

Kent County Public Schools 2019

Appendix D: Fine Arts Application



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

2019 FINE ARTS INITIATIVE STATE GRANT APPLICATION



Fine Arts Initiative Grants Application

1. Complete the chart below describing the **progress and challenges** in 2018-2019 toward meeting the Programs in Fine Arts goals articulated in the system's 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2018-2019 Fine Arts		
Goals	Progress	Challenges
Provide a comprehensive fine arts program (art, music, dance, theater, and media arts) in grades PreK-12 giving each child opportunities to demonstrate increasing proficiency in the national, state, and local standards for the arts	▪ The "Movement Project" introduced dance in grades 6-12 ▪ Piloted a dance integration unit as part of grade 4 physical education (PE) classes ▪ 9-12 elective courses included AP Studio Art and Digital Art ▪ 5th graders completed a STEAM unit – "Coastal Clean-up" ▪ Continued the "Easels and Art" program PreK-12 ▪ Instrumental music and performance opportunities provided at all levels ▪ Maker-space K-5 integrated media lesson	▪ Elementary Fine Arts teacher schedules leave minimum time for expanded programming during the school day ▪ Utilize early release days for fine arts teachers to build and revise curriculum and assessments ▪ Through our partnership with the Local Arts Council, increase access to student dance and drama programs ▪ Explore the Integrated Language Arts program to get more students involved with dramatic productions and/or Choral Music ▪ Offer the Filipino Tinkling project at all elementary schools ▪ Expand chorus and show chorus ensembles
Plan and deliver quality fine arts professional development that utilizes state and local clinicians and master artists to enhance instruction and student learning	▪ PLC time focused on arts integration and media arts ▪ KCAC provided a consultant to work with teacher teams (general education and fine arts) from each school to participate in an arts integration experience ▪ PD on African American Art History/ Jacob Lawrence ▪ KCPS staff participated in a fall MSDE fine arts workshop with award winning gospel artist Donald Lawrence (MD Masterclass Series) and Gender and the LGBT community session	▪ Surveyed all fine arts teachers to identify professional development needs in 2019-20 ○ Hands-on art experiences for teachers ○ Create/experiment with practicing artist ○ More focus on artistic process and less on curriculum ▪ Additional funding needed to offer all fine arts teachers quality PD within and across the state
Increase accessibility to essential fine arts equipment, technology, instruments, and performance facilities	▪ Student instruments were purchased and repaired ▪ KCHS designed, constructed and opened the doors to a small black box community performance area at the high school	▪ As a district, we need to analyze available fine arts equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired

	- Technology programs purchased to support fine arts instruction - Garnet Elementary students offered Hegland Glass Workshops in the artists' studio in Chestertown	- Middle school students are in needs of new instruments. The xylophones are causing splinters, and there has not been a major district instrument purchase in the past 3 years due to budget challenges - Garnet Elementary needs 4 new microphones. The old microphones were never returned to the school after consolidation
Design KCPS Fine Arts Curriculum Guides to include the content standards and align with the Maryland State Standards for the Fine Arts and in alignment with the National Core Arts Standards.	- Quarterly Fine Arts Professional Learning Community (PLC) meetings held - Continued design and implementation of integrated units - Individualized coaching and support provided to teachers in the areas of lesson planning and classroom management	- Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments - Offering opportunities to collaborate with master music, art and other fine arts instructors outside the district
Increase fine arts and cultural arts opportunities through expanded partnerships within the community and specialized field experiences.	- Fine Arts facilitator and Kent County Arts Council brought portrait artist Jason Patterson lecture/view work - Students visited the Phillips Collection and viewed the collection in Baltimore with a focus on the Migration Series - Benjamin Cannon and AT Moffett from WAC piloted the Movement Dance project - Wye River Upper School brought a mobile mural project to all middle school students - Middle School drama students performed several times in the community - Elementary students contributed to 3 community murals in Rock Hall - Continued "Easels and Art" where student artwork was displayed in public buildings across the district	- Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level - Including an increased number of middle and high school students that perform in the local Eastern Shore Wind Ensemble - KCPS heavily depends of the support of Dr. Tom McHugh and the many local donations he has secured for the field experiences. Support is needed for sustaining this effort after grant funding runs out.

2. Complete the chart below outlining the system's 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year 2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

Fine Arts	2019-2020 Goals	2023-2024 Targets 5 Year Forecast
Dance	- Offer opportunities to collaborate with master music, art and other fine arts instructors outside the district. - Through our partnership with the Local Arts Council, continue to increase access to student dance and drama programs. - Utilize early release days for fine arts teachers to build and revise dance curriculum and assessments.	- Institutionalize collaborative Dance opportunities with the community to provide resources for elementary, middle and high school students. - Develop an essential dance curriculum to identify content standards that could be achieved for pre-K – 12 students.
Media Arts	- Develop a pre-K- 12 Media Arts Committee. - Utilize early release days for fine arts teachers to build and revise curriculum and assessments. - Continue Arts Integration across grade levels to expand upon digital arts, community projects like Coastal Clean Up and opportunities to utilize all of the Media Arts.	- Institutionalize collaborative Media opportunities with the community to provide resources for elementary, middle and high school students. - Develop an essential curriculum to identify content standards that could be achieved for pre-K – 12 students.
Music	- Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments - Utilize early release days for fine arts teachers to build and revise curriculum and assessments	- Expand upon curricular work completed within the past several years to create an official KCPS Music Curriculum. - Continue to provide opportunities and resources within the community to expand upon levels of excellence in musical understanding and performance.
Theatre	- Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. - Explore the Integrated	Institutionalize collaborative Theatre opportunities with the community to provide resources for elementary, middle and high school

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to "Guidance for Completion of the Budget Narrative for the Fine Arts Initiative", "Sample Fine Arts Budget", and "Fine Arts Budget Categories" in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

FY20 BUDGET NARRATIVE

Discipline	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
ALL	202 Special Programs	Contracted Service	Assemblies, and workshops, professional learning	\$1,800.	\$0	\$1,800.
Music Media Arts Visual Arts	Materials	Materials	Materials to support dance and drama programs \$622. 5 instruments @ \$120. = 600.	\$1,222.	\$0.	\$1,222.
All	Instructional Staff Development: Other Charges	Staff Development	Registration to attend Fine Arts Conferences and/or State meetings 4 staff x \$100. =\$400.	\$400.	\$0	\$400.
Music Theatre	209 Student Transportation	209 Student Transportation	Transportation for musical groups to perform locally	\$400.	.	\$400.
	212 Fixed Charges	Fixed Charges FICA and Pension			\$0	
		TOTAL		\$3,822.	\$0	\$3,822.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	3,822	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/19	6/30/20	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		1,800.00	1,222.00				3,022.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				400.00			400.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		400.00					400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	2,200.00	1,222.00	400.00	0.00	0.00	3,822.00

Finance Official Approval	Robin H. Landgraf Name	<i>Robin H. Landgraf</i> Signature	10/08/2019 Date	410-778-7123 Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch Name	<i>Karen M. Couch</i> Signature	10/08/2019 Date	410-778-7113 Telephone #
MSDE Grant Manager Approval	Name	Signature	Date	Telephone #

Kent County Public Schools 2019

Appendix E: Equitable Services to Private Schools Under ESSA Section



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Local School System: Kent

Equitable Services Table

Participating Private School Name and Address All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx	Title I-A Total Number of Participating Students	Title I-C Total Number of Participating Students	Title II-A Total Number of Participating Staff	Title III-A Total Number of Participating Students	Title IV-A Total Number of Participating Students	Title IV-B Total Number of Participating Students
<i>The Kent County private schools listed below chose not to participate. Documentation for all Title Grants is provided in Component E of the Title I Grant.</i>						
Friendship Montessori School 25528 Worton Lynch Road P.O. Box 6 Worton, MD 21678	0	0	0	0	0	0
Kent School 6788 Wilkins Lane Chestertown, MD 21620	0	0	0	0	0	0
Radcliffe Creek School 201 Talbot Ave., Suite A Chestertown, MD 21620	0	0	0	0	0	0
Chestertown Christian Academy 410 Morgne Road Chestertown, MD 21620	0	0	0	0	0	0
Total Allocation:	\$	\$	\$	\$	\$	NA

Kent County Public Schools 2019

Appendix F: Kent County High School “TSI Plan”

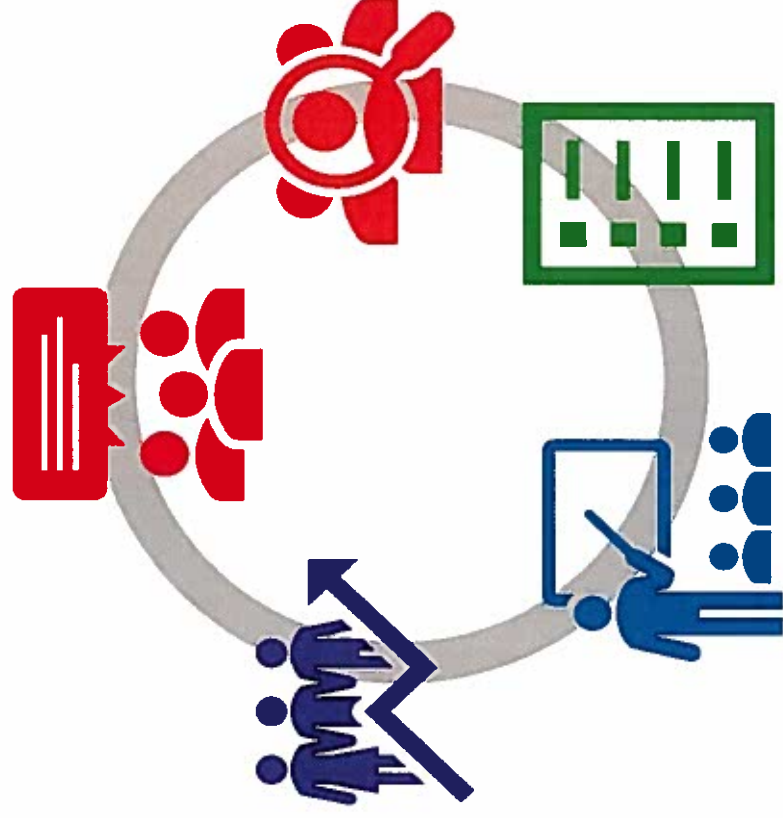


Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601



Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

A Collaborative Planning Tool for Local School System and Schools



Developed in partnership between:

Division of Career and College Readiness

Tiara Booker-Dwyer, Assistant State Superintendent

Division of Curriculum, Instructional Improvement, and Professional Learning

Marcia Sprankle, Ed.D., Assistant State Superintendent

Division of Early Intervention and Special Education Services

Marcella E. Franczkowsk, Assistant State Superintendent

Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

Local school systems provide technical assistance to TSI school leaders to develop action plans containing measurable benchmarks toward meeting exit criteria as established by Maryland's accountability system. In a collaborative decision-making process, local school system personnel and stakeholders may use this guide to build the members of the implementation team, analyze data and identify root causes, develop an action plan, select evidence-based strategies for implementation, and track indicators of progress.

Directions: *Engage in decision-making process to:*

1. *Collaborate;*
2. *Explore Root Cause(s) and identify priority area(s) across the district;*
3. *Strategize and Prioritize Your Next Steps;*
4. *Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions;*
5. *Evaluate and Renegotiate Your Goals*

STEP 1: Collaborate. *Identify the members of your cross-departmental team who will work through this process*

Name	Position Title
Mr. Dale Kevin Brown I	Kent County High School Principal
Dr. Wendy Keen	Kent County Public Schools Supervisor of Special Education
Mr. Mark Buckel	Kent County High School Assistant Principal
Ms. Emma Stephan	Kent County High School Assistant Principal
Mrs. Diana Kennedy-Milligan	Kent County High School ELA Teacher
Mrs. Ida Nabb	Kent County High School Spanish Teacher
Mrs. Gillian Spero	Kent County Public Schools Literacy Coach
Mr. Dan Hushion	Kent County Public Schools Coordinator of Special Education

Additional participants to invite: _____

* How often do you meet? _____ monthly _____

** Highly Performing Teams meet at least quarterly to review data and modify the plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s).*

STEP 2A: Explore Root Causes (Review Data, Determine Root Causes, and Identify Priority Areas)

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can often be used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data		Planned Response Action(s)			
Kent County High School	All students and IEP/Students with disabilities	Significantly below grade level reading when entering high school	Year	# of tests taken	# of students at or above grade level RIT	% on grade level RIT	% IEP on grade level RIT	
			Fall 2018	95	49	51.5%	1.9%	
			Fall 2019	103	48	46.6%	0.02%	
			MCAP Data					
			PARCC Value Added 2015- 2019 (4-5)					
			ELA (4-5)					
			GRADE	2015	2016	2017	2018	2019
			3	19.4%	30.6%	24.8%	25%	32.4%
			4	23%	27.4%	34.7%	29.9%	18.1%
			5	28.7%	33.3%	34.6%	42.2%	30.7%
6	19.9%	28.1%	23.8%	25.9%	39%			
7	18.9%	38.3%	33.3%	33.3%	37%			
8	31.6%	21.7%	28.9%	45.7%	43%			
9	---	---	---	---	---			
ENGLISH 10	32.6%	57.9%	53.3%	42.6%	44.6%			
MAP Assessments are now given 3 times a year with grades 9 and 10 to track progress and proficiency overtime.								
Professional development is being offered on Tier 3 Interventions to help place low performing students in an additional Reading Intervention class taught by a special education teacher.								
English teachers are participating in ongoing professional development with Dr. John Guthrie to work on leveling texts for students, meaningful differentiation, and literacy engagement with all students in the general education English classroom.								
Lexia Power Up and Lexia Core5 will be part of the general education class differentiation and specifically designed instruction in two low performing English 9 cotaught classes.								
School wide Student Learning Objectives centered around disciplinary literacy and content writing are being reinstated this academic year for all teachers and all contents.								

STEP 2A: Explore Root Causes (Review Data, Determine Root Causes, and Identify Priority Areas)

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can often be used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s)																		
Kent County High School	All students and IEP/Students with disabilities	While general education classes are cotaught for students with IEP's there is not specially designed instruction or adequate differentiation for students in the general education classroom who have IEP's.	PARCC/MCAP Data <table><tr><th>Year</th><th>All students % 4 & 5</th><th>Students with disabilities % 4 & 5</th></tr><tr><td>2015</td><td>32.6</td><td>> 5</td></tr><tr><td>2016</td><td>57.9</td><td>8.3</td></tr><tr><td>2017</td><td>53.3</td><td>5.6</td></tr><tr><td>2018</td><td>37.5</td><td>> 5</td></tr><tr><td>2019</td><td>43.6</td><td>7.7</td></tr></table>	Year	All students % 4 & 5	Students with disabilities % 4 & 5	2015	32.6	> 5	2016	57.9	8.3	2017	53.3	5.6	2018	37.5	> 5	2019	43.6	7.7	- Professional Learning Opportunities - Academic or Behavioral Interventions Professional development, literacy coaching and support are being provided to cotaught classes to help support differentiation, intervention and support. Professional learning communities are focusing ongoing student data and progress will monitor that students with disabilities are receiving standards aligned and grade level standard instruction with scaffolding and support built in. Professional development with general education as well as special education teachers on specially designed instruction and RTI strategies and programs.
Year	All students % 4 & 5	Students with disabilities % 4 & 5																				
2015	32.6	> 5																				
2016	57.9	8.3																				
2017	53.3	5.6																				
2018	37.5	> 5																				
2019	43.6	7.7																				
Kent County High School	All students and IEP/Students with disabilities	We have limited opportunities for students to receive Tier 3 interventions. The Reading I and II classes are kept small and Tier 3 interventions were not embedded into the general education ELA classes and were	<table><tr><th>Year</th><th>Number of students in Reading I course</th><th>Number of students in Reading II course</th></tr><tr><td>2015</td><td>8</td><td>2</td></tr><tr><td>2016</td><td>7</td><td>7</td></tr><tr><td>2017</td><td>4</td><td>7</td></tr><tr><td>2018</td><td>7</td><td>7</td></tr><tr><td>2019</td><td>12-15 (still populating)</td><td>Not offered</td></tr></table>	Year	Number of students in Reading I course	Number of students in Reading II course	2015	8	2	2016	7	7	2017	4	7	2018	7	7	2019	12-15 (still populating)	Not offered	This year we are hand scheduling several English 9 cotaught classes as well as repopulating our Reading Intervention course to ensure that low performing students are receiving additional time to reinforce reading skills and engage with interventions. We are also using Lexia as a reading intervention within a general education class three times a week for 20 min for students who need that additional support. Lexia provides online opportunities for intervention as well as teacher resources so this will allow several groups of students to engage with Tier 3 interventions simultaneously.
Year	Number of students in Reading I course	Number of students in Reading II course																				
2015	8	2																				
2016	7	7																				
2017	4	7																				
2018	7	7																				
2019	12-15 (still populating)	Not offered																				

STEP 2A: Explore Root Causes (Review Data, Determine Root Causes, and Identify Priority Areas)

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can often be used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s)												
		not implemented with fidelity.		- Professional Learning Opportunities - Academic or Behavioral Interventions												
Kent County High School	IEP/ Students with disabilities	An unsuccessful home hospital program in which several students with IEP's were placed.	<table><thead><tr><th>Year</th><th>Number of students with disabilities on home hospital</th></tr></thead><tbody><tr><td>2015</td><td>0</td></tr><tr><td>2016</td><td>1</td></tr><tr><td>2017</td><td>3</td></tr><tr><td>2018</td><td>6</td></tr></tbody></table>	Year	Number of students with disabilities on home hospital	2015	0	2016	1	2017	3	2018	6	Special education, general education, literacy coaches, supervisors, and administrators meet twice a month to monitor fidelity of implementation and student academic progress.		
Year	Number of students with disabilities on home hospital															
2015	0															
2016	1															
2017	3															
2018	6															
Kent County High School	IEP/ Students with disabilities	Students with IEPs have been scheduled last after the general education student body has already populated the schedule. This has left limited access to cotaught classes or a disproportionate amount of students with IEPs in the	<table><thead><tr><th>Year</th><th>Number IEP Failures Eng I</th><th>Number IEP Failures Eng II</th></tr></thead><tbody><tr><td>2016-2017</td><td>0</td><td>1</td></tr><tr><td>2017-2018</td><td>0</td><td>2</td></tr><tr><td>2018-2019</td><td>5</td><td>6</td></tr></tbody></table>	Year	Number IEP Failures Eng I	Number IEP Failures Eng II	2016-2017	0	1	2017-2018	0	2	2018-2019	5	6	New leadership at the school has recognized a need for creating a more unique schedule to accommodate time for additional instructional support and interventions and the principal is exploring master schedules that might be used next year to allow additional instructional time. The Supervisor and Coordinator of Special Education and the Literacy Coach will meet collaboratively with the middle school team to identify students needing support prior to entering high school to build a schedule that provides opportunities for additional support and intervention.
Year	Number IEP Failures Eng I	Number IEP Failures Eng II														
2016-2017	0	1														
2017-2018	0	2														
2018-2019	5	6														

STEP 2A: Explore Root Causes (Review Data, Determine Root Causes, and Identify Priority Areas)

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can often be used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s)
		same class. Also, the requirements for credits limits options for interventions or specific course offerings to support student need.		- Professional Learning Opportunities - Academic or Behavioral Interventions Special education students will be scheduled first, like articulated programs are prior to populating courses in the master schedule in order to ensure that the proper number of IEP students is in a class and that the proper supports are in place to help that student receive the academic support and time they need to be successful.

SMART Intervention Goals

Directions: Based on the prioritized root causes, the school should develop no more than three SMART intervention goals in order to address the recommendations for improvement from the Root Cause Analysis report. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART).

- **Specific:** Is the goal clearly defined?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal?
- **Achievable:** Does the goal stretch the school while still being attainable?
- **Realistic:** Does the goal relate to student learning and achievement? Is it data-based?
- **Time-bound:** Is the timeframe appropriate for accomplishment of the goal?

For each SMART intervention goal:

- Identify one or more of the Four Domains to which the goal aligns,
- Identify the annual outcomes for the goal (i.e. – what data will the school collect and measure to determine if this goal has been achieved?), and
- Identify the progress indicators* for the goal (i.e. – what data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?).
 - Schools will identify progress indicators for various time frames (30 days, 60 days, quarter 2, and quarter 3).
 - Schools will also identify progress indicators related to both implementation (i.e. adult actions, systems, structures, and processes) and student outcomes.

***NOTE:** Indicators are incremental checkpoints, data, or information used to assess progress toward achieving an outcome. How to pick leading indicators:

- Ask what data are indicative, or can help predict the annual outcome of interest before it happens
- Look at the various data points that would be available to the school, which are
 - Relevant
 - Clear and easy to understand
 - Provide enough detail for analyses and understanding
 - Robust and reliable and accurate
 - Valid
- Analyze data to see if the data are useful for understanding the outcome (e.g., correlated or predictive)
- Might compare over time or different student groups

STEP 2B: Identify District Priority Areas

Looking across the root cause analysis, are there themes that emerge? How do these themes impact support what is working and what isn't working within the districts master plan?

Data Source(s), Observations, and Data Trend Summary		Root Cause Analysis (Include supporting and impeding factors for a system change: identify if related to personnel or infrastructure.)	
Previous	Current	What is working?	What is not?
Yr. 2015	2019	Data driven discussions during PLC's (ongoing)	Tier 1 instruction for Students with Disabilities Infrastructure
		Cotaught classes in ELA Having students who are in Reading I or II also supported with the same support system in their ELA courses. Personnel	Scheduling students in intervention from middle school to know school Scheduling students in general education classes with support Infrastructure
Yr. 2015	2019	Meetings with school leadership team to change the schedule and rosters to support those with the highest need (began Fall 2019) Standard specific PD with alignment to standards and considerations for UDL (began last spring)	Lack of evidence-based Tier 1 interventions and support Personnel Infrastructure
Yr. 2015	2019		

Do you need to modify the focus of your activities? What will be the FY20 priority area(s) within your schools:

What we know works well is having students receive additional time in an intervention outside of their regularly scheduled English class time. This model showed growth from 2018-2019. From 2017-2018 there was zero gap reduction for students with disabilities. From 2018-2019 there was 7.1% improvement with this subgroup. We are currently working to place more students performing significantly below reading level based on Fall 2019 NWEA MAP data into this model. Right now, we know it is not populated to capacity and we want to offer more students this support and Tier 3 intervention through Lexia seats purchased through our Striving Readers Grant. For those students who are not able to have an additional course offering due to credit limitations, we will support them with a differentiation model within the general education classroom that is tailored for specifically designed instruction for students with disabilities as well as any other student who is reading significantly below grade level. Again, those students will use Lexia Core5 or PowerUp depending on reading level. Small groups can be comprised of stations with students engaged directly on the online Lexia platform, or a small group guided by a general education teacher or special education teacher using standard aligned and specifically chosen resources from the Lexia intervention to further support students while in the general education ELA setting.

For the last few years the school-wide focus on Student Learning Objectives and a commitment to disciplinary literacy has not been at the forefront. New leadership is reinforcing these focuses and student need as part of the professional development of the KCHS staff. This work began this fall (2019-2020 academic year).

We have an awareness of an overall decline in PARCC/MCAP scores in ELA 10 over the last few years and recognize a need to support ALL students as well as those with IEP's. This need has fostered new awareness, professional development, and leadership commitment to literacy engagement. This PD is being provided by Dr. John Guthrie who is a consultant who has made a commitment to work with a cohort of teachers to embed engagement and best practices in reading and writing instruction in the ELA and SS departments from grades 4-12.

Step 3. Strategize and Prioritize Your Next Steps:

Identify Priority Goal and Strategy/Evidence-Based Practice(s) to be Implemented

Goal Statement: By the end of academic year 2021, MCAP data will show that the gap between students with disabilities will close by 10 percent and that the proficiency target set by the state for this subgroup will be met.

Goals must be stated in measurable/quantifiable terms with projected timeline(s) for completion.

Strategy/Evidence-Based Practice(s) to implement to make progress toward goal:

Use of Lexia Core5 and PowerUp. Use of the coteaching model with skills specific regrouping by need and specifically designed instruction for not all students below reading level, including those with IEPs. Understanding of learning progressions and standards aligned content instruction. Use of evidence-based literacy engagement strategies specifically focusing on: self-efficacy, peer collaboration, choice, and leveled-texts with the support from our consultant Dr. John Guthrie. These practices are supported by Dr. John Hattie's research on Visible Learning and the desired effect of best practices, specifically focusing on the teaching practices that yield an effect of 0.4 or higher per his scale.

Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

Step 4. Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions:

Identify Professional Learning and/or Infrastructure Implementation Strategies/Activities

Activity	Who is involved? (Inclusive of cross-community/system/school partners)	When will it happen? Month/Year	What is the projected cost?
Literacy Engagement Cohort coaching by Dr. John Guthrie Personnel	Two general education ELA teachers and one general education Social Studies teacher for Year 1 Additional teachers training and to participate in the cohort next year.	Monthly beginning Fall 2019	Funded through Striving Readers Grant and local funds.
Lexia Core5 and PowerUp intervention provided in general education classes as well as additional support outside of English course time will be provided Infrastructure	Implementation of Lexia will begin in the general education classroom for two particular classes with a large number of low performing students as identified by grade 9 MAP testing. Lexia will also become part of interventions provided on a consistent basis in the Behavior	Lexia will be embedded into instruction at least 3 times a week for 30 min in the general education ELA classroom and daily in the Reading	Funded through Striving Readers Grant and local funds.

	Support Classroom and the Reading Intervention Class	I course instruction.	
Literacy Coaching and Fidelity checks for Striving Readers Grant initiatives, strategies, and interventions will occur timely and consistently.	Personnel Daily coaching. Biweekly PLC meetings with data dialogue. Strategies occur regularly within ELA classrooms. Fidelity checks through informal observation 2-3 times a month and weekly by the literacy coach.		Funded through Striving Readers Grant and local funds.
Step 5. Evaluate and Renegotiate Your Goals: Identify Benchmarks to Measure Progress			
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?	
The RIT level on NWEA MAP assessments will demonstrate an increase towards grade level proficiency in reading.	MAP data	3 times a year for grades 9 & 10 for years 2019, 2020, 2021... Sept. Jan. April	
Formative and Summative assessments within the general education setting will show increased standard specific skill building of ELA content.	Teacher documented and provided student work samples used during Data Discussions and PLCs.	Discussions and work samples provided bi-monthly for PLCs.	
Lexia data will show an increase in reading comprehension for students engaged in that intervention.	Lexia Data Reports	Monthly.	
Revision Assistant writing scores which connect directly with student's ability to read grade levels texts provided in the prompts will demonstrate growth on a student's first draft.	Revision Assistant School Usage and Growth reports	Quarterly.	
Formal and informal observations and fidelity checks.	Literacy Round Tool	Monthly	

Climate and district level professional development surveys and evaluations	MSDE climate survey District developed PD surveys and evaluations	Climate – annually District PD – 3 times a year
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Identify Your Progress Indicators: <i>What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?</i>		
Timeframe	Implementation Data	Student Outcome Data
Academic Year 2019-2020 Academic Year 2020-2021	Level 2 Formative and summative classroom assessment data	NWEA MAP data – 3 times each academic year MCAP/PARCC end of year data Monthly examination of progress on Lexia Reports Examination of quarterly grades and student data bi-monthly at PLC meetings Revision Assistant data sheets examined quarterly.

Step 3. Strategize and Prioritize Your Next Steps:

Identify Priority Goal and Strategy/Evidence-Based Practice(s) to be Implemented

Goal Statement: By the year 2021 MCAP data will show an overall improvement in level 4 and 5 of at least 10% growth.

Goals must be stated in measurable/quantifiable terms with projected timeline(s) for completion.

Strategy/Evidence-Based Practice(s) to implement to make progress toward goal:

Not all of our lowest performing students are students with disabilities and we recognize that in order to improve learning for that specific subgroup, we must increase literacy proficiency in all students. We plan to utilize the evidence-based interventions and best practices for all students in order to provide support and extension opportunities. Our hope is to meet a child where they currently are in reading and writing and through data driven PLC time, have student centered dialogues to help support all children.

Use of Lexia Core5 and PowerUp. Use of the coteaching model with skills specific regrouping by need and specifically designed instruction for not all students below reading level, including those with IEPs. Understanding of learning progressions and standards aligned content instruction. Use of evidence-based literacy engagement strategies specifically focusing on: self-efficacy, peer collaboration, choice, and leveled-texts. These practices are supported by Dr. John Hattie's research on Visible Learning and the desired effect of best practices, specifically focusing on the teaching practices that yield an effect of 0.4 or higher per his scale. We also plan to embed PARCC Public Release Items into formative and ongoing classroom assessments.

Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

Step 4. Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions:

Identify Professional Learning and/or Infrastructure Implementation Strategies/Activities

Activity	Who is involved? (Inclusive of cross-community/system/school partners)	When will it happen? Month/Year	What is the projected cost?
Literacy Engagement Cohort coaching by Dr. John Guthrie Personnel	Two general education ELA teachers and one general education Social Studies teacher for Year 1 Additional teachers training and to participate in the cohort next year.	Monthly beginning Fall 2019	Funded through Striving Readers Grant and local funds.
Literacy Coaching and Fidelity checks for Striving Readers Grant initiatives, strategies, and interventions will occur timely and Personnel	Daily coaching. Biweekly PLC meetings with data dialogue. Strategies occur regularly within ELA classrooms. Fidelity	MAP testing in Sept. Jan. April of 2019, 2020, 2021	Funded through Striving Readers

consistently. Data discussions in biweekly PLC meetings. NWEA MAP assessments given three times a year.		checks through informal observation 2-3 times a month and weekly by the literacy coach.	for all 9 & 10 th grade students.	Grant and local funds.
Professional development on UDL and SDI with general and special education teachers to improve instruction for all students.	Infrastructure	Special education Supervisor and Coordinator, Literacy Coaches, building level administration, ELA teachers and special education teachers.	Fall 2019	Local funds.
Step 5. Evaluate and Renegotiate Your Goals: Identify Benchmarks to Measure Progress				
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?		How often will benchmark data be collected?	
The RIT level on NWEA MAP assessments will demonstrate an increase towards grade level proficiency in reading.	MAP data		3 times a year for grades 9 & 10 for years 2019, 2020, 2021... Sept. Jan. April	
Formative and Summative assessments within the general education setting will show increased standard specific skill building of ELA content.	Teacher documented and provided student work samples used during Data Discussions and PLCs.		Discussions and work samples provided bi-monthly for PLCs.	
Lexia data will show an increase in reading comprehension for students engaged in that intervention.	Lexia Data Reports		Monthly.	
Revision Assistant writing scores which connect directly with student's ability to read grade levels texts provided in the prompts will demonstrate growth on a student's first draft.	Revision Assistant School Usage and Growth reports		Quarterly.	

Identify Your Progress Indicators: <i>What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?</i>		
Timeframe	Implementation Data	Student Outcome Data
Academic Year 2019-2020 Academic Year 2020-2021	Level 2 Formative and summative classroom assessment data	NWEA MAP data – 3 times each academic year MCAP/PARCC end of year data Monthly examination of progress on Lexia Reports Examination of quarterly grades and student data bi-monthly at PLC meetings Revision Assistant data sheets examined quarterly.

Kent County Public Schools

2019

C-1-25's

October 15, 2019



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	613,598	AMENDED BUDGET =		REQUEST DATE	09/04/19
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #	16		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Kent County Public Schools		
FUND SOURCE CODE	5019	GRANT PERIOD	7/1/19	9/30/20	

FRO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT/PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 -	
201 Administration							
Prog 21 General Support							
Prog 22 Business Support							0.00
Prog 23 Centralized Support							0.00
202 Mid-Level Administration							0.00
Prog 15 Office of the Principal							
Prog 16 Inst. Admin. & Supv.	51,000.00			3,266.00			0.00
203-205 Instruction Categories							54,266.00
Prog 01 Regular Prog.							
Prog 02 Special Prog	371,873.47	32,000.00	32,317.00				0.00
Prog 03 Career & Tech Prog							436,190.47
Prog 04 Gifted & Talented Prog							0.00
Prog 07 Non Public Transfers							0.00
Prog 08 School Library Media							0.00
Prog 09 Instruction Staff Dev.	20,000.00	12,000.00					0.00
Prog 10 Guidance Services							32,000.00
Prog 11 Psychological Services							0.00
Prog 12 Adult Education							0.00
206 Special Education							0.00
Prog 04 Public Sch Instr. Prog							
Prog 09 Instruction Staff Dev							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation	500.00						0.00
210 Plant Operation							500.00
Prog 30 Warehousing & Distr.							
Prog 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services				132,480.53			132,480.53
215 Capital Outlay			8777.00				8,777.00
Prog 34 Land & Improvements							
Prog 35 Buildings & Additions							0.00
Prog 36 Remodeling							0.00
Total Expenditures By Object	443,373.47	44,000.00	41,094.00	135,746.53	0.00	0.00	664,214.00

Finance Official Approval	Jane K Towers		9-4-19	410-778-7123
	Name	Signature	Date	Telephone #
Supt./Agency Head	Dr Karen Couch			
Approval	Name	Signature	Date	Telephone #
MSDE Grant Manager				
Approval	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	95,080	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/19 - 6/30/20		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,346.17	2,346.17
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	67,803.19	9,500.00	842.18	9,401.52			87,546.89
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				5186.94			5,186.94
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	67,803.19	9,500.00	842.18	14,588.46	0.00	2,346.17	95,080.00

Finance Official Approval	Robin H. Landgraf Name	 Signature	10/08/2019 Date	410-778-7123 Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch Name	 Signature	10/08/2019 Date	410-778-7113 Telephone #
MSDE Grant Manager Approval	_____ Name	_____ Signature	_____ Date	_____ Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	46,341	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Title IV Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/19 - 6/30/2021		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						926.82	926.82
Prog. 23 Centralized Support							0.00
202 Middle Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			7,425.00				7,425.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	15,615.52	15,830.00	2,882.08				34,327.60
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		2,467.00					2,467.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Food Charges				1,194.58			1,194.58
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	15,615.52	18,297.00	10,307.08	1,194.58	0.00	926.82	46,341.00

Finance Official Approval	Robin H Landgraf Robin H Landgraf	410-778-712
	Name Signature Date Telephone #	
Supt./Agency Head Approval	Dr Karen M Couch Karen M Couch	
	Name Signature Date Telephone #	
MSDE Grant Manager Approval		
	Name Signature Date Telephone #	

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	3,822	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/19	6/30/20	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instructional Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		1,800.00	1,222.00				3,022.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				400.00			400.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		400.00					400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	2,200.00	1,222.00	400.00	0.00	0.00	3,822.00

Finance Official Approval	Robin H. Landgraf Name	 Signature	10/08/2019 Date	410-778-7123 Telephone #
Supt./Agency Head Approval	Dr. Karen M. Couch Name	 Signature	10/08/2019 Date	410-778-7113 Telephone #
MSDE Grant Manager Approval	_____ Name	_____ Signature	_____ Date	_____ Telephone #

Kent County Public Schools

2019

Finance Sections

October 15, 2019



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

1.1A: Current Year Variance Table**Local School System: Kent**

Revenue Category		FY 20 Budget
Local Appropriation		18,044,079
Other Local Revenue		264,991
State Revenue		9,643,270
Federal Revenue	84.388: Title I - School Improvement	-
	84.010: Title I	613,598
	84.027: IDEA, Part B	536,320
	84.367	89,979
	84.365	5,859
Other Federal Funds		606,777
Other Resources/Transfers		255,672
Total		30,060,545

Instructions: Itemize expenditures by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments**Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.**

Expenditures:	Source	Amount	FTE
MidLevel Admin Salaries	Unrestricted	847,471	
MidLevel Contract Services	Unrestricted	31,258	
MidLevel Supplies	Unrestricted	17,017	
MidLevel Other	Unrestricted	36,500	
Textbooks	Unrestricted	37,325	
Supplies-Media/Instruction/CTE	Unrestricted	201,837	
CTE Contract Services	Unrestricted	9,850	
Other Instructional Costs-Other Charges	Unrestricted	22,642	
Special Education -Supplies	Unrestricted	13,115	
Special Education - Other	Unrestricted	12,100	
Fixed Charges Standards & Assessments	Unrestricted	254,241	
Special Education - Supplies	84.027	110,000	
Fine Arts Initiatives	Restricted	3,822	
CTE Grant	Restricted	29,799	
			1,626,977

Section C - Data Systems to support instruction**Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

Expenditures:	Source	Amount	FTE
Testing Supplies	Unrestricted	7,675	
Other Instructional Costs/CADD/Success for All	Unrestricted	127,000	
Discovery	Unrestricted	65,942	
Scoring	Unrestricted	9,200	
Wireless Access Data Points	Unrestricted	8,000	
			217,817

Section D: Great Teachers and Leaders**Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

Expenditures:	Source	Amount	FTE
MidLevel Admin Salaries	Unrestricted	847,470	

DRAFT - For Discussion Purposes Only

MidLevel Admin Contracted Services	Unrestricted	31,258
MidLevel Admin Supplies	Unrestricted	17,016
MidLevel Admin Other	Unrestricted	36,500
Teachers/Instructional Assistants	Unrestricted	9,544,994
Technology Equipment	Unrestricted	262,092
Special Education Salaries	Unrestricted	2,415,012
Student Support Salaries	Unrestricted	160,852
Fixed Charges	Unrestricted	3,890,498
Special Education Salaries	84.027	426,320
Title IIA	84.367	89,979

17,721,991

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Other Instructional Costs-Contracts	Unrestricted	200,000	
Special Education-Contracts	Unrestricted	201,492	
Social & Pupil Service Workers	Unrestricted	281,646	
Fixed Charges	Unrestricted	84,494	
Title I Salaries	84.010	404,438	
Title I Fixed	84.010	120,800	
Title I Contract Services	84.010	44,000	
Title I Supplies	84.010	35,583	
Title I Community Services	84.010	8,777	
Judy Center	Restricted	223,333	
Title III ESL	84.365	5,859	
Medical Assistance	Restricted	505,978	

2,116,400

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs

Expenditures:	Source	Amount	FTE
Administration Salaries	Unrestricted	736,378	
Administration Contract Services	Unrestricted	266,392	
Administration Supplies	Unrestricted	38,172	
Administration Other Charges	Unrestricted	86,970	
Other Instructional Costs	Unrestricted	52,766	
Special Ed Transfers	Unrestricted	595,000	
Pupil Personnel Services Supplies	Unrestricted	900	
Pupil Personnel Services Other	Unrestricted	6,600	
School Nurses/Supplies	Unrestricted	486,333	
Transportation Salaries	Unrestricted	785,200	
Transportation Contract Services	Unrestricted	713,445	
Transportation Supplies	Unrestricted	101,575	
Transportation Other Charges	Unrestricted	219,900	
Operation of Plant Salaries	Unrestricted	763,393	
Operation of Plant Contract Services	Unrestricted	124,900	
Operation of Plant Supplies	Unrestricted	65,000	
Operation of Plant Other Charges	Unrestricted	779,501	

DRAFT - For Discussion Purposes Only

Maintenance of Plant Salaries	Unrestricted	232,955	
Maintenance of Plant Contract Services	Unrestricted	212,746	
Maintenance of Plant Supplies	Unrestricted	133,864	
Maintenance of Plant Other Charges	Unrestricted	3,650	
Maintenance of Plant Equipment	Unrestricted	20,000	
Fixed Charges	Unrestricted	1,891,729	
Capital Outlay	Unrestricted	59,991	
			8,377,360

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

Expenditures:	Source	Amount	FTE
Total			

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.

30,060,545

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Kent

			FY 2019 Original Budget	FY 2019 Final Budget	Change	% Change
			7/1/2018	6/30/19		
Revenue						
Local Appropriation			17,228,878	17,228,878	-	0.00%
Other Local Revenue			273,297	421,251	(147,954)	-54.14%
State Revenue			9,327,426	10,038,000	(710,574)	-7.62%
Federal Revenue	84.010	84.010: Title I	594,336	502,699	91,637	15.42%
Federal Revenue	84.027	84.027: IDEA, P:	463,851	635,814	(171,963)	-37.07%
Other Federal Funds			799,628	705,023	94,605	11.83%
Other Resources/Transfers			695,000	371,299	323,701	46.58%
Total			29,382,416	29,902,964	(520,548)	-1.77%

Change in Expenditures - Instructions: Itemize FY 2019 actual expenditures and FTE by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Mid Level Admin Salaries	779,341	750,794	11.4	11.4
Standards and Assessments	Unrestricted	Mid Level Admin Contract Service	31,258	33,116	-	-
Standards and Assessments	Unrestricted	Mid Level Admin Supplies	17,017	13,596	-	-
Standards and Assessments	Unrestricted	Mid Level Admin Other	36,500	24,308	-	-
Standards and Assessments	Unrestricted	Textbooks	37,325	52,185	-	-
Standards and Assessments	Unrestricted	Supplies-Media/Instruction/CTE	187,744	156,825	-	-
Standards and Assessments	Unrestricted	CTE Contract Services	9,850	5,250	-	-
Standards and Assessments	Unrestricted	Other Instructional Costs-Other C	22,642	28,686	-	-
Standards and Assessments	Unrestricted	Special Education-Supplies	13,115	11,696	-	-
Standards and Assessments	Unrestricted	Special Education-Other	12,100	8,186	-	-
Standards and Assessments	Unrestricted	Fixed Charges w/Standards & Ass	233,802	225,238	-	-
Standards and Assessments	84.027	Special Education-Supplies	113,851	20,489	-	-
Standards and Assessments	Restricted	Fine Arts Initiatives	3,822	3,822	-	-
Standards and Assessments	Restricted	CTE Grant	27,169	30,909	-	-
Data Systems to Support Instruction	Unrestricted	Testing Supplies	7,675	3,402	-	-
Data Systems to Support Instruction	Unrestricted	Other Instructional Costs/CADD/	127,000	156,823	-	-
Data Systems to Support Instruction	Unrestricted	Discovery	65,942	27,798	-	-
Data Systems to Support Instruction	Unrestricted	Scoring	9,200	2,775	-	-
Data Systems to Support Instruction	Unrestricted	Wireless Access Data Points	8,000	8,000	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Salaries	779,341	750,794	11.4	11.4
Great Teachers and Leaders	Unrestricted	Mid Level Admin Contract Service	31,258	33,116	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Supplies	17,017	13,596	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Other	36,500	24,308	-	-
Great Teachers and Leaders	Unrestricted	Teachers/IA's	9,577,233	9,323,100	159.7	159.7
Great Teachers and Leaders	Unrestricted	Technology Equipment	262,092	211,106	-	-
Great Teachers and Leaders	Unrestricted	Special Education Salaries	2,172,758	2,137,470	39.3	39.3
Great Teachers and Leaders	Unrestricted	Student Services-Salaries	154,828	154,932	2.0	2.0
Great Teachers and Leaders	Unrestricted	Fixed Charges w/Salaries	3,805,248	3,709,889	-	-
Great Teachers and Leaders	84.027	Special Education Salaries	350,000	538,372	-	-
Great Teachers and Leaders	84.367	Title IIA	90,705	87,340	-	-
Turning Around Lowest Performing School	Unrestricted	Other Instructional Costs-Contra	200,000	229,669	-	-
Turning Around Lowest Performing School	Unrestricted	Special Education-Contracts	201,492	259,083	-	-
Turning Around Lowest Performing School	Unrestricted	Social & Pupil Services Workers	256,114	243,263	4.0	4.0
Turning Around Lowest Performing School	Unrestricted	Fixed Charges/Benefits w/Social F	76,834	72,979	-	-
Turning Around Lowest Performing School	84.010	Title I Salaries	344,932	321,017	6.0	6.0
Turning Around Lowest Performing School	84.010	Title I Fixed Charges	125,000	109,392	-	-
Turning Around Lowest Performing School	84.010	Title I Supplies	115,000	29,132	-	-
Turning Around Lowest Performing School	84.010	Title I Community Services	9,404	1,812	-	-
Turning Around Lowest Performing School	84.010	Title I Other Charges		41,346	-	-
Turning Around Lowest Performing School	Restricted	Judy Center	323,333	375,823	4.0	4.0
Turning Around Lowest Performing School	84.287	21st Century	88,912	86,639	2.0	2.0
Turning Around Lowest Performing School	Restricted	Literacy Grant		395,852	-	-
Turning Around Lowest Performing School	84.365	Title III Esl	5,021	6,315	-	-
Turning Around Lowest Performing School	Restricted	Medical Assistance	518,821	238,620	-	-
Mandatory Costs of Doing Business	84.027	Special Education-Other		76,953	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted Program		256,253	-	-

Mandatory Costs of Doing Business	Restricted	Safe Schools Grant		221,779	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Salaries	712,763	737,591	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Contract Services	266,392	328,564	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Supplies	38,172	28,182	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Other Charges	86,970	77,681	-	-
Mandatory Costs of Doing Business	Unrestricted	Other Instructional Costs	52,766	97,012	-	-
Mandatory Costs of Doing Business	Unrestricted	Special Ed-Transfers	445,000	457,028	-	-
Mandatory Costs of Doing Business	Unrestricted	Pupil Personnel Services-Supplies	900	875	-	-
Mandatory Costs of Doing Business	Unrestricted	Pupil Personnel Services-Other	4,100	2,282	-	-
Mandatory Costs of Doing Business	Unrestricted	School Nurses/Supplies	352,000	352,162	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Salaries	413,054	581,505	14.8	14.8
Mandatory Costs of Doing Business	Unrestricted	Transportation-Contract Services	1,198,145	880,763	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Supplies	51,825	113,455	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Other Charges	198,900	205,088	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Equipment	-	60,820	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Salaries	740,276	747,321	19.7	19.7
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Contract Services	124,900	123,701	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Supplies	65,000	55,959	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Other Charges	794,501	935,082	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Salaries	230,796	228,566	4.6	4.6
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Contract Services	162,746	240,010	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Supplies	133,864	98,822	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Other Charges	3,650	12,430	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Equipment	20,000	23,792	-	-
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges	1,897,589	1,952,753	-	-
Mandatory Costs of Doing Business	Unrestricted	Capital Outlay	102,912	47,674	-	-
			29,382,416	29,902,964		

Kent County Public Schools

2019

Data Sections

October 15, 2019



Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Table 1: 2018 PARCC English Language Arts/Literacy Assessment Results
Percent Meeting or Exceeding Proficiency

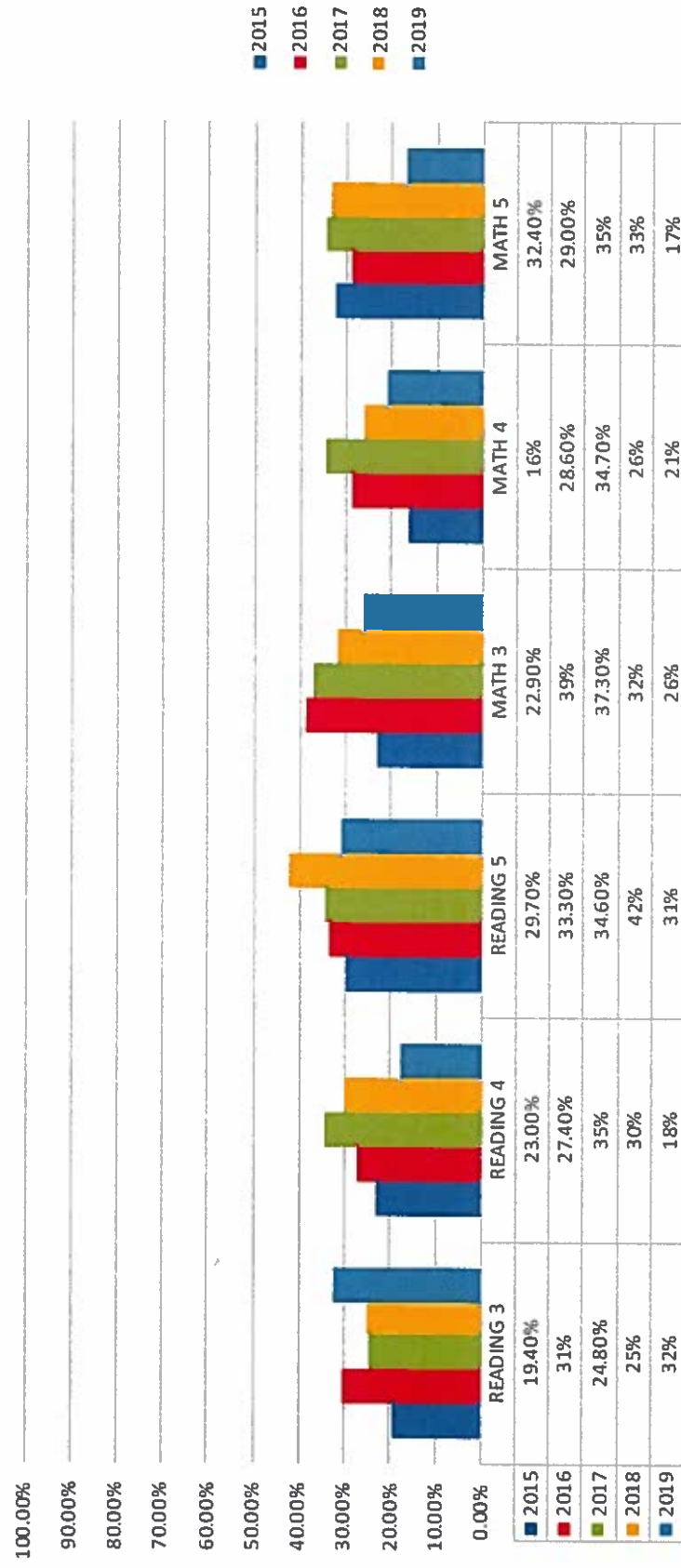
PARCC ELA	Grades 3-5	Grades 6-8	10th Grade
All Students	32.3%	34.9%	42.6%
White	42%	41.3%	56.3%
Black/African American	12.3%	18.3%	16.7%
Hispanic/Latino of any race	20.3%	26%	55.6%
Free and Reduced Meals	23%	23.6%	27.5%
Special Education	5%	6.6%	0.0%
Limited English Proficient (LEP)	N/A	N/A	N/A

Table 2: 2018 PARCC Mathematics Assessment Results
Percent Meeting or Exceeding Proficiency

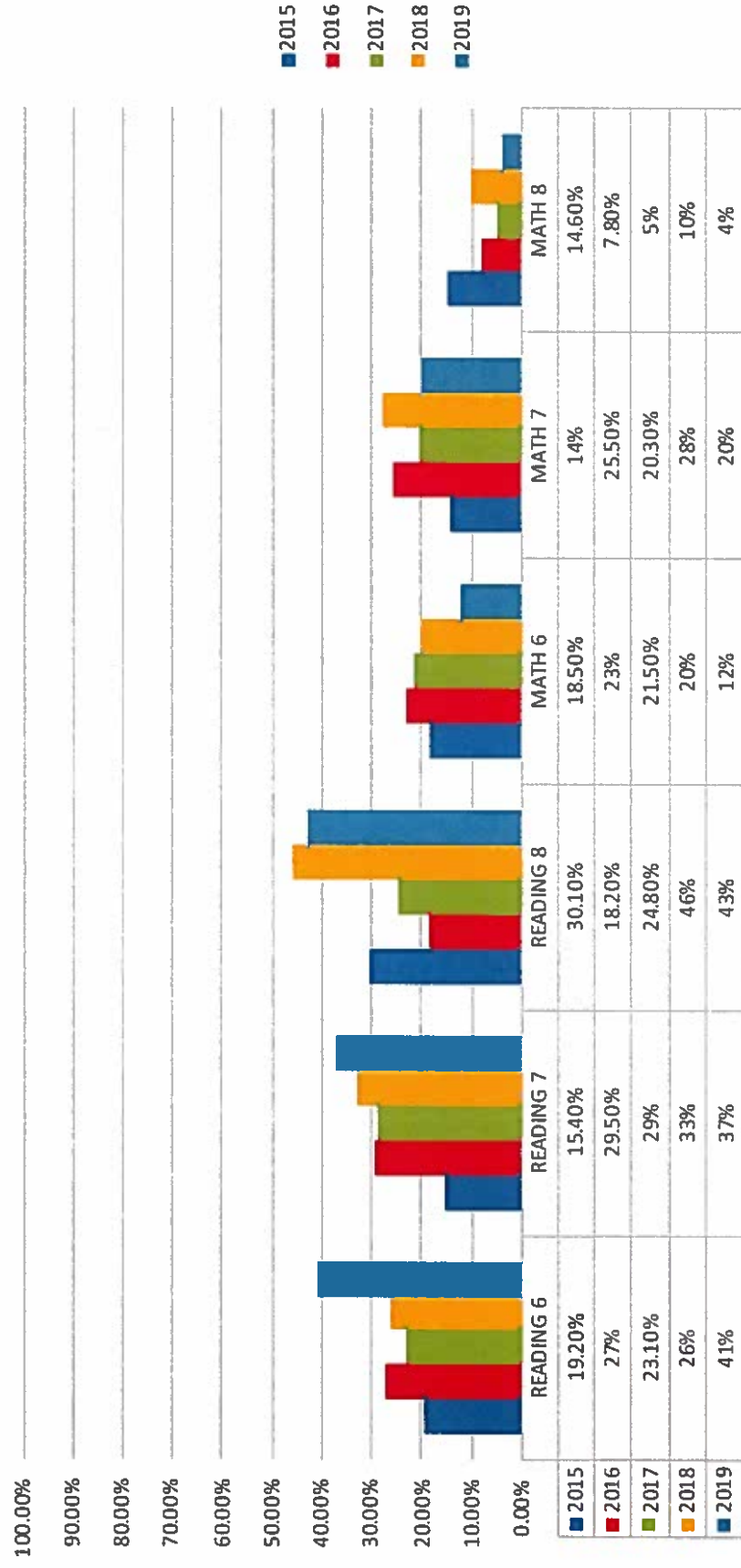
PARCC Mathematics	Grades 3-5	Grades 6-8	Algebra I
All Students	30.2%	20.1%	21.65%
White	39.9%	27.6%	28.7%
Black/African American	11.3%	4.9%	5%
Hispanic/Latino of any race	7%	11.7%	11.1%
Free and Reduced Meals	18.4%	10.8%	10.8%
Special Education	12.3%	1.5%	0%
Limited English Proficient (LEP)	0%	0%	0%

Source: 2018 PARCC Assessment, Mathematics

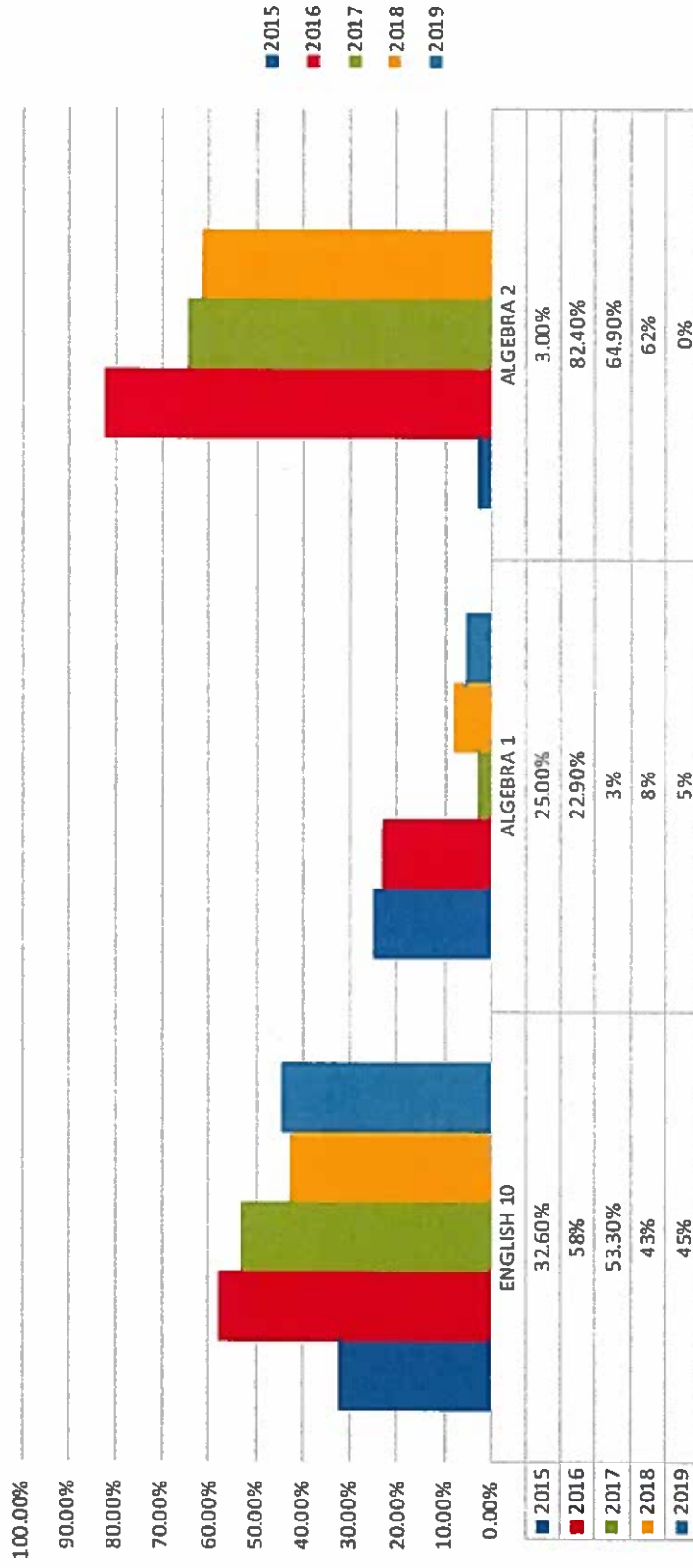
ELEMENTARY MCAP PROFICIENCY (4-5) 2015-2019



MIDDLE SCHOOL MCAP PROFICIENCY (4-5) 2015-2019



HIGH SCHOOL MCAP PROFICIENCY (4-5) 2015-2019



2017

Level	Level 1			Level 2			Level 3			Level 4			Level 5		
	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.
Level 1	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 2	50.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 3	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Level 4	24.5	12	29.1	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5
Level 5	12.9	7	12.9	9	24.1	34	9	24.1	34	9	24.1	34	9	24.1	34
Level 6	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 7	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 8	27.4	8	12.9	4	6.4	6.4	18	56.7	70	30.7	9	11.8	3	4.6	0
Level 9	27.1	2	18.2	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 10	24.7	65	25.2	56	27.0	24.1	62	24.5	66	27.5	58	21.8	54	22.2	1

2018

Level	Level 1			Level 2			Level 3			Level 4			Level 5		
	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.
Level 1	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 2	50.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 3	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Level 4	24.5	12	29.1	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5
Level 5	12.9	7	12.9	9	24.1	34	9	24.1	34	9	24.1	34	9	24.1	34
Level 6	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 7	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 8	27.4	8	12.9	4	6.4	6.4	18	56.7	70	30.7	9	11.8	3	4.6	0
Level 9	27.1	2	18.2	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 10	24.7	65	25.2	56	27.0	24.1	62	24.5	66	27.5	58	21.8	54	22.2	1

2019

Level	Level 1			Level 2			Level 3			Level 4			Level 5		
	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.
Level 1	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 2	50.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 3	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Level 4	24.5	12	29.1	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5	16	14.5	18.5
Level 5	12.9	7	12.9	9	24.1	34	9	24.1	34	9	24.1	34	9	24.1	34
Level 6	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 7	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3	21.7	11.1	25.3
Level 8	27.4	8	12.9	4	6.4	6.4	18	56.7	70	30.7	9	11.8	3	4.6	0
Level 9	27.1	2	18.2	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
Level 10	24.7	65	25.2	56	27.0	24.1	62	24.5	66	27.5	58	21.8	54	22.2	1

Appendix 1 - Levels 1-4 - 2018

#	2	2018										2019									
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
22.4	22.4	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0
15.1	15.1	15	20.5	8	10.8	22	26.5	15	18.1	12	14.5	18	22.0	25	30.5	27	33.0	11	13.4	1	1.2
39.6	39.6	0	0.0	7	21.7	16	22.5	5	17.6	8	23.5	6	18.2	11	33.3	5	15.2	15	33.3	0	0.0
0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
37.4	37.4	87	31.0	99	35.7	279	24.8	47	16.8	94	33.6	99	35.4	99	35.4	77	26.8	104	38.7	25	9.3
34.5	34.5	9	31.0	5	17.7	11	15.1	6	18.1	10	14.1	11	15.1	11	15.1	9	21.0	8	27.6	1	3.4
23.6	23.6	6	10.9	0	0.0	63	55.7	15	26.6	8	10.1	3	4.9	1	3.5	19	25.4	4	13.6	1	2.7
33.1	33.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	16	0	0.0	0	0.0
31.2	31.2	56	75.3	34	21.4	206	24.1	53	22.4	81	34.3	49	20.7	78	31.6	58	24.6	58	24.6	7	5.0

Appendix 1 - Levels 1-4 - 2019

#	2	2019										2020									
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
22.5	22.5	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0
15.1	15.1	15	20.5	8	10.8	22	26.5	15	18.1	12	14.5	18	22.0	25	30.5	27	33.0	11	13.4	1	1.2
39.6	39.6	0	0.0	7	21.7	16	22.5	5	17.6	8	23.5	6	18.2	11	33.3	5	15.2	15	33.3	0	0.0
0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
37.4	37.4	87	31.0	99	35.7	279	24.8	47	16.8	94	33.6	99	35.4	99	35.4	77	26.8	104	38.7	25	9.3
34.5	34.5	9	31.0	5	17.7	11	15.1	6	18.1	10	14.1	11	15.1	11	15.1	9	21.0	8	27.6	1	3.4
23.6	23.6	6	10.9	0	0.0	63	55.7	15	26.6	8	10.1	3	4.9	1	3.5	19	25.4	4	13.6	1	2.7
33.1	33.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	16	0	0.0	0	0.0
31.2	31.2	56	75.3	34	21.4	206	24.1	53	22.4	81	34.3	49	20.7	78	31.6	58	24.6	58	24.6	7	5.0

Appendix 1 - Levels 1-4 - 2020

#	2	2020										2021									
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
22.5	22.5	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0	100	100.0
15.1	15.1	15	20.5	8	10.8	22	26.5	15	18.1	12	14.5	18	22.0	25	30.5	27	33.0	11	13.4	1	1.2
39.6	39.6	0	0.0	7	21.7	16	22.5	5	17.6	8	23.5	6	18.2	11	33.3	5	15.2	15	33.3	0	0.0
0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
37.4	37.4	87	31.0	99	35.7	279	24.8	47	16.8	94	33.6	99	35.4	99	35.4	77	26.8	104	38.7	25	9.3
34.5	34.5	9	31.0	5	17.7	11	15.1	6	18.1	10	14.1	11	15.1	11	15.1	9	21.0	8	27.6	1	3.4
23.6	23.6	6	10.9	0	0.0	63	55.7	15	26.6	8	10.1	3	4.9	1	3.5	19	25.4	4	13.6	1	2.7
33.1	33.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	16	0	0.0	0	0.0
31.2	31.2	56	75.3	34	21.4	206	24.1	53	22.4	81	34.3	49	20.7	78	31.6	58	24.6	58	24.6	7	5.0

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Student Group		2015										2016										Student Group		2016																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 1		Level 2		Level 3		Level 4		Level 5				Level 1		Level 2		Level 3		Level 4		Level 5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Net %	% Prod.
10.0	0.0
0.0	0.0
9.1	0.0
11.1	0.0
0.0	0.0
16.7	0.0
0.0	0.0
0.0	0.0
0.0	0.0
7.1	0.0

Net %	% Prod.
10.0	0.0
0.0	0.0
9.1	0.0
11.1	0.0
0.0	0.0
16.7	0.0
0.0	0.0
0.0	0.0
0.0	0.0
7.1	0.0

Net %	% Prod.
10.0	0.0
0.0	0.0
9.1	0.0
11.1	0.0
0.0	0.0
16.7	0.0
0.0	0.0
0.0	0.0
0.0	0.0
7.1	0.0

Table 2.1: Academic Performance by Grade and Standard (2015)																					
Student Group	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Student Group	# Tested	% Prof.		
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.					
All Students	414	75	318	72.9	199	80.6	107	22.5	2	1.5	441	35.9	212	25.2	120	27.2	178	28.1	16	8.6	
American Indian or Alaska Native	2	0	0	0.0	0	50.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	1	
Black or African American	85	28	319	37.6	15	17.6	10	11.8	0	0.0	100	30	30.0	41	41.0	77	22.0	6	6.0	1	1.0
Hispanic/Latino	48	11	25.0	17	38.5	7	15.9	9	20.3	0	0.0	73	30.6	6	16.7	9	25.0	9	25.0	1	2.8
White	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0	0.0	0	0
Other Pacific Islander	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0	0	0.0	0	0
English Learners	284	30	18.6	6.7	21.6	105	17.0	75	26.4	2	7.5	248	71	7.8	19.8	28	29.1	104	68.8	12	4.5
Students with Disabilities	27	5	13.5	15	40.5	9	18.8	6	21.6	0	0.0	32	6	18.8	11	34.4	10	51.1	1	8.1	
Special Education	54	14	61.9	11	20.4	2	13.0	1	1.9	3	1.9	43	29	46.0	19	85.2	6	12.2	7	11.1	
Limited English Proficient (LEP)	15	6	40.0	6	53.3	1	6.7	0	0.0	0	0.0	11	6	54.5	2	18.2	2	18.2	1	9.1	
Free/Reduced Lunch (FRL)	269	64	23.0	91	11.6	76	28.3	40	14.9	0	0.0	242	62	25.6	69	28.5	67	27.7	41	16.0	
Free/Reduced Lunch (FRL)																					
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Student Group		2015										2016										
		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8		Level 9				
# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	
All Students	211	44	21.5	60	31.9	42	27.8	48	21.5	5	2.2	221	47	21.9	15	24.9	48	21.7	65	29.4	6	2.7
American Indian or Alaska Native	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
Hispanic/Latino	49	16	32.7	38	36.7	11	22.4	6	8.2	0	0.0	55	21	41.8	22	40.0	7	12.7	2	3.6	1	1.8
White	23	6	26.1	8	34.8	9	39.0	6	26.1	0	0.0	100	6	30.0	5	25.0	3	15.0	5	25.0	1	5.0
English Learners	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Students with Disabilities	117	22	18.7	27	23.1	41	35.6	15	16.3	5	4.8	130	14	10.8	24	18.5	32	24.6	56	41.1	4	3.1
Special Education	16	3	18.8	7	43.8	3	18.8	3	18.8	0	0.0	12	2	16.7	4	33.3	5	41.7	3	8.3	0	0.0
Limited English Proficient (LEP)	9	27	62.9	6	31.1	5	26.3	1	5.3	1	5.3	43	21	48.8	13	30.6	5	11.6	6	14.0	0	0.0
Free/Reduced Lunch (FRL)	117	40	39.7	39	28.1	36	26.3	27	16.1	0	0.0	221	41	19.9	34	32.1	28	19.8	30	16.5	2	1.7

Table 2.3: Academic Performance by Grade and Standard (2015)																
Student Group	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
All Students	211	27	211	27	211	27	211	27	211	27	211	27	211	27	211	27
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	36	12	31.8	14	38.9	4	11.1	6	16.7	0	0.0	45	7	15.6	19	42.2
Hispanic/Latino	21	5	23.8	9	42.9	4	19.0	3	14.3	0	0.0	16	5	31.3	3	18.8
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Learners	211	6	2.8	12	5.7	12	5.7	40	19.0	7	3.3	108	7	6.5	29	27.0
Students with Disabilities	21	2	9.5	9	42.9	6	28.6	5	23.8	0	0.0	20	4	20.0	7	35.0
Special Education	19	14	41.7	5	26.1	2	10.5	0	0.0	0	0.0	20	8	40.0	8	40.0
Limited English Proficient (LEP)	6	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	4	3	75.0	0	0.0
Free/Reduced Lunch (FRL)	211	23	10.9	51	24.2	40	19.0	18	8.5	0	0.0	211	23	10.9	35	28.9

Student Group	2015						2016						2017										
	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 3		Level 4		Level 5		# Tested	Level 4		Level 5		
	# Prct.	% Prct.	# Prct.	% Prct.	# Prct.	% Prct.	# Prct.	% Prct.	# Prct.	% Prct.		# Prct.	% Prct.	# Prct.	% Prct.	# Prct.	% Prct.		# Prct.	% Prct.	# Prct.	% Prct.	
ALL Students	1400	21	35.0	41	29.3	41	292.7	24	14.3	3	0.2	343	31.5	148	17.0	159	41.8	27	12.7	14.5	5.8	21.1	
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	
Hispanic or Latino	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0	0.0	1	100.0	0	0.0	0	0.0	0.0	
Black or African American	24	9	37.5	10	41.7	5	20.8	0	0.0	0	0.0	29	5	17.2	10	34.3	12	41.4	7	6.9	0	0.0	61.3
Hispanic/Latino of any race	12	3	25.0	4	33.3	3	25.0	2	16.7	0	0.0	8	2	25.0	4	50.0	2	25.0	0	0.0	3	37.5	30.8
White of any race or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	
Asian or Other Pacific Islander	90	4	4.4	24	26.7	29	32.2	28	31.1	3	3.3	97	5	5.2	23	23.7	40	41.7	29	29.8	110	9.3	21.6
Two or more races	31	3	7.7	3	23.1	6	46.2	5	21.1	0	0.0	6	0	0	0	16.7	4	66.7	1	16.7	0	0.0	0
Level 1 students	22	7	31.8	4	18.2	3	13.6	0	0.0	0	0.0	10	2	20.0	6	60.0	5	50.0	2	20.0	0	0.0	51.8
Level 2 students	5	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0	3	1	33.3	2	66.7	0	0.0	0	0.0	1	100.0	0
Level 3 students	71	14	19.7	25	35.2	27	38.0	10	14.1	0	0.0	56	7	12.5	16	28.6	27	48.2	6	10.7	15	19.7	44.7

Table 2.16 Maryland High School Assessment Performance Results: Biology (All Administrations)

Student Group	2014				2015				2016				2017				2018				2019			
	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.
All Students	259	118	45.6	45.6	241	97	40.2	40.2	296	130	43.9	43.9	276	116	42.0	42.0	251	107	42.6	42.6	241	107	44.4	44.4
American Indian or Alaska Native	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Asian	0	0	0.0	0.0	1	1	100.0	100.0	1	1	100.0	100.0	1	1	100.0	100.0	1	1	100.0	100.0	1	1	100.0	100.0
Black or African American	81	15	18.5	18.5	90	25	27.8	27.8	98	20	20.4	20.4	77	14	18.2	18.2	77	14	18.2	18.2	77	14	18.2	18.2
Hispanic/Latin or of any race	23	8	34.8	34.8	17	4	23.5	23.5	25	4	16.0	16.0	16	4	25.0	25.0	16	4	25.0	25.0	16	4	25.0	25.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
White	151	91	60.3	60.3	129	66	51.2	51.2	156	95	60.9	60.9	124	91	73.4	73.4	124	91	73.4	73.4	124	91	73.4	73.4
Two or more races	4	4	100.0	100.0	4	1	25.0	25.0	16	10	62.5	62.5	8	4	50.0	50.0	8	4	50.0	50.0	8	4	50.0	50.0
Special Education	40	8	20.0	20.0	53	9	17.0	17.0	59	8	13.6	13.6	37	4	10.8	10.8	37	4	10.8	10.8	37	4	10.8	10.8
Limited English Proficient (LEP)	9	3	33.3	33.3	10	2	20.0	20.0	5	0	0.0	0.0	3	1	33.3	33.3	3	1	33.3	33.3	3	1	33.3	33.3
Free/Reduced Meals (FARMS)	104	35	33.7	33.7	127	44	34.6	34.6	157	49	31.2	31.2	109	37	33.9	33.9	109	37	33.9	33.9	109	37	33.9	33.9

Table 2.17 Maryland High School Assessment Performance Results: Government (All Administrations)

Student Group	2014				2015				2016				2017				2018				2019			
	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.	# Tested	# Pass	% Pass	% Prof.
All Students	146	113	77.4	77.4	142	97	68.3	68.3	225	134	59.6	59.6	204	123	60.3	60.3	151	102	67.5	67.5	151	102	67.5	67.5
American Indian or Alaska Native	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Asian	1	1	100.0	100.0	1	1	100.0	100.0	2	2	100.0	100.0	2	2	100.0	100.0	0	0	0.0	0.0	0	0	0.0	0.0
Black or African American	31	19	61.3	61.3	41	15	36.6	36.6	75	27	36.0	36.0	63	18	28.6	28.6	55	23	41.8	41.8	55	23	41.8	41.8
Hispanic/Latin or of any race	12	7	58.3	58.3	10	7	70.0	70.0	12	5	41.7	41.7	13	4	30.8	30.8	0	0	0.0	0.0	0	0	0.0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
White	98	82	83.7	83.7	87	73	83.9	83.9	122	89	73.0	73.0	120	95	79.2	79.2	46	40	86.9	86.9	46	40	86.9	86.9
Two or more races	4	4	100.0	100.0	3	1	33.3	33.3	14	11	78.6	78.6	6	4	66.7	66.7	0	0	0.0	0.0	0	0	0.0	0.0
Special Education	20	7	35.0	35.0	18	5	27.8	27.8	19	6	31.6	31.6	35	10	28.6	28.6	21	4	19.0	19.0	21	4	19.0	19.0
Limited English Proficient (LEP)	6	2	33.3	33.3	4	1	25.0	25.0	4	1	25.0	25.0	2	0	0.0	0.0	1	0	0.0	0.0	1	0	0.0	0.0
Free/Reduced Meals (FARMS)	59	43	72.9	72.9	68	39	57.4	57.4	115	50	43.5	43.5	98	44	44.9	44.9	79	41	51.8	51.8	79	41	51.8	51.8

Female																	
2014			2015			2016			2017			2018			2019		
# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	
53	44.2	101	40	39.6	130	61	46.9	102	58	56.9							
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0							
0	0.0	1	1	100.0	1	1	100.0	1	1	100.0							
8	21.1	36	10	27.8	43	9	20.9	33	6	18.2							
6	66.7	3	2	66.7	3	1	33.3	3	1	33.3							
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0							
37	52.1	61	27	44.3	80	48	60.0	61	48	78.7							
2	100.0	0	0	0.0	3	2	66.7	4	2	50.0							
2	14.3	23	3	13.0	25	1	4.0	13	2	15.4							
1	25.0	1	1	100.0	1	0	0.0	0	0	0.0							
16	37.2	53	20	37.7	71	22	31.0	51	19	37.3							

Female															
2014		2015			2016			2017			2018			2019	
# T Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	% Prof.
55	77.5	62	44	71.0	104	63	60.6	91	60	65.9	68	50	73.5		
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
1	100.0	1	1	100.0	2	2	100.0	2	2	100.0	0	0	0.0		
9	56.3	17	8	47.1	32	9	28.1	30	9	30.0	19	7	36.8		
5	71.4	6	3	50.0	3	1	33.3	4	2	50.0	0	0	0.0		
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0		
39	84.8	37	31	83.8	64	48	75.0	53	45	84.9	46	40	86.9		
1	100.0	1	1	100.0	3	3	100.0	2	2	100.0	1	0	0.0		
2	33.3	7	2	28.6	14	0	0.0	13	3	23.1	8	2	25.0		
1	33.3	3	1	33.3	1	0	0.0	0	0	0.0	0	0	0.0		
21	75.0	30	16	53.3	53	21	39.6	45	24	53.3	35	20	57.1		

Student Group	2022										2021									
	Level 12		Level 13		Level 4		Level 5		# Total	Level 2		Level 3		Level 6		Level 5				
	#Prod	%Prod	#Prod	%Prod	#Prod	%Prod	#Prod	%Prod		#Prod	%Prod	#Prod	%Prod	#Prod	%Prod	#Prod	%Prod			
12th	23	16.7	80	43.5	51	27.0	6	2.9	138	27	15.5	68	50.7	41	20.6	2	2.2			
11th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
10th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
9th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
8th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
7th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
6th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
5th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
4th	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
3rd	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
2nd	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
1st	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0			
Total	23	16.7	80	43.5	51	27.0	6	2.9	138	27	15.5	68	50.7	41	20.6	2	2.2			

Student Group	2018						2019						
	Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		
	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	# Prod.	% Prod.	
0 Total	61	16	26.2	20	32.8	23	37.7	2	3.3	65			
US Students													
Asian													
Black/African American													
Hispanic/Latino													
Native American													
White													
Other													
0 Total													
Level 2													
Level 3													
Level 4													
Level 5													
Level 6													
Level 7													
0 Total													
Level 2													
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Table 2.21: Multi-State Alternate Assessment - ELA for Grades 3-5

Student Group	2019									
	# Tested	Level 1		Level 2		Level 3		Level 4		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students	1	1	100.0	0	0.0	0	0.0	0	0.0	
Black or African American	0	0	0.0	0	0.0	0	0.0	0	0.0	
White	1	1	100.0	0	0.0	0	0.0	0	0.0	
Hispanic/Latin or of any Race	0	0	0.0	0	0.0	0	0.0	0	0.0	
Two or More Races	0	0	0.0	0	0.0	0	0.0	0	0.0	
Free/Reduced Meals (FARMS)	1	1	100.0	0	0.0	0	0.0	0	0.0	
Male	0	0	0.0	0	0.0	0	0.0	0	0.0	
Female	1	1	100.0	0	0.0	0	0.0	0	0.0	

Table 2.21: Multi-State Alternate Assessment - ELA for Grades 6-8

Student Group	2017									
	# Tested	Level 1		Level 2		Level 3		Level 4		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students	5	3	60.0	0	0.0	1	20.0	1	20.0	
Black or African American	1	1	100.0	0	0.0	0	0.0	0	0.0	
White	2	1	50.0	0	0.0	1	50.0	0	0.0	
Hispanic/Latin or of any Race	1	0	0.0	1	100.0	0	0.0	0	0.0	
Two or More Races	1	1	100.0	0	0.0	0	0.0	0	0.0	
Free/Reduced Meals (FARMS)	4	2	50.0	1	25.0	1	25.0	0	0.0	
Male	2	1	50.0	0	0.0	1	50.0	0	0.0	
Female	3	2	67.0	1	33.0	0	0.0	0	0.0	

Table 2.21: Multi-State Alternate Assessment - ELA for Grade 11

Student Group	2017									
	# Tested	Level 1		Level 2		Level 3		Level 4		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students	2	0	0.0	1	50.0	1	50.0	0	0.0	
Black or African American	1	0	0.0	0	1.0	100	0.0	0	0.0	
White	1	0	0.0	1	100.0	0	0.0	0	0.0	
Free/Reduced Meals (FARMS)	1	0	0.0	0	0.0	1	100.0	0	0.0	
Male	1	0	0	1	100	0	0.0	0	0.0	
Female	1	0	0	0	0	1	100.0	0	0.0	

Student Group	2018							
	# Tested	Level 1		# Tested	Level 1		Level 2	
		# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.
All Students	3	0	0.0	3	0	0.0	0	0.0
Black or African American	1	0	0.0	1	0	0.0	0	0.0
White	2	0	0.0	2	0	0.0	0	0.0
Hispanic/Latin or of any Race	1	0	0.0	0	0	0.0	0	0.0
Two or More Races	1	0	0.0	1	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	4	2	50.0	2	0	0.0	0	0.0
Male	2	1	50.0	1	0	0.0	0	0.0
Female	3	2	67.0	2	0	0.0	0	0.0

Student Group	2018							
	# Tested	Level 1		# Tested	Level 1		Level 2	
		# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.
All Students	2	0	0.0	2	0	0.0	1	50.0
Black or African American	1	0	0.0	1	0	0.0	1	100.0
White	1	0	0.0	1	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	1	0	0.0	2	0	0.0	1	50.0
Male	1	0	0.0	0	0	0.0	0	0.0
Female	1	0	0.0	2	0	0.0	1	50

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Table 2.21: Multi-State Alternate Assessment - Mathematics for Grades 3-5

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Lev.
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	
All Students	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Black or African American	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0	0.0	0
White	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Free/Reduced Meals (FARMS)	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Male	1	0	0.0	0	0.0	0	0.0	1	100.0	1	0	0.0	0
Female	1	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	1

Table 2.21: Multi-State Alternate Assessment - Mathematics for Grades 6-8

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Level
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	
All Students	5	2	40.0	2	40.0	0	0.0	1	20.0	3	0	0.0	0
Black or African American	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0
White	2	1	50.0	0	0.0	0	0.0	1	50.0	2	0	0.0	0
Hispanic/Latin o of any Race	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0
Two or More Races	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0
Free/Reduced Meals (FARMS)	4	2	50.0	1	25.0	0	0.0	1	25.0	2	0	0.0	0
Male	2	0	0.0	1	50.0	0	0.0	1	50.0	1	0	0.0	0
Female	3	2	67.0	1	33.0	0	0.0	0	0.0	2	0	0.0	0

Table 2.21: Multi-State Alternate Assessment - Mathematics for Grade 11

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Lev.
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	
All Students	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Black or African American	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0	0.0	0
White	1	0	0.0	0	0.0	1	100.0	0	0.0	2	0	0.0	1
Free/Reduced Meals (FARMS)	1	0	0.0	0	0.0	0	0.0	1	100.0	2	0	0.0	2
Male	1	0	0	0	0	1	100.0	0	0.0	0	0	0	0
Female	1	0	0	0	0	0	0.0	1	100.0	2	0	0	1

2018														2019													
el 2		Level 3				Level 4				Level 5				# Tested	Level 1				Level 2				Level 3				
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.		% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.				
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0				
0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0				
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0				
0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				
100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0				

2018														2019													
el 2	Level 3				Level 4				Level 5				# Tested	Level 1				Level 2				Level 3					
	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.		% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.					
0.0		2	66.0	0	0.0	1	33.0					3	2	66.0	0	0.0	0	0.0					0	0.0			
0.0		0		0	0.0	1	100.0					0	0	0.0	0	0.0							0	0.0			
0.0		2	100.0	0	0.0	0	0.0					3	2	66.0	0	0.0							0	0.0			
0.0		0	0.0	0	0.0	0	0.0					0	0	0.0	0	0.0							0	0.0			
0.0		0	0.0	0	0.0	1	100.0					0	0	0.0	0	0.0							0	0.0			
0.0		1	50.0	0	0.0	1	50.0					3	2	66.0	0	0.0							0	0.0			
0.0		0	0.0	0	0.0	1	100.0					1	1	100.0	0	0.0							0	0.0			
0.0		2	0.0	0	0.0	0	0.0					2	1	50.0	0	0.0							0	0.0			

2018										2019									
Level 2		Level 3			Level 4			Level 5			# Tested	Level 1		Level 2		Level 3			
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0									
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0									
50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0									
0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0									
50	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0	0	50	1	50.0	0	0.0	

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
1	33.0	0	0.0
0	0.0	0	0.0
1	33.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
1	33.0	0	0.0
0	0.0	0	0.0
1	50.0	0	0.0

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
0	0.0	0	0.0
0	0.0	0	0.0

Table 2.21: ACCESS for ELL 2.0 - Grades 3-5					
2019	School	# Test Takers	# w/2 or More Test Takers	# Showed Progress or Attainment	%
	GALES	36	28	13	46%
	HHGES	15	10	9	90%

Table 2.21: ACCESS for ELL 2.0 - Grades 6-8					
2019					
	KCMS	6	6	3	50%

Table 2.21: ACCESS for ELL 2.0 - Grades 9-12					
2019					
	KCHS	8	6	3	50%