



ANNUAL EVALUATION REPORT



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FCPS FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

Every Child. Every Day.

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TABLE OF CONTENTS

LYNX AT FREDERICK HIGH SCHOOL 1

LYNX EVALUATION 1

 Stakeholder Satisfaction Surveys.....2

 Focus Groups/Interviews and Informal Discussions2

 Program Materials/Documents3

PANDEMIC IMPACT ON LYNX 3

 School Closures and Learning Models3

 Data Limitations3

EVALUATION FINDINGS 3

 Program Implementation3

 LYNX During COVID-19 Pandemic.....4

 Outcomes: Academic and Career Progress10

 Measuring Impact Via Testimonial Evidence14

BEST PRACTICES/LESSONS LEARNED 15

RECOMMENDATIONS 15

TIMELINE OF KEY PROGRAM ACTIVITIES 16

 Timeline of Key Program Activities in Year 5.....16

 Next Steps/Planned Activities17

CONCLUSION..... 18

FINANCIAL REPORT..... 18

APPENDICES 19

 Appendix A: LYNX Partners: 2017-202219

 Appendix B: LYNX Fiscal Year (FY) Financial Report (2017-2022)20

LINKING YOUTH TO NEW EXPERIENCES (LYNX)

EVALUATION PROGRESS REPORT—SEPTEMBER 2022

LYNX AT FREDERICK HIGH SCHOOL

A new modern school model, such as Linking Youth to New eXperiences (LYNX), was viewed as the best opportunity to support school improvement while increasing student achievement and promoting college/career readiness at Frederick High School (FHS), a public high school located in an urban area of Frederick County. In May 2016, Senate Bill 1126 authorized LYNX and provided the flexibility for students to earn credit for approved learning experiences that are standards-based, curricula-aligned, and competency-demonstrated rather than rely exclusively on Carnegie units.

LYNX aims to accelerate achievement and ensure equity for students. To accomplish this goal, LYNX: a) provides individualized, self-directed learning opportunities in accordance with a student-developed student success plan (SSP); b) allows students to select coursework, the method of instruction, and the pace of learning that works best for each student; and c) allows students to participate in innovative learning experiences at the high school and college levels as well as work, internship, or apprenticeship experiences focused on college and career readiness competencies as an integral part of students' curriculum.

LYNX EVALUATION

A multi-year, mixed-method, process and outcome evaluation is needed to measure the relevance, effectiveness, and impact of LYNX as well as assessing whether the program is succeeding in accomplishing its goals. Data are collected and analyzed to answer local evaluation questions and to fulfill legislative evaluation requirements¹.

- ▶ To what extent is the LYNX program being implemented as planned?
- ▶ What structural and process aspects of the LYNX program have facilitated progress towards the initial LYNX program vision? What aspects have hindered progress?
- ▶ How has each program component—advocacy, partnerships, innovative instruction, and flexible scheduling—facilitated student engagement? How has each component facilitated student learning?
- ▶ How has professional learning increased teacher knowledge and efficacy in delivering innovative instructional strategies?
- ▶ To what extent were LYNX program goals and/or objectives met?
- ▶ What impact has the LYNX program had on school culture and climate? How satisfied are students, advocates, staff, and families with LYNX?
- ▶ To what extent has the LYNX program impacted student achievement?

Quantitative and qualitative data are collected on various aspects of LYNX. Data collection strategies, procedures, and sources are described below. A variety of sources are used to collect data, including archival and new data—stakeholder surveys (LYNX Advocates, advocacy teachers, students, and parents), school climate survey (when available), focus groups with students and/or staff, in-depth interviews with staff, LYNX student achievement data, comparison school data, and/or program materials/documents.

IMPORTANT: The 2021-2022 school year (SY) marked the first school year that students returned to in-person learning for a full year since the onset of the COVID-19 pandemic. Similar to the 2020 and 2021 SYs, evaluation activities for LYNX were limited in scope. Evaluation activities were limited to stakeholder surveys, informal discussions with staff, and data abstraction from program materials/documents. Thus, while some outcome measures, such as stakeholder satisfaction, are reported next, evaluation findings are mostly limited to process components. Some academic achievement and/or accountability measures (e.g., state assessments) are not available for reporting.

¹ Final legislative evaluation reporting was satisfied with the submission of the June 2019 evaluation report.

Stakeholder Satisfaction Surveys

Satisfaction surveys have been administered to LYNX stakeholder groups—LYNX students, parents/guardians, LYNX Advocates, and LYNX advocacy teachers—over the past five years (2018-2022) to obtain feedback on their experience with components of LYNX. Summaries of survey findings from 2018-2021 can be found in prior years' evaluation reporting. In 2021, the surveys were modified to include items that were applicable to the LYNX services offered during the pandemic and those relevant to program improvements moving forward.

LYNX stakeholder satisfaction surveys were administered in May 2022. The 2022 surveys yielded responses from 74 FHS teachers/advocates, 1,062 students², and 54 parents/guardians. The 2022 survey findings continue to confirm a high level of satisfaction with LYNX among respondents (see Table 1). Stakeholder satisfaction surveys will continue to be administered to stakeholders in the 2022-2023 SY. Results from the surveys are used to help monitor implementation progress and inform decisions related to program improvements.

Table 1. Overall, how satisfied are you with the variety of options offered to all LYNX students, e.g., LYNX experiences*, flexible scheduling (traditional, staggered, extended day), free supper, learning lab availability, and course credit by demonstrated mastery?

Stakeholder Group	2017-2018 (Year 1)	2018-2019 (Year 2)	2019-2020 (Year 3) [*]	2020-2021 (Year 4) [*]	2021-2022 (Year 5)
Students					
Grade 9	96%	95%	99%		
Grade 10	**	96%	97%		
Grade 11	**	**	98%		
Grades 9-12	**	**	**	97%	96%
Advocacy Teachers					
Grade 9	100%	94%	93%		
Grade 10	**	86%	93%		
Grades 11-12	**	**	94%		
LYNX Advocates	100%	100%	100%		
Advocacy Teachers/LYNX Advocates^{***}				97%	92%
Parents/Guardians	91%	100%	97%	97%	93%

^{*} Survey responses may have been influenced by the impact of the pandemic, e.g., virtual/hybrid learning models, related school closure events, etc.

^{**} Surveys were not administered to respective stakeholder groups in the school year as LYNX was a phased-in implementation.

^{***} Surveys for LYNX teachers and advocates were combined beginning in 2021.

Note: Responses were not required for each item within a survey. The n size for each survey item may vary.

Focus Groups/Interviews and Informal Discussions

Focus groups were conducted in the spring of 2022 with multiple LYNX partners. Partners were asked to provide feedback on their experience with the LYNX continuum, including barriers and successes, and ideas or suggestions regarding collaboration between LYNX partners moving forward. Additional feedback from LYNX partners regarding their specific experience(s) was collected via a feedback form throughout the year. Understanding the impact and disruptions that the pandemic had on student learning in the previous two school years, focus groups were not conducted with students in the 2021-2022 SY in order to further minimize any impact on instructional time. However, student voice was captured via a feedback form. Specifically, students were asked to discuss how participation in LYNX partner experiences have helped to shape their career, college, and/or post-graduation plans/goals. Informal discussions occurred throughout the year with the Project Manager for High School Innovation and Transformation. In addition, interviews were conducted in the spring and summer of 2022 with other key LYNX administrators and

² A higher response rate for the student survey occurred in 2022 as the survey was administered in-person during a designated LYNX advocacy block; the 2021 student survey yielded a lower response rate as it was administered via Schoology during students attending school either virtually or via hybrid learning.

staff, including the four main LYNX Advocates. Content analysis on the qualitative data was conducted; findings from the feedback, interviews, and/or informal discussions are reflected throughout this report.

In the 2022-2023 SY, focus group/interview sessions with key evaluation stakeholders will be determined and planned as needed. In addition, separate interview sessions and/or informal discussions will occur with the FHS principal and the Project Manager for High School Innovation and Transformation and to gather information on program implementation to date.

Program Materials/Documents

When available, data from LYNX program-written materials and documents (e.g., monthly progress review meeting minutes, presentations, newsletters) were abstracted and summarized as part of the findings. Frequent informal meetings with the Project Manager for High School Innovation and Transformation also served as a source for obtaining key information on program implementation.

PANDEMIC IMPACT ON LYNX

School Closures and Learning Models

March 2020-June 2021

Beginning March 16, 2020, all Maryland schools were closed due to the COVID-19 pandemic health crisis. Continuity of learning (COL) was implemented on March 30 for FCPS. In the fall of 2020, FCPS reopened schools with students attending virtually. Small-group instruction was offered but only to a small percent of students. In February 2021, FCPS opened schools offering two learning models—all virtual or hybrid (i.e., students attended face-to-face twice per week and virtual the remainder of the week). About 60% of FHS students accessed hybrid instruction and 40% remained virtual in the 2020-2021 SY.

2021-2022 School Year

The 2021-2022 SY was the first year since the onset of the pandemic that students attended school in-person for a full school year. A blended virtual program (BVP) for each school level was also offered to FCPS students. About 4% of FHS students accessed the BVP and 96% attended in-person.

Data Limitations

Not only did the pandemic result in school closures, transition to different learning models, etc., data collection efforts were also impacted. As mentioned in the 2020 and 2021 evaluation reports, data on many academic measures previously reported were not available and/or not reported. While state assessments resumed in Year 5, results from the administration were not available at the time of this writing. State reporting timelines were extended due to the 2021-2022 SY being the first full state assessment year since the onset of the pandemic; thus, standard setting is currently being performed. Furthermore, the analysis of data has limitations. With gaps in assessment administrations, conducting prior year comparisons and trend analysis is not recommended. Evaluation activities were mostly limited to surveys/forms, focus groups/interviews, program documentation, and informal discussions with various stakeholders. When possible, data also include comparison to students at a similar FCPS high school. See Outcomes: Academic and Career Progress for additional details.

EVALUATION FINDINGS

Program Implementation

The 2021-2022 SY marked the fifth year of implementation for LYNX (hereafter, Year 5). The 2016-2017 SY was considered a “planning year” followed by four years of phase-in implementation in 2017-2018 (Year 1), 2018-2019 (Year 2), 2019-2020 (Year 3), and 2020-2021 (Year 4).

LYNX Student Cohorts³

LYNX began for the Class of 2021 (i.e., Cohort 1) in Year 1 and the Class of 2022 (i.e., Cohort 2) in Year 2 with over 300 first-time 9th grade students in each cohort. In Years 3 and 4, enrollment increased to over 400 first-time 9th graders for both the Class of 2023 (i.e., Cohort 3) and the Class of 2024 (i.e., Cohort 4). In Year 5, over 500 first-time 9th graders for the Class of 2025 (i.e., Cohort 5) were enrolled at FHS. More than half of students

³ Includes any student enrolled in LYNX Advocacy course and in attendance at the end of the school year.

(approximately 60-70%) in each cohort are either Hispanic/Latino or black/African American and about one-quarter (23-27%) are white. Nearly half of these students receive free and reduced-priced meals, close to 20% are English learners, and approximately 10% receive special education services.

LYNX During COVID-19 Pandemic

Advocacy

Students receive help in creating educational plans and engaging in learning experiences aligned to their strengths and interests through a network of advocates. This network consists of four school-based Advocates⁴, a team of designated grade-level advocacy teachers, school counselors, and LYNX partners.

In Year 4, advocacy was reported as being an “atypical” year at FHS due to the impact of the pandemic and students attending virtually for a large part of the school year. Moving into Year 5, a comprehensive plan was developed for advocacy that included “hold days” to dedicate time and effort to rebuilding the FHS school culture. Despite having a comprehensive plan in place, lingering effects of the pandemic continued to impact many aspects of LYNX, including the fidelity of advocacy. For example, Grade 10 “soft skills” presentations continued during advocacy; however, some partners shared concerns on whether students were fully engaged (e.g., some students were seen on cell phones, etc.).

Rebuilding the school culture and getting back to the initial vision of advocacy since the onset of the pandemic will continue to be critical in the 2022-2023 SY. Feedback gathered from students and parents/guardians continues to speak to the importance of advocates. For example, nearly 80% of parents/guardians responding to the survey (n=46) indicated that they were satisfied with the support their child received from LYNX Advocates. Student survey comments speak to the importance of advocates in building relationships and providing guidance in making college and career connections. For example, the most common ways students reported that LYNX Advocates supported them were helping to explore post-high school options (62%) followed by identifying LYNX experiences (62%) and providing academic support (49%).

Advocacy Resource Tool

In Year 5, a resource tool for advocacy teachers was created to provide ongoing learning opportunities and activities for students that advocacy teachers can use daily, on hold days, and/or at their discretion based on student needs. The resources in the tool are dynamic and change on a monthly basis. Example resources have included: Career Web Quests, LYNX Human Library, Student Spotlight, Coaching Sessions, and Creation Stations. For Year 6, FHS staff members have been invited to participate on a planning committee to continue to create resources and contribute resources (regardless of whether or not they participate on the committee).

Student Ambassadors

Plans to establish student LYNX ambassadors were reinstated in Year 5. The purpose of student ambassador advocacy groups is to mobilize students from all backgrounds to serve as peer mentors and ambassadors for all things LYNX-related (e.g., help classmates learn about LYNX, help with LYNX communications, participate in the creation of LYNX experiences, etc.). The ambassador initiative will help to elevate student leadership to reflect the diverse student population and help to build relationships at FHS.

Students wanting to be a LYNX ambassador were asked to complete an application/interest form. Eighty-five students completed the application/form (50 slots were available). The most common reasons that students wanted to be an ambassador included wanting to help other students, they could relate to the transition process to high school, and they wanted to expand their leadership skills and/or opportunities. Of these students, 50 were selected to be part of the LYNX ambassador advocacy groups. Students selected are representative of all grade levels, race/ethnicities, and students receiving special services, specifically English learners. Students not selected as part of the advocacy groups were offered roles to be ambassadors at-large.

In May and June 2022, student LYNX ambassadors led “move-up days” at FHS with rising 9th graders from feeder middle schools/charter schools. The goal of the “move-up days” was for students to find usable, meaningful, and inspirational takeaways to help students prepare for high school.

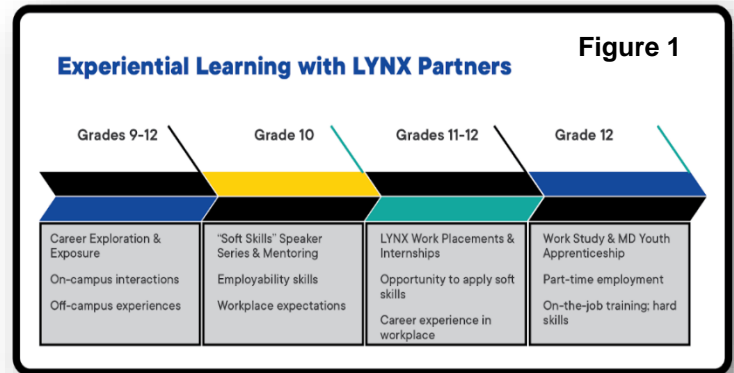
⁴ Two Advocates retired (one in Year 4 and one in Year 5); a new hire for their replacement was made.

Partnerships

Through LYNX partnerships, students are provided real-world learning experiences (see Figure 1) spanning across 16 career clusters.

From 2017 to 2022, LYNX has gained the participation and involvement of over 160 partners who directly engaged with FHS students (see list of partners in Appendix A). There is at least one LYNX business partner/experience per career cluster.

Starting in Year 2, LYNX experiences were offered to all FHS students. LYNX experiences were impacted by the pandemic and related restrictions in Years 3-4 resulting in more virtual experiences or even many experiences being canceled. In Year 5, Advocates worked to revive many of the LYNX experiences back to in-person opportunities for students.



A total of 53 on-campus LYNX experiences and 44 off-campus LYNX experiences, including six college visits⁵, occurred in Year 5. From Year 2 to Year 5, the percent of students participating in at least one LYNX experience increased from approximately 50% to 60%, respectively, of the total student population despite a decline in Year 4 (25%) (see Table 2). Over half of these students (56%) were 9th and 10th graders (n=565) and 44% were upperclassmen (n=436). In addition to engaging in these on- and off-campus career/college exploration opportunities with LYNX partners, all 10th graders participated in "soft skills" series with LYNX partners during Advocacy time. Over the course of the year, there were 22 partners teaching the series for a total of six sessions. Mock interviews also resumed in Year 5. FHS seniors, who were enrolled in English 12, participated in LYNX mock interviews in December 2021 and March 2022; 23 individuals representing six LYNX partners were involved in the mock interviews.

LYNX career exploration efforts culminated into a school-wide job fair in April 2022. Students from all grades participated in the job fair with 24 local businesses/employers. While only half of the employers provided feedback to date, about 128 applications and/or contact information were obtained from interested students. As reported by the employers, 27 students were hired as a result of the job fair. These estimates may be underreported as not all employers responded to the feedback request.

Table 2. Number of LYNX Partners & Number of FHS Students Participating in At Least One LYNX Experience by Program Year

School Year (LYNX Year)	Number (Cumulative) of Partners	Number of Students Participating ≥ 1 LYNX Experience		
		All FHS Students	Grade 9 and 10	Grade 11 and 12
2017-2018 (Year 1)	65	*	*	*
2018-2019 (Year 2)	135	769 (50% ^a)	572	197
2019-2020 (Year 3)	145	739 (50% ^a)	407	332
2020-2021 (Year 4)	156	418 (25% ^a)	232	186
2021-2022 (Year 5)	167	1,001 (60%)	565	436

* LYNX experiences were only offered to 9th graders in Year 1; thus, data cannot be compared to Years 2-5 and are not reported.

^a Percent of student population

Academy of Health Professions Program

The LYNX Academy of Health Professions (AoHP), originally based at the Career and Technology Center (CTC), is a two-year program that uses project and problem-based learning, clinical experiences, and classroom and lab instruction to teach students about the field of healthcare. The program was established at FHS in Year 3.

⁵ College/university visits were limited due to college/university restrictions on in-person visitation due to COVID.

In Year 4, 46 students were enrolled in an AoHP class—Foundations of Medicine and/or Structure and Function of the Human Body. In Year 5, 23 students were enrolled in AoHP courses.

Work-Based Learning

LYNX is largely credited for the expansion of work-based learning (WBL) opportunities. Maryland Youth Apprenticeships are not widely available in Frederick County and LYNX work placements did not exist prior to the summer of 2019. Despite a decrease in Year 4 as a result of the pandemic impact, the number of students participating in WBL continues to grow. In Year 5, 104 students participated in WBL opportunities (see Table 3). Furthermore, the work placement credits to students volunteering at fire stations and taking certifications in the career has led to FCPS beginning a fire and rescue internship program in the 2021-2022 SY. FHS currently has two students enrolled in the internship program. LYNX work placements are available to FHS students in their junior year who are working in paying jobs. Currently, WBL opportunities are only available to seniors at other FCPS schools. FCPS is exploring opportunities for juniors at every school to participate in work study programs.

Table 3. Number of FHS Students Participating in Work-Based Learning (WBL) Opportunities by Program and Year & Credits Being Earned through WBL

School Year (LYNX Year)	Internships	Work Study	Apprenticeships	LYNX Work Placements	Total Number of Students	Total Number of Credits Earned
2016-2017 (Planning)	10	28			38	123
2017-2018 (Year 1)	13	41			54	146
2018-2019 (Year 2)	14	55	3		72	200
2019-2020 (Year 3)	16	66	3	15	100	243
2020-2021 (Year 4)	14	65	1	4	84	265
2021-2022 (Year 5)	17	83	1	3	104	244

LYNX Partner Perspective

Feedback from LYNX partners on their experience, wins/challenges, and suggestions or recommendations was obtained in Year 5. Partners discussed the need to be creative in engaging students. Partners want to be able to build relationships and connect with all FCPS staff and students, not just FHS. Partners also discussed the possibility of collaborating with other LYNX partners and exploring ways to offer internships. More importantly, partners continue to express their enthusiasm for working with FHS students and giving back to their community.

“It’s personal for me. I’ve been in the [type of service] industry for 15 years. This is part of our industry. It’s a cultural thing. It’s what our organization believes in. A lot of the skills that we’ve talked about are important. I love the fact that everyone thinks this should be at every school in Frederick County. It’s a spectacular program.”

“Getting students involved in their community. I went to school here. I wish I had this experience. There’s such a pull to DC. There’s something really important in keeping people here and having people invest and participate in their community. There’s so much to be said for giving to your community.”

When asked what does a LYNX partnership mean to individuals and organizations who support FHS, long-time LYNX partner Wesley Leatherman, Business Services Consultant for Frederick County Workforce Services, explains:

“As a LYNX partner, there is no better feeling knowing you have the ability to impact and change a student’s life forever. The partnership, between LYNX and businesses, offers invaluable insight into different industries, the cool things happening, and guidance for students to obtain a career in their field of interest. Students are getting real-world knowledge and hands-on experience from a variety of professionals. LYNX also provides students the access to a broader understanding of the possibilities that awaits them beyond high school.

These students are the generation of tomorrow’s workforce, and it is imperative they are given the knowledge, the avenues, and the resources to achieve being the best person they can be. LYNX does just that. It is almost the unspoken culture of LYNX that the business partners are people and professionals who care deeply about our community and giving back. We want to raise and grow our children into people who care about where they live and aspire to make a positive impact. The LYNX program embodies creating a better community where, as a whole, we are uplifted and given the opportunity to succeed.”

Student Perspective on LYNX Partnership Experiences

Sixty-three percent of students responding to the spring 2022 LYNX student survey (n=1062) reported that participation in LYNX experiences influenced their high school plans either a lot or somewhat. Twenty-eight percent of students surveyed reported a little influence while 9% reported no influence. When asked to elaborate on how participation in experiences and/or engaging with partners helped to shape students' career/college goals or plans, more than the majority of students had positive feedback. Common reasons on how participation in experiences and/or engagement with partners shaped career/college goals or plans included students having opportunities to:

- Explore career options with an open-mind
- Learn more about careers they knew they were interested but at the same time learn about ones they didn't know they were interested in
- Understand the direction or pathway to a particular career
- Understand what life may be like after high school
- Discover college may be an option (even if they did not think so before)
- Learn what they didn't want to do versus what they do want to do
- Understand that there are opportunities locally—both at local colleges and/or businesses
- Focus on goal-setting and being motivated to get better grades and graduate

Students want to see a continuation of expansion of LYNX experiences in different career areas, such as sports, medical, criminal, and veterinarian/other animal-related; however, more experiences to colleges/universities was most commonly cited as an area of interest. Seventy-three percent of students responding to the spring 2022 survey reported that they currently had plans to attend college (2- or 4-year) after graduation.

Flexible Scheduling

LYNX provides students with the flexibility to construct either a traditional, staggered, or extended day schedule.

In Year 5, Block 5 course offerings were intentionally limited due to the uncertainty of the instructional model given the pandemic and operational challenges (e.g., availability of transportation and staffing shortages). Two Block 5 classes were offered—American Studies II and ACCE 101, College Success Tools⁶ [via partnership with Frederick Community College (FCC)]. In addition to these two courses, the following will be offered in Block 5 to students in Year 6: English 9, Geometry, and LYNX online courses (e.g., Modern World History). While Block 5 courses are offered, transportation challenges need to be further addressed to ensure that Block 5 opportunities are accessible to all students (e.g., out-of-district English learners who are assigned by FCPS to attend FHS).

Student participation in in-person Learning Lab began to increase again since the onset of the pandemic. Two sessions of Learning Lab were available to LYNX students during the week for academic support or tutoring. On any given day, approximately 15-40 students accessed the Learning Lab. The Virtual Learning Lab (VLL) continued to be offered to English learners and students receiving special education services for academic support. All FHS students had access to *TutorMe*, tutoring service provided by FCPS, for 24/7 online support. Free meals (3:45pm-4:15pm) and bus service (4:15pm) were provided to all students attending Learning Lab, tutoring in classrooms with individual teachers, and/or pursuing Block 5 credit options. Over 4,200 meals were provided to students.

Innovative Learning

LYNX aims to personalize learning in a competency-based education (CBE) environment by providing students access to courses that are traditional face-to-face, online, and/or blended.

While in-person courses were limited in Year 4 due to the impact of the pandemic, in-person instruction resumed in the beginning of Year 5.

LYNX Online Courses

Students continued to have access to LYNX online courses (taught by FHS staff) and multiple online courses via the Frederick County Virtual School (FCVS). Students also could access courses eligible for credit by demonstrated mastery (CDM)⁷, CTC, experiential learning with partners, dual enrollment, and advanced placement courses.

⁶ The course was not available in Year 4 due to the pandemic.

⁷ Students may complete a process to earn credit for approved courses by demonstrating mastery of content without course enrollment or seat time. Applications are reviewed for approval based on criteria, such as, body of evidence to document mastery of standards, etc.

Four online LYNX courses were offered in Year 5: Health, Money Finance Economics (MFE) [competency-based education (CBE)-aligned], and Advanced Career Research & Development 2 (CRD2) (CBE-aligned), and Modern World History Honors (CBE-aligned). CBE-aligned courses are designed by LYNX teachers experienced in online teaching. The CBE-aligned courses incorporate student choice, formative and summative assessments, reassessment opportunities for students, and rubric grading consistent in a CBE-learning environment. LYNX teachers developed one more CBE-aligned course, MFE, in Year 5.

Experiential English 9 Course for English Learners

An Experiential English 9 course for English learners is being developed and will be taught in Year 6. The course focuses on the study of literature and students will develop and practice reading, writing, listening, speaking, and language skills using an experiential approach, entitled English 9 iXplore. According to research, experiential learning can be accomplished through *"discussion, group work, hands-on participation, and applying information outside the classroom. This process defines experiential learning where students are involved in learning content in which they have a personal interest, need, or want"* (Center for Innovative Teaching and Learning, Northern Illinois University).⁸ The course requires students to participate in a number of LYNX experiences that have been chosen to support this course, which has been developed in alignment with college and career readiness (CCR) and CBE standards. There is no cost to students to participate in the experiences, which will occur during the school day.

Credit by Demonstrated Mastery

Table 4 shows the number of students earning credit by CDM. A decrease in students earning CDM was evident in Year 4 due to the impact of the pandemic; however, this number increased to 32 students in Year 5. The responsibilities of CDM were transferred to FHS counselors in Year 5.

Table 4. Number of FHS Students Earning Credit by Demonstrated Mastery by Year

School Year (LYNX Year)	Fitness for Life	Visual Performing Arts*	Career Technical Education**	World Language^	Total Number of Students
2017-2018 (Year 1)	19	1	0	0	20
2018-2019 (Year 2)	9	0	0	0	9
2019-2020 (Year 3)	36	2	2	2	42
2020-2021 (Year 4)	13^	0	0	0	13
2021-2022 (Year 5)	30	1	0	1	32

Courses include: piano and/or dance*, Foundations of Technology (FOT)**, and Chinese^ and Japanese^

^ Represents athletic season (rescheduled due to hybrid learning model).

Note: Students may earn CDM in one or more areas.

CBE Learning Environment

On November 22, 2021, the Board of Education (BOE) of Frederick County made all FCPS professional development voluntary unless mandated by law. This decision was in response to shared concerns among FCPS staff about the effects of the pandemic, i.e., staffing shortages resulting in increased workloads, etc. This decision had unintended consequences. Specifically, for FHS staff, CBE master reporting work was put on hold for the remainder of the school year. More importantly, LYNX expansion and related CBE progress at FHS heavily relies on extensive professional learning. Furthermore, an influx of new teachers at FHS occurred since the pandemic and very little to no training could be offered on CBE. Professional learning offers teachers a time for collaboration and making connections to student learning with colleagues. In lieu of the decision to postpone mandated professional learning, optional sessions led by Great School Partnership (GSP) on CBE topics, such as formative and summative assessments and success criteria and rubrics, were offered.

In addition to ascertaining overall satisfaction with LYNX, the staff survey was designed to gain a better understanding of areas of strength and growth in implementation of a CBE learning environment. Of the FHS staff responding to the 2021 survey (n=67), 86% had taught at least one year of a CBE course at FHS in the past two years. In the 2022 survey (n=74), 93% of staff reported teaching at least one year of a CBE course. Seventy-five

⁸ Northern Illinois University Center for Innovative Teaching and Learning. (2012). Experiential learning. In *Instructional guide for university faculty and teaching assistants*. Retrieved from <https://www.niu.edu/citl/resources/guides/instructional-guide>.

percent of teachers in 2021 reported feeling “extremely” or “quite” comfortable in implementing CBE practices in the courses they teach compared to 67% in 2022.

Table 5 includes FHS teachers’ response to survey items on key CBE principles. A higher level of agreement was reported by teachers on principles associated with learning expectations and assessment of learning in 2021 compared to 2022. Teachers reported frequently communicated learning expectations to students and families (90% and 95%; 2021 and 2022, respectively), given students multiple opportunities to improve their work (95% and 90%; 2021 and 2022, respectively), and adjusting course pacing for students as needed (82% and 76%; 2021 and 2022, respectively). Teachers were also asked what additional supports and trainings they needed to advance their understanding of CBE. CBE-based assessment (both formative and summative) was commonly cited.

Table 5. FHS Teachers’ Perceptions on CBE Learning Environment

Items	To what extent do you agree with the following... ^a		How often do the following occur for the classes you teach? ^b	
	2021	2022	2021	2022
Learning expectations are clearly and consistently communicated to students and families, including short-term expectations (e.g., specific learning objectives for a course or other learning experience) and general expectations (e.g., rubric-based performance levels used to determine mastery).	89%	73%	90%	95%
All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.	92%	86%		
Formative assessments measure learning progress during the instructional process, and formative assessment results are used to inform instructional adjustments, teaching practices, and academic support.	90%	72%		
Summative assessments evaluate learning achievement and summative assessment results record a student’s level of competency at a specific point in time.	94%	81%		
Students are given multiple opportunities to improve their work when they fail to meet expected standards.	97%	98%	95%	90%
Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.	98%	95%		
Course pacing is adjusted for students as needed (i.e., giving some students more time to work on the topic/unit or competency area).			82%	76%

Teachers/Advocates responding to survey, 2021 SY: n=67; 2022 SY: n=61

^a Favorability = “Strongly agree” and “Agree”

^b Frequency = “Most of the time” and “Always”

Note: Responses were not required for each item within a survey. The n size for each survey item may vary.

Students were asked how often their teachers implemented strategies, such as explaining the standards, providing multiple opportunities to improve work, etc. in the classroom. In both 2021 and 2022, most students indicated that communication around standards and competencies was occurring frequently (see Table 6 on page 10). More than the majority of students responding to the survey reported that their teachers were frequently giving them more time to work on assignments if needed (76% and 67%; 2021 and 2022, respectively) and giving them multiple opportunities to improve work (79% and 74%; 2021 and 2022, respectively). Approximately 70% of students surveyed in both years responded that their teachers provide timely and specific feedback on how to improve their work.

Table 6. Students' Perceptions on CBE Learning Environment

Survey Items	Overall, how often do your teachers... ^a	
	2021 (n=353)	2022 (n=1062)
Share specific standards, learning targets, or competencies for your classes	79%	75%
Explain the standards and scoring criteria needed to achieve mastery in your classes	78%	75%
Give you more time to work on an assignment if you need it	76%	67%
Give multiple opportunities for you to improve your work	79%	74%
Provide timely and specific feedback on how to improve in your coursework	71%	67%

^a Frequency = "Most of the time" and "Always"

Note: Responses were not required for each item within a survey. The n size for each survey item may vary.

Outcomes: Academic and Career Progress

As noted in the 2021 LYNX evaluation report, data on many academic measures that had been previously reported were either not available, limited in reporting, and/or were not reported due to the impact of the pandemic on schools and data reporting. While schools resumed in-person learning in the 2021-2022 SY, many academic measures are either not available still and/or there are still many limitations to reporting. **Furthermore, it is important that when analyzing and interpreting data to consider the many factors that may have influenced these data during the pandemic. Thus, caution should be given to attributing fluctuations or patterns in the data to LYNX specifically as confounding variables during the pandemic impacted not only FHS but other FCPS high schools.**

Attendance

The overall attendance rate for FHS in the 2021-2022 SY (Year 5) was 88.8% marking a decrease from baseline (92.8%) and Year 1 (93.0%) (see Table 7). The decrease in attendance rates is evident in nearly every FCPS high schools by grade and student group from 2018 to 2022. Attendance data provided in the 2021 LYNX evaluation report showed a significant increase in attendance rates in the 2020-2021 SY; however, as indicated, attendance rates among all FCPS high schools were inflated by students attending school virtually in the first semester and either attending virtually or via hybrid in the second semester of the 2020-2021 SY. Schools continued to face the lingering effects from the pandemic in the 2021-2022 SY, including impact on attendance rates (e.g., quarantining due to COVID, lack of student engagement/attendance).

Table 7. Frederick High School Attendance Rates (Baseline, LYNX Year 1 and Year 5)—by Student Group (includes Comparison School Data)

Student Group	2017 SY	2018 SY (Year 1)		2022 SY (Year 5)	
	FHS Baseline	FHS/LYNX	Comparison School	FHS/LYNX	Comparison School
All Students (Grades 9-12)	92.8	93.0	91.3	88.8	90.8
Grade 9	92.1	93.5	90.5	88.1	90.1
Grade 10	92.5	92.4	91.7	87.9	90.7
Grade 11	93.2	91.9	91.3	89.7	90.8
Grade 12	93.8	94.0	91.9	89.8	91.7

Grade Promotion

Approximately 90% of FHS students in grades 9-11 were promoted to the next grade for the 2022-2023 SY. Thus, 10% of students in grades 9-11 were retained. These percentages were the same at one comparison FCPS high school.

Graduation and College and Career

College and Career Readiness

Prior to the pandemic, multiple measures were used to determine CCR status and one of the most common measures was the SAT. However, the pandemic impacted administration of many assessments. For example, SAT census administration did not occur in the 2019-2020 SY due to the pandemic. In addition, state assessment waivers were granted by MSDE to graduating seniors in the 2020-2021 SY. Accountability measures were minimal since the onset of the pandemic. Moving forward, MSDE is developing new CCR standards. Thus, data on CCR status are not available for reporting at this time.

Graduation (Four-Year) and Dropout Rates

Graduation status for FHS serves as one indicator in measuring the success of LYNX. The official graduation rate for FHS Class of 2021 was 84.5% (see Table 8). Since 2017 (baseline), the graduation rate has increased at FHS for all student groups despite a decrease shown among students with disabilities from Year 1 to Year 4. When compared to the overall FCPS graduation rate from 2018 to 2021, there were similarities in trends overall and for each student group. Data would suggest that the increase in graduation rates may not be unique to FHS/LYNX as one comparison FCPS high school (i.e., having similar demographic characteristics) also showed increases in graduation rates (with the exception of Asians). The Class of 2021 graduation rates were also higher for the comparison school.

Important: Due to state assessment waivers granted by MSDE to graduating seniors in the 2020-2021 SY, graduation rates may be higher than during a non-waiver/non-pandemic school year. Graduation and dropout data for the Class of 2022 are not available yet; data are lagged.

Dropout rates for the FHS Class of 2021 was 7.3% (see Table 9). Since 2017 (baseline), the dropout rate has decreased at FHS for all student groups despite a slight increase shown among students with disabilities from Year 1 to Year 4. When analyzing comparison data for dropouts, similar findings to those of overall graduation rates were found true (with dropout rates decreasing).

Table 8. Frederick High School Graduation Rates (Baseline, LYNX Year 1 and Year 4)—by Student Group (includes Comparison School Data)

Student Group	2017 SY	2018 SY (Year 1)		2021 SY* (Year 4)	
	FHS Baseline	FHS/LYNX	Comparison School	FHS/LYNX	Comparison School
All Students	78.4	79.6	82.0	84.5	91.0
Asian	94.7	≥ 95.0	93.3	96.3	88.2
Black/African American	84.2	88.8	82.9	90.8	92.2
Hispanic/Latino	58.3	60.3	67.3	70.5	86.6
Two or More Races	84.6	94.1	76.5	94.7	≥ 95.0
White	94.0	93.5	90.1	≥ 95.0	92.5
English Learners	25.6	42.6	20.8	44.8	88.2
Students with Disabilities	60.7	74.1	51.2	63.6	66.0
Free/Reduced Meals	72.1	74.5	72.3	78.4	84.3

* Due to state assessment waivers granted by MSDE to graduating seniors in the 2020-2021 SY, graduation rates may be higher than during a non-waiver/non-pandemic school year.

Table 9. Frederick High School Dropout Rates (Baseline, LYNX Year 1 and Year 4)—by Student Group (includes Comparison School Data)

Student Group	2017 SY	2018 SY (Year 1)		2021 SY (Year 4)	
	FHS Baseline	FHS/LYNX	Comparison School	FHS/LYNX	Comparison School
All Students	16.4	13.1	9.1	7.3	3.4
Asian	0	0	0	0	0
Black/African American	9.2	5.0	10.5	3.4	3.3
Hispanic/Latino	35.2	26.9	20.4	14.4	7.6
Two or More Races	7.7	0	0	5.3	0
White	4.8	4.3	3.3	2.3	1.3
English Learners	72.1	33.8	50	20.7	2.9
Students with Disabilities	17.9	0	4.9	3.0	8.5
Free/Reduced Meals	18.9	13.9	13.1	7.4	6.4

Early Graduation

There were four students who graduated early (i.e., juniors graduating) from FHS in Year 5.

Dual Enrollment

Through partnerships with FCC, FHS students have the opportunity to take college courses while also earning their high school diploma. Of the FHS students enrolled in grades 9-12 in the 2021-2022 SY, 13% (n=206) had taken at least one dual enrollment course. A total of 440 dual enrollment courses were taken among FHS students in grades 9-12. Seniors and juniors accounted for 91% of students taken dual enrollment courses. Ninety-four percent of seniors and juniors accounted for students taking dual enrollment courses at one comparison high school (n=241 students; 517 total dual enrollment courses).

College Enrollment

Official college enrollment is not currently being tracked at the local level. Significantly lagged data are published by the National Student Clearinghouse on college enrollment within 12, 16, or 24 months of high school graduation. MSDE also publishes these data on the Maryland Report Card website. In order to ascertain student post-graduation intentions, students were asked about their current plans post-graduation on the 2022 LYNX student satisfaction survey. Of 1,054 students responding to the survey question, 73% reported planning to attend either a 2- or 4-year college/university post-graduation.

School Culture and Climate

The evaluation seeks to understand whether LYNX has impacted school culture and climate. A survey was administered to students in 2021 and 2022 to measure perceptions related to school culture and climate as well as social-emotional learning (SEL).⁹ While not mandatory, students were highly encouraged to complete the survey. Over 500 students representing grades 9-12 at FHS completed the survey in 2021 and over 1000 students completed the survey in 2022. The overall favorability rate for the culture and climate items was 90% in 2021 and 83% in 2022 (see Figure 2 on page 13). For the most part, students reported favorable to each of the items measuring the construct of culture and climate. While the figure below provides two years of data, caution should be given to comparing the data from 2021 to 2022 due to changes in instructional delivery models during the pandemic. Results from the 2023 survey will serve as baseline data.

The items measuring SEL skills among FHS students yielded an overall favorability rate of 79% in 2021 and 77% in 2022 (see Figure 3 on page 13). Students reported very little difficulty with skills related to responsible decision-

⁹ For the past several years, FCPS administered an annual, school-based survey to obtain stakeholders' perceptions on topic areas pertaining to culture and climate. Due to the mandate under ESSA for local school systems to administer a state-wide climate survey to staff and students, FCPS decided to no longer administer the annual FCPS perceptual survey. The state-wide survey was not administered in the 2019-2020 SY due to school closures. In 2021 and 2022, an abbreviated (i.e., shortened version) culture and climate survey was administered.

making (e.g., thinking about what may happen before making a decision), social awareness (e.g., caring about others feelings), and relationship skills (e.g., respecting other’s opinions, getting along with others). A higher level of difficulty was reported for the SEL skill areas: self-awareness (e.g., knowing strengths, understanding own emotions) and self-management (e.g., controlling emotions, paying attention). These results were also similar to those of other FCPS schools.

Figure 2

FHS STUDENT SURVEY MEASURING CULTURE AND CLIMATE SPRING 2021* AND 2022 ADMINISTRATION

■ SY22 N=1015 ■ SY21 N=551

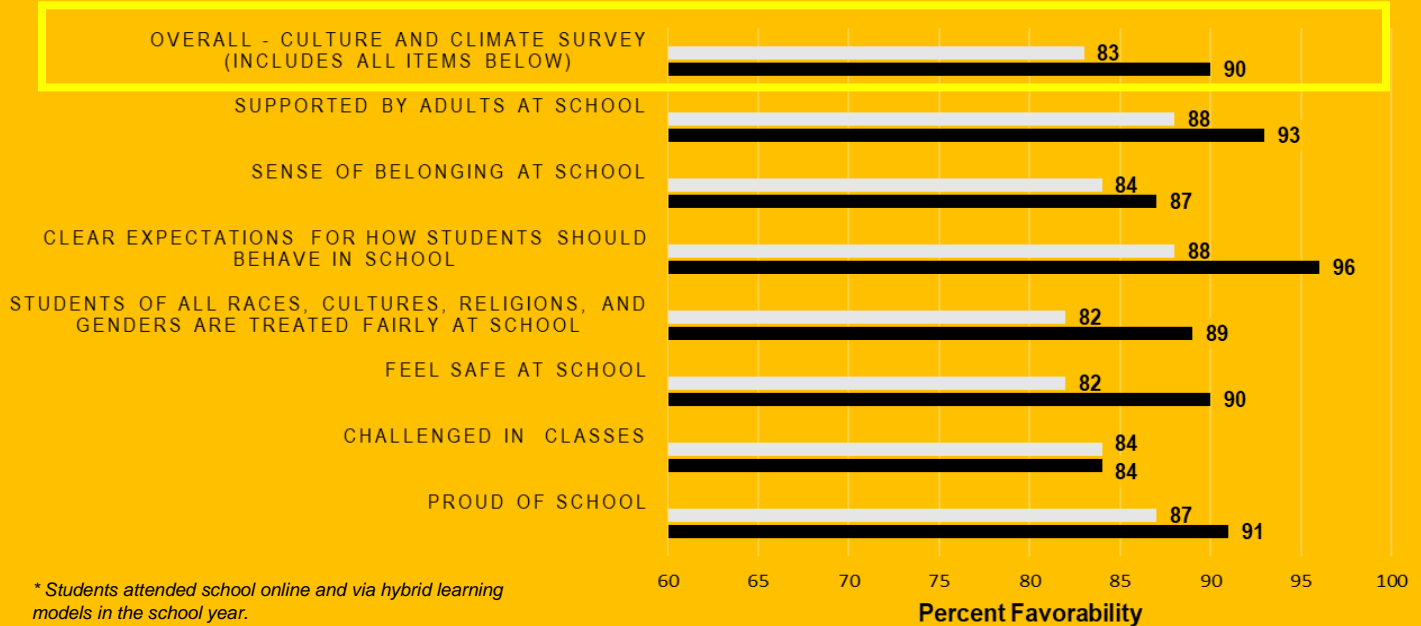
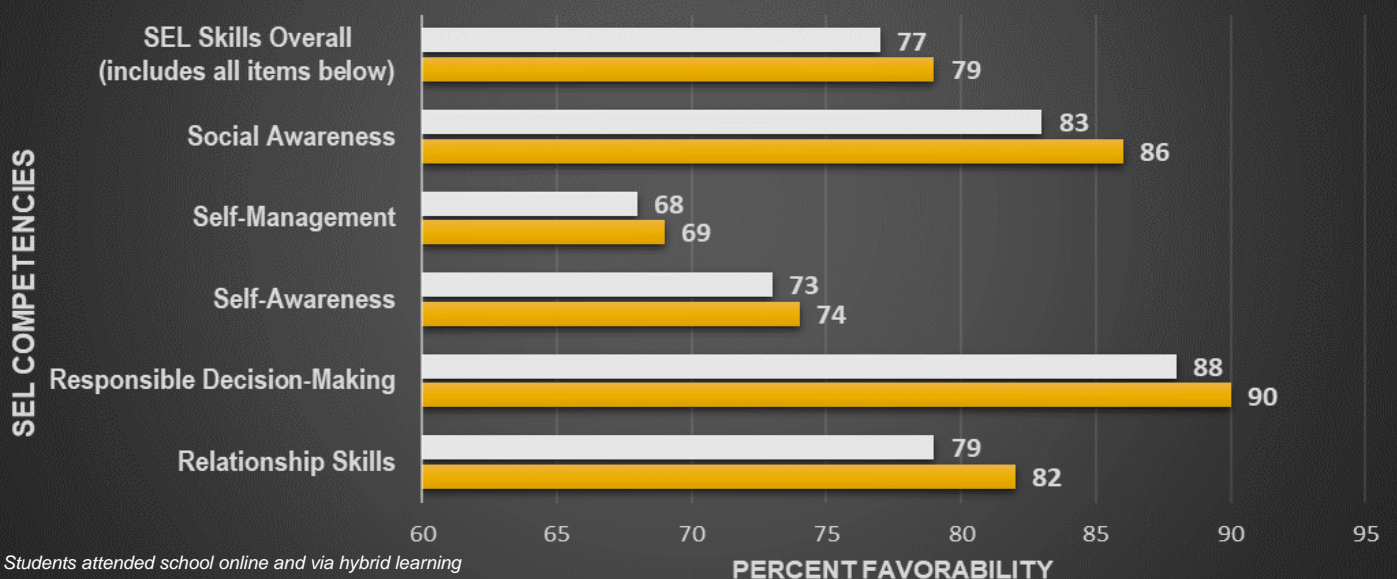


Figure 3

FHS STUDENT SURVEY MEASURING SOCIAL-EMOTIONAL LEARNING (SEL) SPRING 2021* AND 2022 ADMINISTRATION

■ SY22 N=1015 ■ SY21 N=551



Measuring Impact via Testimonial Evidence

Pursuing College and Career Plans

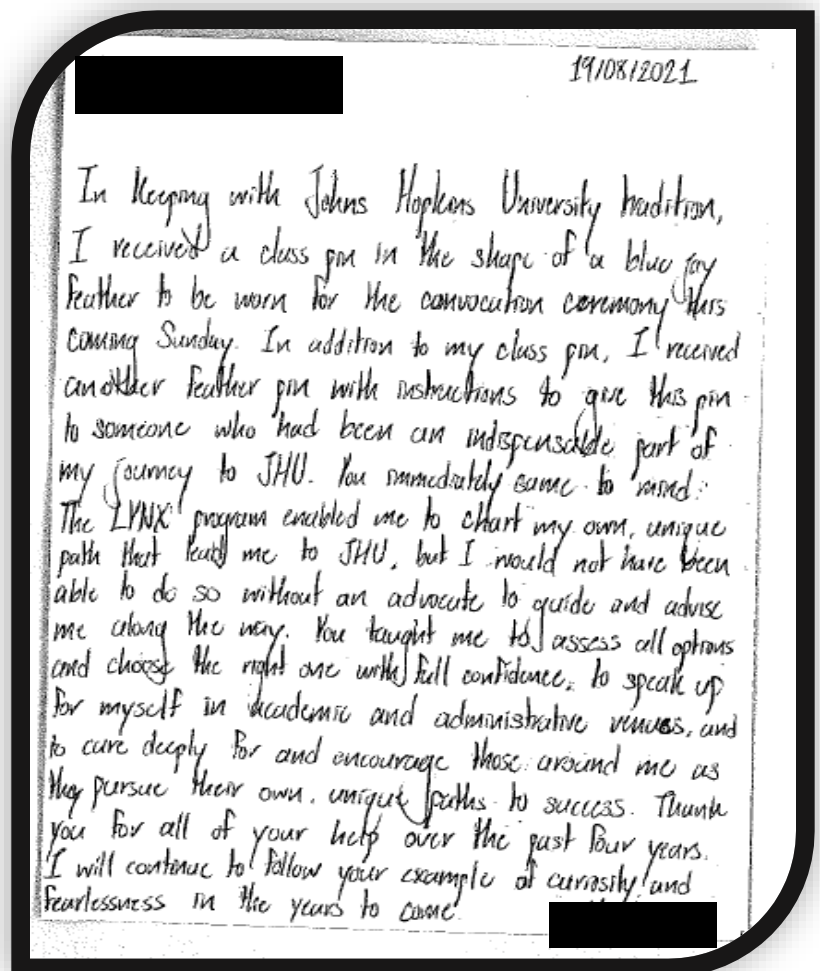
"LYNX experiences have helped shape my career/college goals by giving me insight into different careers. This has helped me to decide what careers I want to pursue, and which ones I am not interested in. It has also helped me gain knowledge on work ethic, as well as what is expected for certain careers and/or colleges."

"LYNX has shown me what real jobs and careers look like past high school. By bringing in real adults who can share their story from beginning to end, you get a glimpse into what your future can look like. I love this program because you can get the ins and outs of a career quickly, without the commitment of a degree or training in a field you might later realize is not for you. For me personally, I have chosen to pursue my interest in the real estate field because of a LYNX experience with [name]. I knew that after having this experience it was the career for me. It gave me a spark and joy for the future and possibilities of a career in this field that none of the other experiences did. Because of LYNX, once I graduate, I will have a direct path and goals set that let me create the future I want to build."

"Participating in a LYNX experience for physical therapy led me into a physical rehabilitation program at CTC. Since then, I have gotten certifications such as CPR or my personal training certification and I have interned at [name of business]. Currently, I am working as a physical therapy technician for [name of local business] and I am going to [name of college] to study kinesiology to hopefully become a physical therapist. All of this began with the help of [Advocate] helping me explore career options."

"I believe that LYNX partners have helped shape my college plan because I got the opportunity to take an FCC class which was English 101 and because I took that class, I got to experience a similar experience to college and I was also able to go to one of the universities and going there and hearing about the school from them personally made me open my option for college/university."

"Before high school I didn't have much of an idea of what I wanted to do but during high school with help from LYNX Advocates I have been able to explore different options and I now have more of an idea of what to plan for after high school."



Motivation to Graduate

"It has helped provide job and university options when leaving school, giving us more desire to graduate in order to improve ourselves."

"Now my goal is to fight to graduate..."

BEST PRACTICES / LESSONS LEARNED

Best practices and lessons learned were captured as part of prior evaluation findings and continue to remain true. These included understanding that: 1) financial support is always a factor in sustainability, 2) change is big and change in school culture takes time; growth mindset among staff is necessary, 3) community perception can be a challenge and an effective communication plan from the onset is critical, 4) school administrators must be a constant cheerleader and advocate for the program or model, and 5) one-time onboarding is not sufficient for stakeholders; it is a continuous effort of communication and deliberate re-introductions of the “compelling whys”. Reflecting on Year 5, the following is an expansion to the previously listed best practices and/or lessons learned that should be taken into consideration.

- ▶ Professional learning is necessary to ensure the expansion of LYNX and progress in planning and implementation of CBE.
- ▶ Flexibility and having options are key to LYNX sustainability when facing programmatic adversities resulted from uncontrollable circumstances (e.g., pandemic).
- ▶ It is essential to provide resources that offer choice for students and teachers.
- ▶ All FHS staff must “buy into the mission” to support not only the shift in school culture but to support LYNX communication needs.
- ▶ To provide equitable access to all LYNX services and opportunities, ongoing recruitment of bilingual and multilingual teachers, administrators, and LYNX partners should be a priority to meet students’ needs.

RECOMMENDATIONS

The following is a summary of key recommendations gained from local evaluation efforts in Year 5.

**Some recommendations may be cost-neutral while others are budget dependent.*

- ▶ Consider recruiting and hiring another Advocate (i.e., a fifth Advocate, preferably bilingual/multilingual) given the increase in first-time 9th graders enrolled at FHS from over 300 at the start of LYNX to now over 500 in Year 5. The initial student caseload for LYNX Advocates was to be between 75-100 (max). In order to meet student needs adequately, another Advocate is needed.
- ▶ Continue to evolve the SSP to meet the needs of students and help FHS better serve students. Obtain and use student and staff feedback to redesign/update the SSP format to ensure accessibility. Empower Advocates to continue to be involved in the design and use of the SSP.
- ▶ Expand opportunities for student ambassadors to support peers by providing: academic tutoring, language support on LYNX experiences, and orientation sessions/support for new students.
- ▶ Further establish sheltered Advocacy 1 and 2 groups to better support English learners through sheltered instruction observation protocol (SIOP) practices.
- ▶ Recruit and hire a CBE teacher specialist to support the advancement and transition to CBE and support staff in FHS. This is especially important given the county-wide delay in work related to standards-based learning and FHS no longer contracting with GSP on CBE.
- ▶ Continue recruiting efforts to attract bilingual and multilingual staff (i.e., teachers and administrators) and LYNX partners to meet students’ needs.
- ▶ Continue efforts to diversify the LYNX partnership network so that experiences are meeting students’ needs (i.e., ensure representative of the diverse FHS student population) and interests.
- ▶ Offer multiple sessions and/or expand access to LYNX experience topics to ensure that students can access experiences without capacity ceilings for participation occurring.
- ▶ Explore creative and innovative ways for LYNX partners to collaborate on experiences to increase student interaction and engagement during experiences.
- ▶ Provide the infrastructure (e.g., additional bus/driver) to meet the transportation needs for out-of-district English Learners who are assigned to FHS by FCPS so that they have equitable access to Block 5 opportunities (e.g., Learning Lab, coursework).
- ▶ Streamline evaluation reporting efforts in Year 6, if and as approved by the Maryland Department of Legislative Services (MDLS). Continue evaluation efforts to support progress monitoring and continuous school improvement.

TIMELINE OF PROGRAM ACTIVITIES

Timeline of Key Program Activities in Year 5

<p>2021 July/August</p>	<p>All FCPS schools delivered in-person instruction at the start of the school year (August 18). A blended virtual program (BVP) for each school level was also offered to FCPS students.</p> <ul style="list-style-type: none"> ▶ Developed and implemented a common course syllabus to streamline communications about competency-based education (CBE) and grading expectations for FHS students and families. ▶ Continued LYNX online course development—Foundations of Technology (FOT) and Money Finance Economics (MFE)—in Schoology. ▶ July 14: Updated LYNX website to reflect current practices related to partnerships and CBE. ▶ August 3 & 5: Held LYNX orientations for freshmen and newly enrolled students as well as students returning to in-person learning for the first time since the pandemic. ▶ Launched series of teacher-developed lesson plans focusing on school culture and LYNX onboarding to help facilitate student reacclimation and engagement. ▶ Resumed daily in-person Learning Lab (LL) and Virtual Learning Lab (VLL); provided academic support in all content areas including support for students with disabilities and English learners. ▶ Continued development of LYNX partnership database with LYNX partner, Yakabod. ▶ Held book study, <i>Sessions 1-3: 10 Mindframes for Visible Learning</i>, for FHS administration and staff supporting/implementing CBE practices in classrooms. ▶ Ongoing: Collected feedback from partners and students after each LYNX experience.
<p>September</p>	<ul style="list-style-type: none"> ▶ Resumed in-person Grade 10 “soft skills” series with LYNX partners. ▶ Held book study, <i>Sessions 1-3: Visible Learning-Feedback</i>, for FHS teachers implementing CBE. ▶ Held book study, <i>Sessions 4-5: 10 Mindframes for Visible Learning</i>, for FHS administration and staff supporting/implementing CBE practices in classrooms. ▶ Began implementing onboarding process for new enrolled and transfer students. The process included student enrollment reports, welcome guides, and a virtual meeting with LYNX staff. ▶ Resumed one-credit Frederick Community College (FCC) course, <i>ACCE 101: College Success Tools</i>, as a Block 5 FCC elective credit option.
<p>October</p>	<ul style="list-style-type: none"> ▶ Developed “look fors” observation tool for informal CBE classroom walk-throughs and observations by FHS colleagues, instructional coaches, and administration. ▶ Launched FCPS <i>TutorMe</i> (24/7 tutoring platform) in addition to VLL to support students with disabilities and English learners. ▶ Continued development of a draft mastery report for FHS students and families.
<p>November</p>	<p>On November 22, the Board of Education (BOE) of Frederick County made all FCPS professional development voluntary unless mandated by law.</p> <ul style="list-style-type: none"> ▶ November 15: Convened CBE Reporting Committee to review and provide feedback on a draft mastery report, CBE “look fors” tool, and grade transfer process. ▶ Received approval to author a blog series for <i>CompetencyWorks</i> detailing the CBE journey at FHS. ▶ Updated communication on LYNX additional credit options for students and families to prepare for the 2022-2023 registration process. ▶ Updated supplemental course registration forms to better capture data, e.g., student interest in credit by demonstrated mastery (CDM), LYNX online courses, and Block 5 classes. ▶ Made end-of-term updates to Student Success Plan (SSP) for all students. ▶ Drafted digital “LYNX Hub for FHS Staff” to consolidate links to essential LYNX information.
<p>December</p>	<p>FCPS’ work on standards-based learning was put on hold due to the BOE’s decision regarding professional development. Thus, CBE master reporting work was also put on hold for the remainder of the school year.</p> <ul style="list-style-type: none"> ▶ Obtained FHS administration and staff feedback on the functionality of the draft LYNX Hub for FHS Staff. The hub was created to help staff to stay current on LYNX opportunities, attendance at LYNX experiences, and other resources as well as streamline onboarding information and communication. ▶ Analyzed SSP data to inform planning for the registration process and the January/February LYNX experience sessions on technical platforms and skills. ▶ December 8: Held mock interviews for non-college-prep seniors with 13 LYNX partners volunteering as interviewers.

<p>2022 January</p>	<ul style="list-style-type: none"> ▶ January 3: Launched digital FHS Staff LYNX Hub. ▶ January 5: Held registration information sessions for all LYNX students focusing on LYNX additional credit options. ▶ January 5-16: Held course registration for students for the 2022-2023 school year. ▶ January 27: Provided optional professional learning opportunities for staff on CBE and purposeful formative assessments (GSP-led). ▶ Updated the common course syllabus (based on teacher feedback) to streamline communications about CBE and grading expectations with students and families.
<p>February</p>	<ul style="list-style-type: none"> ▶ February 3, 10, & 17: Held optional book study, <i>Sessions 1-3: Visible Learning-Feedback</i>, for FHS administration and staff supporting/implementing CBE practices in classrooms. ▶ February 24: Provided optional professional learning opportunities for staff on CBE and developing success criteria and using rubrics with students (GSP-led).
<p>March</p>	<ul style="list-style-type: none"> ▶ Provided ongoing development of experience-based English 9 course in which students meet standards and competencies through embedded exploratory interactions with LYNX partners across a variety of career fields. ▶ March 30: Held mock interviews for non-college-prep seniors with ten LYNX partners volunteering as interviewers.
<p>April</p>	<ul style="list-style-type: none"> ▶ Provided optional professional learning opportunities for staff: formative routines (self-paced); micro-summative assessments (April 6: GSP-led); CBE and reassessment (April 28: GSP-led). ▶ April 6: Conducted LYNX partner focus group. ▶ April 28: Held a job fair for students at FHS.
<p>May/June</p>	<ul style="list-style-type: none"> ▶ Administered LYNX stakeholder satisfaction surveys and an exit survey for juniors graduating early. ▶ May 23: Graduated second LYNX cohort, FHS Class of 2022 ▶ May 25 & June 1-2: Held move-up days at FHS for rising 9th graders from feeder middle and charter schools (led by student LYNX ambassadors). ▶ Designed “LYNX Springboard” professional learning for new and returning FHS staff. ▶ Planned new video to capture the evolution of LYNX focusing on student’s experiences related to LYNX impact on their overall school experience and planning (video targeting a variety of audiences).

Next Steps/Planned Activities

<p>July 2022- June 2023</p>	<p><u>School Culture and Climate</u></p> <ul style="list-style-type: none"> ▶ Refine the LYNX vision to reflect evolving student needs. ▶ Reinforce the LYNX school culture and support social emotional learning (SEL) for all students. ▶ Reboot LYNX student ambassador initiative to elevate student leadership, peer-to-peer mentoring, and reflect the diverse FHS student population. ▶ Redesign LYNX/CBE onboarding process for new and returning FHS staff. ▶ Implement LYNX professional learning pathways to personalize learning for staff, including collaborative opportunities and self-directed choice within categories, such as: student advocacy, student-centered instruction, formative learning process, and standards-based assessment. <p><u>Partnerships</u></p> <ul style="list-style-type: none"> ▶ Map scope/sequence for LYNX experiences based on career cluster and skills/competencies. ▶ Continue to seek/recruit a diverse network of LYNX partners (including bilingual professionals) reflecting the FHS student population. ▶ Continue to document impact of LYNX experiences and work-based learning opportunities on students’ high school experiences and post-secondary planning. <p><u>Flexible Scheduling</u></p> <ul style="list-style-type: none"> ▶ Continue to explore additional credit options for students, including face-to-face structured classes, LYNX online courses, FCC one-credit course: <i>College Success Tools</i>, LYNX experiences (e.g., CPR certification), and Stanford Youth Diabetes Coaching. <p><u>Innovative Learning</u></p> <ul style="list-style-type: none"> ▶ Continue transition of courses to CBE format and develop/revise reporting tools, e.g., mastery reports for families.
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July 2022-
June 2023

- ▶ Document/analyze “look fors” for CBE instructional practices in classrooms; engage FHS staff in feedback/reflection on CBE instructional practices.
- ▶ Launch experience-based LYNX courses (e.g., pilot English 9) where students meet standards and competencies via embedded exploratory interactions with LYNX partners across varied career areas.

Communication and Outreach

- ▶ Continue to develop a transition plan, including LYNX onboarding, for new enrolled and transfer students to learn about LYNX opportunities and services.

CONCLUSION

The 2021-2022 SY was referred to by some staff as a “rebound” year. It marked the first school year since the onset of the pandemic that students returned to in-person instruction for the full academic year despite some COVID restrictions in place (e.g., facial coverings). Due to the infrastructure built in prior years, LYNX components—advocacy, partnership experiences, flexible scheduling, and innovative learning—continued to be implemented in tandem to provide students with an innovative high school experience. Like many other FCPS schools, FHS felt the lingering effects from the impact of the pandemic that it did not necessarily anticipate (e.g., staffing shortages, influx of new staff with no professional learning, lack of student engagement and collaboration, increased negative behaviors of students). Despite operational challenges, all LYNX services (e.g., Learning Lab, CDM, LYNX online courses, supper and transportation, etc.) remained available to students without interruption and connecting students to new experiences remained at the forefront. Students connected with partners and partners connected with students through experiential opportunities. Feedback from students provides testimonial evidence on the impact that partnership experiences are providing in helping to customize students’ education path and pursuing opportunities. The 2022-2023 SY will mark Year 6 of LYNX. LYNX will continue to stay the course and anchor itself to the key components that define it. Most importantly, LYNX will look to continue to meet the needs of its students, connecting students to experiences, and building a strong community to support academic success.

FINANCIAL REPORT

See Appendix B for budget numbers for fiscal year (FY) 2022 that were reported in September 2022.

APPENDIX A: LYNX PARTNERS: 2017-2022

<ul style="list-style-type: none"> • Above All Physical Therapy • ADTEK Engineers • Adventure Park USA • Alban Engineering • Alpine Services • Archai Media • Asian American Center of Frederick • AstraZeneca • Avemco Insurance Company • AYSE Meze Lounge • Banfield Pet Hospital • Bar-T Ranch • BB&T • Big Picture Media • Booz Allen Hamilton • Bravo Flight Training Company • Brewer's Alley • Buckeystown Veterinary Hospital • C. Burr Artz Public Library • Cakes To Die For 	<ul style="list-style-type: none"> • EDCO • En-Net Services • Federal Bureau of Investigations • First Chime Chef Prive • FirstEnergy • First United Bank • Flying Dog Brewery • Frederick Career & Technology Center • Frederick City Police • Frederick City Water Treatment Plant • Frederick Community College • Frederick County Bank • Frederick County Chamber of Commerce • Frederick County Circuit Court • Frederick County Government • Frederick County Health Dept. • Frederick County Office of Economic Development • Frederick County Public Schools 	<ul style="list-style-type: none"> • Hirshhorn Museum & Sculpture Gardens • Holly Hills Country Club • Homewood Suites by Hilton • Hood College • iHire • Independent Hose Company • Jacob Craven Attorney at Law • Johns Hopkins University • Leadership Techniques, LLC • Leesburg Executive Airport • Leidos Biomedical • Lidia Miller Photography • LifeCycle Studio • Lilypons Water Gardens • Little Lights Child Development Center • Lonza • Madison Fields • Manning Media, Inc. • Mar-Lu View • Maryland Air National Guard 	<ul style="list-style-type: none"> • National Cancer Institute, Frederick • National Institutes of Health • National Parks • National Security Agency • Nav Ex Cleaning Services • Naval Service Recruiters • Navy Federal Credit Union • New Spire Arts • Noteable Progressions Music Therapy Services • Novavax • Office of the Chief Medical Examiner • Orases • Ourisman Motors of Frederick • Penn State Monte Alto • Piece O' Cake, LLC • Pittsburgh Institute of Aeronautics, Hagerstown Campus • Plamondon Hospitality Partners 	<ul style="list-style-type: none"> • Spanish Speaking Community of MD • Spherion • Splunk, Inc. • Stage Above • Surelocked IN • techFrederick • The Bicycle Escape • The Delaplaine Arts Center. • The Frederick Innovative Technology Center, Inc. • The Kitchen Studio • The Pediatric Center of Frederick • Thermo Fisher • The Temple: A Paul Mitchell Partner School • The Vasquez Team • Towson University • TransIT Services of Frederick County • Tropical Smoothie Café • United States Naval Academy
<ul style="list-style-type: none"> • Camp Bow Wow • Camp West Mar • Carroll Hospital Center • Catoctin Wildlife Preserve • Charis Realty Group • Clagett Enterprises, Inc. • Classy Cuts Mobile Grooming • Country Meadows Retirement Communities • CTR Laboratories • CycleFit • Dagenhart and Associates • Dept. of Emergency Communications, Frederick County • Digital Bard • Downtown Frederick Partnership • ECS Mid-Atlantic 	<ul style="list-style-type: none"> • Frederick County Sheriff's Office • Frederick County Workforce Services • Frederick Keys Baseball • Frederick KiDDS Pediatric Dentistry • Frederick Magazine • Frederick Memorial Hospital • Frederick News Post • Frostburg State University • Full Sail University • Galaxy Control Systems • Gental Dental • George Washington's Mount Vernon • Giant Food Pharmacy • Greg's Driving School • Gypsy Cab Studios 	<ul style="list-style-type: none"> • Maryland Center of Fashion Design • Maryland Ensemble Theatre • Maryland Financial Planners • Maryland National Guard • Maryland State Troopers • MASAI Technologies Corp. • Mattress Warehouse • McCaskill Financial • McDermott Will & Emery LLP • Mid-Maryland Musculoskeletal Institute • Middletown Valley Bank • Montgomery College • Monumental Sports & Entertainment • Mount St. Mary's University 	<ul style="list-style-type: none"> • Posch Boutique • Pretzel & Pizza Creations • Rainbow of Love Recovery Foundation • Re/Max, LLC • Rita's Italian Ice • Roasthouse Pub • Rob Havenstein, NFL Player • S.W. Barrick & Sons • Sheffield Institute for the Recording Arts • Shepherd Univ. • SHIP of Frederick • Smooch Studio • Society for Human Resource Management • SoldierFit • South Mountain Creamery • Southern Frederick Rotary 	<ul style="list-style-type: none"> • United Way • University of Maryland • US Air Force Recruiting • Velvet Lounge • Way Off Broadway Dinner Theatre • WDVM-TV • Weinberg Center for the Arts • Workforce Metrics • Yakabod • YMCA • Zavos Architecture <p><i>*This listing includes partnerships with individual departments within an organization. The count provided in the preceding narrative is by organization. In addition to organizational partnerships, LYNX has partnerships with individual professionals (not listed).</i></p>

APPENDIX B: LYNX FISCAL YEAR (FY) FINANCIAL REPORT (2017-2022)

Appendix B: LYNX Fiscal Year (FY) Financial Report (2017-2022)

Expense Line Items	FCPS	LYNX STATE GRANT	TITLE III/V FEDERAL GRANT	Expenses					
				FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Project Manager for High School Innovation (S/B)	•			\$ -	\$ 125,948	\$ 148,161	\$ 160,668	\$ 164,491	\$ 188,551
LYNX Advocate #1 (S/B)	•	• (FY22*)		\$ -	\$ 90,299	\$ 114,337	\$ 127,934	\$ 133,129	\$ 111,948
LYNX Advocate #2 (S/B)	•	• (FY22*)		\$ -	\$ 131,292	\$ 133,005	\$ 135,643	\$ 128,864	\$ 137,338
LYNX Advocate #3 (S/B)	•	• (FY22*)		\$ -	\$ 110,877	\$ 120,216	\$ 122,087	\$ 124,740	\$ 132,449
LYNX Advocate #4 (S/B)	•	• (FY22*)		\$ -	\$ 116,220	\$ 120,448	\$ 127,819	\$ 128,669	\$ 137,822
LYNX Secretary (S/B)		•		\$ -	\$ 54,292	\$ 56,636	\$ 41,989	\$ 45,171	\$ 46,716
LYNX Instructional Assistants (S/B)		•		\$ -	\$ 52,534	\$ 53,434	\$ 79,137	\$ 86,487	\$ 84,501
Negotiated Stipend - FASSE Support Employees with Degree	•			\$ -	\$ -	\$ -	\$ -	\$ -	\$ 648
Food Service Site Assistant - Suppers**		•		\$ -	\$ 13,272	\$ 22,800	\$ 15,197	\$ -	\$ 11,343
Food and Nutrition Services - Supplies**		•		\$ -	\$ 6,586	\$ 3,180	\$ 5,000	\$ -	\$ 3,000
Security Guard for After-School/Evening Hours		•		\$ -	\$ 13,145	\$ 12,874	\$ 9,490	\$ -	\$ -
Certified Teachers for After School Learning Lab, Online Courses, and/or Credit by Demonstrated Mastery (supplemental pay)	•	•		\$ -	\$ 14,408	\$ 9,799	\$ 11,880	\$ 44,286	\$ 25,547
pay)		• (FY22)	• (FY21)			\$ 47,718	\$ 8,797	\$ 35,352	\$ 8,895
Bus Driver - After School/Evening Hours/Field Trips (supplemental pay)		•		\$ -	\$ 12,781	\$ 15,981	\$ 13,681	\$ 1,779	\$ 13,744
Buses - Fuel and Lube for After School/Evening and Buses for LYNX Partnership Experiences (field trips, job shadow)		•		\$ -	\$ 4,844	\$ 6,495	\$ 8,150	\$ 497	\$ 5,661
Resident Substitute - Cover Professional Learning for Staff (supplemental pay)		•		\$ -	\$ 7,187	\$ -	\$ -	\$ -	\$ -
eSchool Student Success Plan Module Software (FY2017) & Maintenance (FY2018)	•	• (FY19)		\$ 21,940	\$ 4,265	\$ -	\$ -	\$ -	\$ -
Cost for Unique LYNX Experiences/Partnership Events/Promotions		•		\$ -	\$ 893	\$ 1,690	\$ 2,372	\$ 4,993	\$ 8,728
MOI for Experiential Learning		•		\$ -	\$ -	\$ 474	\$ 4,753	\$ 1,355	\$ 5,065
Travel Expenses for FCPS Staff - Conferences	•			\$ 2,118	\$ -	\$ 1,645	\$ -	\$ -	\$ -
Block 6 Frederick Community College Tuition Expenses		•		\$ -	\$ -	\$ -	\$ 1,559	\$ -	\$ 499
Office Supplies/Contracted Printing/Subscriptions & Dues		•		\$ -	\$ -	\$ 1,198	\$ 1,075	\$ 559	\$ 833
LYNX Program Specific Technology and Supplies (seat licenses for online courses)		•		\$ -	\$ 996	\$ 8,301	\$ 7,761	\$ 1,445	\$ 496
Contracted Services for Professional Development - LINC - Blended/Distance Learning Training for Teachers		• (FY18) • (FY20)	• (FY19)	\$ -	\$ 18,000	\$ 39,397	\$ 18,750	\$ 10,800	\$ -
Substitute Teacher Cost (Teacher Professional Development, LYNX Experiences)			•	\$ 5,727	\$ 23,062	\$ 26,886	\$ 7,488	\$ -	\$ 5,235
Supplies for Teacher Professional Development		•		\$ -	\$ -	\$ -	\$ -	\$ 4,252	\$ 6,013
GSP Consulting Services		• (FY18 - \$10,600)	• (FY17-19) • (FY20)	\$ 39,545	\$ 89,350	\$ 78,791	\$ 34,222	\$ 9,885	\$ 4,200
				69,330	890,251	1,023,466	945,452	\$ 926,755	\$ 939,232

S/B = Salary & Benefits

* Only a small portion of LYNX Advocates' salaries and benefits were supported via state funds in FY22.

** COVID grant paid expenses in FY2021