

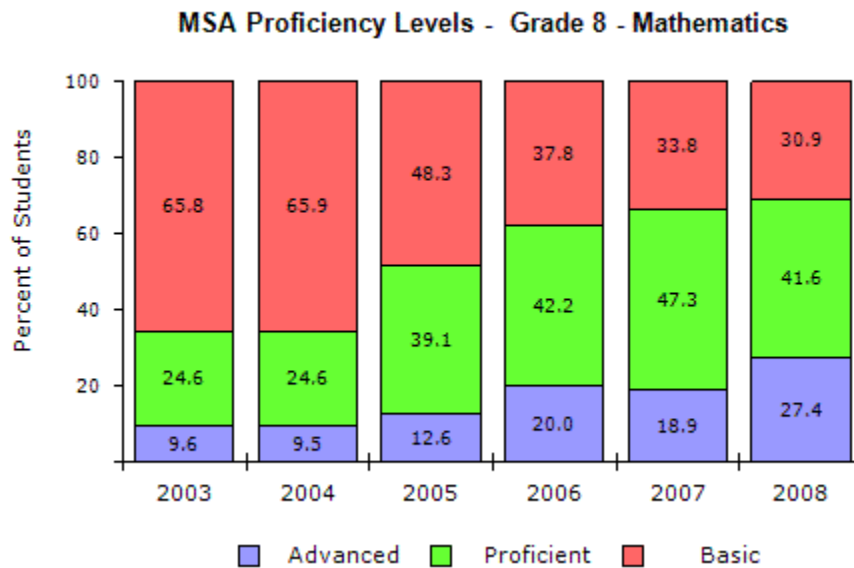
INNOVATIVE PROGRAMS (Title V, PART A) Best Practices from Maryland

Local Education Agencies annually submit a Title V evaluation as part of the required Master Plan process. Each of the Strategic Priority Areas is listed below along with descriptions of programs that exemplify best practices in Maryland.

Area 1. Increasing Student Achievement

Allegany County schools have documented an increase in mathematics achievement for disadvantaged middle school students as a result of their Title V math intervention initiative. The program provides teachers with access to student assessment data and research based instructional practices to diagnose the instructional needs of individual students and determine appropriate instructional interventions. The data below documents the change in achievement for the eighth grade in Allegany County based on data from the Maryland State Assessment.

Allegany County
Grade 8 Mathematics



Prince George’s County implemented the Twilight High School Assessment Program as part of the *Children Come First* initiative focused on providing opportunities for students who passed the required Algebra or biology course but failed the State assessment exam. The program involved skill evaluation for each student and targeted support before and after school hours. Some students participated for 30 hours, others for 60 hours. The results were as follows:

Student Population Algebra	Pass Rate with Intervention	Pass Rate without Intervention
Twilight students @ 30 hours	28.9%	21%
Twilight students @ 60 hours	5.5%	6.1%

Student Population Biology	Pass Rate with Intervention	Pass Rate without Intervention
Twilight students @ 30 hours	40%	16.4%
Twilight students @ 60 hours	16.7%	15.6%

914 students participated in the program.

Montgomery County schools used their Title V funds to maintain and expand service to schools where technology is being used as a model for innovation-technology magnet schools, middle school reform, and signature programs. The technical position researches innovative equipment and software, creates models for technology infrastructures, and writes technical specifications for schools’ purchases. The instructional portion of the program researches best practices in using technology in the classroom, designs pilot programs, creates lesson seeds for teachers and assists in developing training to infuse technology into instruction.

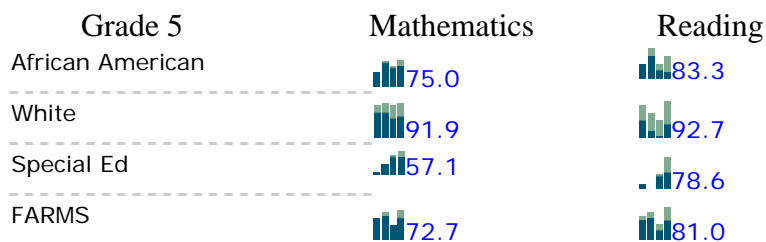
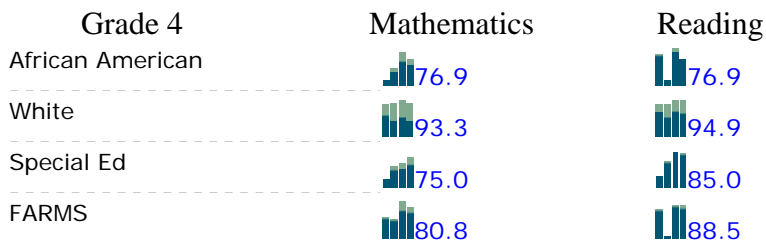
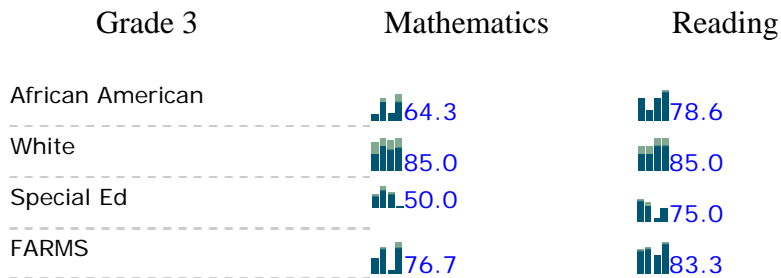
Area 2. Teacher Quality

Dorchester County schools further developed their New Teacher Mentor Induction program. The goals of the program were to impact student achievement by improving instructional practice; reducing teacher attrition, and providing a mentor for first and second year teachers. The New Teacher Induction Program also enlisted curriculum facilitators and other school professionals to provide additional services in best classroom practices and implementation and understanding of the state curriculum. Professional

development training through seminars and conferences assured that teachers were up-to-date on current research and practices. Of the 94 new and second year teachers, 85 (91%) remained at the end of the year. Data analysis shows an increase in student performance in all grades and levels throughout the county. Benchmark assessments throughout the year also showed positive performance in curriculum assessments.

Area 4. Increased Access for All Students

Minority and FARMS students at Kennard Elementary School in **Queen Anne's County** participated in a reading and mathematics tutoring program to prepare students for the Maryland State Assessment. Data below shows that the percent of minority and FARMS students passing these State reading and mathematics assessments.



MARYLAND TITLE V, Part A.
LEA Use of Funds

LEAs used 85% or more of their allotted funds in the following areas:

Priority Areas	# LEAs out of 24 using funds/Area	% LEAs	# LEAs Making AYP	% LEAs making AYP/Area
Area 1. Increasing Student Achievement	15	62.5%	3	20%
Area 2. Teacher Quality	8	33%	3	37.5%
Area 3. Safe Schools	0	0	0	0
Area 4. Increased Access for All Students	8	33%	5	62.5%

- LEAs that did NOT use 85% or more in a Priority Area = 2 (Howard and Harford counties)
- Howard County transferred \$125,000 from Title IIB to Title V and used this funding for one non-priority item (Item 7.2).
- Carroll County transferred \$172,248 to Title V.
- % of funds used by LEAs toward USDE's 4 Priority Areas = 95.5%
This calculation includes the amount of funds going to LEAs only and includes the amounts transferred into Title V.