Allegany County Public Schools (ACPS)
Final Scope of Work toward Race to the Top Implementation

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ACPS's Vision for Reform

Allegany County Public Schools (ACPS) is and will continue to be a school system that shares the goal of Maryland becoming part of a world-class delivery system of educational services that prepare all students for college and career success in the 21st century. In-depth local and state data analysis reveals that ACPS will have to pick up the pace to ensure that all students, including those who traditionally have struggled, benefit from excellent teaching and learning.

ACPS's Identified Needs and Goals

Like Maryland, ACPS has ambitious goals for increases in local student performance data. These are outlined in Appendix C. ACPS, is proud of its accomplishments under current and previous reform efforts and is a committed partner in moving toward diverse reforms focusing on closing gaps and creating opportunities for the least advantaged of Allegany County's students; continuing active participation in groundbreaking national and state initiatives; consistent, consistent stable local leadership working in concert with State education leaders; and continuing its strong partnership with local government. See Appendix D for details of ACPS's progress on state and national indicators. ACPS will build on its history of success and address gaps in all four of the key areas identified in Maryland's Race to the Top application in a coherent and comprehensive manner outlined as follows:

Standards and assessments: ACPS has assisted MSDE in becoming a national leader by

- Participating in the development of standards, assessments, and accountability measures currently in place;
- Participating in the alignment of grade 3-8 and high school assessment to measure standards attainment;
- Integrating local resources into the aligned curricula to help make the standards relevant and useful to classroom teachers; and
- Participating in On-line Toolkit development and linking MSDE's instructional resources to the ACPS curriculum bank.

ACPS will partner with MSDE to become world-class by

- Working jointly with MSDE to develop and adopt the Common Core Standards by refining and aligning the current Maryland State Curriculum with the Common Core State Standards;
- Supporting the transition of existing state and local curriculum tools to the new curriculum units and augmented curriculum units which include expanded digital options with enhanced infrastructure and hardware; and
- Supporting the development and use of expanded On-line tools and digital resources necessary to implement the new State Curriculum by supporting learning for and achievement of all students.

Data and technology infrastructure: ACPS has worked hard in

- Improving instruction through the use of performance data including a local assessment management system and Maryland's school improvement website (www.mdk12.org);
- Developing meaning school improvement plans that measure and document schoolwide improvement and using it for accountability; and
- Developing independent systems of data tracking that assist with monitoring student achievement and focusing strategies for intervention.

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ACPS will improve data and technology infrastructure by

- Integrating existing electronic systems into one Student Information System as a means of improving instruction and preparing for the Maryland Longitudinal Data System (MLDS);
- Providing professional development for effective use of the MLDS to improve student achievement and create high effective teachers in accordance with MSDE and local evaluation system; and
- Maintaining and providing data elements necessary to assist MSDE with the statewide and national evaluation requirements of the Race to the Top program.

Great teachers and leaders: ACPS has been diligent in

- Applying the standards and tools for high-quality professional development for teachers and principals;
- Creating extensive district-higher education partnerships to train and recruit effective teachers in high-needs subjects; and
- Increasing the percentage of classes taught by highly qualified teachers to 98.7%

ACPS will improve teacher and leader performance by

- Implementing an evaluation system that complies with the State Framework;
- Implementing a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program; and
- Providing effective professional development for teachers and principals based on performance data.

Stakeholder Involvement

ACPS has many forums upon which to routinely glean feedback on the vast assortment of programs and initiatives the school system entertains during reform efforts such as Race to the Top. Customarily, discussion and input takes place at Elementary Principal Council, Secondary Principal Council, Instructional Supervisors' Meetings, Superintendent's Teacher Roundtable, Allegany County Curriculum Committee, Superintendent's Parent Advisory Council, School Board Work Session and Business Meetings, PTO, PTA, School-based Parent Advisory Council Meetings, and the Superintendent's monthly meeting with the Teacher Association President. Where possible, during this brief timeline for development, discussion has occurred and input has been considered for this application.

Scope of Work Preparation

The LEA Scope of Work was prepared by Randy Bittinger, Chief Business Officer and Janet Wilson, Chief Academic Officer with input from Jeff S. Blank, Chief Human Resources Officer, Steve Wilson, Human Resource Supervisor, Nil Grove, Chief Information Officer, Karen Bundy, Director of Secondary, and Martin Crump, Supervisor of Professional Development with guidance from David A. Cox, Ed.D, Superintendent.

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ACPS's proposed strategies for increasing student achievement and closing the achievement gap include:

1. Adopting the Common Core State Standards and new assessments designed to equip teachers and leaders with a college-ready framework for their classrooms and schools.
2. Using data systems that will enable schools to track students more closely, identify and advanced students earlier, and provide educators wit additional support to help struggling students catch up.
3. Incorporating student academic growth into teacher and principal evaluations, professional development, and other human capital needs enabling principals to focus on teachers who need assistance and match struggling students with highly effective teachers. This strategy will also help Executive Officers and Superintendents do a better job with principal performance evaluations.
4. Coordinating academic and student support resources for low-achieving schools to accelerate academic progress for students in these schools.
5. Expanding STEM efforts to create new opportunities for students across the spectrum and, in some cases, give students a clear road map from high school to successful careers.
6. Expanding Early College opportunities and resource support to encourage students (often 1st generation college) to take rigorous on-site college courses taught by vetted ACPS teachers.

Bridge to Excellence Master Plan and Race to the Top Alignment
The goals, strategies, and projects for ACPS's implementation of the ***Four Assurances*** with ACPS Master Plan are as follows:

LEA Master Plan Goal 1: To provide instructional programs and educational services that ensures accountability, academic success, and high expectations.
LEA Race to the Top (B) (3) To provide supports in the transition to enhanced standards and high-quality assessments.
LEA Race to the Top (E) (1) To provide supports for the district's lowest-achieving schools.

LEA Master Plan Goal 2: To enhance and strengthen the roles and relationships of people in the school system and community.
LEA Race to the Top Goal (D) To create great teachers and leaders by improving educator effectiveness through professional development

LEA Master Plan Goal 3: To refine the rules and regulations which govern operations of the school system.
LEA Race to the Top (C) (3) To provide enhanced electronic infrastructure and integrated digital environments as a framework for ensuring that data is used to improve instruction.

ACPS's cooperation with national and statewide evaluations of Race to the Top
ACPS is committed to partnering with MSDE and succeeding with the implementation of the Race to the Top initiative. ACPS promises cooperation with national and statewide evaluations as the implementation of goals, strategies, and projects is measured.

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SECTION B – STANDARDS AND ASSESSMENTS

(B) (3) Supporting the transition to enhanced standards and high-quality assessments

Allegany County Public Schools (ACPS) is in full support of Maryland State Department of Education's (MSDE) efforts to provide a set of rigorous expectations for our local school system to build upon the statewide and local work that has already provided the foundation necessary to ensure that all students, including those who traditionally have not succeeded at higher levels to have access to challenging educational opportunities. Our goals to support the transition to the enhanced standards and high-quality assessments include supporting MSDE's work in the development of the new State Curriculum, transitioning the curriculum to new curricular units and augmented curriculum units.

Upon the State Board adoption of the Common Core Curriculum in June 2010 and with MSDE's continuing desire to have thorough and deep engagement of educators in developing and implementing the new State Curriculum, ACPS has identified 22 English/language arts, mathematics, specialists, and special education professionals to assist MSDE with applying the Achieve Gap Analysis Tool to analyze the alignment, gaps, and inconsistencies of the current Maryland State standards against the Common Core State Standards. Several of the aforementioned 22 worked hand-in-hand with MSDE in August to plan the process for conducting the Gap Analysis. At the end of the year-long initiative, ACPS anticipates a curricular framework that, when adopted by the State Board in June 2011, will help to ensure that the State closes its persistent achievement gaps and, in the process, lives up to its commitment to transition from national leadership to world-class excellence – for all students, even those who traditionally have lagged behind.

Simultaneous to the development of the new State Curriculum will be the expansion of the Maryland's Online Instructional Toolkit which will provide several elements designed to assist all local school systems in the transition to the new State curriculum by including 1) a site for the revised curriculum; 2) curriculum supports, such as lesson plans, multimedia resources, and public release summative assessment items; 3) a formative assessment item bank and computerized test blueprints; and 4) online and face-to-face opportunities for professional development. ACPS has supported MSDE in the development of Toolkit applications and items in the past by allocating local expertise to develop content for the website or to offer technical assistance. ACPS will continue to support the expansion of the Online Toolkit by identifying and creating instructional materials and digital resources that are aligned to the Common Core Standards and the new State Curriculum as requested by MSDE. Each year ACPS enrolls students in the Maryland Virtual Learning Opportunities Program and supports its course alignment to the new State Curriculum via digital resources and course modules to provide more rigorous offerings. In addition, ACPS maintains an electronic warehouse containing curriculum, local benchmarks, state and local student assessment data, and digital materials and resources, all of which will be aligned to the new State Curriculum. As the Instructional Improvement System provides teachers with technology systems, processes, and resources necessary to enable all students to be college and career ready, ACPS will use evaluate and update our local online system to interface with the Maryland Longitudinal Data System (MLDS).

ACPS is a consortium partner in the MDK12 Digital Library and looks forward to additional resource enhancements planned for the system. In addition, ACPS looks forward to the work of the Maryland Business Roundtable (MBRT), Maryland Public Television (MPT), and the College Board which will give teachers easy access to quality digital instructional materials. ACPS plans to utilize business partners anxious to contribute their knowledge, time, and digital connections in Maryland classrooms. This is particularly attractive to ACPS due to the geographic barrier that exists for accessing national and international business, industry, and military partners. Since MPT Thinkport resources are currently used in some ACPS classrooms, a technical review of existing content along with an expansion of new online courses and content resources is supported to ensure alignment and to expand course options to ACPS students.

ACPS will support MSDE in the development of an interdisciplinary STEM-based curriculum, as requested. ACPS is in the beginning stages of developing a local senior option to enroll in a problem-based and project-based dual credit option during the senior year. The proposed technology education revision and complementary assessments and instructional materials will assist ACPS in developing a meaningful senior option for selected students. ACPS is considering providing externships for selected STEM teachers as a form of professional development for the purposes of preparing them to assist content supervisors and teachers with the development of an array of STEM senior options and the award of a STEM-endorsed diploma. This initiative will build on an already vigorous STEM program offered by ACPS which includes such things as engineering design challenges, STEM fairs, field trips, integrated lessons, trans-disciplinary professional development, job shadowing, internships and an assortment of other opportunities for teachers and students. ACPS will provide the necessary equipment and infrastructure to support the presentation of the digitally enhanced curricula, assessments and vast electronic resources promised to be available through the MDLS.

During the implementation of a new middle school instructional program based on a modified block schedule during the 2010-2011 school year, ACPS realized an increased demand for World Language instruction at the 8th grade level. ACPS hired an additional world language teacher to meet the increased demand acknowledging that graduates must be highly skilled in STEM and proficient in languages other than English. ACPS recognizes the need to begin language instruction earlier than middle school. Since Allegany County does not share in the wealth of diverse and well-educated immigrants who could serve as a ready pool of heritage language speakers ready to seek certification to teach in new K-5 world language programs, and since world language teachers are difficult to locate and relocate to our rural county, ACPS is hopeful that MSDE will take appropriate measures to assist us with providing the opportunity to learn from heritage language speakers certified for K-5 world language programs. As integrated STEM and world languages modules and professional development opportunities for world language teachers becomes available, ACPS will identify teachers to participate in this innovative approach.

In addition, by 2011, ACPS will take the appropriate measures to implement the aligned PreK-12 curricula and graduation requirements, including four years of mathematics for the incoming freshman class who will be seniors in 2014-2015. It further agrees to administer

college and career readiness assessments; yield increased numbers of students graduating college-ready with an added provision of a STEM-specific endorsement for those qualifying and provide reports through data reporting mechanisms provided by MSDE. ACPS is so committed to providing quality STEM experiences that is will be offering paid summer externships to selected science, math, and technology teachers at each high school. ACPS currently has a robust on-site early college and AP program upon which to build the new State Curriculum platform. ACPS teachers have been vetted to teach the early college program and all AP teachers are College Board trained in the content they are teaching. Currently, over 1,200 seats are occupied by juniors and seniors who have elected increased rigor through AP and early college. The Board of ACPS funds all tuition costs but 100.00 for each early college class taken by each student. ACPS stands ready to embrace the new State Curriculum which promises to further expand on the repertoire of rigorous coursework ACPS offers.

ACPS will participate in customizable, real-time professional development essential to the effective delivery of the new State Curriculum. Data-driven professional development will be provided to reduce or eliminate fragmentation, increase teachers knowledge of the Common Core Standards and the new State Curriculum, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit. Professional Development will be addressed in the Action Plan for C (3) (ii). Key to successful professional development will be ACPS's involvement in the Educator Instructional Improvement Academies and follow-up sessions. Each of the school systems 22 schools will send one administrator and three instructional staff to the Academy. Further, instructional planning to include the Universal Design for Learning principles will be emphasized in follow-up professional development and for new teachers supported by the local system's New Teacher Induction Program.

Although the design changes for the new assessment system are not fully known at this time, ACPS's teachers are poised to continue to use assessment data to improve instruction. To prepare for the probable migration from pencil and paper assessments to a generation of new assessments on a technology platform, ACPS will place an increased emphasis on the acquisition of equipment to ensure that the system is ready to engage in the practice of technology delivered assessments and a wider use of digital resources to adjust instruction based on assessment results. This will be addressed in section (C) (3) (iii).

In summary, MSDE can count on ACPS to contribute to the State's efforts to provide a set of rigorous expectations to our students as we build upon the strong existing statewide and local instructional and assessment framework. The new State Curriculum will be integrated into the classroom to ensure that teachers have the tools necessary to provide effective and engaging instruction so that all students, including those who are currently not succeeding at higher levels to have access to educational opportunities that are rigorous and make them college and career ready. On behalf of the students and staff of ACPS and in support of MSDE's Race to the Top initiative, our goals and action plan in Section B: Standards and Assessments will ensure that our school district transitions to the new State Curriculum in a timely and efficient manner in partnership with MSDE.

Section B: Standards and Assessments- Action Plan

LEA: Allegany County **Date:** November 3, 2010 **Year of the Grant (circle one)** [1] **2** **3** **4**

Goal(s):

- **To work jointly with MSDE to develop and adopt the Common Core Standards by refining and aligning the current Maryland State Curriculum with the Common Core State Standards.**
- **To support the transition of existing state and local curriculum tools to the new curriculum units and augmented curriculum units which include expanded digital options with enhanced infrastructure and hardware.**
- **To support the development and use of expanded On-line tools and digital resources necessary to implement the new State Curriculum by supporting learning for and achievement of all students**

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(B) (3)					
1. To participate in the revision of the State curriculum to align it with the new challenging Common Core Standards	(B) (3)		August 2010- June 2011	Janet Wilson, Chief Academic Officer in collaboration with content and grade level supervisors recommended classroom teachers,	Maryland State Board of Education adopts the new State Curriculum in June 2011.	N

				specialists, and special education staff		
2. To participate in the development of the On-line Instructional Toolkit to include the revised State Curriculum, lesson plans, multimedia resources, public release summative assessment items and a formative item bank	(B) (3)		August 2010- On-going	Janet Wilson, Chief Academic Officer in collaboration with content and grade level supervisors recommended classroom teachers, specialists, and special education staff	Maryland State Department of Education website contains: 1) the revised State Curriculum; 2) curricular supports i.e. lesson plans, multimedia resources, and public release summative assessment items; 3) formative assessment item bank and computerized blueprints; and 4) online and face-to-face opportunities for professional development.	N
3. To provide professional development to K-12 instructional staff on the new State Curriculum and the Online Toolkit, of which the Instructional Improvement System is part	(B) (3)		June 2011- On-going	Marty Crump, Supervisor of Professional Development in collaboration with core content supervisors: Susan Hughes –	School-based representatives from all 22 ACPS schools (1 administrator and 3 teachers) and central office grade/content supervisors will participate in the Educator Instructional Improvement Academies.	N

				RELA Don Knotts-Mathematics Dan Whetzel-Social Studies Karen Bundy-Science and Elementary Supervisors Dee Blank and Michael McGowan Jason Huber and Melissa Blank, Technology Infusion Specialists	(EIIA) Targeted and differentiated professional development will be planned and provided following the EIIA	
4. To revise local curriculum documents, local materials and electronic tools to align with the new State Curriculum and include technology systems, processes and resources from MDK-12 Digital Library, MBRT, MPT, College Board, and the STEM digital campaign	(B) (3)		June 2012-June 2013	**Core Content supervisors**: Susan Hughes – RELA Don Knotts-Mathematics Dan Whetzel-Social Studies Karen Bundy-Science and **Elementary Supervisors:**	Local electronic curriculum is fully integrated with the student assessment system and contains new State Curriculum and updated benchmarks	N

				Dee Blank and Michael McGowan Nil Grove, Chief Information Technology Officer and Steve Milburn, Student Assessment Management System Programmer		
5. To provide professional development to K-12 instructional staff on the changes and enhancements to the fully integrated student information, curriculum, and student assessment system complete with the new State Curriculum, updated benchmarks and other tools provided by MDK-12 Digital Library, MBRT, MPT, and College Board	(B) (3)		June 2013-December 2013	Marty Crump, Supervisor of Professional Development Core Content supervisors: Susan Hughes – RELA Don Knotts-Mathematics Dan Whetzel-Social Studies Karen Bundy-Science and Elementary	Supervisors will provide an overview of the updated integrated student information, curriculum, and assessment system during the August 2013 Supervisors' Professional Development Day Principals will provide instructional staff time to use the updated integrated student information, curriculum, and assessment system to this initiative by designating the 190th	N

				Supervisors Dee Blank and Michael McGowan Jason Huber and Melissa Blank, Technology Infusion Specialists	(floating) Professional Development Day	
6. To provide stable infrastructure and state-of the art hardware tools for the delivery of a PreK-12 digitally enhanced, on-demand back-mapped curricula, local benchmark assessments, early college opportunities, STEM opportunities, and graduation requirements which support the components of college and career readiness	(B) (3)	1	December 2010 – June 2014	Janet Wilson, Chief Academic Officer Core Content supervisors: Susan Hughes – RELA Don Knotts-Mathematics Dan Whetzel-Social Studies Karen Bundy-Science and Elementary Supervisors Dee Blank and Michael McGowan	Seniors in 2014-2015 will have participated in a back-mapped curriculum complete with four years of mathematics, options for a STEM endorsed diploma through internships and products developed through MSDE's digital campaign for students	N

				Nil Grove, Chief Information Technology Officer and Jeff Blank, Supervisor of IT		
7. To provide rigorous coursework to seniors through on-site early-college programs taught by ACPS vetted teachers in partnership with Allegany College of Maryland and Frostburg State University	(B) (3)	2	January 2011-June 2014	Karen Bundy, Director of Secondary Education, Sue Hughes, Supervisor of English, Don Knotts, Supervisor of Mathematics, Dan Whetzel, Supervisor of Social Studies	ACPS will continue to increase the percentage of seats occupied by students taking early college each year.	Y
8. To identify, plan, and provide externships to selected STEM teachers to prepare for the new back-mapped State Curriculum which will create options for student internships and a STEM endorsed diploma through project based learning and the Maryland	(B) (3)	3	June 2011 identification and planning for summer externships and follow-up sessions June 2011-2012	Karen Bundy, Director of Secondary Education and Supervisor of Science, Don Knotts, Supervisor of Mathematics, Susan Hughes,	Create two-credit curricular aligned project-based internship options for 2013-2014 seniors seeking a STEM endorsed diploma	N

STEM Innovation Network			Externships Participation June 2012-June 2013 Plan project-based internship options for seniors	Supervisor of English, Marty Crump, Supervisor of Professional Development Jason Huber and Melissa Blank, Technology Infusion Specialists		
9. To support and contribute to the development of new State summative and formative assessments and to train teachers to use the new assessments to improve instruction through applying the UDL principles	(B) (3)		June 2011-On-going	Janet Wilson, Chief Academic Officer Core Content supervisors: Susan Hughes – RELA Don Knotts-Mathematics Dan Whetzel-Social Studies Karen Bundy-Science and Elementary Supervisors Dee Blank and Michael McGowan,	ACPS teachers will use the updated and fully integrated assessment management system to plan for improved instructional programming for all students including but not limited to: 1) organized school improvement efforts to enable teacher collaboration; 2)scoring student assessments reliably and validly so that results predict future performance on summative assessments; 3) using results of formative	N

				Marty Crump, Supervisor of Professional Development, Jason Huber and Melissa Blank, Technology Infusion Specialists	assessments to differentiate instruction and link students to effective intervention strategies through the Instructional Improvement System; and 4) building on Maryland's existing Response to Intervention framework.	

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SECTION C – DATA SYSTEMS TO SUPPORT INSTRUCTION

(C) (3) Using data to improve instruction

ACPS, as one of Maryland's 24 school districts, is proud of its contributions toward *Education Week's* ranking of Maryland as the number one system in the county for two years in a row and College Board's "Annual AP Report to the Nation" ranking of Maryland as number one in the number of seniors taking AP exams and obtaining scores reflecting adequate college-level preparation. Collaborative relationships, strong local and state leadership and an emphasis on state and local data has resulted in cogent and deliberate work on the planning, processes, and outcomes of reform.

(C) (3) (i) Use of local instructional improvement systems

ACPS already places emphasis on developing and using data tools to improve instruction on a local level. Through the efforts of talented individuals in our information technology department, ACPS as developed its own Assessment Management System (AMS) which houses benchmark data, the electronic curriculum complete with electronic and other resources, and state and local testing data. The AMS provides a link between student performance data and the state curriculum enhanced with an electronic resource bank. We continue to identify ways in which content and the architecture of the AMS can be enhanced to provide school-based and central office staff with relevant information upon which to base decisions about curriculum, instructional materials, instructional strategies, local assessments, interventions and investment of dollars to support instruction. In addition, ACPS has developed separate data tools to track discipline, high school assessments, service learning, pre-k/K registration, MSA data and an array of other applications designed to provide information upon which teachers and administrators can create a profile of students' needs and a base for instructional decisions. ACPS acknowledges that although we have excellent data tools in place, there is room for additional enhancements that we know will be provided by the various Race to the Top data architecture initiatives. There will be a need for hardware and software upgrades to support the new statewide technology infrastructure.

During 2010-2011, ACPS is in phase one of implementing the attendance and discipline features of ASPEN X2 which is a robust student information system with strong capacity to house all of the aforementioned separate systems in one place. In addition, the ASPEN platform contains a host of HR and professional development applications that will support, among other things, the new teacher and principal evaluations once the content and process of those evaluations is known. Teacher certification information, tenure information and other data as determined necessary for the Maryland Longitudinal Data System (MLDS) can be provided by contracting programming services. This will require that previous applications developed in isolation of each other be collapsed into one system for ease of connection to the MLDS. Fully integrated and enhanced data systems at the local level will allow ACPS to cooperate with MSDE's initiative to create a P-20 data warehouse in an effort to achieve the functionality outlined by the America COMPETES ACT and the 10 state actions to ensure effective data use as identified by the Data Quality Campaign as part of the MLDS.

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SECTION C – DATA SYSTEMS TO SUPPORT INSTRUCTION

The locally integrated data system interfaced with MSDE will enable ACPS to report progress on Race to the Top implementation, share aligned standards, assessments, and curriculum, accurately evaluate and support great teachers and leaders, and determine interventions for low-achieving schools with an overall emphasis on fair and transparent resource allocation at the local level.

For teachers and administrators to take full advantage of the digital enhancements being developed for Maryland's classrooms, ACPS will continue to provide the technology infrastructure necessary to engage the 21st Century learner through innovative, focused digital approaches tied to the new State Curriculum. The need to provide for improved instruction and higher levels of learning through flexible, integrated, transdisciplinary, and differentiated approaches will require equipment enhancements in number and type such as: SmartBoards, Laptop carts, docucams, desktops, and the infrastructure to make it all work. As the Governor's Task Force on the use of Universal Design for Learning as a planning tool in Maryland's classrooms, the design, development and implementation of all aspects of the MLDS and other electronic tools and applications will further enhance the teacher's ability to plan and meet the needs of individual students.

(C) (3) (ii) Professional development on use of data

ACPS anticipates that the collapse of the existing local data systems in the ASPEN x2 platform and the enhanced capabilities of our existing system tied to the secure MLDS will require substantial professional development on the effective use of the 32 educational dashboards designed to provide (a) current performance data, (b) year-over-year comparisons, and (c) detailed information on each indicator for students, parents, teachers, school administrators, district administrators, and policymakers. ACPS will send one administrator and three teachers (Math, RLA, STEM) from 22 schools to an Educator Instructional Improvement Academy (EIIA). ACPS has offered to host the regional EIIA. We are committed to participating in the follow-up sessions and finding ways to embed the content of the professional development into everyday practice to improve instruction for all students.

ACPS is currently training teachers, administrators and central office staff on phase one of the ASPEN implementation. This involves a variety of training structures using a trainer of trainer model, after-school professional development, and/or grade level departmental trainings. ACPS provides FAQs on the website and supports teachers one-on-one if necessary. In addition ACPS is the only school district in Maryland currently using the University of Maryland Advanced Technology System (UMATS) to begin to deliver both instructional opportunities related to STEM, early college, and other higher level content to high school students and to provide professional development using distance learning over Polycom systems. ACPS purchased eight systems through an Appalachian Regional Commission grant paired with a local match. The school system will begin to use the Polycom systems at the end of the first semester.

The increased emphasis on the use and availability o the 32 educational dashboards create the backdrop for an increased sense of urgency to update and expand hardware and infrastructure to support system-wide on-demand and full-time services. Teachers must have access to all aspects of the digital architecture as it becomes available including, but not limited to the Online Instruction Toolkit, the Instructional Improvement System, STEM resources and MVLO coursework for students. Professional development will be key to a successful transition to a dashboard system that will provide teachers with repertoire of tools upon which to base instructional decisions.

(C) (3) (iii) Availability and accessibility of data to researchers

ACPS looks forward to the availability of an easy-to-use web-portal that will be organized for a variety of users into nine categories including: 1) Race to the Top management and performance for the purposes of making data available to researchers; 2) Standards, assessment, and growth performance for teachers; 3)Statewide Longitudinal Data Systems (SLDS) operational performance for researchers; 4)Teachers and leaders for data on effective teachers and preparation; 5) Low-achieving schools profiling school performance and educators assigned to them; 6) Financial commitment for evaluation of interventions and funding priorities; 7) STEM for reporting STEM programming; 8) Achievement gap analysis providing up-to-date data on how the State is performing in a subgroups; and 9) student performance for the purpose of providing information on how students are performing and whether they are college and career ready.

ACPS has used data for instructional decision making purposes for a number of years and looks forward to the availability of increased and integrated data that impacts instruction in a meaningful way. Teacher researchers have placed increased emphasis on root-cause analysis of data to make instructional decision that yield student achievement gains. In addition, ACPS is heavily engaged in walkthrough activities which allows for the collection of classroom level data and reflection on practices that actively engage students in the learning process. ACPS is in the process of developing a data collection tool so that principal-researchers can obtain school and classroom profiles on predominate strategies used and levels of engagement observed in comparison with a variety of benchmark and other data. Various forms of assessment and data analysis are used to prescribe the next steps in teaching. Of the aforementioned nine categories of data streams available to teachers and administrators, it is certain that with the appropriate professional development, teachers will be able to customize instructional approaches in an efficient and effective manner.

With the Race to the Top Reform initiative's heavy reliance on digital means to support planning and improve instruction, improved technology infrastructure and the appropriate professional development is essential for effective teaching and learning. As integrated systems provide lesson planning tools and digital learning tools and resources, both the teacher and the learner must have ease of access to web-enabled hardware, software supported by stable systems and continued support as they make this transition.

Section C: Data Systems to Support Instruction

Action Plan: Section C

LEA: Allegany County **Date:** November 3, 2010 **Year of the Grant (circle one)** 1 **2** **3** **4**

Goal(s):

- **To integrate existing electronic systems into one Student Information System as a means of improving instruction and preparing for the Maryland Longitudinal Data System (MLDS)**
- **To provide professional development for effective use of the MLDS to improve student achievement and create high effective teachers in accordance with MSDE and local evaluation system.**
- **To maintain and provide data elements necessary to assist MSDE with the statewide and national evaluation requirements of the Race to the Top program.**

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: Yes Activities to Implement MOU Requirements	(C) (3) (i-iii)					
To integrate current outside electronic homegrown applications and AS 400 data such as the special education IEP information, food service, AMS, HSA tracking, Service Learning, PreK- K registration system, and employee data into ASPEN.	C (3) (i)	4	December 2010 with a target completion date of June 2012 prioritizing the information essential to the MLDS	Jeff Blank, Chief Human Resources Officer Nil Grove, Chief Information Technology Officer	All separately housed data systems identified as instrumental for the development and use of the MLDS will be integrated into the ASPEN student information system.	N

				Janet Wilson, Chief Academic Officer Sheree Witt, Executive Director of Student Services and Special Education		
To connect to MSDE's new electronic platform designed to support the MLDS complete with an easy access portal and 32 educational dashboards or targeted end users.	(C) (3) (i)		In accordance with MSDE's timeline as various applications become available 2011-2014	Nil Grove, Chief Information Technology Officer, Jeff Blank, Supervisor of IT	Provide and maintain the necessary data systems, hardware, and infrastructure that will be in place to provide connectivity to MSDE's data systems.	N
To provide extensive professional development on the effective use of all facets of the MLDS and other digital applications provided as instructional resources.	(C) (3) (ii)	5	Summer 2011-Summer 2014	Marty Crump, Supervisor of Professional Development, Karen Bundy, Director of Secondary and Supervisor of Science, Don Knotts, Supervisor of Mathematics,	School based representatives from all 22 ACPS schools (1 administrator and 3 teachers) and central office grade/content supervisors will participate in the Educator Instructional Improvement Academies and follow-up training as needs are identified.	N

				Susan Hughes, Supervisor of English, Dan Whetzel, Supervisor of Social Studies, Dee Blank and Mike McGowan, Elementary Supervisors Jason Huber and Melissa Blank, Technology Infusion Specialists		
To maintain an electronic data and warehouse containing all essential elements and the expanded infrastructure necessary to meet local, state, and national reporting requirements on demand.	(C) (3) (iii)		Present – 2014 as elements of the MLDS are developed	Nil Grove, Chief Information Technology Officer, Jeff Blank, Supervisor of Instructional Technology	ACPS will provide MSDE with 100% of the America COMPETES ACT core data-processing required information	N

Allegany County Public Schools (ACPS)
Final Scope of Work Toward Race to the Top Implementation
SECTION D – GREAT TEACHERS AND LEADERS

D. Great Teachers and Leaders

ACPS's celebrates 98.7% of classes being taught by highly qualified staff including staff in high-poverty schools. However, improving educator effectiveness is a priority of ACPS. We participate in an array of professional development opportunities in an effort to improve student learning and ensure that all students are college and career ready. Understanding that changes in student growth will become a significant factor in the evaluation of teachers and principals, ACPS stands ready to implement systems of evaluation and professional development that positively impact learning.

ACPS acknowledges the requirement to implement a new teacher/administer annual evaluation system beginning in 2012-2013 which will include: a) a student growth component of 50%; b) at least four components for teachers: planning and preparation, classroom environment, instruction, and professional responsibility and eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*; c) a movement away from a binary system and provide, at a minimum, or an overall rating of Highly Effective, Effective, or Ineffective. ACPS awaits the work of the Educator Effectiveness Workgroup to determine next steps for implementing the evaluation system once a pilot has been conducted. ACPS will support MSDE's goal of ensuring the new evaluation system can be successfully scaled statewide in the fall of 2012. The goal is to have the majority of Maryland's educators to be ranked as effective and actually be effective.

Further, ACPS acknowledges the extension of tenure from two years to three years, allowing new teachers to receive the support and oversight they need to become effective educators. During this period ACPS will provide a comprehensive induction and mentoring system for all teachers during their initial three years in the classroom.

(D) (2) (i) Student Growth Measures

ACPS currently maintains a homegrown Assessment Management System (AMS) that houses student assessment data, benchmarks and an interface with the current State curriculum and electronic and other resources. Although the data in the AMS does not measure/calculate growth over time it serves as an easily accessible tool to examine benchmarks, cross reference curriculum and select new teaching tools and approaches when deemed necessary. The hardware and technology infrastructure to support this endeavor is listed in (B) (3) of this proposal. The new data systems promised to be available through the MLDS and its 32 dashboards will only enhance teachers' ability to meet the needs of all students beyond the system we are using. ACPS will contract with vendors to provide the necessary platforms to support MSDE's use of evaluation systems in the transition to the Common Core Standards. ACPS has relevant and useful student and teacher/administrator data, not only residing in the AMS, but in separate performance applications that should by merged with the existing system student information system (ASPEN) which has many programmable options. (See (C) (3) (i). ACPS acknowledges the urgency in establishing the evaluation systems for 2012-2013 and will prepare

existing systems to be under one "roof" so that the transition to evaluation for: (a) teachers of mathematics and reading in grades 3-8, (b) for all other teachers; and (c) or principals and teachers in any grade/subject for which appropriate assessments for calculating individual student-learning growth are not found to be available, is a smooth and effective one.

(D) (2) (ii): Rigorous, Transparent, Fair Evaluations

Several ACPS administrators provided input at the State level on the draft framework for teacher and principal evaluations and the shift from a locally determined system to a proposed state framework containing required state components (Teachers: 50% Teacher Skills and Knowledge and 50% Student Learning and Growth of which 20% can be determined by the local or default state model) with local flexibility. ACPS stands ready to receive the content of both principal and teacher evaluations and advancing discussions with teachers on the local content of the proposed hybrid framework deliberately married with local flexibility, innovation, and community priorities. In the spirit of collaboration, the same conversations about the evaluation components (Principals: 50% Instructional Leadership and 50% Student Learning and Growth of which 20% can be determined by the local or default state model) will take place with principals although they do not collectively bargain. The evaluation framework will interface with the MLDS and the student growth components currently under development and be part of the Master Plan review process and yield data that will become an important, high profile accountability tool in Maryland. The implementation and use of this system will require stable connections, reliable hardware and end-user professional development.

(D) (2) (iii) Annual Evaluations that Provide Timely and Constructive Feedback

Once the contents are known and approved, ACPS is prepared to shift to a new evaluation system that will require evaluation cycles every year for teachers and principals. Additionally, in the event a student growth demonstrates a failure on the part of the teacher or principal to meet targets, ACPS will provide the appropriate intervention and/or supports necessary to achieve, at the minimum an *Effective* rating. Executive officers who evaluate principals and principals who evaluate teachers will be trained beginning in 2012 to access data linking teacher and student performance to use in that evaluation process.

(D) (2) (iv) Using Evaluations for Professional Development, Compensation, Tenure, Promotion, and Removal
(D) (2) (iv) (a) Use Evaluations to Inform Decisions Regarding Developing Teachers and Principals

Recognizing the new teacher support is critical to the teachers themselves and students, ACPS provides a New Teacher Induction Program that involves monthly seminars to teachers new to the profession. In addition teachers on a second class certificate are assigned a mentor by the teacher's principal and content supervisor.

Trained mentors are recently retired exemplary teachers who must provide observations and follow-up conversations to teachers. As teachers are rated ineffective, they will receive more intensive support and frequent evaluations and feedback. ACPS is adjusting its program to be in full compliance with the COMAR regulation governing New Teacher Induction and will participate fully in the Induction Program Academies. In addition, as more becomes known about the principal mentor-certificating program, ACPS will provide the appropriate level of support to principals, as well.

(D) (2) (iv) (b) Use Evaluations to Inform Decisions Regarding Compensation and Promotion of Teachers and Principals

ACPS is fortunate in that we do not have the identified need to provide incentives to staff to work in low-achieving schools. Excellent teachers request transfers to schools considered our lowest performing title and non-title schools. We have a very low rate of turnover in all of our schools.

(D) (2) (iv) (c) Use Evaluations to Inform Decisions Regarding Granting Tenure and Certification to Teachers and Principals
(D) (2) (iv) (d) Use Evaluations to Inform Decisions Removing Ineffective Teachers and Principals

Low turnover rates coupled with the availability of job applicants for most grades and content allows ACPS to be diligent in hiring and maintaining qualified and effective teachers and principals. We acknowledge that we do have some hard-to-staff areas, but with low turnover rates, this is less of a problem for ACPS than in larger districts with higher rates of turnover and more staff needs. The introduction of student performance tied to *Effective and Highly Effective* evaluations will be part of new teacher and principal training and evaluation as defined by the agreed upon evaluation systems. Concomitantly, professional development needs for improvement will be identified and offered.

(D) (3) Ensuring equitable distribution of effective teachers and principals
(i) High-poverty and/or high minority schools (ii) Hard-to-staff subjects and specialty areas

Currently, ACPS has 98.7% of classes taught by highly qualified staff. The new student performance measures will require that ACPS develop a plan to ensure that high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals should evaluation results for those schools point to the need for changing teachers and/or the principal, ACPS. Hard-to-staff subjects and specialty areas will be monitored to ensure that staff is placed in those positions are effective.

(D) (5) Providing effective support to teachers and principals:
ACPS will provide professional development to teachers struggling to achieve an *Effective* rating by the third year of teaching. ACPS has a history of releasing teachers who do not achieve a satisfactory rating at the end of the current two-year tenure period

and supporting teachers through the two year tenure period. That practice will continue when teachers do not achieve an *Effective* rating at the end of the year based on the criteria of the new evaluation system. ACPS sends participants to the Aspiring Principals' Institute and provides locally identified professional development opportunities for principals and assistant principals such as book studies, Look2Learn Walkthrough Observation. ACPS will mentor teachers by implementing elements that are part of the New Teacher Induction regulation and the Induction Program Academies.

Section D: Great Teachers and Leaders

Action Plan: Section D

LEA: Allegany County **Date:** November 3, 2010 **Year of the Grant (circle one)** 1 **2** **3** **4**

Goal(s):

- **To implement an evaluation system that complies with the State Framework**
- **Implement a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program**
- **Provide effective professional development for teachers and principals**

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (yes) Activities to Implement MOU Requirements	(D) (2) (i-iv) (D) (3) (i-ii) (D) (5) (i-ii)					
To review and integrate the current ASPEN Student Information System and the AS 400 to determine teacher/administrator data records that support MLDS and can be immediately moved from the AS400 system to ASPEN.	(D) (2) (i-iii)		January 2011-June 2011	Jeff Blank, HR Chief Officer, Steve Wilson, HR Supervisor Nil Grove, Chief Information Officer, Greg Carolan, Programmer Analyst,	All ASPEN ready data collection elements will be matched and populated by HR records for teacher and principal.	N

				Marty Crump, Professional Development Supervisor, Janet Wilson,		
Design/modify and populate file in accordance with MLDS guidelines to include the architecture to support measurements of student growth and evaluation systems and processes	(D) (2) (i)		July 2011-June 2012 or as evaluation information becomes available	Jeff Blank, HR Chief Officer, Steve Wilson, HR Supervisor Nil Grove, Chief Information Officer, Greg Carolan, Programmer Analyst, Marty Crump, Professional Development Supervisor, Janet Wilson, Chief Academic Officer	To provide teachers and administrators with the digital architecture necessary to effectively use the MDLS	N
To provide training on the proposed framework for teacher and principal	(D) (2) (ii-iii)		July/August 2012	Jeff Blank, HR Chief Officer, Steve Wilson,	The new evaluation framework will be used correctly and in a timely	N

evaluations and the use of the MLDS to determine the ratings of the new evaluation system.				HR Supervisor Janet Wilson, Chief Academic Officer Marty Crump, Professional Development Supervisor	manner by those that evaluate principals and teachers.	
To use evaluation data to inform decision making regarding tenure, removal, and professional development.	(D) (2) (iii-iv) (a) (b) (c) (d)		July 2012-On-going	Jeff Blank, HR Chief Officer, Steve Wilson, HR Supervisor Janet Wilson, Chief Academic Officer, instructional supervisors and principals Marty Crump, Professional Development Supervisor	All teachers who receive a *Not Effective* rating over the three year tenure period will receive the appropriate professional development or be removed from their job.	N
To ensure that that system, school, and individual student evaluation data is used to ensure there is equitable distribution of	(D) (3) (i) (ii)		July 2012-Ongoing or as the assessment instrument	Jeff Blank, HR Chief Officer, Steve Wilson, HR Supervisor	All schools will be staffed by effective and highly effective teachers.	N

effective content teachers and principals in high poverty and high minority schools			becomes available	Janet Wilson, Chief Academic Officer, instructional supervisors and principals Marty Crump, Professional Development Supervisor		
To use student achievement data to provide the appropriate professional development and mentoring to ensure teachers and principals receive *effective* or *highly effective* ratings.	(D) (5)			Janet Wilson, Chief Academic Officer, instructional supervisors and principals Marty Crump, Professional Development Supervisor	All teachers identified to need support will be mentored in accordance with the New Teacher Induction Program and the elements introduced at the Induction Program Academies. Principals will be mentored by effective teachers as needs are identified.	N

Allegany County Public Schools (ACPS)
Final Scope of Work Toward Race to the Top Implementation
SECTION E – TURNING AROUND LOW PERFORMING SCHOOLS

(E) (1) Intervention Authority in Lowest-Achieving District and Schools

Although ACPS does not have low-achieving schools like those the Maryland State Board of Education and the State Superintendent of Schools supervise and administer under Md. Educ. Code Ann. §§ 2-103. and in accordance with regulations governing schools in improvement, corrective action, and restructuring is –COMAR 13A.01.04.07-.08, we recognize that some of our schools are low performing when compared to other schools in the district. For example, one middle school is in Year I of School Improvement and an additional middle and one elementary school are on the watch list as a result of the 2010 test data. Fortunately, we do not have schools that fit the Tier I-III descriptions as referenced in Maryland's Race to the Top application.

ACPS approaches schools on the watch list and in Year I of School Improvement with the same level of intense support as those that are "taken over" by state intervention. Measures are taken to place a laser-like focus on the needs of the teachers and leaders in these schools. Needs assessments and root cause analysis activities are conducted and additional resources are placed in the school as identified through the analysis activities. For instance, each of the middle schools described in the aforementioned paragraph received an additional teacher to assist with inclusion and direct support of special education students. In addition, middle school test scores in the district have lead to a change in the middle school schedule to a modified block schedule with increased emphasis on heterogeneous grouping with flexible grouping and differentiation being in the forefront of considerations for meeting students' needs. Teachers received and continue to receive professional development to support this effort. School climate and culture are monitored as school staff members change practice to realize improved student achievement and better results as measure by the MSA. The Superintendent meets monthly to hear concerns and monitor progress in the system. ACPS has placed an increased emphasis on the use of technology in all schools as an accelerator. ACPS has targeted the placements of SmartBoards in the middle school and required 15 hours of training to assist teachers with effective use of the SmartBoard technology to achieve the goal of learner engagement. Only those teachers who want this advanced technology receive it.

Although ACPS does not intend to allocate Race to the Top resources to low performing schools, an action plan has been developed for Section E to illustrate how we support schools in their efforts to make AYP and provide instructional programs and teacher principal support as indicated in needs assessments. The local school system has allocated additional funding to schools that did not may AYP for the 2010-2011 school.

Section E: Turning Around the Lowest Achieving Schools - Action Plan

LEA: Allegany County **Date:** November 3, 2010 **Year of the Grant (circle one)** 1 **2** **3** **4**

Goal(s):

- **To provide technical assistance to schools that do not make AYP**
- **To provide additional resources to schools that do not make AYP**
- **To identify and deliver professional development needs of staff based on performance data**

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E) (1)					
To provide schools that don't make AYP with the technical support necessary to determine the needs of teachers and leaders through root cause analysis.	(E) (1)		Upon identification of non-AYP status	Janet Wilson, Chief Academic Officer, Marsha Miller, Coordinator of Assessment, Principal and SIT chair of the school	Schools not making AYP will move in the direction of making AYP	N
To apply root cause analysis strategies to identify needs for additional resources that will focus on areas of deficit	(E) (1)		Within 30 days of release of test data that indicates a	Janet Wilson, Chief Academic Officer, Marsha Miller, Coordinator of	Schools will develop a school improvement plan which is written as a 'deficit model" calling for the necessary resources to	N

			school has not made AYP	Assessment, Principal and SIT chair of the school	help point the school toward positive trend data.	
Provide professional development as needs are identified through school-based inventories and root cause analysis			Upon completion of school-based inventories and root cause analysis	Marty Crump, Supervisor of Professional Development, Instructional supervisors appropriate to the level of the school experiencing difficulty	Teachers benchmark and assessment information will show increases in trend data	N

Signature Page

The signature of the LEA superintendent commits the LEA to the terms and conditions in this Final Scope of Work Plan for Race to the Top funds.

Signature of LEA Superintendent

Print Name: David A Cox EdD

Date: 11/15/2010

ARRA - Race to the Top Grant
Estimated Grants to Participating Local Education Agencies

Local Unit	Title I Part A Funding to Participating LEAs: Regular Grant	ARRA Stimulus Grant	Total Title 1 Part A ARRA & Regular	Percent of Total	Estimated Allocation
Allegany	$ 2,444,384	$ 1,338,768	$ 3,783,152	1.37%	$ 1,714,775
Anne Arundel	9,049,651	6,064,980	15,114,631	5.48%	6,850,953
Baltimore City	64,438,588	52,026,875	116,465,463	42.23%	52,789,872
Baltimore	21,975,519	16,419,289	38,394,808	13.92%	17,403,073
Calvert	1,187,624	681,608	1,869,232	0.68%	847,260
Caroline	1,088,108	633,040	1,721,148	0.62%	780,138
Carroll	1,148,377	-	1,148,377	0.42%	520,521
Cecil	2,642,456	1,680,729	4,323,185	1.57%	1,959,554
Charles	2,478,094	1,560,795	4,038,889	1.46%	1,830,692
Dorchester	1,361,130	679,626	2,040,756	0.74%	925,006
Frederick	-	-	-	0.00%	-
Garrett	1,234,134	604,295	1,838,429	0.67%	833,298
Harford	3,843,039	2,565,257	6,408,296	2.32%	2,904,665
Howard	1,816,276	-	1,816,276	0.66%	823,257
Kent	479,444	258,370	737,814	0.27%	334,426
Montgomery	-	-	-	0.00%	-
Prince George's	29,373,752	22,630,755	52,004,507	18.86%	23,571,891
Queen Anne's	686,505	370,044	1,056,549	0.38%	478,898
St. Mary's	2,182,520	1,353,636	3,536,156	1.28%	1,602,820
Somerset	1,436,925	833,781	2,270,706	0.82%	1,029,235
Talbot	703,762	377,974	1,081,736	0.39%	490,314
Washington	4,072,047	2,779,725	6,851,772	2.48%	3,105,678
Wicomico	4,244,731	2,555,509	6,800,240	2.47%	3,082,320
Worcester	1,634,919	838,217	2,473,136	0.90%	1,120,989
Total	$ 159,521,985	$ 116,253,273	$ 275,775,258	100.00%	$ 124,999,635

Calculations Based Upon:
1. State receives requested Race to the Top funds and distributes 50% based on FY-2010 Title I, Part A allocation (Regular & ARRA)
2. 22 Participating LEAs receive RTTT funds.

Ambitious Goals – Allegany County

Appendix C

All Students	College Bound Seniors	
	2009 SAT Scores	2020 Goal
Critical Reading Mean	484	505
Math Mean	499	510
Writing Mean	482	505
	Advanced Placement	
	2009 % Student by 9-12 Enrollment	2020 Goal
All Subjects	10.4%	15%

	Elementary		Middle	
	2009 % Meeting State Standards	2020 Goal	2009 % Meeting State Standards	2020 Goal
MSA Reading	86	100	82	100
MSA Mathematics	87	100	73	100

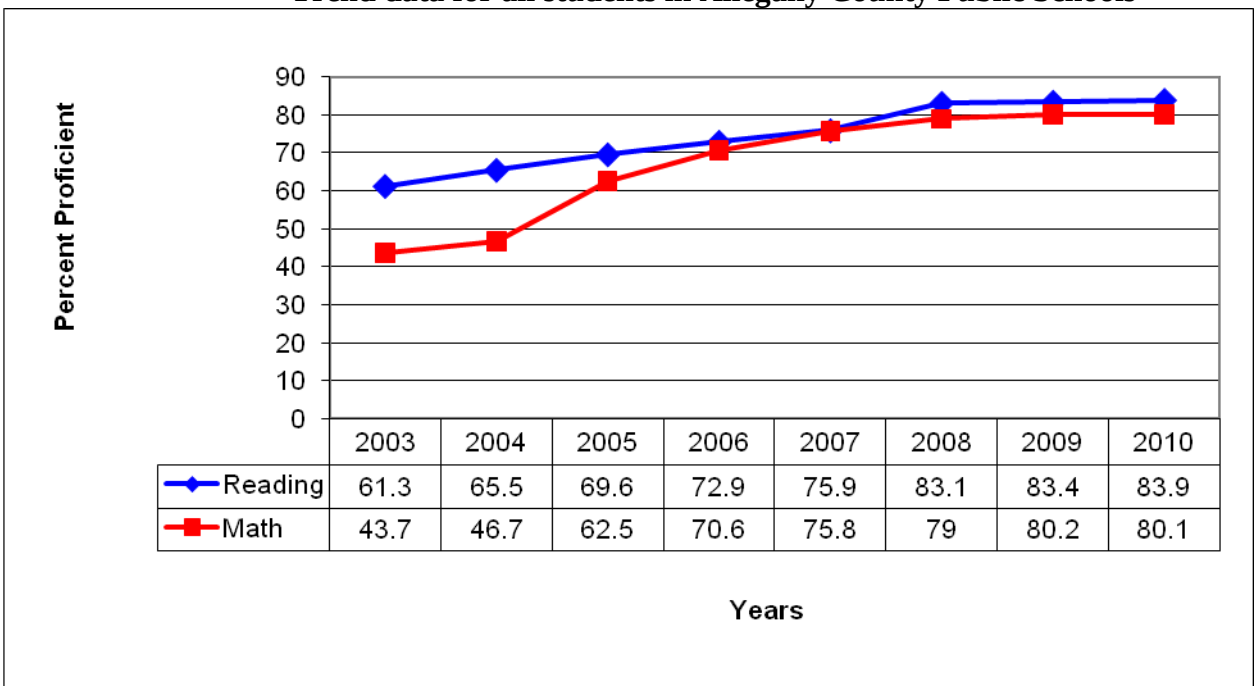
High School Students	HSA		4-Year Graduation	
	2009 % Passing All Four Exams	2020 Goal	2009 % Cohort Rate	2020 Goal
All Students – Senior Status	73	90	86	90
... and 75% of students will go on to college, with 65% persisting through graduation.				

p. 58 – RTTT application
AP results: Allegany County, Maryland, Nation

	2009 Allegany County	2009 MD	2009 U. S.
Percentage taking an AP test during high school	10.4	40.0	26.5
Percentage scoring 3 or better on one or more tests during high school	52.8	24.8	15.9

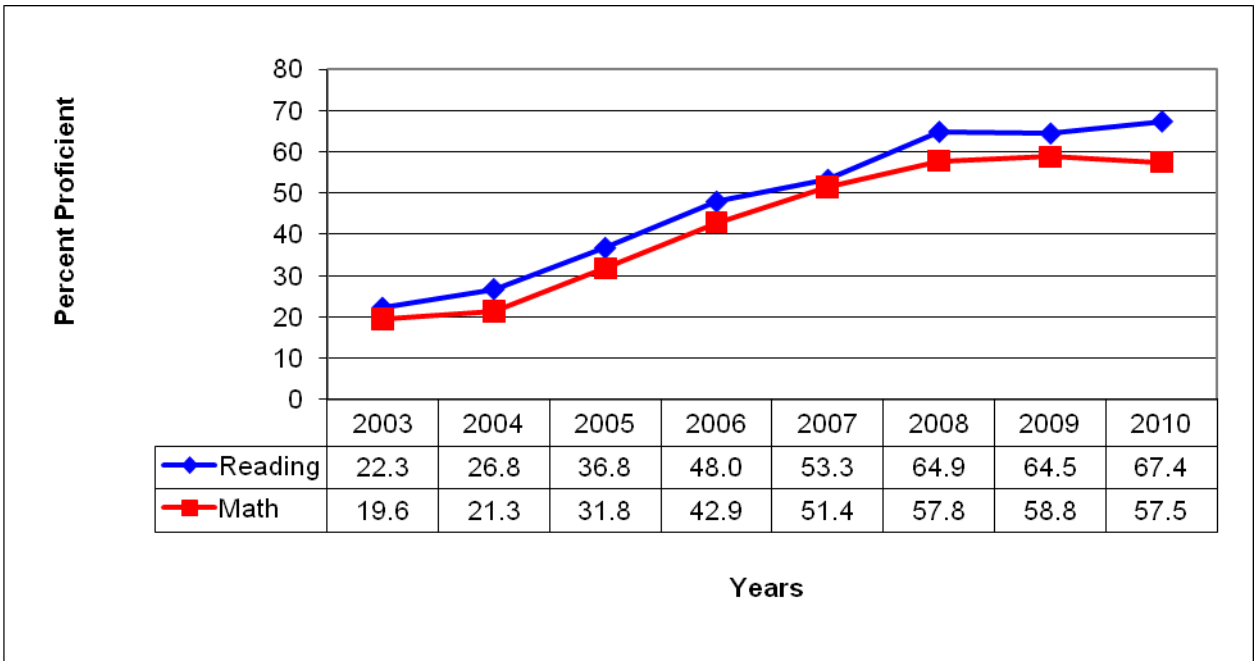
p. 55 – RTTT application
Elementary and Middle-School Gains on MSA
MSA scores have climbed in both elementary and middle school reading and mathematics since implementation in 2003, both overall and for all subgroups. The percentage of students scoring Proficient or better in reading and mathematics increased over 25 points at the elementary level between 2003 and 2010 (from 60.7% to 86.7% in reading and 57.6% to 89.1% in math). In middle school, the percentage of Proficient students improved by 25.5 points in reading and by 25.9 points in mathematics during the same period (from 56.3% to 83.1% in reading and from 34.5% to 70.4% in math).

Trend data for all students in Allegany County Public Schools



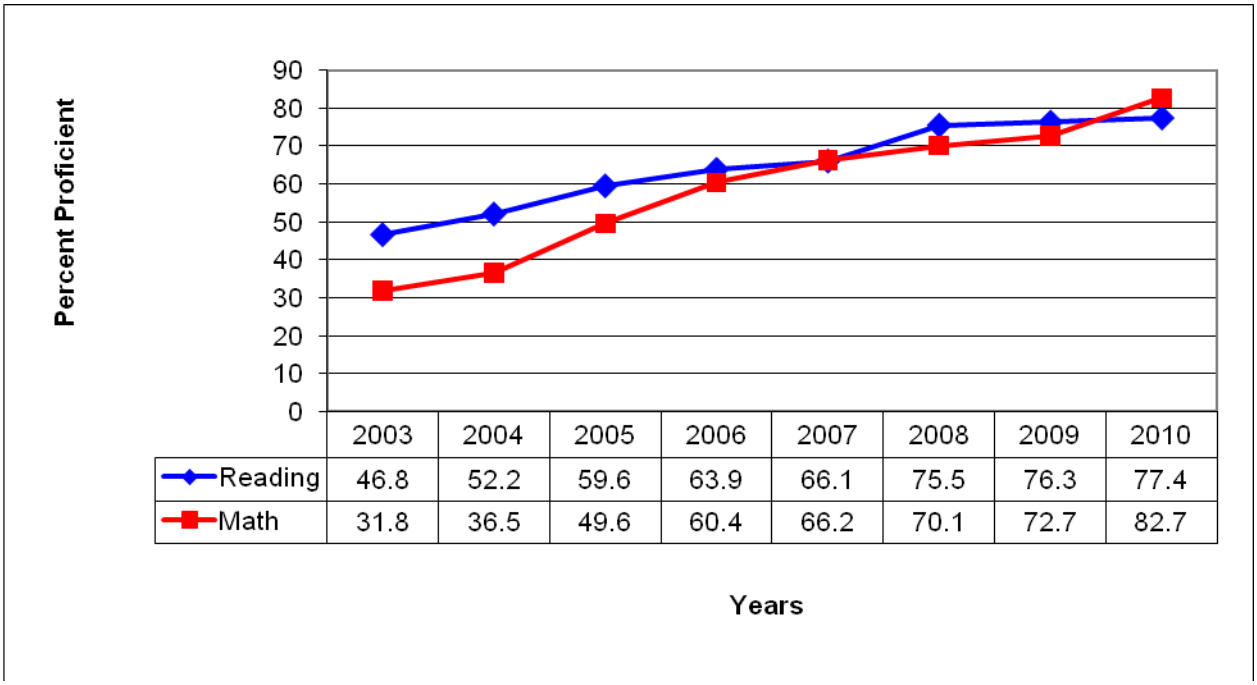
	2003	2004	2005	2006	2007	2008	2009	2010
Reading	61.3	65.5	69.6	72.9	75.9	83.1	83.4	83.9
Math	43.7	46.7	62.5	70.6	75.8	79	80.2	80.1

4Special Education Trend Data for ACPS



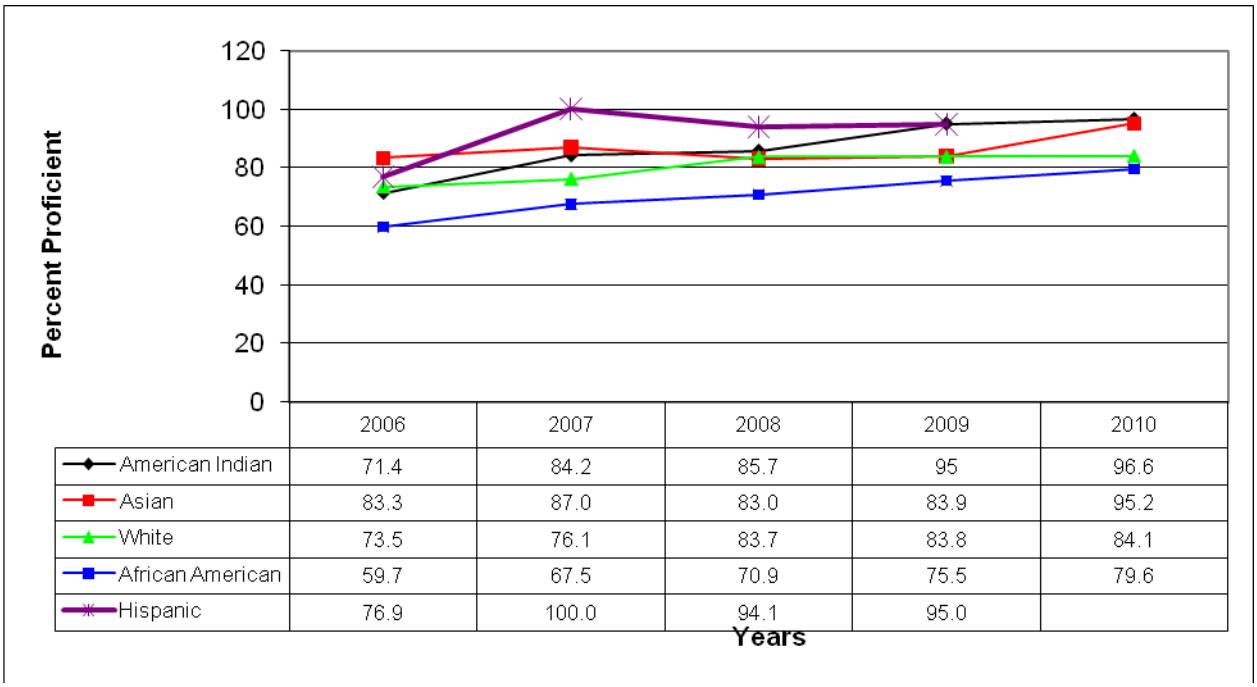
	2003	2004	2005	2006	2007	2008	2009	2010
Reading	22.3	26.8	36.8	48.0	53.3	64.9	64.5	67.4
Math	19.6	21.3	31.8	42.9	51.4	57.8	58.8	57.5

FARMS Trend Data for ACPS



	2003	2004	2005	2006	2007	2008	2009	2010
Reading	46.8	52.2	59.6	63.9	66.1	75.5	76.3	77.4
Math	31.8	36.5	49.6	60.4	66.2	70.1	72.7	82.7

Race/Ethnicity Trend Data for ACPS



	2006	2007	2008	2009	2010
American Indian	71.4	84.2	85.7	95	96.6
Asian	83.3	87.0	83.0	83.9	95.2
White	73.5	76.1	83.7	83.8	84.1
African American	59.7	67.5	70.9	75.5	79.6
Hispanic	76.9	100.0	94.1	95.0	

Elementary System Improvement Status - MET

Adequate Yearly Progress

Allegany County

AYP | ASSESSMENTS | GRADUATION | DEMOGRAPHICS

2010 System Improvement Status: Not In Improvement

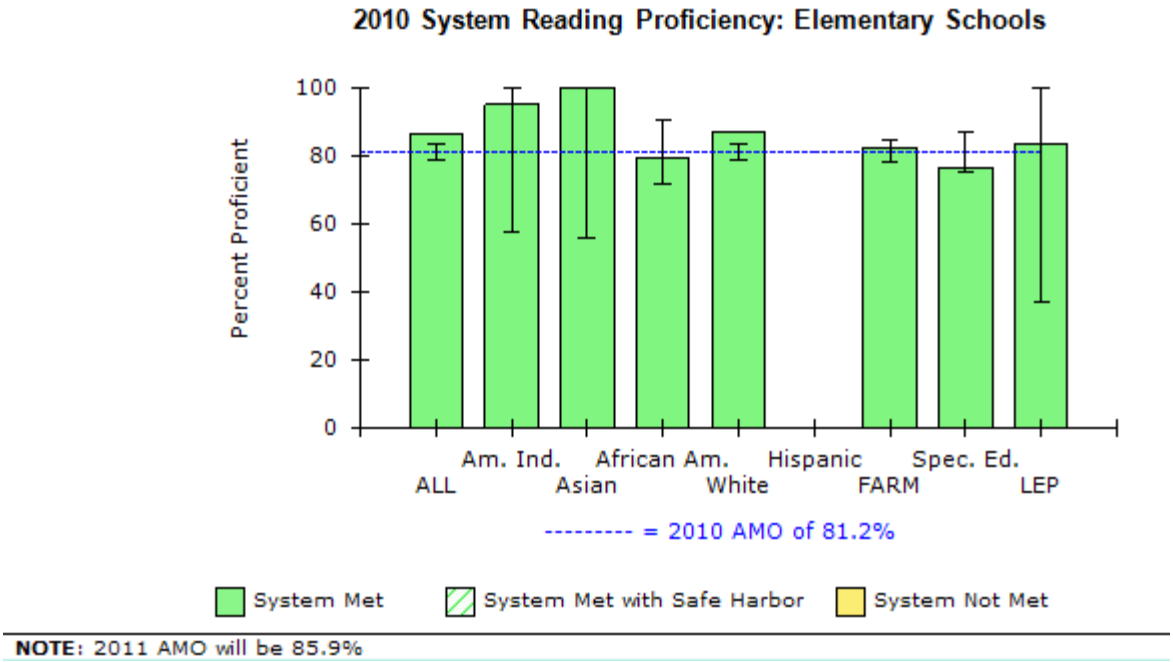
▸ Show Trends

Elementary Schools (Grades 3-5): Met

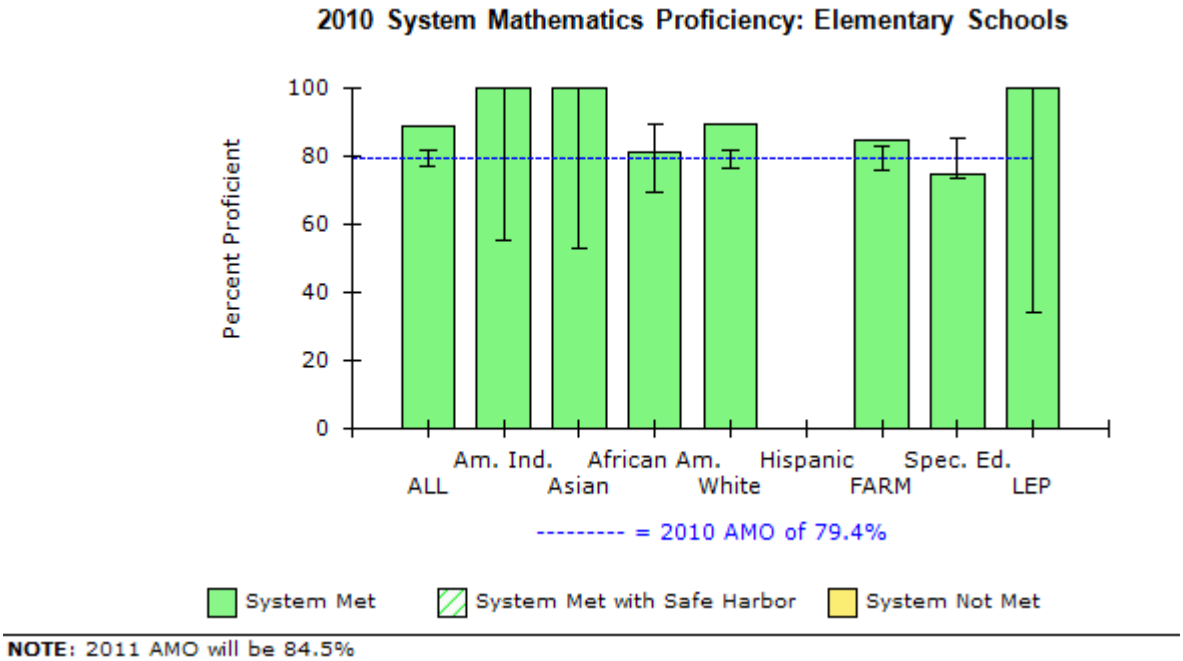
All indicators for Grades 3-5 must be "Met".

	Reading		Mathematics		
	▸Percent Proficient	▸Participation Rate	▸Percent Proficient	▸Participation Rate	▸Attendance
All Students	**Met**	**Met**	**Met**	**Met**	**Met**
American Indian/ Alaskan Native	**Met**	na	**Met**	na	
Asian/Pacific Islander	**Met**	na	**Met**	na	
African American	**Met**	**Met**	**Met**	**Met**	
White (not of Hispanic origin)	**Met**	**Met**	**Met**	**Met**	
Hispanic	--	--	--	--	
Free/Reduced Meals	**Met**	**Met**	**Met**	**Met**	
Special Education	**Met**	**Met**	**Met**	**Met**	
Limited English Proficient	**Met**	na	**Met**	na	

System Improvement Status has been determined using the process that changed effective with the 2005-2006 school year. Federal flexibility was granted to Maryland in 2005 to determine System Improvement status using the grade band method because it better reflects the intent of NCLB to identify systems with broader patterns of not achieving annual targets. The System Improvement Status for ACPS for 2009-10 is: **not in system improvement**.



NOTE: 2011 AMO will be 85.9%



NOTE: 2011 AMO will be 84.5%

At the elementary level, all students scored at 86.7% proficient in reading compared to the State's Annual Measurable Objective (AMO) of 81.2%, and all students were 89.1% proficient in math compared to the

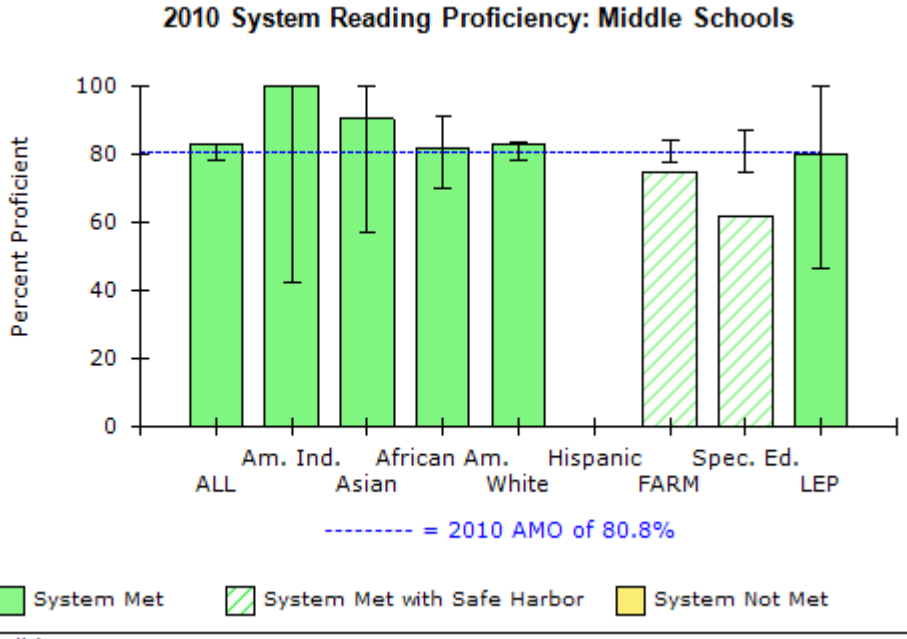
AMO of 79.4%. The attendance rate, the other academic indicator for elementary AYP, was 95% (AMO was 90% because of the H1N1 Virus).

Middle School System Improvement Status – Not MET

Middle Schools (Grades 6-8): Not Met

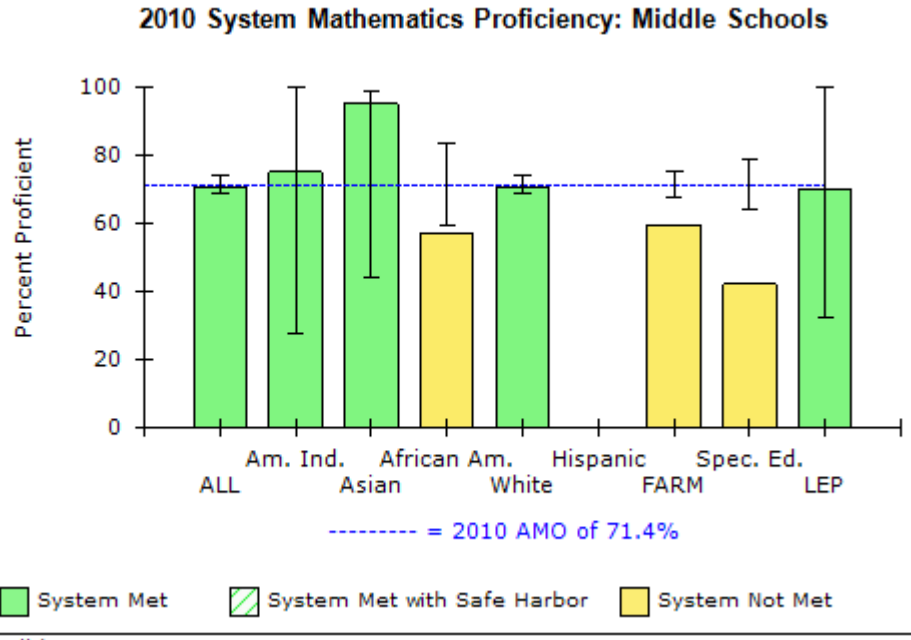
All indicators for Grades 6-8 must be "Met".

	Reading		Mathematics		
	▸Percent Proficient	▸Participation Rate	▸Percent Proficient	▸Participation Rate	▸Attendance
All Students	**Met**	**Met**	**Met**	**Met**	**Met**
American Indian/ Alaskan Native	**Met**	na	**Met**	na	
Asian/Pacific Islander	**Met**	na	**Met**	na	
African American	**Met**	**Met**	**Not Met**	**Met**	
White (not of Hispanic origin)	**Met**	**Met**	**Met**	**Met**	
Hispanic	--	--	--	--	
Free/Reduced Meals	**Met**	**Met**	**Not Met**	**Met**	
Special Education	**Met**	**Met**	**Not Met**	**Met**	
Limited English Proficient	**Met**	na	**Met**	na	



NOTE: 2011 AMO will be 85.6%

The FARMS and Special Education subgroups achieved AYP in reading because of Safe Harbor.



NOTE: 2011 AMO will be 78.6%

The African American, FARMS and Special Education subgroups did not achieve AYP in math.
At the middle school level, all students scored 83.1% proficient in reading, down from 83.3% in 2009, and compared to the AMO of 80.8%, and 70.4% of all students were proficient in math as compared to 73.1% proficient in 2009. The AMO for math was 71.4%.
74.7% of FARMS and 61.7% of the Special Education subgroup scored proficient in reading.
46.9% of the Special Education subgroup scored proficient in math. 56.2% was needed to meet the AMO.

High School System Improvement Status - MET

High Schools (Grades 9-12): Met

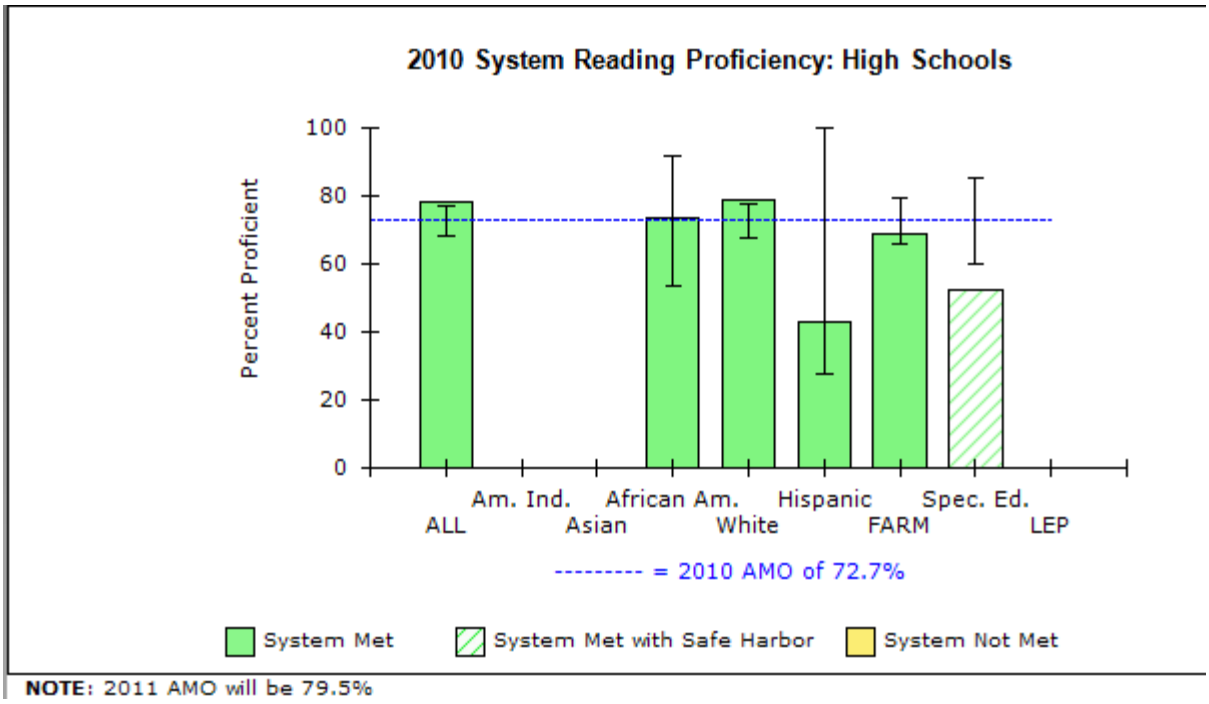
All indicators for Grades 9-12 must be "Met".

	Reading		Mathematics		
	▸Percent Proficient	▸Participation Rate	▸Percent Proficient	▸Participation Rate	▸Graduation
All Students	**Met**	**Met**	**Met**	**Met**	**Met**
American Indian/ Alaskan Native	--	--	--	--	
Asian/Pacific Islander	na	na	na	na	
African American	**Met**	**Met**	**Met**	**Met**	
White (not of Hispanic origin)	**Met**	**Met**	**Met**	**Met**	
Hispanic	**Met**	na	**Met**	na	
Free/Reduced Meals	**Met**	**Met**	**Met**	**Met**	
Special Education	**Met**	**Met**	**Met**	**Met**	
Limited English Proficient	--	--	--	--	

AYP Met AYP Not Met

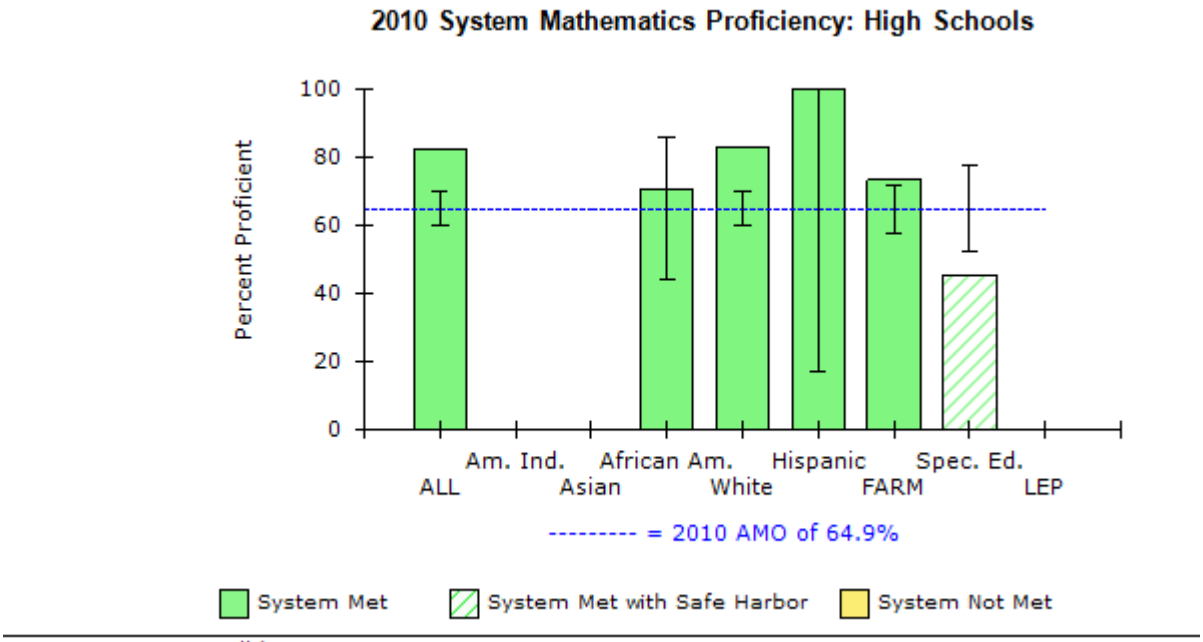
'--' indicates no students in the category. **'na'** indicates too few students.

ACPS met AYP at the high school level. All high schools achieved AYP for 2010.
At the high school level, on the English HSA (the NCLB reading test), 78.5% of seniors passed the English HSA as compared to 80.7% of students in 2009 (the AMO was 72.7%). We had more students participating in the Bridge Project for Academic Validation to meet their HSA Graduation requirement in 2010 (73 up from 50). 52.3% of Special Education students were proficient or passed the English HSA. 82.6% of all seniors passed the math AYP or Algebra HSA as compared to 81.6% of all students in 2009 (the AMO was 64.9%). Special Education students met AYP because of Safe Harbor with a pass rate of 45.5%. The graduation rate for all students was also higher than the State average at 89.65% up from 85.77% in 2009. This surpasses the State graduation rate of 86.55%. Also, it should be noted that ACPS's dropout rate decreased from 2.89% in 2009 to 2.22% in 2010. The dropout rate is computed by dividing the number of dropouts by the total number of students in grades 9 - 12 served by the school.



NOTE: 2011 AMO will be 79.5%

At the high school level, the Special Education Subgroup achieved AYP in reading and math because of Safe Harbor.



NOTE: 2011 AMO will be 73.7%

If a school does not meet the annual performance targets for each subgroup, a provision called Safe Harbor still allows a school to make AYP if the school meets all performance targets in the aggregate, and the subgroup meets the other academic indicator; and the percentage of students achieving below the proficient level in that subgroup decreases by ten percent. Safe Harbor is calculated using the last two years of test administration data.

Allegany County Public Schools – AYP – Not MET

Allegany County

AYP | ASSESSMENTS | GRADUATION | DEMOGRAPHICS

2010 AYP: Not Met

▸ Show Trends

All indicators must be "Met" to make AYP. For details, click on the links below.

	Reading		Mathematics			
	▸Percent Proficient	▸Participation Rate	▸Percent Proficient	▸Participation Rate	▸Attendance	▸Graduation
All Students	**Met**	**Met**	**Met**	**Met**	**Met**	**Met**
American Indian/ Alaskan Native	**Met**	na	**Met**	na		
Asian/Pacific Islander	**Met**	na	**Met**	na		
African American	**Met**	**Met**	**Met**	**Met**		
White (not of Hispanic origin)	**Met**	**Met**	**Met**	**Met**		
Hispanic	**Met**	na	**Met**	na		
Free/Reduced Meals	**Met**	**Met**	**Met**	**Met**		
Special Education	**Met**	**Met**	**Not Met**	**Met**		
Limited English Proficient	**Met**	na	**Met**	na		

'**na**' indicates too few students for AYP rules.

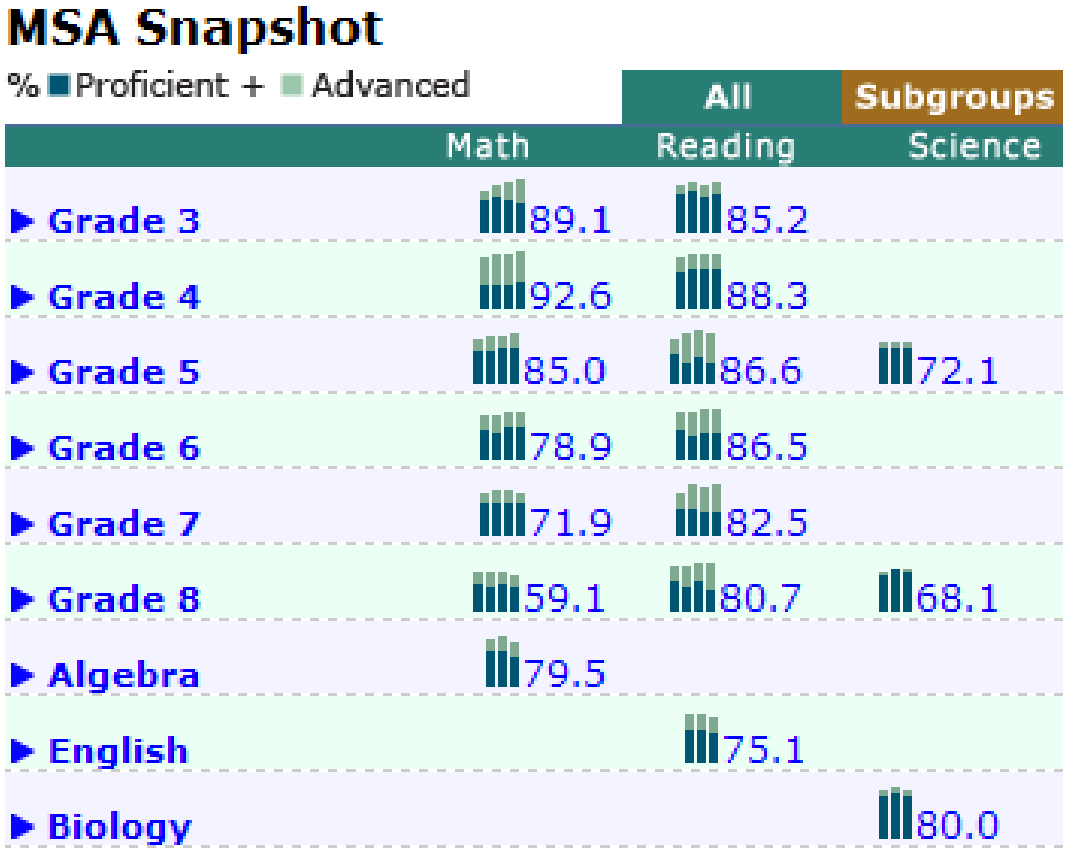
A local system's aggregated AYP result is not a factor in determining the System Improvement Status for the system. By federal law, there are no consequences for systems that do not achieve aggregated (overall) AYP. For 2010, ACPS did not make aggregated system AYP because of Special Education math not being met. In 2009, both reading and math for the Special Education subgroup were not met.
All of Allegany County's Public high schools made Adequate Yearly Progress.

At the elementary level, John Humbird did not make AYP in reading for the Special Education subgroup and becomes a school in need of local attention. 61.3% of Special Education students scored proficient in reading and 62.9% was the target needed to achieve AYP.

Braddock Middle School did not achieve AYP in both reading and math for the FARMS and Special Education subgroups and becomes a school in need of local attention. (FARMS reading – 74.2%, Special Education reading – 57.5%, FARMS math – 59.1%, Special Education math – 53.2%)

Washington Middle School did not achieve AYP for the second consecutive year and moves into Year I School Improvement. Subgroups not achieving AYP for reading were FARMS (71.2% proficient) and Special Education (52.4% proficient). In math, subgroups not achieving AYP include the aggregate (65%), African American (48.9% or 23 out of 47 students), white (66%), FARMS (55% or 203 out of 369 students), and Special Education (26.4% or 28 out of 106). Washington Middle School moves to the Comprehensive Pathway of Year 1 School Improvement.

2010 ACPS - MSA Summary
Grade Level Summary for Reading, Math and Science



Assessment scores show steady improvement in the performance of students across all racial categories, at all grade levels, and for students receiving special services including Special Education, Limited English Proficient and Free and Reduced Meals since 2003. Scores are being expressed as the percentage of students in each system and school that scored at or above the proficiency levels set when the exams launched in 2003.

This chart shows data for all test takers, which may be different from AYP. AYP scores are for students who receive instruction in the same school from September 30th through the testing window.

The MSA exams are given to third- through eighth-grade students in reading and mathematics. HSA tests are end of course tests in Algebra, English 2 (10th grade English), Biology and Government. Passing HSA tests are required for students to obtain a Maryland high school diploma. However, the 1602 option or the Bridge Plan for Academic Validation are alternatives for students who cannot pass these tests.

2010 ACPS – HSA Summary
Performance
Status

HSA Test Performance Status

% ■ Pass Rate Status for all students

	All		Subgroups	
	Algebra	Biology	English	Govt
▶ Grade 12	85.6	85.0	79.9	90.4
▶ Grade 11	88.5	86.2	79.7	88.9
▶ Grade 10	79.2	74.7	69.1	77.8

The High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students including middle school students taking high school level courses must take the High School Assessment after they complete the appropriate course.

All students receive a score for each test they take. Scores are also reported for the state, school systems, and schools. The passing scale scores for all four of the content areas have been established. They are as follows:

Algebra 412

Biology 400

English 396

Government 394

This chart shows the percent pass rate for all students who took the test. This chart also includes the MOD test taker scores. Passing the HSA exams is one of several ways students may meet the Maryland High School Assessment requirement for graduation.

Bridge Summary

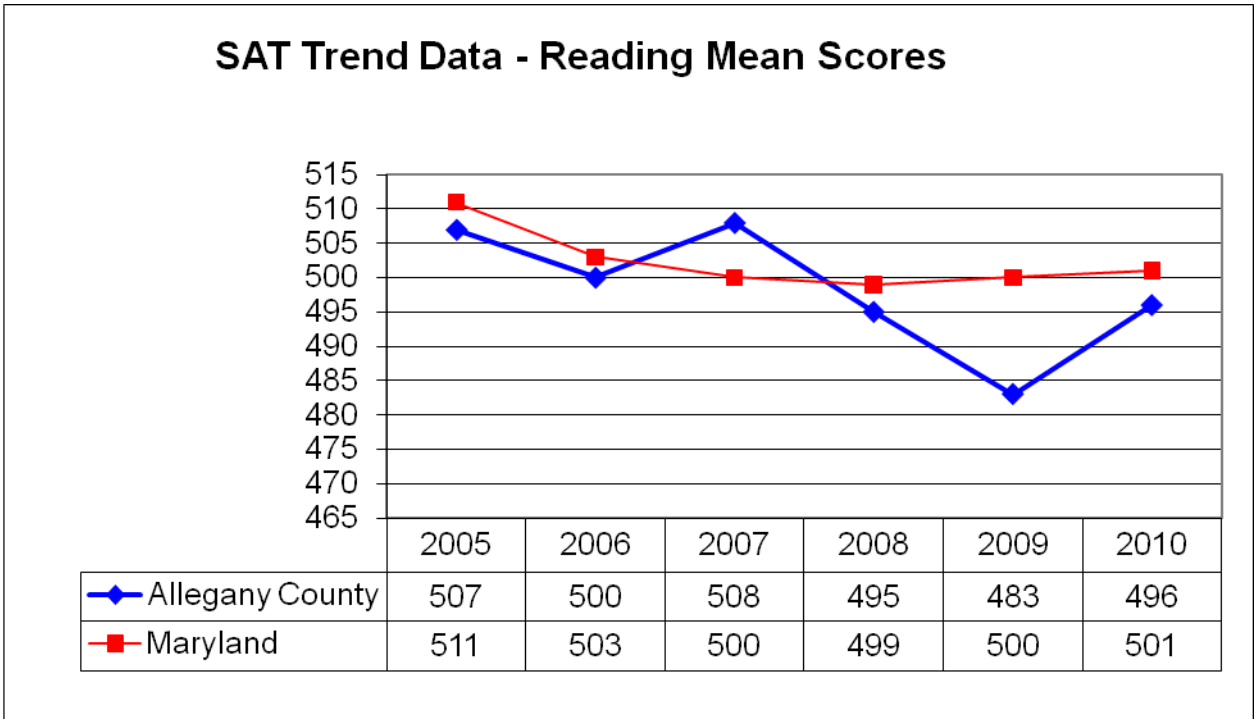
Table 3.9 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option

	Enrolled	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
	#	#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	681	495	72.6	136	19.9	50	7.3	0	0	681	99.9	1	0.1
2009-2010	646	436	67.5	132	20.4	73	11.3	0	0	641	99.2	5	0.8

Table 3.10 Bridge Projects Passed

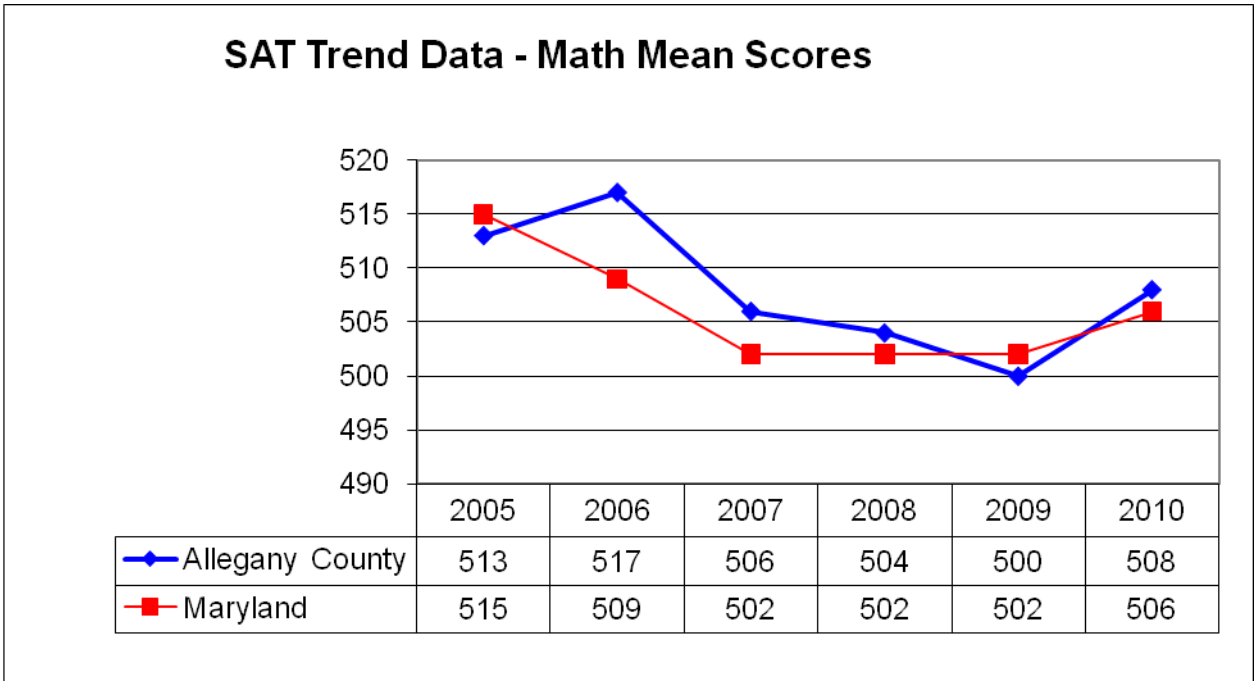
	Algebra/Data Analysis	**Biology**	**English**	**Government**	**Total**
	#	#	#	#	#
2008-2009	**45**	**38**	**42**	**25**	**150**
2009-2010	**57**	**52**	**62**	**35**	**206**

2010 College Bound Seniors – Reading SAT

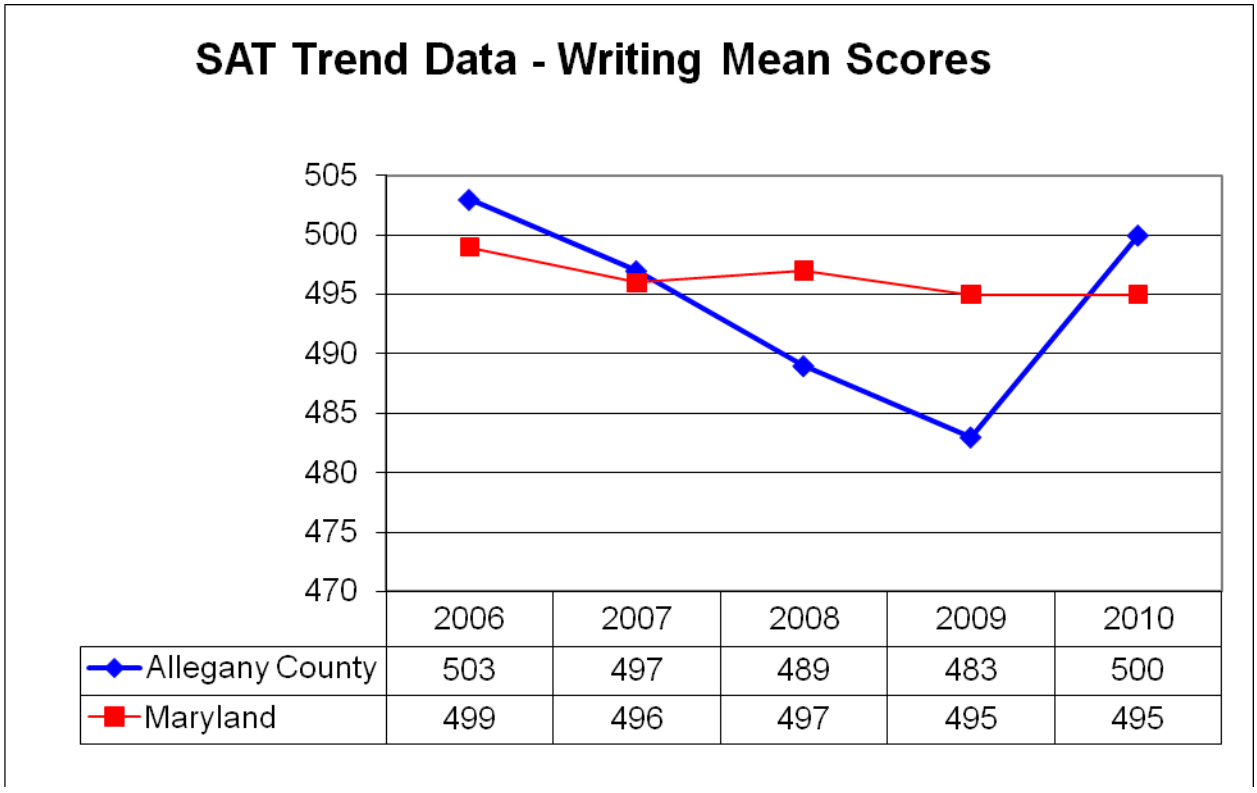


	2005	2006	2007	2008	2009	2010
Allegany County	507	500	508	495	483	496
Maryland	511	503	500	499	500	501

2010 College Bound Seniors – Math SAT



2010 College Bound Seniors – Writing SAT



AP Participation 2009-2010

- County-wide 476 students (counted once) enrolled in one or more AP courses
- Total number of courses taken by students: 919
- Total number of exams taken by students: 662
- 72% of students enrolled in AP classes took the exam

Advanced Placement Exam Success 09-10

- Average of 48% scoring 3-4-5
- Strive to Improve
  - Teacher Professional Development
  - College Board Resources
  - Offer Additional Study Groups
    - Data Analysis for the RACE to the TOP Local Submission for Allegany County Appendix D
- Maintained Average, Increased Participation
  - 2008, 48% success with 434 test takers
  - 2009, 52% success with 537 test takers
  - 2010, 48% success with 662 test takers

Advanced Placement Achievement Awards 09-10

- Passing scores (3-4-5) on multiple exams
- 64 students received honorary status
  - 37 students, AP Scholar Award (scores of 3 or higher on three/more exams)
  - 14 students, AP Scholar with Honor (average score of 3.25 on all exams taken AND scores of 3 or higher on five/more exams)
  - 13 students, AP Scholar with Distinction Award (average score of at least 3/5 on all exams taken AND 3 or higher on five/more exams)

Advanced Placement Teachers and Courses

- Follow criteria and review process established

  by College Board

  - Attend week of training in specific content area
  - Create a syllabus, submitted to College Board and reviewed and approved by team of college field experts
  - Teacher/Principal submit audit form, verifying instruction is aligned with College Board standards and implemented at the college-level of instruction

- Sections and course offerings increase yearly

  -9 courses at FO and MR

  -10 courses at AL

  -2 courses at CC