Comprehensive Math Plan

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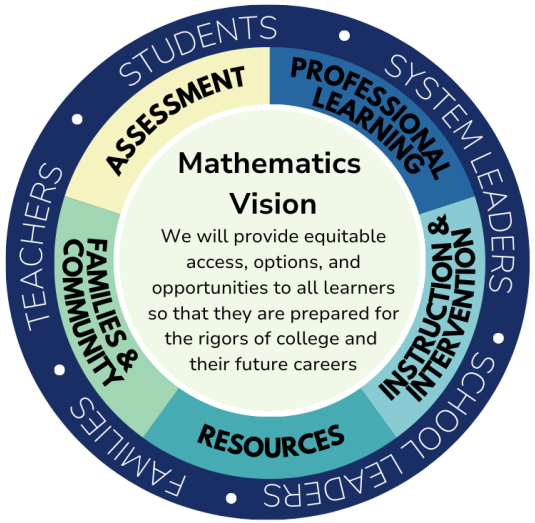
Vision:

The vision of CCPS Mathematics is to provide equitable access, options, and opportunities to all learners so that they are prepared for the rigors of college and their future careers.

Mission:

Our educators provide comprehensive, differentiated core instruction and scaffolded support to build students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and self-efficacy.



Commitment Statements:

We believe that all students can learn mathematics at a high level.
We believe that mathematical understanding is the gateway to future opportunities.
We believe that self-reflection and a shared commitment to mathematical excellence are the keys to both educator and student achievement.
We believe that mathematics classrooms are a safe space for students to ask questions, share divergent thinking, and experience success.

CCPS will maintain instructional coherence by aligning curriculum, assessment, instruction, and professional learning under the Maryland Mathematics Policy. This alignment will be communicated through quarterly district leadership briefings, semi-annual family engagement nights, and an annually updated math plan shared on the district website.

Narrative Overview

Introduction

Cecil County Public Schools (CCPS) is committed to ensuring that all students have access to high-quality mathematics instruction that prepares them for college and career readiness. Our comprehensive mathematics plan outlines the district's vision, mission, and strategic goals for improving student achievement in mathematics, promoting equity, and building the capacity of our educators. This plan reflects our dedication to aligning curriculum, instruction, assessment, and professional learning with the PK–12 Mathematics Policy and the Revised Maryland College and Career Readiness Standards, while also meeting the requirements of the Blueprint for Maryland's Future.

Through a focus on equitable access, evidence-based instructional practices, and data-informed decision-making, CCPS will foster a culture of continuous improvement that ensures all students develop the mathematical knowledge, skills, and habits of mind necessary for success in the 21st century. To achieve this vision, we will strengthen mathematics instruction to improve student outcomes, promote conceptual understanding, problem solving, and real-world applications, support educators in implementing effective, research-based strategies, and build a culture of continuous learning across all grade levels.

To ensure instructional coherence and effectiveness, CCPS focuses its substantial efforts, including professional learning, assessment cycles, administrator learning labs, and resource allocation—on achieving four overarching priority goals that connect every component of this plan. These goals guide our continuous improvement cycle and ensure alignment with the district's Vision and Mission:

- **Strengthen Tier I Core Instruction Through High-Quality Instructional Materials (HQIM) Fidelity and Systemic Coherence.** This mandates rigorous, standards-aligned instruction implemented consistently, including the 90-minute math block (K-12), and is monitored via fidelity walkthrough tools, informal and formal observations.
- **Ensure Equitable Access, Support, and Outcomes for All Student Subgroups.** This critical goal utilizes a Multi-Tiered System of Supports (MTSS) framework with progress monitoring and continuous analysis of disaggregated data to proactively address and close achievement gaps.
- **Cultivate Foundational Mathematical Numeracy, Conceptual Understanding, and Positive Math Identities.** This priority ensures instruction builds conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and self-efficacy, promoting a positive math culture where students feel empowered to take intellectual risks.
- **Achieve Long-Term MCAP Proficiency and College & Career Readiness (CCR) for All Students.** This foundational metric utilizes specific, measurable annual progress targets projected through 2034 for all math assessments.

Cecil County Mathematics Instruction

HQIM & Tiered Instruction Expectations – Elementary and Secondary Mathematics

Tier I – Core Instruction

Elementary: In SY 25-26, Tier I instruction is provided to all students using High-Quality Instructional Materials, Illustrative Mathematics (13 elementary schools) & enVision (4 schools), and is fully aligned to the current Maryland College and Career Readiness Standards. Cecil County Public Schools utilizes two different curricula as we transition from enVision to Illustrative Math (IM). We began with IM in 2 elementary schools as pilots in 2023-2024, and then after 2 years, provided building principals with an option to use IM or enVision. An additional 11 elementary schools moved to Illustrative Mathematics in the 2025-2026 school year. We plan to have all 17 elementary schools utilize IM in 2026-2027. As we transition to IM, Cecil County Public Schools is utilizing a walkthrough tool that focuses on implementing the core routines of IM with fidelity. In addition, we will implement learning labs with building principals to observe and discuss IM implementation 3x during the 25-26 school year. The walkthrough tool and learning labs will grow principal understanding of what to look for while observing Tier 1 instruction. Additionally, we will use information from both of these practices to assess our implementation on the Illustrative Math implementation continuum.

Instruction is designed in a 90-minute math block for grades 1-5 to engage students in all eight Standards for Mathematical Practice every day. Lessons integrate conceptual understanding, procedural fluency, and application, and use a variety of representations and strategies to make learning accessible for all students. In general, a lesson consists of a 10-minute warmup, 2 twenty-minute activities that provide students with time to collaborate and teachers time to provide feedback, and a 10-minute cool down. The remaining 30 minutes of instructional time are used for independent center work and small group work with teachers, special educators, tutors or Title 1 resource teachers (if available). Teachers employ the Concrete–Representational–Abstract (CRA) continuum and Universal Design for Learning (UDL) principles to help meet students' needs throughout the 90-minute math block. In addition to the suggested activities in our core IM or enVision resource, teachers, tutors, and resource teachers also utilize materials from All Learners Network to provide differentiated supports to meet diverse learning needs. All Learners Network is an online Math resource for teachers that provides professional learning modules, learning progressions, low-floor- high ceiling tasks related to major grade-level concepts, and center activities based on standards and skills. Teachers also have access to an AI Coaching option through All Learners Network to support teachers in determining their next instructional steps based on a student's mathematical strengths and weaknesses. All Learners Network creators utilized the same research as OGAP. Teachers look at learning progressions to determine what understanding students are demonstrating to determine their goals and then access tasks or centers to support student learning. This can be done for students above grade level, as well as those who may have gaps.

As part of our instruction teachers are encouraged and expected to develop specific mathematical behaviors in students that align with the Math Practices to promote a positive attitude toward mathematics. At this time, we do not collect data regarding students' attitudes and teacher use of MP while instructing. That is a goal of ours going forward.

Secondary: Tier I instruction occurs daily within the 90-minute block (middle school) or 90-minute class (high school) using enVision Mathematics as the core resource for grades 6-8, Algebra I, Geometry, and Algebra II. All eight Standards for Mathematical Practice are embedded in lesson design, with emphasis on mathematical discourse, modeling, reasoning, and connecting multiple representations. Teachers use formal and informal formative assessment strategies to guide instruction and provide scaffolds or enrichment within the core lesson. Positive math culture and active student engagement are prioritized to support confidence, curiosity, and perseverance.

Tier II – Targeted Small-Group Support

Elementary: Tier II instruction supplements Tier I and targets specific skill gaps or areas for extension. Small-group instruction, typically 20–30 minutes per day, is informed by ongoing data from curriculum-embedded assessments, screeners, and teacher observation. Instruction may focus on building prerequisite skills, reinforcing current grade-level content, or providing enrichment through deeper problem-solving tasks. Resources used to create lessons for small group instruction include targeted lessons from Illustrative Mathematics or enVision to address a missing skill. For example, if the students cannot subtract with regrouping, the teacher may look at a previous grade lesson that does not include regrouping. In IM teachers may also use the adaptive package lessons to fill gaps. Supporting documents used to plan small group lessons include High-leverage Assessment Tasks from All Learners Network and OGAP (On-going Assessment Project), manipulative-based activities. We use these document to develop tier 2 lessons because we have not purchased a supplemental program for tier 2 instruction.

Secondary: Tier II instruction takes place for approximately 30 minutes within the 90-minute block at the middle school level. Teachers use assessment data—MCAP, MAP, unit assessments, and ongoing formative checks—to identify and group students for daily Targeted Math Instruction (TMI). Lessons reinforce core concepts, build readiness skills, or extend learning for students who have already demonstrated proficiency. While the teacher works with targeted groups, other students engage in structured independent or collaborative work, adaptive practice, or math games that reinforce conceptual understanding and fluency. Resources include targeted lessons from enVision Mathematics, All Learners Network, and adaptive software for individualized practice. Tier II at the high school level currently occurs within a co-requisite class for Algebra or a support class for advanced mathematics courses for identified students.

Tier III – Intensive, Individualized Intervention

Elementary: Tier III instruction provides intensive, individualized support for students with significant learning needs or those requiring accelerated progression. Instruction focuses on foundational skill development, often in a 1:1 or very small group setting and may occur in addition to Tier II supports. Progress monitoring occurs every 2 to 3 weeks and adjustments are made based on student response. Materials may include Do The Math, scaffolded versions of grade-level tasks, and targeted math instruction aligned to student-specific learning goals using coherence documents and learning progressions as guides.

Secondary: Tier III instruction is designed for students with the most significant skill gaps or advanced learners in need of rapid acceleration. It is highly individualized and data-driven, using frequent progress monitoring to guide adjustments. Instruction may address essential foundational skills for success in grade-level math, targeted pre-teaching of upcoming content, or advanced applications for accelerated learners. Tier III is often coordinated with special educators, interventionists, or other support staff, and may be delivered during supplemental time or additional intervention periods built into the school schedule. At the middle school level, this can occur within the 30 minutes of supplemental instruction and at the high school level, there are support classes for identified students.

Elementary and Middle* School Continuum of Supports

	Tier 1	Entry to Tier 2 or 3	Tier 2	Tier 3
Group Size	Whole class, 45-60 minutes with scaffolds to provide access for all		Targeted Small Group 6-8 Students	Targeted Small Group 1-3 students
Frequency and Duration	Daily for 45-60 minutes		2-3X a week for 15-20 minutes	4-5x a week 20-30 Minutes
Data Collection & Analysis	Daily Formative Assessments Summative Assessments Performance Matters Data disaggregated Benchmard= Data NWEA Diagnostic = Acadience	**Results of Universal Screener K-1** **Acadience 2-8 NWEA Map**	Use of OGAP learning progression to determine skill and model for intervention Progress Monitoring Data every 3 weeks (currently teacher derived)	Formative Data from Do The Math resource Progress Monitoring Data every 5 lessons (DTM check ins)
Staff	General Educators Special Educators		General Educators Special Educators Certified retired Teacher/Tutors Title I Resource Teachers	Tutors Special Educators
Evidence Based Strategies	Collaboration to solve problems Use of models and representations Use of different strategies to promote flexibility Students are provided feedback and time to reflect		Use of Model for intervention such as number lines, 10 Frames and area model Use of context to help students make sense of the Mathematics Concrete-representational-Abstract models (moving up the learning progression)	Systematic Instruction via resource Use of Representations Use of Model for intervention such as number lines, 10 Frames and area model

*These systems are currently in place at the elementary level. During SY25-26, these supports will be extended to the middle school.

High School Continuum of Supports

Tier I	The high school instructional framework is designed around an A/B block schedule, providing extended 90-minute periods for Tier I core instruction. Within this structure, a collaborative team of General and Special Educators implements a data-driven instructional cycle. This cycle relies on the systematic analysis of daily formative data, unit summative results, and longitudinal data from MCAP scores to ensure instruction is responsive to student needs.
Tier II	**Supporting Algebra:** As a key component of our secondary mathematics strategy, CCPS launched the Algebra Lab course in SY25 to address the needs of students requiring Tier II support in Algebra I. The course is intentionally designed to run concurrently with Algebra I, providing students with supplemental instruction on essential prerequisite skills and real-time support for current coursework. This instructional model consists of a 90-minute block held 2-3 times per week, which complements the main Algebra I class and ensures participating students engage in rigorous mathematics instruction daily. **Supporting Classes Beyond Algebra*:** For all other courses without a dedicated lab, teachers will continue to address the needs of Tier II and Tier III students through robust in-class strategies, including differentiated instruction and flexible grouping."
Tier III	**Support for All High School Math Courses:** Tier III represents our most intensive level of support, designed for students with the most significant skill gaps as well as for advanced learners requiring enrichment. At the high school level, this support is delivered through a dedicated class, led by a Special Educator, that runs concurrently with students' scheduled math courses. This instructional model consists of a 90-minute block held 2-3 times per week. For students with significant learning gaps, this class provides intensive, individualized instruction focused on pre-teaching, re-teaching, and remediating foundational concepts. For advanced learners, this same structure is utilized to provide rigorous enrichment, acceleration, and in-depth exploration of advanced mathematical topics.

*Building on the success of our Algebra Lab model, now in its second year of providing concurrent Tier II support, CCPS is committed to expanding this framework. Looking ahead, we will explore the development of similar support structures for the upcoming Integrated Algebra I and Integrated Algebra II courses.

Equity and Support for All Learners

Cecil County Public Schools is committed to ensuring that every student—regardless of background, ability, or learning profile—has equitable access to rigorous, high-quality mathematics instruction. Through a multi-tiered system of supports (MTSS), students receive differentiated instruction aligned to Maryland's Numeracy Framework and the Maryland College and Career Readiness Standards, with targeted scaffolds and enrichment opportunities embedded across all tiers.

Cecil County Public Schools has a Multi-Tiered System of Supports (MTSS) framework in place across all K-12 schools. However, for the 2025-2026 school year, the district lacks a centralized system for tracking students who receive Tier 2 and Tier 3 interventions. While individual schools monitor student participation in support groups using spreadsheets, district-level visibility is limited to the end-of-marking-period letters sent home to parents of elementary school students. These letters confirm that a student received support but do not provide the district with crucial data on the specific skills addressed, the duration of the intervention, or whether students are moving flexibly between groups based on their progress. To address this gap and improve data-informed decision-making, Cecil County Public Schools has set a goal to establish a Curricular Based Measure (CBM) data system by Spring of 2026 to monitor the progress of all K-8 students and identify those in need of intervention.

To create a truly inclusive and productive learning environment, we aim to intentionally weave social-emotional learning (SEL) competencies into the fabric of daily mathematics instruction. This involves cultivating a positive math culture where students feel safe to take risks, learn from mistakes, and engage in productive struggle. Instructional strategies are designed to foster positive math identities, particularly for students with disabilities, multilingual learners, and historically underserved groups. Teachers are supported in implementing practices that build student confidence and a growth mindset, such as emphasizing the value of effort, celebrating diverse problem-solving approaches, and facilitating collaborative learning.

Teachers utilize sentence frames, anchor charts, and multiple representations to support not only language development and conceptual understanding but also to reduce math anxiety and increase accessibility for all learners. Current guidelines for acceleration ensure fair access to advanced pathways, while ongoing professional learning equips educators to implement evidence-based interventions. Cecil County plans to develop SEL strategies specific to the math classroom. Progress monitoring tools and subgroup-specific data reviews are embedded in Kid Talk cycles to inform instructional adjustments and close achievement gaps. This equity-driven approach reflects our belief that all students can thrive in mathematics when provided with the right supports, opportunities, and high expectations.

Metrics and Goals

Data analysis is a critical component of the CCPS PK-12 Comprehensive Mathematics Plan and our goal of continuous improvement of student achievement. Beginning in SY24-25, CCPS District leadership identified mathematics as a priority area, prompting regular reporting of student performance and progress. These reports enable district leadership, school administrators, and the broader community to monitor growth and ensure students are on track for college and career readiness. CCPS conducts quarterly data reviews with district leadership and building administrators, focusing on key measures such as:

- student proficiency on state assessments (MCAP)
- the percentage of students demonstrating growth on MAP/Acadience benchmarks
- Student participation and performance on the SAT
- Enrollment and exam performance in AP mathematics courses.

This comprehensive approach supports informed decision-making and continuous improvement in mathematics instruction across the district.

Cecil County Public Schools has observed several encouraging trends in mathematics performance across grade levels and student groups, alongside key areas for targeted improvement. This overview highlights progress in proficiency, growth in foundational skills, and equity gaps that inform our strategic priorities. Data that informed our decision-making may be found in the Appendix.

Highlights of Growth

- Elementary MCAP Proficiency: Grades 3–5 demonstrated gains in math proficiency, with Grade 3 increasing by nearly 2 percentage points and Grade 4 by 1.3 points. Black/African American and Hispanic/Latino students also showed subgroup gains of over 2 percentage points.

- Middle School Algebra I: Students taking Algebra I in middle school maintained high course success rates, with over 94% earning a C or higher in 2025. Female students reached a 97.7% success rate.

- MAP RIT Scores: Average RIT scores improved across Grades 2–8, with Grade 4 (+3.66), Grade 6 (+2.8), and Grade 7 (+2.68) showing the strongest growth. FARMS and Students with Disabilities also demonstrated positive gains.

- Acadience K–1: Kindergarten and Grade 1 students showed strong growth in composite scores. Kindergarten improved by +15.8 points and Grade 1 by +3.96 points. Multilingual Learners in Kindergarten gained over +21 points.

- Algebra I HS Proficiency: While overall MCAP proficiency remains low, high school Algebra I students improved from 2.3% to 5.5% proficiency over three years.

Areas for Improvement

- MCAP Grade 8: Proficiency declined by 2.2 percentage points, with persistent gaps for Multilingual Learners and Students with Disabilities.
- High School Algebra I Course Success: The percentage of students earning a C or higher dropped from 77.2% in 2022 to 61.8% in 2025, with notable declines among male and Black/African American students.
- SAT Scores: Average SAT scores declined across all subgroups. The overall mean dropped from 987.5 in 2022 to 944.7 in 2024. FARMS students saw a 37-point decline.
- AP Math Exams: AP Calculus AB and AP Statistics saw declines in the percentage of students scoring 3 or higher. Calculus AB dropped by 20.5 percentage points, and Statistics by 16 points. Gaps persist for FARMS and historically underserved groups. It is worth noting that enrollment in the district's Early College Academy impacts AP Enrollment and performance.

Data tables detailing last year's performance are included in the appendix. Below are tables detailing our targets for MCAP, projected through 2034 by grade and disaggregated by student groups.

Table 1: MCAP Performance Target – Percent Proficient by Math Assessment

MCAP Performance Targets- Percent Proficient by Math Assessment									
	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Target	Target	Target	Target	Target	Target	Target	Target	Target
Grade 3	40.41	43.72%	47.03%	50.34%	53.65%	56.96%	60.27%	63.58%	66.89%
Grade 4	33.60%	37.28%	40.96%	44.64%	48.32%	52%	55.68%	59.36%	63.04%
Grade 5	30.12%	34%	37.88%	41.76%	45.64%	49.52%	53.40%	57.28%	61.16%
Grade 6	19.83%	24.28%	28.73%	33.18%	37.63%	42.08%	46.53%	50.98%	55.43%
Grade 7	23.95%	28.17%	32.39%	36.61%	40.83%	45.05%	49.27%	53.49%	57.71%
Grade 8	15.75%	20.42%	25.09%	29.76%	34.43%	39.10%	43.77%	48.44%	53.11%
Algebra I	24.74%	28.92%	33.10%	37.28%	41.46%	45.64%	49.82%	54%	58.18%
Algebra I-MS	52.65%	55.27%	57.89%	60.51%	63.13%	65.75%	68.37%	70.99%	73.61%
Algebra I- HS	12.10%	16.98%	21.86%	26.74%	31.62%	36.50%	41.38%	46.26%	51.14%

Table 13: MCAP Performance Targets

MCAP Performance Targets- Percent Proficient by Student Group									
	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Target	Target	Target	Target	Target	Target	Target	Target	Target
All Students	34.65%	38.28%	41.91%	45.54%	49.17%	52.80%	56.43%	60.06%	63.69%
Male	36.33%	39.86%	43.39%	46.92%	50.45%	53.98%	57.51%	61.04%	64.57%
Female	32.88%	36.60%	40.32%	44.04%	47.76%	51.48%	55.20%	58.92%	62.64%
Asian	47.49%	50.40%	53.31%	56.22%	59.13%	62.04%	64.95%	67.86%	70.77%
Black/AA	20.98%	25.36%	29.74%	34.12%	38.50%	42.88%	47.26%	51.64%	56.02%
Hispanic/Latino	24.60%	28.78%	32.96%	37.14%	41.32%	45.50%	49.68%	53.86%	58.04%
Two+ Races	30.07%	33.95%	37.83%	41.71%	45.59%	49.47%	53.35%	57.23%	61.11%
White	38.59%	42%	45.41%	48.82%	52.23%	55.64%	59.05%	62.46%	65.87%
MLLs	16.48%	21.11%	25.74%	30.37%	35%	39.63%	44.26%	48.89%	53.52%
SWD	15.48%	20.17%	24.86%	29.55%	34.24%	38.93%	43.62%	48.31%	53%
ADA/504	29.44%	33.36%	37.28%	41.20%	45.12%	49.04%	52.96%	56.88%	60.80%
FARMS	25.68%	29.80%	33.92%	38.04%	42.16%	46.28%	50.40%	54.52%	58.64%

Summary Statement of Comprehensive Math Plan

CCPS's Comprehensive Mathematics Plan is organized into four interconnected components that collectively ensure all PK–12 students have equitable access to high-quality mathematics instruction, aligned to the PK–12 Math Policy and the Revised Maryland College and Career Readiness Standards. Each component is grounded in the Maryland Blueprint's expectations and is designed to promote college and career readiness for every student.

- **Component 1: Assessment**
  Implement a comprehensive assessment system, including universal screeners, diagnostic tools, and common formative and summative assessments, to monitor progress toward grade-level expectations. Use disaggregated data to drive instructional adjustments, guide tiered interventions, and close achievement gaps across student subgroups.
- **Component 2: Equitable Instruction & Student Supports**
  Ensure every student engages daily in rigorous, relevant, and accessible mathematics learning. Instruction integrates all eight Standards for Mathematical Practice at Tier I, with targeted scaffolding and tiered supports (Tiers II and III) delivered through a Multi-Tiered System of Supports (MTSS) framework. Adopt and implement HQIM-aligned curriculum at all grade levels, ensuring instructional materials meet state standards and support diverse learners. Provide ongoing professional learning to maximize the impact of curriculum adoption and maintain coherence across PK–12.
- **Component 3: Family & Community Engagement**
  Partner with families and the broader community through clear, multilingual communication about curriculum, CCR pathways, and student progress. Use consistent, aligned reporting formats and leverage the district's math webpage and targeted communications for parents of accelerated students.
- **Component 4: Professional Learning & Leadership**
  Provide structured, sustained, job-embedded professional learning aligned to the Maryland Mathematics Policy and the Blueprint. Focus on building teacher and leader capacity to deliver high-quality, standards-aligned instruction, analyze student data, and implement evidence-based practices. Strengthen collaborative professional learning structures, including PLCs, peer observations, and coaching cycles. Develop teacher leaders to facilitate district PD and model best practices, ensuring a consistent, high-quality mathematics learning experience for all students.

Assessment & Equitable Instruction

Component 1: Assessment

Implement a comprehensive assessment and intervention system that ensures all students — including students with disabilities, English learners, and economically disadvantaged students — are supported in meeting or exceeding grade-level expectations, with an annual increase in proficiency and growth for each student group, leading to college and career readiness by grade 10. See the MCAP performance tables for specific growth based on grade as well as disaggregated goals for each specific subgroup.

Goals:

1. **Establish a Curricular Based Measure (CBM) data system** by Spring of 2026 to monitor the progress of 100% K-8 students 4 times a year to identify those in need of intervention.
2. **Increase the percentage of teachers using pre-assessment data to inform instructional adjustments** by 10% each quarter, as documented in 100% of quarterly PDSA cycles. For 2025-2026 this data will be Self-Reported by schools.
3. **Ensure 95% of K-5 students requiring Tier 2 and Tier 3 supports are progress-monitored weekly** to track their response to intervention. For 2025-2026 this data will be Self-Reported by schools.

Cecil County Public Schools (CCPS) uses NWEA as a universal screener. In addition, diagnostic assessments such as Acadience, and formative classroom checks are used to identify gaps and monitor progress toward Maryland College and Career Ready Standards (MCCRS). Data is reviewed in structured PLC cycles and team planning meetings to determine instructional adjustments, differentiate supports, and address learning gaps. MTSS provides tiered interventions with clear entry/exit criteria and progress monitoring, ensuring underserved groups receive targeted supports such as small-group instruction, scaffolded materials, and extended learning opportunities. This approach aligns with the Maryland Math Policy's call for equity-focused, data-driven decision-making, with the explicit aim of closing achievement gaps for underserved groups while accelerating progress for all learners.

Universal Screener for Academics and Behavior

CCPS administers Universal Screeners for both Academics and Behavior using the instruments and timelines below.

Table: Academic Screeners

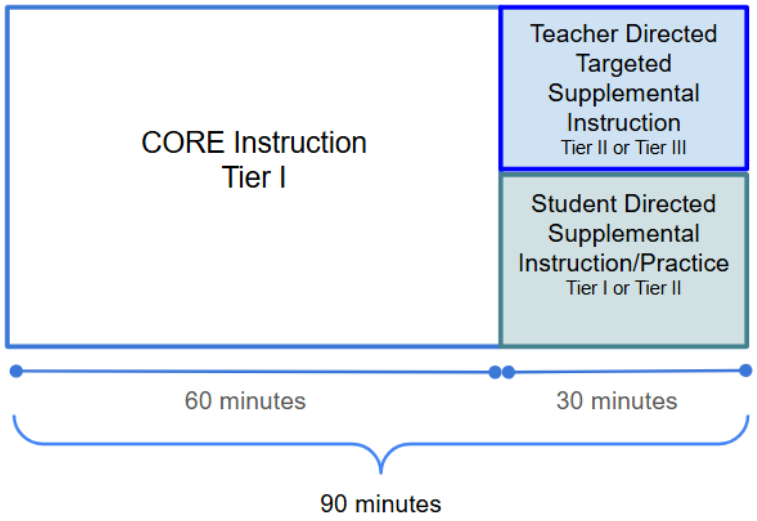
Content	Grade	Universal Screener	Administration Timeline
Math	2-8	MAP	Fall, Winter
Math	*K-5	**Acadience	Fall, Winter, Spring
Reading	2-8	MAP	Fall, Winter
Reading	1-5	Acadience	Fall, Winter, Spring

** K and 1 **All** students are given Acadience*

***Grades 2-5 Students scoring below on MAP are given Acadience and it is used as a diagnostic and screener*

Elementary and Middle School Guidelines for Tier II and Tier III Supplemental Instruction.

During the 2025-2026 school year, the middle school has adopted a 90-minute instruction block for Mathematics and ELA. The 90 minute Math block has been in place in Elementary over several years. At all levels K-8 supplemental instruction may occur at the start or at the end of the 90-minute block. Tier 2/Tier 3 Instruction should take approximately 30 minutes.



Tier II mathematics instruction is provided in small groups of 6–8 students, 3–4 times per week. Small-group instruction for students needing additional support or enrichment beyond Tier I. This instruction reinforces core content, builds prerequisite skills necessary for grade-level success, and/or provides opportunities for deeper engagement with mathematical concepts for students who would benefit from content extension. Teachers should have a Targeted Math Instruction Group Every Day to address Tier 2 and Tier 3 needs. While teachers are meeting with small groups, other students will complete independent work, collaborative work, work with additional staff, or have the option of participating in skill and fluency practice. Teachers use curriculum-embedded assessments (e.g., EnVision Topic Readiness Assessments) and MAP Growth results to identify specific skill gaps. Intervention resources are streamlined to include OGAP-based progressions, targeted supports from the All Learners Network, and digital intervention tools.

Tier III mathematics instruction at the middle school level will aim to provide intensive, small-group or 1:1 settings, 4–5 days per week for 20-30 minutes per session. Instruction incorporates explicit modeling and UDL-aligned materials tailored to individual learner profiles. These intensive supports are still in development during SY26.

Guidelines for transitions among tiers are in the developmental stages during the 2025-2026 school year. These guidelines are designed to help teachers use a combination of state (MCAP), national (NWEA MAP), and classroom data (Unit Summative Assessments) to create flexible, needs-based student groups for supplemental instruction. The math office will review the guidelines with teachers each quarter to improve recommendations for year two of the 90-minute block.

Intervention fidelity is monitored through observation protocols and reviews of student progress following each summative assessment. Progress monitoring occurs every two to three weeks and is reviewed during grade-level meetings and reflected through the PDSA process, with instructional adjustments made based on student growth.

Guidelines for Supplemental Instruction Grouping for Middle School Mathematics

Student Readiness	Red	Orange	Yellow	Green
Data	A student meets the first criterion AND at least one of the other two: • **MCAP: Level 1 on most recent** assessment AND • NWEA MAP: Below 25th percentile OR • Most Recent Summative: Below 60%	A student meets AT LEAST ONE of the following criteria: • MCAP: Level 1 • NWEA MAP: 25th - 40th percentile • Most Recent Summative: 60% - 74%	A student meets AT LEAST ONE of the following criteria: • MCAP: Level 2 • NWEA MAP: 41st - 60th percentile • Most Recent Summative: 75% - 84%	A student meets AT LEAST ONE of the following criteria and does not fall into a higher-need group: • MCAP: Level 3 or 4 • NWEA MAP: Above 60th percentile • Most Recent Summative: ≥ 85%
Teacher-Led Group Frequency	3-4 sessions per week (about 15 minutes each) Focus on foundational skill gaps.	2-3 sessions per week (about 15 minutes each). Focus on pre-requisite skills for current content.	1-2 sessions per week (15 minutes each) or as needed. Focus on re-teaching and practicing current grade-level concepts.	Check-ins as needed. Provide enrichment, extension activities, or peer tutoring opportunities to deepen understanding.

Strategy	Action Items for All
Universal Screeners & Diagnostics	•**District and Building Administrators:** Establish testing windows for NWEA MAP, Acadience, and Unit Assessments • **Teachers:** Administer NWEA to 100% of students in grades 2-8, including alternative formats for students with disabilities. Teachers in grades K-1 administer Acadience to all students. Teachers will administer Acadience to students who score below or well below grade level to further diagnose gaps. •**Teachers:** Disaggregate results by subgroup for targeted planning. • **District:** Pilot an assessment suite (K-8) to replace NWEA MAP and Acadience, ideally with Curricular Based Measures for progress monitoring
Tiered Interventions within MTSS	• **District and Building Administrators:** Define RTI practices and supports per tier. • **Building Administrators:** Schedule protected daily intervention time. SY2026 Middle School shifting from 60-90 minutes to accommodate 30 minutes daily dedicated intervention time. Elementary will use 30 minutes of the 90 minute block for small group support • **Math Office:** Develop Guidelines for Tier II Support for Middle School supplemental instructional time
Student Participation Monitoring System & Data Cycles	• **District and Building Administrators:** Continue to develop a tracking system to monitor student participation in Tier II and Tier III interventions, as well as enrichment and acceleration programs. • **Math Office:** Develop Guidelines for Tier II and Tier III student placement with flexible entry/exit • **Teachers and Support Staff:** Record student participation weekly using standardized logs that include subgroup identifiers (e.g., SWD, MLs, FARMs). • **Math Office and Building Administrators:** Analyze participation data quarterly to identify trends, gaps, and equity concerns across schools and subgroups during our scheduled data meetings • **Building Administrators:** Use participation data in Kid Talk to inform instructional adjustments and ensure equitable access to supports. • **District and Building Administrators:** Develop a district-wide data calendar • **Building Administrators:** Ensure subgroup performance review in every PLC cycle.
Common Unit Assessments & Continuous Improvement Cycles	• **District Math Coordinator:** Develop pacing sequence and timeline for completion of common unit assessments and related formative assessments according to the district assessment calendar. (This is in place for Elementary) • **Building Administrators:** Monitor completion of common assessments during school based PLCs and classroom visits. • **District Math Coordinator:** Determine PDSA cycles for secondary mathematics courses

	• **Math Content Support Teachers:** Provide professional learning on effective PDSA use to improve instructional responses during monthly department meetings. • S**tudents:** Access one unit assessment per marking period using the online platform in grades 3-Algebra I • **Teachers and Building Administrators:** Review subgroup performance for at least one PDSA cycle each quarter to plan targeted supports.

Fidelity & Impact Measures

• **Teacher Feedback:** Pre- and post-implementation surveys will gauge teacher confidence in using assessment data to plan instruction and address learning gaps.
• **PLC Artifact Analysis:** Review of PLC logs and data protocols will be used to measure the quality of data analysis and its direct application to instructional planning for all subgroups.
• **Implementation Walkthroughs:** Walkthrough data will be collected analyzed to measure the frequency and quality of Tier 1 implementation and intervention practices, ensuring fidelity to the defined MTSS framework.
• **Teacher & Student Feedback:** Qualitative feedback from teachers and students will be gathered through focus groups and surveys to evaluate the effectiveness of intervention strategies and materials.
• **Progress Monitoring Analysis:** School administrators will review progress monitoring graphs and notes to assess the timeliness and appropriateness of adjustments made for students in Tier 2 and Tier 3.
• **PLC Observations:** Administrators will use observation tools to assess the depth of data conversations in PLC meetings and the quality of dialogue surrounding instructional responses.
• **Analysis of PLC Logs:** A sampling of PLC logs will be qualitatively reviewed quarterly to evaluate how well instructional adjustments align with the specific student needs identified through data analysis.
• **Analysis of PDSA Cycles:** Submitted PDSA cycles will be reviewed to assess the quality of data analysis, the alignment of instructional plans to student needs, and the depth of reflection.
• **Classroom Observations:** Walkthroughs will focus on identifying evidence of instructional adjustments being implemented in the classroom as documented in PDSA cycles.
• **Teacher Disposition Surveys:** Teachers will provide feedback on the impact of the PDSA process and related professional learning on their instructional practices and confidence in meeting diverse student needs.

Component 2 Equitable Instruction & Student Supports

Ensure all students have equitable access to high-quality, rigorous mathematics instruction and supports that prepare them for college, career, and life readiness, with measurable progress at key educational milestones.

Goals:

1. Enhance Instructional Quality: By June 2027, ensure that 90% of K-12 mathematics classrooms demonstrate high-quality, standards-aligned instructional practices, including the integration of rich modeling tasks and strategies that foster positive math identities, as measured by classroom walkthrough data and survey data.
2. Ensure Equitable Access to Advanced Pathways: By the 2027-2028 school year, increase the equitable participation and success of all student subgroups in accelerated and advanced mathematics pathways by implementing a clear, multi-measure readiness evaluation process.
3. Strengthen System-Wide Coherence: By June 2027, establish a fully aligned and coherent PreK-12 mathematics MTSS framework that ensures students receive appropriate Tier I, II, or III supports based on identified needs, as informed by a comprehensive system audit. This system will be accessible districtwide and provide data regarding students participating in Tier II or III interventions, how frequently they meet, and specific skills students are working on.
4. Adopt and implement HQIM-aligned mathematics curriculum that improves instructional design, supports diverse learners (including ELs and students with disabilities), and increases student achievement.
5. Create a measure for Student's attitudes towards Math, consider a student learning objective tied to the change of students attitudes from the BOY to the EOY

CCPS is committed to ensuring that every student, regardless of background or ability, engages daily in rigorous, grade-level mathematics that is both relevant and accessible. Instruction is anchored in the Standards for Mathematical Practice (SMPs), with particular emphasis on reasoning abstractly and quantitatively (SMP 2), constructing viable arguments (SMP 3), modeling with mathematics (SMP 4), and attending to precision (SMP 6). During the 2025-2026 school year, implementation of Illustrative Mathematics program will occur at the elementary level with a pilot at the middle school level for new or updated HQIM during the 2026-2027 school year.

The middle school is shifting from a 60-minute instructional block to a 90-minute instructional block, dedicating 60 minutes to Tier I instruction. This time may be flexible at least once each unit when engaged in non-routine tasks such as 3-Act Modeling Mathematics Tasks. The middle school currently uses enVision Mathematics as the primary instructional resource. During the 2025-2026 school year, there is a focus on evolving our classrooms from positive learning environments into true positive math cultures. A positive math culture

is an inclusive community where students feel empowered to take intellectual risks. It's a space where we intentionally foster positive math mindsets, use errors as opportunities for learning, and promote curiosity and creativity through exploration and inquiry. A key vehicle for building this culture is a renewed emphasis on mathematical modeling and reasoning. By integrating non-routine tasks like 3-Act Tasks, we encourage students to apply mathematics to real-world contexts, explore multiple solution paths, and justify their reasoning.

Tier I instruction provides all students with high-quality, standards-aligned lessons grounded in HQIM, collaborative discourse, and real-world problem solving. Teachers plan collaboratively to adapt lessons to meet the needs of their students. Adopt and implement high-quality instructional materials (HQIM) aligned with state frameworks and best practices. Provide ongoing professional learning to support effective resource use and ensure all curricular documents meet HQIM standards.

Tier II targeted supports address specific skill gaps through small-group instruction, targeted scaffolds, and the integration of progress-monitoring data.

Tier III intensive interventions are individualized, using evidence-based programs and strategies to accelerate learning for students with the most significant needs.

Effectiveness across all tiers is measured through regular observation cycles, student work analysis, and formative and summative data review. Instruction is continuously refined to be aligned, coherent, and responsive to student needs, including students with disabilities, English learners, and economically disadvantaged students.

Meeting the Needs of Diverse Learners:

Strategy	Action Items for All
Implement K–5 Mathematics Tier 1 Instruction	**Teachers:** Implement new Illustrative Mathematics programs for K–5 in 11 more schools for a total of 13 of 17 implementing IM. **Building Administrators:** Observe and provide feedback through the use of walkthrough tools, informal and formal announced and unannounced observations. **Math Office:** Provide annual training for teachers new to Math and new to teaching on Tier 1 instruction. **Math Office:** Provide opportunities for teachers to engage in PLC and PL meetings to plan for the needs of Diverse Learners through the use of data such as benchmark tests, and curricular based assessments

Modeling with Mathematics	• **Math Office:** Train all teachers on modeling frameworks aligned to the Standards for Mathematical Practice (SMP 4) and the 5 Practices for Orchestrating Productive Mathematics Discussions. (Grades 3-12) • **Math Office:** Require at least one modeling-rich task per unit that integrates real-world contexts and multiple solution pathways. (K-Algebra 1) • **Math Office and Lead Teachers:** Align tasks to the MCAP rubric for scoring purposes in (K-5)
Annual Acceleration Readiness Evaluation (Grades 3–7)	• **Math Liaison Team:** Develop districtwide multi-measure acceleration readiness rubric with our MSDE Policy Liaison Team by March 2026 (MAP, MCAP, CBM data, teacher input). • Create and publish a districtwide progression map that includes all acceleration options from Grades 3–12, culminating in Integrated Algebra I by Grade 8 for eligible student • **Math Liaison Team:** Train principals and math leads on consistent implementation. Identify resources for school based teams. • **District Math Coordinator and Building Administrators:** Evaluate all students in grades 3–7 annually starting SY 2026–2027. • **Building Administrators and Teachers:** Provide parent reports with results and recommendations for acceleration.
Implement Shift from 60 to 90-Minute Middle School Math Blocks to Provide Tiered Support	• **Building Administrators:** Create, schedule, and develop schedules for teachers and students for the 90-minute math block • **Math Office:** Develop a clear framework for the 90-minute block, outlining the structure for the 60 minutes of core instruction (Tier I) and 30 minutes of supplemental instruction (Tier II, Tier III, and Enrichment). • **Math Office, Math CSTs, and Building Administrators:** Design and deliver ongoing professional development for all middle school math teachers on effectively utilizing the 30-minute supplemental block.
Positive Math Identity Strategies Linked to NCTM Principles to Actions	• **Teachers:** Embed NCTM *Principles to Actions* identity-building practices (e.g., eliciting student reasoning, validating multiple approaches) into all lesson planning protocols. (See Appendix B) • **Math Office:** Provide PD on building positive math identities for SWD, ML, and historically underserved groups. Create and disseminate a survey to be given twice yearly, to measure student's attitudes towards Math. • **District and Building Administrators:** Monitor identity indicators through student surveys and classroom observations.

Conduct Comprehensive MTSS Audit for Mathematics	• **Math Office and Building Administrators:** Develop an MTSS Math Audit Tool aligned to the Numeracy Development Framework by Dec 2025. • **Building Administrators and Content Support Teachers:** Inventory Tier I, II, III resources, staffing, instructional minutes, and screening tools across all schools. • **Math Office and Building Administrators:** Identify redundancies and gaps in resources, professional learning, and scheduling. • **Math Office:** Share audit findings with district leadership and school-based teams to inform action planning.
Integrated Algebra Course Implementation Timeline	• **District:** Form Integrated Algebra Steering Committee by Oct 2025. • **Math Office:** Align curriculum maps to revised CCR standards by June 2026. • **Math Office and Teachers:** Pilot Integrated Algebra 1 in SY 2026–2027; full implementation of Integrated Algebra 1 & 2 in SY 2027–2028. • **Math Office:** Provide curriculum-aligned PL for all secondary math teachers
Adopt HQIM-Aligned Curriculum (K-5)	• **Teachers:** Pilot new materials • **Elementary Math Coordinator and Math Content Support Teachers:** Audit new materials with HQIM framework once released; • **Elementary Math Coordinator and Building Administrators:** Audit new materials with walkthrough tool • **District:** Adopt district-wide in SY 25–26revise supplemental materials for HQIM alignment.
Adopt HQIM-Aligned Curriculum	• **Math Curriculum Review Committee:** Continue review of HQIM for Middle Schools during SY26 with pilot proposal for SY27

Fidelity & Impact Measures

• **Classroom Walkthrough Data:** Walkthroughs will measure the frequency and quality of HQIM implementation, focusing on evidence of student discourse and problem-solving.
• **Teacher Feedback:** Qualitative feedback on the effectiveness of IM training and implementation supports will be collected through surveys and PLC discussions.
• **Analysis of Instructional Artifacts:** Lesson plans and student work will be reviewed to assess the quality and cognitive demand of modeling tasks being implemented.
• **Observation Data:** Walkthrough tools will include look-fors to measure the implementation of the 5 Practices during classroom instruction.

• **Equity Analysis:** Acceleration evaluation data will be disaggregated by subgroup and school to monitor for equitable access and identify any potential barriers.
• **Stakeholder Feedback:** Feedback from families, teachers, and administrators will be collected via surveys to refine the communication and implementation process annually.
• **Audit Analysis & Action Planning:** The MTSS audit findings will be formally presented to school leadership teams to guide the development of school-specific action plans.
• **Progress Monitoring:** District leadership will conduct a quarterly review of progress toward addressing identified gaps in resources, staffing, and scheduling.
Pilot Teacher Feedback: Qualitative feedback from pilot teachers will be collected through surveys and focus groups to evaluate the usability, effectiveness, and alignment of new instructional materials.
• **Analysis of HQIM Audit:** Results from the curriculum audit will be analyzed to measure the degree of alignment to the HQIM framework and to identify specific areas needing revision or supplemental support.
• **Classroom Walkthrough Data:** Walkthroughs will measure the frequency and quality of HQIM implementation, focusing on evidence of student engagement with the materials and alignment to instructional shifts.
• **Analysis of Instructional Artifacts:** A sampling of lesson plans and student work will be reviewed to assess how effectively the HQIM are being integrated into daily instruction

Component 3: Family & Community Engagement

Engage families and the broader community as active partners in student learning by providing clear, actionable, and timely information on student progress toward college and career readiness (CCR). Communication will be delivered through multiple channels, including a centralized district mathematics webpage, standardized parent letters for key milestones (such as acceleration into advanced courses), and regular updates aligned to CCR pathways. All communication will be accessible in multiple languages and formats to ensure equitable access for all families.

Goal:
1. Enhance family and community engagement by providing clear, accessible communication about curriculum, student progress, and CCR pathways in languages families understand.

Strategy	Action Items for All
CCR Curriculum & Pathways Awareness	• **District and Building Administrators:** Develop systemic approach for CCR communication (SY 24–27); involve CCPS Communications office in stakeholder engagement.

Comprehensive Progress Reporting	• **District and Building Administrators and School Based Teams**: Create CCR-aligned progress reports.
Multilingual Communication	• **District Administrators:** Expand translated results for state assessments (SY 24–27); • **District Administrators:** Add additional languages/universal cover page (SY 27–30).
District Math Webpage as Family Resource	• **Math Office:** Maintain a CCPS Math webpage with HQIM info, CCR pathway charts, family resources, and FAQ. • **Math Office:** Update at least annually with assessment timelines, instructional highlights, and supports for at-home learning.
Middle School Acceleration Communication	• **Math Office:** Standardize parent notification letters for all middle school students beginning acceleration, including pathway implications and support options with appropriate language translations.

Fidelity & Impact Measures

• **Stakeholder Feedback Analysis:** Feedback from family workshops and surveys will be analyzed to assess the clarity and usefulness of the information provided about CCR pathways.

• **Participation Data Review:** Participation in family information sessions will be tracked and disaggregated by school and subgroup to ensure communication efforts are reaching all communities equitably.

• **Family Focus Groups:** Focus groups with a diverse sample of families will be conducted to review and provide feedback on the revised progress reports, ensuring they are clear, actionable, and culturally responsive before full implementation.

• **Translation Quality Review:** Partner with community liaisons and multilingual families to review translated documents for clarity, accuracy, and cultural appropriateness.

• **Annual Curriculum Council Review:** Conduct an annual content review with parent representatives to ensure resources are timely, relevant, and easy to navigate.

Professional Learning & Leadership

Component 4: Professional Learning & Leadership

Establish a unified, sustainable, and equity-driven professional learning system that strengthens teacher leadership and collaborative structures to deliver high-quality mathematics instruction aligned with the **Blueprint for Maryland's Future**. This system will foster a culture of continuous improvement by engaging 100% of mathematics educators in ongoing coaching, observation, and collaboration cycles, ensuring every student is prepared for college and career readiness by grade 10.

Goals:

1. **Build Educator Capacity:** Build the capacity of all mathematics educators to implement high-quality, equitable instructional practices through a coherent, job-embedded professional learning system.
2. **Strengthen educator support and professional capacity** through aligned resources, scaffolded assessment tools, and targeted professional learning focused on Curriculum Based Professional Learning.
3. **Ensure Alignment and Coherence:** Ensure all professional learning is aligned with the revised Maryland College and Career Ready Standards, high-quality instructional materials, and evidence-based practices for mathematics.
4. **Develop Instructional Leadership:** Develop and sustain a cohort of highly effective teacher (Content Support Teachers) and administrator leaders equipped to facilitate adult learning and drive instructional excellence in mathematics.
5. **Cultivate a Collaborative Culture:** Cultivate a district-wide culture of continuous improvement by strengthening collaborative structures, including professional learning communities, coaching, and peer observation cycles.
6. **Strengthen Instructional Practice through Collaboration:** Improve instructional design and implementation by establishing consistent routines for teachers to collaboratively plan lessons, analyze student work, and provide peer feedback.
7. **Leverage Teacher Leadership:** Empower and leverage teacher leaders to facilitate collaborative teams, model effective practices, and support the professional growth of their colleagues.

Cecil County Public Schools is committed to building the capacity of all educators and leaders to deliver high-quality, standards-aligned mathematics instruction that accelerates learning and advances equitable outcomes for all students. Professional learning is structured, sustained, and job-embedded, providing direct application to classroom practice and aligning with the Maryland Mathematics Policy and the Blueprint for Maryland's Future. CCPS uses a districtwide framework of ongoing coaching cycles, collaborative teacher learning communities, and teacher leadership development to strengthen instructional expertise and ensure consistent implementation of best practices.

Job-embedded professional learning includes learning labs focused on instructional themes identified during weekly 90-minute content team meetings, where teachers collaboratively analyze student work, adapt curriculum, and refine instructional approaches under the guidance of Content Support Teachers (CSTs). Content Support Teacher's teach a full class load. The receive no release time to coach or support other teachers in their schools. They do receive a stipend for leading teach learning. In addition, district leaders meet with Content Support teachers three times a year to provide Professional Learning and time to plan. Every school K-8 has a Math and ELA Content Support Teacher. Curricular-based professional learning emphasizes the systematic review of lesson plans, analysis of formative and summative assessment data, and implementation of evidence-based instructional refinements.

Elementary Math Teachers receive three full days of Professional Learning as well as monthly meetings on the third Wednesday of every month. All professional learning incorporates evidence-based programs, high-leverage mathematics practices, progress-monitoring tools, and strategies specifically designed to meet the needs of historically underserved student groups, including students with disabilities, English learners, and economically disadvantaged students.

Secondary mathematics teachers participate in three full days of professional learning annually, supplemented by monthly asynchronous modules and department meetings. All professional learning experiences are centered on strengthening high-level mathematical instructional practices, with a focused commitment to enhancing the quality and consistency of Tier I instruction. In addition, targeted professional development is provided to support the unique needs of struggling learners and historically underserved student groups, including students with disabilities, English learners, and those from economically disadvantaged backgrounds.

Elementary and Secondary Professional Learning Formats

Format	Frequency	Focus Areas
Full-Day Sessions	Three times per year	High-level math practices, Tier I instruction · SY26: The Modeling Cycle, Progress Monitoring, and Facilitating Discourse
Asynchronous Modules (Schoology)	Monthly 30-45 minute modules	Instructional strategies, math routines
Department/Team Meetings	Monthly 45-90 minute meeting	Curricular Based Professional Learning including Collaborative planning, student work analysis

Targeted PL for Underserved Students	Ongoing (Embedded in Coaching & PL)	Supports for SWDs, ELs, and economically disadvantaged students
SY26 Targeted PD	4 days	Ongoing Assessments Project, Tier II/III instruction
SY26 Targeted PD	1.5 days initially, then Ongoing (Embedded in Coaching & PL)	All Learners Network for Tier II/Tier III instruction and resources

Professional learning is monitored for frequency, duration, impact on instructional practice, and measurable student achievement gains. These metrics ensure that professional development remains coherent, aligned to district goals, and responsive to the evolving needs of students and educators.

Strategy	Action Items for All
Job-Embedded Learning Labs - Elementary	**Math Office and Building Administrators:** Formalize 90-minute monthly content team meetings led by CSTs. **Math Office and Building Administrators:** Create partner schools to allow teachers with no grade level peers to team plan with teachers from another school. These planning sessions will occur face to face twice monthly. **Teacher Leaders and Building Administration:** Use data protocols to analyze student work and adapt lessons **Teacher Leaders and Building Administration:** Use Lesson Internalization protocols to discuss lesson implementation and strategies
Job-Embedded Collaborative Cycles – Secondary	• **Teachers:** Participate in collaborative cycles of inquiry to deepen content knowledge and improve instructional practices. Professional learning cycle (independent and small group) and monthly department meetings. • **Building Leaders:** Provide dedicated time for collaborative learning. • **CSTs:** Lead building level sessions for math content. • **Math Office:** Provide resources for collaborative learning, including professional development and coaching support for CSTs.

Curricular-Based Review & Analysis	• **Teachers and Math Coordinators**: Analyze formative/summative assessment data for alignment to MCCRS • **Teachers and Math Coordinators**: Document instructional adjustments
Deep Dive into New Math Standards	● **Math Office:** Establish a district-wide professional learning plan for the new standards PK to Integrated Algebra II ● **Teachers and Administrators**: Engage in a series of learning sessions to unpack the new math standards ● **Teachers and Math Coordinators:** Collaboratively revise existing curriculum maps, pacing guides, and unit plans to align with the new standards ● **Teachers and Math Coordinators:** Analyze formative/summative assessments for alignment to updated MCCRS
Coaching Cycles	• **Math Office and Building Administrators**: will provide coaching as a professional learning support in targeted schools • **Math Office and Building Administrators**: Track goals, and establish measures of success
Evidence-Based Practices & Monitoring Tools	• **Math Office:** Provide PL on high-leverage math practices, Tier I, II, and III strategies, and HQI
Leadership Development	• **District Administration and Math Office:** Develop annual leadership academies for NBC teachers and CSTs • **District Administration and Math Office:** Focus on adult learning facilitation and instructional leadership **Math Office:** Engage CSTs in 4 half day leading and learning sessions to support and plan building level professional learning
Equity & Access in PL	• **Math Office and Building Administrators:** Track PL participation by teacher and school • Ensure all PL addresses strategies for SWD, MLs, and economically disadvantaged students

Fidelity & Impact Measures

• **Analysis of PLC Artifacts**: A qualitative review of PLC logs and meeting notes will be conducted to assess the quality of data analysis and the direct link between discussions and planned instructional adjustments.
• **Teacher Feedback:** Surveys and focus groups will gather qualitative feedback from teachers on the perceived impact of collaborative time on their instructional practice and confidence.
• **Analysis of Curricular Revisions:** Revised curriculum maps and unit plans will be reviewed for evidence of alignment with the new standards' intent and rigor.
• **Educator Feedback:** Post-session surveys will gather feedback from teachers and administrators on the clarity and effectiveness of the professional learning for translating new standards into practice.

• **Analysis of Observation Trends:** Data from observation rubrics and debrief notes will be analyzed to identify district-wide instructional strengths and areas for targeted growth.
• **Review of Coaching Plans:** A sample of coaching plans and outcomes will be reviewed to assess the quality of goal-setting and evidence of teacher growth.
• **Coaching Surveys:** Gather feedback from coached teachers to gauge the impact of coaching on their instructional confidence and effectiveness.
• **Analysis of Implementation Artifacts:** PLC and coaching artifacts will be reviewed for evidence of the consistent and effective use of provided monitoring tools and evidence-based practices.

Implementation Summary

Comprehensive Mathematics Plan Implementation Summary

To ensure effective implementation of the Comprehensive Math Plan, the following table outlines the specific responsibilities, monitoring tools, and engagement frequency for key stakeholders across the district. This implementation chain provides clarity on who is accountable for each component of the plan and how progress will be measured consistently at all levels.

Role	Key Responsibilities	Monitoring Tools	Frequency
Classroom Teacher	Implement High Quality Tier 1 instruction using High Quality Instructional Materials (IM, enVision); provide differentiation; administer formative assessments; use MAP data to inform instruction.	Lesson plans, Acadience/MAP data, exit tickets, student interviews	Daily / Weekly
Classroom Teacher/Special Educators/Title I Teachers	Deliver Tier 2/3 interventions; monitor progress bi-weekly; support use of OGAP, Acadience, and scaffolded tools.	Progress monitoring logs, Acadience reports, intervention logs	Weekly / Biweekly
Building Administrator	Monitor instruction fidelity; support coaching cycles; ensure schedules provide 60–90 min math blocks; collect observation and MAP fidelity data.	Classroom walkthroughs, observation rubrics, fidelity checks	Monthly / Quarterly
District Math Leadership Team	Provide PD aligned to SMPs and MTPs; analyze disaggregated data; lead CMP updates; communicate vision; monitor curriculum transitions.	Data dashboards, teacher survey analysis, goal progress tracking	Quarterly
Blueprint Coordinator / Central Office Admin	Oversee compliance with Math Policy; coordinate CMP and Blueprint initiatives; report progress to MSDE; align CMP to equity and CCR goals.	CMP evaluation rubrics, MSDE reporting tools, implementation audits	Quarterly / Annually

Appendix A

Comprehensive Data Tables

This Appendix section provides the comprehensive data tables that form the analytical foundation for the goals and strategic action items outlined in the Cecil County Public Schools (CCPS) Comprehensive Mathematics Plan. This information is intended to be a readable and accessible resource for educators, administrators, and community stakeholders.

The data presented details student performance across School Years 2022 through 2025 and was critical in informing the district's decision-making regarding instructional priorities and interventions. The metrics include:

- Student proficiency on state assessments (MCAP).
- Student growth on universal screeners (NWEA MAP and Acadience).
- High school course success rates (Algebra I).
- Performance and participation on college readiness metrics (SAT and AP mathematics exams).

In alignment with the commitment to equitable outcomes, all performance data is disaggregated by student subgroups (e.g., Multilingual Learners, Students with Disabilities, FARMS) and by grade level. This detailed data review highlights specific Highlights of Growth and Areas for Improvement that necessitate the targeted interventions and professional learning cycles detailed in the main narrative. Additionally, the Appendix includes tables detailing the projected MCAP proficiency targets through 2034, disaggregated by grade and student group, which serve as the measurable outcomes for the plan. Each table within the Appendix is preceded by a brief narrative summary to guide the reader in understanding key trends and achievement gaps.

Table1: MCAP Performance - Percent Proficient by Math Assessment - SY2022-SY2025

MCAP Performance - Percent Proficient by Math Assessment - SY2022-SY2025									
	2022		2023		2024		2025		SY22-SY25
Grade/Test	Number	% Prof	Number	% Prof	Number	% Prof	Number	% Prof	3 Year Change
Grade 3	1042	31.86%	1025	34.44%	1021	33.79%	1034	33.85%	1.99%
Grade 4	1044	24.81%	1054	29.51%	1048	26.24%	1022	26.13%	1.32%
Grade 5	1058	20.23%	1053	20.61%	1060	22.36%	1066	21.29%	1.06%
Grade 6	1051	13.42%	1060	12.26%	1043	10.93%	1048	14.08%	0.66%
Grade 7	1118	15.12%	1033	17.42%	1063	15.51%	1034	16.39%	1.27%
Grade 8	813	9.35%	720	8.06%	702	6.41%	670	7.15%	-2.20%
Algebra I	1235	12.55%	1359	14.57%	1117	16.38%	1223	18.23%	5.68%
Algebra I-MS	353	35.13%	392	42.35%	348	47.41%	391	44.58%	9.45%
Algebra I-HS	882	3.51%	967	3.31%	769	2.34%	832	5.53%	2.02%

Table 2A: MCAP Performance - Percent Proficient by Student Group - Grades 3-5 - SY2022-SY2025

MCAP Performance - Percent Proficient by Student Group - Grades 3-5 - SY2022-SY2025									
	2022		2023		2024		2025		SY22-SY25
Student Group	Number	% Prof	Number	% Prof	Number	% Prof	Number	% Prof	3 Year Change
All Students	3144	25.60%	3132	28.13%	3129	27.39%	3122	27.03%	1.43%
Male	1603	28.13%	1605	30.03%	1592	29.27%	1582	29.58%	1.45%
Female	1541	22.97%	1527	26.13%	1537	25.44%	1540	24.42%	1.45%
Asian	17	82.35%	22	45.45%	24	41.67%	33	51.52%	-30.83%
Black/African American	328	8.84%	345	10.72%	352	12.22%	363	11.29%	2.45%
Hispanic/Latino	286	14.34%	296	15.20%	314	16.24%	354	16.67%	2.33%
Two or More Races	247	16.19%	236	24.58%	251	22.31%	255	18.43%	2.24%
White	2253	30.32%	2222	32.63%	2175	31.77%	2108	32.07%	1.75%
Multilingual Learner	98	5.10%	104	7.69%	97	7.22%	120	12.50%	7.40%
Students with Disabilities	524	4.39%	541	5.18%	541	6.10%	532	5.45%	1.06%
ADA/504	76	26.32%	84	29.76%	125	21.60%	153	20.92%	-5.40%
FARMS	1297	14.73%	1784	18.39%	1703	17.44%	1742	17.68%	2.95%

The data in table 2A from SY2022 to SY2025, CCPS students in Grades 3–5 demonstrated modest overall growth in mathematics proficiency on the MCAP assessment. The percentage of all students scoring proficient increased slightly from 25.60% to 27.03%, with male students consistently outperforming female students across all years. While most student groups showed incremental gains, Multilingual Learners experienced the most significant improvement, rising from 5.10% to 15.52%. Black/African American, Hispanic/Latino, and students identifying as Two or More Races also showed steady progress. White students maintained relatively high proficiency levels, ending at 32.07%. Students with Disabilities saw gradual improvement, though proficiency remained low. These trends highlight areas of success and continued need for targeted instructional support to ensure equitable outcomes for all learners.

Table 2B: MCAP Performance - Percent Proficient by Student Group - Grades 6-8 and MS Algebra I - SY2022-SY2025

MCAP Performance - Percent Proficient by Student Group - Grades 6-8 and MS Algebra I - SY2022-SY2025									
	2022		2023		2024		2025		SY22-SY25
Student Group	Number	% Prof	Number	% Prof	Number	% Prof	Number	% Prof	3 Year Change
All Students	3335	15.44%	3205	16.66%	3143	17.28%	3975	14.82%	-0.62%
Male	1759	16.54%	1649	18.07%	1614	19.27%	2033	16.77%	0.23%
Female	1576	14.21%	1556	15.17%	1529	15.17%	1942	12.77%	-1.44%
Asian	20	35.00%	20	45.00%	19	47.37%	23	39.13%	4.13%
Black/African American	380	3.68%	361	4.99%	385	8.57%	499	7.41%	3.73%
Hispanic/Latino	283	7.77%	293	7.51%	347	9.51%	442	8.37%	0.60%
Two or More Races	240	10.83%	259	11.58%	234	11.97%	289	10.38%	-0.45%
White	2403	18.44%	2263	20.06%	2140	20.33%	2702	17.43%	-1.01%
Multilingual Learner	61	6.56%	58	3.45%	91	1.10%	125	0.80%	-5.76%
Students with Disabilities	531	2.07%	525	2.10%	524	1.72%	707	1.56%	-0.51%
ADA/504	122	13.93%	129	13.95%	154	16.88%	205	13.66%	-0.27%
FARMS	1170	7.44%	1715	8.57%	1641	9.20%	2146	7.92%	0.48%

Table 2B shows from SY2022 to SY2025, subgroup performance in CCPS middle school mathematics (Grades 6–8 and MS Algebra I) on the MCAP assessment showed varied trends. Overall proficiency for all students declined slightly by 0.62 percentage points, from 15.44% to 14.82%. Male students saw a modest increase of 0.23 percentage points, while female students experienced a decline of 1.44 percentage points. Among racial and ethnic subgroups, White students maintained relatively stable performance, ending at 18.89% proficiency. Black/African American and Hispanic/Latino students showed gradual improvement, with final proficiency rates of 7.69% and 11.11%, respectively. Students identifying as Two or More Races also improved, reaching 17.86% in SY2025. Multilingual Learners and Students with Disabilities showed slight gains but remained below 5% proficiency. These trends highlight persistent achievement gaps and the need for continued focus on equity and targeted instructional support across student groups.

Table 2C: MCAP Performance - Percent Proficient by Student Group - HS Algebra I - SY2022-SY2025

MCAP Performance - Percent Proficient by Student Group - HS Algebra I - SY2022-SY2025									
	2022		2023		2024		2025		SY22-SY25
Student Group	Number	% Prof	Number	% Prof	Number	% Prof	Number	% Prof	3 Year Change
All Students	858	3.50%	940	3.30%	769	2.34%	832	5.53%	2.03%
Male	449	4.45%	492	3.86%	418	1.91%	419	7.16%	2.71%
Female	409	2.44%	448	2.68%	351	2.85%	413	3.87%	1.43%
Asian	5	40.00%	5	20.00%	4	25.00%	4	0.00%	-40.00%
Black/African American	115	1.74%	144	1.39%	117	0.00%	114	3.51%	1.77%
Hispanic/Latino	92	5.43%	111	3.60%	95	5.26%	95	4.21%	-1.22%
Two or More Races	54	1.85%	68	4.41%	67	0.00%	55	3.64%	1.79%
White	589	3.40%	608	3.45%	485	2.47%	562	6.41%	3.01%
Multilingual Learner	24	0.00%	23	0.00%	38	0.00%	34	0.00%	0.00%
Students with Disabilities	153	0.00%	157	0.00%	167	0.60%	183	1.09%	1.09%
ADA/504	32	3.13%	34	5.88%	49	2.04%	51	3.92%	0.79%
FARMS	322	2.80%	567	2.12%	457	1.53%	505	3.76%	0.96%

Table 2C presents Algebra I proficiency data for high school students over four school years. Overall proficiency among all students increased from 3.50% in 2022 to 5.53% in 2025, marking a 2.03 percentage point improvement despite a dip in 2024. Male students experienced a more pronounced increase, rising from 4.45% in 2022 to 7.16% in 2025, with a low point of 1.91% in 2024—resulting in a 2.71 percentage point gain. Female students also showed steady improvement, increasing from 2.44% in 2022 to 3.87% in 2025, a gain of 1.43 percentage points over the period. Black/African American students demonstrated a modest upward trend, with proficiency rising from 1.74% in 2022 to 3.51% in 2025, despite fluctuation. While proficiency rates remain low overall, there was upward movement in 2025 across multiple student groups.

Table 4.A: NWEA MAP Performance - Average RIT Score by Student Group - Grades 2-5 - SY2022-SY2025

	2022						2023					
	Fall		Winter		Spring		Fall		Winter		Spring	
Student Group	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT
All Students	3924	185.19	4026	192.72	972	180.61	4040	186.27	4087	193.29	994	181.77
Male	1996	185.53	2040	193.24	490	181.23	2059	186.40	2075	193.90	493	181.72
Female	1928	184.84	1986	192.19	482	179.98	1981	186.14	2012	192.67	501	181.82
Asian	31	189.29	33	196.85	12	180.92	39	190.82	38	198.61	8	176.38
Black/African American	429	178.91	454	185.97	106	174.75	464	181.41	482	187.35	112	176.55
Hispanic/Latino	222	180.22	229	186.30	59	174.15	216	180.77	214	188.35	55	178.76
Two or More Races	310	182.10	330	189.26	80	178.19	333	183.01	339	189.48	89	177.13
White	2919	186.76	2963	194.59	711	182.29	2971	187.69	2993	194.94	726	183.35
Multilingual Learner	117	173.09	127	179.32	36	168.89	122	175.57	124	183.13	26	173.12
Students with Disabilities	682	170.33	695	177.77	157	167.95	704	169.80	708	177.17	166	169.28
FARMS	1652	179.75	1678	187.27	409	175.07	2338	182.17	2361	188.99	593	177.90

NWEA MAP Performance - Average RIT Score by Student Group - Grades 2-5 - SY2022-SY2025												
	2024						2025					
	Fall		Winter		Spring		Fall		Winter		Spring	
Student Group	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT
All Students	4001	185.74	4068	194.59	1020	183.60	4000	186.02	4070	194.39	922	183.96
Male	2044	186.34	2072	195.14	520	184.27	2029	186.42	2065	194.81	465	184.52
Female	1957	185.12	1996	194.01	500	182.90	1971	185.61	2005	193.96	457	183.39
Asian	41	187.95	44	197.93	15	194.80	38	197.50	41	206.29	7	198.43
Black/African American	464	179.81	476	188.45	106	177.05	503	181.91	528	188.86	126	177.68
Hispanic/Latino	234	180.50	242	189.15	67	177.27	225	183.95	227	192.22	33	180.09
Two or More Races	348	181.05	353	190.08	108	178.40	369	181.80	373	190.17	95	182.54
White	2894	187.63	2899	196.63	709	185.77	2846	187.29	2882	195.94	655	185.40
Multilingual Learner	127	175.26	140	183.45	51	175.73	146	178.95	148	187.16	33	178.91
Students with Disabilities	688	171.73	701	180.00	160	170.87	694	172.28	709	179.87	155	169.99
FARMS	2254	181.70	2292	190.43	607	179.94	2268	182.21	2314	190.19	541	179.83

Table 4A indicates that from SY2024 to SY2025, NWEA MAP performance data for Grades 2–5 in CCPS reveals consistent patterns and subgroup disparities in average RIT scores across fall, winter, and spring terms. Overall, all students showed growth from an average RIT

score of 185.74 in Fall 2024 to 194.59 in Winter, followed by a dip to 183.60 in Spring. Male students consistently outperformed female students by a small margin across all terms. Asian students demonstrated the highest average RIT scores among all subgroups, maintaining scores in the mid-190s, while Black/African American students had the lowest averages, typically ranging from the high 170s to mid-180s. Hispanic/Latino, Multilingual Learners, and Students with Disabilities also scored below the district average, though they showed incremental gains across seasons. White students and those identifying as Two or More Races performed above the district average, contributing to overall growth trends. These results highlight both progress in mathematics achievement and persistent gaps that warrant continued focus on equity and targeted instructional support.

Table 4.B: NWEA MAP Performance - Average RIT Score by Student Group - Grades 6-8 - SY2022-SY2025

	2022				2023			
	Fall		Winter		Fall		Winter	
Student Group	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT
All Students	3057	212.82	3124	216.96	3108	213.3	3120	217.2
Male	1620	212.93	1652	216.77	1608	214.1	1605	218.2
Female	1437	212.71	1472	217.17	1500	212.4	1515	216.1
Asian	23	216.87	27	222.15	24	225.1	25	229.8
Black/African American	358	205.65	346	209.21	359	204.4	376	208.2
Hispanic/Latino	189	206.83	200	211.54	169	206.8	168	210.7
Two or More Races	208	211.38	217	215.00	241	210.3	237	213.7
White	2271	214.50	2324	218.67	2301	215.4	2298	219.4
Multilingual Learner	49	197.57	54	201.85	55	196.2	55	200.0
Students with Disabilities	495	194.59	492	198.94	515	196.5	512	199.8
FARMS	1081	206.79	1082	210.78	1674	207.9	1667	211.6

	2024				2025			
	Fall		Winter		Fall		Winter	
Student Group	Number	Average RIT	Number	Average RIT	Number	Average RIT	Number	Average RIT
All Students	3031	213.53	3049	218.98	3047	213.72	3054	219.20
Male	1525	214.35	1545	219.95	1564	214.23	1569	219.79
Female	1506	212.69	1504	218.00	1483	213.19	1485	218.58
Asian	25	227.44	26	234.50	27	225.26	28	228.82
Black/African American	368	205.92	365	210.88	397	206.91	408	212.10
Hispanic/Latino	173	210.02	175	215.46	184	209.10	185	213.77
Two or More Races	226	209.45	227	214.99	238	208.45	228	215.76
White	2220	215.39	2221	220.90	2180	215.80	2183	221.27
Multilingual Learner	56	197.54	63	203.27	76	197.61	78	201.82
Students with Disabilities	501	196.98	502	201.76	491	197.26	486	201.24
FARMS	1559	208.00	1564	213.32	1601	209.08	1600	214.25

Table 4B provides trends for the NWEA MAP performance data for Grades 6-8 in CCPS from Fall and Winter terms of 2022- 2025. In Fall 2022, the overall average RIT score for all students was 212.82, which increased to 216.96 in Winter 2022, indicating academic growth over the term. Male and female students had nearly identical performance in the fall, but females slightly outperformed males in the winter. Notably, all student groups showed improvement from Fall to Winter, with gains ranging from approximately 3 to 5 RIT points. These results suggest positive academic progress across the board, though persistent achievement gaps remain among subgroups, highlighting the need for continued support and targeted interventions. Building on the previous summary of 2022 data, the additional information from 2024 and 2025 further illustrates consistent academic growth across student groups, as measured by average RIT scores from Fall to Winter. In Fall 2024, the overall average RIT score for all students was 213.53, increasing to 218.98 in Winter 2024. This trend continued in 2025, with scores rising from 213.72 in the fall to 219.20 in the winter. Male students maintained slightly higher average RIT scores than female students in both years, with males scoring 214.23 in Fall 2025 and 219.79 in Winter 2025, while females scored 213.19 in Fall 2025 and 218.0 in the Winter. These results reinforce the pattern of steady academic progress observed in earlier years and suggest that instructional strategies may be effectively supporting student learning. However, the persistence of subgroup performance gaps—especially among historically underserved populations—continues to highlight the need for targeted interventions and equity-focused instructional planning.

Table 5: Acadience Math Performance Grades K and 1

Acadience Math Performance - Average Composite Score by Student Group - Grade K - SY2023-SY2025																			
	2023						2024						2023						SY23-SY25
	Fall		Winter		Spring		Fall		Winter		Spring		Fall		Winter		Spring		SY23-SY25
Student Group	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	2 Year Change*
All Students			1001	72.03	1015	88.69	943	34.98	959	78.94	967	101.21	943	32.11	949	79.51	943	104.50	15.82
Male			525	76.97	527	93.37	497	36.98	506	81.63	508	104.14	476	32.87	479	81.88	475	107.65	14.28
Female			476	66.58	488	83.63	446	32.75	453	75.93	459	97.97	467	31.34	470	77.10	468	101.31	17.68
Asian			8	67.75	8	81.13	9	30.56	8	85.25	9	88.22	10	32.70	11	69.64	11	97.55	16.42
Black/African American			122	66.46	123	80.41	116	32.43	119	71.87	115	92.35	103	32.18	106	73.50	99	93.03	12.62
Hispanic/Latino			25	61.64	25	72.84	41	23.63	41	64.37	42	90.00	58	25.57	57	72.11	57	97.89	25.05
Two or More Races			107	70.68	110	88.39	99	29.99	97	70.63	101	91.90	100	31.73	99	75.92	105	99.15	10.76
White			732	73.93	739	91.12	671	36.94	678	82.54	675	105.08	665	32.86	669	81.87	664	107.95	16.83
Multilingual Learner			28	39.07	29	62.62	33	21.85	33	52.36	38	66.61	37	18.95	36	56.72	36	84.36	21.74
Students with Disabilities			137	49.81	135	66.27	139	19.94	135	54.21	134	72.23	160	20.85	162	59.59	160	83.88	17.61
FARMS			594	63.99	604	81.44	566	31.40	580	72.61	579	94.93	538	28.50	540	72.07	535	97.10	15.65

Acadience Math Performance - Average Composite Score by Student Group - Grade 1 - SY2023-SY2025																			
	2023						2024						2023						SY23-SY25
	Fall		Winter		Spring		Fall		Winter		Spring		Fall		Winter		Spring		SY23-SY25
Student Group	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	Number	Average	2 Year Change*
All Students	972	118.82	988	45.30	975	53.77	977	122.17	995	43.91	974	55.70	973	124.05	993	44.40	999	57.73	3.96
Male	501	128.31	507	48.70	501	56.75	511	131.15	519	47.04	507	58.96	503	134.42	512	47.74	519	61.49	4.74
Female	471	108.72	481	41.71	474	50.62	466	112.32	476	40.49	467	52.16	470	112.94	481	40.83	480	53.68	3.05
Asian	14	177.29	14	60.43	13	70.92	8	122.38	8	53.25	7	67.71	10	122.80	10	45.20	10	55.70	-15.22
Black/African American	97	95.63	100	36.74	95	43.18	121	104.17	120	37.24	114	49.04	142	109.78	145	39.02	146	51.81	8.63
Hispanic/Latino	52	96.60	54	36.91	54	45.11	35	108.54	36	39.67	36	50.69	43	112.67	43	41.81	44	58.34	13.23
Two or More Races	110	96.99	113	39.35	109	46.48	99	116.98	103	40.64	96	50.27	100	104.92	106	37.19	106	49.61	3.14
White	695	126.24	701	47.96	697	56.80	705	126.54	711	45.75	702	57.71	671	130.60	682	46.76	686	60.24	3.44
Multilingual Learner	38	86.50	42	32.93	42	41.52	27	95.59	30	34.87	33	44.61	39	86.10	41	33.00	42	48.10	6.57
Students with Disabilities	165	79.79	168	30.59	167	38.87	140	80.04	144	30.12	142	38.54	167	77.89	172	30.67	170	40.29	1.42
FARMS	590	104.13	603	40.55	593	48.93	550	104.98	565	38.42	551	49.90	592	111.80	602	40.16	604	53.54	4.61

From SY2023 to SY2025, Acadience Math performance data for Grades K and 1 in CCPS shows consistent growth in average composite scores across nearly all student groups. In Kindergarten, the average score for all students rose from 72.03 in Fall 2023 to 97.94 in Spring 2024, reflecting a 15.22-point increase. Grade 1 students also demonstrated improvement, with average scores increasing from 89.52 in Fall 2023 to 106.61 in Spring 2024, a gain of 10.94 points. Subgroup trends reveal that Asian and White students consistently achieved the highest average scores across both grades, while Black/African American, Hispanic/Latino, Multilingual Learners, and Students with Disabilities showed steady but lower performance levels. Despite these disparities, all subgroups experienced positive growth over the year, indicating progress in early mathematics development and the impact of instructional efforts across diverse student populations.

Table 7: Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - SY2022-SY2025

Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - SY2022-SY2025													
	2022			2023			2024			2025			SY22-SY25
Course	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	3 Year Change
Algebra I-Middle School	339	320	94.40%	376	342	90.96%	340	315	92.65%	385	364	94.55%	0.15%
Algebra I-High School	706	545	77.20%	904	635	70.24%	720	420	58.33%	773	478	61.84%	-15.36%
Total	1045	865	82.78%	1280	977	76.33%	1061	735	69.27%	1158	842	72.71%	-10.06%

Table 8A: Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - Middle School - SY2022-SY2025

Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - Middle School - SY2022-SY2025													
	2022			2023			2024			2025			SY22-SY25
Student Group	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	3 Year Change
All Students	339	320	94.40%	376	342	90.96%	340	315	92.65%	385	364	94.55%	0.15%
Male	165	153	92.73%	195	174	89.23%	170	154	90.59%	211	194	91.94%	-0.78%
Female	174	167	95.98%	181	168	92.82%	170	161	94.71%	174	170	97.70%	1.72%
Asian	3	3	100.00%	5	5	100.00%	5	5	100.00%	5	5	100.00%	0.00%
Black/African American	19	17	89.47%	26	20	76.92%	21	18	85.71%	32	27	84.38%	-5.10%
Hispanic/Latino	10	9	90.00%	12	12	100.00%	11	10	90.91%	18	18	100.00%	10.00%
Two or More Races	19	18	94.74%	29	25	86.21%	19	18	94.74%	22	20	90.91%	-3.83%
White	284	271	95.42%	304	280	92.11%	281	261	92.88%	306	292	95.42%	0.00%
Multilingual Learner	0	0	#DIV/0!	3	3	100.00%	1	1	100.00%	2	2	100.00%	#DIV/0!
Students with Disabilities	7	6	85.71%	7	7	100.00%	4	4	100.00%	6	6	100.00%	14.29%
FARMS	52	45	86.54%	122	105	86.07%	84	72	85.71%	119	108	90.76%	4.22%

Table 8A presents middle school Algebra I course performance data from SY2022 to SY2025, showing consistently high rates of students earning a grade of C or higher. Overall success rates ranged from 90.96% to 94.40%, with the highest performance observed in 2022. Female students consistently outperformed male students, with success rates of 95.98% compared to 92.73%. Subgroup analysis reveals that Asian students achieved 100% success across all years, while White students also maintained strong performance, ranging from 92.43% to 95.42%. Black/African American students showed more variability, with a dip to 76.92% in 2023 followed by a recovery to 90.91% in 2025. Students with disabilities and Multilingual Learners, though represented in smaller sample sizes, demonstrated strong

outcomes, including 100% success in some years. Overall, the data reflects strong course performance in middle school Algebra I, with most student groups maintaining high levels of academic success.

Table 8B: Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - High School - SY2022-SY2025

Students Who Took MCAP Algebra I and Earned a Course Grade of C or Higher - High School - SY2022-SY2025													
	2022			2023			2024			2025			SY22-SY25
Student Group	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	Number	C or Higher	Percent	3 Year Change
All Students	706	545	77.20%	904	635	70.24%	720	420	58.33%	773	478	61.84%	-15.36%
Male	378	283	74.87%	486	329	67.70%	393	216	54.96%	391	206	52.69%	-22.18%
Female	328	262	79.88%	418	306	73.21%	327	204	62.39%	382	272	71.20%	-8.67%
Asian	3	3	100.00%	5	1	20.00%	2	2	100.00%	4	4	100.00%	0.00%
Black/African American	88	61	69.32%	144	88	61.11%	112	57	50.89%	112	57	50.89%	-18.43%
Hispanic/Latino	65	53	81.54%	73	51	69.86%	55	30	54.55%	64	42	65.63%	-15.91%
Two or More Races	42	32	76.19%	61	39	63.93%	66	35	53.03%	53	29	54.72%	-21.47%
White	505	393	77.82%	614	451	73.45%	474	292	61.60%	537	344	64.06%	-13.76%
Multilingual Learner	21	18	85.71%	22	14	63.64%	35	16	45.71%	175	84	48.00%	-37.71%
Students with Disabilities	139	83	59.71%	157	83	52.87%	161	60	37.27%	34	21	61.76%	2.05%
FARMS	257	176	68.48%	564	346	61.35%	433	219	50.58%	477	264	55.35%	-13.14%

Table 8B presents high school Algebra I course success rates, defined as students earning a final grade of C or higher, over the period from SY2022 to SY2025. The data reveals a significant decline in overall course success for All Students, dropping from 77.20% in 2022 to 58.33% in 2024, but showing an upward trend in 2025.

The decline in 2024 was particularly steep among certain subgroups. Male students experienced a substantial drop of 22.18 percentage points, decreasing from 74.87% to 52.69%, while female students saw a more moderate decline, ending at 71.20% success in 2025. Black/African American students experienced a decline of 18.43 percentage points, achieving a 50.89% success rate in 2025. The most pronounced decline was observed among Multilingual Learners (MLLs), whose success rate dropped from 85.71% in 2022 to 48.00% in 2025, a decrease of 37.71 percentage points. Students receiving Free and Reduced-price Meals (FARMS) also saw a 13.14 percentage point decline, ending at 55.35%.

In contrast to the overall negative trend, Students with Disabilities (SWD) showed a slight increase in course success, rising by 2.05 percentage points over the four years to reach 61.76% in 2025. The overall sharp decrease in high school Algebra I course success underscores a critical area for improvement within the comprehensive mathematics plan, signaling a need for intervention and focus on strengthening Tier I core instruction and Tier II supplemental supports. During the SY2025 an Algebra support course was added, which may explain some of the upward trend in successful pass rates.

Table 9: SAT Performance - Number of Test Takers and Mean Scores - SY2022-SY2025

SAT Performance - Number of Test Takers and Mean Scores - SY2022-SY2025								
	2022		2023		2024		2025	
Student Group	Number	Mean	Number	Mean	Number	Mean	Number	Mean
All Students	1608	987.51	1831	965.36	1653	944.69	1745	944.72
Male	759	993.12	909	968.81	834	948.32	867	946.74
Female	849	982.49	922	961.95	819	940.99	878	938.75
Asian	27	1043.33	26	1035.77	18	1040.56	18	1073.33
Black/African American	133	872.78	177	846.21	169	847.04	206	865.78
Hispanic/Latino	98	911.63	127	884.17	121	864.13	126	873.97
Two or More Races	69	995.36	100	954	110	912.18	109	923.21
White	1275	1004.3	1395	987.63	1225	967.76	1274	962.03
Multilingual Learner	9	770	17	765.29	25	764	36	723.33
Students with Disabilities	83	818.55	112	779.91	122	759.75	143	751.75
FARMS	336	930.48	635	905.15	685	892.98	769	899.3

Table 9 presents SAT participation and performance data. Table 9 presents SAT participation and performance data from SY2022 to SY2025. Over this period, the overall mean SAT score for All Students declined from 987.51 in 2022 to 944.72 in 2025. This confirms the pattern noted in the plan's Areas for Improvement, where the overall mean dropped to 944.7 by 2024. While the total number of test takers increased from 1,608 in 2022 to 1,745 in 2025, mean scores fell across nearly all student groups.

Male students consistently maintained a slightly higher mean score than female students across all four years. Significant declines in performance were observed among several historically underserved groups, highlighting persistent gaps. Specifically, students receiving Free and Reduced-price Meals (FARMS) saw their mean score drop from 930.48 in 2022 to 899.3 in 2025. Black/African American students experienced a notable decline, dropping from a mean of 911.77 in 2022 to 865.75 in 2025. Students with Disabilities and Multilingual Learners reported the lowest mean scores across the cohort, ending at 751.75 and 723.33 respectively in

2025. These trends underscore the critical need for continued focus on strengthening mathematics instruction and supports to ensure all learners are prepared for college and future careers.

Table 10: AP Mathematics Exams - Score of 3 or Higher by Exam - SY2022-SY2025

AP Mathematics Exams - Score of 3 or Higher by Exam - SY2022-SY2025												
	2022			2023			2024			2025		
AP Exam	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent
Calculus AB	84	50	59.52%	67	29	43.28%	49	24	48.98%	41	16	39.02%
Calculus AB Subscore										15	13	86.67%
Calculus BC	16	8	50.00%	16	12	75.00%	20	18	90.00%	15	11	73.33%
Statistics	92	52	56.52%	91	36	39.56%	97	37	38.14%	74	30	40.54%

Table 10 indicates that from 2022 to 2025, student performance and participation in AP Mathematics Exams experienced notable shifts. The percentage of students scoring a 3 or higher on the AP Statistics exam declined from 56.5% in 2022 to a low of 38.1% in 2024, with a modest recovery to 40.5% in 2025—an overall decrease of approximately 16 percentage points. During the same period, participation in AP Statistics dropped by 18 students. These declines in both performance and participation may be partially attributed to the expansion of the Early College Academy Program. As more students opt for dual enrollment opportunities, particularly those who traditionally enrolled in AP courses—the AP testing population has shifted. This trend underscores the importance of monitoring how programmatic changes influence access to and outcomes in advanced coursework.

Table 10A: Score of 3 or Higher AP Calculus AB

AP Mathematics Exams - Score of 3 or Higher by Exam - AP Calculus AB - SY2022-SY2025												
	2022			2023			2024			2025		
Student Group	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent
All Students	84	50	59.52%	67	29	43.28%	49	24	48.98%	41	16	39.02%
Male	35	24	68.57%	33	14	42.42%	28	14	50.00%	23	9	39.13%
Female	49	26	53.06%	34	15	44.12%	21	10	47.62%	18	7	38.89%
Asian	6	3	50.00%	0	0	#DIV/0!	3	3	100.00%	1	1	100.00%
Black/African American	3	1	33.33%	2	1	50.00%	1	0	0.00%	3	1	33.33%
Hispanic/Latino	2	1	50.00%	0	0	#DIV/0!	2	0	0.00%	0	0	#DIV/0!
Two or More Races	1	0	0.00%	2	1	50.00%	3	1	33.33%	1	1	100.00%
White	72	43	59.72%	63	27	42.86%	40	20	50.00%	36	13	36.11%
Multilingual Learner	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Students with Disabilities	0	0	#DIV/0!	1	1	100.00%	0	0	#DIV/0!	0	0	#DIV/0!
FARMS	12	6	50.00%	3	1	33.33%	15	4	26.67%	9	2	22.22%

Table 10a shows that from SY2022 to SY2025, AP Calculus AB performance in CCPS showed a declining trend in both participation and proficiency. The number of students taking the exam dropped from 84 in 2022 to 41 in 2025, while the percentage of students scoring a 3 or higher decreased from 59.52% to 39.02%. Male students initially outperformed female students, with 68.57% proficiency in 2022, but their scores declined to 39.13% in 2025. Female students followed a similar downward trend, dropping from 53.06% to 38.89% over the same period. Asian students showed strong performance, achieving 100.00% proficiency in both 2024 and 2025, though participation was very low. Black/African American and Hispanic/Latino students had limited participation and variable results. White students, who represented the majority of test-takers, saw a decline in proficiency from 59.72% in 2022 to 42.86% in 2023, with data for later years fluctuating.

Table 10B: Score of 3 or Higher AP Calculus AB

AP Mathematics Exams - Score of 3 or Higher by Exam - AP Calculus BC - SY2022-SY2025												
	2022			2023			2024			2025		
Student Group	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent
All Students	16	8	50.00%	16	12	75.00%	20	18	90.00%	15	11	73.33%
Male	10	4	40.00%	7	6	85.71%	10	10	100.00%	4	2	50.00%
Female	6	4	66.67%	9	6	66.67%	10	8	80.00%	11	9	81.82%
Asian	1	1	100.00%	3	2	66.67%	0	0	#DIV/0!	1	1	100.00%
Black/African American	2	0	0.00%	0	0	#DIV/0!	0	0	#DIV/0!	1	0	0.00%
Hispanic/Latino	0	0	#DIV/0!	1	1	100.00%	0	0	#DIV/0!	1	0	0.00%
Two or More Races	0	0	#DIV/0!	1	0	0.00%	0	0	#DIV/0!	1	1	100.00%
White	13	7	53.85%	11	9	81.82%	20	18	90.00%	11	9	81.82%
Multilingual Learner	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Students with Disabilities	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
FARMS	2	0	0.00%	4	3	75.00%	1	1	100.00%	5	3	60.00%

Table 10B shows that from SY2022 to SY2025, AP Calculus BC performance in CCPS showed overall improvement in both participation and proficiency, though subgroup disparities persisted. The number of students taking the exam increased from 16 in 2022 to 20 in 2024, with the percentage of students scoring a 3 or higher rising from 50.00% in 2022 to 75.00% in 2023, before stabilizing at 90.00% in 2024. Female students consistently outperformed male students in 2022 and 2023, with 66.67% scoring a 3 or higher both years, while male students improved from 40.00% in 2022 to 85.71% in 2023. Asian and Hispanic/Latino students demonstrated strong performance, with Asian students achieving 100.00% proficiency in 2022 and Hispanic/Latino students reaching 100.00% in 2023. White students made up the majority of test-takers and maintained solid performance, scoring 53.85% in 2022 and 81.82% in 2023. These trends suggest growing success in AP Calculus BC but also highlight the need to expand access and support for underrepresented student groups.

Table 10C: Score of 3 or Higher AP Statistics:

AP Mathematics Exams - Score of 3 or Higher by Exam - AP Statistics - SY2022-SY2025

	2022			2023			2024			2025		
Student Group	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent	Number	3 or Higher	Percent
All Students	92	52	56.52%	91	36	39.56%	97	37	38.14%	74	30	40.54%
Male	34	19	55.88%	37	12	32.43%	41	15	36.59%	36	16	44.44%
Female	58	33	56.90%	54	24	44.44%	56	22	39.29%	38	14	36.84%
Asian	2	1	50.00%	2	1	50.00%	3	0	0.00%	2	1	50.00%
Black/African American	4	1	25.00%	5	2	40.00%	3	0	0.00%	3	0	0.00%
Hispanic/Latino	3	2	66.67%	4	0	0.00%	0	0	#DIV/0!	2	0	0.00%
Two or More Races	3	2	66.67%	4	0	0.00%	3	0	0.00%	4	1	25.00%
White	80	46	57.50%	76	33	43.42%	88	37	42.05%	63	28	44.44%
Multilingual Learner	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!
Students with Disabilities	1	1	100.00%	1	0	0.00%	0	0	#DIV/0!	0	0	#DIV/0!
FARMS	13	9	69.23%	25	4	16.00%	21	9	42.86%	17	6	35.29%

From SY2022 to SY2025, AP Statistics performance in CCPS showed fluctuating trends in both participation and proficiency across student groups. Overall, the percentage of students scoring a 3 or higher declined from 56.52% in 2022 to 40.54% in 2025, despite a decrease in the number of test-takers from 92 to 74. Male students saw a drop in performance from 55.88% in 2022 **to** 44.44% in 2025, while female students declined from 56.90% to 36.84% over the same period. Subgroup participation remained low, limiting broader trend analysis. White students, who made up most test-takers, saw a decline from 57.50% in 2022 to 43.24% in 2025**.**

Appendix B

Sample Professional Learning Protocols

Lesson Planning Protocol

Lesson rehearsals provide educators with a structured opportunity to practice instructional delivery, receive targeted feedback, and refine teaching moves before working with students. The purpose of this tool is to support teachers in strengthening their practice by simulating critical lesson components in a collaborative and low-risk environment. Rehearsals build collective efficacy among teaching teams and promote instructional coherence across classrooms.

Student work analysis Protocol

The *Looking at Student Work* protocol supports coherence and alignment of instruction. Teacher teams work collaboratively to determine whether a given task enables students to engage meaningfully with rigorous, grade-level content and to what degree students have met the criteria for success. Teachers first assess the task itself and then analyze student performance to determine what adjustments need to be made in the future. This tool supports the STUDY phase of the *CCPS PDSA Protocol*.

PDSA Protocol

The PDSA (Plan, Do, Study, Act) protocol is a structured framework that applies a scientific mindset through weekly or biweekly cycles, where educators make targeted adjustments to systematically test and refine instructional improvement ideas. In order to cross-pollinate insights, broaden perspectives, and deepen collective learning, PDSA cycles should be a collaborative process between colleagues who are tackling similar challenges.