



**Plan for Safe Return to
In-Person Instruction &
Continuity of Services Plan**

REVISED FEBRUARY, 2023



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- James Redman, fine Arts, Title 1
- Indra Bullock, Principal SMES
- Lisa Devaric, Principal EES

Secondary

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- Bill Keswick, Science and Health & PE
- Shannon Beatty, ELA 6-12
- Kristin Mentges, Special Education
- Lee Nield, Math 9-12
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- Katie Curry, EHS
- Tish Blessing, WMES
- David Cherry, EHS
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- Angie Nestel, SMMHS

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- Tasha Aikens, Special Education

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- Kelly Murdoch, Principal EMS
- Kim Seidel, Principal WMES

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- Pete Leshner, TCC Liason
- Marlene Thomas, SM Daycare
- Cristy Morell, Critchlow Adkins
- Matthew Peters, CHESMRC
- Deborah Short, BAAM
- John Horner, Easton Utilities
- Marilyn Neal, Neighborhood Service Center
- Brandy Frampton, TAYA Representative

TCPS Parents

- Sarah Mosslih, EHS
- Paola Arguello, EES/WMES
- Jill Sherwood, EMS
- Erinne Lewis, EMS
- Leah Schultz, TES
- Ayanna Hayman, SMES
- Megan McDaniel, SMES/SMMHS
- Lynn Brennan, SMMHS
- Terry Fike, CDES

TCPS Students

- Alondra Morena-Santana
- Abbie Kemp

INTRODUCTION

Talbot County Public Schools (TCPS) instructional program is grounded in prioritizing the brilliance of each student, promoting equity, and operating from an asset-based perspective. School closures and interruptions due to COVID-19 have challenged our efforts to meet that imperative but have not deterred our commitment to stand strong in centering student needs.

(Updated 8/15/22) TCPS will resume all normal operations with the return to school in August 2022. This includes full in-person instruction, extracurricular activities, and field trips. Our guiding principles are our grounding framework for instructional programming and continuous improvement.

TCPS will reopen to full instruction in the fall of 2021; schools will return to full capacity and resume a 5-day a week, in-person instructional program. While the past-18 months have posed seemingly endless challenges, the need to “pivot” from our traditional practices of teaching and learning has afforded us a valuable opportunity to examine our conventional model of schooling and has encouraged us to seek innovative strategies to improve our practices. TCPS recognizes the imperative of using the lessons learned during the pandemic to continue to foster organizational improvements and to maintain our sense of urgency in meeting the needs of all of our students and families. To ground ourselves collectively in that effort, TCPS is committed to the following guiding principles for promoting student success as we return to full in-person instruction in our schools:

- TCPS will focus on creating learning environments that are welcoming and safe for all students. Our goal will be to re-engage students in school, emphasizing the importance of the school community, positive relationships, and the joy of learning.
- All staff will engage with students from an equity perspective that prioritizes students' social/emotional needs, creating a trauma-informed, racially and culturally conscious classroom and school-environment.
- All staff will maintain an asset-based perspective of students, honoring the multiple competencies and brilliance that they bring to our classroom environments.
- Parents and guardians will be valued as partners in their child’s success, offering significant insights into the strengths the student has, and community partners will be embraced as resources to support our shared goal for student success.

There has been a great deal said in our national discourse about the “learning loss” students have experienced due to the interruption of traditional schooling caused by the Covid-19 pandemic. While there is certainly a basis for this conversation, planning for full reopening from this perspective would be a disservice to our students. It is more than a semantic argument; the deficit connotation associated with “loss” lends itself to the potential for deficit approaches to addressing the learning needs of students. Rather than “learning loss,” TCPS will focus on the “unfinished learning” that has been precipitated by the interrupted access to teaching that students have experienced. Planning from this perspective, TCPS will adopt strategies that support acceleration instead of remediation. Remediation focuses on all that students have not mastered; acceleration reflects intentional efforts in preparing students for new learning and allows for previous content and skills that may have been missed to be addressed in the context of grade-level standards. This type of approach focuses on filling learning needs as they happen and as appropriate to student needs. This ensures that students are progressing at an increased rate to address the unfinished learning of previous grade level standards and still maintain their trajectory for on grade-level success.

TCPS’s plan for accelerating student learning includes the following essential components:

- Maintaining grade-level standards and content with a focus on instructional rigor
- Administering assessments to determine where learning must be accelerated specific to grade-level/content area and to individual student needs
- Analyzing data in order to establish baseline and projected learning targets as well as on-going data review to support learning
- Prioritizing the most critical prerequisite skills from unfinished learning to be addressed in each new learning unit
- Incorporating high-leverage strategies in daily instruction to ensure equity in access and progress
- Embedding diagnostic tools and tasks for continuous monitoring of student progress to make needed adjustments
- Incorporating professional learning and collaboration to support teachers in making strategic instructional decisions

The development of the instructional components of the TCPS Reopening Plan have been informed by a broad range of stakeholders. District leadership, including school-based administration, curriculum specialists, Assistant Superintendent for Curriculum & Instruction, and the Superintendent engaged in extensive collaboration informed by school and district data from the 2020-2021 school year. Priority needs and corresponding strategies were identified for both district level implementation and individual school implementation to allow for overarching consistency while also honoring the need to differentiate for specific school-based needs. Teacher perspectives were culled from school-based and curriculum meetings where needs were identified as well as reflective narratives included in teacher Continuity of Learning feedback. Initial parent feedback was amassed through sharing at school-level parent organizations. Student perspectives were

informed by school-based student organizations and the two Student Board of Education members. Community partners, especially those who also serve our student population, were also valuable contributors. All stakeholder groups were represented on the larger reopening plan committee and had an opportunity to offer feedback on identified priorities and to ask probing questions that informed a more comprehensive plan.

A plan is a working roadmap to an outcome not a static document that limits innovation. TCPS is committed to monitoring and evaluating implementation of the reopening plan to determine what is working and how we might improve our efforts to support student success. Instructionally, this will focus on measures that evaluate student engagement in learning as well as growth towards meeting/exceeding grade level standards for learning. Grade level teams and content teachers will be evaluating student progress on multiple measures throughout the instructional interval. District progress monitoring will include quarterly data reviews disaggregated by academic/instructional levels, as well as by student groups. The district Leadership Team will meet monthly to review plan implementation and current results and elementary and secondary focus groups will convene every other month to delve more specifically into strategies and corresponding learning results. The larger plan stakeholder group will meet every six months to review and revise the plan as needed. While this is a requirement, TCPS embraces the importance of broad stakeholder feedback and thus will incorporate Recovery Plan discussions in all stakeholder meetings including the Superintendent’s Roundtable with staff at each school, Parent Advisory meetings, and Citizens’ Advisory.

(Updated 2/1/22) TCPS has been diligent in meeting the goal of engaging broad stakeholder participation in our re-opening efforts. The table below chronicles meetings during which the opportunities for feedback to inform planning was available to stakeholders. Participants in these meetings were able to share feedback verbally and were encouraged to submit written feedback if they had suggestions outside of the meeting opportunities.

Stakeholder Group	Leadership	Teachers/Support Staff	Parents/Community	Students
June 24, 2020	July 19-20, 2021	October 27, 2021 EES Superintendent Roundtable	October 11, 2021 and January 11, 2022 District Parent Advisory	November 1, 2021 Easton High School Student Government Association
July 8, 2020	September 16, 2021	October 26, 2021 EMS Superintendent Roundtable	January 25, 2022 Citizen Advisory	October 27, 2021 St. Michaels Middle High School Student

				Government Association
August 13, 2021	October 20, 2021	October 27, 2021 EHS Superintendent Roundtable		October 18, 2021 Easton Middle School Student Government Association
January 12, 2022	November 18, 2021	December 1, 2021 CDES Superintendent Roundtable		
	January 21, 2022	November 2, 2021 SMES Superintendent Roundtable		
		November 9, 2021 SMMHS Superintendent Roundtable		
		September 29, 2021 WMES Superintendent Roundtable		
		October 13, 2021 TES Superintendent Roundtable		
		October 11, 2021 and January 10, 2022 Teacher/Support Staff of the Year Advisory		

TCPS sought additional stakeholder feedback through other measures. This included opportunities for public comment at monthly board meetings where the Reopening Plan and COVID protocols have been a standing agenda item. In addition, TCPS initiated a link on the district website for any stakeholder to provide written comment through a feedback form.

Stakeholder feedback included early emphasis on reinstating athletics and extracurricular activities. In particular, students and parents expressed the value of these opportunities in helping students reconnect to school and peers. In response to this interest, TCPS engaged with the MPSSA to implement protocols to safely reinstate athletic competitions and purchased additional resources for band and choir students to practice and perform. The feedback has continued to evolve and has led to revisions in protocols which currently include the “Test to Play” option. Students and school administrators provided feedback that led to outdoor seating for lunch and Homecoming activities held outdoors. Teachers provided recommendations during the Superintendent’s Roundtable that have resulted in a MOU to compensate teachers to teach during their planning period to help alleviate staffing issues related to COVID absences. Stakeholders

consistently noted the importance of timely, effective communication specific to COVID related issues. As a result, TCPS initiated a district survey regarding communication to best meet constituent needs. Overwhelmingly our community supported the continuation of the Superintendent’s weekly video updates. The survey feedback also led to the launch of a new district website that was more accessible including links to all aspects of COVID and reopening of schools. This included a COVID dashboard with COVID case and quarantine statistics.

Not all feedback has led to actionable changes in the reopening plan. For example, some stakeholder feedback strongly supported lifting mask mandates or relaxing quarantine guidelines. In these instances, stakeholder feedback was reviewed for alignment with current CDC guidelines and in conjunction with local health department officials. In each case, there was follow-up with the stakeholder to share the reasoning for not proceeding with the recommendation. In all cases, feedback was processed through current guidance for the safe operations of schools.

(Updated 8/15/2022)

TCPS has continued to engage stakeholders in on-going conversation regarding re-opening protocols and strategies. This includes continuing having Covid Updates as an agenda item at all meetings including those with parents and community members, school staff, and students.

Leadership	Teachers/Support Staff	Parents/Community	Students
February 17, 2022	March 8, 2022 SMMHS Superintendent’s Roundtable	March 14, 2022 Parent Advisory	April 2022 Student Board Members
March 17, 2022	March 14, 2022 Teacher/Support Staff Advisory	March 15, 2022 CAC	May 2022 Student Board Members
April 21, 2022	March 22, 2022 SMES Superintendent’s Roundtable	Superintendent Weekly Videos and Monthly Report	
May 19, 2022	March 23, 2022 WMES Superintendent’s Roundtable	COVID EOC Feb 16, March 2, March 16, March 23, April 20	
July 18-19, 2022	April 6, 2022 CDES Superintendent’s Roundtable		

	April 26, 2022 EMS Superintendent's Roundtable		
	April 27, 2022 TES Superintendent's Roundtable		
	May 4, 2022 EES Superintendent's Roundtable		
	May 4, 2022 EHS Superintendent's Roundtable		

TCPS provided all stakeholders with an opportunity to provide feedback to inform the August 2022 updates of the plan through an online feedback form on the district website. This opportunity was included in the Superintendent's video update and through School Messenger so as to encourage broad participation. The majority of responses indicated support for full operations of schools for the 2022-2023 school year. While there were several responses that recommended continued vigilance and response to local health measures, the desire for "Schools need to operate as normal" was pervasive. Another theme in the comments reflected support for TCPS efforts, "Thank you for all the hard work! Our children had a very successful and productive school year, and we feel very positive about the year ahead;" and "I agree with the decisions made by TCPS."

One theme that emerged from the stakeholder feedback was that a significant number of survey respondents did not understand why TCPS continues to revisit the Re-opening Plan. Another theme was that a document of this size is too much to review. In response to this, TCPS has developed a one-pager that summarizes the key elements of the plan. This document will be included with the full plan on the district website and be shared at Back-to School events to make it more accessible.

TCPS recognizes that the complexity of accelerating learning for all students will require a coordinated effort on the part of all components of our organization. This includes all instructional, operational, and administrative staff, as well as caregivers and our larger community. We are confident in the commitment of each integral member of our efforts as evidenced in the effort and collaboration demonstrated the past 18 months. While Covid-19 has presented challenges previously unimaginable, our community has met each with a determination to focus on what is most important, our students' needs.

(Updated 2/1/2023) For the February 2023 update to the *Plan for Safe Return to In-Person Instruction & Continuity of Services Plan*, TCPS continued to seek stakeholder feedback. An online survey was open on the district website and information regarding this opportunity for input was included in the Superintendent message to the community. Additionally, school system's focus groups including: Parent Advisory, Teacher Advisory, Citizens' Advisory were afforded the opportunity to provide feedback during their scheduled meetings. Other than questions about why we continue to update the plan, the only response that was offered in the different forums was appreciation the return to normal operations. The Assistant Superintendent did provide a presentation to the School Board explaining the need to continue updating the plan every six months to clarify the continued request for input. In addition, the Board has been apprised of feedback on the plan to improve our efforts.

ASSESSMENT PLAN

The Reopening Plan for Education outlined by the Maryland State Department of Education designates that "Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning and prepare a pathway for instructional success and recovery." This requirement is already firmly embedded in TCPS instructional practice. In order to effectively plan instruction TCPS will implement a comprehensive assessment plan to create pathways to success for students in meeting grade level standards. Our assessment plan will assist us in determining where learning must be accelerated in a specific grade-level/content area and for individual student needs.

(Updated 8/15/2022)

TCPS will continue to administer the assessments identified in the plan below. This will allow us to track and compare data to better identify needs and progress. Using the same assessments also allows for greater comparability from one cohort of students to another and improves ease in public review of our data measures.

TCPS is mindful that administering assessments too soon or too many at once could undermine our efforts to create a welcoming environment in the first few days of our new school year. District leadership has worked collaboratively with school-based teams to develop an assessment timeline to ensure universal administration of early assessments, but also being mindful of not overburdening students with too many assessments at once. TCPS is also committed to implementing a process that does not inadvertently place the onus of unfinished learning on students, resulting in the label of academically behind which can alienate students rather than engaging them in a meaningful way. TCPS recognizes that no single measure can accurately capture what students know and are able to do relative to grade-level

standards. For this reason, TCPS will be mindful to look at multiple data sources so as not to misidentify student needs and thus impede a student’s learning potential.

The TCPS assessment plan incorporates short diagnostic screeners that are aligned with the Maryland College and Career Ready Standards (MCCRS). Short screeners that provide actionable data will be more valuable than an omnibus assessment that could erroneously lead to remediation that would further distance students from instruction in grade level standards. The chart below delineates the assessments that will be administered in English Language Arts and math. It is important to note that all courses incorporate appropriate pre-assessments to inform instruction.

Grade	Content	Assessment/Readiness Screener
K-8	Math	<i>Eureka Math Equip</i> : a research-based tool that is designed to provide students with pre-module assessments to assist in determining if a gap exists and where misunderstandings remain. Assessment data provides teachers the opportunity to utilize supporting lessons with individuals, small groups or the whole class. The pacing guide allows all students to remain on track with grade level material while catching up on unfinished learning from the previous grade level.
8-12	Algebra, Algebra II, Geometry	Utilize Course and Unit Readiness Assessments from Savvas <i>Envision AGA</i> to determine student readiness for new learning. Throughout MCCRS aligned units, students will complete formative assessments to measure progress toward mastery of Unit Standards. At the midway point and end of the Unit, students will complete condensed Summative assessments to provide the most up-to-date data to show learning that is occurring.
9-12	Math	Course Pre-Assessments will be administered with alignment to standards prerequisites to determine student readiness. Regular Formative assessment will occur to monitor progress toward mastery and to indicate preparedness for Summative Assessments occurring at the conclusion of instruction for Units of Study.

K-1	ELA	<i>DIBELS</i> : Universal reading screener to determine student reading needs. Assist in identifying students who need instructional supports and those who need more targeted interventions
K-5	ELA	<i>MAP Reading Fluency</i> : measures oral reading fluency with an online adaptive benchmark and progress monitoring assessment. In addition, it measures foundational skills and literal comprehension. This will be administered to all students K-1 and students in grades 2-5 not on level as determined by <i>MAP Growth</i> assessment
K-5	ELA	<i>MAP Growth</i> : measures what students know and their readiness for grade level standards. It offers a personalized assessment to measure whether students are performing on, below, or above grade level. This will be administered to all students
6-10	ELA	<i>StudySync Readiness Screener</i> : assesses students' preparedness with relation to standards-aligned skills and content from the previous grade level. Teachers can use this assessment to determine student strengths as well as reteaching and remediation needs
11-12	ELA	<i>Springboard screener</i> assesses students' preparedness with relation to standards-aligned skills and content from the previous grade level. Teachers can use this assessment to determine student strengths as well as reteaching and remediation needs

Academically, ensuring equity and access to rigorous instruction aligned with the Maryland College and Career Ready Standards will be grounded in the prioritization of instructional data. Initially, this will include the course diagnostics/screeners that are listed above. Each is aligned with grade level standards outlined in the MCCRS. Once students complete the assessment, data will be available through the individual assessment platform or our district data platform, eDoctrina. This will facilitate the analysis of roster reports that show an individual student's overall score as well as sub scores that measure specific skills or standards. Individual student data will be analyzed as will the mean and median scores by class. Teachers will have access to the items and student responses. This data will help teachers

identify student misconceptions and engage in a root cause analysis of performance in specific areas. Grade-level and/or content teams will also analyze data from a school and district perspective. This will be facilitated by curriculum supervisors and school-based leadership. This comprehensive approach will provide a more representative perspective of district, school, classroom, and individual student needs that will inform on-going teacher professional learning on effective instructional practices for accelerating learning. District leadership will support school-based data discussions and monitor data.

Data from diagnostic assessments/screeners will provide vital information as to what percentage of students per grade and content demonstrate readiness for grade level learning as defined as:

- “Below expectation,” meaning they are below grade level and/or behind where the diagnostic predicted they should have been at the start of the school year given their academic progress during the previous school year
- “At expectation,” meaning they are on grade level and/or at the level predicted by the diagnostic given their academic progress during the previous school year
- “Above expectation,” meaning they are ahead of grade level and/or ahead of where the diagnostic predicted they should have been at the start of the school year given their academic progress during the previous school year

Our local data will be calibrated with the state assessments (MCAP) that are designed to provide information on student understanding on the previous year's content. The promised quick turnaround time on how each student performed will be a significant measure to inform our efforts. The aggregate information available within various reports on how groups of students are performing will assist us in determining areas of focus for upcoming instruction, prioritizing the most critical prerequisite skills from unfinished learning to be addressed in each new learning unit. MCAP data, in conjunction with local screening data, will serve as the basis for establishing baseline data as well as growth targets disaggregated by student groups, an essential component of accelerating student learning.

Continuous monitoring of student learning needs will be a practice throughout the school year to ensure that all student needs are being met in real-time. Individual student progress in meeting standards will be monitored using course aligned formative and summative assessments. To ensure student progress is being re-evaluated in appropriate time intervals, curriculum supervisors have been working with teachers to establish guidance on assessment pacing and how to incorporate more frequent informal assessment on a daily basis. This includes implementing running records of progress, observational data, and individual conferencing with students.

Given the increased importance of data in assessing unfinished learning and appropriate acceleration strategies, TCPS has identified the need for developing Data Coaches to provide guided access and support to teachers in making data informed decisions as they are planning. TCPS will use ESSER III funds to provide identified grade level and or content lead teachers additional professional learning on using our data management platforms to analyze data. These individuals will work collaboratively with curriculum supervisors to analyze course/grade specific data and will serve as the lead in school-based team level data discussion to inform instruction in real time to meet student needs. While TCPS has been data rich for many years, it is imperative that the data is accurately analyzed and in a timely manner to promote improved instruction and thus greater student learning. Data Coaches will help ensure on-going data review to support learning.

Throughout the summer, curriculum and school-based leadership have been analyzing student data to prioritize needs and resources for starting the school year. Teachers will be provided end-of-year grade or course specific data to guide in the planning of acceleration opportunities to address unfinished learning. This data is intended as a frame to provide teachers with an initial understanding of where students are relative to the previous year's grade-level standards. TCPS is using this data as a starting point for planning prior to the start of the school year knowing full well that the diagnostic screeners implemented in September will provide valuable information for updating plans. A review of data highlights anomalies that warrant additional start of year calibration. This includes the fact that for some students there are incomplete data sets to draw absolute conclusions to inform instructional decisions. TCPS also recognizes that some of the data may be skewed by different levels of support students received in completing assessments. In most cases, issues with data can be attributed to the periods of virtual learning. TCPS believes beginning of school year 2021-2022 school year data that will be completed in-person will be more reflective of student needs. TCPS will utilize 2020-2021 data in developing an initial plan, but will rely more heavily on beginning of year screeners and fall MCAP for establishing baseline data. With appropriate analysis of multiple measures, teachers will be able to better identify the likelihood of missed learning in regards to pre-requisite skills and plan instructional opportunities to increase engagement in new learning.

(Updated 2/1/2022) TCPS administered preassessments and screeners as outlined in the assessment plan. Early Fall MCAP was also administered with more than 95% of eligible TCPS students completing the appropriate assessments. All data has been analyzed as outlined in our plan and is being utilized to inform instruction to meet student learning needs. Appendix A provides a summary of baseline data and projected outcomes that is disaggregated by race, service group, and gender.

(Updated 8/15/2022)

TCPS administered all assessments as outlined in our plan. Data for the end of year 2021-2022 is included in Appendix B. Spring Maryland Comprehensive Assessment Program (MCAP) data is not available at the time of this update.

(Updated 2/1/2023) TCPS administered all assessments as outlined in our plan. Data for the beginning and mid-year 2022-2023 school year is included in Appendix C. TCPS is anticipating the release of 2022 Spring Maryland Comprehensive Assessment Program (MCAP) data and will include this information in the next submission.

MARYLAND COLLEGE and CAREER READY STANDARDS

The Maryland College and Career Ready Standards (MCCRS) serve as the foundation of teaching and learning in all contents, levels and courses in Talbot County Public Schools. These standards are critical to building the progressive knowledge and skills needed for student success. At the core of accelerating student learning is ensuring that all students in grades PreK-12 have full access to the MCCRS in all content areas and that the state frameworks are followed for each content. The chart below identifies core curriculum materials aligned with the MCCRS and state frameworks that will be implemented in all content areas.

Content Area/Grade Level	Alignment to MCCRS
PreK and K	The literacy curriculum for Pre-Kindergarten and Kindergarten has been designed to provide a developmentally appropriate approach to instruction in a literacy rich environment. Interactive read aloud, shared reading, and systematic instruction of foundational reading skills is the focus of learning. Teachers will use the core curriculum materials from McGraw Hill World of Wonder for Pre-K and Reading Wonders for Kindergarten for instruction to provide learning opportunities that prioritize oral language development, vocabulary acquisition, and foundational skills. During small group lessons, students will be provided with instruction intended to enrich or fill unfinished learning as indicated on assessments. Additionally, small group instruction may be utilized in order to provide each student with more oral language practice. The phonemic awareness strand of the core curriculum will be supplemented with Heggerty. Classroom teachers will partner with instructional coaches to implement targeted instructional plans based on diagnostic and classroom data.

<p>Literacy Grades 1-5</p>	<p>Talbot County Public Schools literacy curriculum for instruction in grades 1-5 prioritizes the use of complex text, vocabulary acquisition, phonics, and fluency. TCPS implements the Reading Wonders as our core curriculum with tier 2 small group lessons to support learners within the classroom setting. This standard-aligned instruction engages students with the text read aloud to build understanding and vocabulary. Teachers incorporate text-based tasks aligned to the unit learning targets. Teachers support students with independent reading practice using Connect Ed digital platform and appropriate leveled readers. Students requiring additional support receive intervention using a variety of research-based intervention programs based on specific student needs. During small group lessons, students are provided with instruction intended to address specific learning needs as indicated on assessments. Teachers track student progress using both formal and informal assessments. This data is monitored in grade-level data conversations facilitated by coaches, curriculum supervisor, and school-based administration. Classroom teachers partner with instructional coaches to implement targeted instructional plans based on diagnostic and classroom data. Assessment Guidance will be provided to administrators and teachers in writing in the Wonders Drive. Regular review of formal and informal assessments is implemented when assessment data is collected to determine programming and intervention needs.</p>
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<p>Literacy Grades 6-12</p>	<p>The English Language Arts curriculum for grades 6-12 has a blended learning design which provides students with multiple opportunities to build mastery with increasingly complex text across each grade level scope and sequence. TCPS students in grades 6-10 will engage with the 2021 subscription of <i>StudySync</i> as the Core ELA curriculum. All <i>StudySync</i> lessons and assessments are aligned with the Maryland College and Career Ready Standards and include research-based reading routine that instructs students toward mastery. <i>StudySync</i> provides multiple opportunities for students to engage with texts, embedding choice, scaffolds, and collaboration into each lesson. <i>StudySync</i> provides numerous opportunities for teachers to design instructional opportunities based on the specific needs of students. Readiness Screeners assess students' preparedness on the previous grade-level's standards-aligned skills and content. Teachers will use this assessment to determine student strengths as well as reteaching and remediation needs. Data from these assessments (and all <i>StudySync</i> assessments) offer specific interventions based on individual data that teachers will assign to students to reteach skills and monitor student progress. <i>StudySync</i> supports flexible instructional choice for teachers based on readiness, including enrichment opportunities. Based on informed data, teachers can adjust user's proficiency level, including adjusting their proficiency level to "Beyond Grade-Level". The activities and assignments offered for Beyond grade-level are designed to take them further into the content of a lesson. Additionally, each <i>StudySync</i> lesson offers differentiation suggestions for Beyond grade-level learners.</p> <p>Students in grades 11 and 12 will engage with The College Board <i>Springboard</i> digital platform as the Core ELA curriculum. All <i>Springboard</i> lessons and assessments are aligned with the MCCRS. <i>Springboard</i> begins with the end in mind, focusing on backwards mapping and centers student agency in the process. It builds independence based on</p>
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	<p>student interest and readiness through a gradual release model while providing meaningful and appropriate supports for teachers and students to meet individual learning needs. It offers teachers flexibility in instruction and frequent assessment opportunities to address differentiation to address pre-requisite skills.</p>
Math PreK-8	<p>Talbot County Math Curriculum documents will be utilized to deliver lessons aligned with the MCCRS and to provide all students with opportunities to build mastery of standards. Using the Great Minds <i>Eureka Math</i> lessons, all students will receive on-grade level instruction to ensure access to tier one instruction. Students will engage in grade-level instruction through individual modules aligned with the MCCRS. The math supervisor, math coaches and building administration will work collaboratively to facilitate grade-level meetings to identify best practices for all students, both advanced learners and those experiencing unfinished learning, to foster student success. Through the diagnostic pre-assessment, <i>Eureka-Equip</i>, students in need of additional support will be identified for targeted small group instruction. Classroom teachers will partner with instructional coaches and tutors to implement individualized instructional plans that address unfinished learning while continuing to work through grade level Eureka modules. Students needing additional support in prerequisite skills will have access to the math computer-based programs, Zearn and Moby Max. All math teachers will track formative and summative assessment data to develop individualized student instructional plans that allow for the appropriate differentiation for each student to foster student growth.</p>
Math 9-12	<p>Talbot County Math Curriculum documents will be used to implement lessons aligned with the MCCRS and to provide all students with opportunities to build standard mastery. Talbot County Public Schools uses the following as core instructional materials for high school mathematics.</p> <ul style="list-style-type: none"> • Algebra I: Savvas Realize envision AGA: Algebra 1 Common Core • Geometry: Savvas Realize envision AGA: Geometry Common Core • Algebra II: Savvas Realize envision AGA: Algebra 2 Common Core • PreCalc: Cengage Learning: PreCalculus by Ron Larson, 10th Edition • Statistics: The Practice of Statistics (5 th edition), by Starnes, Tabor, Yates, and Moore, W. H. Freeman & Co., 2014. • AP Math Courses: As approved/guided by College Board <p>All students will engage in grade-level instruction in their assigned mathematics course. Instructional delivery will be enhanced through the digital platforms available for all courses. Students needing additional support as evidence in readiness assessment, formatives or unit summatives will be provided with opportunities for additional learning on pre-requisite knowledge and skills through small group instruction or tutoring opportunities.</p>

Math 9-12	<p>Teachers will use Savvas Realize: EnVision AGA Common Core 2018 as a resource for instruction of Algebra 1, Geometry, and Algebra 2. The online platform automatically assigns the appropriate activities based on identified threshold levels following lesson assessments. The teacher will identify percentage bands where students will be automatically assigned an activity for remediation of skills, continual development of skills, or enrichment of their understanding for lesson content/standards. The teacher will also designate which activity the student will be assigned based on their responses to online activities/assessments by a drag and drop feature using assessment results of the class roster.</p> <p>The program will assign remediation activities which provides supports to further develop student understanding. The additional practice resource is designed to continue to develop skills demonstrated so that a high level of understanding can be obtained. The enrichment exercises assigned are designed to build connections from cross-curricular perspectives and in multiple contexts. Teachers will track student progress using both formative and summative assessment data that is analyzed for root cause analysis of learning gaps and plan appropriate instruction and additional supports. In addition to curriculum resources and regular formative and summative assessments, teachers will utilize appropriate online tools such as Desmos, Edia, Achieve the Core, to engage students in learning experiences which provide real-time data that can be used to guide instructional planning aimed at mastery of MCCRS.</p>
Science Grades K-2	<p>Talbot County Science Curriculum documents will be used to deliver lessons aligned with the MCCRS to provide all students with opportunities to build standard mastery. Teachers primarily use Mystery Science as a curriculum resource. During daily lessons, activities and instruction allow students to explore phenomena and engage in inquiry to develop an understanding of the world around them. Teachers may include the use of simulations, video labs, and teacher demonstrations. Teachers will track formative and summative assessment data and use this information to plan differentiated instruction to meet student needs.</p>
Science Grades 3-5	<p>Talbot County Science Curriculum documents are used to deliver lessons aligned with the MCCRS and provide all students with opportunities to build standard mastery. Science teachers in grades 3-5 implement <i>StemScopes</i> as the digital resource. It includes a series of presentations, activities, web-based games, simulations and assessments to engage students in science learning aligned with the MCCRS and Next Generation Science Standards. Units engage students in phenomena and student- driven inquiry, and provide opportunities for students to develop and revise their ideas. Completing traditional, hands-on, laboratory activities will be an integral component of student learning and will be augmented by the online components of <i>StemScopes</i>. Teachers will track and use formative assessment data to modify instruction for students and provide additional support for individuals and small groups. Learning will promote scientific student talk, reasoning, and collaboration. At the end of each unit, students will complete a performance task/culminating project or other summative assessment to demonstrate application, synthesis, and transfer of knowledge/skills. Teachers will track formative and summative assessment data and use this information to plan differentiated instruction to meet student needs.</p>
Science Grades 6-8	<p>Talbot County Science Curriculum documents are used to deliver lessons aligned with the MCCRS and provide all students with opportunities to build standard mastery. Middle School Science teachers employ <i>StemScopes</i> which is</p>

	<p>the digital curriculum for science grades 6-8. It includes a series of presentations, activities, web-based games, simulations and assessments to engage students in science learning aligned with the MCCRS and Next Generation Science Standards. During daily lessons, students are provided with activities and instruction that engage them in the science and engineering practices and crosscutting concepts as they explore science content and core ideas. Science units also emphasize the use of phenomena, inquiry, technical reading, and evidence-based writing. Completing traditional, hands-on, laboratory activities and will be an integral component of student learning will be augmented by the online components of <i>StemScopes</i>. These may include the use of simulations, video labs, and teacher demonstrations. Teachers will track and use formative assessment data to modify instruction for students and provide additional support for individuals and small groups. Learning promotes scientific student talk, reasoning, and collaboration. At the end of each unit, students will complete a performance task/culminating project or other summative assessment to demonstrate application, synthesis, and transfer of knowledge/skills. Teachers will track formative and summative assessment data and use this information to plan differentiated instruction to meet student needs.</p>
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Science Grades 9-12	<p>Talbot County Science Curriculum documents are used to deliver lessons aligned with the MCCRS and to provide all students with opportunities to build standard mastery. During daily lessons, students are provided with activities and instruction that engage them in the science and engineering practices and crosscutting concepts as they explore science content and core ideas. Science units also emphasize the use of phenomena, inquiry, technical reading, and evidence-based writing. Laboratory investigations are an integral component of science instruction and may include the use of simulations, video labs, and teacher demonstrations. Teachers will track and use formative assessment data to modify instruction for students and provide additional support for individuals and small groups. Learning promotes scientific student talk, reasoning, and collaboration. At the end of each unit, students will complete a performance task/culminating project or other summative assessment to demonstrate application, synthesis, and transfer of knowledge/skills. Teachers will track formative and summative assessment data and use this information to plan differentiated instruction to meet student needs.</p>
Social Studies K-6	<p>The Social Studies curriculum, <i>Inquiry Journeys</i>, is utilized for grades K-6 and focuses on the Inquiry Design Model. Lessons are aligned with the MCCRS as well as the MSDE Social Studies Standards and Frameworks modeled after the C3 Framework. During daily lessons, content standards will be taught with additional emphasis on inquiry through historical thinking skills, reading, and writing. The curriculum is designed to engage students in critical thinking skills through questioning and content that is relevant to the lives of students. There are multiple opportunities for integration with English Language Arts, which will also provide opportunities to accelerate student learning and transfer of knowledge and skills across content areas.</p>
Social Studies 7-12	<p>Talbot County curriculum, scope and sequences, and MSDE framework documents will be used to deliver instruction aligned with the MCCRS. During daily lessons, content standards will be taught with additional emphasis</p>

	on historical thinking skills and Standard 6.0 to address any learning gaps and accelerate student learning. Data analysis on formative and summative assessments will be used to modify instruction for students on the content standards, indicators, and objectives according to the MSDE frameworks.
PE/Health Elementary	Engagement in Physical Education/Health will be through in-person learning. All elementary students will have access to grade-level PE instruction from Physical education teachers and Health lessons provided by classroom teachers. Physical education teachers will monitor student progress through observation and provide appropriate feedback to support student mastery of grade-level indicators. Physical Education teachers will use skills and resources provided by MSDE to work on assessing specific skills as laid out in the newly adopted state guidelines. Health lessons will increase in number to allow for more complete coverage of the newly released health standards.
PE/Health Secondary	Secondary students will participate in their scheduled PE/Health courses in person. Lessons will focus on standards and recurrent themes as identified in the MSDE frameworks. Student progress will be monitored through both formal and informal assessment of student learning. In order to address gaps in health education caused by school closures in the spring of 2020 and virtual and hybrid learning in 2021, all sixth and seventh-grade health classes will conduct a review of the fifth-grade family life unit.
Music and Art	Instruction will focus on the state standards in music and art to ensure student mastery of essential skills and knowledge. This will continue to include a focus on social emotional learning through the arts. Student progress will be monitored through both formal and informal assessments aligned with our county curriculum guides.
Band	Instruction will be designed to maximize feedback, discussion, and performance as a method for assisting students in meeting performance standards for learning. All local, MSDE, and CDC guidelines will be in place to address safe return to practice.
Choir	Instruction will be designed to maximize feedback, discussion, and performance as a method for assisting students in meeting performance standards for learning. All local, MSDE, and CDC guidelines will be in place to address safe return to practice.
CTE	CTE teachers are attending various state and local professional development to collaborate with colleagues across the state on best practices for engaging students in our CTE programs. Teachers will develop instructional strategies and utilize resources to best support our CTE students so that they can successfully complete CTE programs and technical assessments to earn college and industry certifications. Also, CTE teachers will be supported by the CTE supervisor on how to assess students to determine gaps in content knowledge and skills due to loss of in person instruction. This includes specific considerations for students who elected to remain virtual during the 2020-2021 school year and therefore have not had the same in-person or hands-on experiences or practice as other students. CTE teachers will revisit scope and sequence of each course to determine what skills and standards may need to be revisited. When available, CTE teachers will provide opportunities for students to reassess in technical

	assessments that they were not proficient in during virtual and hybrid instruction. CTE Instructors and the CTE supervisor are using PQI and technical assessment data to plan instruction and strategies for improving enrollment in CTE programs. Materials of Instruction have been purchased to allow for teachers to continue following CDC guidelines.
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World Language	Secondary students will receive in-person multimodal instruction that continues to integrate purposeful, interactive technology. Teachers will develop lessons aligned with the MD WL standards and utilize ACTFL proficiency benchmarks to provide instructional experiences responsive to students' most current, and ongoing, demonstration of proficiency in the target language.
Dual Enrollment	TCPS will continue its partnership with local community colleges to offer dual enrollment opportunities for both fall and spring semesters.

Path for Instructional Success

TCPS recognizes that having an assessment plan to determine baseline information on student learning and having curriculum aligned with the MCCRS so all students have equitable access to grade-level standards is merely the starting point for accelerating student learning and putting them on a path to success. TCPS's instructional plan for reopening includes incorporating high-leverage strategies to ensure access, equity, and progress for all students. These strategies will be implemented district-wide. In addition to strategies outlined by content in the chart above, TCPS will implement the following:

Fidelity of Curriculum Implementation:

Evidence-based, universal curriculum is an essential component of TCPS's reopening plan. It provides the means to ensuring maintenance of grade-level standards and content with a focus on instructional rigor imperative for accelerating student learning. A key factor in ensuring that the curriculum is having the intended outcome of promoting student learning is increasing the fidelity of implementation of these instructional resources. This is true not only of the new resources purchased or implemented in the past 18 months but all curriculum components given the varying models for

implementation during the 2020-2021 school year. The transitions from virtual, to hybrid, back to virtual, hybrid, and more in-person learning in the last quarter of the school year necessitated frequent modifications to curriculum implementation. Curriculum supervisors will work with new teachers during the new teacher induction period to introduce curriculum resources and expectations for implementation. This will include an introduction to pacing guides, assessments, and all components of the curriculum to successfully plan instruction to meet student needs. Curriculum supervisors will also meet with all department teachers prior to the start of the new school year to recalibrate expectations for using curriculum resources to focus on grade-level standards and to scaffold as needed. On-going support will be provided through school-based, grade-level team meetings throughout the year and at monthly after school curriculum meetings.

Intentional Planning

Priority focus will be given to addressing improvements in Tier I instruction, including more intentional planning and informal assessments to inform instruction. TCPS has identified this as a key strategy for accelerating student learning. TCPS Leadership engaged in sustained study of the TCPS instructional process and lesson planning expectations during the summer of 2021. This included a review of plans, study of the integral components of planning, and developing consensus on expectations. All TCPS schools will include a recalibration of common expectations for planning and implementation of the instructional process as a component of teacher professional learning at the start of the school year. The focus will be on building and supporting teacher capacity to use data to make informed decisions that lead students to daily re-engagement with prior knowledge in the context of grade level assignments while also engaging them in productive struggle with Tier I instruction. Purposeful planning will also support more Tier II small, flexible group instruction that is purposeful and fluid and provides real-time, contextualized opportunities to address unfinished learning. Planning will be supported through more intentional, informal feedback by observers, team lesson studies, and incorporating a review of lesson plans in data conversations to more explicitly identify effective practices with student learning results.

Targeted Interventions

TCPS recognizes that there will be students in need of intensified instruction in Tier III. TCPS believes that specialized intervention should not be at the cost of core instruction and thus there needs to be strategic planning by school-based teams to determine how to best engage students in intensive support while also maintaining progress in grade-level work. These determinations will be made in consultation with the learning support team members and carefully monitored so as not to have an adverse impact on student engagement in core content. All programs implemented will be specifically targeted to meet individual student needs. TCPS will progress monitor by analyzing data aligned with the additional

support to ensure the skills from the intervention transfer and are applied to classroom learning. TCPS has a variety of interventions and will be using ESSER III funds to augment the reading and math interventions to better meet student needs.

Tutors

TCPS will be implementing tutoring as a strategy to address unfinished learning. Tutoring is supported by research as a high leverage strategy and endorsed by the United States Department of Education. TCPS will be using Transitional Supplemental Instruction and Tutoring grant funds to implement high dosage tutoring, which will be provided at least three days per week for at least 30 minutes at a time in groups of four or fewer students. TCPS plans to contract tutors to engage students during the regular school day which has been shown to have the highest impact. Additionally, TCPS will provide after school tutoring provided by certified teachers. Tutoring will be available to students based on priority need in grades K-12. TCPS is also collaborating with community organizations that offer tutoring to our students after school, *Talbot Mentors, BAAM, Chesapeake Multicultural Center, SMASH, and TYAA*, to coordinate our efforts to better meet student needs. This includes TCPS curriculum supervisors providing training to community tutors and the implementation of strategies to better communicate pacing and instructional strategies.

Instructional Assistants

TCPS recognizes that school closures due to the pandemic had a significant impact on all students, but this is especially true for our youngest students. A heavy emphasis of our reopening planning has been on how to support our youngest learners in developing foundational skills in reading and math. TCPS will be using ESSER III funds to hire additional instructional assistants for first grade classrooms. TCPS locally funds instructional assistants in all of our PreK and Kindergarten classrooms. This has proven effective in providing focused small group instruction as well as allowing the certified teacher to provide intensive intervention in the regular classroom context. Given the interrupted teaching and truncated instructional time for in-person learning, TCPS will provide shared instructional assistants in first grade classrooms to provide the additional support for helping students master foundational skills.

Early Childhood Resources

In prioritizing needs for early childhood literacy instruction, TCPS will continue to augment our core curriculum with Heggerty, a curriculum for Pre-K students that focuses on phonemic awareness and beginning phonics skills. EESSER III funds will be used to purchase additional materials for classroom use. In addition, ESSER III funds will support the continued professional learning for school-based general and special education teachers, ESOL and Title 1 teachers in Language Essentials for Teachers of Reading and Spelling (LETRS) and Early Childhood LETRS to support literacy instructional best practices.

Increasing time dedicated to science and social studies at the elementary level.

Change in school schedules does not have a large effect size in accelerating student learning. However, research does support improved literacy skills related to increasing instructional time in social studies and science. TCPS will be adjusting elementary schedules to ensure that social studies and science have increased daily instructional time to support not only content knowledge, but the implementation of inquiry learning to promote student critical thinking skills. In addition, the content specific literacy will support mastery of essential reading and writing skills too often isolated to English language arts instruction. School leadership has worked extensively with curriculum supervisors to develop schedules to accommodate the increased time and professional learning has already been planned to support teachers to shifting to a more inquiry-based approach to learning in these content areas.

Summer Learning

To address “unfinished learning,” TCPS designed and implemented an enhanced summer learning program which will continue through summer 2024. TCPS’s program has expanded from five weeks to eight weeks and focused on relevant project-based learning that honored student interests and strengths. Rather than a one-size-fits-all approach, individual schools analyzed student performance relative to grade level standards. They identified key standards to support student progress to the next grade as the priority for summer learning. Equally as important in their planning has been attention to integrating social emotional learning and student wellness.

TCPS summer learning incorporates three streams of opportunities. The first is our traditional summer school format. For secondary students this includes credit recovery and for other students it is engagement in interventions that support their learning goals specific to reading and math. The second stream is more specialty program related. These are of shorter duration, one to two weeks in length and focus on specific areas of interest. For example, this includes Gifted and Talented opportunities, Advanced Placement “boot camps,” Career and Technology hands on experiences, themed

science experiences, and social emotional opportunities. The third option is an online option that allows students to access learning content aligned with grade level standards that is differentiated to accelerate their learning. This option is reserved for those families who have summer plans but still want their student to engage in learning tasks or those families who still prefer not to access in person options. TCPS summer learning is funded through ESSER II and Summer Learning grants.

Technology

Technology will continue to be a significant strategy in our reopening plan to support student learning. Although TCPS has been a leader in 1:1 learning for the past decade, the past 18 months have increased our reliance on technology as an instructional tool. TCPS will continue to assign individual devices to students. Elementary students will use iPads in classrooms. Sixth and seventh graders will have iPads for school and home use and all other secondary students will have Mac laptops for school and home use. TCPS has a plan for quick distribution of devices for elementary students to take their devices home in the event of any future school closures. TCPS has utilized CARE and ESSER funding to upgrade classroom sets of devices and the supporting software and networks needed to support teaching and learning. This includes enhanced security features. ESSER III funding will also support the purchase of classroom interactive projectors to enhance engagement with learning.

TCPS will also continue to use FROG as our learning management system. All teachers will continue to create classroom FROG pages using the standardized format introduced in the 2020-2021 school year. This will assist students and parents in continuing to navigate the LMS effectively to find resources and assignments. This consistency will also support any instructional model that may need to be implemented due to unforeseen circumstances that limit in-person learning.

Professional Learning

TCPS is committed to the continually enhancing the ability of staff to skillfully instruct students. This includes utilizing the knowledge of what worked well as well as the areas of growth identified in the 2020-2021 school year in order to meet the needs of all students. Professional learning opportunities will be provided in many different formats throughout the coming school year and are regarded by TCPS as an integral strategy for supporting student equity, access, and progress. The

following are specific components of professional learning that will be significant in meeting our goals of accelerating student learning:

- Time for collaboration was identified by teachers as a strategy that worked well throughout the 2020-2021 school year. Continued opportunities for collaboration will be provided in various forms such as department meetings, grade level team meetings, and Communities of Practice. ESSER III funds will also be used to support collaboration for more purposeful planning among teachers to meet student needs as well as allowing instructional assistants to have access to school-based professional learning that is aligned with teaching and learning. Instructional assistants are integral to instructional delivery and thus need to be included in professional learning opportunities that happen outside of their contracted work day.
- School-based professional learning will be provided through staff meetings, grade level team meetings, common planning time, and on an individual basis as determined by student and teacher needs. Priorities for these meetings include: equity, intentional planning, data analysis for informed decision-making, instructional best practices, content specific curricular needs, and social emotional learning.
- District-wide professional learning opportunities will also be provided through the implementation of Communities of Practice. A Community of Practice is a sustained professional learning opportunity about a specific topic. Topics for these groups include Student Agency in Learning (SAIL), instructional strategies to support student achievement in reading and writing, social emotional learning, book studies such as *Grading for Equity*, as well as others. Teachers will have the opportunity to earn Continuing Professional Development (CPD) credit and/or stipends by engaging in a Community of Practice.

Social Emotional Wellbeing for Students and Staff

COVID-19 had a significant impact on teacher mental health and well-being. TCPS fully recognizes that teacher well-being is directly related to being able to provide students with positive learning experiences. During the 2020-2021 school year, TCPS piloted a social support for teachers called Happy Teacher Revolution. Teachers and an administrator in each school were provided with training to lead social support meetings, and most schools began providing opportunities to support teachers' mental health and well-being through this training. Teachers who participated in the meetings noted that the support meetings provided had a positive impact on their own well-being. In the 2021-2022 school year, all schools will begin providing the opportunity for support through the Happy Teacher Revolution program, and additional teachers will be trained to lead the support groups. TCPS will also be using ESSER III funds to provide training to develop a mindfulness coach who will provide support to school staff and leadership.

TCPS is also using MD Aware grant funds to train as many TCPS personnel as possible about behavioral health issues and programs of support to assist students. These include:

- QPR (Question, Persuade, Refer) Suicide Prevention
- Yellow Ribbon (Suicide Prevention/Intervention Program)
- Youth & Adult Mental Health First Aid
- ACEs (Adverse Childhood Experiences Interface)
- Trauma Informed Practices
- Conscious Discipline (Social Emotional Learning Program)
- SHAPE (School Health Assessment Performance Evaluation)
- MTSS (Multi-Tiered System of Supports) for Behavioral Health
- Telehealth for Behavioral Health Services
- CPI (Crisis Prevention Institute)
- Mindful Schools

Student's social and emotional needs will be met through social-emotional learning. TCPS will continue to use Conscious Discipline and Positive Behavioral Interventions and Supports (PBIS) to support students' social and emotional well-being. Through these supports, students will be able to: understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This will be incorporated in the instruction in all classrooms. Small group and individual support will also be available when needed through the school counseling program and student service programs. Concerns regarding students will continue to be addressed and managed through the MLIP process. Referrals for services like mental health and social services will continue to be made through that process as well. Additionally, TCPS will offer supports to students through mental health school social workers, an addictions interventionist, and an engagement specialist.

Monitoring Progress and Grading

The TCPS grading policy and administrative regulations were reinstated during the 2020-2021 school year and will continue going forward. Professional learning regarding equitable grading practices and meaningful feedback was provided to teachers throughout the year. Additionally, curriculum supervisors worked with content teams to identify opportunities to consider and incorporate performance and project-based assessments to measure student learning. Further professional learning is needed to continue reflecting on and implementing equitable grading practices,

meaningful feedback, and opportunities for various methods in which to measure student performance. TCPS will be engaging in the following to improve our practices in feedback and grading:

- In partnership with Crescendo Education Group and Mr. Joe Feldman, author of *Grading for Equity* (2018), a cohort of teachers will participate experiential professional learning and action research to determine best practices for equitable grading.
- Other professional learning opportunities for equitable grading practices, meaningful feedback, and instructional strategies to support student progress will be provided through Communities of Practice. Communities of Practice will be optional professional learning communities for teachers to participate in sustained professional learning about a specific topic.

Attendance

All aspects of the TCPS attendance policy and administrative regulations (10.2 & 10.2 AR) are in effect for all students for. Attendance is taken and stored electronically through PowerSchool. Teachers verify attendance records daily for accuracy.

TCPS has a structure in place involving student support teams. Key staff, including administrators, counselors, and other special service providers monitor and provide early interventions for students experiencing issues with attendance. Students with attendance issues will be monitored by school staff in a progressive manner. Teachers will be the first to initiate intervention, followed by a continuum of specialized interventions from the school counselor, school social worker, school administrator, and student service worker. The specialized interventions will be developed and monitored through a team approach using a Multi-Level Intervention Process (MLIP) and may address any obstacles to engagement and/or learning using a data focused approach.

TCPS recognizes that the most effective strategies to promote school attendance are not punitive. Instead, improving the educational experience of all students is essential for supporting students' attendance. This includes incorporating instruction that is relevant to students' lives, establishing and maintaining a welcoming school climate, and fostering positive relationships between students and teachers/school staff. Given the challenges of the past 18 months, fostering a sense of belonging and purpose is essential for promoting student attendance and engagement in learning.

See below for attendance procedures for Blended Virtual Program students.

While TCPS is implementing layered prevention strategies to promote health and safety, there will invariably be COVID-19 implications on student attendance. Students who need to quarantine will be coded with a Q for quarantine in PowerSchool. Students who are diagnosed as COVID-19 positive will be coded with a D for diagnosed. Both of these codes will be considered an excused absence. While students will have access to continued instruction through FROG, current COMAR requires that students be physically present in building to be coded present. TCPS will follow this requirement but continue to review local practices should any revisions be made to COMAR.

Blended Virtual Program

TCPS recognizes that not all families will be able to return to full in-person learning in fall 2021. For many, this decision is based on specific health needs or other extenuating circumstances. TCPS joined the ESMEC Consortium's Blended Virtual Learning Program as an option for secondary families for whom in-person was not feasible. TCPS opened an application process for any family who wanted to apply for the secondary program (grades 6-12) that would be provided by APEX. Admission criteria was based on performance during virtual learning during the 2020-2021 school year, specifically attendance and grades earned. The Blended Virtual Program Manager met with school-based administration, counselors and teachers to determine eligibility of each applicant. Students receiving special education services were eligible and IEP teams met to discuss the implementation of services in a virtual program environment. TCPS is also offering an elementary blended virtual program for students in grades 1-5. This is in partnership with Wicomico County's program. Fewer than one percent of TCPS students will be participating in the blended virtual program option.

TCPS is committed to ensuring the success of all students participating in the Blended Virtual Program (BVP). A dedicated staff member has been appointed to coordinate the implementation. The BVP Coordinator will monitor student participation, including attendance and academic progress. APEX and Wicomico will report student attendance to the BVP Coordinator daily. TCPS attendance procedures outlined in policy 10.2 and 10.2 AR will be utilized to code BVP attendance. At the elementary level, virtual teachers will mark attendance at every live session. At the secondary level, TCPS will get a record of live session attendance and active minutes in the platform for independent work. This information will determine student attendance status. This data will be uploaded on a spreadsheet that will be shared with the TCPS data manager who will have responsibility for recording individual student attendance in PowerSchool. Virtual teachers and the BVP Coordinator will make first contact with parent/guardians in the event that a student is absent. Continued attendance concerns will initiate an intervention process outlined above and in 10.2 Policy and AR.

The BVP Coordinator will also collaborate with school counselors and administration to review student course grades and to plan any supports needed. In addition, school counselors will do periodic check-ins with students to monitor student

social-emotional needs as well as any potential obstacle to their engagement in learning. BVP students have full access to all TCPS supports and extracurricular opportunities. All BVP students will have access to school communications through FROG, school and district websites, School Messenger, and the Superintendent's weekly update.

EQUITY

TCPS is committed to academic excellence for all students as evident in our county strategic plan. Goal two of the TCPS Strive for 25 strategic plan is to provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support and other educational resources to insure college and career readiness for all students. The equity imperative at the center of all TCPS efforts informed the development of our reopening plan.

TCPS recognizes that all students will have been impacted by the COVID-19 pandemic and the associated school closures. As a result, all students will need varying levels of support for accessing learning opportunities. To address this, teachers will work with other support staff and administrators to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations will be made for accessibility for learners.

School staff are well-versed in differentiating instruction to meet the diverse needs of learners which will continue to be an expectation and needed support for all students. Addressing social-emotional needs and skills will be an equally important component of recovery that will be necessary for academic achievement and success. Social-emotional difficulties should be anticipated upon the reopening of schools. School staff must be prepared to adjust routines as well as balance academic curricula with time to help students readjust socially and emotionally to the heightened demands, rigor, social interactions and full schedule upon re-entry. A primary focus on building positive relationships with teachers and peers will be the most powerful tool for helping students increase their readiness to learn.

The COVID-19 crisis has exacerbated impact on the operation of schools and educational programs during the 2020-2021 school year, especially for students who fall into one or more special populations of students. Students in special populations include those with mental health needs, with disabilities (IEP/504), English learners (EL), those accessing interventions, those identified as homeless, those accessing home/hospital teaching and all of whom have individual family, personal, and academic special needs that may have been further intensified by the pandemic school closure.

Deliberate consideration will be given to students who fall within a special population along with strategic and careful reflection to address the unique needs of each special population. Students who fall in one or more of the aforementioned

special populations have an increasing risk of achievement and opportunity gaps. TCPS will provide fair and inclusive learning environments by taking all aspects of education for our special populations into consideration from both a systems-perspective and an individual student perspective. We will address the unique challenges and provide equitable access to appropriate services to ensure each student has the support, accommodations, and scaffolding needed to optimize their educational progress created by the change in the modality of instruction.

Special Education Students

The TCPS Special Education Department will continue to ensure FAPE is provided to students designed to meet their unique needs. This will be addressed for students who receive special education services through the development and implementation of each student's Individualized Education Program. This coming year as part of the Recovery Plan, TCPS will:

- Utilize the revised Maryland State Online IEP, which includes the plan for how the IEP will be implemented should there be an emergency closure.
- Continue to hold all IEP meetings within timelines. At the start of the 2021-2022 school year and moving forward, parents will be offered the option for meetings to take place virtually or in person. A parent can also choose to participate via speaker phone in the IEP meeting. These will continue to all be offered as options as long as schools remain in Stage 3 (Green). If there is a return to Stage 1 or 2, then all virtual meetings will resume.
- Evaluations both initial and re-evaluations will be completed within timelines.
- Full implementation of every student's Individual Education Program.
- As the school year begins, case managers and other related service providers will continue to track data and monitor student progress on IEP goals and other areas of needs to determine whether an IEP meeting needs to be held to discuss re-evaluation or amendments to the IEP.
- Ongoing communication with parents will be essential during the school year regarding students' progress, both areas of need and growth, along with how to address the areas of weakness.
- TCPS will also be using ESSER III funding to provide Special Education Coaching to county special education teachers.
- Record reviews will be conducted by CORE Team members to provide an added layer of local monitoring of compliance with IDEA. Feedback and coaching, as needed, will be provided.
- Child Find provisions through IDEA will continue to be met.

The following professional development opportunities will be provided to staff to ensure Talbot County Public Schools complies with IDEA, Section 504 and Title II of the Americans with Disabilities Act (ADA):

- Professional development provided to new teachers, along with ongoing mentoring and coaching, in the areas of accommodations, modifications, services (specialized instruction), co-teaching, Child Find and MLIP (Multi-Level Intervention Process).
- Policy and Procedure Training provided to all special education staff prior to the start of the school year. The focus of this was on priorities for the year, new special education policies and procedures, Maryland Online IEP changes and improvement plans in the area of special education. For example, one area of focus for the policy and procedure meeting was on how staff should discuss the planning for emergency conditions as part of the development of an IEP.
- Director of Special Education will be meeting four times throughout the year with the special education department at each school to provide ongoing support and training related to instructional practices, special education compliance issues and ongoing feedback related to the implementation of new policies and procedures.
- An IEP Chair Training will be provided to all IEP Chairs in the county at the beginning of the school year. The focus of this will be on the new special education policies and procedures, Maryland Online IEP changes and reminders about the key roles of the IEP Chair in the IEP process.
- Both Informal and Formal Observations will be utilized to support teachers in building their instructional capacity and to ensure interventions are provided with fidelity. When informally conducting observations of interventions, the central office special education staff will use a fidelity observation tool to provide feedback to the teacher regarding whether the intervention is being provided with fidelity. Walkthrough observations will also be conducted to provide informal feedback to special education teachers and related service providers throughout the school year.
- Staff will also be encouraged to utilize all the technical assistance bulletins developed by the Maryland State Department of Education over the past year related to the Re-Opening of School.

At this time Talbot County Public Schools plans to start the school year with all students attending in-person 5 days a week; however, provided families the option of applying for the Blended Virtual Program. For students who receive special education services and were preliminarily granted acceptance into the Blended Virtual Program, an IEP meeting was held so that the IEP Team could determine whether the student's needs could be met by the Blended Virtual Program.

Talbot County Public Schools plans to start the year with all students attending in person 5 days a week. When virtual services are required for individual related service providers (i.e.: Virtual Speech Language Pathologist), a letter will be sent to the parent to notify them of this need and the Use of Telehealth Form will also be sent to the parent. If services revert to partially virtual or all virtual at some point during the school year, a letter will be sent to families, along with the Use of Telehealth Form.

It is anticipated that as students return to school they may experience more social-emotional and/or behavioral needs due to the pandemic and/or not being in school for part or all of the 2020-2021 School year. Given this the special education department will employ our behavioral team (made up of a Behavior Interventionist and Board Certified Behavior Analyst) through the behavior referral process to support students experiencing significant behavior challenges. Our two Behavior Counselors will also continue supporting students social/emotional needs through counseling sessions as deemed necessary through their Individualized Education Programs. These processes are in place specifically for students who received special education services or have a 504 Plan, in addition to the programs and services in place for all students through Student Services.

Each student with a disability who is unable to wear a mask should it be required in the future will be considered individually through the IEP or 504 process to determine appropriate accommodations/modifications based on their individual needs. Likewise, students with other healthcare needs may also require other individual accommodations or alterations to their IEP or 504 Plans based on their complex medical need or underlying health condition.

For students who receive special education services or who have a 504 Plan and have to quarantine, teachers will provide materials via FROG, or send materials electronically or in another fashion to parent/student. Materials provided will be accommodated/modified to the degree possible. In addition, teachers will be available during alternate times during office hours if students have questions. In addition, if the quarantining and possible missed special education and related services due to the quarantine impacts progress on IEP goals, this will be addressed in an IEP meeting for the IEP Team to determine if compensatory services or ESY services are necessary.

English Learners (EL)

Students are identified as EL based on a home language survey and an English proficiency screening assessment. The goal of these services is to promote successful English language acquisition through concurrent language and content learning. Throughout the various phases of reopening during the 2020-2021 school year, ESOL teachers assisted ELs

and their families with transitioning and engaging in classes and coursework, and met specific engagement needs based on whether the students were in-person or virtual. ESOL teachers provided academic support throughout the summer for both elementary and secondary ELs. This reopening model continues to include the following to address the needs of EL students to provide equitable access to learning:

- ESOL teachers will provide services to their assigned students on their caseload. At this time, all EL families have selected to return to in-person instruction.
- Classroom instruction and all other learning opportunities provided by content teachers K-12 will have a consistent framework and concise language accessible by ELs. Opportunities for students' demonstration of knowledge and learning will be presented in clear, concise formatting and language. These considerations in instruction and demonstration of knowledge will improve equitable access for ELs as the five-day school week and full content curricula is reimplemented.
- Learning activities will be designed to both challenge and support the EL student's individual needs. ESOL teachers will collaborate with their students' content teachers to assist in modifying lessons/projects/activities/materials as needed.
- ESOL teachers will aid in monitoring their students' progress and evaluation as he/she advances through the curriculum. This will promote a more accurate reflection of student learning.
- ESOL teachers will provide ELs with materials and resources to supplement learning in the classroom and for work expected to take place outside of the regular school day.
- ESOL IAs and tutors will support EL student learning as guided by the most current needs of students including attendance/engagement impact in prior learning environments due to COVID-19.
- With a clearly communicated reopening plan presented by the district, including clear expectations and goals for student learning, ESOL teachers will work with students/families in order to facilitate reengagement in the traditional school day/hours, including transition to new schools.
- Contact with families will be ongoing as needed and communication will be in the families' preferred language. This includes a specific FROG page for EL students and their families regarding how to navigate the technology platform, information on whom to contact with questions or needs, how to secure a translator, and where to access community resources. Interpreters will be available throughout the school day and during scheduled events outside of the school day to assist students/families and to improve access to all available resources.
- TCPS will continue established community partnerships and seek new ones to engage EL students and families.

A review of data establishes that targeted instruction for EL students is a priority need. ESSER III funding will support an additional EL teacher, EL tutors, and the purchase and professional development for staff in the use of ELLEVATION.

McKinney Vento Students

TCPS anticipates an increase in McKinney-Vento students as the result of the pandemic. These students typically face challenges and barriers unlike those of students who are stably housed, and they require a greater level of support. Therefore, we will continue to provide services and protections as outlined in the law for these students. School social workers, school counselors, and student services workers will monitor and provide early interventions for McKinney-Vento students as needs are presented. Need for support and interventions will be identified and addressed through the student support teams at each school. Student services staff will continue to provide training and awareness activities with school-based staff, thereby fostering an environment and culture sensitive to the specific needs of this student population.

Gifted Students

Students identified for GT services will engage in program supports designed to meet their learning needs.

- **Elementary:** TCPS will be piloting a residency model for elementary GT services in the 2021-2022 school year. Identified students will receive daily, in-person instruction for a portion of each semester. Lessons from the TCPS approved GT curriculum are based upon William and Mary Science and Social Studies units. See the TCPS GT webpage for more information. When teachers are not assigned to a specific school, students will continue their participation in GT services in a countywide grade level instruction via a virtual platform.
- **Middle School:** Students will participate in small group lessons for one quarter as a related arts class, so that all identified students will receive at least 1 quarter of instruction from the approved 6th and 7^h grade problem-based curriculum. See the TCPS GT webpage for more information.
- **High School:** Yearlong Advanced Placement courses will be offered as well as Project Lead the Way Stem course opportunities. Dual enrollment through Chesapeake College will be offered according to the Chesapeake College schedule.

Section 504

Students who have a Section 504 Plan under the Rehabilitation Act will continue to be fully implemented as written. At this time required Section 504 Meetings will be held virtually or in person at the discretion of the parent/guardian, unless in person meetings are deemed unsafe based on health guidance. In addition, all other facets of the Section 504 Process will continue, to include any required face-to-face assessments.

Intervention

TCPS offers services to students based on a multi-tiered system of supports. These supports begin with students receiving supplemental supports in the general education classroom, and based on need, students may require additional supplemental instruction in small groups or individually at varying levels of intensity in order to provide explicit instruction on content below grade level standards. In order to meet student needs TCPS will

- Continue to implement intervention with fidelity
- Provide on-going data monitoring
- Facilitate collaboration between classroom teacher and intervention teacher to support application of learning

Night School Students

Students who were enrolled in the TCPS Night School program will continue their progress in Edmentum courses approved by MSDE. All students have a district issued laptop to engage in their learning. Night School teachers will continue to monitor student progress and provide weekly check-ins to support academic success.

Home Hospital Students

TCPS students on home/hospital instruction will receive services as required in COMAR 13A.03.05.01-.05.

Health Equity

TCPS will continue to implement focused efforts to promote health equity for student groups who have been disproportionately affected by COVID-19. This is accomplished by focusing our programmatic efforts by monitoring data to identify which groups and individual students are at risk. Our ESSER III grant serves as evidence of efforts to target resources based on our data from the past 18 months to support students. This includes the addition of social workers to support mental health, special education coaching to monitor and improve service delivery, additional EL teachers and tutors to minimize caseloads for more focused support, and more student services personnel to address disparities due to homelessness, home/hospital needs, and other impediments that warrant a multi-tiered system of support. TCPS has also initiated numerous training for staff to raise awareness and attention to risk factors and evidence-based strategies to de-escalate behaviors that may be exacerbated by risk factors. TCPS also engages with community organizations to support

specific needs including community based mental health providers, the Chesapeake Multi-Cultural Center, Carepacks, SNAP Program, YMCA, among many others.

TCPS's coordinated effort with the Talbot County Health Department (TCHD) has been a vital strategy for meeting the needs of individual students and families as regards health equity. This partnership has facilitated school-based health services being provided by TCHD nurses, COVID testing at school sites, on site vaccination clinics, and updated information and resources to promote school and community safety.

While TCPS makes every attempt to proactively identify needs, we also recognize that needs can present in many ways. The TCPS district website includes a form available to all families that allows them to indicate challenges they may be facing (food insecurity, housing, medical needs mental health, language assistance, etc) so that TCPS can provide supports or offer resources to address needs.

Continuity of Learning During Quarantine

TCPS is committed to reopening schools and ensuring the highest level of safety. In the event that a student must quarantine due to COVID-19, TCPS will employ the guidance provided by the Talbot County Health Department. The decision that a student must quarantine will be communicated to the parent/guardian by the school nurse. The initial contact will be made by phone. The school nurse will also provide written documentation regarding quarantine procedures. The school administration communicates information to staff regarding positive cases within the school and quarantine requirements to specific teachers who teach students needing to be out of school. A notification is sent to the school greater community advising of a case and stating that if they have not been further notified, their child has not been affected. TCPS also maintains a dashboard on health metrics on the district website. This site is updated weekly based on information provided by the school nurses who are also Talbot County Health department nurses.

Students who are required to quarantine will have access to continuity of learning. All TCPS students are assigned a device with full access to FROG, the TCPS learning management system. All students who had access to hotspots during the 2020-2021 school year continue to have this service to ensure equity in access to internet for accessing school learning resources. All assignments and when appropriate, instructional support materials such as videos, screencasts, etc, will be posted on FROG. Students will also have access to curriculum materials on their device. All assignments will be collected through FROG. Classroom teachers will monitor and provide timely feedback. Classroom teachers will follow-up with students who are not submitting assignments while quarantined to determine if the delay is due to illness or the student needing additional support. This check-in will also serve to ensure students know where to access

assignments and resources. Student grades will continue to be reported through PowerSchool. In the event that a student is unable to complete assignments due to the severity of COVID symptoms, provisions will be made for the student to complete the work in accordance with established procedures for making up work due to an excused illness.

All students and families have access to technology support through the TCPS Helpdesk. Video tutorials on FROG and other technology resources as well as written directions are available on the district website to assist families in supporting student technology use. TCPS will be using the same FROG layout as used during the 2020-2021 school year to assist in student and parent access. Each school also provides additional technology information to families through school communications.

Counselors will be advised when a student must quarantine and will serve as the point of contact to ensure the student has access to the needed technology and coordinate the availability of assignments. In addition, TCPS will be offering designated “office” time during which a quarantined student will have access to instructional support.

(Updated 2/1/2022) Initial planning for continuity of learning during quarantine focused on individual students. As the school year has evolved, stakeholders identified a need to address additional scenarios that were not considered during the initial planning. There have been few instances in the first five months of school in which an entire classroom has had to quarantine. In response to this and with stakeholder feedback, TCPS now includes a process for the class to proceed with instruction virtually during the period of quarantine when the teacher is able to engage dependent on his/her health status. In order to minimize lost instructional time, TCPS has also initiated a protocol in which a quarantined teacher can provide instruction virtually to an in-person class being supervised at the school by substitute staff.

Continuity of learning has been expanded to proactively plan for the possibility that an individual school may need to close due to COVID related absences of both students and staff. A decision to quarantine an individual class or to close a school will be made by the Superintendent in consultation with the local health officials and school administration. All teachers have updated FROG (TCPS learning management system) sites that include links for synchronous learning. Teachers have preemptively reviewed login procedures with all students PreK-12 and information for using FROG is available on the district website and has been shared with families by the individual schools. Each school has developed a synchronous learning schedule to implement in the even that this plan needs to be activated. While TCPS has not had to invoke the process for a school closure due to COVID as of this plan update, stakeholders on the Parent Advisory and district Stakeholder group expressed support for proactively planning and providing that information to families.

Resources that Informed Planning

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Green, G & Perkins, N. (2021, June 9). *Accelerating English Language Arts* [PowerPoint Slides], MSDE Presentation.

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Rollins, S. P. (2014). *Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success*. Alexandria, VA: ASCD.

Tarasawa, B., Johnson, A., & Yankel, C. (2021). *Preparing early learners: Considerations for supporting the kindergarten class of 2021*. NWEA.

The Education Trust & MDRC. (March 2021). *Strategies to Solve Unfinished Learning*, Retrieved from <https://edtrust.org/strategies-to-solve-unfinished-learning/>

US Department of Education. *ED Covid-19 Handbook: Roadmap to reopening safely and meeting all students' needs*. Retrieved from <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

TCPS COVID-19 Requirements for Opening Schools - Action Plan
Athletics

The following action plans are meant to provide Talbot County Public Schools families assurance regarding the implementation of student athletic related protocols that will ensure the safety and wellbeing of our students and staff during the COVID-19 epidemic. The following safety protocols are meant to adhere to and align with the recommendations associated with the Maryland State Department of Education’s, K-12 School and Childcare COVID-19 Guidance document, which includes guidance recommendations from the Centers for Disease Control (CDC), and the Maryland Department of Health:

Voluntary Off-Season Conditioning July 1– to the beginning of organized team practices		
Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Accommodations	Return to prepandemic standards.	Accommodations for students with special needs will be made on a case by case basis through coordination between the coach and the building Athletic Director.
Communication		Aspects of the plan will be posted on the school web page.
Entrance Exit Strategies	Return to prepandemic standards	As of 8/17/21, TCPS has returned to prepandemic protocols. Depending on changing COVID-19 metrics TCPS will update the associated guidance.
Face Coverings	Face coverings are optional.	Face covering are optional.
Facility Assessment, Preparation & Equipment Needs	CDC guidance for cleaning & disinfecting should be followed <ul style="list-style-type: none"> •Plans & forms should be developed to ensure daily equipment & facility disinfection needs 	The head of physical plant, the County Athletic Director, school Athletic Director’s and building managers will evaluate the facilities for appropriate cleaning and disinfecting protocols.
Health-Related Items	Local School Systems should use the preparation phase to ensure all students have an up-to-date physical on file	Coaches will confirm with the building Athletic Director to ensure that all students have a current physical on file. COVID-19 informational documents will be shared with all student athletes.
Hydration	No sharing of water bottles. An individual athlete should use their own water bottle.	Water will be provided but participants will be required to bring their own water bottle.

Limitations on Gatherings	Return to prepandemic standards	Return to prepandemic standards
Locker Rooms & Training Areas	Return to prepandemic standards	Return to prepandemic standards.

Beginning of organized team practices, August 11. During this phase team practices will occur as well as interscholastic scrimmages.		
Topic:	State & Public Health Guidance (summary):	TCPS Action Plan:
Accommodations	Exceptions may be needed for some of these conditions based on circumstances. Water bottles that can be clearly marked for individuals should be made available. Daily cleaning should occur after an individual uses them	Accommodations for students with special needs will be made on a case by case basis through coordination between the coach and the building Athletic Director
Communication		Aspects of the plan will be posted on the school web page.
Competitions	Return to prepandemic standards	Return to prepandemic standards
Entrance Exit Strategies	Return to prepandemic standards	Return to prepandemic standards.
Face Coverings	Face masks are optional	Face masks are optional.
Facility Assessment, Preparation & Equipment Needs	CDC guidance for cleaning & disinfecting should be followed •Plans & forms should be developed to ensure daily equipment & facility disinfection needs	The head of physical plant, the County Athletic Director, school Athletic Director's and building managers will evaluate the facilities for appropriate cleaning and disinfecting protocols.

Health-Related Items	Local School Systems should use the preparation phase to ensure all students have an up-to-date physical on file	Coaches will confirm with the building Athletic Director to ensure that all students have a current physical on file.
Hydration	No sharing of water bottles. An individual athlete should use their own water bottle.	Water will be provided but participants will be required to bring their own water bottle.
Limitations on Gatherings	Return to prepandemic standards	Return to prepandemic standards
Locker Rooms & Training Areas	Return to prepandemic standards	Return to prepandemic standards
Timeline	Fall Sports begin the sixth Wednesday after the first Sunday in	The date is set by the MPSSAA of August 11th for fall sports,

Beginning of interscholastic competitions. During this phase competitions between schools may begin

Topic:	State & Public Health Guidance (summary):	TCPS Action Plan:
Accommodations	Exceptions may be needed for some of these conditions based on circumstances. Water bottles that can be clearly marked for individuals should be made available. Daily cleaning should occur from an individual uses them.	Accommodations for students with special needs will be made on a case by case basis through coordination between the coach and the building Athletic Director.
Communication		Aspects of the plan will be posted on the school web page.
Competitions	Return to prepandemic standards	Return to prepandemic standards
Entrance Exit Strategies	•Return to prepandemic standards	TCPS has returned to prepandemic protocols.
Face Coverings	Face masks are optional.	Face covering are optional.

Facility Assessment, Preparation & Equipment Needs	CDC guidance for cleaning & disinfecting should be followed •Plans & forms should be developed to ensure daily equipment & facility disinfection needs	The head of physical plant, the County Athletic Director, school Athletic Director's and building managers will evaluate the facilities for appropriate cleaning and disinfecting protocols.
Health-Related Items	Local School Systems should use the preparation phase to ensure all students have an up-to-date physical on file	Coaches will confirm with the building Athletic Director to ensure that all students have a current physical on file.
Hydration	No sharing of water bottles. An individual athlete should use their water bottle.	Water will be provided but participants will be required to bring their own water bottle.
Limitations on Gatherings	Follow local and state health department guidance on the size of gatherings	Return to prepandemic standards
Locker Rooms & Training Areas	Return to prepandemic standards	Return to prepandemic standards
Timeline	The first possible play date is 21 days after the first practice.	The first possible play date is 21 days after the first practice.
Transportation	See transportation plan	See transportation plan

TCPS COVID-19 Requirements for Opening Schools - Action Plan

EXTRACURRICULAR ACTIVITIES

The following action plans are meant to provide Talbot County Public School families assurance regarding the implementation of extracurricular related protocols that will ensure the safety and wellbeing of our students and staff during the COVID-19 epidemic. The following safety protocols are meant to adhere to and align with the recommendations associated with the Maryland State Department of Education's, K-12 School and Childcare COVID-19 Guidance document, which includes guidance recommendations from the Centers for Disease Control (CDC), and the Maryland Department of Health:

Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Out of School Time for Clubs and Organizations	Face coverings are optional on buses/vans.	TCPS allows in person after school clubs and organizational meetings. Virtual meetings may be encouraged and in person meetings must follow the "Safety and Protection of Students and Staff" section protocols.
Band Performances	Face coverings are optional.	Return to Pre-Pandemic protocols.
Choral Performances	Face coverings are optional.	Return to pre-pandemic protocols.
Theatrical Performances	Face coverings are optional.	Return to pre-pandemic protocols

TCPS COVID-19 Requirements for Opening Schools - Action Plan Food Service Safety Measures

The following action plans are meant to provide Talbot County Public School families assurance regarding the implementation of food and nutrition operations, that will ensure the safety and wellbeing of our students and staff during the COVID-19 epidemic. The following safety protocols are meant to adhere to and align with the recommendations associated with the Maryland State Department of Education's, K-12 School and Childcare COVID-19 Guidance document, which includes guidance recommendations from the Centers for Disease Control (CDC), and the Maryland Department of Health:

Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Meals - Children Bring Their Own:	Have children bring their own meals as feasible.	Children are allowed to bring their own meals.
Meals - Children Purchase at School:	Serve all meals in the cafeteria except where breakfast in the classroom is offered for those schools that qualify.	Allergies are recorded on the register and the operators check the students plate to ensure they do not have food with the allergen. Teachers for breakfast in the classroom monitor allergies.
Disinfect Surfaces:	Disinfect surfaces after food contact is made.	All contact surfaces will be disinfected between meal periods.
Disposable Food Service Items	Use disposable food service items	TCPS will only utilize disposable products.
Drinking Fountains:	Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.	TCPS will be capping the bubbler on each of our common area water fountain stations and installing a bottle filler function in an effort to prevent the spread of infection. All water sources for consumption within our school buildings will be flushed appropriately prior to school occupation
Enhanced Sanitation Measures	Address enhanced sanitation measures related to student meals service, including student handwashing, appropriate sanitation measures for touch-contact surfaces used by students during meal service in schools (such as point of service touch pads, tables and chairs, carts used in transportation, etc)	TCPS will encourage students to wash their hands prior to eating. Free standing touchless hand sanitizers need to be placed at each serving line if served in the cafeteria. All serving lines will be disinfected between each lunch/class. Students will be provided a scan card to allow for a touchless process. TCPS custodial staff will disinfect tables between each lunch/class.

Face Coverings (staff):	Face masks are optional.	Face mask are optional.
Feeding Students - Distance Learning or Altered Schedule	At this time this is not occurring at TCPS.	
Food Offered at Any Event	If food is offered at any event, we will serve from cafeteria line, have buffet or have pre-packaged boxes or bags as requested.	Food will be offered off lines, in buffets or pre-package depending on the event.
Food Safety Protocols	Food Safety protocols and staff training, modified package, and sanitation.	The TCPS food service contractor, Sodexo, has a very rigorous food and environmental safety program. Sodexo has policies and procedures pertaining to employee safety requirements surrounding COVID 19. Sodexo is serving food as normal according to the county codes. Sodexo has trained current staff to clean and disinfect and would continue to train any additional staff that return.
Food Service Model	Feasibility for food service model shift from traditional cafeteria line model to other potential models.	TCPS will implement a food service model that is dictated by the requirements associated with the pandemic at the time of re-opening schools.
Food Supply Chain/Logisitcs and Operation	Address capacity factors such as the food supply chain, hot and/or cold holding equipment, dry food storage area, food preparation space, equipment for transportation of meals inside a school builing (such as carts and racks), and equipment for transportaion of food and meals between building (such as refrigerated truck, hot and cold holding equipment, food storage bins, etc)	The TCPS food service contractor, Sodexo, currently has all vendors ready for the new school year including Sysco, Cloverland Dairy, Schmidt Bakery, DOD, Keany produce, Teddy Bear produce, and Dori Foods.
Hand Washing (staff):	Individuals should wash their hands afer removing their gloves or after directly handling used food service items.	TCPS cafeteria staff wash their hands between each task. Gloves are worn but not a substitute for washing hands. Staff must follow the washing for 20 seconds rule, rinse, dry with paper towel, turn faucet off with paper towel then throw towel away. Sanitize hands. No other staff is allowed in the cafeteria.
Hand Washing (student):	Enforce strict handwashing with soap and water after food contact.	TCPS staff will require students to wash their hands before and after meals.

Health and Safety measures for Nutrition Staff:	Determine health and safety measures for School Nutrition Staff, such as staying home when sick, Covid testing if employee has symptoms, protocols for isolation and containment for prevention of virus outbreak, access to and maintenance of PPE,	Please refer to the "Safety and Protection of Student/Staff" section for guidance.
No Share Policy	At this point there is not a no share policy being enforced in the schools. Food service does not monitor the students, TCPS staff monitors.	
Plans In event of Positive Cases:	Plan in the event of positive cases of COVID 19 in the food and nutrition staff and /or increased volume of staff absenteeism.	The TCPS food service contractor, Sodexo, will address each situation on an individual basis. Staffing levels are sufficient to accommodate moderate staff absenteeism related to COVID-19.
Staff at Higher Risk:	Offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).	The TCPS food service contractor, Sodexo, will address each situation on an individual basis.
Water Supply:	Prior to reopening take steps to: Minimize the risk of diseases associated with water, by ensuring that all water systems and features (e.g. sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.	All water sources for consumption within our school buildings will be flushed appropriately prior to school occupation.

TCPS COVID-19 Requirements for Opening Schools - Action Plan School Operations

The following action plans are meant to provide Talbot County Public School families assurance regarding the implementation of facility management and cleaning protocols that will ensure the safety and wellbeing of our students and staff during the ongoing COVID-19 pandemic. The following safety protocols are meant to adhere to and align with the requirements and recommendations associated with the Maryland State Department of Education’s, K-12 School and Childcare COVID-19 Guidance document, which includes recommendations from the Centers for Disease Control (CDC), and the Maryland Department of Health:

Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Classroom Capacity with Social Distancing	The current guidance is to allow for 3' of physical distancing when possible.	TCPS will operate at full capacity for the -2022-2023 school year.
Cleaning of Facilities	Implement strategies to maintain healthy environments through appropriate cleaning measures, including the cleaning of high traffic surfaces more frequently.	TCPS will require custodial staff to continue the necessary cleaning of high traffic surfaces (e.g., door handles, sinks, railings, etc.) consistently throughout the school day. TCPS will continue to utilize COVID-19 rated cleaning products across all of our facilities. Through our standard cleaning processes, the appropriate chemical application, and the use of innovative cleaning equipment, our custodial staff will be capable of cleaning all the necessary surfaces each evening, after the school day. TCPS will continue to provide our staff the appropriate Personal Protective Equipment (PPE) to utilize while applying the necessary chemicals to disinfect all areas of our school buildings.
Cleaning of Facilities - Chemical Storage:	Ensure safe storage of cleaning and disinfectant products.	Cleaning and disinfectant chemicals used in our school buildings will be stored in a secure locations (custodial closets), which are always locked and only accessible by staff.
Lockers and Cubbies	Consider avoiding the use of student lockers and cubbies.	Students are permitted to utilize lockers.
Entering and Exiting School Buildings:	Develop and implement a plan to encourage social distancing when students enter and exit the building.	Buildings will return to normal transitioning throughout the school day.
Face Covering Staff	Face coverings are optional.	Face coverings are optional.

Face Coverings (Student):	Face coverings are optional.	Face coverings are optional and available in the Health Office.
Hand Sanitizer:	Encourage students to wash hands or use hand sanitizer frequently throughout the school day. Provide hand sanitizer (with at least 60% alcohol) to support healthy hygiene behaviors.	Appropriate hand sanitizer will be available at all TCPS buildings. Hand sanitizer stations will be placed strategically throughout the common areas of the school buildings, and teachers will be provided hand sanitizer bottles for their classrooms. Frequent hand washing will also be encouraged and appropriate posters will be placed throughout the building to emphasize hand washing protocols. All hand sanitizer stations will remain in
HVAC Systems	Ensure building mechanical systems are functioning properly to ensure appropriate ventilation	As part of the TCPS comprehensive maintenance plan, the TCPS maintenance department will ensure that all building mechanical systems, including the HVAC systems, will function properly to allow for appropriate airflow in all school buildings. TCPS will provide HVAC equipment filters with the greatest Minimum Efficiency Rating Value (MERV) allowed by the product
Physical Barriers (sneeze guards)	Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks)	Physical barriers will continue to be utilized if appropriate.
Shared Objects	Consider methods that will reduce the use of shared objects within the school building.	TCPS will return to pre-pandemic procedures for shared objects.
Staff Illness (during the work day)	Develop and implement a plan to accommodate a Staff that become ill during the work day..	Please refer to the "Safety and Protection of Students/Staff" section for the associated information.
Student Illness (during the school day)	Develop and implement a plan for a student illness during the school day.	Please refer to the "Safety and Protection of Students/Staff" section for more information.
Student Transitions & Physical Guides	Develop and implement a plan that will minimize interactions during student transition times.	TCPS will return to pre-pandemic transitioning plans in our school buildings.
Symptom Screening (Staff):	Staff should be screened for temperature prior to active duty.	All screening protocols have been removed.

Symptom Screening (Student):	Student health screenings should be considered by each jurisdiction.	All screening protocols have been removed.
Water Fountains	Encourage staff and students to bring their own water bottles.	Bottle fillers will be available.
Windows/Doors:	Consider allowing windows and doors open to allow greater airflow, so long as doing so does not pose a safety risk.	TCPS plans to continue to allow teachers to open the windows in their classrooms if the weather permits. Exterior doors cannot be opened without creating a safety risk for the building occupants

TCPS COVID-19 Requirements for Opening Schools - Action Plan
Safety and Protection of Students/Staff
Preparing for and Action When Staff, Students or Family Members Become Ill

The following protocols are meant to adhere to and align with the requirements and recommendations associated with the Maryland State Department of Education's Maryland Recovery Plan, the CDC, and The Talbot County Health Department. The following action plans are designed to secure the safety and protection of students and staff in the educational setting who may have come in contact with someone confirmed to have Covid-19, may be exhibiting symptoms of Covid-19, or have tested positive for Covid-19 (*Special note: All TCPS nurses are employees of the Talbot County Health Department (TCHD)).

Topic:	<u>MSDE and/or Talbot County Public Health Guidance (summary):</u>	<u>Talbot County Health Department/Talbot County Public Schools</u>
EXPOSURE GUIDELINES - No universal indoor mask use in school	Universal contact tracing is no longer recommended in schools and child care programs. When a COVID-19 case has been identified in a staff member or a student/child at any COVID-19 Community Level: The staff member with COVID-19 or parents of the student/child with COVID-19 should be encouraged to notify their own/their child's close contacts. Schools and child care programs should provide notification of the COVID-19 case to the school or child care community at the cohort level (e.g. classroom, grade, sports team, bus route, etc.). Staff and students/children who may be close contacts, regardless of their vaccination status, can continue to attend school and child care as long as they remain asymptomatic. Those who can wear a mask should do so for 10 days (day 0 is the last date of exposure). A test at 3-5 days after exposure is recommended, especially for those who cannot wear a mask (ex. children under 2 years of age).	TCPS will adhere to Talbot County Public Health guidance

<p>All persons who test positive for COVID-19 or have suspected COVID-19 regardless of vaccination status should complete isolation as recommended.</p>	<p>The person should stay home at least 5 full days from the date of symptom onset if symptomatic or from the date of the positive test if no symptoms. Day 0 is considered the day symptoms started in symptomatic persons or the day of the positive test (based on the date of testing) if asymptomatic. After day 5, if the person has no symptoms or if symptoms are improved and they have had no fever for at least 24 hours without medication, they may return to school or child care if they wear a well fitting mask for 5 additional days (day 6 through day 10). If they are unable to wear a mask, they may return to school or child care if they have a negative test at day 5 or later; otherwise, they should remain at home for day 6 through day 10. A negative test at day 10 or after is not needed to return. *Masks do not need to be worn in schools or child care programs while eating, drinking, sleeping, or outside.</p>	<p>School Based Staff - If already home, remain there and report results to appropriate administrator immediately. Administrator should report to HR and school nurse for guidance •If at work, report result to appropriate administrator and return home immediately • TCEC Staff - If already home, remain there (contact Supervisor) •If at work, return home immediately and contact supervisor • Student - If already at home, remain there •Parent(s) should contact school immediately upon receiving test results •If in school, move student to predesignated area in nurses's office or other designated area. Remain 6' apart. •Call parent to pick up immediately •Staff is not to transport student home. • Please see Guidance on Interpreting Covid-19 test results • - Any student or staff member who is determined to have been a close contact of the positive case will be notified as soon as reasonably possible. •Please reference the Talbot County Health Department for additional information: https://health.maryland.gov/talbotcounty/Pages/home.aspx</p>
<p>Staff or Student exhibit the symptoms of COVID-19:</p>	<p>Staff or student/child should not attend or work in a school or child care setting. Covid-19 testing is recommended. If test negative, may return when symptoms have improved, no fever for 24 hours without medication, and applicable criteria in the Communicable Disease summary have been followed.</p>	<p>Staff or student/child should not attend or work in a school or child care setting. Covid-19 testing is recommended. If test negative, may return when symptoms have improved, no fever for 24 hours without medication, and applicable criteria in the Communicable Disease summary have been followed.</p>
<p>Staff or students hesitant to report for work/school due to underlying health conditions.</p>	<p>May wear a face covering</p>	<p>May wear a mask</p>
<p>Social Distancing</p>	<p>Recommend social distancing of 3' in school buildings and on school buses/vans when possible but not required.</p>	<p>Encourage social distancing when possible.</p>
<p>Reduce the spread of the Covid-19 virus</p>	<p>Masks may be worn but are not required.</p>	<p>Face coverings are optional inside school buildings. •TCPS will provide masks to those who need them. Bus drivers and students being transported have the option to wear masks.</p>

Safe Schools has videos available for staff that address PPE, cleaning and disinfecting your workplace, managing stress and anxiety and transition to remote workforce.

TCPS will follow the instructions of the local health department for all matters regarding quarantine, exclusion, and return to school with a positive test for COVID-19

TCPS COVID-19 Requirements for Opening Schools - Action Plan Student Services

The following action plans are meant to provide Talbot County Public School families assurance regarding the implementation of response protocols that will ensure the safety and wellbeing of our students and staff during the COVID-19 epidemic. The following safety protocols are meant to adhere to and align with the requirements and recommendations associated with the Maryland State Department of Education's, K-12 School and Childcare COVID-19 Guidance document, which includes guidance from Centers for Disease Control (CDC), and the Maryland Department of Health:

Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Academic and School Success	<ul style="list-style-type: none"> • Assist with student scheduling • Monitor Student attendance and intervene as needed • Provide audience for post secondary planning 	<ul style="list-style-type: none"> • School Counselors will provide whole and small group sessions to address the adjusted learning environments, tips for success in those environments, and skill development for learning in those adjusted environments. • School counselors will register/enroll and transfer students as needed. • School counselors, Pupil Personnel Workers, and Social Workers will provide individual case management for students and monitor academic success/needs and progress toward graduation. • High School Counselors will assist students with various processes that include, but are not limited to: college search, scholarship applications, college applications, post-secondary planning, career exploration, and dual enrollment. • Dropout Preventionist & Re-engagement Specialists will provide case management of progress toward graduation for targeted population of students. • School Counselors will facilitate Multi Level Intervention Plan meetings to addressing academic concerns for students through a process that involves tiered interventions. • Student Services
Attendance	Recording and monitoring student attendance, and intervening with student attendanc issues	<ul style="list-style-type: none"> • Student attendance will be recorded per TCPS policy. • If we return to school in a 100% virtual manner (asynchronous), students' attendance will be recorded by documenting student access and use of the learning management system. • If we return to school in a 100% virtual manner (synchronous), students' attendance will be recorded as normal for physical attendance. • If we return to school in some tytpe of hybrid manner (virtual and physical), students' attendance willl be recorded using a combination of the above methods. School staff, school counselors, and PPW's will monitor and intervene

Family Supports	<ul style="list-style-type: none"> • Support families as needed in a variety of ways 	<ul style="list-style-type: none"> • Pupil Personnel Workers and School Social Workers will work with families to address the needs of the whole family and access necessary services as needed. • Pupil Personnel Workers and School Social Workers will conduct limited home visits as necessary to meet the needs of students and families. • Strategically addresses the needs specific to our special populations that include, but are not limited to: McKinney-Vento, Foster Care, Informal Kinship, and Home/Hospital
Mental Health	<ul style="list-style-type: none"> • School counselors will provide age appropriate classroom guidance lessons to address various student needs • Build student skills for coping and resiliency • Provide whole group, small group and individual counseling as necessary • Refer students to community agency resources as needed • Work with administrators to plan for sudden school closures • Collaborate and consult with staff to meet student needs • Assist staff in accessing resources to meet their own needs 	<ul style="list-style-type: none"> • School Counselors will facilitate Multi Level Intervention Plan meetings to address any student concern, develop appropriate interventions, and make referrals to outside agencies as needed. • Mental Health Coordinator will facilitate referrals to community agencies for care, and assist parents with management of insurance coverage. • Mental Health Coordinator will assist student services staff with assessment for threat or suicide. • School counselors, Pupil Personnel Workers and School Social Workers will consult with staff and administrators to assess the individual needs of students and access the resources to meet those needs. • School Counselors will provide whole and small group sessions as needed to address student issues that include, but are not limited too: mindfulness, trauma, coping skills, and resiliency. School Counselors will coordinate Social/Emotional Learning (SEL)
Transitions	<ul style="list-style-type: none"> • Hold virtual meetings for transitions • Share transitioning materials • Collaboration among schools for transitioning • Conduct student sessions to assist with preparing for transitions • Prepare to offer building tours and meetings when safe to do so 	<ul style="list-style-type: none"> • School Counselors and Pupil Personnel Workers may hold virtual transition meetings among staff to assist with students moving to new schools (rising 6th and 9th graders). Purpose of the meetings will be to facilitate the transfer of information necessary for student to meet success in new school. • School Counselors will meet with students (in person or virtually) to facilitate the transition to a new school, answer any questions, address an concerns, and problem solve any issues related to transition. • School Counselors will conduct building tours virtually or in person. • School Counselors will conduct parent

TCPS COVID-19 Requirements for Opening Schools - Action Plan Student Transportation

The following action plans are meant to provide Talbot County Public School families assurance regarding the implementation of transportation department protocols that will ensure the safety and wellbeing of our students and staff during the COVID-19 pandemic. The following safety protocols are meant to adhere to and align with the requirements and recommendations associated with the Maryland State Department of Education's, K-12 School and Childcare COVID-19 Guidance document, which includes guidance recommendations from the Centers for Disease Control (CDC), and the Maryland Department of Health:

Topic:	MSDE and/or Public Health Guidance (summary):	TCPS Action Plan:
Bus Cleaning - Chemical Storage	Ensure safe and correct use and storage of cleaning and disinfection products. Provide secure storage of products away from children and may not be stored in a transportation vehicle.	Chemicals used for cleaning transportation vehicles will be stored in a secure location at the Talbot County Education Center, which serves as the location of the bus yard.
Bus Cleaning:	Buses must be thoroughly cleaned with a COVID-19 rated chemical at least once per day with a focus on high traffic surfaces.	All school buses will be cleaned and disinfected once per day utilizing an EPA approved COVID-19 rated cleaning product.
Bus Safety Inspections/Staff Training	Adhere to COMAR required safety inspections for school bus and other student transportation vehicles	All required equipment safety inspections associated with COMAR will be complete prior to the start of school. All drivers will attend mandatory inservice that includes training for transportation procedures (bus cleaning, safety protocols, student disciplinary issues, etc.), related to COVID-19.
Face Coverings (Staff):	Face masks are optional.	. Face masks are optional and will be provided upon request.
Face Coverings (Student):	Face masks are optional.	Face masks are optional and will be provided upon request.
Hand Sanitizer:	Encourage students to wash hands or use hand sanitizer prior to entering the bus. Provide appropriate hand sanitizer to support healthy hygiene behaviors on all transportation vehicles.	Appropriate hand sanitizer will be available on all transportation vehicles and will be part of the pre-service bus check for drivers. Hand sanitizer will not be stored on the vehicle while not in use.
Loading and Unloading:	Encourage social distancing while loading and unloading students.	Loading and unloading of students will return to standard pre-pandemic procedures.

Staff Illness (during the work day)	Local jurisdictions must create a plan that determines a protocol for dealing with staff that become ill during the work day.	Please refer to the "Safety and Protection of Students/Staff" section for the associated information.
Student Attendance:		TCPS requires drivers to record daily student attendance.
Student Illness (during the school day)	Local jurisdictions must create a plan that determines the protocol for dealing with students that become ill during the school day.	TCPS mandates that if a student becomes sick during the school day, he/she will not be allowed to utilize group bus transportation to return home; instead, the student will be cared for and remain isolated in the designated location, and will be transported home by a parent/guardian. Please refer to the "Safety and Protection of Students/Staff" section for additional
Student Pick-Up and Drop-Off	Address transportation options for all students travelling to and from school.	Pick-Up and Drop-Off of students will return to pre-pandemic procedures.
Student Seating:	The various public health agencies recommend implementing some form of social distancing on the school bus. The recommendations as to implementation vary.	Student seating will return to pre-pandemic levels and will adhere to standard bus capacities.
Symptom Screening (Staff):	Consider developing and implementing a plan for a staff screening process.	TCPS has ceased staff symptom screenings.
Symptom Screening (Student):	Student health screenings should be considered by each jurisdiction.	TCPS has ceased all student screening procedures.
Walk Zones:	N/A	TCPS Student Transportation Policy (5.9-AR) regarding walk zone designations will return to pre-pandemic protocols.
Windows:	Consider having bus windows open to allow greater airflow.	TCPS will continue to allow drivers to direct students to open the windows if the weather permits.

Appendix A: MDH/MSDE Guidance for COVID-19 Symptoms, Isolation, and Quarantine

Staff or Student/Child with	Guidance for Management
COVID-19 symptoms	<ul style="list-style-type: none"> ● Staff or student/child should not attend or work in a school or child care setting ● COVID-19 testing is recommended ● If test is negative, may return when symptoms have improved, no fever for 24 hours without medication, and applicable criteria in the Communicable Diseases Summary have been met
Positive test for COVID-19, regardless of symptoms	<ul style="list-style-type: none"> ● Staff or student/child must stay home for 5 days from the start of symptoms or from the date of the positive test if no symptoms ● After day 5, may return if symptoms have improved and no fever for at least 24 hours without medication ● Upon return, must wear a mask for 5 additional days (except while eating, drinking, sleeping or outside) ● If unable to wear a mask, may return if they have a negative test at day 5 or later; otherwise, they should remain at home for days 6 -10
Close contact with someone with known or suspected COVID-19 but no symptoms	<ul style="list-style-type: none"> ● Staff or student/child can continue to work in or attend school and child care regardless of vaccination status ● Those who can mask should do so for 10 days from the last day of exposure ● A test at 3-5 days after exposure is recommended, especially for those who cannot mask (ex. children under 2 years of age).

COVID-19 Community Levels - Use the Highest Level that Applies to Your Community				
New COVID-19 Cases Per 100,000 people in the past 7 days.	Indicators	Low	Medium	High
Fewer than 200	New COVID-19 admissions per 100,000 population (7-day total)	<10.0	10.0-19.9	≥20.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	<10.0%	10.0-14.9%	≥15.0%
200 or more	New COVID-19 admissions per 100,000 population (7-day total)	NA	<10.0	≥10.0
	Percent of staffed inpatient beds occupied by COVID-19 patients (7-day average)	NA	<10.0%	≥10.0%

Appendix A Talbot County Public Schools Fall 2021 Data

It is universally acknowledged that there has been an interruption in teaching and learning due to school closures that began in March 2020. A key component of the TCPS reopening plan is a process for determining where students are academically as they return to full in-person instruction in 2021-2022. Local diagnostic data and state Early Fall MCAP testing provide valuable baseline information regarding student mastery of grade level standards. TCPS engages in a comprehensive data analysis process which includes disaggregating assessment information. Results from data analysis provide teachers with critical information to inform grade-level instruction and appropriate instructional support for students who have been impacted by interrupted learning. This information along with other classroom data assists TCPS staff in identifying and prioritizing supports to accelerate learning including tutoring, after-school programming, summer opportunities, and in-school intervention. TCPS will engage in on-going data monitoring throughout the year and make adjustments as appropriate to meet student needs.

Fall 2021 Kindergarten Readiness Assessment

The Kindergarten Readiness assessment evaluates students' skills in several domains including social foundations, language and literacy, mathematics, and physical well-being and motor skills. Students fall within three ranges: emerging (at risk), approaching (some risk), and demonstrating (negligible or no risk). TCPS students performed above the state average in readiness overall and while most jurisdictions saw significant decreases in student readiness compared to previous years, TCPS students remained relatively consistent in performance with only a 2% decrease in those demonstrating readiness. The KRA provides teachers with actionable data that allows them to plan instruction specific to the domains of greatest need and specific to each student based on student level data. Data also provides valuable information for reflecting on PreK and other childcare and early childhood programs curricula and instruction.

KRA Data			
Subgroup	Emerging Readiness	Approaching Readiness	Demonstrating
Male	45.6%	22.8%	31.6%
Female	42.9%	26.2%	31.0%
Total	44.4%	24.2%	31.3%
Hispanic	54.7%	22.6%	22.6%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	68.8%	12.5%	18.8%
Hawaiian	0.0%	0.0%	0.0%
White	33.7%	27.4%	39.0%
2+ Races	31.3%	31.3%	37.5%
English Learners	60.5%	23.7%	15.8%
Active IEP	72.0%	12.0%	16.0%
FARMS	55.0%	20.7%	24.3%

DIBELS

DIBELS is administered three times a year to monitor student progress on foundational skills critical for reading success. Based on the DIBELS performance benchmarks, a student's scores on the DIBELS measures give information about whether or not a student is on track for grade-level reading success. Teachers and school leaders monitor individual student performance and set individual goals to work toward ensuring that each child is on track to become an accurate and fluent reader. The projected student outcome is that students make progress throughout the school year to meet grade level reading standards and thus move towards the negligible or minimal risk category so as to be reading on grade level by the end of third grade.

Kindergarten DIBELS Data Fall 2021

Talbot County administers DIBELS as a universal screener/diagnostic to all kindergarten students.

Gr K DIBELS data			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male	35.2%	17.6%	47.2%
Female	38.1%	14.8%	40.6%
Total	36.6%	17.3%	36.6%
Hispanic	59.3%	8.1%	32.6%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	38.2%	26.5%	25.3%
Hawaiian	0.0%	0.0%	0.0%
White	24.1%	21.1%	54.8%
2+ Races	46.7%	13.3%	40.0%
English Learners	61.1%	6.9%	31.9%
Active IEP	41.2%	11.8%	47.1%
FARMS	50.0%	17.3%	32.7%

Grade 1 DIBELS Data Fall 2021

All students who continued to demonstrate risk for reading success based on the end of kindergarten DIBELS assessment were screened again in the fall of first grade and will continue to be monitored and provided with additional interventions. Additionally, any first grader new to TCPS was included in the screening to ensure student learning needs are being met. A total of 99 first graders were screened. First grade students will be reassessed mid-year and at the end of the year.

Gr 1 DIBELS data			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male	45.6%	22.8%	31.6%
Female	42.9%	26.2%	31.0%
Total	44.4%	24.2%	31.3%
Hispanic	54.7%	22.6%	22.6%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	68.8%	12.5%	18.8%
Hawaiian	0.0%	0.0%	0.0%
White	33.7%	27.4%	39.0%
2+ Races	31.3%	31.3%	37.5%
English Learners	60.5%	23.7%	15.8%
Active IEP	72.0%	12.0%	16.0%
FARMS	55.0%	20.7%	24.3%

Grade 2 DIBELS Data

The 155 students who demonstrated risk for reading success based on the end of Grade 1 DIBELS assessment were screened again in the fall of second grade and will continue to be monitored and provided with additional interventions. Additionally, any second grader new to TCPS was included in the screening to ensure student learning needs are being met. Second grade students will be reassessed mid-year and at the end of the year.

Gr 2 DIBELS data			
Subgroup	At Risk	Some Risk	Negligible or
Male	70.8%	12.5%	16.7%
Female	69.3%	12.2%	19.5%
Hispanic	84.8%	6.8%	8.5%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	69.6%	8.7%	21.7%
Hawaiian	0.0%	0.0%	0.0%
White	59.1%	18.2%	22.7%
2+ Races	20.0%	20.0%	60.0%
English Learners	93.0%	2.3%	4.7%
Active IEP	94.7%	5.3%	0.0%
FARMS	79.6%	9.2%	11.2%
TOTAL	69.0%	12.3%	18.7%

Grade 3 DIBELS Data

158 students continued to demonstrate risk for reading success based on the end of Grade 2 DIBELS assessment were screened again in the fall of third grade and will continue to be monitored and provided with additional interventions. Additionally, any third grader new to TCPS was included in the screening to ensure student learning needs are being met. Third grade students will be reassessed mid-year and at the end of the year.

Gr 3 DIBELS data			
Subgroup	At Risk	Some Risk	Negligible or
Male	58.3%	10.7%	31.0%
Female	63.5%	14.9%	21.6%
Hispanic	74.1%	9.3%	16.7%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	57.1%	23.8%	19.0%
Hawaiian	0.0%	0.0%	0.0%
White	53.6%	13.0%	33.3%
2+ Races	20.0%	20.0%	60.0%
English Learners	80.9%	10.6%	8.5%
Active IEP	87.0%	4.3%	8.7%
FARMS	74.5%	10.6%	14.9%
TOTAL	60.7%	12.7%	26.6%

MAP

MAP Growth from NWEA® is a computer adaptive assessment—meaning that the difficulty of questions adjusts throughout the assessment based on the student’s responses. MAP Growth assessments provide a scaled score referred to as the RIT score, which is a measurement that quantifies a student's academic performance. The RIT score allows educators to initially identify students’ achievement in a given subject area. Since the RIT scale is grade-independent, educators can track a student's growth over time. Based on a student’s RIT score, MAP Growth assessments provide suggested areas of strength and focus that address State Learning Standards so that educators can personalize their instructional planning for students in their classrooms. Teachers can use a variety of reports to target instructional strategies, standards, and can assist with grouping students for small group intervention around areas of strength and/or weakness. Students are considered within the expected range if they scored within one standard deviation above or

below the mean RIT score for their grade level. This range of scores is where 67% of students would be expected to fall for their grade. The projected outcome is for students to score within the expected range or above for their grade level.

Grade 2 MAP Data Fall 2021

Grade 2 MAP data			
Subgroup	Below Expected Range	Within Expected Range	Above Expected
Male	49.0%	20.4%	30.6%
Female	46.4%	28.1%	25.5%
Total	47.2%	25.1%	27.7%
Hispanic	67.0%	24.2%	8.8%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	58.3%	25.0%	16.7%
Hawaiian	0.0%	0.0%	0.0%
White	32.6%	24.3%	43.1%
2+ Races	45.5%	18.2%	36.4%
English Learners	86.4%	13.6%	0.0%
Active IEP	83.8%	8.1%	8.1%
FARMS	61.8%	22.4%	15.9%

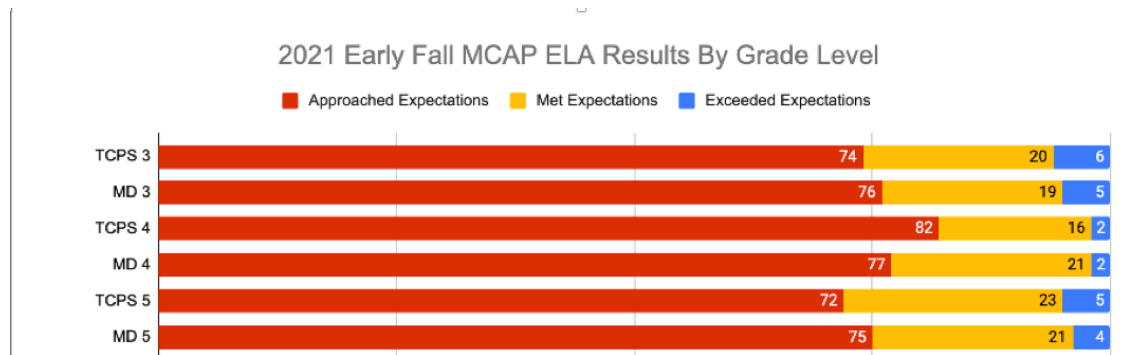
Grade 3-5 MAP Data Fall 2021

MAP data (Fall 21)	Grade 5			Grade 4			Grade 3			Grade 2		
Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Above the expected Range	Within the Expected Range	Below expected Range	Above the expected Range	Within the Expected Range	Below expected Range	Above the expected Range	Within the Expected Range	Below expected Range
Male	19.8%	41.2%	38.9%	28.4%	37.8%	33.8%	26.3%	27.8%	45.9%	30.8%	20.5%	48.6%
Female	28.6%	46.4%	25.0%	34.0%	41.2%	24.8%	25.8%	34.1%	40.2%	25.5%	28.1%	46.4%
Hispanic	8.0%	38.0%	54.0%	16.0%	35.8%	48.1%	6.1%	27.3%	66.7%	9.8%	23.9%	66.3%
Native American	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%	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
Black/African American	11.1%	40.0%	48.9%	5.6%	52.8%	41.7%	9.1%	38.6%	52.3%	16.7%	25.0%	58.3%
Hawaiian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
White	33.6%	47.2%	19.2%	46.5%	36.1%	17.4%	39.5%	31.8%	28.7%	43.4%	24.5%	58.3%
2+ Races	25.0%	43.8%	31.3%	30.3%	45.5%	24.2%	38.1%	23.8%	38.1%	e	18.2%	45.5%
English Learners	0.0%	29.6%	70.4%	6.9%	32.8%	60.3%	7.3%	21.8%	70.9%	0.0%	15.3%	84.7%
Active IEP	7.1%	14.3%	78.6%	3.2%	22.6	74.2%	10.0%	10.0%	80.0%	7.9%	7.9%	84.2%
FARMS	14.1%	43.8%	42.2%	14.9%	44.7%	40.4%	17.3%	30.2%	52.5%	36.4%	18.2%	45.5%
TOTAL	23.9%	43.6%	32.5%	31.2%	39.5%	29.2%	26.0%	30.9%	43.0%	28.1%	24.4%	47.5%

MCAP Early Fall Assessments 2021 ELA Grades 3-5

The projected outcome for students in grade 3-5 English Language Arts is to demonstrate mastery of grade level standards as measured by meeting expectations on the Maryland State Comprehensive Assessments. TCPS administered the Early Fall MCAP to all students grades 3-5. The Early Fall MCAP tested students on the content in their enrolled courses from spring of 2021 rather than their current school year grade level. For example, 4th grade students this fall took the assessment measuring 3rd grade standards in ELA and math. There were several differences in this fall administration than in traditional MCAP testing. The assessments in this fall testing window were shorter in length and the selected response components were reported within 48 hours to provide quick feedback. While the shorter turnaround time is a positive, the shorter test does impact our ability to look at student proficiency at the standard level since this administration included fewer questions per standard. Another difference in this administration is that rather than being scored on five levels, the assessments results were only reported on three levels: approaching, met, and exceeded.

Overall, Early Fall MCAP data demonstrated lower student mastery of standards throughout the state than previous MCAP testing. Comparison of TCPS student performance suggests our students performed commensurate to the state average. While there are many factors that contribute to explaining this decline in student performance (most significantly the interrupted learning of the previous 18 months, timing of the test administration specifically at the start of the year as students were reacclimating to 5 day in-person learning, and the factors with variance in the test itself), TCPS recognizes the data as valuable in calibrating current instructional efforts and thus serves as an important data point.



Early Fall MCAP data has been disaggregated and TCPS district and school staff continue to revisit it as we monitor school, classroom, and individual student data on local ELA assessments from our Wonders curriculum.

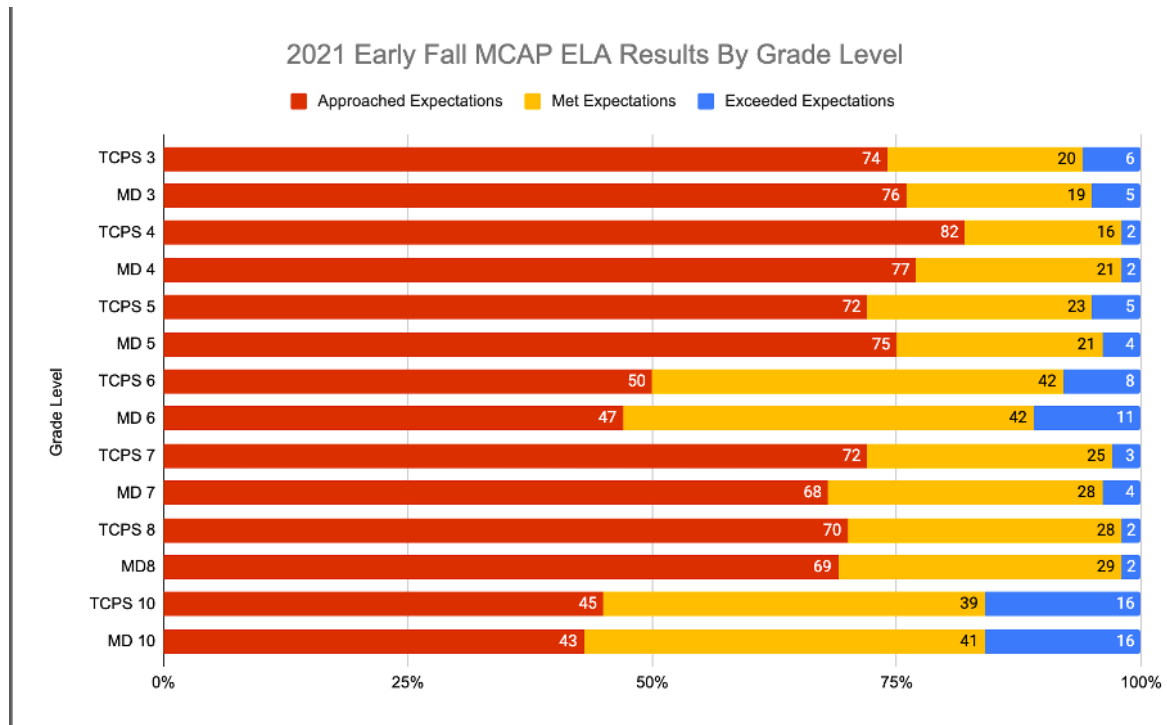
ELA Grade 3	Count	1	2	3
ALL	315	233 73.97%	62 0.23%	20 6.35%
AA	36	33 91.67%	2 2.55%	1 2.78%
White	152	23 15.13%	45 0.10%	15 9.87%
Hispanic	86	77 89.53%	8 1.04%	1 1.16%
Asian	6	4 66.67%	- 11.11%	2 33.33%
American Indian	1	1 100.00%	- 100.00%	- %
2+	14	10 71.43%	4 5.10%	- %
SWD	60	59 98.33%	1 1.64%	- %
FARMS	173	148 85.55%	20 0.49%	5 2.89%
Male	155	120 77.42%	27 0.50%	8 5.16%
Female	160	113 70.63%	35 0.44%	12 7.50%

ELA Grade 4	Count	1	2	3
ALL	286	236 82.52%	46 16.08%	5 1.75%
AA	60	55 91.67%	5 8.33%	-
White	143	111 77.62%	28 19.58%	4 2.80%
Hispanic	56	49 87.50%	6 10.71%	1 1.79%
Asian	8	5 62.50%	3 37.50%	-
American Indian	-	-	-	-
2+	19	17 89.47%	2 10.53%	-
SWD	32	30 93.75%	2 6.25%	-
FARMS	150	132 88.00%	17 11.33%	1 0.67%
Male	150	129 86.00%	19 12.67%	2 1.33%
Female	136	107 78.68%	26 19.12%	3 2.21%

ELA Grade 5	Count	1	2	3
ALL	303	223 73.60%	67 22.11%	14 4.62%
AA	45	38 84.44%	6 13.33%	1 2.22%
White	168	112 66.67%	44 26.19%	12 7.14%
Hispanic	61	51 83.61%	9 14.75%	1 1.64%
Asian	6	4 66.67%	2 33.33%	-
American Indian	-	-	-	-
2+	23	17 73.91%	6 26.09%	-
SWD	30	30 100.00%	-	-
FARMS	149	118 79.19%	25 16.78%	6 4.03%
Male	145	115 79.31%	25 17.24%	5 3.45%
Female	158	107 67.72%	42 26.58%	9 5.70%

Secondary English Language Arts Data Fall 2021

Students in secondary grades 6-8 and 10 also participated in the Early Fall MCAP testing for English Language Arts. Like elementary, students were tested in the previous grade level assessment. The desired projected outcome for secondary students in ELA is that students would demonstrate proficiency on grade level standards as measured by meeting or exceeding expectations on MCAP assessments.



Disaggregated Early Fall MCAP data is included as a baseline measure. TCPS is also monitoring student instructional needs and growth during learning intervals by employing a readiness screener at the start of each unit of study in ELA grades 6-10. The screener helps inform instructional planning specific to student needs. Student end of unit data (initial attempt not inclusive of reteaching and reassessment policy) is collected in the same manner. The data is further analyzed to identify specific areas of strength and improvement for individual students to determine appropriate supports.

ELA Grade 6	Count	1	2	3
ALL	328	166	137	25
AA	54	36	16	2
White	177	75	86	16
Hispanic	69	43	23	3
Asian	7	2	4	1
American Indian	-	-	-	-
2+	21	10	8	3
SWD	25	23	2	-
FARMS	173	101	65	7
Male	164	83	68	13
Female	164	83	69	12

Grade 6 ELA - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	24%	3%	6%	7%	9%	23%	14%	10%	3%	
Female	18%	1%	3%	5%	13%	21%	17%	15%	5%	1%
Total	24%	3%	6%	7%	9%	23%	14%	10%	3%	
Hispanic	33%	3%	5%	5%	10%	25%	10%	8%	2%	
Native American										
Asian	33%				33%		33%			
Black/African American	30%		7%	9%	9%	20%	16%	9%		
Hawaiian										
White	14%	2%	4%	6%	11%	24%	16%	16%	5%	1%
2+ Races	18%	5%	5%	9%	14%	9%	23%	9%	9%	
Active 504	16%	5%	11%	16%	16%	26%	5%	5%		
Active IEP	53%	7%	7%		17%	3%	10%	3%		
Total	39%	6%	8%	6%	16%	12%	8%	4%		
English Learners	78%	4%	9%		9%					
FARMS	26%	3%	4%	9%	11%	23%	11%	12%	1%	
G/T				3%	3%	27%	21%	33%	12%	

Grade 6 ELA - Unit 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	1%	2%	2%	10%	8%	16%	19%	23%	16%	3%
Female	1%	1%	3%	5%	3%	9%	18%	28%	28%	5%
Total	1%	2%	2%	7%	6%	12%	18%	26%	22%	4%
Hispanic	2%	3%	3%	8%	11%	16%	18%	25%	11%	2%
Native American										
Asian				17%			17%	50%	17%	
Black/African American		2%	2%	14%	9%	16%	11%	18%	20%	7%
Hawaiian										
White	1%	1%	2%	5%	2%	10%	20%	28%	26%	4%
2+ Races				5%	9%	18%	23%	18%	27%	
Active 504				11%	11%	32%	26%	11%	5%	5%
Active IEP	3%	3%	3%	30%	7%	20%	7%	17%	10%	
Total	2%	2%	2%	22%	8%	24%	14%	14%	8%	2%
English Learners	4%	4%	4%	17%	26%	17%	9%	13%	4%	
FARMS	1%	3%	3%	10%	10%	14%	18%	23%	15%	2%
G/T					3%		6%	27%	45%	18%

ELA Grade 7	Count	1	2	3			
ALL	360	263	73.06%	87	24.17%	10	2.78%
AA	59	54	91.53%	4	6.78%	1	1.69%
White	178	110	61.80%	59	33.15%	9	5.06%
Hispanic	88	77	87.50%	11	12.50%	-	-
Asian	8	1	12.50%	7	87.50%	-	-
American Indian	-	-	-	-	-	-	-
2+	26	21	80.77%	5	19.23%	-	-
SWD	36	34	94.44%	2	5.56%	-	-
FARMS	186	158	84.95%	27	14.52%	1	0.54%
Male	189	145	76.72%	41	21.69%	3	1.59%
Female	171	118	69.01%	46	26.90%	7	4.09%

Grade 7 ELA - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	28%	2%	8%	4%	13%	19%	15%	8%	2%	
Female	20%	3%	11%	9%	9%	21%	13%	10%	5%	1%
Total	24%	2%	9%	6%	11%	20%	14%	9%	3%	0%
Hispanic	31%	4%	13%	9%	9%	17%	9%	4%	4%	
Native American										
Asian	14%		29%		14%	14%	14%	14%		
Black/African American	36%	4%	12%	6%	18%	12%	6%	6%		
Hawaiian										
White	18%	2%	7%	5%	10%	24%	18%	10%	5%	1%
2+ Races	29%		10%	10%	5%	14%	19%	14%		
Active 504	37%	11%	11%	11%	5%	16%			11%	
Active IEP	96%		4%							
Total	69%	5%	7%	5%	2%	7%			5%	
English Learners	57%	7%	7%	14%	14%					
FARMS	33%	2%	13%	7%	12%	18%	7%	5%	2%	
G/T	5%				3%	24%	27%	19%	19%	3%

Grade 7 ELA - Unit 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male			6%	6%	13%	17%	19%	21%	13%	5%
Female		3%	6%	9%	12%	16%	15%	16%	14%	8%
Total		2%	6%	8%	13%	17%	17%	18%	14%	7%
Hispanic		4%	13%	13%	13%	20%	14%	14%	9%	2%
Native American										
Asian					14%	14%		29%	29%	14%
Black/African American		4%	8%	14%	20%	18%	18%	10%	8%	
Hawaiian										
White			3%	5%	10%	16%	19%	20%	17%	10%
2+ Races		5%	5%	9%	14%	14%	9%	32%	9%	5%
Active 504				26%	5%	21%	21%	16%	11%	
Active IEP			4%	8%	17%	21%	13%	25%	13%	
Total			2%	16%	12%	21%	16%	21%	12%	
English Learners		7%	21%	29%	14%	14%	7%			7%
FARMS		3%	8%	12%	17%	21%	13%	15%	8%	3%
G/T					3%	3%	11%	32%	30%	22%

ELA Grade 8	Count	1	2	3
ALL	320	225	88	7
AA	53	50	3	-
White	181	105	70	6
Hispanic	69	63	6	-
Asian	4	2	1	1
American Indian	-	-	-	-
2+	13	7	6	-
SWD	27	26	1	-
FARMS	142	124	17	1
Male	180	120	57	3
Female	140	105	31	4

Grade 8 ELA - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	27%	2%	9%	10%	5%	12%	14%	12%	5%	3%
Female	24%	1%	7%	4%	12%	12%	15%	13%	10%	2%
Total	26%	2%	8%	7%	9%	12%	14%	13%	7%	3%
Hispanic	23%	3%	6%	15%	13%	8%	13%	13%	6%	1%
Native American	100%									
Asian	13%				13%	25%	25%	25%		
Black/African American	25%	4%	11%	9%	9%	17%	11%	11%	2%	
Hawaiian										
White	27%	1%	8%	3%	6%	13%	16%	12%	9%	5%
2+ Races	30%	4%	9%		13%	4%	13%	13%	13%	
Active 504	37%	5%	11%	11%	16%		21%			
Active IEP	69%		19%	4%				4%	4%	
Total	56%	2%	16%	7%	7%		9%	2%	2%	
English Learners	36%		9%	27%	14%	5%	5%		5%	
FARMS	26%	3%	11%	11%	11%	14%	9%	13%	3%	1%
G/T	22%			2%	3%	6%	11%	25%	19%	13%

Grade 8 ELA - Unit 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	2%	3%	12%	10%	8%	13%	22%	19%	7%	4%
Female	4%	1%	9%	10%	11%	12%	19%	15%	18%	3%
Total	3%	2%	10%	10%	9%	13%	20%	17%	13%	4%
Hispanic	6%	1%	13%	11%	13%	20%	13%	11%	10%	3%
Native American							100%			
Asian					13%	13%	38%	13%	25%	
Black/African American	6%	2%	21%	26%	9%	6%	11%	9%	6%	4%
Hawaiian										
White	2%	2%	6%	5%	9%	10%	24%	22%	16%	4%
2+ Races		4%	9%	9%	4%	22%	30%	13%	4%	4%
Active 504	11%	5%	11%	11%	21%	5%	26%	5%		5%
Active IEP	4%		38%	15%	8%	8%	12%	8%	4%	4%
Total	7%	2%	27%	13%	13%	7%	18%	7%	2%	4%
English Learners	9%	5%	18%		23%	32%	9%		5%	
FARMS	6%	3%	16%	15%	12%	12%	15%	12%	7%	3%
G/T	2%			2%	3%	6%	20%	27%	34%	6%

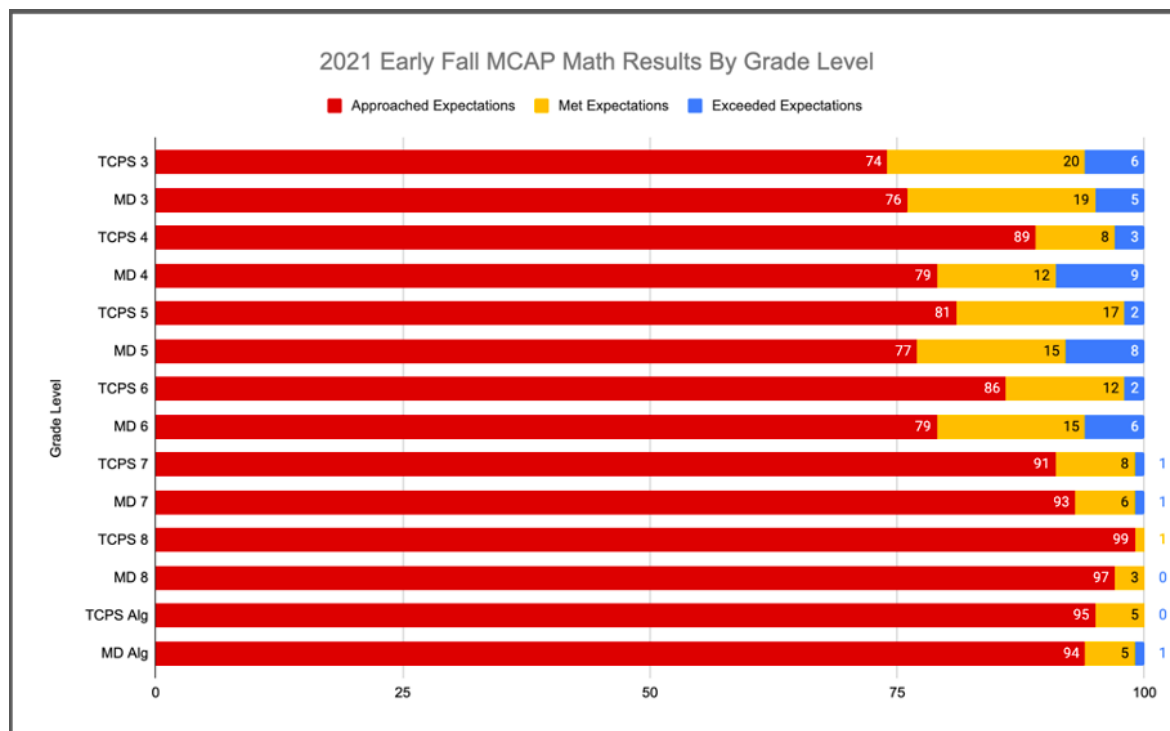
ELA Grade 10	Count	1	2	3			
ALL	339	154	45.43%	132	38.94%	53	15.63%
AA	45	27	60.00%	12	26.67%	6	13.33%
White	192	66	34.38%	91	47.40%	35	18.23%
Hispanic	70	48	68.57%	16	22.86%	6	8.57%
Asian	3	1	33.33%	1	33.33%	1	33.33%
American Indian	-	-	-	-	-	-	-
2+	23	9	39.13%	10	43.48%	4	17.39%
SWD	28	24	85.71%	3	10.71%	1	3.57%
FARMS	148	93	62.84%	39	26.35%	16	10.81%
Male	171	93	54.39%	152	88.89%	19	11.11%
Female	168	61	36.31%	73	43.45%	34	20.24%

Grade 10 ELA - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	39%	5%	10%	6%	12%	5%	12%	6%	2%	1%
Female	36%	1%	8%	4%	8%	15%	15%	6%	6%	2%
Total	37%	3%	9%	5%	10%	10%	13%	6%	4%	2%
Hispanic	43%	2%	2%	12%	14%	10%	8%	6%	2%	
Native American										
Asian	25%	8%			17%		17%	25%		8%
Black/African American	53%		18%	2%	9%	4%	4%	2%	4%	2%
Hawaiian					100%					
White	33%	3%	9%	4%	9%	12%	17%	5%	5%	1%
2+ Races	43%		14%	7%		14%	14%	7%		
Active 504	58%	8%	8%				21%	4%		
Active IEP	50%	7%	33%	3%	3%	3%				
Total	54%	7%	22%	2%	2%	2%	9%	2%		
English Learners	33%	22%			22%		11%		11%	
FARMS	45%	3%	10%	6%	12%	10%	6%	4%	3%	1%
G/T										

Grade 10 ELA - Unit 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male		1%	7%	6%	9%	15%	26%	18%	10%	7%
Female		1%	2%	7%	13%	16%	20%	18%	13%	9%
Total		1%	5%	7%	11%	15%	23%	18%	12%	8%
Hispanic			6%	10%	10%	22%	27%	16%	2%	6%
Native American										
Asian					8%	17%	8%	25%	17%	25%
Black/African American		4%	4%	16%	22%	18%	11%	13%	9%	2%
Hawaiian						100%				
White		0%	5%	4%	8%	14%	25%	20%	15%	9%
2+ Races				14%	29%		36%	14%		7%
Active 504		4%	8%		13%	13%	21%	33%	4%	4%
Active IEP		7%	13%	3%	7%	3%	30%	13%	17%	7%
Total		6%	11%	2%	9%	7%	26%	22%	11%	6%
English Learners			11%	11%	22%	11%	33%			11%
FARMS		2%	8%	11%	15%	14%	25%	13%	4%	7%
G/T										

Mathematics Data Fall 2021

As with ELA, all TCPS students participated in Early Fall MCAP 3-8 and Algebra I, Algebra II and Geometry for mathematics. The projected outcome of instruction in mathematics is that all students will demonstrate proficiency in grade level/course standards as measured by meeting or exceeding expectations on MCAP.



Data Grades 1-8 Fall 2021

TCPS utilizes *Eureka Math Equip*, a research-based tool that is designed to provide students with pre-module assessments to assist in determining if a gap exists and where misunderstandings remain. Assessment data provides teachers the opportunity to utilize supporting lessons with individuals, small groups or the whole class. The pacing guide allows all students to remain on track with grade level material while catching up on unfinished learning from the previous grade level. The disaggregated data below first shows

students' performance on the Equip Readiness Screener. The second chart summarizes disaggregated student performance on the end of module assessment aligned with the screener. This data is further analyzed at the school and classroom level to look for trends and at the individual student level to inform daily instruction and additional supports needed to foster student mastery.

Grade 1 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	9%	7%	2%	22%	14%	19%	16%	5%	4%	3%
Female	3%	3%	3%	26%	18%	19%	23%	3%	1%	1%
Total	6%	5%	3%	24%	16%	19%	19%	4%	3%	2%
Hispanic	9%	3%	1%	26%	13%	15%	24%	3%	3%	3%
Native American										
Asian					50%	33%	17%			
Black/African American	2%		2%	32%	17%	22%	22%	2%		
Hawaiian										
White	8%	8%	3%	23%	15%	18%	17%	6%	2%	2%
2+ Races		5%	5%	11%	26%	32%	11%		11%	
Active 504				100%						
Active IEP	13%	3%	3%	27%	13%	20%	20%			
Total	13%	3%	3%	29%	13%	19%	19%			
English Learners	8%	4%		29%	10%	19%	21%	2%	4%	2%
FARMS	8%	5%	1%	25%	14%	19%	21%	5%	1%	1%
G/T	21%			21%	14%	21%	7%	7%		7%

Grade 1 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male		1%	2%	4%	1%	5%	12%	9%	13%	53%
Female			1%	2%		6%	13%	7%	19%	52%
Total	0%	1%	3%	0%	5%	13%	8%	16%	53%	
Hispanic		1%		3%	1%	4%	22%	7%	16%	44%
Native American										
Asian								17%	33%	50%
Black/African American			5%	10%		7%	20%	7%	17%	34%
Hawaiian										
White			1%	1%		5%	7%	10%	16%	60%
2+ Races			5%	5%		11%	11%		5%	63%
Active 504				100%						
Active IEP		3%	7%	13%	3%	3%	37%	7%	10%	17%
Total	3%	10%	13%	3%	3%	35%	6%	10%	16%	
English Learners				4%		4%	21%	6%	21%	44%
FARMS		1%	3%	5%	1%	7%	18%	5%	18%	43%
G/T							14%		14%	71%

Grade 2 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	5%	3%	6%	11%	24%	10%	10%	5%	16%	10%
Female	3%	2%	15%	8%	23%	11%	14%	6%	10%	8%
Total	4%	2%	11%	9%	24%	11%	12%	6%	13%	9%
Hispanic	8%	6%	11%	16%	25%	6%	7%	7%	7%	5%
Native American										
Asian				13%	38%		25%		13%	13%
Black/African American	10%		24%	4%	29%	6%	16%	4%	6%	2%
Hawaiian										
White		1%	6%	6%	20%	15%	14%	6%	17%	14%
2+ Races			9%	18%	18%	18%			36%	
Active 504	14%	14%	14%		14%	14%	14%		14%	
Active IEP	10%		10%	12%	24%	12%	10%	5%	17%	2%
Total	10%	2%	10%	10%	22%	12%	10%	4%	16%	2%
English Learners	10%	10%	14%	17%	25%	5%	6%	2%	5%	6%
FARMS	6%	3%	13%	13%	28%	8%	9%	4%	9%	7%
G/T					14%	7%	7%	14%	36%	21%

Grade 2 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male		1%	8%	6%		11%	11%	12%	22%	29%
Female					3%	17%	13%	6%	16%	25%
Total	1%	10%	8%	2%	14%	12%	9%	19%	27%	
Hispanic		1%	16%	13%	1%	22%	11%	9%	9%	18%
Native American										
Asian			13%	13%			13%		50%	13%
Black/African American		2%	18%	12%	4%	18%	10%	16%	8%	14%
Hawaiian										
White			3%	3%	1%	7%	12%	8%	27%	39%
2+ Races			9%		5%	18%	18%		27%	18%
Active 504			29%			29%	14%		29%	
Active IEP			17%	2%		17%	12%	12%	19%	21%
Total	18%	2%	18%	12%	10%	20%	18%	10%	20%	18%
English Learners		2%	19%	13%	2%	21%	11%	11%	8%	14%
FARMS		1%	14%	11%	2%	16%	13%	10%	15%	19%
G/T							14%		29%	57%

Math Grade 3	Count	1	2	3
ALL	314	294	93.63%	17
AA	36	36	100.00%	-
White	152	100	65.79%	11
Hispanic	86	84	97.67%	2
Asian	6	4	66.67%	-
American Indian	1	1	100.00%	-
2+	13	12	92.31%	1
SWD	60	58	96.67%	2
FARMS	173	168	97.11%	5
Male	153	144	94.12%	8
Female	161	153	95.03%	6

Grade 3 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	8%	5%	10%	15%	18%	14%	17%	6%	6%	2%
Female	5%	8%	14%	15%	21%	11%	13%	5%	5%	4%
Total	7%	6%	12%	15%	19%	13%	15%	5%	5%	3%
Hispanic	8%	1%	17%	18%	23%	10%	12%	3%	5%	3%
Native American										
Asian	20%		40%						40%	
Black/African American		9%	22%	16%	18%	16%	13%	4%		2%
Hawaiian										
White	8%	9%	7%	14%	19%	12%	17%	6%	6%	3%
2+ Races	5%	5%		14%	14%	19%	19%	14%	5%	5%
Active 504				17%	33%	17%	17%		17%	
Active IEP	11%	3%	22%	11%	22%	5%	24%			3%
Total	9%	2%	19%	12%	23%	7%	23%		2%	2%
English Learners	10%	2%	18%	19%	21%	8%	11%	3%	6%	2%
FARMS	8%	4%	16%	17%	20%	12%	13%	3%	4%	2%
G/T	6%		6%	6%	13%	16%	19%	3%	22%	9%

Grade 3 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male			1%	4%	3%	6%	20%	13%	32%	21%
Female				6%	4%	9%	25%	8%	30%	19%
Total			0%	5%	4%	7%	22%	11%	31%	20%
Hispanic			1%	10%	5%	5%	26%	14%	26%	12%
Native American										
Asian							40%	20%	20%	20%
Black/African American				2%	2%	11%	24%	4%	33%	22%
Hawaiian										
White				3%	3%	9%	20%	9%	34%	23%
2+ Races				5%	5%		19%	19%	29%	24%
Active 504						17%	17%		17%	50%
Active IEP				8%	8%	8%	32%	19%	14%	11%
Total				7%	7%	9%	30%	16%	14%	16%
English Learners			2%	8%	5%	5%	27%	15%	26%	13%
FARMS			1%	6%	3%	7%	24%	12%	32%	15%
G/T						3%	13%	9%	34%	41%

Math Grade 4	Count	1	2	3
ALL	283	251 88.69%	23 8.13%	9 3.18%
AA	58	57 98.28%	1 1.72%	-
White	143	119 83.22%	17 11.89%	7 4.90%
Hispanic	56	53 94.64%	3 5.36%	-
Asian	8	5 62.50%	1 12.50%	2 25.00%
American Indian	-	-	-	-
2+	18	18 100.00%	-	-
SWD	32	30 93.75%	1 3.13%	1 3.13%
FARMS	147	136 92.52%	8 5.44%	3 2.04%
Male	149	127 85.23%	14 9.40%	8 5.37%
Female	134	124 92.54%	9 6.72%	1 0.75%

Grade 4 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	5%	17%	21%	16%	11%	10%	8%	8%	1%	1%
Female	3%	20%	18%	21%	14%	8%	9%	6%		1%
Total	4%	19%	19%	18%	12%	9%	9%	7%	1%	1%
Hispanic	6%	25%	24%	22%	11%	6%	2%	4%		1%
Native American				100%						
Asian		20%		40%			20%	20%		
Black/African American	3%	35%	29%	16%	3%	10%		3%		
Hawaiian										
White	3%	11%	19%	10%	16%	13%	16%	10%		2%
2+ Races	7%	14%	3%	34%	17%	7%	3%	7%	7%	
Active 504		8%	8%	33%	8%	17%		17%	8%	
Active IEP	10%	27%	33%	13%	10%	3%	3%			
Total	7%	21%	26%	19%	10%	7%	2%	5%	2%	
English Learners	7%	32%	25%	21%	9%	4%		4%		
FARMS	6%	23%	23%	21%	13%	5%	3%	5%	1%	
G/T		6%	9%	18%	15%	9%	12%	21%	3%	9%

Grade 4 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male			4%	2%	6%	20%	10%	16%	18%	22%
Female			5%	6%	3%	19%	11%	18%	17%	22%
Total			5%	4%	4%	19%	10%	17%	17%	22%
Hispanic			4%	4%	4%	24%	13%	21%	19%	13%
Native American				100%						
Asian										100%
Black/African American			16%	6%	13%	19%	13%	6%	13%	13%
Hawaiian										
White			2%	3%	4%	17%	10%	20%	18%	26%
2+ Races			10%	7%		21%	3%	10%	17%	31%
Active 504				8%	17%	17%	8%	8%	17%	25%
Active IEP			7%	3%	3%	47%	7%	17%	10%	7%
Total			5%	5%	7%	38%	7%	14%	12%	12%
English Learners			5%	5%	4%	26%	18%	19%	11%	12%
FARMS			7%	5%	5%	26%	11%	17%	15%	14%
G/T			3%		3%	12%	9%	9%	15%	50%

Math Grade 5	Count	1	2	3
ALL	292	238	81.51%	50
AA	36	30	83.33%	6
White	161	123	76.40%	34
Hispanic	60	52	86.67%	8
Asian	6	6	100.00%	-
American Indian	-	-	-	-
2+	22	20	90.91%	2
SWD	30	28	93.33%	2
FARMS	145	132	91.03%	13
Male	142	110	77.46%	28
Female	150	128	85.33%	22

Grade 5 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	22%	8%	23%	20%	13%	7%	7%			1%
Female	14%	16%	21%	24%	14%	7%	3%	1%		1%
Total	18%	12%	22%	22%	13%	7%	5%	0%		1%
Hispanic	23%	11%	25%	18%	17%	2%	5%			
Native American										
Asian	11%		22%	44%			22%			
Black/African American	30%	11%	16%	23%	12%	4%	5%			
Hawaiian										
White	13%	12%	23%	20%	13%	12%	5%	1%		2%
2+ Races	11%	17%	28%	33%	11%					
Active 504	23%	15%	23%	23%	8%	8%				
Active IEP	35%	6%	26%	18%	9%		3%	3%		
Total	32%	9%	26%	19%	9%	2%	2%	2%		
English Learners	27%	9%	27%	18%	18%					
FARMS	23%	9%	23%	22%	13%	6%	5%			
G/T	13%	8%	25%	17%	21%	4%	8%			4%

Grade 5 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male			1%	7%	6%	21%	21%	9%	19%	16%
Female			3%	13%	7%	15%	13%	9%	21%	20%
Total			2%	9%	6%	18%	17%	9%	20%	18%
Hispanic			3%	20%	5%	25%	17%	2%	18%	11%
Native American										
Asian						11%	22%		44%	22%
Black/African American			5%	7%	9%	26%	21%	12%	12%	7%
Hawaiian										
White			1%	6%	6%	12%	16%	12%	22%	25%
2+ Races				11%	11%	17%	17%	6%	22%	17%
Active 504				15%	15%	15%	15%	15%	8%	15%
Active IEP					12%	29%	24%	6%	21%	9%
Total				4%	13%	26%	21%	9%	17%	11%
English Learners			3%	33%	3%	33%	18%		6%	3%
FARMS			3%	11%	7%	27%	18%	8%	14%	12%
G/T						13%	8%	17%	29%	33%

Math Grade 6	Count	1	2	3
ALL	326	280	85.89%	40
AA	53	50	94.34%	3
White	177	143	80.79%	30
Hispanic	67	65	97.01%	2
Asian	7	6	85.71%	1
American Indian	-	-	-	-
2+	21	16	76.19%	4
SWD	24	23	95.83%	1
FARMS	174	162	93.10%	11
Male	162	142	87.65%	17
Female	163	137	84.05%	23

Grade 6 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	16%	14%	13%	20%	8%	15%	6%	6%	1%	1%
Female	18%	12%	11%	16%	16%	14%	4%	3%	3%	3%
Total	17%	13%	12%	18%	12%	14%	5%	4%	2%	2%
Hispanic	23%	15%	10%	25%	10%	8%	3%	3%	2%	
Native American										
Asian		50%	17%	17%			17%			
Black/African American	27%	16%	11%	18%	7%	13%	4%	2%		2%
Hawaiian										
White	12%	9%	12%	16%	16%	18%	5%	6%	3%	2%
2+ Races	22%	22%	17%	13%	9%	9%	4%		4%	
Active 504	32%	11%	16%	16%	11%	16%				
Active IEP	24%	24%	14%	14%	10%	7%	3%		3%	
Total	27%	19%	15%	15%	10%	10%	2%		2%	
English Learners	38%	29%		29%		4%				
FARMS	21%	17%	12%	19%	15%	10%	3%	2%		1%
G/T	12%	9%		3%	15%	15%	21%	9%	6%	9%

Grade 6 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male						1%	8%	19%	24%	48%
Female		1%				1%	12%	20%	26%	41%
Total		0%				1%	10%	19%	25%	44%
Hispanic		2%					14%	24%	31%	29%
Native American										
Asian									20%	80%
Black/African American						3%	10%	26%	32%	29%
Hawaiian										
White						1%	8%	16%	23%	53%
2+ Races							22%	22%	11%	44%
Active 504							12%	24%	35%	29%
Active IEP						4%	25%	25%	33%	13%
Total						2%	20%	24%	34%	20%
English Learners							15%	35%	30%	20%
FARMS							10%	25%	30%	35%
G/T							8%	23%	15%	54%

Math Grade 7	Count	1	2	3
ALL	412	380	28	4
AA	69	67	2	-
White	204	187	13	4
Hispanic	98	96	2	-
Asian	10	10	-	-
American Indian	-	-	-	-
2+	30	30	-	-
SWD	41	40	1	-
FARMS	213	206	6	1
Male	218	197	17	4
Female	194	183	11	-

Grade 7 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	14%	15%	21%	19%	11%	12%	5%	2%		
Female	12%	15%	26%	15%	9%	14%	8%	2%		
Total	13%	15%	24%	17%	10%	13%	6%	2%		
Hispanic	13%	22%	28%	13%	9%	8%	6%	2%		
Native American										
Asian			40%	40%	20%					
Black/African American	21%	13%	25%	19%	10%	8%	2%	2%		
Hawaiian										
White	10%	12%	18%	16%	12%	21%	9%	2%		
2+ Races	14%	14%	36%	21%		7%	7%			
Active 504	22%	17%	11%	22%	22%	6%				
Active IEP	13%	22%	48%	13%			4%			
Total	17%	20%	32%	17%	10%	2%	2%			
English Learners	19%	41%	26%	4%	4%	4%		4%		
FARMS	15%	15%	25%	18%	11%	11%	5%	2%		
G/T	17%		17%	17%			33%	17%		

Grade 7 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	2%	4%		1%	10%	5%	11%	21%	20%	27%
Female	2%			2%	3%	9%	12%	19%	25%	28%
Total	2%	2%		1%	6%	7%	12%	20%	23%	27%
Hispanic	3%				5%	8%	14%	20%	27%	23%
Native American										
Asian								20%	20%	60%
Black/African American	4%	2%		6%	10%	6%	10%	17%	21%	23%
Hawaiian										
White		1%			5%	8%	11%	21%	21%	33%
2+ Races		14%			7%	7%	14%	21%	21%	14%
Active 504		6%		6%	6%		6%	33%	17%	28%
Active IEP	4%	4%			13%	17%	13%	9%	26%	13%
Total	2%	5%		2%	10%	10%	10%	20%	22%	20%
English Learners	4%				7%	7%	19%	22%	7%	33%
FARMS	3%			1%	8%	8%	14%	21%	22%	23%
G/T		17%				17%		17%	33%	17%

Math Grade 8	Count	1	2	3
ALL	200	197	98.50%	2
AA	48	48	100.00%	-
White	93	90	96.77%	2
Hispanic	48	48	100.00%	-
Asian	-	-	-	-
American Indian	-	-	-	-
2+	10	10	100.00%	-
SWD	24	24	100.00%	-
FARMS	111	110	99.10%	1
Male	121	118	97.52%	2
Female	79	79	100.00%	-

Grade 8 - Module 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	16%	11%	23%	10%	19%	11%	8%	2%		
Female	12%	14%	21%	16%	15%	14%	8%	2%		
Total	14%	12%	23%	12%	17%	12%	8%	2%		
Hispanic	19%	15%	15%	15%	12%	12%	11%	1%		
Native American					100%					
Asian			33%		33%		33%			
Black/African American	9%	11%	30%	9%	24%	7%	7%	4%		
Hawaiian										
White	14%	12%	25%	12%	16%	14%	6%	1%		
2+ Races	11%	6%	22%	17%	17%	22%	6%			
Active 504	18%	18%	6%	12%	18%	29%				
Active IEP	9%	6%	29%	15%	26%	9%	3%	3%		
Total	12%	10%	22%	14%	24%	16%	2%	2%		
English Learners	17%	14%	14%	11%	14%	17%	14%			
FARMS	13%	12%	26%	10%	17%	10%	10%	2%		
G/T	29%	12%	18%	6%	18%	12%	6%			

Grade 8 - Module 1 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	7%			2%	1%	6%	14%	32%	22%	17%
Female	5%	1%		1%		5%	18%	22%	26%	21%
Total	6%	0%		1%	0%	6%	16%	28%	24%	19%
Hispanic	9%			1%	1%	9%	15%	24%	23%	16%
Native American										100%
Asian								67%	33%	
Black/African American	2%					4%	13%	35%	17%	28%
Hawaiian										
White	5%	1%		2%		3%	18%	27%	27%	16%
2+ Races	6%					6%	22%	22%	28%	17%
Active 504						6%	12%	35%	29%	18%
Active IEP						6%	9%	29%	32%	24%
Total						6%	10%	31%	31%	22%
English Learners	17%			3%		6%	19%	22%	28%	6%
FARMS	6%			1%	1%	8%	16%	29%	22%	18%
G/T	6%						18%	24%	18%	35%

High School Mathematics Fall 2021 Data

Baseline data for high school mathematics includes disaggregated Early Fall MCAP data. This information is considered in conjunction with course aligned measures that address real time progress towards mastery of course standards. TCPS implements the Savvas *Envision* AGA Unit Readiness Assessments to determine student pre-requisite knowledge and skills associated with unit standards. In addition to formative assessments throughout the unit of study, students complete Savvas summative assessments at the midway point and end of the unit to provide the most up-to-date information on class and individual student data.

The charts below first summarize Early Fall MCAP and are followed by data for the readiness screener and the end of unit assessment. Student end of unit data is inclusive only of the initial attempt not of reteaching and reassessment policy. Mathematics standards spiral throughout a course, meaning they are addressed in the context of new learning as students progress through a course. TCPS collects and analyzes standards data beyond the initial learning period (single unit). This data is not included in this summary since the purpose here is to provide baseline data. However, it is important to note that student proficiency on standards increase with additional exposure in ensuing units of study.

Alg	Count	1	2	3			
ALL	313	194	61.98%	16	5.11%	1	0.32%
AA	40	40	100.00%	-	-	-	-
White	187	173	92.51%	14	7.49%	-	-
Hispanic	64	62	96.88%	1	1.56%	1	1.56%
Asian	5	4	80.00%	1	20.00%	-	-
American Indian	-	-	-	-	-	-	-
2+	12	12	100.00%	-	-	-	-
SWD	28	28	100.00%	-	-	-	-
FARMS	124	120	96.77%	3	2.42%	1	0.81%
Male	163	153	93.87%	9	5.52%	1	0.61%
Female	150	143	95.33%	7	4.67%	-	-

Algebra 1 - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	2%	14%	32%	20%	12%	12%	4%	3%	2%	
Female	2%	16%	24%	33%	8%	10%	5%	2%		
Total	2%	15%	28%	26%	10%	11%	4%	2%	1%	
Hispanic	2%	19%	40%	17%	11%	9%		2%		
Native American										
Asian			25%	25%	50%					
Black/African American	3%	23%	27%	30%	7%	7%	3%			
Hawaiian										
White	2%	13%	22%	29%	11%	13%	6%	3%	2%	
2+ Races		8%	42%	25%		8%	8%	8%		
Active 504		13%		38%	13%	25%	13%			
Active IEP		13%	50%	25%	6%			6%		
Total		13%	33%	29%	8%	8%	4%	4%		
English Learners	6%	28%	44%	22%						
FARMS	4%	18%	37%	17%	13%	7%	1%	4%		
G/T		13%	21%	15%	15%	18%	10%	3%	5%	

Algebra 1 - Unit 1 Part 2 Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	10%	11%	11%	10%	3%	5%	8%	16%	16%	10%
Female	5%	3%	8%	8%	14%	11%	14%	11%	3%	24%
Total	8%	8%	10%	9%	7%	7%	10%	14%	11%	15%
Hispanic	23%	19%		4%	8%	4%	4%	12%	15%	12%
Native American										
Asian										
Black/African American	6%	6%	12%	12%	12%	18%	6%	18%		12%
Hawaiian										
White	2%	2%	12%	10%	4%	6%	16%	14%	14%	20%
2+ Races		17%	33%	17%	17%			17%		
Active 504			75%							25%
Active IEP		13%	25%	38%	13%	13%				
Total		8%	42%	25%	8%	8%				8%
English Learners	25%	38%		13%	25%					
FARMS	11%	6%	11%	6%	11%	9%	4%	17%	6%	19%
G/T			11%			11%		33%	22%	22%

Alg 2	Count	1	2	3
ALL	153	146	95.42%	7
AA	19	19	100.00%	-
White	95	92	96.84%	3
Hispanic	21	21	100.00%	-
Asian	8	6	75.00%	2
American Indian	-	-	-	-
2+	8	6	75.00%	2
SWD	1	1	100.00%	-
FARMS	42	41	97.62%	1
Male	67	64	95.52%	3
Female	85	81	95.29%	4

Algebra 2 - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male		4%	17%	23%	21%	11%	11%	5%	3%	4%
Female		6%	13%	29%	20%	17%	10%	3%	1%	2%
Total		5%	14%	27%	20%	14%	10%	4%	2%	3%
Hispanic		9%	15%	30%	27%	9%	3%	3%		3%
Native American										
Asian				25%	25%	13%	25%			13%
Black/African American			25%	40%	15%	5%	5%	5%		5%
Hawaiian										
White		5%	15%	24%	18%	17%	13%	5%	3%	2%
2+ Races		11%		33%	44%	11%				
Active 504		7%	21%	29%	7%	21%	14%			
Active IEP			33%	33%		33%				
Total		6%	24%	29%	6%	24%	12%			
English Learners				50%		50%				
FARMS		3%	13%	35%	25%	19%	3%			3%
G/T				7%	14%	7%	21%	14%		36%

Algebra 2 - Unit 1 Part 1 Test										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	1%	3%	2%	6%	15%	16%	19%	19%	14%	5%
Female	2%	2%	6%	14%	12%	15%	15%	17%	12%	6%
Total	2%	2%	4%	11%	14%	15%	16%	17%	13%	5%
Hispanic	3%	10%	6%	6%	6%	26%	16%	19%	3%	3%
Native American										
Asian				13%		38%		25%	13%	13%
Black/African American	5%	11%		26%	5%	16%	16%	21%		
Hawaiian										
White	1%		3%	9%	17%	13%	18%	17%	16%	6%
2+ Races			38%	25%	13%		13%		13%	
Active 504			8%		31%	8%	31%	15%	8%	
Active IEP					33%		33%	33%		
Total			6%		31%	6%	31%	19%	6%	
English Learners				67%		33%				
FARMS	2%	5%	8%	12%	13%	22%	13%	15%	8%	2%
G/T							13%	38%	25%	25%

Geo	Count	1	2	3
ALL	342	336	98.25%	6
AA	47	47	100.00%	-
White	198	194	97.98%	4
Hispanic	64	64	100.00%	-
Asian	12	11	91.67%	1
American Indian	-	-	-	-
2+	19	19	100.00%	-
SWD	25	25	100.00%	-
FARMS	147	146	99.32%	1
Male	171	169	98.83%	2
Female	171	167	97.66%	4

Geometry - Unit 1 Readiness Assessment										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	2%	4%	8%	11%	6%	11%	19%	12%	18%	8%
Female	1%	1%	1%	12%	12%	18%	23%	9%	19%	5%
Total	1%	3%	4%	11%	9%	14%	21%	11%	18%	7%
Hispanic			10%	20%	7%	10%	23%	10%	17%	3%
Native American										
Asian								67%		33%
Black/African American			4%	9%	13%	22%	26%	9%	13%	4%
Hawaiian										
White	2%	4%	3%	8%	8%	14%	21%	9%	21%	8%
2+ Races				33%	17%	17%		17%	17%	
Active 504				29%	18%	12%	29%	6%	6%	
Active IEP	15%	15%	8%	31%		15%		8%	8%	
Total	7%	7%	3%	30%	10%	13%	17%	7%	7%	
English Learners			10%	40%	10%	10%	10%	10%	10%	
FARMS		2%	7%	13%	10%	18%	20%	13%	15%	3%
G/T						6%	12%	12%	29%	41%

Geometry - Unit 1 Test										
Subgroup	0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
Male	1%	4%	8%	5%	7%	12%	9%	15%	14%	24%
Female			1%	13%	6%	14%	14%	9%	14%	28%
Total	1%	2%	5%	9%	6%	13%	12%	12%	14%	26%
Hispanic	3%	3%		10%	3%	17%	24%	7%	17%	14%
Native American										
Asian							33%	33%		33%
Black/African American			6%	13%	6%	13%	19%	6%	13%	25%
Hawaiian										
White		2%	7%	7%	8%	12%	6%	15%	13%	30%
2+ Races				33%		17%	17%		17%	17%
Active 504			7%	13%	27%	13%		27%	13%	
Active IEP			33%		17%	17%			17%	17%
Total			14%	10%	24%	14%		19%	14%	5%
English Learners	10%	10%		20%	10%	20%	20%			10%
FARMS	2%	2%	7%	15%	6%	7%	17%	9%	15%	20%
G/T						6%	6%		17%	72%

APPENDIX B

Spring 2022 KRA (Not applicable)

The Kindergarten Readiness Assessment is only administered in the fall of each school year.

Spring 2022 DIBELS

The DIBELS assessment was designed to screen students for potential reading difficulties. Students who score at risk or some risk on DIBELS assessments are then identified as needing additional diagnostic assessments, monitoring, and matched with an intervention if appropriate. Given the nature of DIBELS assessments, it is possible for a student to be flagged as “at risk” and still demonstrate sufficient reading progress throughout the school year; however, it provides the teacher with information on how to ensure that the student stays on track for reading success.

DIBELS assessments are given three times per year, with different subtests being given higher weights in the calculation of the overall composite score depending on the grade level and time of year. For example, in Kindergarten, Letter Naming Fluency is weighted higher at the beginning of the year and less at the end of the year as compared to other components. The weight change thus affects the overall composite score, which makes it difficult to quantify individual student progress as it is not a true pre- and post-test comparison. The composite score target also increases throughout the year, making it more difficult for students to maintain a low-risk status. In addition, while trends in the disaggregated data can be noted, the scores do not provide numerical growth information. Despite these challenges, school-based grade level teams use this data throughout the year to examine individual skills, performance, and reading behaviors to drive instruction and intervention. Classroom teachers found these discussions to be useful in providing their students with targeted, individualized foundational skill instruction.

Kindergarten DIBELS Data Spring 2022

Gr K DIBELS Data - Spring 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male	35.7%	14.9%	49.4%
Female	33.3%	21.8%	44.8%
Total	34.3%	18.3%	47.4%
Hispanic	36.8%	31.0%	32.0%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	53.8%	15.4%	30.8%
Hawaiian	0.0%	0.0%	0.0%
White	29.1%	13.4%	57.6%
2+ Races	40.0%	13.3%	46.7%

English Learners	30.4%	30.4%	39.1%
Active IEP	64.7%	11.8%	23.5%
FARMS	34.5%	18.5%	47.0%

Knowing that the composite scores represent a moving target (students must score higher to be in lower risk categories at the end of the year than they do at the beginning), the data does reflect student growth in certain targeted subgroups. For example, 61.1% of English Learners were at risk in the fall compared to only 30.4% in the spring. In addition, 50% of FARMS students were at risk in the fall with only 34.5% of FARMS students being at risk in the spring. For Black/African American students, the percentage of “at risk” students in this population increased from 38.2% to 53.8%, which indicates that there is still work to be done with this cohort of students; however, it should be noted that 26.5% demonstrated some risk on the fall assessment, while only 15.4% were in the “some risk” category in the spring and 30.8% were in negligible risk in the spring compared to only 25.3% in the fall. All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 1 DIBELS Data Spring 2022

Gr 1 DIBELS Data - Spring 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male	40.0%	24.2%	35.8%
Female	39.6%	23.1%	37.4%
Total	39.9%	23.7%	36.4%

Hispanic	54.7%	22.6%	22.6%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	62.5%	18.8%	18.8%
Hawaiian	0.0%	0.0%	0.0%
White	26.9%	25.9%	47.2%
2+ Races	31.3%	25.0%	43.8%
English Learners	60.5%	18.4%	15.8%
Active IEP	76.0%	8.0%	16.0%
FARMS	55.0%	20.7%	24.3%

Only first grade students who demonstrated “some risk” or who were “at risk” in Kindergarten were tested in the 2021-2022 school year. Again noting that the composite scores represent a moving target and that the data is disaggregated but not comparing individual pre- and post-test scores, the first grade data also reflects some student growth in certain targeted subgroups such as Black/African American (a decline from 68.8% at risk to 62.5% at risk) and 2 or More Races (an increase in students with minimal risk from 37.5% to 43.8%). All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 2 DIBELS Data Spring 2022

Gr 2 DIBELS Data - Spring 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male	69.1%	11.7%	19.1%
Female	65.5%	13.3%	21.2%
Total	67.1%	12.6%	24.2%
Hispanic	79.7%	8.1%	12.2%
Native American	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Black/African American	78.8%	3.0%	18.2%
Hawaiian	0.0%	0.0%	0.0%
White	50.6%	20.0%	29.4%
2+ Races	20.0%	20.0%	60.0%

English Learners	88.7%	3.8%	7.5%
Active IEP	87.9%	6.1%	6.1%
FARMS	76.2%	8.5%	15.4%

Only second grade students who demonstrated “some risk” or who were “at risk” in 1st grade were tested in the 2021-2022 school year. Again, noting that the composite scores represent a moving target and that the data is disaggregated but not comparing individual pre- and post-test scores, the second grade data also reflects some student growth in certain areas such as Hispanic (from 84.8% at risk to 79.7%), IEP (94.7% to 87.9% at risk), and White (59.1% to 50.6% at risk). All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 3 DIBELS Data Spring 2022

Gr 3 DIBELS Data - Spring 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male (87)	62.1%	8.0%	29.9%
Female (76)	64.5%	11.8%	23.7%
Total (163)	63.2%	9.8%	27.0%

Hispanic (58)	72.4%	3.4%	24.1%
Native American (<10)	0.0%	0.0%	0.0%
Asian (<10)	0.0%	0.0%	0.0%
Black/African American (21)	61.9%	14.3%	23.8%
Hawaiian (<10)	0.0%	0.0%	0.0%
White (70)	58.6%	14.3%	27.1%
2+ Races (12)	50.0%	8.3%	41.7%
English Learners (49)	81.6%	2.0%	16.3%
Active IEP (29)	93.0%	0.0%	6.9%
FARMS (130)	76.2%	8.5%	15.4%
TOTAL (158)	63.2%	9.8%	27.0%

Only third grade students who demonstrated “some risk” or who were “at risk” in 2nd grade were tested in the 2021-2022 school year. Again, noting that the composite scores represent a moving target and that the data is disaggregated but not comparing individual pre- and post-test scores, the third grade data also reflects some student growth in certain areas such as in the percentage of students who are no longer at risk such as Hispanic (from 16.7% to 24.1%) and Black/African American (from 19.0% to 23.8%). All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 2 MAP GROWTH Data Spring 2022

Similar to the DIBELS assessment, NWEA’s MAP GROWTH assessment RIT scores represent moving targets as a student progresses throughout the school year. All students in 2nd through 5th grades were assessed at the beginning, middle, and end of the 2021-2022 school year. All students who are below the expected range as of Spring 2022 will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 2			
Subgroup	Above the expected Range	Within the Expected Range	Below expected Range
Male (150)	21.3%	28.7%	53.3%
Female (154)	20.1%	26.6%	50.0%
TOTAL (304)	20.7%	27.6%	51.6%
Hispanic (92)	8.7%	17.4%	73.9%

Native American (<10)	0.0%	0.0%	0.0%
Asian (<10)	0.0%	0.0%	0.0%
Black/African American (49)	8.2%	18.4%	73.5%
Hawaiian (<10)	0.0%	0.0%	0.0%
White (146)	32.9%	35.6%	31.5%
2+ Races (11)	18.2%	36.4%	45.5%
English Learners (61)	0.0%	11.5%	88.5%
Active IEP (40)	5.0%	12.5%	82.5%
FARMS (175)	10.3%	22.9%	66.9%

Grades 3-5 MAP GROWTH Data Spring 2022

MAP data (Spring 2022)		
Grade 5	Grade 4	Grade 3

Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Subgroup	Above the expected Range	Within the Expected Range	Below expected Range
Male (133)	10.5%	40.6%	48.9%	Male (154)	16.2%	50.0%	33.8%	Male (141)	37.6%	9.2%	53.2%
Female (118)	11.9%	47.5%	40.7%	Female (151)	10.6%	43.0%	46.4%	Female (140)	33.6%	15.0%	51.4%
TOTAL (251)	11.2%	43.8%	45.0%	TOTAL (305)	13.4%	46.6%	40.0%	TOTAL (281)	35.6%	12.1%	52.3%
Hispanic (56)	1.8%	41.1%	57.1%	Hispanic (87)	3.4%	37.9%	58.6%	Hispanic (75)	20.0%	12.0%	68.0%
Native American (<10)	0.0%	0.0%	0.0%	Native American (<10)	0.0%	0.0%	0.0%	Native American (<10)	0	0	0
Asian (<10)	0.0%	0.0%	0.0%	Asian (<10)	0.0%	0.0%	0.0%	Asian (<10)	0	0	0
Black/African American (52)	1.9%	26.9%	71.2%	Black/African American (36)	5.6%	33.3%	61.1%	Black/African American (47)	14.9%	17.0%	68.1%
Hawaiian (<10)	0.0%	0.0%	0.0%	Hawaiian (<10)	0.0%	0.0%	0.0%	Hawaiian (<10)	0	0	0
White (120)	17.5%	53.3%	29.2%	White (142)	21.1%	54.9%	23.9%	White (134)	48.5%	10.4%	41.0%
2+ Races (14)	7.1%	50.0%	42.9%	2+ Races (33)	12.1%	51.5%	36.4%	2+ Races (20)	50.0%	15.0%	35.0%

English Learners (18)	0.0%	11.1%	88.9%	English Learners (50)	0.0%	6.0%	94.0%	English Learners (60)	11.7%	10.0%	78.3%
Active IEP (32)	3.1%	15.6%	81.3%	Active IEP (32)	0.0%	15.6%	84.4%	Active IEP (35)	5.7%	2.9%	91.4%
FARMS (134)	3.7%	38.1%	58.2%	FARMS (168)	5.4%	41.7%	53.0%	FARMS (178)	23.6%	13.5%	62.9%

Readiness Assessment Data

Throughout the 2021-2022 school year, students regularly completed readiness assessments at the beginning of each unit of study. In grades 1-8 mathematics, the readiness assessments were administered using *Eureka Equip* content and focused on standards students would engage with throughout the unit of study. In Algebra 1, Geometry, and Algebra 2, students completed unit readiness assessments which were embedded in the *Savvas enVision AGA* curriculum. These readiness assessments were designed to measure pre-requisite knowledge of standards students would engage with through the unit of study. In all grade bands, elementary, middle, and high, readiness assessments were administered at the beginning of each unit of study to determine areas of focus and whether acceleration, remediation, small group, independent study, or high-dosage tutoring opportunities were needed. Additionally, the data provided actionable information for general instruction and targeted teaching strategies. While these assessments served as an informal measure of learning, the value of the data gathered was essential to the instructional process. To prioritize the instructional focus on new learning, teachers made every effort to collect readiness assessment data. If students encountered circumstances which prevented them from being present during the administration time, however, instructional time was not sacrificed if those circumstances resulted in prolonged absences.

At the conclusion of each unit of study, students completed post-assessments to measure proficiency of their learning within the unit of study. These summative assessments were administered as part of the TCPS instructional process and align with the TCPS grading policy. In addition to administration of these summative assessments, some students may have also received services to include re-teaching and re-testing to ensure adequate mastery of content prior to moving onto new units of study.

As part of the TCPS Re-Opening plan, data were to be collected and analyzed to identify recognizable trends in student learning as a result of any disruption caused by Covid shutdowns and transitions between Asynchronous, Synchronous, Hybrid, and In-person instructional models. Following the return to full in-person learning, teachers were able to collect the data which follows.

Description of Reported Data:

Mathematics (1-8, Alg1, Geo, Alg2):

As a result of mathematics curriculum design, each unit of instruction prioritizes different standards throughout the course. As a result, standards are not re-assessed in each of the units, however they do become supporting standards in some areas as instruction progresses. The data displayed in the table summarizes the average students scored on readiness assessments, the average students scored on post-assessments, and the average growth from pre-assessment to post-assessment over all units of study. While an average does not specify

strengths and weaknesses of each individual student, it does provide identifiable patterns/trends which may be helpful for evaluation of the re-opening plan. Individual student was used extensively by classroom teachers to plan instruction and meet individual student needs.

English/Language Arts (6-12):

ELA standards do spiral back throughout the year and are reassessed through each unit of study. Due to this difference, the data displayed for ELA in grades 6-12 summarizes student proficiency on the Readiness assessment administered at the start of the school year, with the post-assessment reporting results from the final summative assessment of the school year. Growth indicates cumulative learning which occurred from beginning to the end of the school year.

Formula For Growth:

$$\text{Growth toward Mastery} = (\text{Post Assessment} - \text{Readiness Assessment}) / (100\% - \text{Readiness Assessment})$$

ENGLISH LANGUAGE ARTS

ELA Grade 6

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	24%	3%	6%	7%	9%	23%	14%	10%	3%		
	Female	18%	1%	3%	5%	13%	21%	17%	15%	5%	1%	
	Total	21%	2%	5%	6%	11%	22%	16%	13%	4%	0%	
	Hispanic	33%	3%	5%	5%	10%	25%	10%	8%	2%		
	Native American											
	Asian	33%				33%		33%				
	Black/African American	30%		7%	9%	9%	20%	16%	9%			
	Hawaiian											
	White	14%	2%	4%	6%	11%	24%	16%	16%	5%	1%	
	2+ Races	18%	5%	5%	9%	14%	9%	23%	9%	9%		
Active 504	16%	5%	11%	16%	16%	26%	5%	5%				
Active IEP	53%	7%	7%		17%	3%	10%	3%				
Total	39%	6%	8%	6%	16%	12%	8%	4%				
English Learners	78%	4%	9%		9%							
FARMS	26%	3%	4%	9%	11%	23%	11%	12%	1%			
G/T				3%	3%	27%	21%	33%	12%			

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	2%	2%	10%	8%	16%	19%	23%	16%	3%	
	Female	1%	1%	3%	5%	3%	9%	18%	28%	28%	5%	
	Total	1%	2%	2%	7%	6%	12%	18%	26%	22%	4%	
	Hispanic	2%	3%	3%	8%	11%	16%	18%	25%	11%	2%	
	Native American											
	Asian				17%			17%	50%	17%		
	Black/African American		2%	2%	14%	9%	16%	11%	18%	20%	7%	
	Hawaiian											
	White	1%	1%	2%	5%	2%	10%	20%	28%	26%	4%	
	2+ Races				5%	9%	18%	23%	18%	27%		
Active 504				11%	11%	32%	26%	11%	5%	5%		
Active IEP	3%	3%	3%	30%	7%	20%	7%	17%	10%			
Total	2%	2%	2%	22%	8%	24%	14%	14%	8%	2%		
English Learners	4%	4%	4%	17%	26%	17%	9%	13%	4%			
FARMS	1%	3%	3%	10%	10%	14%	18%	23%	15%	2%		
G/T					3%		6%	27%	45%	18%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	24%	6%	7%	15%	19%	10%	7%	7%	3%	1%
	Female	19%	7%	9%	13%	17%	13%	7%	10%	5%	1%
	Total	21%	7%	8%	14%	18%	11%	7%	9%	4%	1%
	Hispanic	23%	5%	8%	15%	23%	8%	7%	8%	2%	2%
	Native American										
	Asian		17%		33%	17%			33%		
	Black/African American	20%	5%	9%	16%	11%	9%	9%	14%	7%	
	Hawaiian										
	White	21%	8%	8%	13%	17%	13%	7%	7%	5%	1%
	2+ Races	27%	5%	5%	14%	23%	14%	5%	9%		
	Active 504	16%	11%	5%	21%	32%	11%		5%		
Active IEP	17%	7%	17%	20%	7%	13%	3%	10%	7%		
Total	16%	8%	12%	20%	16%	12%	2%	8%	4%		
English Learners	4%	9%	9%	17%	35%		9%	13%	4%		
FARMS	25%	6%	6%	16%	18%	10%	8%	8%	2%	1%	
G/T	15%	9%	3%	6%	27%	15%		12%	9%	3%	

ELA Grade 7

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male			6%	6%	13%	17%	19%	21%	13%	5%
	Female		3%	6%	9%	12%	16%	15%	16%	14%	8%
	Total		2%	6%	8%	13%	17%	17%	18%	14%	7%
	Hispanic		4%	13%	13%	13%	20%	14%	14%	9%	2%
	Native American										
	Asian					14%	14%		29%	29%	14%
	Black/African American		4%	8%	14%	20%	18%	18%	10%	8%	
	Hawaiian										
	White			3%	5%	10%	16%	19%	20%	17%	10%
	2+ Races		5%	5%	9%	14%	14%	9%	32%	9%	5%
	Active 504				26%	5%	21%	21%	16%	11%	
Active IEP			4%	8%	17%	21%	13%	25%	13%		
Total			2%	16%	12%	21%	16%	21%	12%		
English Learners		7%	21%	29%	14%	14%	7%			7%	
FARMS		3%	8%	12%	17%	21%	13%	15%	8%	3%	
G/T					3%	3%	11%	32%	30%	22%	

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male			3%	5%	8%	18%	20%	22%	10%	13%	
	Female	1%		3%	7%	10%	17%	16%	18%	15%	14%	
	Total	0%		3%	6%	9%	18%	18%	20%	13%	13%	
	Hispanic	2%		4%	10%	12%	19%	13%	19%	8%	13%	
	Native American											
	Asian					17%	17%	33%			33%	
	Black/African American			4%	15%	8%	25%	15%	15%	10%	8%	
	Hawaiian											
	White			3%	2%	8%	15%	19%	22%	16%	15%	
	2+ Races				9%	9%	18%	23%	23%	9%	9%	
Active 504			6%	6%	18%	18%	6%	29%		18%		
Active IEP			4%	4%	25%	25%	8%	13%	13%	8%		
Total			5%	5%	22%	22%	7%	20%	7%	12%		
English Learners			7%	14%	7%	21%	14%	21%		14%		
FARMS	1%		5%	10%	10%	26%	16%	16%	8%	10%		
G/T						3%	12%	18%	18%	48%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	50%	14%	11%	6%	7%	3%	2%	3%	1%	3%	
	Female	46%	16%	6%	13%	8%	4%	1%	1%	3%	3%	
	Total	48%	15%	8%	9%	7%	3%	2%	2%	2%	3%	
	Hispanic	44%	12%	6%	13%	4%	8%		2%	4%	8%	
	Native American											
	Asian	83%				17%						
	Black/African American	44%	15%	13%	8%	6%	2%	4%	4%	2%	2%	
	Hawaiian											
	White	50%	13%	9%	9%	9%	2%	2%	1%	2%	2%	
	2+ Races	36%	36%		9%	5%	5%		5%		5%	
Active 504	47%	12%	18%	6%				6%	6%	6%		
Active IEP	58%	17%			4%	8%	8%		4%			
Total	54%	15%	7%	2%	2%	5%	7%	2%	5%			
English Learners	29%	14%		21%	7%	14%				14%		
FARMS	49%	15%	7%	10%	4%	4%	2%	3%	2%	3%		
G/T	33%	15%	12%	3%	15%	3%		3%	3%	12%		

ELA Grade 8

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	6%	7%	14%	14%	12%	17%	15%	10%	2%	2%
	Female	1%	4%	11%	8%	18%	23%	18%	8%	6%	2%
	Total	4%	5%	12%	11%	15%	20%	16%	9%	4%	2%
	Hispanic	4%	4%	10%	19%	19%	21%	10%	6%	3%	3%
	Native American	100%									
	Asian						63%	25%	13%		
	Black/African American	4%	10%	17%	17%	19%	15%	10%	8%		
	Hawaiian										
	White	3%	5%	12%	6%	11%	21%	22%	11%	6%	2%
	2+ Races	5%	5%	14%	14%	27%	9%	5%	14%	5%	5%
	Active 504	11%		28%	17%	6%	6%	28%	6%		
Active IEP	4%	27%	19%	15%	12%	12%	4%	8%			
Total	7%	16%	23%	16%	9%	9%	14%	7%			
English Learners	9%	14%	14%	27%	18%	9%	5%	5%			
FARMS	5%	7%	15%	16%	17%	21%	9%	6%	2%	2%	
G/T	2%	2%	2%	2%	6%	22%	24%	22%	13%	6%	

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	1%	4%	11%	11%	21%	13%	20%	14%	6%	
	Female			3%	3%	7%	21%	20%	27%	12%	8%	
	Total	0%	0%	3%	7%	9%	21%	16%	23%	13%	7%	
	Hispanic	1%		6%	6%	7%	28%	12%	25%	9%	4%	
	Native American				100%							
	Asian						13%	25%	38%	25%		
	Black/African American		2%	6%	12%	10%	29%	16%	18%	8%		
	Hawaiian											
	White			2%	5%	9%	13%	19%	25%	17%	10%	
	2+ Races				9%	14%	41%	9%	14%	5%	9%	
Active 504				22%	11%	28%		22%	17%			
Active IEP	4%		15%	23%	23%	15%		12%	8%			
Total	2%		9%	23%	18%	20%		16%	11%			
English Learners			18%	5%	14%	41%	9%	5%	9%			
FARMS		1%	4%	10%	12%	25%	14%	23%	7%	4%		
G/T					2%	8%	13%	24%	31%	23%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	25%	17%	16%	15%	8%	8%	6%	4%	1%	1%	
	Female	18%	14%	17%	19%	14%	8%	6%	3%	1%	1%	
	Total	21%	15%	16%	17%	11%	8%	6%	3%	1%	1%	
	Hispanic	16%	19%	25%	15%	13%	3%	6%	1%			
	Native American				100%							
	Asian	13%	13%	13%	25%	13%	13%	13%				
	Black/African American	22%	24%	14%	22%	8%	2%	6%	4%			
	Hawaiian											
	White	22%	13%	13%	14%	12%	11%	7%	4%	2%	2%	
	2+ Races	38%	5%	19%	29%		10%					
Active 504	22%	17%	22%	11%	11%	11%		6%				
Active IEP	42%	23%	15%	8%		8%	4%					
Total	34%	20%	18%	9%	5%	9%	2%	2%				
English Learners	27%	27%	23%	9%	9%			5%				
FARMS	16%	21%	20%	18%	12%	5%	5%	1%	1%	1%		
G/T	18%	8%	16%	10%	10%	8%	16%	10%	3%	2%		

ELA Grade 9

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	4%	4%	10%	14%	13%	23%	16%	11%	5%	1%
	Female	1%	1%	9%	10%	18%	19%	17%	12%	12%	1%
	Total	2%	2%	10%	12%	15%	21%	17%	12%	8%	1%
	Hispanic	6%	2%	12%	16%	24%	16%	12%	6%	4%	
	Native American										
	Asian					25%		25%		25%	25%
	Black/African American	5%	7%	20%	25%	11%	20%	7%	2%		2%
	Hawaiian										
	White	1%	1%	7%	7%	14%	23%	20%	17%	10%	1%
	2+ Races				17%	17%	17%	17%	8%	25%	
	Active 504	5%	10%	10%	20%	15%	15%	10%		10%	5%
Active IEP	4%	8%	25%	21%	13%	21%	8%				
Total	5%	9%	18%	20%	14%	18%	9%		5%	2%	
English Learners			33%	33%	33%						
FARMS	5%	3%	18%	17%	19%	17%	10%	6%	4%	1%	
G/T			2%	2%	2%	15%	34%	26%	15%	4%	

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	1%	2%	2%	5%	7%	22%	20%	18%	19%	4%
	Female			1%	2%	9%	18%	22%	30%	13%	5%
	Total	1%	1%	2%	4%	8%	20%	21%	23%	16%	4%
	Hispanic		2%	4%	2%	6%	33%	29%	17%	6%	
	Native American										
	Asian								75%		25%
	Black/African American		4%	5%	9%	15%	25%	13%	18%	9%	2%
	Hawaiian										
	White	1%	1%	1%	3%	7%	14%	22%	25%	21%	6%
	2+ Races						33%	25%	25%	17%	
	Active 504			5%		15%	25%	25%	15%	10%	5%
Active IEP	8%	8%		13%	33%	4%	13%	17%	4%		
Total	5%	5%	2%	7%	25%	14%	18%	16%	7%	2%	
English Learners					33%	50%	17%				
FARMS		3%	2%	6%	9%	29%	20%	23%	8%	1%	
G/T						6%	9%	30%	47%	9%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	21%	12%	17%	14%	16%	11%	4%	2%	1%	1%
	Female	25%	9%	18%	15%	17%	8%	4%	4%		
	Total	23%	11%	18%	15%	17%	10%	4%	3%	1%	0%
	Hispanic	21%	17%	21%	17%	10%	8%	4%	2%		
	Native American										
	Asian	50%				50%					
	Black/African American	20%	7%	25%	11%	22%	9%	4%	2%		
	Hawaiian										
	White	23%	10%	14%	16%	17%	11%	4%	3%	1%	1%
	2+ Races	33%	8%	33%	8%	8%		8%			
	Active 504	20%	5%	30%	15%	5%	20%	5%			
Active IEP	33%	13%	13%	25%	8%	8%					
Total	27%	9%	20%	20%	7%	14%	2%				
English Learners	17%	17%	17%	50%							
FARMS	24%	7%	24%	18%	13%	9%	3%	2%			
G/T	23%	4%	17%	9%	19%	13%	6%	6%		2%	

ELA Grade 10

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	39%	5%	10%	6%	12%	5%	12%	6%	2%	1%
	Female	36%	1%	8%	4%	8%	15%	15%	6%	6%	2%
	Total	37%	3%	9%	5%	10%	10%	13%	6%	4%	2%
	Hispanic	43%	2%	2%	12%	14%	10%	8%	6%	2%	
	Native American										
	Asian	25%	8%			17%		17%	25%		8%
	Black/African American	53%		18%	2%	9%	4%	4%	2%	4%	2%
	Hawaiian					100%					
	White	33%	3%	9%	4%	9%	12%	17%	5%	5%	1%
	2+ Races	43%		14%	7%		14%	14%	7%		
	Active 504	58%	8%	8%				21%	4%		
Active IEP	50%	7%	33%	3%	3%	3%					
Total	54%	7%	22%	2%	2%	2%	9%	2%			
English Learners	33%	22%			22%		11%		11%		
FARMS	45%	3%	10%	6%	12%	10%	6%	4%	3%	1%	
G/T											

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	2%	1%	1%	7%	15%	19%	33%	17%	4%	1%	
	Female	1%	1%	3%	6%	16%	19%	28%	21%	7%		
	Total	1%	1%	2%	6%	16%	19%	31%	19%	6%	0%	
	Hispanic		3%		3%	19%	33%	19%	19%	3%		
	Native American											
	Asian					8%	8%	42%	25%	17%		
	Black/African American			3%	15%	15%	24%	24%	12%	9%		
	Hawaiian							100%				
	White	2%	1%	3%	4%	16%	16%	33%	21%	5%	1%	
	2+ Races				30%	10%	20%	40%				
Active 504		5%	5%	10%	19%	10%	48%		5%			
Active IEP	5%		5%		27%	14%	32%	9%	5%	5%		
Total	2%	2%	5%	5%	23%	12%	40%	5%	5%	2%		
English Learners					33%	33%		17%		17%		
FARMS	1%	1%	3%	9%	17%	22%	22%	15%	7%	1%		
G/T												

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	23%	9%	9%	12%	14%	12%	13%	4%	2%	1%
	Female	32%	12%	8%	10%	11%	6%	10%	8%	3%	
	Total	28%	10%	9%	11%	13%	9%	11%	6%	3%	0%
	Hispanic	23%	11%	6%	9%	17%	20%	6%	9%		
	Native American										
	Asian	58%		8%			8%	8%	8%	8%	
	Black/African American	21%	3%	6%	15%	15%	24%	3%	9%	6%	
	Hawaiian					100%					
	White	28%	12%	10%	11%	12%	5%	14%	5%	3%	1%
	2+ Races	30%	10%	10%	20%	10%		20%			
	Active 504	24%	5%	5%	10%	14%	10%	29%		5%	
Active IEP	5%		14%	5%	24%	10%	29%	5%	5%	5%	
Total	14%	2%	10%	7%	19%	10%	29%	2%	5%	2%	
English Learners	40%		20%	20%						20%	
FARMS	24%	8%	7%	12%	16%	12%	8%	8%	4%	1%	
G/T											

ELA Grade 11

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	34%	8%	16%	14%	6%	4%	9%	4%	4%	1%
	Female	34%	15%	14%	7%	15%	8%	5%	1%		
	Total	34%	11%	15%	11%	10%	5%	8%	3%	3%	1%
	Hispanic	36%	13%	19%	9%	11%	2%	4%	2%	2%	2%
	Native American										
	Asian					50%		50%			
	Black/African American	33%	7%	11%	26%	11%		7%	4%		
	Hawaiian										
	White	33%	12%	14%	9%	9%	8%	7%	3%	4%	
2+ Races	45%		18%	9%		9%	18%				
Active 504	41%	12%	6%	18%	6%	6%	12%				
Active IEP	20%	7%	13%	13%	7%		20%	13%	7%		
Total	31%	9%	9%	16%	6%	3%	16%	6%	3%		
English Learners	47%		24%	18%	6%		6%				
FARMS	33%	11%	14%	16%	10%	3%	8%	3%	2%		
G/T											

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male						27%	15%	26%	19%	14%	
	Female						20%	12%	17%	25%	26%	
	Total						24%	13%	22%	22%	19%	
	Hispanic						48%	10%	17%	13%	12%	
	Native American											
	Asian									50%	50%	
	Black/African American						25%	21%	21%	25%	7%	
	Hawaiian											
	White						14%	14%	23%	27%	23%	
	2+ Races						24%	12%	35%		29%	
Active 504						25%	10%	25%	25%	15%		
Active IEP						25%	5%	35%	25%	10%		
Total						25%	8%	30%	25%	13%		
English Learners						63%	19%	13%		6%		
FARMS						35%	14%	21%	19%	10%		
G/T												

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	2%	2%	3%	12%	9%	20%	11%	19%	14%	7%
	Female	1%	2%	2%	7%	8%	14%	10%	14%	21%	22%
	Total	2%	2%	3%	10%	8%	18%	11%	17%	17%	13%
	Hispanic	2%	2%	2%	15%	12%	33%	4%	13%	10%	8%
	Native American										
	Asian						50%				50%
	Black/African American	4%	4%	7%	14%	4%	11%	18%	18%	14%	7%
	Hawaiian										
	White	2%	2%	2%	8%	9%	10%	13%	17%	21%	16%
	2+ Races			6%			29%	6%	29%	12%	18%
	Active 504			10%	5%	10%	20%	5%	15%	25%	10%
Active IEP		5%	10%	15%	5%	15%	10%	25%	10%	5%	
Total		3%	10%	10%	8%	18%	8%	20%	18%	8%	
English Learners	6%			25%	6%	44%	6%	6%		6%	
FARMS	3%	2%	3%	13%	10%	23%	7%	19%	13%	7%	
G/T											

ELA Grade 12

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	16%	32%	29%	14%	2%	6%				
	Female	4%	13%	19%	34%	11%	9%	9%				
	Total	2%	15%	27%	31%	13%	5%	7%				
	Hispanic	11%	26%	11%	42%	5%	5%					
	Native American											
	Asian			20%		20%	20%	40%				
	Black/African American		21%	32%	21%	21%		5%				
	Hawaiian											
	White	1%	12%	30%	33%	12%	6%	6%				
	2+ Races		14%	29%	14%	14%		29%				
Active 504		8%	50%	33%	8%							
Active IEP		33%	44%	6%	17%							
Total		23%	47%	17%	13%							
English Learners												
FARMS	6%	20%	22%	26%	20%	4%	2%					
G/T												

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	18%	2%	7%	7%	15%	27%	9%	12%	4%		
	Female	15%		15%	14%	14%	20%	8%	10%	3%		
	Total	17%	1%	10%	10%	15%	24%	9%	11%	3%		
	Hispanic	21%		11%	7%	4%	29%	11%	14%	4%		
	Native American											
	Asian			20%		20%	60%					
	Black/African American	27%		8%	12%	15%	19%	4%	15%			
	Hawaiian											
	White	15%	1%	10%	12%	18%	19%	10%	11%	5%		
	2+ Races	10%	10%	20%			50%	10%				
Active 504			17%		25%	25%		33%				
Active IEP	10%	5%	15%	15%	20%	15%	5%	10%	5%			
Total	6%	3%	16%	9%	22%	19%	3%	19%	3%			
English Learners												
FARMS	19%		9%	10%	9%	22%	9%	16%	6%			
G/T												

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	36%	9%	14%	6%	9%	14%	7%	3%	3%		
	Female	41%	8%	13%	7%	13%	7%	4%	6%	1%		
	Total	38%	9%	13%	6%	10%	11%	6%	4%	2%		
	Hispanic	32%	4%	11%	4%	11%	21%	7%	7%	4%		
	Native American											
	Asian	80%		20%								
	Black/African American	42%	8%	8%	12%	12%	8%	8%	4%			
	Hawaiian											
	White	36%	11%	16%	7%	11%	8%	6%	4%	3%		
	2+ Races	40%	10%	10%		10%	30%					
Active 504	25%		17%	8%	17%	25%		8%				
Active IEP	35%	15%	15%	5%	10%	5%	10%		5%			
Total	31%	9%	16%	6%	13%	13%	6%	3%	3%			
English Learners												
FARMS	29%	7%	15%	7%	6%	15%	9%	9%	3%			
G/T												

Math Grade 1

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male			1%	4%	17%	26%	35%	15%	2%	
	Female			2%	4%	10%	31%	33%	17%	3%	
	Total			1%	4%	14%	28%	34%	16%	3%	
	Hispanic			3%	8%	17%	38%	23%	9%	2%	
	Native American										
	Asian							50%	33%	17%	
	Black/African American				5%	25%	28%	35%	5%	3%	
	Hawaiian										
	White			1%	2%	11%	25%	36%	22%	3%	
2+ Races				5%		37%	47%	11%			
Active 504					100%						
Active IEP			8%	12%	27%	23%	31%				
Total			7%	11%	30%	22%	30%				
English Learners			4%	7%	22%	38%	24%	2%	2%		
FARMS			1%	7%	16%	33%	35%	6%	1%		
G/T						31%	31%	38%			

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male						3%	8%	26%	30%	34%	
	Female						2%	3%	25%	35%	36%	
	Total						2%	6%	25%	32%	35%	
	Hispanic						3%	9%	36%	39%	13%	
	Native American	✓	✓	✓	✓	✓						
	Asian									33%	67%	
	Black/African American						5%	13%	40%	20%	23%	
	Hawaiian	✓	✓	✓	✓	✓						
	White						1%	3%	17%	31%	49%	
	2+ Races						5%		32%	42%	21%	
Active 504								100%				
Active IEP							12%	12%	46%	23%	8%	
Total							11%	15%	44%	22%	7%	
English Learners								9%	40%	44%	7%	
FARMS							4%	8%	31%	32%	24%	
G/T									8%	31%	62%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	1%	4%	15%	8%	12%	22%	10%	17%	9%	
	Female	2%	2%	3%	8%	8%	21%	20%	12%	20%	5%	
	Total	1%	1%	3%	12%	8%	16%	21%	11%	18%	7%	
	Hispanic	3%		8%	17%	8%	22%	23%	8%	11%		
	Native American											
	Asian				17%		17%	33%	17%	17%		
	Black/African American	3%	5%	5%	18%	8%	25%	13%	13%	10%	3%	
	Hawaiian											
	White	1%	1%	1%	7%	9%	12%	19%	13%	25%	13%	
	2+ Races		5%	5%	21%	5%	5%	42%	5%	5%	5%	
Active 504				100%								
Active IEP			8%	31%	12%	8%	35%		8%			
Total			7%	33%	11%	7%	33%		7%			
English Learners	2%		4%	13%	9%	24%	31%	9%	7%			
FARMS	2%	1%	4%	16%	8%	21%	18%	11%	16%	3%		
G/T				8%			38%	15%	15%	23%		

Math Grade 2

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	1%	13%	26%	27%	21%	8%	3%			
	Female		2%	14%	29%	27%	17%	8%	3%			
	Total	0%	1%	13%	28%	27%	19%	8%	3%			
	Hispanic	1%	2%	18%	40%	23%	11%	5%				
	Native American											
	Asian			25%	13%	38%	13%	13%				
	Black/African American		2%	28%	32%	22%	14%	2%				
	Hawaiian											
	White		1%	4%	20%	31%	26%	12%	7%			
	2+ Races			18%	18%	27%	27%	9%				
Active 504			29%	14%	29%	14%	14%					
Active IEP		7%	17%	27%	29%	17%	2%					
Total		6%	19%	25%	29%	17%	4%					
English Learners	2%	3%	24%	35%	21%	15%						
FARMS		1%	19%	34%	31%	9%	4%	2%				
G/T					7%	43%	21%	29%				

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male				1%	3%	6%	13%	26%	27%	23%	
	Female					1%	10%	21%	23%	32%	12%	
	Total				0%	2%	8%	17%	25%	30%	18%	
	Hispanic				1%	3%	14%	25%	35%	18%	4%	
	Native American											
	Asian							13%	38%	50%		
	Black/African American					8%	14%	26%	32%	16%	4%	
	Hawaiian											
	White						3%	8%	16%	41%	32%	
	2+ Races						18%	27%	9%	27%	18%	
Active 504					14%	29%	14%	14%	14%	14%		
Active IEP				2%	2%	5%	20%	34%	34%	2%		
Total				2%	4%	8%	19%	31%	31%	4%		
English Learners				2%	5%	16%	27%	35%	13%	2%		
FARMS					4%	12%	24%	31%	23%	7%		
G/T							14%		21%	64%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male			5%	6%	14%	17%	20%	21%	14%	3%	
	Female		3%	1%	8%	18%	24%	15%	23%	8%	1%	
	Total		1%	3%	7%	16%	20%	17%	22%	11%	2%	
	Hispanic		1%	6%	12%	22%	25%	22%	8%	2%	1%	
	Native American											
	Asian				13%		25%	38%	13%	13%		
	Black/African American		2%	6%	12%	30%	22%	10%	16%	2%		
	Hawaiian											
	White		1%	1%	2%	10%	15%	16%	33%	19%	3%	
	2+ Races		9%		18%		36%	9%	9%	18%		
Active 504		14%	14%	14%	29%			29%				
Active IEP			7%		17%	29%	20%	24%	2%			
Total		2%	8%	2%	19%	25%	17%	25%	2%			
English Learners		2%	6%	11%	26%	27%	21%	5%	2%			
FARMS		2%	5%	10%	18%	27%	15%	16%	6%	1%		
G/T		7%	7%		7%		7%	36%	29%	7%		

Math Grade 3

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	1%		10%	32%	32%	21%	3%	1%		
	Female		1%	11%	35%	24%	23%	6%			
	Total	0%	1%	11%	33%	29%	22%	4%	0%		
	Hispanic			16%	40%	19%	22%	3%			
	Native American										
	Asian			20%	20%	20%	20%		20%		
	Black/African American		4%	11%	36%	29%	20%				
	Hawaiian										
	White	1%		7%	31%	30%	23%	7%			
	2+ Races			10%	15%	55%	20%				
	Active 504				50%		33%	17%			
Active IEP	3%	5%	19%	24%	38%	11%					
Total	2%	5%	16%	28%	33%	14%	2%				
English Learners			16%	39%	19%	23%	2%	2%			
FARMS	1%	1%	13%	35%	29%	19%	2%	1%			
G/T			6%	25%	31%	25%	13%				

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male						7%	16%	46%	26%	6%	
	Female					1%	2%	25%	40%	27%	6%	
	Total					0%	5%	20%	43%	26%	6%	
	Hispanic						8%	26%	42%	22%	3%	
	Native American											
	Asian								60%		40%	
	Black/African American					2%	2%	31%	38%	27%		
	Hawaiian											
	White						4%	15%	45%	29%	7%	
	2+ Races								20%	40%	30%	10%
Active 504									67%	17%	17%	
Active IEP						3%		19%	57%	19%	3%	
Total						2%		16%	58%	19%	5%	
English Learners						6%	31%	40%	16%	6%		
FARMS						1%	6%	27%	42%	23%	3%	
G/T								6%	38%	31%	25%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male			3%	12%	12%	25%	28%	14%	6%		
	Female			1%	11%	20%	20%	24%	14%	9%		
	Total			2%	11%	16%	23%	26%	14%	7%		
	Hispanic			3%	12%	19%	23%	27%	10%	5%		
	Native American											
	Asian				20%			60%		20%		
	Black/African American				22%	13%	22%	20%	18%	4%		
	Hawaiian											
	White			3%	7%	15%	24%	26%	18%	7%		
	2+ Races				10%	15%	15%	35%	5%	20%		
Active 504					33%	17%	17%	17%	17%			
Active IEP				8%	14%	24%	32%	16%	5%			
Total				7%	16%	23%	30%	16%	7%			
English Learners			3%	15%	19%	21%	26%	10%	6%			
FARMS			2%	15%	16%	23%	27%	11%	5%			
G/T			3%		9%	9%	34%	19%	25%			

Math Grade 4

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male		2%	10%	26%	30%	17%	8%	5%	1%		
	Female		3%	11%	24%	27%	20%	9%	5%	1%		
	Total		3%	11%	25%	29%	19%	9%	5%	1%		
	Hispanic		5%	15%	31%	18%	21%	8%	1%			
	Native American					100%						
	Asian				20%	20%	60%					
	Black/African American		3%	13%	42%	29%	10%	3%				
	Hawaiian											
	White		2%	7%	17%	33%	21%	10%	10%	2%		
	2+ Races			11%	26%	41%	4%	15%	4%			
Active 504			9%	18%	18%	18%	27%		9%			
Active IEP		3%	17%	37%	33%	10%						
Total		2%	15%	32%	29%	12%	7%		2%			
English Learners		7%	21%	39%	14%	14%	4%					
FARMS		4%	16%	29%	26%	18%	5%	2%				
G/T				6%	24%	26%	18%	24%	3%			

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male				2%	3%	8%	21%	27%	28%	12%	
	Female					1%	11%	16%	34%	24%	14%	
	Total				1%	2%	10%	19%	30%	26%	13%	
	Hispanic					1%	7%	31%	30%	24%	7%	
	Native American								100%			
	Asian									40%	60%	
	Black/African American				6%	6%	19%	19%	23%	16%	10%	
	Hawaiian											
	White					1%	9%	12%	32%	29%	17%	
	2+ Races					4%	11%	11%	33%	33%	7%	
Active 504						9%	9%	36%	36%	9%		
Active IEP				7%	3%	7%	43%	23%	13%	3%		
Total				5%	2%	7%	34%	27%	20%	5%		
English Learners					2%	7%	36%	29%	20%	7%		
FARMS				1%	3%	13%	23%	32%	21%	8%		
G/T						3%	9%	24%	29%	35%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	5%	5%	5%	8%	16%	17%	20%	15%	5%	4%
	Female	2%	2%	5%	14%	12%	22%	20%	11%	8%	4%
	Total	3%	3%	5%	11%	14%	20%	20%	13%	6%	4%
	Hispanic		2%	6%	11%	18%	30%	14%	13%	5%	1%
	Native American							100%			
	Asian							20%	20%	40%	20%
	Black/African American	6%	3%	13%	16%	13%	16%	13%	13%	3%	3%
	Hawaiian										
	White	6%	4%	3%	9%	14%	14%	23%	14%	8%	5%
	2+ Races		4%	7%	15%	7%	22%	30%	7%	4%	4%
	Active 504	18%	9%				9%	27%	27%		9%
Active IEP	7%	7%	7%	7%	27%	17%	17%	10%	3%		
Total	10%	7%	5%	5%	20%	15%	20%	15%	2%	2%	
English Learners		2%	5%	7%	20%	32%	13%	14%	5%	2%	
FARMS	2%	3%	8%	12%	17%	23%	16%	12%	4%	3%	
G/T	3%	3%	6%	6%	12%	18%	24%	12%	12%	6%	

Math Grade 5

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male		5%	25%	34%	24%	11%	1%				
	Female	1%	5%	25%	32%	25%	9%	2%				
	Total	0%	5%	25%	33%	24%	10%	2%				
	Hispanic		5%	34%	36%	17%	8%					
	Native American											
	Asian				44%	33%	22%					
	Black/African American		10%	29%	35%	21%	6%					
	Hawaiian											
	White	1%	4%	20%	30%	29%	13%	3%				
	2+ Races			40%	40%	20%						
Active 504			42%	25%	17%	17%						
Active IEP		3%	26%	35%	23%	13%						
Total		2%	30%	33%	21%	14%						
English Learners		9%	41%	31%	16%	3%						
FARMS		5%	30%	37%	20%	6%	1%					
G/T			17%	17%	46%	17%	4%					

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male				3%	8%	16%	20%	24%	16%	13%	
	Female				5%	13%	12%	19%	20%	13%	18%	
	Total				4%	10%	14%	20%	22%	15%	16%	
	Hispanic				3%	18%	20%	20%	18%	9%	11%	
	Native American											
	Asian							22%	33%	22%	22%	
	Black/African American				7%	12%	18%	25%	23%	9%	7%	
	Hawaiian											
	White				3%	6%	10%	16%	24%	18%	22%	
	2+ Races				6%	11%	17%	28%	11%	22%	6%	
Active 504				15%	15%	8%	23%	23%	8%	8%		
Active IEP					3%	24%	24%	26%	15%	9%		
Total				4%	6%	19%	23%	26%	13%	9%		
English Learners				3%	30%	24%	24%	9%	9%			
FARMS				4%	14%	18%	25%	20%	8%	11%		
G/T						8%	13%	29%	21%	29%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	2%	5%	7%	11%	15%	19%	16%	10%	8%	7%
	Female	3%	6%	11%	12%	12%	15%	12%	7%	14%	8%
	Total	2%	5%	9%	11%	14%	17%	14%	8%	11%	8%
	Hispanic	2%	11%	9%	16%	16%	20%	9%	6%	6%	5%
	Native American										
	Asian				11%		33%	22%	11%	11%	11%
	Black/African American	4%	8%	10%	13%	21%	13%	15%	8%	2%	6%
	Hawaiian										
	White	2%	3%	9%	8%	10%	16%	16%	10%	16%	10%
	2+ Races	7%		7%	20%	20%	13%	7%	7%	13%	7%
	Active 504	8%	8%	17%	8%	17%	25%	8%		8%	
Active IEP	3%	3%	6%	13%	13%	23%	10%	16%	10%	3%	
Total	5%	5%	9%	12%	14%	23%	9%	12%	9%	2%	
English Learners	3%	16%	16%	19%	13%	16%	9%	6%	3%		
FARMS	4%	7%	9%	15%	17%	16%	15%	5%	7%	5%	
G/T				4%	17%	21%	13%	17%	17%	13%	

Math Grade 6

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	2%	20%	36%	25%	9%	5%	2%			
	Female		4%	20%	34%	22%	9%	6%	4%			
	Total	0%	3%	20%	35%	24%	9%	6%	3%			
	Hispanic	2%	3%	27%	34%	26%	6%	2%				
	Native American											
	Asian		17%	17%	33%		17%		17%			
	Black/African American		4%	31%	24%	33%	2%		4%			
	Hawaiian											
	White		2%	13%	38%	23%	13%	8%	3%			
	2+ Races			35%	39%	9%		13%	4%			
Active 504		11%	11%	50%	17%	11%						
Active IEP		3%	28%	48%	14%		7%					
Total		6%	21%	49%	15%	4%	4%					
English Learners	4%	8%	33%	46%	8%							
FARMS	1%	3%	25%	42%	20%	7%	1%	1%				
G/T		8%	5%	18%	24%	13%	16%	16%				

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male						1%	1%	17%	49%	32%	
	Female					1%		1%	20%	40%	37%	
	Total					0%	0%	1%	19%	45%	35%	
	Hispanic								2%	21%	58%	19%
	Native American											
	Asian								17%			83%
	Black/African American						2%	4%	29%	40%	24%	
	Hawaiian											
	White					1%		1%	16%	40%	42%	
	2+ Races								13%	61%	26%	
Active 504									33%	50%	17%	
Active IEP						3%	3%		38%	52%	3%	
Total						2%	2%		36%	51%	9%	
English Learners								4%	38%	46%	13%	
FARMS							1%	1%	24%	51%	24%	
G/T										47%	53%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male			1%		1%	5%	20%	30%	28%	14%	
	Female		1%			2%	7%	15%	29%	32%	14%	
	Total		0%	0%		1%	6%	17%	30%	30%	14%	
	Hispanic					2%	8%	13%	47%	16%	15%	
	Native American											
	Asian							17%		33%	50%	
	Black/African American			2%		2%	11%	20%	27%	33%	4%	
	Hawaiian											
White		1%			1%	4%	20%	26%	33%	16%		
2+ Races					4%	13%	9%	26%	39%	9%		
Active 504						17%	17%	17%	44%	6%		
Active IEP		3%	3%			14%	28%	28%	24%			
Total		2%	2%			15%	23%	23%	32%	2%		
English Learners					4%	8%	21%	42%	21%	4%		
FARMS			1%		2%	7%	18%	34%	26%	12%		
G/T					3%		24%	18%	29%	26%		

Math Grade 7

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male			4%	24%	33%	27%	11%	1%		
	Female			6%	14%	37%	32%	9%	2%		
	Total			5%	18%	35%	30%	10%	1%		
	Hispanic			2%	16%	39%	28%	14%	2%		
	Native American										
	Asian					80%	20%				
	Black/African American			8%	19%	27%	38%	8%			
	Hawaiian										
	White			7%	18%	35%	28%	11%	1%		
2+ Races				36%	36%	21%		7%			
Active 504			6%	28%	33%	22%	11%				
Active IEP			13%	13%	57%	13%	4%				
Total			10%	20%	46%	17%	7%				
English Learners			4%	15%	48%	22%	7%	4%			
FARMS			5%	19%	37%	29%	9%	2%			
G/T					33%	17%	50%				

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male				1%	2%	3%	20%	22%	43%	10%	
	Female				1%	1%	4%	9%	31%	42%	12%	
	Total				1%	1%	4%	14%	27%	42%	11%	
	Hispanic						2%	14%	30%	39%	16%	
	Native American											
	Asian									100%		
	Black/African American				2%	4%	6%	15%	17%	52%	4%	
	Hawaiian											
	White				1%	1%	3%	16%	29%	36%	13%	
	2+ Races						7%	7%	43%	43%		
Active 504								28%	17%	50%	6%	
Active IEP							9%	30%	35%	22%	4%	
Total							5%	29%	27%	34%	5%	
English Learners						4%	19%	30%	37%	11%		
FARMS				1%	1%	4%	15%	27%	43%	9%		
G/T								33%	17%		50%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	2%	1%	4%	7%	22%	17%	18%	22%	7%	1%
	Female	1%	2%	4%	7%	9%	21%	28%	16%	11%	1%
	Total	1%	1%	4%	7%	15%	19%	23%	19%	9%	1%
	Hispanic	2%		5%	6%	13%	20%	20%	20%	11%	3%
	Native American										
	Asian						20%	20%	40%	20%	
	Black/African American	2%	2%	8%	6%	19%	13%	23%	23%	4%	
	Hawaiian										
	White	1%	2%	1%	9%	15%	22%	24%	15%	11%	
	2+ Races			7%		21%	21%	36%	14%		
	Active 504				17%	17%	11%	28%	22%	6%	
Active IEP	4%			4%	43%	13%	9%	22%	4%		
Total	2%			10%	32%	12%	17%	22%	5%		
English Learners			7%	4%	15%	26%	19%	15%	7%	7%	
FARMS	1%	1%	5%	8%	15%	19%	25%	19%	7%	1%	
G/T				33%	17%			17%	33%		

Math Grade 8

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male		2%	16%	41%	32%	8%	2%				
	Female			20%	40%	31%	8%	1%				
	Total		1%	17%	40%	32%	8%	1%				
	Hispanic		3%	11%	43%	35%	6%	3%				
	Native American				100%							
	Asian				33%	33%	33%					
	Black/African American			22%	40%	31%	7%					
	Hawaiian	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	White		1%	18%	43%	31%	8%					
	2+ Races			33%	17%	28%	17%	6%				
Active 504		6%	12%	24%	41%	18%						
Active IEP		3%	18%	42%	33%	3%						
Total		4%	16%	36%	36%	8%						
English Learners			12%	50%	29%	6%	3%					
FARMS		1%	13%	44%	32%	8%	2%					
G/T			18%	29%	35%	18%						

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male						1%	11%	54%	33%	2%	
	Female						1%	7%	42%	43%	7%	
	Total						1%	9%	49%	37%	4%	
	Hispanic						1%	10%	50%	36%	3%	
	Native American								100%			
	Asian								67%	33%		
	Black/African American								18%	44%	38%	
	Hawaiian											
	White						1%	5%	46%	41%	7%	
	2+ Races								6%	61%	28%	6%
Active 504								24%	35%	41%		
Active IEP								3%	58%	33%	6%	
Total								10%	50%	36%	4%	
English Learners								18%	53%	29%		
FARMS							1%	12%	48%	36%	2%	
G/T									35%	59%	6%	

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male			1%	4%	8%	29%	30%	23%	5%		
	Female				3%	4%	19%	37%	25%	12%	1%	
	Total			0%	3%	6%	24%	33%	23%	8%	0%	
	Hispanic				3%	13%	22%	36%	19%	7%		
	Native American						100%					
	Asian							100%				
	Black/African American				7%	2%	33%	24%	31%	2%		
	Hawaiian											
	White				3%	4%	18%	35%	26%	12%	1%	
	2+ Races			6%			44%	28%	11%	11%		
Active 504				12%	12%	12%	35%	24%	6%			
Active IEP						21%	39%	30%	9%			
Total				4%	4%	18%	38%	28%	8%			
English Learners				3%	21%	29%	29%	18%				
FARMS			1%	6%	8%	27%	32%	22%	5%			
G/T						24%	24%	35%	18%			

Math HS - Algebra 1

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	41%	35%	9%	8%	3%	2%	0%	0%	0%		
	Female	32%	30%	16%	13%	4%	2%	2%	1%			
	Total	37%	33%	13%	10%	3%	2%	1%	1%	0%		
	Hispanic	50%	35%	8%	3%	3%	3%					
	Native American											
	Asian			80%	20%							
	Black/African American	49%	35%	10%	3%	1%	1%					
	Hawaiian											
White	27%	34%	13%	15%	5%	2%	2%	1%	1%			
2+ Races	43%	19%	19%	19%								
Active 504	55%	18%	14%	14%								
Active IEP	45%	52%		3%								
Total	49%	38%	6%	8%								
English Learners	55%	39%	3%	3%								
FARMS	49%	35%	8%	4%	1%	2%	1%					
G/T	14%	16%	16%	35%	4%	7%	4%	4%	2%			

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male		2%	12%	13%	15%	18%	11%	14%	11%	5%	
	Female	2%	1%	3%	11%	12%	19%	12%	22%	13%	6%	
	Total	1%	1%	8%	12%	14%	19%	11%	17%	12%	6%	
	Hispanic		1%	17%	28%	16%	17%	8%	4%	9%		
	Native American											
	Asian								60%	20%	20%	
	Black/African American	3%	2%	3%	16%	19%	26%	18%	8%	5%		
	Hawaiian											
	White	1%	1%	5%	5%	10%	19%	11%	25%	14%	10%	
	2+ Races		11%	11%	5%	26%	5%	5%	16%	21%		
Active 504	5%	5%	25%	5%	5%	30%		5%	20%			
Active IEP			7%	18%	21%	29%	11%	7%	7%			
Total	2%	2%	15%	13%	15%	29%	6%	6%	13%			
English Learners			24%	42%	18%	12%			3%			
FARMS	1%	3%	12%	15%	22%	19%	10%	10%	8%			
G/T			4%		5%	7%	9%	27%	25%	23%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	3%	6%	14%	17%	18%	13%	9%	13%	6%	3%
	Female	2%	3%	9%	16%	15%	16%	19%	10%	6%	3%
	Total	2%	4%	12%	17%	17%	14%	14%	12%	6%	3%
	Hispanic	3%	9%	25%	18%	21%	9%	3%	11%	1%	
	Native American										
	Asian						20%	40%		20%	20%
	Black/African American	5%	3%	13%	19%	24%	19%	8%	8%		
	Hawaiian										
	White	1%	2%	7%	14%	14%	16%	19%	14%	9%	5%
	2+ Races	5%	11%	5%	32%	5%	5%	16%	11%	11%	
	Active 504	10%	10%	20%	5%	20%	10%	5%	5%	15%	
Active IEP		11%	7%	25%	29%	14%	4%	7%	4%		
Total	4%	10%	13%	17%	25%	13%	4%	6%	8%		
English Learners	3%	12%	39%	18%	21%	3%		3%			
FARMS	3%	6%	17%	19%	22%	14%	8%	10%	1%		
G/T		2%	2%	11%	7%	7%	18%	30%	13%	11%	

Math HS - Geometry

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	10%	8%	19%	17%	16%	12%	12%	4%	2%	1%	
	Female	8%	7%	16%	16%	20%	12%	11%	6%	4%	1%	
	Total	9%	7%	18%	17%	18%	12%	12%	5%	3%	1%	
	Hispanic	16%	10%	17%	13%	19%	13%	10%	1%			
	Native American											
	Asian				14%	29%		29%	29%			
	Black/African American	20%	13%	22%	11%	13%	9%	7%	2%	2%		
	Hawaiian							100%				
	White	4%	4%	17%	20%	19%	13%	12%	6%	4%	2%	
	2+ Races		25%	25%	17%	8%	8%	17%				
Active 504	7%	10%	21%	17%	21%	7%	10%	7%				
Active IEP	15%	12%	21%	21%	9%	9%	3%	6%	3%			
Total	11%	11%	21%	19%	15%	8%	6%	6%	2%			
English Learners	20%	12%	32%	12%	8%	8%	4%	4%				
FARMS	15%	10%	17%	15%	16%	10%	11%	5%	2%	1%		
G/T			3%	3%	23%	33%	20%	10%	7%			

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%	3%	8%	7%	12%	20%	14%	11%	12%	12%	
	Female		3%	3%	4%	9%	18%	17%	14%	20%	12%	
	Total	0%	3%	5%	6%	11%	19%	15%	12%	16%	12%	
	Hispanic		7%	11%	5%	9%	27%	17%	11%	9%	4%	
	Native American											
	Asian								29%	57%	14%	
	Black/African American	2%	4%	10%	8%	12%	27%	16%	12%	4%	4%	
	Hawaiian								100%			
	White		1%	2%	5%	10%	15%	15%	13%	19%	17%	
	2+ Races			8%	15%	23%	15%	8%		23%	8%	
Active 504		10%	3%	3%	13%	16%	35%	10%	6%	3%		
Active IEP		3%	9%	18%	18%	26%	18%	3%	3%	3%		
Total		6%	6%	11%	15%	22%	26%	6%	5%	3%		
English Learners		15%	19%	4%	12%	31%	8%	4%	4%	4%		
FARMS	1%	4%	10%	10%	11%	23%	15%	12%	12%	3%		
G/T				2%	2%	2%	2%	7%	34%	49%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	23%	5%	15%	11%	13%	8%	10%	8%	6%	1%
	Female	16%	5%	10%	11%	14%	15%	11%	14%	4%	
	Total	20%	5%	13%	11%	14%	11%	10%	11%	5%	1%
	Hispanic	23%	6%	14%	14%	11%	12%	12%	6%	2%	
	Native American										
	Asian				14%	14%	14%	14%	29%	14%	
	Black/African American	26%	2%	12%	17%	17%	7%	10%	5%	5%	
	Hawaiian			100%							
	White	19%	5%	11%	8%	14%	12%	9%	15%	6%	1%
2+ Races		18%	27%	9%	18%	9%	18%				
Active 504	31%	8%	12%	4%	23%	8%	12%	4%			
Active IEP	31%	6%	25%	6%	9%	6%	6%	3%	6%		
Total	31%	7%	19%	5%	16%	7%	9%	3%	3%		
English Learners	30%	13%	17%	17%	4%	4%	4%	4%	4%		
FARMS	27%	6%	12%	13%	11%	12%	10%	6%	2%		
G/T	13%			10%		13%	13%	27%	23%		

Math HS – Algebra 2

Pre/Readiness Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
	Male	1%	17%	32%	16%	11%	10%	4%	5%	3%	
	Female	3%	9%	24%	20%	18%	8%	14%	4%	1%	
	Total	2%	13%	27%	18%	15%	9%	9%	4%	2%	
	Hispanic	3%	19%	28%	19%	22%	6%			3%	
	Native American										
	Asian		13%	13%	25%	13%		25%		13%	
	Black/African American		23%	27%	14%	27%		5%		5%	
	Hawaiian										
	White	3%	9%	28%	19%	12%	11%	12%	7%	1%	
	2+ Races		22%	33%	11%	11%	22%				
	Active 504	6%	19%	31%	13%	19%	13%				
Active IEP	25%		75%								
Total	10%	15%	40%	10%	15%	10%					
English Learners		33%		67%							
FARMS	3%	16%	30%	21%	15%	7%	4%	1%	3%		
G/T						10%	40%	20%	30%		

Post-Assessment	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	1%		1%	5%	6%	17%	17%	22%	25%	5%	
	Female	1%		1%	5%	9%	20%	23%	19%	15%	6%	
	Total	1%		1%	5%	8%	19%	21%	20%	19%	6%	
	Hispanic				3%	13%	29%	23%	19%	6%	6%	
	Native American											
	Asian							25%	25%	25%	25%	
	Black/African American			5%	10%	14%	14%	29%	19%	5%	5%	
	Hawaiian											
White	1%		1%	5%	6%	18%	18%	22%	24%	5%		
2+ Races					11%	22%	44%		22%			
Active 504					7%	36%	21%	14%	21%			
Active IEP				50%	25%			25%				
Total				11%	11%	28%	17%	17%	17%			
English Learners					33%	67%						
FARMS			1%	7%	12%	28%	20%	17%	12%	3%		
G/T								10%	30%	60%		

Growth	Subgroup Percentage of Assessed Students	<10%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	
	Male	4%	3%	8%	13%	21%	16%	21%	9%	4%	1%	
	Female	7%	6%	9%	15%	19%	21%	12%	6%	5%		
	Total	6%	5%	8%	14%	19%	19%	16%	7%	5%	0%	
	Hispanic	3%	6%	10%	13%	23%	23%	13%	6%	3%		
	Native American											
	Asian						50%	13%	13%	25%		
	Black/African American	10%	5%	14%	10%	38%	19%	5%				
	Hawaiian											
	White	7%	5%	8%	16%	16%	18%	18%	8%	5%	1%	
	2+ Races				22%	44%		22%	11%			
Active 504			14%	14%	14%	29%	21%	7%				
Active IEP		50%	25%				25%					
Total		11%	17%	11%	11%	22%	22%	6%				
English Learners		33%			33%	33%						
FARMS	7%	4%	13%	16%	19%	17%	17%	3%	3%			
G/T	10%			10%	20%	20%			30%	10%		

Appendix C

Fall 2022 Kindergarten Readiness Assessment

The Kindergarten Readiness assessment evaluates students' skills in several domains including social foundations, language and literacy, mathematics, and physical well-being and motor skills. Students fall within three ranges: emerging (at risk), approaching (some risk), and demonstrating (negligible or no risk). TCPS Kindergarten students performed above the state average in demonstrating readiness, again this year, while also experiencing a 4% increase in those demonstrating readiness. Additionally, it is important to highlight that the demonstrating readiness percentage was 2% higher than the pre-covid readiness percentage of 2019. The KRA provides teachers with actionable data that allows them to plan instruction specific to the domains of greatest need and specific to each student based on student-level data. Data also provides valuable information for reflecting on PreK and other childcare and early childhood programs curricula and instruction.

KRA Data – Fall 2022			
Subgroup	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Male	28%	30%	42%
Female	22%	30%	48%
Total	25%	30%	45%
Hispanic	49%	30%	21%
Native American	0%	0%	0%
Asian	0%	0%	0%
Black/African American	30%	44%	26%
Hawaiian	0%	0%	0%
White	12%	27%	61%
2+ Races	6%	44%	50%
English Learners	64%	25%	11%
Active IEP	48%	28%	24%
FARMS	36%	34%	30%

KRA Data – Fall 2022

Subgroup	Emerging Readiness	Approaching Readiness	Demonstrating Readiness
Male	28%	30%	42%
Female	22%	30%	48%
Total	25%	30%	45%
Hispanic	49%	30%	21%
Native American	0%	0%	0%
Asian	0%	0%	0%
Black/African American	30%	44%	26%
Hawaiian	0%	0%	0%
White	12%	27%	61%
2+ Races	6%	44%	50%
English Learners	64%	25%	11%
Active IEP	48%	28%	24%
FARMS	36%	34%	30%

Spring 2022 DIBELS

The DIBELS assessment was designed to screen students for potential reading difficulties. Students who score at risk or some risk on DIBELS assessments are then identified as needing additional diagnostic assessments, monitoring, and matched with an intervention if appropriate. Given the nature of DIBELS assessments, it is possible for a student to be flagged as “at risk” and still demonstrate sufficient reading progress throughout the school year; however, it provides the teacher with information on how to ensure that the student stays on track for reading success.

DIBELS assessments are given three times per year, with different subtests being given higher weights in the calculation of the overall composite score depending on the grade level and time of year. For example, in Kindergarten, Letter Naming Fluency is weighted higher at the beginning of the year and less at the end of the year as compared to other components. The weight change thus affects the overall composite score, which makes it difficult to quantify individual student progress as it is not a true pre- and post-test comparison. The composite score target also increases throughout the year, making it more difficult for students to maintain a low risk status. In addition, while trends in the disaggregated data can be noted, the scores do not provide numerical growth information. Despite these challenges, school-based grade level teams use this data throughout the year to examine individual skills, performance, and reading behaviors to drive instruction and intervention. Classroom teachers found these discussions to be useful in providing their students with targeted, individualized foundational skill instruction.

Kindergarten DIBELS Data Fall 2022

Gr K DIBELS Data – Fall 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male (172)	26%	15%	59%
Female (166)	30%	16%	54%
Total (338)	28%	15%	57%
Hispanic (94)	48%	17%	35%
Native American (<10)	0%	0%	0%
Asian(<10)	0%	0%	0%
Black/African American (44)	34%	20%	45%
Hawaiian (<10)	0%	0%	0%
White (177)	16%	15%	69%
2+ Races (16)	25%	6%	69%
English Learners (70)	54%	16%	30%
Active IEP (42)(42)	48%	10%	43%
FARMS (206)	38%	15%	47%

All kindergarten students were tested in the Fall of 2022. All students in the “some risk” and “at risk” categories will be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 1 DIBELS Data Spring 2022

Gr 1 DIBELS Data – Fall 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male (103)	43%	30%	27%
Female (99)	41%	30%	28%
Total (202)	42%	30%	28%
Hispanic (75)	33%	33%	33%
Native American (<10)	0%	0%	0%
Asian (<10)	0%	0%	0%
Black/African American (25)	52%	20%	28%
Hawaiian (<10)	0%	0%	0%
White (90)	48%	31%	21%
2+ Races (10)	40%	20%	40%
English Learners (62)	37%	34%	29%
Active IEP (28)	64%	25%	11%
FARMS (140)	43%	29%	29%

Only first grade students who demonstrated “some risk” or who were “at risk” in Kindergarten were tested in Fall 2022. All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 2 DIBELS Data Fall 2022

Gr 2 DIBELS Data - Fall 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male (92)	54%	30%	15%
Female (57)	67%	21%	12%
Total (149)	59%	27%	14%
Hispanic (48)	65%	21%	15%
Native American (<10)	0%	0%	0%
Asian (<10)	0%	0%	0%
Black/African American (30)	63%	27%	10%
Hawaiian (<10)	0%	0%	0%
White (62)	50%	34%	16%
2+ Races (<10)	0%	0%	0%

English Learners (39)	69%	21%	10%
Active IEP (23)	83%	9%	9%
FARMS (103)	66%	22%	12%

Only second grade students who demonstrated “some risk” or who were “at risk” in 1st grade were tested in Fall 2022. All students in the “some risk” and “at risk” categories will continue to be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grade 3 DIBELS Data Fall 2022

Gr 3 DIBELS Data – Fall 2022			
Subgroup	At Risk	Some Risk	Negligible or Minimal Risk
Male (79)	67%	20%	13%
Female (96)	70%	22%	8%
Total (175)	69%	21%	10%
Hispanic (71)	75%	17%	8%
Native American (<10)	0%	0%	0%

Asian (<10)	0%	0%	0%
Black/African American (34)	79%	12%	9%
Hawaiian (<10)	0.0%	0.0%	0.0%
White (62)	56%	29%	15%
2+ Races (<10)	0%	0%	0%
English Learners (57)	77%	15%	8%
Active IEP (33)	77%	16%	7%
FARMS (136)	71%	21%	9%

Only third grade students who demonstrated “some risk” or who were “at risk” in 2nd grade were tested in Fall 2022. All students in the “some risk” and “at risk” categories will be monitored and receive targeted interventions (as appropriate) in the 2022-2023 school year.

Grades 3-5 MAP GROWTH Data FALL 2022

MAP Data (FALL 2022)															
Grade 5				Grade 4				Grade 3				Grade 2			
Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Subgroup	Above the expected Range	Within the Expected Range	Below expected Range	Subgroup	Above the expected Range	Within the Expected Range	Below expected Range
Male (147)	31.3%	19.0%	49.7%	Male (133)	38.3%	15.8%	45.9%	Male (145)	31.5%	22.4%	46.1%	Male (153)	30.1%	23.5%	46.4%
Female (158)	38.6%	27.2%	34.2%	Female (121)	40.5%	16.5%	45.9%	Female (163)	27.6%	25.8%	46.6%	Female (115)	33.9%	23.9%	41.7%
TOTAL (251)	35.1%	23.3%	41.6%	TOTAL (254)	39.4%	16.1%	44.5%	TOTAL (308)	31.5%	22.4%	46.1%	TOTAL (268)	31.7%	23.9%	44.4%
Hispanic (86)	20.9%	19.8%	59.3%	Hispanic (68)	14.8%	17.6%	67.6%	Hispanic (96)	13.5%	19.8%	66.7%	Hispanic (65)	9.2%	26.2%	64.6%
Native American (<10)	0.0%	0.0%	0.0%	Native American (<10)	0.0%	0.0%	0.0%	Native American (<10)	0	0	0	Native American (<10)	0%	0%	0%
Asian (<10)	0.0%	0.0%	0.0%	Asian (<10)	0.0%	0.0%	0.0%	Asian (<10)	0	0	0	Asian (<10)	0%	0%	0%

Black/African American (40)	12.5%	22.5%	65%	Black/African American (40)	20%	17.5%	63%	Black/African American (53)	13.2%	26.4%	60.4%	Black/African American (41)	14.6%	22.0%	63.4%
Hawaiian (<10)	0.0%	0.0%	0.0%	Hawaiian (<10)	0.0%	0.0%	0.0%	Hawaiian (<10)	0	0	0	Hawaiian (<10)	0%	0%	0%
White (140)	51.4%	21.4%	27.1%	White (125)	53.6%	16.8%	29.6%	White (141)	49.0%	22.0%	29.1%	White (138)	43.5%	24.6%	31.9%
2+ Races (34)	29.4%	38.2%	32.4%	2+ Races (17)	76.5%	0%	23.5%	2+ Races (12)	33.3%	41.7%	25.0%	2+ Races (17)	41.2%	23.5%	35.3%
English Learners (49)	13.0%	13.0%	73.9%	English Learners (52)	5.8%	15.4%	78.4%	English Learners (66)	3.0%	13.6%	83.3%	English Learners (46)	2.2%	17.4%	80.4%
Active IEP (30)	0%	10%	90%	Active IEP (37)	13.5%	8.1%	78.4%	Active IEP (40)	12.5%	12.5%	75.0%	Active IEP (28)	3.6%	17.9%	78.6%
FARMS (134)	25.3%	23.1%	51.6%	FARMS (168)	27.4%	17.9%	54.8%	FARMS (207)	18.4%	23.2%	58.5%	FARMS (158)	20.3%	22.8%	57.0%

Data Summary Narrative:

As High School assessments for Government and Life Science MISA transition to End-of-Course assessments over the next few years, we have used the exam look-up tables which have been developed to align our local assessment scores to performance level descriptors reported on MCAP assessments. This alignment may allow us to more efficiently and appropriately track student performance on local assessments as indicators of success for State Assessments. Local assessment scores have been used to group students as Beginning Learners, Developing Learners, Proficient Learners, and Distinguished Learners. As we track student progress throughout the year into these four levels, we may more appropriately plan instruction, acceleration, and intervention opportunities which targets the needs of students at each of these levels.

ELA Assessment Reporting

For assessments in English/Language Arts, students receive instruction targeting course standards throughout the year. MCAP assessments in the spring assess these standards comprehensively. In an effort to track students' progress, continual development, and validity independent assessment result, post-assessment (mid-year for this report) results have been averaged for each student to provide a snapshot of cumulative performance. These averages communicate performance level over multiple assessments and may not accurately predict "one-time" performance as the MCAP assessment would. They are intended to allow local analysis of trends in student performance to facilitate conversations focused on improving growth throughout the units of instruction. While tracking of student performance is monitored for each unit of study at the local level, we are reporting a single pre-assessment and post-assessment

English/Language Arts

Grade 6

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		65%	21%	14%	1%
Gender	M	73%	17%	10%	0%
	F	55%	26%	17%	2%
Ethnicity	1	80%	15%	5%	0%
	2				
	3	40%	50%	10%	0%
	4	85%	10%	6%	0%
	5				
	6	52%	26%	21%	2%
	7	61%	28%	11%	0%
FARMS	YES	76%	18%	6%	0%
	NO	45%	26%	26%	2%
Active IEP	YES	84%	10%	6%	0%
	NO	62%	23%	14%	1%
Active 504	YES	73%	13%	13%	0%
	NO	64%	22%	14%	1%
SWD	YES	80%	11%	9%	0%
	NO	61%	23%	14%	1%
Active EL	YES	91%	5%	5%	0%
	NO	62%	23%	14%	1%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		45%	30%	24%	1%
Gender	M	52%	28%	20%	0%
	F	36%	33%	28%	3%
Ethnicity	1	61%	26%	13%	0%
	2				
	3	40%	30%	30%	0%
	4	75%	18%	7%	0%
	5				
	6	28%	35%	34%	2%
	7	40%	40%	20%	0%
FARMS	YES	59%	28%	13%	0%
	NO	24%	33%	40%	3%
Active IEP	YES	81%	7%	11%	0%
	NO	40%	33%	25%	1%
Active 504	YES	46%	46%	8%	0%
	NO	45%	30%	25%	1%
SWD	YES	70%	20%	10%	0%
	NO	40%	32%	26%	1%
Active EL	YES	94%	6%	0%	0%
	NO	41%	32%	25%	1%

English/Language Arts

Grade 7

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		68%	21%	11%	0%
Gender	M	73%	20%	7%	0%
	F	62%	22%	16%	0%
Ethnicity	1	83%	9%	8%	0%
	2				
	3	50%	33%	17%	0%
	4	71%	16%	12%	0%
	5				
	6	61%	25%	14%	0%
	7	71%	29%	0%	0%
FARMS	YES	77%	15%	8%	0%
	NO	57%	28%	15%	0%
Active IEP	YES	94%	3%	3%	0%
	NO	64%	23%	12%	0%
Active 504	YES	76%	18%	6%	0%
	NO	67%	21%	12%	0%
SWD	YES	88%	8%	4%	0%
	NO	64%	23%	13%	0%
Active EL	YES	100%	0%	0%	0%
	NO	65%	23%	12%	0%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		30%	28%	36%	7%
Gender	M	34%	27%	34%	5%
	F	27%	28%	38%	8%
Ethnicity	1	48%	28%	18%	5%
	2				
	3	20%	40%	40%	0%
	4	35%	23%	40%	2%
	5				
	6	21%	28%	42%	9%
	7	44%	28%	22%	6%
FARMS	YES	38%	27%	32%	3%
	NO	21%	29%	40%	11%
Active IEP	YES	57%	13%	27%	3%
	NO	27%	29%	37%	7%
Active 504	YES	33%	60%	7%	0%
	NO	30%	26%	37%	7%
SWD	YES	49%	29%	20%	2%
	NO	27%	27%	38%	7%
Active EL	YES	91%	5%	0%	5%
	NO	25%	29%	38%	7%

English/Language Arts

Grade 8

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		53%	19%	22%	5%
Gender	M	57%	18%	22%	3%
	F	50%	21%	22%	8%
Ethnicity	1	72%	15%	13%	0%
	2				
	3	67%	0%	17%	17%
	4	69%	19%	10%	2%
	5				
	6	43%	20%	29%	8%
	7	57%	29%	14%	0%
FARMS	YES	67%	16%	13%	4%
	NO	37%	23%	34%	7%
Active IEP	YES	85%	10%	5%	0%
	NO	51%	20%	23%	6%
Active 504	YES	75%	17%	8%	0%
	NO	53%	19%	23%	5%
SWD	YES	81%	13%	6%	0%
	NO	50%	20%	24%	6%
Active EL	YES	100%	0%	0%	0%
	NO	51%	20%	23%	6%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		47%	28%	23%	1%
Gender	M	47%	31%	21%	1%
	F	48%	26%	26%	1%
Ethnicity	1	60%	21%	19%	0%
	2				
	3	17%	33%	50%	0%
	4	75%	20%	5%	0%
	5				
	6	36%	33%	29%	2%
	7	57%	24%	19%	0%
FARMS	YES	60%	22%	17%	1%
	NO	32%	35%	31%	1%
Active IEP	YES	75%	15%	10%	0%
	NO	45%	29%	24%	1%
Active 504	YES	73%	9%	9%	9%
	NO	46%	29%	24%	1%
SWD	YES	74%	13%	10%	3%
	NO	44%	30%	25%	1%
Active EL	YES	88%	6%	6%	0%
	NO	45%	30%	24%	1%

English/Language Arts

Grade 9

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		80%	11%	9%	0%
Gender	M	84%	8%	8%	0%
	F	74%	15%	11%	0%
Ethnicity	1	91%	4%	4%	0%
	2				
	3	0%	50%	50%	0%
	4	92%	3%	5%	0%
	5				
	6	70%	17%	13%	0%
	7	88%	8%	4%	0%
FARMS	YES	86%	8%	6%	0%
	NO	71%	15%	14%	0%
Active IEP	YES	97%	3%	0%	0%
	NO	78%	12%	10%	0%
Active 504	YES	85%	0%	15%	0%
	NO	79%	12%	9%	0%
SWD	YES	92%	2%	6%	0%
	NO	78%	13%	10%	0%
Active EL	YES	100%	0%	0%	0%
	NO	77%	13%	11%	0%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		57%	24%	17%	2%
Gender	M	60%	20%	18%	3%
	F	53%	30%	16%	1%
Ethnicity	1	60%	23%	12%	6%
	2				
	3	17%	67%	17%	0%
	4	85%	12%	4%	0%
	5				
	6	48%	25%	26%	1%
	7	57%	38%	5%	0%
FARMS	YES	67%	19%	11%	3%
	NO	44%	30%	25%	1%
Active IEP	YES	86%	11%	4%	0%
	NO	54%	25%	18%	2%
Active 504	YES	78%	13%	9%	0%
	NO	55%	25%	18%	2%
SWD	YES	82%	12%	6%	0%
	NO	53%	26%	19%	2%
Active EL	YES	52%	17%	17%	15%
	NO	58%	25%	17%	0%

English/Language Arts Grade 10 Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		68%	19%	12%	1%
Gender	M	69%	19%	11%	1%
	F	67%	18%	13%	2%
Ethnicity	1	77%	17%	6%	0%
	2				
	3	25%	25%	50%	0%
	4	88%	8%	4%	0%
	5				
	6	60%	22%	15%	2%
	7	67%	22%	11%	0%
FARMS	YES	81%	14%	5%	0%
	NO	56%	23%	18%	3%
Active IEP	YES	100%	0%	0%	0%
	NO	65%	21%	13%	2%
Active 504	YES	76%	14%	10%	0%
	NO	67%	19%	12%	2%
SWD	YES	89%	7%	4%	0%
	NO	64%	21%	13%	2%
Active EL	YES	100%	0%	0%	0%
	NO	67%	19%	12%	1%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		54%	28%	18%	0%
Gender	M	53%	29%	17%	1%
	F	54%	27%	19%	0%
Ethnicity	1	77%	21%	2%	0%
	2				
	3	0%	75%	25%	0%
	4	88%	10%	2%	0%
	5				
	6	40%	32%	27%	1%
	7	43%	57%	0%	0%
FARMS	YES	74%	19%	7%	0%
	NO	36%	36%	28%	1%
Active IEP	YES	91%	5%	5%	0%
	NO	50%	30%	19%	0%
Active 504	YES	85%	15%	0%	0%
	NO	51%	29%	20%	0%
SWD	YES	88%	10%	2%	0%
	NO	47%	32%	21%	0%
Active EL	YES	100%	0%	0%	0%
	NO	52%	29%	19%	0%

English/Language Arts Grade 11 Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		83%	10%	6%	1%
Gender	M	85%	8%	6%	2%
	F	80%	15%	5%	0%
Ethnicity	1	90%	5%	5%	0%
	2				
	3	100%	0%	0%	0%
	4	86%	10%	0%	5%
	5				
	6	78%	14%	9%	0%
	7	100%	0%	0%	0%
FARMS	YES	88%	8%	2%	2%
	NO	78%	13%	9%	0%
Active IEP	YES	90%	0%	10%	0%
	NO	82%	11%	5%	1%
Active 504	YES	93%	7%	0%	0%
	NO	81%	11%	7%	1%
SWD	YES	92%	4%	4%	0%
	NO	80%	12%	6%	1%
Active EL	YES	100%	0%	0%	0%
	NO	81%	11%	6%	1%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		65%	15%	20%	0%
Gender	M	66%	14%	20%	0%
	F	64%	17%	19%	0%
Ethnicity	1	87%	0%	13%	0%
	2				
	3	33%	33%	33%	0%
	4	93%	0%	7%	0%
	5				
	6	51%	22%	27%	0%
	7	67%	33%	0%	0%
FARMS	YES	83%	5%	13%	0%
	NO	48%	25%	28%	0%
Active IEP	YES	70%	0%	30%	0%
	NO	64%	17%	19%	0%
Active 504	YES	83%	0%	17%	0%
	NO	64%	16%	20%	0%
SWD	YES	75%	0%	25%	0%
	NO	63%	19%	19%	0%
Active EL	YES	100%	0%	0%	0%
	NO	61%	17%	23%	0%

English/Language Arts

Grade 12

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		97%	1%	2%	0%
Gender	M	98%	2%	0%	0%
	F	95%	0%	5%	0%
Ethnicity	1	92%	8%	0%	0%
	2	100%	0%	0%	0%
	3	100%	0%	0%	0%
	4	100%	0%	0%	0%
	5				
	6	97%	0%	3%	0%
	7	100%	0%	0%	0%
FARMS	YES	98%	2%	0%	0%
	NO	96%	0%	4%	0%
Active IEP	YES	100%	0%	0%	0%
	NO	97%	1%	2%	0%
Active 504	YES	83%	0%	17%	0%
	NO	98%	1%	1%	0%
SWD	YES	95%	0%	5%	0%
	NO	98%	1%	1%	0%
Active EL	YES	100%	0%	0%	0%
	NO	97%	1%	2%	0%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		70%	19%	10%	1%
Gender	M	70%	22%	7%	0%
	F	70%	14%	14%	2%
Ethnicity	1	75%	8%	17%	0%
	2	100%	0%	0%	0%
	3	100%	0%	0%	0%
	4	63%	25%	6%	6%
	5				
	6	68%	20%	12%	0%
	7	86%	14%	0%	0%
FARMS	YES	77%	12%	10%	2%
	NO	62%	27%	11%	0%
Active IEP	YES	100%	0%	0%	0%
	NO	65%	21%	12%	1%
Active 504	YES	83%	17%	0%	0%
	NO	69%	19%	11%	1%
SWD	YES	95%	5%	0%	0%
	NO	64%	22%	13%	1%
Active EL	YES	50%	0%	50%	0%
	NO	71%	19%	9%	1%

Data Summary Narrative:

As High School assessments for Government and Life Science MISA transition to End-of-Course assessments over the next few years, we have used the exam look-up tables which have been developed to align our local assessment scores to performance level descriptors reported on MCAP assessments. This alignment may allow us to more efficiently and appropriately track student performance on local assessments as indicators of success for State Assessments. Local assessment scores have been used to group students as Beginning Learners, Developing Learners, Proficient Learners, and Distinguished Learners. As we track student progress throughout the year into these four levels, we may more appropriately plan instruction, acceleration, and intervention opportunities which targets the needs of students at each of these levels.

Mathematics Assessment Reporting

For assessments in Mathematics, students receive instruction targeting different groups of standards within each unit of instruction. As a result, MCAP assessments for Mathematics in grades 3-8, Algebra 1, Geometry, and Algebra 2 are the primary cumulative assessment of standards for instruction. In an effort to track students' cumulative performance, Pre- and Post-assessment results have been averaged for each student to provide a snapshot of ongoing learning. These averages of proficiency, while not 100% indicative of cumulative performance, do provide an overview of performance on all grade level or content specific standards. While tracking of student performance is monitored for each unit of study at the local level, we are reporting a single pre-assessment and post-assessment.

Mathematics

Grade 1

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		28%	13%	24%	35%
Gender	M	29%	12%	27%	32%
	F	28%	15%	21%	37%
Ethnicity	1	44%	16%	26%	14%
	2				
	3	0%	17%	33%	50%
	4	55%	9%	18%	18%
	5				
	6	16%	13%	24%	47%
	7	43%	14%	7%	36%
FARMS	YES	35%	15%	24%	26%
	NO	18%	11%	23%	48%
Active IEP	YES	38%	14%	24%	24%
	NO	27%	13%	24%	36%
Active 504	YES				
	NO	28%	13%	24%	35%
SWD	YES	38%	14%	24%	24%
	NO	27%	13%	24%	36%
Active EL	YES	46%	14%	24%	16%
	NO	23%	13%	23%	40%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		7%	10%	34%	49%
Gender	M	5%	10%	38%	47%
	F	10%	11%	29%	50%
Ethnicity	1	14%	18%	37%	31%
	2				
	3	0%	0%	57%	43%
	4	11%	19%	31%	39%
	5				
	6	4%	4%	31%	60%
	7	0%	14%	43%	43%
FARMS	YES	10%	14%	35%	41%
	NO	2%	4%	32%	61%
Active IEP	YES	10%	10%	30%	50%
	NO	7%	10%	34%	48%
Active 504	YES				
	NO	7%	10%	34%	49%
SWD	YES	10%	10%	30%	50%
	NO	7%	10%	34%	48%
Active EL	YES	17%	18%	39%	26%
	NO	4%	8%	32%	56%

Mathematics

Grade 2

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		44%	24%	22%	10%
Gender	M	45%	21%	25%	9%
	F	43%	28%	18%	12%
Ethnicity	1	59%	25%	15%	1%
	2				
	3	29%	29%	29%	14%
	4	53%	23%	21%	2%
	5				
	6	35%	24%	24%	17%
	7	39%	17%	33%	11%
FARMS	YES	48%	26%	21%	5%
	NO	38%	21%	23%	18%
Active IEP	YES	75%	16%	9%	0%
	NO	40%	25%	23%	12%
Active 504	YES	0%	40%	60%	0%
	NO	45%	24%	21%	11%
SWD	YES	65%	19%	16%	0%
	NO	41%	25%	23%	12%
Active EL	YES	61%	27%	10%	2%
	NO	40%	23%	24%	12%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		12%	16%	44%	28%
Gender	M	13%	15%	44%	28%
	F	11%	17%	45%	28%
Ethnicity	1	23%	23%	45%	9%
	2				
	3	0%	14%	14%	71%
	4	31%	17%	38%	14%
	5				
	6	4%	12%	47%	37%
	7	0%	20%	45%	35%
FARMS	YES	19%	20%	44%	17%
	NO	2%	10%	45%	43%
Active IEP	YES	9%	22%	56%	13%
	NO	12%	15%	43%	30%
Active 504	YES	0%	50%	50%	0%
	NO	12%	15%	44%	28%
SWD	YES	8%	25%	56%	11%
	NO	13%	15%	43%	30%
Active EL	YES	23%	28%	40%	9%
	NO	10%	14%	45%	32%

Mathematics

Grade 3

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		52%	22%	25%	2%
Gender	M	49%	25%	24%	3%
	F	54%	19%	27%	1%
Ethnicity	1	65%	17%	17%	0%
	2				
	3	33%	17%	33%	17%
	4	67%	19%	15%	0%
	5				
	6	37%	27%	33%	3%
	7	58%	8%	33%	0%
FARMS	YES	62%	19%	19%	0%
	NO	31%	28%	37%	4%
Active IEP	YES	70%	23%	5%	3%
	NO	49%	22%	28%	1%
Active 504	YES	58%	17%	25%	0%
	NO	51%	22%	25%	2%
SWD	YES	67%	21%	10%	2%
	NO	48%	22%	28%	2%
Active EL	YES	78%	11%	11%	0%
	NO	45%	24%	29%	2%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		12%	25%	46%	17%
Gender	M	10%	24%	44%	22%
	F	14%	25%	48%	13%
Ethnicity	1	17%	28%	45%	11%
	2				
	3	0%	0%	20%	80%
	4	19%	29%	44%	8%
	5				
	6	7%	22%	48%	23%
	7	18%	27%	45%	9%
FARMS	YES	17%	29%	43%	12%
	NO	3%	15%	53%	29%
Active IEP	YES	22%	22%	43%	14%
	NO	11%	25%	46%	18%
Active 504	YES	17%	33%	25%	25%
	NO	12%	24%	47%	17%
SWD	YES	20%	24%	39%	16%
	NO	11%	25%	47%	17%
Active EL	YES	20%	30%	42%	8%
	NO	10%	23%	47%	20%

Mathematics

Grade 4

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		75%	15%	8%	2%
Gender	M	72%	17%	10%	2%
	F	78%	13%	7%	2%
Ethnicity	1	88%	8%	4%	0%
	2				
	3	80%	0%	0%	20%
	4	93%	4%	2%	0%
	5				
	6	63%	23%	11%	3%
	7	62%	10%	24%	5%
FARMS	YES	83%	10%	5%	2%
	NO	59%	23%	15%	3%
Active IEP	YES	95%	5%	0%	0%
	NO	71%	16%	10%	2%
Active 504	YES	75%	0%	8%	17%
	NO	75%	15%	8%	1%
SWD	YES	90%	4%	2%	4%
	NO	71%	17%	10%	2%
Active EL	YES	90%	7%	2%	2%
	NO	71%	17%	10%	2%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		43%	23%	28%	7%
Gender	M	38%	23%	28%	10%
	F	47%	22%	28%	4%
Ethnicity	1	67%	17%	17%	0%
	2				
	3	40%	0%	20%	40%
	4	61%	30%	7%	2%
	5				
	6	26%	24%	41%	9%
	7	30%	25%	30%	15%
FARMS	YES	55%	23%	18%	4%
	NO	19%	21%	47%	12%
Active IEP	YES	61%	29%	10%	0%
	NO	39%	22%	31%	8%
Active 504	YES	45%	9%	18%	27%
	NO	42%	23%	28%	6%
SWD	YES	58%	25%	12%	6%
	NO	39%	22%	32%	7%
Active EL	YES	71%	13%	14%	2%
	NO	35%	25%	31%	8%

Mathematics

Grade 5

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		90%	7%	2%	1%
Gender	M	89%	7%	3%	1%
	F	90%	7%	1%	1%
Ethnicity	1	100%	0%	0%	0%
	2				
	3	80%	0%	0%	20%
	4	100%	0%	0%	0%
	5				
	6	80%	14%	4%	2%
	7	94%	6%	0%	0%
FARMS	YES	95%	4%	0%	1%
	NO	81%	12%	5%	3%
Active IEP	YES	97%	0%	0%	3%
	NO	89%	8%	2%	1%
Active 504	YES	100%	0%	0%	0%
	NO	89%	8%	2%	1%
SWD	YES	98%	0%	0%	2%
	NO	88%	9%	2%	1%
Active EL	YES	100%	0%	0%	0%
	NO	88%	9%	2%	2%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		28%	25%	29%	18%
Gender	M	25%	22%	31%	22%
	F	30%	28%	28%	14%
Ethnicity	1	37%	29%	24%	10%
	2				
	3	20%	0%	40%	40%
	4	47%	26%	21%	5%
	5				
	6	18%	24%	31%	27%
	7	26%	21%	44%	9%
FARMS	YES	34%	26%	29%	12%
	NO	19%	24%	30%	27%
Active IEP	YES	26%	19%	45%	10%
	NO	28%	26%	28%	19%
Active 504	YES	37%	42%	16%	5%
	NO	27%	24%	30%	19%
SWD	YES	30%	28%	34%	8%
	NO	27%	25%	28%	20%
Active EL	YES	52%	25%	19%	4%
	NO	23%	25%	31%	20%

Mathematics

Grade 6

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		83%	13%	4%	0%
Gender	M	84%	10%	5%	1%
	F	81%	16%	3%	0%
Ethnicity	1	92%	8%	0%	0%
	2				
	3	50%	0%	50%	0%
	4	93%	7%	0%	0%
	5				
	6	74%	20%	5%	1%
	7	95%	0%	5%	0%
FARMS	YES	92%	6%	2%	0%
	NO	67%	24%	7%	1%
Active IEP	YES	97%	0%	3%	0%
	NO	81%	15%	4%	0%
Active 504	YES	87%	13%	0%	0%
	NO	82%	13%	4%	0%
SWD	YES	94%	4%	2%	0%
	NO	80%	15%	5%	0%
Active EL	YES	100%	0%	0%	0%
	NO	81%	14%	5%	0%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		6%	16%	37%	41%
Gender	M	7%	16%	38%	39%
	F	5%	15%	37%	43%
Ethnicity	1	6%	21%	41%	32%
	2				
	3	0%	0%	17%	83%
	4	18%	27%	36%	18%
	5				
	6	2%	11%	34%	53%
	7	6%	6%	56%	33%
FARMS	YES	10%	23%	38%	29%
	NO	0%	3%	36%	62%
Active IEP	YES	9%	37%	49%	6%
	NO	6%	13%	36%	46%
Active 504	YES	21%	7%	21%	50%
	NO	6%	16%	38%	40%
SWD	YES	12%	29%	41%	18%
	NO	5%	13%	36%	45%
Active EL	YES	14%	14%	57%	14%
	NO	6%	16%	36%	43%

Mathematics

Grade 7

Readiness Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		100%	0%	0%	0%
Gender	M	100%	0%	0%	0%
	F	100%	0%	0%	0%
Ethnicity	1	100%	0%	0%	0%
	2	100%	0%	0%	0%
	3	100%	0%	0%	0%
	4	100%	0%	0%	0%
	5	100%	0%	0%	0%
	6	100%	0%	0%	0%
	7	100%	0%	0%	0%
FARMS	YES	100%	0%	0%	0%
	NO	100%	0%	0%	0%
Active IEP	YES	100%	0%	0%	0%
	NO	100%	0%	0%	0%
Active 504	YES	100%	0%	0%	0%
	NO	100%	0%	0%	0%
SWD	YES	100%	0%	0%	0%
	NO	100%	0%	0%	0%
Active EL	YES	100%	0%	0%	0%
	NO	100%	0%	0%	0%

Post-Assessment

		<= 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		2%	13%	56%	29%
Gender	M	2%	15%	55%	27%
	F	1%	11%	57%	32%
Ethnicity	1	2%	9%	60%	28%
	2	100%	0%	0%	0%
	3	0%	0%	100%	0%
	4	6%	26%	55%	13%
	5	100%	0%	0%	0%
	6	0%	11%	52%	37%
	7	0%	10%	60%	30%
FARMS	YES	3%	17%	51%	29%
	NO	0%	4%	67%	29%
Active IEP	YES	3%	29%	55%	13%
	NO	2%	9%	56%	33%
Active 504	YES	7%	7%	47%	40%
	NO	1%	14%	57%	28%
SWD	YES	4%	22%	52%	22%
	NO	1%	10%	57%	32%
Active EL	YES	5%	14%	64%	18%
	NO	1%	13%	54%	31%

Mathematics

Grade 8

Readiness Assessment

		≤ 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		82%	17%	1%	0%
Gender	M	82%	17%	1%	0%
	F	82%	16%	2%	0%
Ethnicity	1	81%	19%	0%	0%
	2				
	3	50%	25%	25%	0%
	4	94%	6%	0%	0%
	5				
	6	77%	21%	2%	0%
	7	93%	7%	0%	0%
FARMS	YES	85%	14%	1%	0%
	NO	73%	24%	3%	0%
Active IEP	YES	92%	8%	0%	0%
	NO	81%	18%	1%	0%
Active 504	YES	94%	6%	0%	0%
	NO	81%	17%	1%	0%
SWD	YES	93%	7%	0%	0%
	NO	80%	19%	2%	0%
Active EL	YES	86%	14%	0%	0%
	NO	81%	17%	2%	0%

Post-Assessment

		≤ 59 Level 1 Beginning	60 - 73 Level 2 Developing	74 - 90 Level 3 Proficient	91 - 100 Level 4 Distinguished
All Students		10%	27%	54%	9%
Gender	M	9%	27%	55%	10%
	F	11%	27%	53%	9%
Ethnicity	1	17%	28%	42%	13%
	2				
	3	0%	0%	75%	25%
	4	16%	34%	50%	0%
	5				
	6	2%	22%	64%	12%
	7	7%	33%	53%	7%
FARMS	YES	13%	30%	50%	8%
	NO	2%	19%	65%	14%
Active IEP	YES	4%	46%	42%	8%
	NO	11%	24%	55%	10%
Active 504	YES	19%	38%	44%	0%
	NO	9%	26%	55%	10%
SWD	YES	10%	43%	43%	5%
	NO	10%	23%	56%	11%
Active EL	YES	17%	40%	33%	10%
	NO	9%	25%	57%	9%

Mathematics
Algebra 1
Readiness Assessment

		Minimum	0%	60%	74%	91%
		Maximum	59%	73%	90%	100%
Pre-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished	
All Students		98%	1%	1%	0%	
Gender	M	99%	1%	0%	0%	
	F	98%	1%	1%	0%	
Ethnicity	1	98%	1%	1%	0%	
	2	100%	0%	0%	0%	
	3	83%	0%	17%	0%	
	4	98%	2%	0%	0%	
	5					
	6	99%	1%	0%	0%	
	7	100%	0%	0%	0%	
FARMS	YES	98%	1%	1%	0%	
	NO	99%	1%	0%	0%	
Active IEP	YES	100%	0%	0%	0%	
	NO	98%	1%	1%	0%	
Active 504	YES	100%	0%	0%	0%	
	NO	98%	1%	1%	0%	
SWD	YES	100%	0%	0%	0%	
	NO	98%	1%	1%	0%	
Active EL	YES	100%	0%	0%	0%	
	NO	98%	1%	1%	0%	

Post-Assessment

		Minimum	0%	60%	74%	91%
		Maximum	59%	73%	90%	100%
Post-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished	
All Students		52%	16%	26%	5%	
Gender	M	58%	17%	21%	4%	
	F	45%	15%	33%	7%	
Ethnicity	1	64%	17%	16%	4%	
	2	0%	0%	0%	100%	
	3	67%	17%	17%	0%	
	4	55%	20%	24%	2%	
	5					
	6	45%	13%	34%	7%	
	7	43%	33%	19%	5%	
FARMS	YES	58%	18%	20%	4%	
	NO	43%	14%	35%	8%	
Active IEP	YES	53%	17%	28%	3%	
	NO	52%	16%	26%	6%	
Active 504	YES	65%	20%	10%	5%	
	NO	52%	16%	27%	5%	
SWD	YES	57%	18%	21%	4%	
	NO	52%	16%	27%	6%	
Active EL	YES	66%	20%	10%	4%	
	NO	49%	15%	30%	6%	

**Mathematics
Geometry
Readiness Assessment**

		Maximum	59%	73%	90%	100%
Pre-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished	
All Students		85%	11%	4%	1%	
Gender	M	83%	11%	6%	0%	
	F	87%	10%	1%	1%	
Ethnicity	1	79%	10%	8%	3%	
	2					
	3	100%	0%	0%	0%	
	4	87%	13%	0%	0%	
	5					
	6	86%	11%	3%	0%	
	7	78%	11%	11%	0%	
FARMS	YES	86%	11%	2%	1%	
	NO	84%	10%	6%	0%	
Active IEP	YES	81%	19%	0%	0%	
	NO	85%	10%	4%	1%	
Active 504	YES	92%	8%	0%	0%	
	NO	84%	11%	4%	1%	
SWD	YES	86%	14%	0%	0%	
	NO	84%	10%	5%	1%	
Active EL	YES	72%	17%	11%	0%	
	NO	86%	10%	3%	1%	

Post-Assessment

		Minimum	0%	60%	74%	91%
		Maximum	59%	73%	90%	100%
Post-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished	
All Students		37%	24%	24%	16%	
Gender	M	38%	22%	22%	17%	
	F	35%	25%	26%	14%	
Ethnicity	1	55%	32%	9%	5%	
	2					
	3	33%	33%	33%	0%	
	4	35%	35%	22%	8%	
	5					
	6	29%	16%	31%	24%	
	7	40%	10%	30%	20%	
FARMS	YES	40%	34%	21%	5%	
	NO	33%	11%	27%	28%	
Active IEP	YES	33%	43%	19%	5%	
	NO	37%	21%	25%	17%	
Active 504	YES	44%	13%	44%	0%	
	NO	36%	25%	22%	17%	
SWD	YES	38%	30%	30%	3%	
	NO	36%	22%	23%	19%	
Active EL	YES	48%	48%	5%	0%	
	NO	35%	21%	26%	18%	

Mathematics
Algebra 2
Readiness Assessment

		Minimum	60%	74%	91%
		Maximum	59%	73%	90%
Pre-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished
All Students		86%	9%	4%	1%
Gender	M	91%	5%	4%	0%
	F	82%	13%	4%	1%
Ethnicity	1	81%	19%	0%	0%
	2				
	3	100%	0%	0%	0%
	4	80%	13%	0%	7%
	5				
	6	89%	6%	5%	0%
	7	71%	14%	14%	0%
FARMS	YES	86%	11%	2%	2%
	NO	87%	9%	5%	0%
Active IEP	YES	91%	0%	9%	0%
	NO	86%	10%	3%	1%
Active 504	YES	86%	0%	14%	0%
	NO	86%	10%	3%	1%
SWD	YES	88%	0%	12%	0%
	NO	86%	11%	2%	1%
Active EL	YES	100%	0%	0%	0%
	NO	86%	9%	4%	1%

Post-Assessment

		Minimum	60%	74%	91%
		Maximum	59%	73%	90%
Post-Assessment Summary		Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Distinguished
All Students		35%	13%	31%	21%
Gender	M	36%	18%	25%	22%
	F	35%	8%	37%	21%
Ethnicity	1	56%	11%	17%	17%
	2				
	3	40%	40%	20%	0%
	4	24%	24%	41%	12%
	5				
	6	31%	11%	34%	24%
	7	44%	11%	22%	22%
FARMS	YES	46%	13%	30%	10%
	NO	28%	12%	31%	28%
Active IEP	YES	38%	31%	31%	0%
	NO	35%	11%	31%	23%
Active 504	YES	43%	19%	33%	5%
	NO	34%	12%	31%	23%
SWD	YES	41%	24%	32%	3%
	NO	34%	10%	31%	25%
Active EL	YES	100%	0%	0%	0%
	NO	35%	13%	31%	21%

COMMUNICATION

GUIDING PRINCIPLES

- The health and safety of our students and staff is always our highest priority.
- All students, educators, and staff should feel comfortable and safe in their learning environment.
- Student learning must include full accountability for students and staff.
- Reflection on our experiences with Continuity of Learning has informed our planning for recovery.
- The situation is dynamic, so we must remain flexible and continuously evaluate.

COORDINATION

Communications will be coordinated by the Communications Officer, Communications Coordinator, and the Executive Assistant to the Superintendent

Communications Officer

Press Releases

Social Media

Weekly Superintendent's Updates

District Level emails and text messages which include information about opportunities for vaccination and testing, as well as updated COVID-19 guidelines.

Response to Inquiries from parents, media and the general public

FAQs

School Level Communications support

Communications Coordinator

District and School Webpages

Printed Publications

Communications Coordinator – continued

Social Media
Surveys
Weekly Superintendent's Updates
Community Presentations
School Level Communications support

Executive Assistant to the Superintendent

Communications with and regarding the Board of Education
Communications to staff from Superintendent
Response to inquiries from parents and the general public

STAKEHOLDERS

The Superintendent has convened a Recovery Plan Stakeholder group composed of Teachers, Support Staff, Parents, Students, Administrators, County Government, County Board and various Community Partners. This group is reviewing survey results and other data to inform and help to refine planning for a safe return of both students and staff to schools in the fall.

Teachers, Principals and Support Staff

- Responsibilities for each reopening scenario were outlined to the Leadership Team.
- Changes/revisions to the plan are communicated to Principals and central headquarters staff. Principals communicate with school staff.
- School Leadership prepared communications for families in the event that a classroom, grade level or school must transition to Virtual Learning.

Families/Students

- All district level communications are sent in both English and Spanish
- The comprehensive plan has been shared with families and it is posted on the District Website. This includes specific information about schedule, social distancing, masking requirement, quarantine and isolation, transportation, food services, building sanitation, and safety protocols.
- Weekly Updates/Reminders are emailed and texted to families as well as posted on FROG and signage in school buildings
 - Schedules
 - Safety protocols
- ~~School offices notify staff and families regarding positive COVID cases within buildings when students or staff are close contacts in collaboration with School Nurses.~~
- Surveys to obtain feedback regarding
 - Virtual learning platforms
 - District Calendar revisions
- Quarterly meeting with Parent Advisory and Teacher of the Year committees to obtain feedback regarding
 - Virtual learning platforms
 - Teacher Accessibility
- The Superintendent's Roundtable with staff at all schools continues quarterly.
- Feedback is Form available on website.

Community

- Individual
- Business
- Public Sector
- Non-Profit
- Internship

The frequency and type of communication with Community Partners will depend upon their relationship with the district.

- TCPS will continue posting weekly Superintendent's Updates so they are available to all Stakeholders.

- ~~Superintendent and Communications Officer will continue participating in Emergency Operations Center calls. Frequency is determined by Emergency Management.~~
- Superintendent will have ongoing calls with partners including but not limited to:
 - Talbot County Health Officer
 - Childcare Partners
 - Talbot County Council
 - Maryland Superintendents
 - MSDE
- Communications Officer (with support from Receptionist) will be responsible for scanning for news and other reports to address or respond to any incorrect information.

METHODS AND FREQUENCY

In general TCPS will utilize its existing communications strategy and guidelines using the following tools:

SchoolMessenger Communications Platform - Parents and Community

Website - Families, Staff, Community

Social Media - Families, Staff, Community

Facebook

Twitter

Instagram

Media (print, television, radio, digital)

FROG Learning Management System - Students/Families

The Communications Team will document all district level communications throughout the year. Method and frequency of communication may be adjusted as necessitated by changes in the status of the pandemic.