ANNUAL EVALUATION REPORT

LINKING YOUTH to NEW EXPERIENCES: A Brief Overview

WHERE? Frederick High School
WHO? Everyone in the Frederick High community plays a role in LYNX. All FHS students are LYNX scholars with access to all LYNX services and opportunities.

WHY? to better serve our students and our community. At Frederick High, we recognize that there is no "typical student." Every student has different dreams, goals, challenges, and talents requiring flexible new approaches to teaching and learning within a structured framework.

WHAT? LYNX is a school-wide initiative with four components.

ADVOCACY
Students identify interest-based learning ambitions and career aspirations, then design a schedule of coursework, programs, networks, and partnerships to support their goals. Including:
- Student Success Planning
- Building meaningful connections
- Cultivating self-advocacy
- Exploring post-high school options

INNOVATIVE Learning
Competency-Based Education, Habits of Work, Credit by Demonstrated Mastery
Flexible Scheduling
Access to extended day, online courses, and tutoring

PARTNERSHIPS
Businesses, community organizations, and colleges provide experiences for LYNX scholars. They:
- Serve as guest speakers
- Provide virtual networking experiences
- Teach soft skills needed to succeed in the workplace
- Host tours of a facility
- Sponsor an internship, apprenticeship, or work study opportunity

www.fcps.org/lynx

Dr. Theresa Alban, Superintendent
Frederick County Public Schools
September 2021
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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 will be collected on various aspects of LYNX. Data collection strategies, procedures, and sources are described below. A variety of sources will be 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: Due to the COVID-19 pandemic health crisis and the unexpected closures of schools in the 2019-2020 and 2020-2021 school years (SY), 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. Many academic achievement and/or accountability measures (including comparison school data) are not available for reporting.

Stakeholder Satisfaction Surveys

Surveys were administered in 2018, 2019, 2020, and 2021 to obtain stakeholder—LYNX students, parents/guardians, LYNX Advocates, and LYNX advocacy teachers—feedback on their experience with

1 Final legislative evaluation reporting was satisfied with the submission of the June 2019 evaluation report.
components of LYNX. Summaries of survey findings from 2018-2020 can be found in prior years’ evaluation reporting. The 2021 survey was modified and included items that were applicable to the LYNX services offered during the pandemic and those relevant to program improvements moving forward. Similar to past years, overall, findings suggest a high level of satisfaction with LYNX among respondents (see Table 1). Results from surveys are used to help monitor implementation progress and inform decisions related to program improvements. Stakeholder satisfaction surveys will be administered to stakeholders in the 2021-2022 SY.

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?

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>2017-2018 (Year 1)</th>
<th>2018-2019 (Year 2)</th>
<th>2019-2020 (Year 3)</th>
<th>2020-2021 (Year 4)**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td>96% (n=310)</td>
<td>95% (n=265)</td>
<td>99% (n=134)</td>
<td>*</td>
</tr>
<tr>
<td>Grade 10</td>
<td>*</td>
<td>96% (n=215)</td>
<td>97% (n=71)</td>
<td>*</td>
</tr>
<tr>
<td>Grade 11</td>
<td>*</td>
<td>*</td>
<td>98% (n=60)</td>
<td>*</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>84% (n=353)</td>
</tr>
<tr>
<td><strong>Advocacy Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td>100% (n=15)</td>
<td>94% (n=17)</td>
<td>93% (n=14)</td>
<td>*</td>
</tr>
<tr>
<td>Grade 10</td>
<td>*</td>
<td>86% (n=21)</td>
<td>93% (n=15)</td>
<td>*</td>
</tr>
<tr>
<td>Grades 11-12</td>
<td>*</td>
<td>*</td>
<td>94% (n=18)</td>
<td>*</td>
</tr>
<tr>
<td><strong>LYNX Advocates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% (n=4)</td>
<td>100% (n=4)</td>
<td>100% (n=4)</td>
<td>*</td>
</tr>
<tr>
<td><strong>Advocacy Teachers/LYNX Advocates</strong></td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>97% (n=67)</td>
</tr>
<tr>
<td>(survey combined in 2021)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parents/Guardians</strong></td>
<td>91% (n=25)</td>
<td>100% (n=36)</td>
<td>97% (n=41)</td>
<td>81% (n=86)</td>
</tr>
</tbody>
</table>

* Surveys were not administered to respective stakeholder groups in the school year as LYNX was a phased-in implementation.
** Survey responses may have been influenced by the impact of the pandemic, e.g., virtual/hybrid learning models.

Focus Groups/Interviews and Informal Discussions

Virtual focus groups were conducted in the spring with nine LYNX partners. Partners were asked to provide feedback on their experience with LYNX, including wins or challenges, experience in a virtual environment compared to face-to-face, and recommendations moving forward. Virtual focus groups were also conducted with Grade 12 LYNX students in the spring. Two focus groups were conducted; a total of eight students participated. Students were asked to discuss how LYNX helped them academically and with career and/or post-graduation plans/goals, which LYNX components were the most helpful, and recommendations for future LYNX students. Informal discussions occurred throughout the year with key FHS administrators and leaders. Content analysis on the qualitative data was conducted; findings from the focus groups and informal discussions are reflected throughout this report.

Focus group sessions will be planned with various stakeholders in the 2021-2022 SY, whether face-to-face or virtually. 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

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2 While stakeholders were asked to respond to the 2020 and 2021 LYNX satisfaction surveys based on their experience prior to school closures, some responses may be influenced by stakeholders’ experiences during the COVID-19 pandemic and related school closure events.
Advocates worked to ensure the availability of engaging virtual experiences during the pandemic. Equitable access to these experiences was vital for students to maintain their learning and personal development, especially as many schools transitioned to remote learning. The advocacy network, consisting of four school-based Advocates, school counselors, and LYNX partners, played a crucial role in providing guidance and support to students during this challenging period.

### PANDEMIC IMPACT ON LYNX

#### School Closures and Reopening Plans

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.

#### Data Limitations

As mentioned in the 2020 evaluation report, data on many academic measures previously reported are not available and/or are not reported as they cannot be compared to prior years (see Outcomes: Academic and Career Progress for additional details). Thus, very little academic-related outcome data are provided for Year 4 of LYNX. These data will continue to be tracked and reported as part of local evaluation efforts moving forward when available. To the extent possible, the data will also include comparisons to students at similar FCPS high schools.

### EVALUATION FINDINGS

#### Program Implementation

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

#### LYNX Student Cohorts

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). More than half of students (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 Advocates, a team of designated grade-level advocacy teachers, school counselors, and LYNX partners. Year 4 was an "atypical" year for advocacy. While building relationships with students and supporting them remained a high priority, the extent to which advocacy could fully be implemented as in prior years was greatly impacted by the pandemic and students attending virtually for a large part of the school year. Even so, seniors participating in the student focus groups shared that the Advocates provided them with guidance and played a big role in their academic and career path directions. Seventy-two percent of parents/guardians responding to the survey (n=86) indicated that they were satisfied with the support their child received from LYNX Advocates. One student suggested that advocates were like "quasi counselors". The connections that resulted from LYNX, whether it was the LYNX experiences or advocates guidance and business connections, helped to solidify students' post-graduation decisions and related interests.

In the 2020-2021 SY, social-emotional learning (SEL) lessons were implemented during advocacy. In addition, Advocates worked to ensure the availability of engaging virtual experiences during the pandemic. Equitable access...
remained a priority in exploring LYNX experience opportunities. LYNX was successful in sustaining the Grade 10 “soft skills” series in Year 4 during advocacy with the help of its partners.

Moving into the 2021-2022 school year, FHS has prepared detailed plans for advocacy regardless of what the school day will look like in terms of schedule. Advocacy “hold days” will focus on dedicated time and effort to rebuilding the FHS school culture. Thus, as students transition back to school, rebuilding a positive school culture that prizes student advocacy and ensures students have full access to all LYNX opportunities and services is critical.

**Partnerships**

Through LYNX partnerships, students are provided real-world learning experiences (see Figure 1) spanning across 16 career clusters. From 2017 to 2021, LYNX has gained the participation and involvement of over 150 partners who directly engaged with FHS students (see list of partners in Appendix A). As mentioned in prior reporting, this far exceeds (increased tenfold) the initial LYNX planning team’s goal of having one business partner/experience per career cluster. LYNX experiences were offered to only 9th graders in Year 1 but expanded to all FHS students (grades 9-12) in Year 2. In Years 2-3, about 50% of the student population participated in at least one LYNX experience (see Table 2). In Year 4, over 400 students (about 25% of the student population) participated in at least one LYNX experience. Over half of these students (56%) were 9th and 10th graders (n=232) and 44% were upperclassmen (n=186).

Prior to the pandemic, students engaged with partners via on- and off-campus experiences. Due to COVID-19 restrictions and other state and local protocols, many LYNX experiences were cancelled. Only a few face-to-face and hybrid experiences were approved. These included in-person/hands-on career exploration in culinary arts, marketing, ASL interpreting, forensic investigations, and ecology. Mock interviews and college visits did not occur. Thus, students primarily engaged with partners virtually via Google Meets. Specifically, 46 virtual LYNX learning experiences occurred (e.g., early college, computer science and information technology, professional sports, child development, pediatric medicine, musical performance, video game design, aviation, cosmetology, and resume writing and interview skills). Eleven partners taught “soft skills” to all 10th grade students (in advocacy groups) over the course of the year via Google Meet (total of six sessions).

Despite the impact on experiences, LYNX continued to present partners with a “menu of options” with multiple access points in an effort to provide students with a continuum of experiences. While some partners dropped off during the pandemic, for understandable reasons, these partners are eager to rejoin in Year 5 in-person. One partner described LYNX as a “family” and knows they are always welcome back, even if they have to pause in any given year. Beginning September 2021, 22 partners, most of whom have been with LYNX for years but some new faces, are scheduled to deliver the in-person “soft skills” speaker series.

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

<table>
<thead>
<tr>
<th>School Year (LYNX Year)</th>
<th>Number (Cumulative) of Partners</th>
<th>Number of Students Participating ≥ 1 LYNX Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All FHS Students</td>
<td>Grade 9 and 10</td>
</tr>
<tr>
<td>2017-2018 (Year 1)</td>
<td>65</td>
<td>*</td>
</tr>
<tr>
<td>2018-2019 (Year 2)</td>
<td>135</td>
<td>769 (50%)</td>
</tr>
<tr>
<td>2019-2020 (Year 3)</td>
<td>145</td>
<td>739 (50%)</td>
</tr>
<tr>
<td>2020-2021 (Year 4)</td>
<td>156</td>
<td>418 (25%)</td>
</tr>
</tbody>
</table>

*LYNX experiences were only offered to 9th graders in Year 1; thus, data cannot be compared to Years 2-4 and are not reported.

**Percent of student population**
LYNX Partner Perspective

“Most telling, in my opinion, are the students’ own words. As LYNX partners we want to inspire as many of them as possible, because when you know early enough in life of what you can and should do, then you can prepare well for a rewarding future. Our partnership with FCPS’ LYNX, CTC Biomed Science (and other) programs, and the CTE Division is much appreciated by the National Cancer Institute (NCI) leadership, as these entities are the early legs of our talent development pipeline for future cancer researchers. Even through these difficult pandemic times of 2020-21, the NCI at Frederick was able to mentor 17 interns from Frederick area high schools, including from Frederick High School. Two WHK-SIP interns contributed so substantially to a research project at the Frederick National Laboratory for Cancer Research to become coauthors on a scientific article in a leading journal for electron microscopy. Being published in a peer-reviewed journal before one is out of high-school is a superb achievement for a budding scientist. The NCI hopes that all is well at FHS and that LYNX partnering activities will continue in the 5th year of this exciting program.” – Walter Hubert, PhD, Scientific Program Director, NCI at Frederick/Office of Scientific Operations

Academy of Health Professions (AoHP) Program

The LYNX Academy of Health Professions (AoHP) program, 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. Forty-six FHS students were enrolled in an AoHP class—Foundations of Medicine and/or Structure and Function of the Human Body—in Year 4.

Work-Based Learning

From the time LYNX began at FHS through the 2019-2020 SY, the number of students participating in work-based learning (WBL) has grown by 163%. Table 3 shows a steady increase in participation up until Year 4. In Year 4, a decrease in participation numbers occurred due to COVID-19 workplace restrictions resulting in a growth of 121% since the onset of LYNX. Many businesses had staff working remotely which resulted in cancellation of many internships and work placement opportunities. Despite this decrease, the number of credits earned by students increased as more students opted for WBL. Students were able to take advantage of WBL credits given the shorter school day during virtual and hybrid learning. For example, they could work longer hours or devote time to an internship and receive three credits per semester versus two credits.

LYNX is largely credited for the expansion of WBL opportunities. In addition to the increase in overall participation numbers and credits earned, it is important to highlight the initiation of apprenticeships and LYNX work placements. As mentioned in prior reporting, apprenticeships are not widely available in Frederick County. By Year 4, there were four students participating in Maryland Youth Apprenticeship positions. Likewise, LYNX work placements did not exist prior to the summer of 2019. While the number of work placements was affected by COVID-19 in Year 4, having 15 students offered LYNX work placements is noteworthy. LYNX work placement examples include commercial foods assistant, fire and rescue volunteer, interpreter, real estate office assistant, and commissary assistant. Moving into Year 5 of LYNX, FHS staff in collaboration with partners, will continue to explore opportunities that result in student WBL opportunities.

<table>
<thead>
<tr>
<th>School Year (LYNX Year)</th>
<th>Internships</th>
<th>Work Study</th>
<th>Apprenticeships</th>
<th>LYNX Work Placements</th>
<th>Total Number of Students</th>
<th>Total Number of Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 (Planning)</td>
<td>10</td>
<td>28</td>
<td></td>
<td></td>
<td>38</td>
<td>123</td>
</tr>
<tr>
<td>2017-2018 (Year 1)</td>
<td>13</td>
<td>41</td>
<td></td>
<td></td>
<td>54</td>
<td>146</td>
</tr>
<tr>
<td>2018-2019 (Year 2)</td>
<td>14</td>
<td>55</td>
<td>3</td>
<td></td>
<td>72</td>
<td>200</td>
</tr>
<tr>
<td>2019-2020 (Year 3)</td>
<td>16</td>
<td>66</td>
<td>3</td>
<td>15</td>
<td>100</td>
<td>243</td>
</tr>
<tr>
<td>2020-2021 (Year 4)</td>
<td>14</td>
<td>65</td>
<td>1</td>
<td>4</td>
<td>84</td>
<td>265</td>
</tr>
</tbody>
</table>

Partners provided feedback on their experience with the virtual LYNX experiences. Feedback included their overall experience, wins, challenges, and suggestions/recommendations. Similar to past years, partners expressed enthusiasm for the opportunity to work with students at FHS. Partners discussed seeing a return on their investment.
(i.e., their time) by students engaging with partners after the experiences (e.g., reaching out for additional job-related opportunities or providing feedback or the experience). For one partner, seeing a student decide to go into their business profession was a win. Partners talked about the limitations in offering hands-on experiences due to the pandemic restrictions. It was challenging to know if students were engaged through virtual experiences, especially if students did not turn on their cameras for videoconferencing. Partners continue to seek additional support or creative ideas to engage students especially through virtual experiences. In addition, partners want to be able to build relationships and connect with all FCPS staff and students, not just FHS.

Student responses to past surveys suggests a high level of satisfaction with partnership opportunities. Feedback from LYNX seniors in Year 4 supported similar themes derived from past surveys—students enjoyed the opportunity to work with partners and they want to see a continuation of expansion of LYNX experiences in different career areas as well as job and life skills. More importantly, students explained that the LYNX experiences helped them in recognizing careers of interests. All eight LYNX seniors participating in the focus group had tentative plans to attend college and pursue areas that included biology, mechanical engineering, environmental engineering, international studies, neuroscience, and forensic chemistry.

**Flexible Scheduling**

LYNX provides students with the flexibility to construct either a traditional, staggered, or extended day schedule. In Year 4, only two Block 5 classes were offered—Marching Band (virtual) in the fall 2020 and Art I (hybrid) in the spring of 2021. Due to the pandemic and the uncertainty of the FCPS instructional model, shortened school day (ended at 12:30pm for high school), and staffing considerations, school administration decided to not schedule any additional Block 5 classes.

Two sessions of Learning Lab were available to LYNX students during the week for academic support or tutoring. On any given day, approximately 10-20 students accessed the Learning Lab. Students had additional options for support due to the unique nature of the high school virtual and hybrid schedules. For example, student support time was embedded in the school day (1:30-2:30pm). Learning Lab was available after school hours from 3:00-6:00pm. In February 2021, a hybrid learning model was offered. For the remainder of the school year, face-to-face Learning Lab was available to students on their assigned in-person school days after classes ended at 12:30pm. About five students attended the face-to-face Learning Lab on any given day during hybrid.

A virtual Learning Lab (Block 6) was launched via Schoology in May 2020. The Virtual Learning Lab (VLL) provides all FHS students (grades 9-12) with access to teachers and advocates for academic support in all subject areas. During all sessions, academic support for students receiving special education services and/or English learners is also available. Students can also meet with a LYNX advocate during this time. Live tutoring is available via Google Meet and students can also interact using the discussion boards for each subject area. Students had access to VLL all school year. On any given day, approximately 10-15 students accessed the VLL for support. Of note, about 15% of FHS students receiving special education services and English Learners accessed the VLL at some point over the school year.

During the pandemic, free meals were open to everyone in the community (i.e., USDA waiver in place), including LYNX students; therefore, LYNX suppers were not specifically tracked and cannot be compared to prior years. Due to the hybrid bell schedule, LYNX supper was provided during the regular school day (1:30-2:00pm) as opposed to an after-school service. Bus transportation continued to be available for any student accessing the Learning Lab.

A variety of fifth credit options will also be offered in Year 5 based on student interest and staffing. Block 5 classes to be offered include ACCE 101, College Success Tools\(^5\) (via partnership with Frederick Community College), American Studies 2, and LYNX online courses\(^6\).

**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. In Year 4, face-to-face courses were limited given the impact of the pandemic. Students had access to all virtual courses until February 2021 where a hybrid learning model was offered.

**LYNX Online Courses**

In Year 4, 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

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\(^5\) The course was not available in Year 4 due to the pandemic.

\(^6\) Expansion of LYNX online course options provide students the option to earn a 5th credit while preserving flexibility in their schedules. This also leaves the 5th block open in their schedule to attend Learning Lab for academic support if needed.
demonstrated mastery (CDM)^7^, CTC, experiential learning with partners, dual enrollment, and advanced placement courses. The number of online LYNX courses increased from four to five in Year 4. Online LYNX courses offered were Health, Foundations of Technology (FOT), Money Finance Economics (MFE), and Advanced Career Research & Development 2 (CRD2) (CBE-aligned), and Modern World History Honors (CBE-aligned).

FHS successfully transitioned from purchasing online courses from third-party vendors to developing its own LYNX online course using Schoology. Online courses from vendors were not CBE-aligned. Thus, 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 four more CBE-aligned courses in Year 4—Health, Spanish 2, CRD 2, and Modern History. Two more courses—MFE and FOT—are under development and slated to be completed in September 2021.

Credit by Demonstrated Mastery

Table 4 shows the number of students earning credit by CDM increasing from Year 1 to Year 3 by 110%. The number significantly decreased from Year 3 to Year 4 resulting from the impact of the pandemic. In Year 4, FHS staff worked to adapt CDM criteria for distance learning environments, e.g., individual physical activities replaced team sports/group activities for Fitness for Life.

<table>
<thead>
<tr>
<th>School Year (LYNX Year)</th>
<th>Fitness for Life</th>
<th>VPA^*</th>
<th>CTE^**</th>
<th>World Language^</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018 (Year 1)</td>
<td>19</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>2018-2019 (Year 2)</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2019-2020 (Year 3)</td>
<td>36</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>2020-2021 (Year 4)</td>
<td>13^v*</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

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

FHS teachers continue to receive professional development and/or support on system-wide initiatives that provide a pathway to implementing a CBE environment, e.g., blended learning strategies and using Schoology to support online learning options. In addition to ascertaining overall satisfaction with LYNX, the 2021 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 survey (n=67), 86% had taught at least one year of a CBE course at FHS in the past two years. Seventy-five percent of teachers reported feeling “extremely” or “quite” comfortable in implementing CBE practices in the courses they teach. Twenty-three percent felt “somewhat” or “slightly” comfortable. Thus, approximately one percent of teachers did not feel comfortable implementing CBE practices.

Table 5 on page 8 includes FHS teachers’ response to survey items on key CBE principles. A high level of agreement was reported by teachers on principles associated with learning expectations and assessment of learning. Teachers reported frequently communicated learning expectations to students and families (90%), given students multiple opportunities to improve their work (95%), and adjusting course pacing for students as needed (82%). Qualitative feedback from the survey suggested that FHS teachers are pleased with CBE-based professional development as it has been useful in learning new strategies and ways to assess student learning. It has also promoted teacher collaboration which has allowed for deeper discussions around innovative instruction and student learning in a CBE learning environment. Teachers were also asked what additional supports and trainings they needed to advance their understanding of CBE. CBE-based grading and assessment (both formative and summative) was commonly cited. In addition, as FCPS transitions to standards-based grading in other schools, it is important to understand the difference between CBE and standards-based grading.

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^ 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.
### Table 5. FHS Teachers’ Perceptions on CBE Learning Environment

<table>
<thead>
<tr>
<th>Items</th>
<th>To what extent do you agree with the following...&lt;sup&gt;a&lt;/sup&gt;</th>
<th>How often do the following occur for the classes you teach?&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>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.</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Formative assessments measure learning progress during the instructional process, and formative assessment results are used to inform instructional adjustments, teaching practices, and academic support.</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Summative assessments evaluate learning achievement and summative assessment results record a student’s level of competency at a specific point in time.</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Students are given multiple opportunities to improve their work when they fail to meet expected standards.</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>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.</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td>Course pacing is adjusted for students as needed (i.e., giving some students more time to work on the topic/unit or competency area).</td>
<td></td>
<td>82%</td>
</tr>
</tbody>
</table>

Teachers/Advocates responding to survey, n=67
<sup>a</sup> Favorability = “Strongly agree” and “Agree”
<sup>b</sup> Frequency = “Most of the time” and “Always”

Students were asked how often their teachers implemented strategies, such as explaining the standards, providing multiple opportunities to improve work, etc. in the classroom. While responses may be influenced by students participating in the virtual or hybrid learning models, most students indicated that communication around standards and competencies was occurring frequently (see Table 6). Students also reported that their teachers were frequently giving them more time to work on assignments if needed (76%) and giving them multiple opportunities to improve work (79%). Seventy-one percent of students responded that their teachers provide timely and specific feedback on how to improve their work.

### Table 6. Students’ Perceptions on CBE Learning Environment (n=353)

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>Overall, how often do your teachers...&lt;sup&gt;a&lt;/sup&gt; (n=353)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share specific standards, learning targets, or competencies for your classes</td>
<td>79%</td>
</tr>
<tr>
<td>Explain the standards and scoring criteria needed to achieve mastery in your classes</td>
<td>78%</td>
</tr>
<tr>
<td>Give you more time to work on an assignment if you need it</td>
<td>76%</td>
</tr>
<tr>
<td>Give multiple opportunities for you to improve your work</td>
<td>79%</td>
</tr>
<tr>
<td>Provide timely and specific feedback on how to improve in your coursework</td>
<td>71%</td>
</tr>
</tbody>
</table>

<sup>a</sup> Frequency = “Most of the time” and “Always”
Moving forward, evaluation efforts will include gathering feedback on what students are/are not experiencing (from their perspective). The feedback will help to identify areas of growth in implementing CBE in the classroom and inform professional learning sessions for teachers.

**Outcomes: Academic and Career Progress**

Data on many of the academic measures that were previously reported in prior LYNX evaluation reports were either not available during this time, limited in reporting, and/or not reported due to the impact of the pandemic on schools and data reporting. For example, state assessments were not administered in the last two school years. Local assessments were administered; however, caution should be given to interpretation of the results for a variety of reasons, including lack of test proctoring at home, measuring growth during pandemic, etc.

**Attendance and Discipline**

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. The overall attendance rate for FHS in 2020-2021 was 95.4% (Cohort 1: 94.3%; Cohort 2: 96.2%; Cohort 3: 95.9%; Cohort 4: 95.4%). An increase in attendance rates occurred among all student groups at FHS except Asians; however, attendance rates still remained around 95% for Asians. It is important to note that attendance procedures were specific to hybrid and virtual learning models and comparisons should not be made to prior years. Likewise, there were very few out-of-school suspensions and office referrals. Less than one percent of FHS students were suspended and/or received a referral. Again, these unusually low numbers in discipline were seen across FCPS high schools.

**Grade Promotion**

A pass/incomplete grading/reporting system was instituted during COL. Upon parent request, students also had the option to receive traditional grades. Traditional grades were provided in the 2020-2021 SY. Approximately 83% of FHS students in grades 9-11 were promoted to the next grade in the 2021-2022 SY. Thus, 17% of students in grades 9-11 were retained. However, caution should be given to using grades as a sole indicator of student achievement and/or progress. For example, there were more students earning a “F” in classes during the pandemic. This trend was not only seen in FCPS but in other school systems. There are many factors that may have impacted student grades including students disconnecting or being disengaged. While every attempt was made to equip students, learning remotely may have also been affected by technical difficulties (e.g., connectivity issues, learning management system interruptions, etc.).

**Graduation and College and Career**

**College and Career Readiness – Grade 11**

Multiple measures are used to determine college and career readiness (CCR) status and one of the most common measures is the SAT. Other CCR measures such as Advanced Placement (AP) and dual enrollment are typically completed at the end of 12th grade. At the end of 11th grade (2020-2021 SY), 66% of Cohort 1 students met CCR status in English language arts (ELA) and 58% met CCR status in math. Fifty-seven percent of Cohort 2 students met CCR status in ELA by the end of 11th grade and 58% met CCR status in math. While CCR status can be one indicator of success, caution should be given in utilizing this data metric over the past two years. For example, SAT administration did not occur in the 2020 SY due to the pandemic. In addition, state assessment waivers were granted by MSDE (as noted below).

**Graduation (Four-Year) and Dropout Rates**

Official graduation and dropout rates for the Class of 2021 (i.e., Cohort 1) were not available at the time of this writing. Of the FHS students enrolled in Grade 12 in the 2020-2021 SY, it is estimated that about 88% graduated and approximately 12% did not graduate. When available, official rates for Cohort 1 will be included in future reporting. When analyzing the data, it is important to consider the many factors that may have influenced these data during the pandemic. Specifically, due to state assessment waivers granted by MSDE to graduating seniors in 2020-2021, graduation rates may be higher than during a non-waiver/non-pandemic school year. 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.

**Early Graduation**

There were six students who graduated early (i.e., juniors graduating) from FHS in Year 4. These students earned high school credits in middle school (33%), took Block 5 classes (33%), took online classes through FCVS (22%),

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8 Official graduation and dropout rates are lagged data.
and/or earned CDM for one or more courses (11%). These students decided to graduate high school early to pursue a career or dream. All had plans of attending a college.

**Dual Enrollment**

Through partnerships with Frederick Community College (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 2020-2021 SY, 13% (n=187) had taken at least one dual enrollment course. A total of 366 dual enrollment courses were taken among FHS students in grades 9-12. Seniors and juniors accounted for 94% of students taken dual enrollment courses.

**College Enrollment**

While testimonial evidence suggests enrollment in post-secondary education for many Cohort 1 students, official college enrollment is not currently being tracked at the local level. While lagged (i.e., data are available for 2018-2019), 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. However, data on Cohort 1 are not available at this time via the National Student Clearinghouse. FHS will look to include post-graduation intentions data on the 2022 student satisfaction survey.

**School Culture and Climate**

The evaluation seeks to understand whether LYNX has impacted school culture and climate. For multiple reasons, FCPS has not administered a student-wide climate survey for the last several school years. An abbreviated survey was administered to students in the spring 2021 to measure perceptions related to school culture and climate as well as social-emotional learning (SEL). While not mandatory, students were highly encouraged to complete the survey. Over 500 students representing grades 9-12 at FHS completed the survey. The overall favorability rate for the culture and climate items was 90% (see Figure 2). For the most part, students reported favorable to each of the items measuring the construct of culture and climate. The 2022 survey administration will serve as baseline when students return to schools for in-person learning five days per week.

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**Figure 2**

**FHS STUDENT SURVEY**

**MEASURING CULTURE AND CLIMATE (PANDEMIC YEAR)**

**SPRING 2021 ADMINISTRATION (N=551)**

| Overall - Culture and Climate Survey (Includes all items below) | 90 |
| Supported by Adults at School | 93 |
| Sense of Belonging at School | 87 |
| Clear Expectations for How Students Should Behave in School | 96 |
| Students of all races, cultures, religions, and genders are treated fairly at school | 89 |
| Feel Safe at School | 90 |
| Challenged in Classes | 84 |
| Proud of School | 91 |

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9 For the past several years, FCPS has 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 2019-2020 due to school closures.
The items measuring SEL skills among FHS students yielded an overall favorability rate of 79% (see Figure 3). Students reported very little difficulty with skills related to responsible decision-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 others' opinions, getting along with others). A higher level of difficulty was reported for the SELK 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 3](image-url)

**Measuring Impact via Testimonial Evidence**

**Student A**

During their junior year, Student A earned one credit of LYNX work placement each semester. The WBL component of the program consisted of attending classes, completing a 108-hour certification course through the county fire training program, and spending at least eight hours per week volunteering at a local fire station.

Student A reflection assignment statement: "I think one of the biggest improvements I've made through this was teamwork. This is because I was almost always working in a team to get things done for my class and in the firehouse. Actually, getting to go into burning buildings and really get a taste of what firefighting is like made me really want to become a firefighter in the future. I would recommend work placement to other students because I was able to further my knowledge in my career path and really find out if it was something that I wanted to do in the future."

**Student B**

Student B earned two credits in the fall semester of their senior year for an internship with the Spanish Speaking Community of Maryland. They spent at least 15 hours per week working onsite in this office setting on tasks such as assisting with food drives, translating documents, speaking with clients, and other office tasks.

Student B reflection assignment statement: "My Spanish has gotten significantly better. At the beginning of the semester there is no way I would have been able to accurately translate documents for [Name] but now I can do it with no mistakes and very few questions. This internship has significantly influenced my career goals. It confirmed that I want to be involved with non-profit organizations or study immigration law."

**Student C**

Student C earned two credits per semester last school year for an internship with an orthodontics office. They were able to begin working in this job through a paid internship in the fall of their senior year. This is a career of interest for the student.

Student C reflection assignment statement: "I have learned some simple skills from this internship. I was able to learn the different tools used in orthodontics. I learned how to sanitize instruments and package them properly for..."
use. I also learned how to make retainers and do impressions, which was not a part of my set goals, but I am glad that I learned how to do so. I am able to learn how to deal with different types of people and conflicts that occur in the office.”

Student D

Although extremely capable, Student D had difficulty engaging in school. The student did not realize his own potential. Student D enrolled into a AoHP course and decided to move into a second year in dental assisting.

Student D statement: “Hey [FHS Teacher/Advocate Name], I started my dental assisting class on [date] and honestly, I love it so much. It is so easy and I feel like I’m going to go far in this career. I just want to thank you so much for always pushing me to do great. I will never forget about you and what you helped me accomplish.”

BEST PRACTICES / LESSONS LEARNED

Best practices and lessons learned were captured as part of Year 3 evaluation findings. 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, and 4) school administrators must be a constant cheerleader and advocate for the program or model. Reflecting on Year 4, the following is an expansion to the previously listed best practices and/or lessons learned that should be taken into consideration.

► One-time onboarding is not enough for involved stakeholders. LYNX has many moving parts/components—advocacy, partnerships, flexible scheduling, and innovative learning/approaches—and ongoing updates/refreshers about LYNX services and benefits to students is required for stakeholders (e.g., students, staff, families, and partners). Although a lot of public-facing information (e.g., social media, newsletters, websites, etc.) has been disseminated, deliberate re-introduction of the four LYNX components, options for students, the “compelling why” behind it all, etc. are essential.

► Flexibility and having options are also key to LYNX sustainability. This was especially evident during the pandemic with LYNX partners.

► All FHS staff must “buy into the mission” to support not only the shift in school culture but to support LYNX communication needs. Staff need to fully understand the “why” behind LYNX as well as all the “moving parts” of LYNX. Goal 4 of the FCPS Strategic Plan states that FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives. To accomplish this goal and to support LYNX communication needs, all FHS staff need to be equipped (e.g., via consistent messaging) to articulate LYNX information to various stakeholders.

RECOMMENDATIONS

The following is a summary of key recommendations gained from local evaluation efforts in Year 4.

► Continue to explore fifth credit options based on student interest and need.

► Consider opportunities to include FHS students who choose the new FCPS Blended Virtual Program option.

► Continue to evolve the SSP to meet the needs of students and help FHS better serve students.

► Feature/spotlight LYNX information, in particular about LYNX experiences, prominently in communication tools most commonly used by the FHS community—e.g., parents/guardians responding to the survey (n=86) most commonly reported using FindOutFirst (40%) followed by the Cadet Messenger/LYNX newsletter (22%), Schoology (19%), FHS website (11%), and social media (7%).

► Continue evaluation efforts in Year 5 (despite data collection and reporting limitations in Year 4) to measure program effectiveness, impact, and inform decisions related to program planning on ongoing improvements. This includes capturing best practices and lessons learned. Evaluation findings can be applied to other schools within FCPS and will produce meaningful annual reports to stakeholders of interests, both within and outside FCPS.
## TIMELINE OF PROGRAM ACTIVITIES

### Timeline of Key Program Activities in Year 4

| 2020 July/August | Continued developing LYNX online courses—Modern World History, Advanced Career Research & Development 2 (CRD2), Spanish 2, and Health.  
|                  | Adapted credit by demonstrated mastery (CDM) criteria for distance learning environment.  
|                  | Explored options for virtual LYNX experiences in a distance learning environment. Developed COVID-19 protocols for LYNX experiences in a hybrid learning environment. |
| September        | All FCPS schools delivered virtual-only instruction from September 2020-February 2021.  
|                  | ▶ Launched virtual Learning Lab (VLL).  
|                  | ▶ Resumed Grade 10 “soft skills” series (virtual) with LYNX partners.  
|                  | ▶ Launched competency-based education (CBE)-aligned LYNX online courses—Modern World History and CRD2.  
|                  | ▶ Convened mastery-tracking workgroup to review CBE-related reporting features in Schoology.  
| October          | All FCPS schools delivered virtual-only instruction from September 2020-February 2021.  
|                  | ▶ Offered virtual LYNX experiences to students (e.g., experiences in early college/dual enrollment, careers in professional sports, careers in video game design, etc.).  
|                  | ▶ Convened mastery-tracking workgroup to review CBE-related reporting features in Schoology.  
|                  | ▶ Updated/streamlined CBE standards and scoring criteria for Health and Physical Education (HPE). |
| November         | All FCPS schools delivered virtual-only instruction from September 2020-February 2021.  
|                  | ▶ Developed mock-up of mastery tracking report (developed by Central Office staff).  
|                  | ▶ Offered virtual LYNX experience to students: cosmetology.  
|                  | ▶ November 10: Held in-person LYNX experience, CSI/forensic investigation (with COVID-19 protocols). (First in-person experience since pandemic.)  
|                  | ▶ November 18: CBE Summit (Career & Technology Education)—mapped standards to courses and evaluated assessments. |
| December         | All FCPS schools delivered virtual-only instruction from September 2020-February 2021.  
|                  | ▶ Offered virtual LYNX experiences: computer science, information technology, Frederick Community College (FCC) and biotechnology, pediatric medicine, Hood College, Academy of Health Professions (AoHP) information.  
|                  | ▶ December 7: Provided professional learning to teachers focusing on CBE and student engagement in a virtual learning environment (led by FHS transformation team).  
|                  | ▶ December 9: CBE Summit (Visual and Performing Arts)—mapped standards to courses and updated scoring criteria.  
|                  | ▶ December 12: CBE Summit (World Language)—reviewed/updated standards and scoring criteria.  
|                  | ▶ Held virtual registration for students for the 2021-2022 school year. |
| 2021 January     | All FCPS delivered virtual-only instruction from September 2020-February 2021.  
|                  | ▶ Held virtual registration for students for the 2021-2022 school year.  
|                  | ▶ Prepared for hybrid reopening of schools on February 16, 2021, including logistics and protocols for LYNX Learning Lab, Block 5 transportation, and supper. |
| February         | On February 16, 2021, hybrid instruction was offered to students.  
|                  | ▶ Launched LYNX online course, Cycle 2, to include Foundations of Technology (FOT), Money Finance & Economics (MFE) (ongoing February-September 2021).  
|                  | ▶ February 16: Resumed in-person Learning Lab, Block 5 Art class, transportation, and suppers.  
|                  | ▶ February 24: CBE Summit (Visual and Performing Arts)—mapped standards to courses and updated scoring criteria.  
|                  | ▶ February 25: Reviewed latest version of mastery tracking reporting tool developed centrally.  
|                  | ▶ Reviewed/revised procedures and materials to onboard new/transfer students, including enrollment reports and welcome guides/virtual meetings with LYNX staff. |
March

- March 3: Obtained feedback from LYNX Ambassadors (student leaders) on LYNX in a hybrid learning environment.
- March 4: Held hybrid LYNX experience, American Sign Language interpreting. *(First hybrid experience since pandemic.)*
- CBE Summit: English (March 10) and Math (March 17)—reviewed/updated standards and scoring criteria and developed assessments.

April

- CBE Summit: Social Studies (April 7) and Science (April 14)—reviewed/updated standards and scoring criteria and developed assessments.
- April 19: Held in-person LYNX experience in culinary arts at FHS kitchen. *
- April 20: Conducted senior focus groups.
- April 21: Conducted LYNX partner focus group.
- April 20-30: Administered LYNX surveys—stakeholder satisfaction survey and an exit survey for LYNX juniors graduating early.

May/June

- May 11: Held in-person LYNX experience, FCC Biotechnology, in FHS science lab. *
- June 7, 10: Held off-campus LYNX experience (outdoor ecology experience with Friends of Waterford Park). *(First off-campus experience since pandemic.)*
- June 1: Graduated first LYNX cohort, FHS Class of 2021.
- June 2-11: Administered LYNX satisfaction survey to staff.

* COVID-19 protocols were in place.

**Next Steps/Planned Activities**

**July 2021-June 2022**

- Re-establish LYNX school culture for new and returning students and support social-emotional learning (SEL) for all students.
- Continue to develop transition plan, including LYNX onboarding, for new/transfer students to learn about LYNX opportunities and services.
- Resume in-person LYNX experiences and off-campus events for students, pending COVID-19 health protocols and restrictions.
- Resume in-person Grade 10 “soft skills” series with LYNX partners and mock interviews at FHS, pending COVID-19 health protocols and restrictions; Embed CBE, SEL, and school culture elements into advocacy lessons.
- Continue to transition courses to CBE format and develop/revise CBE reporting tools, e.g., mastery-tracking reports for families.
- Onboard new and returning staff to CBE practices for in-person learning.
- Offer book studies for professional growth, including *Visible Learning-Feedback* for staff and *10 Mindframes for Visible Learning* for school leaders.
- Document and analyze “look fors” for instructional practices in CBE classrooms and engage staff in feedback/reflection.
- Launch LYNX online course development, Cycle 3, and sustain/expand existing LYNX AoHP.
- Continue to explore “fifth credit” options for students, including in-person structured classes, LYNX online courses, FCC one-credit *College Success Tools*, LYNX experiences, etc. as well as Block 6 VLL access.
- Continue to review impact of LYNX experiences and work-based learning (WBL) opportunities on students’ high school experiences and post-secondary planning.

**CONCLUSION**

"As we live in a period of abundant unpredictability and fluidity, there is no better place to mature than Frederick High School with its LYNX program. The marriage of the two creates resourceful and driven leaders. LYNX experiences, in addition to our course selection and stellar teachers, create an optimal learning atmosphere fit for our generation." As the pandemic continued to impact schools in the 2020-2021 SY, this statement made by FHS student in the Class of 2021 reignites the core vision behind LYNX—providing students with choice and flexibility in
meeting academic and career goals. Each component of LYNX—advocacy, partnership experiences, flexible scheduling, and innovating learning—continued to work in tandem to provide students with this innovative high school experience. Students are testifying that LYNX is creating a shift in their thinking from high school-centered to future/college/career-centered. LYNX is allowing students to customize their educational path and pursuing opportunities.

Although by necessity, LYNX had to adapt to virtual and hybrid learning models during the 2020-2021 SY, it will look to reconnect students with LYNX experiences in the next school year. Thus, 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 changing needs of its students amidst the ongoing pandemic.

FINANCIAL REPORT

See Appendix B for budget numbers for fiscal year (FY) 2021 that were reported in September 2021.
### APPENDIX A: LYNX PARTNERS: 2017-2021

- 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
- Bar-T Ranch
- BB&T
- Big Picture Media
- Booz Allen Hamilton
- Buckeystown Veterinary Hospital
- C. Burr Artz Public Library
- Cakes To Die For
- Camp Bow Wow
- Carroll Hospital Center
- Catoctin Wildlife Preserve
- Charis Realty Group
- Clagett Enterprises, Inc.
- Classy Cuts Mobile Grooming
- Country Meadows Retirement Communities
- Courtney Myles, Mechanic
- CTR Laboratories
- CycleFit
- Department of Emergency Communications, Frederick County
- Digital Bard
- Downtown Frederick Partnership
- ECS Mid-Atlantic
- EDCO
- En-Net Services
- Federal Bureau of Investigations
- FirstEnergy
- Flying Dog Brewery
- Frederick Career & Technology Ctr.
- 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
- 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
- General Dental
- George Washington’s Mount Vernon
- Giant Food Pharmacy
- Greg’s Driving School
- Gypsy Cab Studios
- Hirshhorn Museum and Sculpture Gardens
- Holly Hills Country Club
- Homewood Suites by Hilton
- Hood College
- iHire
- Independent Hose Company
- Jacob Craven Attorney at Law
- Janet Carrier Ady, Environmentalist
- Jennifer Bazinet, PhD, Senior Advisor and Researcher
- Johns Hopkins University
- Leadership Techniques, LLC
- Leesburg Executive Airport
- Leidos Biomedical
- Lidia Miller Photography
- Lilypons Water Gardens
- Little Lights Child Development Ctr.
- Lonza
- Madison Fields
- Manning Media, Inc.
- Mar-Lu View
- Maryland Center of Fashion Design
- Maryland Ensemble Theatre
- Maryland Financial Planners
- 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
- National Cancer Institute - Frederick
- Nav Ex Cleaning Services
- Naval Service Recruiters
- Navy Federal Credit Union
- New Spire Arts
- Notable Progressions Music Therapy Services
- Office of the Chief Medical Examiner
- Orases
- Ourisman Motors of Frederick
- Penn State Monte Alto
- PepsiCo Design and Innovation Center
- Piece O’ Cake, LLC
- Pittsburgh Institute of Aeronautics—Hagerstown Campus
- Plamondon Hospitality Partners
- Play Studio
- Posch Boutique
- Pretzel & Pizza Creations
- Rainbow of Love Recovery Foundation
- Raven Jackson, Singer Songwriter
- Re/Max, LLC
- Rita’s Italian Ice
- Roasthouse Pub
- Rob Havenstein, NFL Player
- S.W. Barrick & Sons
- Sheffield Institute for the Recording Arts
- Shepherd University
- SHIP of Frederick
- Smokey Studio
- Society for Human Resource Management
- SoldierFit
- South Mountain Creamery
- Southern Frederick Rotary
- 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
- The Temple: A Paul Mitchell Partner School
- Towson University
- TransIT Services of Frederick County
- Tropical Smoothie Cafe
- United States Naval Academy
- United Way
- University of Maryland
- US Air Force Recruiting
- US Army Corps of Engineers
- Velvet Lounge
- Way Off Broadway Dinner Theatre
- WDVM-TV
- Weinberg Center for the Arts
- Workforce Metrics
- Yakabod
- YMCA
- Zavos Architecture

*This listing includes partnerships with individual departments within an organization. The count provided in the preceding narrative is by organization.*
## LYNX Fiscal Year (FY) Financial Report (2017-2021)

<table>
<thead>
<tr>
<th>Expense Line Items</th>
<th>FCPS</th>
<th>LYNX STATE GRANT</th>
<th>TITLE II/IV FEDERAL GRANT</th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2019</th>
<th>FY2020</th>
<th>FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Manager for High School Innovation (S/B)</td>
<td></td>
<td></td>
<td></td>
<td>$ -</td>
<td>$ 125,948</td>
<td>$ 148,161</td>
<td>$ 160,668</td>
<td>$ 164,491</td>
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<tr>
<td>LYNX Advocate #1 (S/B)</td>
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<td>$ 90,299</td>
<td>$ 114,337</td>
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<td>$ 133,129</td>
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<td>$ 133,005</td>
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<td>LYNX Advocate #3 (S/B)</td>
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<td>$ 110,877</td>
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<td>LYNX Advocate #4 (S/B)</td>
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<td>$ 54,292</td>
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<td>LYNX Instructional Assistants (S/B)</td>
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<tr>
<td>Food Service Site Assistant - Suppers*</td>
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<td>$ 13,272</td>
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<tr>
<td>Food and Nutrition Services - Supplies*</td>
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<tr>
<td>Security Guard for After-School/Evening Hours</td>
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<td>$ 12,874</td>
<td>$ 9,490</td>
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<tr>
<td>Certified Teachers for After School Learning Lab, Online Courses, and/or Credit by Demonstrated Mastery (supplemental pay)</td>
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<td>$ 14,408</td>
<td>$ 9,799</td>
<td>$ 11,880</td>
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<tr>
<td>Certified Teachers – Competency-Based Education Curricular Development (workshop pay)</td>
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<td>$ 47,718</td>
<td>$ 8,797</td>
<td>$ 35,352</td>
<td>$ 35,352</td>
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<tr>
<td>Bus Driver - After School/Evening Hours/Field Trips (supplemental pay)</td>
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<td>$ 12,781</td>
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<tr>
<td>Buses - Fuel and Lube for After School/Evening and Buses for LYNX</td>
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<td>$ 4,844</td>
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<tr>
<td>Partnership Experiences (field trips, job shadow)</td>
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<td>$ 7,187</td>
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<tr>
<td>Resident Substitute - Cover Professional Learning for Staff</td>
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<td>$ -</td>
<td>$ 21,940</td>
<td>$ 4,265</td>
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<tr>
<td>eSchool Student Success Plan Module Software (FY2017) &amp; Maintenance (FY2018)</td>
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<td>$ 21,940</td>
<td>$ 4,265</td>
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<tr>
<td>Cost for Unique LYNX Experiences/Partnership Events/Promotions</td>
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<td>$ 893</td>
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<tr>
<td>MOI for Experiential Learning</td>
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<tr>
<td>Travel Expenses for FCPS Staff - Conferences</td>
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<td>Block 6 Frederick Community College Tuition Expenses</td>
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<tr>
<td>Office Supplies/Contracted Printing/Subscriptions &amp; Dues</td>
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<td>$ 1,075</td>
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<tr>
<td>LYNX Program Specific Technology and Supplies (seat licenses for online courses)</td>
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<td>$ 8,301</td>
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<tr>
<td>Contracted Services for Professional Development - LINC - Blended/Distance Training for Teachers</td>
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<td>$ 18,750</td>
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<tr>
<td>Substitute Teacher Cost (Teacher Professional Development, LYNX Experiences)</td>
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<td>Supplies for Teacher Professional Development</td>
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<td>GSP Consulting Services</td>
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</tr>
</tbody>
</table>

S/B = Salary & Benefits
* COVID grant paid expenses in FY2021