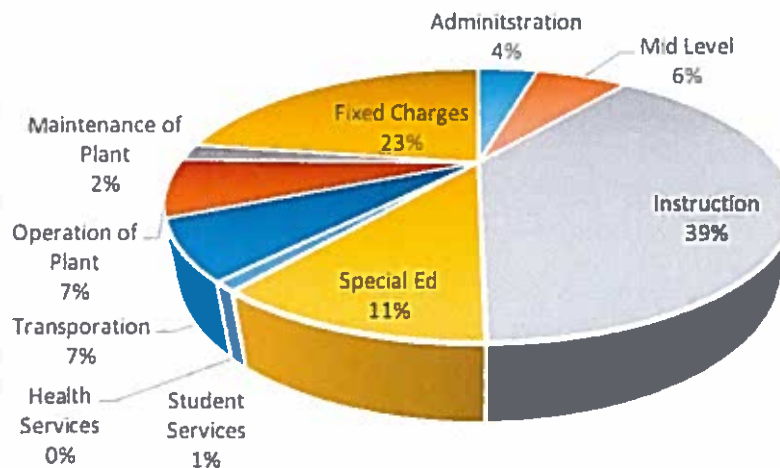
Last fiscal year, FY 17, we used 34% or $ 994, 846 of our fund balance to cover operating expenditures. For FY 18, we are projected to use another 38% or around $ 720,000 of our fund balance to meet projected operating expenditures.

Looking ahead, the Board of Education approved in FY 17 the formation of a long term Strategic Committee. The purpose of this committee is to achieve a stable, long-term facility plan that will improve the learning environment, align the size of the facility plant with student enrollment, and provide a more financially sustainable support infrastructure.

## Components

1. *The Executive Summary (I.A)* includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the master plan goals and objectives, and the responses to analyzing questions.
   a. *Supporting Budget Tables*
      i. Current Year Variance Table: the budgetary plan for **FY 2018.**
      ii. Prior Year Variance Table: a comparative look at the **FY 2017** plan versus actual events.

2. *Resource Allocation Discussions are included in the content analysis throughout the 2018 Master Plan Update.* This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, and/or retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.

3. *Analyzing Questions* are based on the Prior Year Variance Tables. Responses to these questions should be embedded within the Budget Narrative.

## Instructions
*Supporting Budget Tables*

1. The purpose of the variance tables is to illustrate that LEA Master Plan goals and objectives are aligned with annual budgets.
2. These tables are not intended to be prepared in accordance with Generally Accepted Accounting Principles (GAAP).
3. Revenue and expenditures must equal.
4. It is appropriate to include Transfers in the Other Category.
5. For expenditures, identify each as restricted or unrestricted. Federal IDEA and Title I funds **must** be separately identified and listed by CFDA number and grant name.

For the **Current Year Variance Table**, LEAs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal Title I and IDEA funds **must** be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.

- Expenditures are reported based on the corresponding section of Race to the Top and the reform assurance area. LEAs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, use unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

The **Prior Year Variance Table** is intended to provide a comparative analysis between the plan and the actual events in the prior year. LEAs will update the pre-populated tables with actual data (revenue, expenditure, and full time equivalent - FTE).

- The Prior Year Variance table (plan v. actual for **FY 2017**). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. All Federal Title I and IDEA funds **must** be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.

- The expenditure data is presented as planned compared to realized expenditures and shown by the corresponding section of Race to the Top and the reform assurance area, mandatory costs and other categories. This table also includes planned and actual FTE at the expenditure level and includes the fund source. For fund source, include unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

*Resource Allocation Discussions are included in the content analysis throughout the 2017 Master Plan Update.*

Throughout the Master Plan Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. LEAs are asked to identify challenges and then specifically describe the changes or adjustments that will be made to ensure sufficient progress, include timelines where appropriate and a discussion of corresponding resource allocations.

In their discussion of corresponding resource allocations, LEAs should include funding targeted to *changes or adjustments* in staffing, materials, or other items for a particular program, initiative, or activity. LEAs **must** identify the source of the funding as restricted or unrestricted.

If the source is restricted Title I, or IDEA funding, include the CFDA number, grant name, and the associated funds. Otherwise, identify the source include associated funds.

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*Analyzing Questions*
Please use the information provided in the **Prior Year Variance Table** to develop answers to the following questions. Responses should be embedded in the Budget Narrative section of the Executive Summary.

**Revenue and Expenditure Analysis**

1. Did actual **FY 2017** revenue meet expectations as anticipated in the Master Plan Update for **2017**? If not, identify the changes and the impact any changes had on the **FY 2017** budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

   **Actual Revenue did met expectations as anticipated in the Mather Plan Update for FY 17. There were however, category reallocations and additional grant awards were awarded after the Master Plan was submitted. Funds were reallocated and other budget reductions were made to fund current year priorities. With these adjustments, the school district met the goals, objectives and strategies detailed in the master plan's timeline.**

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.
   - **Standards and Assessments-expenditures decrease by $ 18,035.15 due to grant carryover period being 09/30. Expenditures will incur in FY 18.**

   - **Data Systems to Support Instruction-expenditures increased by $ 103,526.71 due to receiving Title I Funding for equipment.**

   - **Great Teachers and Leaders-expenditures increased by $ 181,895.36 due to additional staff needed and raise projections slightly off.**

   - **Turning Around Lowest Performing Schools decreased by $ 71,701.82 due to grant carryover period being 09/30. Expenditures will incur in FY 18.**

   - **Mandatory Cost of Doing Business-decrease by $ 23,119.49 due to senior staff retiring and being replaced by younger workforce.**

**Definitions of Key Terms**

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding

**Submission Information**

1. MSDE will transmit the budget documents to LEAs in an Excel workbook in early July. The workbook will include spreadsheets for the Current and Prior Year Variance Tables.

2. *Two methods of submission.* As noted in the Submission Instructions in Appendix D, an electronic Excel workbook containing the budget documents **must** be submitted with the 2017 Master Plan Update and uploaded separately to DocuShare OR Google Drive. This submission process applies to the original **October 16** and final **November 17** submissions. *ALL* final budget documents should include any changes made as a result of the review process.

# Maryland's Goals, Objectives and Strategies

# Maryland's Goals, Objectives and Strategies

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices.

Based on the Chapter 702 of the Education Article, Annotated Code of Maryland, the Commission on Innovation and Excellence in Education, the reporting requirements regarding the performance of certain students in all indicated assessments must include goals, objectives and strategies. Strategies must address any discrepancies in achievement. For this annual update, the reporting requirements must address for the following student populations:

  i. Students requiring special education services;
  ii. Students with limited English proficiency; and
  iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

Based on House Bill 999, the reporting requirement must also include strategies to address any discrepancies in achievement for students failing to meet, or failing to make progress toward meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Describe the goals, objectives, and strategies regarding the performance of each identified student group.

In your analysis of students requiring special education services, LEAs must consider the following special education issues within the responses:

- *Access to the General Education Curriculum*. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- *Collaboration with General Educators.* How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- *Strategies used to address the Achievement Gap*. When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

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In your analysis of **students with Limited English Language proficiency**, you **must** consider reporting the progress of English Learners (ELs) in the ACCESS for ELLs 2.0 in developing and attaining English language proficiency and achievement on the reading/language arts and mathematics State's assessments for the following indicators.

- **Indicator 1** is used to demonstrate the percentages of ELs progressing toward English proficiency. To demonstrate progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs 2.0*. ELs are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs 2.0* is 0.5 higher than the overall composite proficiency level from the previous year's test. In order to meet the Indicator 1 target for school year 2016-2017, LEAs must show that **58%** of ELs made progress.

**As a result of more rigorous scoring on the 2017 administration of ACCESS 2.0 only seven EL of the 48 tested made overall proficiency gains. This change in scoring was made to respond to the demands of college and career ready state standards. While comparisons for instructional purposes cannot be made as they have been in the past, KCPS will continue to make informed decisions based on student proficiency levels using the Can Do Descriptors and WIDA Standards.**

| 2017 ACCESS 2.0 Data | Listening | Speaking | Reading | Writing | Overall Proficiency |
|---|---|---|---|---|---|
| Entering | 9 | 15 | 21 | 14 | 15 |
| Emerging | 6 | 14 | 11 | 13 | 10 |
| Developing | 7 | 14 | 11 | 20 | 20 |
| Expanding | 5 | 2 | 1 | 1 | 3 |
| Bridging | 5 | 1 | 2 | 0 | 0 |
| Reaching | 16 | 2 | 2 | 0 | 0 |
| | 48 | 48 | 48 | 48 | 48 |

- **Indicator 2** is used to demonstrate the percentages of ELs attaining English proficiency by the end of each school year. For determining Indicator 2, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level based upon *ACCESS for ELLs 2.0*. ELs are considered to have attained English proficiency if their overall composite proficiency level is 4.5 or higher. In order to meet the Indicator 2 target for school year 2016-2017, LEAs must show that **16%** of ELs have attained proficiency.

**Again as a result of more rigorous scoring on the 2017 administration of ACCESS 2.0 only one EL of the 48 tested attained proficiency or exited the ESOL Program at the interim exit criteria score of 4.5 overall. This change in scoring was made to respond to the demands of college and career ready state standards.**

- **Indicator 3** represents achievement on the Reading/Language Arts and Mathematics State's assessments for the EL subgroup.

| Grades 3 - 5 | ELA | Math |
|---|---|---|
| | 11 test takers<br>no proficient EL<br>54.5% scoring at lowest level<br>30% gap between All Students and EL subgroup | 11 test takers<br>9% proficient<br>36% Level 1<br>27.3% Level 2<br>20% gap between All Students and EL subgroup |
| Grades 6-8 | ELA | Math |
| | 3 test takers<br>2 EL or 67% Level 1<br>1 EL or 33.3% Level 2 | 5 test takers<br>2 or 40% Level 1<br>2 or 40% Level 2<br>1 or 20% Level 3 |
| High School | English | Algebra |
| | No test takers | 1 test taker<br>1 or 100% Level 1 |

Describe the strategies that will be used to ensure ELs meet the targets for Indicators 1-3. LEAs should include funding targeted to changes or adjustments in staffing, materials or other items for a particular program, initiative or activity.

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

**Kent County will provide direct services in language acquisition instruction to LEP students from ESOL teachers. ESOL teachers support the instructional program by ensuring that the classroom and content teacher's instruction is understood and fully achieved by English Language learners (Funding source: Local Funds).**

**It should be noted that Kent County Public Schools no longer receives Title III funding. With the lack of Title III funding for the 2015-16, 2016-17, and 2017-18 school years, not as many ESOL specific professional learning opportunities are planned. The Professional Learning Communities (PLC) process will provide time and a structure for ESOL and general education teachers to identify specific**

interventions to help all EL's meet the targets for Indicators 1-3. Title I schools will receive additional coaching to promote children's social, emotional, and behavioral development and appropriately address challenging behaviors (Funding source: Local Funds and Title I).

KCPS will provide translators for parent meetings, conferences and workshops outside regular school hours to help parents and families of ELL's become more active participants in their child's education (Funding source: Local funds).

KCPS will purchase supplemental classroom materials for use in regular classrooms and during LEP pull out, including grade-level appropriate content related bilingual texts. In the selection of texts and other materials of instruction, the focus will be on providing students with highly engaging bilingual Informational Texts related to the mastery of Science, Social Studies and Mathematics skills and processes (Funding source: Local Funds and Title I).

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

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

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

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grade 10**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

   A review of PARCC English Language Arts/Literacy data for grades 3-5 and 6-8 shows student performance remained flat overall. The percentage of students scoring at Performance Levels 4 and 5 increased by 1.5% and in grades 6-8 decreased by 1.3%.

   **PARCC English Language Arts/Literacy Grades 3-5:** When examining PARCC trend data, the challenges for PARCC English Language Arts/Literacy in Grades 3-5 include

substantial gaps between the achievement of minority students and their white peers. 40% of grades 3-5 white students scored at levels 4 and 5 while only 14.5% African Americans achieved at this level. 80.6% of the Special Education students only partially met or did not meet expectations. 62% percent of African American students scored at levels 1 and 2, the lowest performance levels. 81% of LEP students scored well below expectations. PARCC Level 1 and Level 2 for FARM students increased by 2.5%. All grades 3-5 students' scores (levels 3-5) remained flat from 57.5 in 2016 to 56.5% in 2017.

**PARCC English Language Arts/Literacy Grades 6-8:** When examining PARCC data, the challenges for PARCC English Language Arts/Literacy in Grades 6-8 include substantial gaps remaining between the achievement of minority students and their white peers. 66% of grades 6-8 white students scored at levels 3 to 5 while only 31% of African Americans achieved at this level. Merely 11% of the Special Education students approached or met expectations. All 3 of the 3 LEP students in grades 6-8 achieved levels 1 or 2.

**PARCC English Language Arts/Literacy Grades 10:** When examining PARCC data, the challenges for PARCC English Language Arts/Literacy in Grade 10 include a gap between the achievement of minority students and their white peers. 83% of grade 10 white students scored at levels 3 to 5 while 40% of African American students achieved at this level. Only 21% of Special Education students reached this level. There were no LEP students tested in grade 10 English.

2.  Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

As cuts to the Kent County education budget continue, Kent County Public Schools (KCPS) consolidated to decrease the cost of education. 60% of the KCPS principals are new to their schools in 2017. Strong instructional leaders have been assigned to under-performing schools. Consolidation has led to the transfer of teachers in an effort to build strong teacher teams. Tenured teachers have been paired with non-tenured to provide additional coaching and support.

Kent County Public Schools' recognize that persistent achievement gaps exist among specific student groups; racial/ethnic subgroups, FARMS, and special education. To address these inequities and support all students in reaching the goals of the Maryland Common Core State Standards, Professional Learning Communities (PLC) structures are in place at both the district and school levels. Collaboration and Data-driven instruction are priorities for the English Language Arts Professional Learning Community (PLC) teams. PLC meetings will include a laser focus on closing the achievement gaps in performance for African American, Special Education and FARM students. Teacher teams analyze, interpret, report subgroup data and implement quality Tier I, II and III interventions. Ongoing analysis of common formative assessments promote gap reduction and academic growth. KCPS will create multiple options for personalizing learning for all students, including those receiving special education services by employing the Universal Design for Learning (UDL) framework. The KCPS elementary teams have rewritten and realigned English Language Arts curricular resources to the Maryland College and Career Readiness Standards (MDCCRS). Additional collaboration time is provided during the monthly early release days. (Funding Source: Unrestricted, Title IIA)

**English Language Arts/Literacy Changes/Strategies**

Professional Learning Communities (PLC) teams will continue to revise the written, taught, and tested curriculum to ensure good first instruction for all students. General and special education teaches will build units of instruction based on common core standards with emphasis on literacy and writing in every content/classroom. PLC teams will follow a protocol to access learning statements via the interactive MAP Learning Continuum to see what students learn, create skill-based small group instruction, and provide daily differentiated lessons, and promote gap reduction and growth allowing for teachers to provide "just in time" interventions and enrichment The implementation of units of instruction will be monitored through informal and formal classroom observations. Local common formative assessments, specific intervention progress monitoring tools, and the PARCC data will help determine instructional effectiveness. (Funding Source: Unrestricted and Title IIA).

NWEA Measures of Academic Progress (MAP) assessment, a universal screening tool will be administered three times per year. The data will be used to gain information about our students as readers, and create and reinforce evidence-informed instructional practices. MAP data is predictive of PARCC and provides information regarding achievement gaps in performance for African American, Special Education, and FARM students. District teams will also use this rich data to analyze program effectiveness and track growth from term to term. An additional measure is the utilization of quarterly benchmarks, and common formative assessments administered very two to three weeks. (Funding Source: Unrestricted and SpEd Local Priority and Flexibility).

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KCPS will offer reading incentive programs to promote increased independent reading. The Scholastic Reading Counts (RC)! Incentive program has been purchased where students read books of their choice and are recognized for being "Anchored in Reading Excellence." KCPS' will also participate in the "One School, One Book" initiative to promote parental involvement and children reading for pleasure outside of school. (Funding Source: Rotary and other Local Donations)

The district instructional coordinator will partner with lead teachers from each school to explore ways to increase access to opportunities for enriched curriculum for Gifted students. Professional support will continue to equip classroom teachers with the resources and skills to differentiate effectively. (Funding Source: Unrestricted)

Staff will receive training in SchoolNet, an instructional improvement system which offers customized reading assessments in a blended learning environment. Training will be provided on how to create, and administer MDCCRS aligned assessments. This tool provides instant results to differentiate instruction. SchoolNet also includes a highly visual and interactive data dashboard so administrators and teachers can monitor and chart performance progress for all students including Special Education, ESOL, and African American. This year, SchoolNet will include rubrics and exemplars to support consistent scoring. (Funding: Unrestricted )

Academic Interventionists provide on-site professional learning opportunities and additional academic and social skill guidance and support to all Title I schools. Specific questions regarding professional development for special education students (or any other identified subgroup) and intervention programs are posed for school administrators and delivered to all identified Title I students. In addition, schools aligned their school improvement plan goals to their most challenged subgroup(s) (Funding source: Title I, Special Education Discretionary Funds (grant)).

The 2017-2018 Kent County Middle School Master Schedule includes increased time for English Language Arts instruction in grades 6-8 to ensure all students have equal access to a rigorous curriculum. This additional time allows for daily small group instruction to personalize learning. (Funding: Unrestricted)

Students participating in the KCPS Alternative Program continue to underperform in English compared with All Students. A Truancy and Behavior Specialist has been hired to work with those transitioning from the Alternative Classroom back to Kent County High School. This person will conduct classroom observations and monitor student grades and attendance on a regular basis. (Funding: Unrestricted)

General and special educators will be trained in the effective models of co-teaching. Teachers will be provided with additional opportunities to plan collaboratively to ensure the success of students with disabilities in inclusive and self-contained settings. Instructional Supervisors will meet monthly with Professional Learning Community (PLC) teams to jointly plan units of instruction, identify appropriate instructional and testing accommodations, and evaluate the effectiveness of the instructional strategies and make adjustments as needed. The PLC process ensures collaboration between general

education and special education staff (Funding Source: Title IIA and R4K Preschool, Special Education Discretionary Grants).

Kent County will continue with census administration of the Kindergarten Readiness Assessment (KRA) to ensure early identification and intervention for students most at-risk. Kindergarten students reading below-level in January of Kindergarten will be placed in appropriate interventions delivered by both general and special education teachers. Progress is monitored by each school's Student Support Team (SST) (Funding Source: Unrestricted and R4K, Special Education Discretionary Grants).

Teachers in Pre-Kindergarten and Kindergarten including special education and ESOL teachers will participate in professional learning using the Vocabulary Improvement and Oral Language Enrichment through Stories (VIOLETS) program to develop oral language, pre-literacy, and background knowledge. (Funding Source: Unrestricted and R4K).

Professional development delivered by consultants, administrators, and supervisors focus on building foundational skills (print concepts, phonological awareness, phonics, and word recognition), alignment of daily writing instruction to the standards, and fluency. (Funding Source: Unrestricted, Special Education Discretionary Funds).

Targeted ELA professional development will be provided by CenterPoint on understanding the writing progressions, analyzing writing samples, and developing a bank of instructional tools aligned to MDCCRS that measure what matters in early reading to make meaningful instructional decisions. (Funding Source: Title IIA).

Intensive professional development coaching on routines and procedures for managing whole and small group literacy lessons in a student-centered learning will be provided by Dr. Vicki Gibson to Academic Interventionists, teachers, administrators at Title I schools. (Funding Source: Title I).

Daily acceleration/intervention time is part of the elementary and middle school English Language Arts schedule to provide targeted reading interventions to all students. Initial interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place students to best meet their deficits. PLC teams track progress of each intervention. Monthly special education and general education teacher progress-monitoring meetings are held. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, Title I, and SpEd Local Priority and Flexibility).

To address the subgroup declines, KCPS includes time for tutors to support Title I elementary schools. Locally retired teachers and other certificated persons provide one on one support to identified students by implementing evidence-based best practices to meet unique student needs (Funding Source: Title I and SpEd).

Title I and Title IIA funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality early literacy

and English/Language arts instruction. District professional development days are dedicated to increasing knowledge of effective instructional strategies. Time for district days is limited and a continues to be a challenge.

## PARCC Mathematics for Grades 3-8:

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

   **PARCC Mathematics for Grades 3-5:** When examining PARCC data, the challenges for PARCC Mathematics in Grades 3-5 include substantial gaps between the achievement of minority students and their white peers. 40.8% of white students in grades 3-5 scored at levels 4 and 5 while only 11.8% African Americans achieved at this level. Less than 9% of the Special Education students met expectations in mathematics. 42.4 percent of African American males performed at levels 1 and 2, the lowest performance levels. PARCC Mathematics. All grades 3-5 students' mathematics scores (levels 3-5) improved slightly from 54.6% in 2015 to 58.9% in 2016 to 61.3% in 2017.

   **PARCC Mathematics Grades 6-8:** When examining Table 2.7 a, the challenges for PARCC Mathematics in Grades 6-8 include substantial gaps between the achievement of minority students and their white peers. 56% of grades 6-8 white students scored at levels 3 to 5 while only 20.9% of African Americans achieved at this level. Only 9.1% of the Special Education students approached or met expectations. Special education scores in the 3 to 5 range did increase slightly from 8.4% in 2015-2016. 4 out of 5 LEP students tested in grades 6-8 scored at the lowest performance levels of 1 and 2.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title 1 or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

   KCPS has three components for the Pre-K to 12 Mathematics Instruction Plan. The components are solid first instruction, high quality interventions, and equity and access.

Through formal and informal observations, KCPS administrators will ensure that initial mathematics instruction is rigorous, engaging, and includes formative feedback. As part of the PLC process, teachers will effectively use MAP, PARCC, and formative assessment techniques to target support while developing an understanding of the math progressions and common misconceptions. PLC teams will create a responsive culture as they work to identify factors that contribute to differential outcomes among groups of students, and provide the appropriate support.

To address subgroup inequities and support all students in reaching the goals of the Maryland Common Core State Standards, Professional Learning Communities (PLC) structures are in place at both the district and school levels. Additional collaboration time is provided during the monthly early release days allowing time for all mathematics teachers to analyze, interpret, and report subgroup data in order to implement quality Tier II and III mathematics interventions (Funding Source: Unrestricted and Special Education Priority funds).

Experienced principals have been recently transferred to under-performing schools. Tenured teachers have also been partnered with non-tenured teachers to provide frequent coaching and support. Principals, Supervisors, and Academic Interventionists provide instructional guidance and support to schools where students are failing to meet or make progress on state standards. Specific questions regarding professional development for special education students (or any other identified subgroup) and intervention programs are posed for school administrators. In addition, schools were informed to align their school improvement plan goals to their most challenged subgroup(s) (Funding Source: Local, Title I, Special Education Passthrough Funds, and Title IIA).

Principals and other instructional leaders will improve communication and support of families and community in the area of mathematics. Schools will hold math evening events to help parents understand concepts and strategies for supporting students at home. A parent site will be added to the district website to offer on-line resources and supports. (Funding Source: Title IIA, Local and SpEd Local Priority and Flexibility)

To address the subgroup declines, daily lesson plans include flexible group instruction for small groups of students who have difficulty on content from the math curriculum. Each of these lessons utilizes manipulatives and strategy instruction focused on targeted concepts. Professional development emphasizes the importance of solving problems that are modeled in a concrete way, represented using visuals or drawings and in abstract notation of equations in order to utilize algorithms to determine a solution. (Funding Source: Unrestricted)

Since all KCPS elementary school are Title I, increased time has been provided for elementary math tutors to support students in all schools. Locally retired teachers and

other certificated persons provide one on one support to identified students by implementing evidenced-based best practices to meet their unique needs. (Funding Source: Title I)

KCPS teacher teams utilize benchmark and common formative assessments linked to the Maryland College and Career Ready Standards for Mathematics to guide instruction. Professional learning opportunities provided to explore topics of student discourse, and the power of number lines. Eight Kent County Middle School math teachers and the principal attended the Maryland Council of Teachers of Mathematics conference in Pasadena, Maryland (Funding Source: Title I).

Training in the KCPS Response to Intervention (RTI) process has been provided to all administrators and school teams. Resources are available on-line to support a comprehensive, consistent, multi-tiered plan to effectively support the achievement of all students including Gifted and Talented, Hispanic, Special Education, and African American students and assist in the implementation of research-based strategies, ongoing assessment, early identification, and support for students at risk. This includes incorporating PBIS framework for teachers to implement tiered behavior approaches into daily classroom structures. Professional development is provided through a three hour training for eight weeks for identified staff. (Funding Source: Title IIA, Local and SpEd Local Priority and Flexibility)

Number Worlds, Think Through Math, Origo Fact Fluency, Dreambox, IXL, TenMarks, and FrontRow are a few examples of the many math interventions available for students struggling with mathematics content. (Funding Source: SpEd Local Priority and Flexibility, Title I, Student Instructional Intervention Systems (SSIS) Grant)

The KCPS Elementary Math Academy team meets monthly to allow teachers to develop aligned written, taught, and assessed units of instruction with emphasis numeracy, fractions, and geometry. In collaboration with special education, teachers will plan lesson supports for critical-need student populations such as students with limited English proficiency and students receiving special education services. Portions of the sessions also focus on methods in which to teach mathematics, multiple entry points, and attending to equitable access for structuring lessons accessible to all learners (UDL). Academy sessions were designed as a course and teachers are able to earn up to 3 CPD credits for their participation (Funding Source: Title IIA).

PLC teams will work closely with the central office staff to develop content and instructional supports for differentiating instruction to attract and support traditionally underrepresented students in gifted and advanced mathematics classes.

Targeted interventions are provided daily during an acceleration/intervention period for both reading and mathematics. Interventions are based on the previous year's data. Each intervention has its own research-based pretest, which is used to strategically place

students to best meet their deficits. Data folders are kept on each student to track progress in the intervention. Monthly progress-monitoring meetings are held for each school grade level. Teachers bring their data to these meetings and meet with interventionists and/or content experts to determine when students need additional support or are ready to be exited from the program (Funding Source: Local, SpEd Local Priority and Flexibility and Title IIA).

Title I and Title IIA funds have been allocated to contract services for professional development to improve teacher and administrator understanding of quality mathematics instruction. District professional development days are dedicated to increasing knowledge of effective instructional strategies. Time for district days is limited and a continues to be a challenge.

## PARCC Algebra I

1. Based on available PARCC data, describe the challenges in Algebra I. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

   **PARCC Algebra I:** When examining Table 2.8a, the challenges for PARCC Algebra I we have many challenges for mathematics in grades 6, 7, and 8. There continues to be a gap between the achievement of minority students and their white peers. 66.8% of grade 10 white students scored at levels 3 to 5 while 11.1% of African American students achieved at this level. Only 7.7% of Special Education students reached this level. All 3 of the LEP students tested in Algebra I scored at the lowest performance level.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

The lack of truly PARCC-aligned Algebra I primary resources continues to be a huge challenge. Preparing students for the many PARCC question types with limited opportunities to create formatives that have technology enhanced items is a struggle.

KCPS math teachers will design units to ensure alignment of the written, taught, and tested units of instruction based on common core standards with emphasis on daily practice with the sample items for the PARCC Algebra I samples PARCC items. Common formative assessments are being developed and utilized with analysis of the data in all areas (Funding Source: Title IIA).

A "Non-STEM" Algebra I class was piloted in 2016-17 which included underrepresented groups to increase equity and access. Students had a 96% pass rate on the PARCC Algebra I. KCMS will continue to explore additional opportunities for more students to take accelerated math in grades 6 and 7.

Kent County Public Schools' teachers will pilot NWEA MAP in grade 9 to gain additional information about our students on mastering mathematics' standards. Students will be assessed three time per year. The MAP data serves as a universal screener as well as benchmark data \ to identify students who are not on track or failing to show growth. Teachers use both the MAP data and Common Formative Assessments (CFAs) to take a diagnostic approach to mathematics instruction. (Funding Source: Local and SpEd Local Priority and Flexibility).

Collaborative professional development for general and special educators is held to ensure the success of students with disabilities in inclusive and self-contained settings. The secondary instructional supervisor will meet at least bi-monthly with Professional Learning Community "PLC" teams to develop, monitor, and evaluate the effectiveness of the instructional program and make adjustments as needed (Funding Source: Local and SpEd Local Priority and Flexibility).

Intensive professional development training and resources will be provided to teachers, and administrators at the high school focused on increasing the rigor of instruction, and differentiating instruction so that all students can meet grade level standards, including racial/ethnic subgroups, English learners, students receiving special education services and free and reduced price meal services. (Funding Source: Special Education Discretionary Funds, Title IIa, and Local).

The Carnegie math program is offered as intensive intervention to identified Algebra I students. The program is focused on building a deep conceptual understanding of math, and is for students struggling to make progress in Algebra I. Each student receives direct instruction and targeted practice in the Carnegie software (Special Education Priority Funds.

The Intensified Agile Minds math program is offered as intensive intervention to identified Algebra I students. The program specifically targets pre-algebra skills and is for students struggling to make progress in Algebra I. It is offered in a hybrid model with low teacher to student ratios. Each student receives direct instruction and targeted practice in the Carnegie software (Special Education Priority Funds.)

Bridge Projects are now built into Intermediate classes to remediate/strengthen mathematical skills prior to students moving onto Algebra II or Geometry.

## PARCC Algebra II *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Algebra II. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

   When examining table 2.9a of PARCC data, 93.7% of students scored at levels 3 to 5. 74% of white students were proficient. Two of the three Hispanic students were also proficient. There were no African American or LEP students in the class.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response**
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**includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

## PARCC Geometry *(Optional Reporting)*

1. Based on available PARCC data, describe the challenges in Geometry. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

   NA

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title 1 or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

### <u>HSA English Grade *11 (Optional Reporting):*</u>

1. Based on available HSA data describe the challenges in **English** for **grade 11.**In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

    **NA**

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title 1 or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

### <u>High School Assessment (HSA) Biology</u>

1. Based on available data, describe the challenges in Biology. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

There are considerable gaps in achievement for subgroups in biology. For example, African American students achieved at only 18.2% proficient, well below their white peers (75%). Hispanics achieved only 25% proficiency and special education students were only 10.8% proficient. FARM students were only 33.9% proficient. Of the 3 LEP students in this class, one student was proficient.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of

Curriculum scrolls continue to be developed and ensure alignment of the written, taught, and tested units of instruction based on common core standards with emphasis on literacy, numeracy, and writing in every content/classroom. Common formative assessments are being developed and utilized with analysis of the data in all areas. Since, this is the last year of the Biology HSA based on Core Learning Goals, teachers are continuing to gear instruction to the Next Generation Science Standards, with a more integrated approach with a test covering content from three years at the end of 10th grade. There is also a continued focus on the part of Common Core that deals with literacy for social studies. Teachers have been provided with multiple online resources, including Discovery Education and Gizmos, that support conceptual understanding and also provide access to source documents and real-life video and written connections to generate student interest and involvement in the content (Funding Source: Local and Title IIA).

corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency.</u>**

## High School Assessment (HSA) Government

1. Based on available HSA data, describe the challenges in Government. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency.</u>**

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There are considerable gaps in achievement for subgroups in government. For example, African American students achieved at only 28.6% proficient, well below their white peers (79.2%). From 2016-2017 Hispanic achievement decreased by 10.8% to 30.8% proficient while special education students increased proficiency by 13.3% to 28.6 % proficient FARM students were only 44.9% proficient. There were only 2 LEP students in this class, and neither of them were proficient.

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to **changes or adjustments** in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.)* **Refer to pages 9 and 10 to ensure your response includes the reporting requirements for <u>students receiving special education services</u> and <u>students with Limited English Language Proficiency</u>.**

HAS is now replaced with the Maryland Integrated Science Assessment (MISA). This new assessment presents numerous challenges for our students. Biology just focused on concepts in Biology. MISA assesses content in Earth/Space, Life, and Physical Science. Preparing students for this comprehensive assessment which includes Science and Engineering Practices and Crosscutting Concepts is a huge challenge.

To prepare for the new science assessment, curriculum scrolls continue to be rewritten to align with the Maryland State Science Standards (MSSS). This includes additional hands-on activities, laboratory investigations and more concrete experiences. The Kent County High School Science Professional Learning Community is examining the 24 Performance Expectations from the MSSS and designing common formative assessments. Teachers are collaborating with English Language Arts teachers for a more integrated approach, and concentrating on how to help students learn to read science text at or above grade level. Attention will be given to pre-teaching key vocabulary to help students understand the complex language of science.

Teachers have been provided with multiple online resources, including Discovery Education, that provide access to source documents and real-life video and written connections to generate student interest and involvement in the content (Funding Source: Local and Title IIA).

Teachers are provided dedicated time to collaborate together for targeted remediation for those students not passing HSA. Students will be provided another opportunity to take this assessment in January.

# 2017 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENT ADMINISTERED REQUIREMENT TEMPLATE

## 2017 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:

- A student's 504 Plan;
- The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
- Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:

- updated;
- posted on the website of the LEA; and included in the Annual update of the LEA master plan required under §5-401.

| Title of the Assessment | Purpose of the Assessment | Mandated by a Local or State Entity | As Appropriate, to which the assessment is administered | | Testing Window | Are Accommodations Available for Students with Special Needs? | What are the Accommodations? |
|---|---|---|---|---|---|---|---|
| | | | Grade Level | Subject Area | | | |
| MAP | To screen literacy and mathematics skills and measure growth | local | 1,2,3,4,5,6,7,8 | English Language Arts and Mathematics | Fall Winter Spring | Yes | Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |
| KRA (Census Administration) | Assesses students' school readiness skills | State | K | Four Domains | September 5-October 10 | Yes | Level the Field Supports |
| Math Unit Assessments | Monitors students' progress toward obtainment of state and national standards | local | K-5 | Mathematics | 2 week window at the close of each unit | Depending upon the student's plan (IEP, 504, EL) *Presentation, Response, Timing and Scheduling, and Setting* Accommodations found in Section 5 of the MARYLAND ACCOMDATIONS MANUAL are made available to each student when appropriate for assessments. | Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |
| Algebra Aptitude | Assess readiness for algebraic thinking | local | 6 | Mathematics | Spring | Yes | |

| Test | Purpose | Level | Grade | Subject | Date | Accommodations | Accommodations Notes |
|------|---------|-------|-------|---------|------|----------------|----------------------|
| ASVAB | Measure developed abilities | local | 11 | Multiple | Fall Spring | Yes | |
| Midterms & Finals | Mastery of content | local | High School Credit courses | All | December June | Yes | |
| PSAT | Measure developed abilities | local | 10 | Multiple | Fall Spring | Yes | |
| AP Exams | Mastery of content | local | High School AP Courses | Multiple | May | Yes | |
| ELPA ACCESS for ELLs 2.0 | Monitors students' progress toward obtainment of English language proficiency. | State | K-12 | English Proficiency | Jan 8 – Feb 23 | Yes | Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E  Exceptions: EL Accommodations are not allowed. IEP accommodations are limited: 1F Read to Entire not allowed on Reading Test. 1G Read Selected not allowed on Reading, Writing, Listening. 3A Extended Time not allowed on Speaking Test. |
| MISA | Monitors students' progress toward obtainment of state and national standards. | State | Grades 5 and 8 | Science | March 5-23 | Yes | Maryland Accommodations Manual (MAM) 1-A to 1-Q 2-A to 2-P 3-A to 3-E 4-A to 4-E |

| Assessment | Purpose | Type | Grades | Subject | Dates | PARCC | Accommodations |
|---|---|---|---|---|---|---|---|
| PARCC<br>• English Language Arts/Literacy<br>• Mathematics | Monitors students' progress toward obtainment of state and national standards. | State | Grades 3 – 8, Algebra 1, English 10 | English Languages Arts, Mathematics | April 9-June 8 | Yes | Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations<br>1a – 1s<br>2a – 2f<br>3a – 3m<br>4a – 4s<br>5a<br>7a, b, d |
| High School Assessment | Assess skill level and ability to apply knowledge | State | 10 | Government | May 7-June8 | Yes | Maryland Accommodations Manual (MAM)<br>1-A to 1-Q<br>2-A to 2-P<br>3-A to 3-E<br>4-A to 4-E |
| MISA Science | Assesses skill level and ability to apply knowledge for cognitively or developmentally impaired students who are unable to participate in grade level state tests. | State | Grades 5, 8, 11 | Science | March 12-May 18 | Yes | |
| MSAA | Assesses skill level and ability to apply knowledge for cognitively or developmentally impaired students who are unable to participate in grade or state tests. | State | Grades 3-8, 10 | English Languages Arts, Mathematics | March 19-May 4 | Yes | |

# Appendices

- Appendix A – Contact Information for MSDE Program Managers
- Appendix B – General Submission Procedures
- Appendix C – Bridge to Excellence Resources
- Appendix D – Local Bridge To Excellence Points of Contact

## Appendix A – Contact information for MSDE Program Managers

| Program | Contact | Telephone | E-Mail |
|---|---|---|---|
| **Master Plan Requirements** | Michelle Daley | 410-767-0359 | michelle.daley@maryland.gov |
| **Elementary and Secondary Education Act Flexibility Requirements** | Danielle Susskind | 410-767-0476 | danielle.susskind@maryland.gov |
| **Finance Requirements** | Donna Gunning | 410-767-0757 | donna.gunning@maryland.gov |
| **Title III, Part A** English Language Acquisition, Language Enhancement, and Academic Achievement | Ilhye Yoon<br>Laura Hook | 410-767-0714<br>410-767-6577 | ilhye.yoon@maryland.gov<br>laura.hook@maryland.gov |
| **Special Education Programs** | Monique Green | 410-767-0256 | monique.green@maryland.gov |