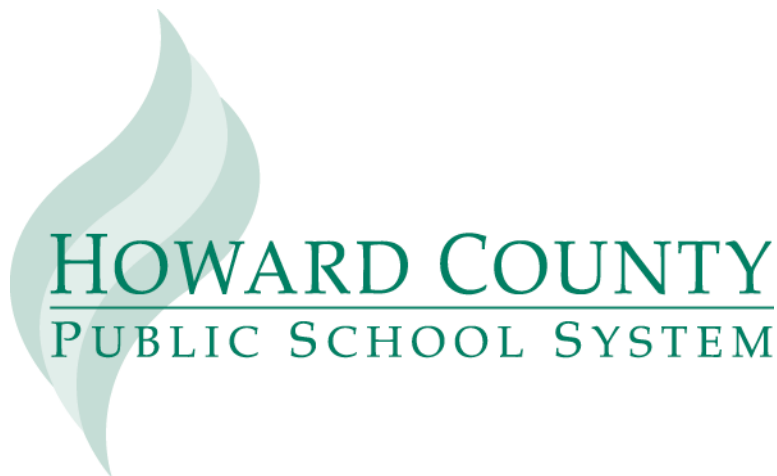


**Presentation of the
Superintendent's Goals
for
2010-2011**



Documents Referenced in Presentation of the Superintendent's Goals for 2010-2011

The Superintendent presented a report at the October 21, 2010 Board of Education meeting that outlined his goals for the 2010-2011 school year. Included with the report were two documents that had been presented to the Board of Education members as part of the Superintendent's performance evaluation on June 17, 2010 and at a follow-up meeting on September 2, 2010.

The document from June 17, 2010 included an introduction and executive summary discussing the work and accomplishments of the Superintendent and staff during the 2009-2010 school year. At that time, the results of state assessments had not yet been released; thus, a subsequent meeting was held with the Board of Education on September 2, 2010 and the second document was shared.

The following materials are included in the reports used for the Superintendent's evaluation and goals:

1. Introduction and Executive Summary from June 17, 2010 meeting
2. Follow-up document from September 2, 2010 meeting
3. Cover sheet from Board Report on October 21, 2010

Additional information regarding the results from state and locally mandated assessments is included in the Goal 1 Progress Report (to be presented to the Board of Education on November 18, 2010) and the Goal 2 Progress Report (presented to the Board of Education on October 21, 2010.) These reports are available on Board Docs for those interested in more comprehensive results.

Introduction

To support the school system's two goals and to align our efforts around pivotal strategies to improve our performance as an organization, a two-year strategic plan was developed. That plan and progress reports were shared with the Board last year as part of my evaluation process. This year, each division reviewed the strategic plan and made necessary enhancements to reflect our commitment to a framework for improvement (Plan, Do, Study, Act.)

The Central Office Divisions' High Leverage Strategies progress report included in this document outlines the status of activities completed and results achieved at this point in the two-year strategic plan. The plan is intentionally aligned with the format used for school improvement plans as well, and reflects our commitment to using performance measures to evaluate our work. Acronyms used in the planning document for each division are as follows:

- DFO Division of Finance and Operations
- DOI Division of Instruction
- DOSS Division of Organizational Support Services

The first four High Leverage Strategies are identified as cross functional strategies because every division has identified activities to support these strategies. The remaining strategies are specifically identified by each division to represent an area where that division feels it needs to focus their effort. An outline of the system goals and these strategies is included below:

Goal 1: Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Cross Functional High Leverage Strategies:

- **Leadership** – Build leadership capacity at the school and system levels.
- **Cultural Proficiency** – Provide professional development and support to enable all HCPSS employees to be culturally proficient.
- **Continuous Improvement** – Implement improvement processes to identify efficiencies and increase effectiveness.
- **Communication and Public Engagement** – Increase the capacity of all school system leaders to positively and proactively communicate with, market to, and engage varied internal and external stakeholder groups.

Division High Leverage Strategies:

- **Exemplary Instruction for All Students** (Division of Instruction) – Develop a plan with criteria to assess current initiatives that leverage continuous improvement for exemplary instruction for all students.
- **Customer Service** (Division of Finance and Operations) – Increase awareness of customer and responsiveness to needs.
- **Communication Goal 1** – (Division of Organizational Support Services) – Leadership will expand communication with internal audiences.

The performance measures, data, and artifacts included in this end of year report vary by activity. In many cases, these activities will continue into the next cycle of the plan. Additionally, results from the Maryland state mandated tests are not yet available to us and will be shared with you in August 2010 at my goals conference.

Executive Summary

The progress report and selected artifacts for each High Leverage Strategy are included in the labeled sections of this binder. This summary focuses on a few key highlights that I believe are particularly reflective of work that supports efficiency, effectiveness, and collaboration in achieving our system goals.

Goal 1

The achievement of our students on state-mandated assessments and other standardized measures (such as SAT and Advanced Placement Exams) are an integral component in examining the instruction, curriculum, assessments, and support programs that benefit all students in our school system. Maintaining our high level of performance requires the hard work and commitment of staff members across the system regardless of their position. Improving performance in areas of need requires strategic and innovative thinking and planning. This year, I asked staff members to examine ways to engage students and parents effectively, to evaluate programs across all levels, and to explore options for using technology to enhance learning. The results of this direction and these efforts will be measured when we receive our scores from the Maryland State Department of Education and the College Board in the summer.

At this point, I can share the current status of our graduating class of 2011 in meeting the High School Assessment graduation requirement. This status report is available to staff members throughout the year in INROADS, our local data warehouse, which enables continuous monitoring of student performance. These results will be updated when the results of the May 2010 administration are received. However, it is already evident that our teachers and administrators have done an outstanding job of ensuring that all students are prepared to meet this very important requirement. Currently, nearly 90 percent of the students in next year's graduating class have met the High School Assessment graduation requirement.

Goal 2

The success of students in achieving academic excellence begins with the safe and nurturing environment we create for them in our schools. We continue to support efforts to ensure a positive learning experience for every child through programs such as Positive Behavioral Intervention Supports and Alternative Education, as well as through the efforts of liaisons and mentors in our schools. We continue to look for ways to support our most challenging students. Office referral data are monitored to determine the impact of the Positive Behavioral Intervention Supports (PBIS) at schools that have used these measures over the past three years. Applications for recognition by the Maryland State Department of Education increase annually and 39 Positive Behavioral Intervention Supports schools applied this year.

A work group was convened to explore strategies to prevent drop outs and encouraged school-based staff to examine data on key indicators at every level and to address

concerns with attendance, referrals, or suspensions. Prior to the start of the 2009-2010 school year, we provided every high school principal with a list of the names of students deemed most likely to drop out of school based on these key indicators. The progress of these students was monitored throughout the year. The following data were collected at the end of the first semester for the identified high school students:

Attendance

- Average attendance across all schools for the first two quarters was over 94%
- Six schools maintained an average attendance rate of over 94%
- Two schools rates of attendance improved to above 94%

GPA (includes only grades for English, History, Math and Science)

- System-wide average for first semester = 2.06
- Nine schools had an average GPA of over 2.0
- Two schools had an average GPA above or approaching 2.5

Behavior (out of school suspensions through 4/1/2010)

- Overall, 11.14% of students have been suspended at least once
- Six schools had suspension rates above 10%
- Two schools had suspension rates at 21.62% and 71.43%
- One school had a suspension rate below 5% (at 3.45%)

Data for the entire school year will be collected. These preliminary results demonstrate that raising awareness and taking active steps to re-engage these students leads to improved performance.

Results for the systemwide Goal 2 indicators of attendance, suspension, and climate will be available this summer. In addition to the scheduled Board reports on this information, I will also provide an update at my conference in August.

Leadership

The use of the Central Office Leadership Professional Growth System was expanded this year. Every Central Office leader set personal goals aligned with the leadership standards and performance measures to assess performance. The success of meeting these performance measures will be discussed in the evaluation conferences that are currently being held. The professional development opportunity entitled “Conversations with Colleagues” continued this year. These sessions were designed to encourage conversation and reflective thinking around the leadership standards for both current and aspiring leaders. The presenters this year represented every division and included not only senior leaders, but mid-management staff members as well. More than 50 leaders participated in five sessions to take advantage of this important opportunity. Feedback indicates that staff members find this extremely valuable and would like the sessions to continue in the future.

Leaders throughout the system have also received training on coaching, which is a valuable supervisory tool to facilitate growth in employees. At this point, 123 staff members have completed the Coach 1 training. More than 50 leaders have completed the second level of coaching training and approximately 16 staff members are pursuing coaching certification.

We recognize and have discussed the importance of succession planning within our organization. The staff members in DOSS have engaged in specific cross training activities and have created process manuals to support future leaders in their roles and responsibilities.

I continue unscheduled visits to schools through the year—meeting with administrators, teachers, and support staff. I have also encouraged senior staff to become more visible in our schools and will make this a part of their evaluations.

Cultural Proficiency

The impact of this initiative on the HCPSS has been profound. Expectations for staff regarding Cultural Proficiency have been clearly defined in both leadership standards and teacher evaluation rubrics. A concerted effort to ensure that curriculum includes culturally proficient content has resulted in 75 percent of the eGuides having culturally proficient content. Eight new partnerships to support cultural proficiency were established this year.

A cadre of teachers is working to apply the Cultural Proficiency framework into their daily classroom instruction. These teachers are developing portfolios to reflect their progress and learning. This is an excellent model of job-embedded professional development that we are monitoring closely in hopes of expanding in the future. The evaluation report on this effort, which is being completed by evaluation specialists in the Department of Student Assessment and Program Evaluation, will be included in the *Bridge to Excellence Progress Report* this summer. Staff who participated in this program report that they have an increased awareness of cultural difference among staff, students, and families; are building and repairing relationships among staff members; and feel empowered to address sensitive cultural issues.

Continuous Improvement

The Howard County Public School System is the first public school system to join the Maryland World Class Consortium, an organization comprised of private and public organizations committed to the use of Lean principles to increase efficiency and effectiveness. There have been a number of Lean workshops completed with staff in DFO and DOSS. The improvements achieved have saved money, improved efficiency, supported collaboration, and empowered staff members. The overwhelming enthusiasm by workshop participants has sparked other groups to volunteer to participate in Lean workshops. A brief summary of the results of the workshops is presented below:

- Community Use of Facilities permitting process has been transformed from a complex paper driven process to a model process. Results include greatly enhanced customer satisfaction, reduced cycle time of approval (65 days to 1 day), earlier billing of customers (6 months to 30 days), improved revenue stream (\$1.3M received as of May 2010), and reduced costs (Community Use custodial overtime down by >\$150K over FY 09).
- Computer repair process for Apple computers involved stages of service which did not meet customer expectations. By reducing non value added steps, repair cycle time has been reduced from 41 days to an average of 12 days as of May 2010.
- Vehicle repair was formerly conducted by two different shops with extended repair times experienced by customers. As a result of a Lean workshop the operation was consolidated into one shop and cycle times have been reduced from 6 days to 2 days (service) and from 2 days to 1 day (oil changes). The total number of vehicles serviced has increased by >200% over FY 09 since the consolidation occurred (331 vs. 145).
- The Family Medical Leave Approval process was very difficult for customers to navigate and required an extended time for approval. The workshop was conducted in December 2009 with full implementation scheduled for Summer 2010. By streamlining the steps required, reducing hand-offs and using technology (IFAS and email instead of the pony), cycle time for approval has already dropped from 40 days to 21 days, and customer satisfaction has significantly improved.

In these difficult budget times, all staff members were asked to examine ways to find reductions. Examples include:

- The Division of Instruction cut \$531,000 in the FY 11 budget.
- The Technology Department was able to find \$600,000 in reductions through contract consolidation and renegotiation in the FY 11 budget.
- The Benefits Office conducted a dependent eligibility audit and removed 917 ineligible members from health care. It is anticipated this will save about \$4 million annually.
- The school system entered into the Baltimore Regional Cooperative Purchasing Consortium which resulted in projected savings of over \$1 million in FY 11.
- Staff members in Building Services are working with schools and the Elementary/Secondary Science Offices to promote Green School efforts, with a focus on behavior changes within schools. Energy demand reductions to date are equivalent to about \$500,000.
- HCPSS was one of two school systems in Maryland to participate in an energy curtailment program, involving 10 schools over the summer months, which resulted in payments totaling \$136,000 as a result of successful curtailment exercise in FY 09. This program will be repeated this summer.
- The Technology Department implemented remote network shutdown of desktop computers in high schools. Based on existing baseline figures, this will result in savings estimated at greater than \$100,000 annually.

Communication and Public Engagement

The use of new tools for communicating with both staff and families were implemented this year. An electronic newsletter called Upd@te automatically appears every Monday when staff members open their email. This newsletter provides an opportunity to highlight key events and messages across the system as well as a means by which to celebrate our employees. A new vendor was selected for the electronic newsletters for parents, which includes the capacity to automatically translate the newsletters into three languages (Spanish, Korean, and Chinese).

To improve the process for notifying key staff members and local media stations in the event of inclement weather closings, a new emergency call system was implemented. This system enabled staff members within the Pupil Transportation Office to make over 300 calls simultaneously. This system also provided an additional 20 minutes before a decision had to be made on closures, which can be vital during some uncertain weather patterns.

The Office of TV and Video Production Services was able to begin live video streaming of Board of Education meetings through the use of Granicus. This tool was part of a collaborative agreement among the school system, Howard County Government, and a local cable vendor. Additionally, a new mobile recording van has been used by the Office of TV and Video Production Services this year, which resulted in many events being taped and shared via the internet. Most notably, all of the high school graduations were recorded and to date, over 3000 viewers have already visited the graduation links.

Customer Service (Division of Finance and Operations)

Concerted efforts by staff members in the Division have resulted in improved responsiveness and service for both our internal and external customers. The revision of Policy 6020, School Construction Program, indicated a need for better communication during construction projects. A brochure outlining safety guidelines during construction and renovation projects was developed in collaboration with the Public Information Office. The brochure has been distributed at both community and staff meetings for the Hammond Elementary/Middle School project. It was well received by all recipients. Additionally, the Office of School Planning presented to PTA groups to describe the process used to develop the feasibility study and to preview possible redistricting implications. Community involvement is encouraged throughout the process. The Office of Food and Nutrition Services also continues to expand information on its website to respond to community requests.

School principals are asked to rate the performance of staff members in the School Facilities department during site visits by the Executive Director. The ratings are collated and monitored over time. The latest results show an average rating of 4.5 out of 5 for responsiveness. This is an improvement from the 4.1 rating in 2009.

Several efforts to improve the delivery of data to schools and offices occurred this year. The Department of Student Assessment and Program Evaluation moved the Goal 2 survey to a completely online format, which resulted in the data being available to schools nearly two months earlier. The development team in the Technology Department collaborated extensively with staff members from the Division of Instruction to modify reporting structures in our local data warehouse, INROADS. These new student data reports were so helpful that during the Candid Conversations with Teachers, it was noted as one of the system strengths in all 6 meetings with our teachers.

Exemplary Instruction for All Students (Division of Instruction)

Key activities to support schools in making Adequate Yearly Progress and to promote a greater awareness of looking at college and career readiness across all school levels have been emphasized across the entire Division. Central Office staff members have worked with some of our schools using varying degrees of the Integrated Approach to monitor student performance throughout the year. Elementary schools participating in the Integrated Approach include Guilford, Talbott Springs, Swansfield, Longfellow, Phelps Luck, Laurel Woods, Running Brook, and Stevens Forest. Middle schools participating in the Integrated Approach include Murray Hill, Oakland Mills, Patuxent Valley, and Cradlerock.

Success of the implementation of the Integrated Approach will be assessed by reviewing Maryland School Assessment results. HCPSS has used local assessment results as an interim indicator of results. A review of first and second quarter local assessment results indicate that all 3rd grade reading scores increased in the 8 elementary schools using the Integrated Approach. In 4th grade reading, 7 of 8 schools reflected an increase in reading scores. In 5th grade reading, 6 of 8 schools demonstrated increased results from quarter 1 to quarter 2. (All schools do not administer 3rd quarter local assessments because the Maryland School Assessment is given during this quarter.) Two noteworthy increases were 5th grade at Running Brook Elementary School, which went up 33.7 percentage points and Stevens Forest Elementary School 5th grade, which increased 24.4 percentage points. In middle school, local assessment results in reading in the 4 schools implementing Integrated Approach were flat.

In mathematics, because different content is taught each quarter, improvement is best assessed by relying on the Maryland School Assessment results. Updated information on the Integrated Approach will be shared with the Board of Education in the fall.

Tools to support schools in helping staff and parents gain awareness of the indicators at every level to ensure that students are prepared for high school and the successful completion of a program to be college or career ready have been developed. Three Grade 2-3 Transition Nights are being piloted as part of this effort. These meetings are designed to assist parents with understanding the importance of meeting standards throughout their child's academic career. Additionally, an academic rigor analysis resulted in eliminating three review level classes from the high school course catalog. Students will now enroll in courses designed to challenge them more.

These efforts are focused on positioning the school system for the changes which are coming with the national Race to the Top initiative, as well as to be ready for state mandated changes in education. We continue to work to achieve success for every student.

Communication (Division of Organizational Support Services)

Manuals to clearly communicate key processes within the Division are under development. This is a tool that not only supports new employees, but also supports cross training and ultimately succession planning efforts within the division. The Partnership Office has developed brochures to outline student opportunities for mentoring programs to share with families and businesses. These efforts are intended to support goals and objectives related to better communication.

Summary

Good stewardship is most critical in the current economic crisis. In planning for fiscal year 2011, we carefully examined all programs and initiatives. At the same time, we ensured that each funded program continues to support our core mission and is consistent with our goals of student achievement and safe learning environments.

The activities and efforts which have been highlighted are only an example of the exemplary work going on in the Howard County Public School System. It is through the day to day dedication and commitment to excellence by nearly 8,000 employees which ensures the needs of almost 50,000 students are met and that each student is prepared to participate responsibly in our diverse and changing world.

Superintendent's Evaluation September 2, 2010

On behalf of the Howard County Public School System, I am proud to submit a summary of goals and accomplishments for the year 2009-2010. This has been a year of many challenges and successes. We were certainly challenged in terms of budget reductions and increased rate of turnover in staff. It has also been a year of many outstanding accomplishments as highlighted in this report.

I am grateful for the support and dedication of a talented team of leadership professionals who met the challenges and worked with me to achieve the goals reported in this document. I am also grateful to each of you, the members of the Board, who understand the complexities of public education and consistently put children first to ensure the best possible education for our 50,000 students.

As noted in the report presented to the Board of Education in June 2010, the data for state assessments and year-end reports have been received and it is now possible to share a review of that information with Board members. The data included in this summary are evidence of the efforts which I and all staff members have made to support the Howard County Public School System's two goals:

Goal 1: Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Highlights for each state assessment (Goal 1) and key indicators (Goal 2) are presented below.

Goal 1 Highlights

Maryland School Assessment—Reading

- Overall, nearly 93 percent of our students in Grades 3-5 scored proficient or advanced.
- *All* of our racial/ethnic groups in Grades 3-5 achieved the Annual Measurable Objective of 81.2 percent scoring proficient or advanced, which indicates the success of our efforts to eliminate the achievement gap.
- Both our English Language Learners and students receiving FARMS in Grades 3-5 surpassed 70 percent scoring proficient or advanced.

- Overall, 91 percent of our students in Grades 6-8 scored proficient or advanced.
- *All* of our racial/ethnic groups in Grades 6-8 achieved the Annual Measurable Objective of 80.8 percent scoring proficient or advanced, which indicates the success of our efforts to eliminate the achievement gap.
- More than 74 percent of our students receiving FARMS in Grades 6-8 scored proficient or advanced.

Maryland School Assessment—Mathematics

- Overall, nearly 92 percent of our students in Grades 3-5 scored proficient or advanced.
- *All* of our racial/ethnic groups in Grades 3-5 achieved the Annual Measurable Objective of 79.4 percent scoring proficient or advanced, which indicates the success of our efforts to eliminate the achievement gap.
- Both our English Language Learners and students receiving FARMS in Grades 3-5 surpassed 74 percent scoring proficient or advanced.
- Overall, 87.2 percent of our students in Grades 6-8 scored proficient or advanced.
- Almost all of our racial/ethnic groups in Grades 6-8 achieved the Annual Measurable Objective of 71.5 percent scoring proficient or advanced. There were 70.6 percent of African American students scoring proficient or advanced, which is only nine-tenths of a percent away from reaching the AMO.

Maryland School Assessment—Science

- Overall, 78.5 percent of our students in Grade 5 scored proficient or advanced.
- Overall, 86.4 percent of our students in Grade 8 scored proficient or advanced.
- Thirty-three elementary schools and 12 middle schools demonstrated an increase in the percent of students scoring at the advanced level.

High School Assessment Completion Status—Class of 2011

- Overall, 95.5 percent of our current seniors have already met the High School Assessment graduation requirement.
- More than 70 percent of our current seniors receiving special education services have passed all 4 high school assessments.
- More than 75 percent of our current seniors receiving free and reduced-price meals have passed all 4 high school assessments.

Adequate Yearly Progress

- Fifty-two of the 58 elementary and middle schools made Adequate Yearly Progress (AYP).
- Ten of the 12 high schools made AYP.
- Two elementary schools (Jeffers Hill and Veterans) did not make AYP for the first time and are designated as “Local Attention.”

- Three middle schools (Mayfield Woods, Murray Hill, and Wilde Lake) did not make AYP and are designated as “Local Attention.”
- One middle school (Oakland Mills) did not make AYP for the third year and is designated as a “Comprehensive Developing” school in state improvement.
- Two high schools (Oakland Mills and Reservoir) did not make AYP and are designated as “Local Attention.”

Goal 2 Highlights

Attendance

- Overall, the HCPSS had an attendance rate of 95.7 percent. The local standard for satisfactory is 94 percent and for excellent is 96 percent.
- *All* racial/ethnic groups surpassed the 94 percent standard.
- Asian students and English Language Learners met the excellent standard.
- Special education students met the satisfactory standard, and students receiving FARMS had an attendance rate of 93.7 percent.

Suspension

- There were 166 fewer students receiving in-school suspensions in 2009-2010 than the previous year. This includes a decrease of 60 African-American students, 10 Hispanic students, and 68 white students.
- There was a very slight increase in the number of students receiving out-of-school suspensions, with 18 more students suspended.

School Climate

- More than 3000 staff members and 6000 parents participated in our Goal 2 survey. This represents an increase of over 500 staff members and 4400 parents participating!
- Examining results across schools and levels reveals that the majority of respondents are satisfied with the school environment we provide. The greatest area of satisfaction for parents was fair and consistent discipline (over 90 percent agreed across all three levels.) The greatest area of satisfaction for staff was the nurturing learning environment (over 90 percent agreed across all three levels.)
- Even the lowest area of agreement (physical environment) had more than 70 percent positive agreement.

Summary

The Howard County Public School System has consistently demonstrated strong performance on state mandated testing and the fact that we continue to show steady improvement speaks to the commitment to strive and to reach for excellence with every student and every staff member. To support this focus on growth and improvement, I will continue to emphasize the following areas with staff members:

1. Improve student achievement and align performance with certificated evaluations as we comply with *Race to the Top* expectations.
2. Eliminate the achievement gap by continuing to engage and challenge every student.
3. Focus on leadership development and succession planning to ensure the HCPSS stays firm in supporting our mission.
4. Explore possibilities for offering World Language at the elementary level beginning with the options developed by the work group and continuing with specific action plans to move the system forward with this initiative.

Throughout the year, the Board of Education will receive reports and updates on the work of the school system. There will continue to be much to celebrate, but we will also discuss where we believe we can continue to improve our performance. Ongoing evaluation of our performance will guide our efforts and keep us focused on the two goals which are the essence of our work.



**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: Superintendent's Goals 2010-2011 **DATE:** October 21, 2010

PRESENTER(S): Sydney L. Cousin, Superintendent

OVERVIEW:

As superintendent, it is my responsibility to ensure that staff are effectively using resources and employing strategies to achieve the two goals of our school system:

Goal 1: Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

The following goals reflect priorities which I have identified for the year ahead. These goals represent areas I feel will support the success of our system in achieving Goal 1 and Goal 2, and will position the system to be well prepared for *Race to the Top* accountability and mandates. *The Bridge to Excellence Master Plan* outlines the strategies being used to achieve these goals.

Superintendent's Goals:

1. To develop an evaluation tool for teachers and administrators that meets the criteria of state and federal mandates and which emphasizes the importance of student achievement.
2. To ensure that every racial/ethnic group is on track to reach the 100 percent proficiency rate expected for 2014 and thus eliminating the achievement gap.
3. To implement a comprehensive leadership development program and succession planning for all system leaders.
4. To begin developing (during the 2011-2012 school year) a long-range plan for offering World Languages at the elementary level.

RECOMMENDATION/FUTURE DIRECTION:

This is the first time the goals of the superintendent will be posted on the Howard County Public School System website. With the approval of the Board of Education, I recommend this be done on an annual basis.

Submitted by: _____
Sydney L. Cousin
Superintendent