

POLICY TITLE: <b>Fidelity in Student Achievement</b>		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

### I. Purpose

The purpose of this policy is to set forth the position and philosophy of the Board of Education (BOE) regarding prioritizing and monitoring of achievement for all students.

### II. Definitions

**A. Student Achievement: Academic and personal success of students that will prepare students for postsecondary education or career. Measures of student achievement include, but are not limited to:**

- i. *Assessments:* Tools to measure instruction and learning that encompass formative and summative assessments, local and state assessments, and national program assessment.**
  - a. *Formative assessment* is a process of gathering feedback and information during the learning or instructional process to inform and guide future teaching and learning activities, often with a focus on identifying areas for improvement.**
  - b. *Summative assessment* is a method of evaluating and summarizing the overall learning achievement and performance of students or individuals at the end of an instructional period or course, typically to assign grades or determine competence.**
  - c. *Local assessments* are designed to gauge student achievement and growth and to evaluate the mastery of content standards relevant to each grade level and course. They can also be customized to meet the unique needs of students, including those receiving special education services. Data is immediately available to educators, allowing them to make timely adjustments to their teaching methods.**

- d. ***State assessments*** measuring accountability across schools and districts, providing an overarching evaluation of educational outcomes. These assessments randomly select a subset of content standards at each grade level and course, providing a representative snapshot of overall performance. The assessments are standardized, and the data is lagging. Examples of state assessments include MCAP (Maryland Comprehensive Assessment Program) and MISA (Maryland Integrated Science Assessment).
  - e. ***National programs***, such as Advanced Placement (AP) and International Baccalaureate (IB), offer their own rigorous assessments. These programs typically culminate in specialized exams that students must take to demonstrate their proficiency in the respective coursework. These assessments are standardized across the programs and are recognized internationally.
    - ii. ***College and Career Readiness (CCR) Standard***: A designation established by the Maryland State Department of Education as an indicator of student achievement in high school.
    - iii. ***Graduate Outcomes***: Measures specific to graduating students.
    - iv. ***Learner Attributes***: Measurable qualities related to Student Achievement used as indicators of academic or personal success in a Kindergarten to graduation continuum.
- B. Performance Target**: A specific and measurable objective.
- C. School Performance and Achievement (SPA) Plans**: Data-driven individual action plans for schools used with the goal to improve Student Achievement.
- D. Transparency**: Denotes the practice of providing timely and accessible information to the public, including the Board of Education.
- E. Comprehensive Report**: Data-rich reports will include aggregate district-level student achievement information for historical trends, comparison to peer Local Education Agencies (LEA), and program

assessment. Disaggregated data will incorporate categories including, but not limited to schools, grade-levels, students with disabilities, English learners, poverty indicators, race, gender, and additional demographics as needed.

- F. Stakeholder:** An inclusive term to indicate all persons, businesses, or government entities that participate in or have a stake in the education of Harford County students. This includes, but is not limited to parents, guardians, family members, students, teachers, staff, contractors, business partners, community members, local non-profits, employee collective bargaining organizations, and local, state and federal government agencies.

### **III. Statement of Policy**

#### **A. Accountability**

- i. The Board of Education (BOE) maintains a Strategic Plan that includes Student Achievement integrated into the mission, vision, core values, and long-term goals. The most current BOE Strategic Plan shall be publicly available under the Board of Education on hcps.org.**
- ii. Administration will create and publish performance targets related to the BOE Strategic Plan, inclusive of Student Achievement.**
- iii. Administration will demonstrate a commitment to transparency of Student Achievement performance targets through enhancements to hcps.org, public data dashboards, comprehensive reports, system-wide communications, presentations to the BOE, and citizen advisory committees.**
- iv. Comprehensive reports shall be provided to the Board of Education regarding Student Achievement performance targets and subsequently posted on hcps.org at a frequency directed by the Board of Education. Reports specific to State Assessments will be provided after the data has been released by the Maryland State Board of Education.**
- v. A district annual report shall be published each year reflecting progress on performance targets related to the long-term goals set forth in the BOE Strategic Plan.**

- vi. Administration will provide data-driven program evaluation process to reflect the results of surveys, pilot programs, or district initiatives or programs.
- vii. Administration will provide public mediums for access to curriculum frameworks for transparency related to student learning and achievement.
- viii. District-wide and school-level professional development shall be conducted based on data-driven needs related to performance targets and the BOE Strategic Plan.
- ix. Each school shall create a SPA plan with annual updates to drive school-level initiatives, professional development, and priorities.
- x. Each school shall communicate school-level Student Achievement goals and initiatives to families and students.
- xi. Parents and guardians will be provided engagement opportunities with school staff to support Student Achievement.. Said opportunities and communication shall be in accord with any relevant negotiated agreement.
- xii. Evaluations of all HCPS employees, including the Superintendent of Schools, shall include measures consistent with and reflective of the BOE Strategic Plan and shall align with any relevant contract documents.

## **B. Operational Requirements**

- i. HCPS resource allocation of funds, staffing, facilities, materials, and technology shall align with Maryland State Law, COMAR, the BOE Strategic Plan, and federal and state grant requirements.
- ii. Where local flexibility is allowed under state and federal laws or regulations, HCPS shall prioritize resources and decision-making based on Student Achievement data and the BOE Strategic Plan.
- iii. The HCPS operating budget shall be presented to the public and the Board of Education in a manner that shows how resource allocation reflects the BOE Strategic Plan.

iv. **HCPS capital budget requests shall be presented to the public and the Board of Education in a manner that shows how the capital project reflects the BOE Strategic Plan.**

v. **Operational decisions or recommendations to the Board of Education, such as school calendars and operating hours, shall be guided by the priorities of Student Achievement as set forth in this policy.**

vi. **Administration will actively reinforce a commitment to Stakeholder engagement regarding Student Achievement by publishing data related to public comment, Maryland Public Information Act (MPIA) requests, customer service inquiries, and surveys. Stakeholders will be included on applicable advisory committees.**

**Board Approval Acknowledged By:**

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Sean W. Bulson, Ed.D.  
Superintendent

Policy Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Policy Maintenance & References	
LAST EDITOR/DRAFTER NAME: <b>Dr. Aaron Poynton</b>	JOB POSITION OF LAST EDITOR/DRAFTER: <b>Board President at Adoption</b>
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005:	

### **LEGAL REFERENCES<sup>1</sup>**

References are set forth in the Procedure.

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<sup>1</sup> All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.