Overview

The Howard County Public School System’s (HCPSS) Strategic Call to Action: Learning and Leading with Equity (SCTA) serves as the foundation for all HCPSS decisions and places students at the heart of all practices. Grounded in its focus on equity, the SCTA outlines a commitment to closing opportunity gaps and supporting the needs of students in order to ensure that all students acquire the skills, attributes, and knowledge necessary to become global citizens. Specifically, the SCTA identifies 15 desired outcomes that emphasize student-centered practices, inclusive relationships, and responsive and efficient operations. This report provides the first system-wide overview of the progress HCPSS is making toward achieving the desired outcomes of the SCTA.

Table of Contents

Introduction

- Background................................................................. Page 2
- Structure of the Report................................................. Page 3
- Overview of Progress.................................................. Page 4
- Next Steps................................................................. Page 5

Progress Report

- Summary Dashboard.................................................. Page 9
- Progress Report Key.................................................... Page 10
- Student-Centered Practices......................................... Page 11
- Inclusive Relationships................................................ Page 18
- Responsive and Efficient Operations............................. Page 23
Background

In the summer of 2017, Dr. Martirano, then the interim superintendent, introduced the initial SCTA framework that outlined a bold vision and mission for focusing the school system’s work around equity. The introduction of the framework also began a year-long process of building shared understandings and system-wide goals, a process that included:

- HCPSS leadership affirming a system-wide, non-negotiable commitment to equity.
- HCPSS leadership initiating system-wide conversations around building shared understandings of diversity, equity, and inclusion and how the work of each division, office, and school supports the SCTA’s vision and mission.
- HCPSS leveraging opportunities to engage various stakeholders throughout the community to discuss the mission and vision of the SCTA.
- A cross-divisional team, under the direction of then Assistant Superintendent (now Deputy Superintendent), building upon the framework to develop a set of shared goals and desired outcomes that would become the more comprehensive strategic plan.

Through these dialogues and this work, HCPSS developed the shared understanding that equity means providing the access, opportunities and supports needed to help students, families and staff reach their full potential by removing barriers to success that individuals face.

In the summer of 2018, the Superintendent delivered a more comprehensive strategic plan. Grounded in its commitment to equity, the full SCTA identifies 15 desired outcomes that emphasize student-centered practices, inclusive relationships, and responsive and efficient operations. In addition, the SCTA establishes a continuous improvement cycle of alignment, action, and accountability that is rooted in data-informed decision-making. Guided by the SCTA:

- During the alignment phase: schools aligned their school improvement plans with a focus on equity; divisions and offices aligned their work toward growth in specific desired outcomes; and the system aligned performance measures with the new accountability requirements of the Every Student Succeeds Act (ESSA) state and federal accountability requirements. Additional efforts aimed at aligning the budget summaries and board reports with the SCTA.
- During the action phase: schools, divisions, and offices began implementing key strategies aimed at making progress toward the desired outcomes.
• In addition, the Deputy Superintendent expanded the SCTA cross-divisional team that began intentional dialogues with community stakeholders around the vision, mission, and work of the SCTA.

Now that the first full school year of work guided by the SCTA has come to an end, this annual report demonstrates the work of the accountability phase and provides the first system-wide overview of the progress HCPSS is making toward achieving the desired outcomes of the SCTA. Moreover, as the continuous improvement cycle suggests, the findings of the accountability phase will inform the next alignment phase and help HCPSS revise and refine its key metrics, preliminary measures, and key strategies moving forward.

Structure of the Report

The report is organized around the 15 desired outcomes and identifies a level of progress for each outcome. The following is a description of the four levels of progress:

• Level 1 Progress: HCPSS is demonstrating progress across some of the identified measures for some of the applicable groups and/or strategies that directly relate to the outcome are in the initial stages of implementation.

• Level 2 Progress: HCPSS is demonstrating progress across the majority of measures for the majority of applicable groups and strategies that directly relate to the outcome are fully implemented.

• Level 3 Progress: HCPSS is demonstrating progress across most of the identified measures and for most of the applicable groups, strategies that directly relate to the outcome are fully implemented, and HCPSS is developing an outcome specific continuous improvement cycle.

• Level 4 Progress: HCPSS is demonstrating progress across all identified measures and for all of the applicable groups, strategies that directly relate to the outcome are fully implemented, and HCPSS is engaging in an outcome specific cycle of continuous improvement.

Conversely, an Area of Concern indicates that HCPSS is not making sufficient progress on measures for the applicable groups and strategies that directly relate to the outcome are in place, but need to be improved or expanded.
In addition, for each desired outcome, the report provides key metric(s), preliminary measure(s), and key strategies:

- Key metrics are the summative, typically annual, measures of system-wide progress toward a desired outcome and align, wherever applicable, with ESSA state accountability requirements.
- Preliminary measures are the formative milestones connected to the key metrics and, in certain cases, may be process or implementation measures.
- Key strategies are high-leverage, impactful actions being implemented that are tied to preliminary measures and are ultimately aimed at making progress on the key metrics for each desired outcome. In addition, a budget category is identified for each key strategy to demonstrate the alignment between the budget and the SCTA.

The key metrics, preliminary measures, and key strategies reflect the SCTA’s commitment to increasing equity throughout the school system.

**Overview of Progress**

After the first year of implementing the SCTA, HCPSS demonstrated Level 1 Progress in 9 of 15 outcomes, Level 2 Progress in 4 of 15 outcomes, and identified 2 areas of concern. HCPSS saw the most progress in the outcomes related to creating inclusive relationships and creating responsive and efficient operations. The two areas of concern are in outcomes related to student-centered practices.

**Student-Centered Practices**

(see pages 11-17)

The SCTA identifies six desired outcomes under the theme of student-centered practices. After this initial year, HCPSS has demonstrated Level 1 Progress in desired outcomes 1, 3, 5, and 6; and shows an Area of Concern in desired outcomes 2 and 4.

- For desired outcome 1, students acquire the skills, attributes and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace, Level 1 Progress is determined by the overall increases in the percentage of PSAT test takers meeting both math and English college and career ready (CCR) benchmarks in each grade level tested, but decreases in the percentage of Measures of Academic Progress (MAP) test takers meeting benchmarks.
For desired outcome 2, each and every student receives a high-quality education through access to individualized instruction, challenges, supports, and opportunities, an Area of Concern is determined by achievement gaps among student groups in MAP reading and math performance as well as in PSAT college and career readiness scores.

For desired outcome 3, student voice is infused throughout the educational experience to inform teaching and create learning experiences that engage and inspire all students, Level 1 Progress comes from the system-wide implementation of structures for infusing student voice that resulted in 100% of schools having a trained Cultural Proficiency Liaison and 87% of schools/education centers incorporating strategies for infusing student voice.

For desired outcome 4, graduation rates among high schools and demographic groups are at exemplary levels, an Area of Concern comes from an overall decline in the HCPSS graduation rate from the Class of 2017 to the Class of 2018 and the student group gaps in Grade 9 students being on track to graduate in four years.

For desired outcome 5, all students have authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life, Level 1 Progress is a result of programmatic efforts that generated increases in student enrollment in both the Career Pathways and Jump Start programs.

For desired outcome 6, high-quality special education services are delivered in a consistent and collaborative manner, Level 1 Progress comes from the work the Department of Special Education has accomplished to ensure that more than 55% of the initiatives and strategies developed in collaboration with community stakeholders are actively in progress or already completed.

**Inclusive Relationships**

(see pages 18-22)

The SCTA identifies four desired outcomes under the theme of inclusive relationships. After this initial year, HCPSS has demonstrated Level 1 Progress in desired outcomes 7, 8, and 10; and Level 2 Progress in desired outcome 9.

For desired outcome 7, students’ mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities, Level 1 Progress comes from system-wide initiatives in implementing restorative culture and PBIS (Positive Behavioral Intervention and Supports) training that
resulted in 58% of schools having started work in building a restorative culture and 95% of schools with PBIS-trained staff.

- For desired outcome 8, all students see diversity and inclusion reflected in the curriculum and respect the contributions of all populations, Level 1 Progress is the result of all schools having a Cultural Proficiency Liaison, the volume of reading texts recommended by the Office of Library Media that promote diversity and inclusion, and the implementation of procedures in all curricular areas to ensure instructional materials representing diverse perspectives and voices.

- For desired outcome 9, collaboration with families and the greater community prepares all students to enter kindergarten ready to learn, Level 2 Progress comes from overall increases in kindergarten readiness from school years 2017-18 to 2018-19 and increases in the percentage of test takers meeting kindergarten-ready benchmarks in 5 of the 8 student groups as measured by the KRA (Kindergarten Readiness Assessment).

- For desired outcome 10, transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners, Level 1 Progress is a result of overall increases in HCPSS website traffic and the improved accessibility of content published on the HCPSS website.

  Responsive and Efficient Operations

(see pages 23-28)

The SCTA identifies five desired outcomes under the theme of responsive and efficient operations. After this initial year, the HCPSS has demonstrated Level 1 Progress in desired outcomes 11 and 14, and Level 2 Progress in desired outcomes 12, 13, and 15.

- For desired outcome 11, operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions, Level 1 Progress comes from the overall transparency generated by the annual reporting of progress on the SCTA and the accuracy of the school planning projections.

- For desired outcome 12, organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff, Level 2 Progress is a result of 75% of respondents on the Howard County Education Association (HCEA) Job Satisfaction Survey indicating that the safety and cleanliness of their work environment is conducive to their success; 68% of respondents to the HCEA Job Satisfaction Survey
reporting that both an atmosphere of open communication exists and that they can speak openly about the school system; and HCPSS’s implementation of 7 of the 10 recommendations of the student voice sub-committee of the Diversity, Equity, and Inclusion advisory group.

- For desired outcome 13, *all teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development*, Level 2 Progress comes from data on the HCEA Job Satisfaction Survey that indicates 67% of respondents reported that morale is good in their school, 85% reported they feel successful in their work, and 52% reported that professional development experiences are meaningful and worthwhile.

- For desired outcome 14, *curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional planning*, Level 1 Progress comes from system-wide efforts in providing professional learning that resulted in 100% of school administrators being trained in content-specific look-for’s to inform classroom walkthroughs; 100% of Reading Support Teachers (RSTs), Mathematics Support Teachers (MSTs), Mathematics Instructional Support Teachers (MISTs), and secondary Instructional Team Leaders (ITLs) being trained on content-specific look-fors to inform classroom walkthroughs; and 100% of school administrators being trained to use Hoonuit data dashboards in instructional and school-wide improvement efforts.

- For desired outcome 15, *highly qualified staff reflects the diversity of the student and community population*, Level 2 Progress is the result of school-based administrators increasing from 26.9% staff members of color in 2016-17 to 28.8% in 2017-18; the diversity of certificated, management, and technical professional employees increasing from 27.2% staff members of color in 2016-17 to 29.4% in 2017-18; and 42 of 77 (54%) schools/education centers demonstrating increases in the percentage of certificated teachers self-reporting as individuals of color.
Next Steps

This SCTA Annual Report reflects the work of all schools, offices, and divisions in their efforts to increase equity, close opportunity gaps, and elevate expectations across the school system. Specifically, the next steps for HCPSS and its work to improve performance on the desired outcomes center around three areas: ensuring the tight coupling of key strategies, preliminary measures, and key metrics of each desired outcome; setting short-term, mid-range, and long-term performance goals for each desired outcome; and continuing the root-cause analysis of the two areas of concern. SCTA cross-divisional teams will monitor how well the preliminary measures predict growth on key metrics and assess the extent to which key strategies impact increased performance on both preliminary measures and key metrics. The teams will also outline short-term, mid-range, and long-term performance goals that inform continuous improvement efforts for the next three to five years. In addition, outcome-specific teams have already begun the root-cause analysis work necessary for correcting course on the two identified areas of concern. Other next steps include ensuring the budget summary key performance indicators drive budgetary decisions, developing programmatic reports that include budget and technology implications, creating a more efficient process for reviewing and authorizing contractual agreements, and demonstrating how the work of the Information Technology Department supports the ongoing progress of the SCTA.

This report marks only one step in creating system-wide accountability. Moving forward, the SCTA cross-divisional teams will continue to work directly with the Superintendent’s Cabinet to refine strategies and monitor progress toward the desired outcomes. Ultimately, HCPSS will use the results of this report to further its cycle of alignment, action, and accountability and advance its system-wide commitments to increasing equity throughout the school system and graduating students who embrace diversity and possess the skills, knowledge, and confidence to influence the larger community positively.
**Desired Outcomes Progress Report**

**Summary Dashboard**

<table>
<thead>
<tr>
<th>Student Centered Practices</th>
<th>Level Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO 1) Students acquire the skills, attributes and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 2) Each and every student receives a high-quality education through access to individualized instruction, challenges, supports, and opportunities.</td>
<td>Area of Concern</td>
</tr>
<tr>
<td>DO 3) Student voice is infused throughout the educational experience to inform teaching and create learning experiences that engage and inspire all students.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 4) Graduation rates among all high schools and demographic groups are at exemplary levels.</td>
<td>Area of Concern</td>
</tr>
<tr>
<td>DO 5) All students have authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 6) High-quality special education services are delivered in a consistent and collaborative manner.</td>
<td>Level 1 Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inclusive Relationships</th>
<th>Level Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO 7) Students’ mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 8) All students see diversity and inclusion reflected in the curriculum and respect the contributions of all populations.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 9) Collaboration with families and the greater community prepares all students to enter kindergarten ready to learn.</td>
<td>Level 2 Progress</td>
</tr>
<tr>
<td>DO 10) Transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.</td>
<td>Level 1 Progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsive and Efficient Operations</th>
<th>Level Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO 11) Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 12) Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.</td>
<td>Level 2 Progress</td>
</tr>
<tr>
<td>DO 13) All teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.</td>
<td>Level 2 Progress</td>
</tr>
<tr>
<td>DO 14) Curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional planning.</td>
<td>Level 1 Progress</td>
</tr>
<tr>
<td>DO 15) Highly qualified staff reflects the diversity of the student and community population.</td>
<td>Level 2 Progress</td>
</tr>
</tbody>
</table>
Progress Report Key

| Level 4 Progress | • The HCPSS is demonstrating progress across all identified measures and for all the applicable groups. Strategies that directly relate to the outcome are fully implemented and the HCPSS is engaging in a cycle of continuous improvement.  
• Where ESSA data are available as key metrics that closely aligns with the desired outcome, Level 4 Progress indicates that the overall performance of HCPSS increased and all 8 student groups increased or met their ESSA targets. |
|------------------|---------------------------------------------------------------------------------------------------------|
| Level 3 Progress | • The HCPSS is demonstrating progress across most of identified measures and for most of the applicable groups. Strategies that directly relate to the outcome are fully implemented and the HCPSS is developing a continuous improvement cycle.  
• Where ESSA data are available as key metrics that closely aligns with the desired outcome, Level 3 Progress indicates that the overall performance of HCPSS increased and 6 to 7 student groups increased or met their ESSA targets. |
| Level 2 Progress | • The HCPSS is demonstrating progress across the majority of measures for the majority of applicable groups. Strategies that directly relate to the outcome are fully implemented.  
• Where ESSA data are available as key metrics that closely aligns with the desired outcome, Level 2 Progress indicates that the overall performance of HCPSS increased and 4 to 5 student groups increased or met their ESSA targets. |
| Level 1 Progress | • The HCPSS is demonstrating progress across some of the identified measures for some of applicable groups. Strategies that directly relate to the outcome are in the initial stages of implementation.  
• Where ESSA data are available as key metrics that closely aligns with the desired outcome, Level 1 Progress indicates that the overall performance of HCPSS increased and 1 to 3 student groups increased or met their ESSA targets. |
| Area of Concern  | • The HCPSS is not making sufficient progress on measures for the applicable groups. Strategies that directly related to the outcome are in place, but need to be improved or expanded.  
• Where ESSA data are available as key metrics that closely aligns with the desired outcome, an Area of Concern indicates a decline in the overall performance of HCPSS. |

| Key Metrics | • measured annually, typically summative  
• aligned to the desired outcome  
• informs SCTA’s commitment to equity |
|-------------|---------------------------------------------------------------------------------------------------------|
| Preliminary Measures | • measured regularly, typically formative  
• aligned to the key metrics  
• may be measures of implementation |
| Key Strategies | • ongoing and high impact work  
• linked to preliminary measures  
• aimed at improving the key metrics |
### Student Centered Practices

**Desired Outcome 1:** Students acquire the skills, attributes and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace.

<table>
<thead>
<tr>
<th>Key Metrics</th>
</tr>
</thead>
</table>
| **Post-Secondary Readiness:** In the 2017-18 school year, 80% of students overall were identified as ready for post-secondary education or careers. Student groups scoring below the HCPSS average are Black/African American (61.0%), Hispanic/Latinx (60.0%), Special Education (54.7%), Economically Disadvantaged (51.6%), and English Learners (41.4%). Student groups scoring above the HCPSS average are Asian (91.6%), White (88.2%) and Two or More Races (85.7%).  
  ○ Data for the 2018-19 school year will be available in Winter 2019-20. |
| **Proficiency on State Assessments:** In the 2017-18 school year, at the elementary level, 56.5% of students met the ELA benchmark and 57.5% met the math benchmark for state-expected proficiency. At the middle school level, 57.9% met the ELA benchmark and 55.2% met the math benchmark. At the high school level, 60.2% met the ELA benchmark and 66.9% met the math benchmark.  
  ○ Data for the 2018-19 school year will be available in Winter 2019-20. |
| **Progress in English Proficiency for English Learners:** In the 2017-18 school year, English Learners (ELs) met state accountability targets for making expected progress toward English proficiency at all three school levels. At the elementary level, 74.7% met, exceeding the target of 58.8%. At the middle school level, 57.1% met, exceeding the target of 42.4%. At the high school level, 62.4% met, exceeding the target of 44.6%.  
  ○ Data for the 2018-19 school year will be available in Winter 2019-20. |

**Preliminary Measures**

- **Reading and Mathematics Performance as Measured by the MAP Assessments:** The Measures of Academic Progress (MAP) is one measure that can be used to gauge if students are performing at a state-expected level of proficiency. Based on winter MAP performance from 2017-18 to 2018-19, the percentage of Grades 3 to 6 test takers meeting the reading benchmark decreased from 57.5% to 56.5%. In math, it decreased from 48.6% to 47.2%.

- **College and Career Readiness as Measured by the PSAT:** One way in which students could meet the criteria for being considered ready for post-secondary success is by scoring college and career ready on the SAT, which is vertically-aligned to the PSAT. Based on PSAT performance from 2017-18 to 2018-19, the percentage of overall test takers meeting both math and English college and career ready (CCR) benchmarks increased in each grade: from 53.6% to 55.5% in Grade 9, 50.8% to 53.5% in Grade 10, and 53.8% to 55.4% in Grade 11.

**Key Strategies**

- **Revamped School Improvement Planning:** The process for school improvement planning has been revamped to: (1) enable earlier and more sustained engagement with schools; (2) foster deeper analysis of school data, including root-cause analysis related to achievement gaps, postsecondary readiness, and discipline disproportionality; and (3) enable more thoughtful planning of school-wide professional learning strategies. (Budgets 0304, 0305)

- **Targeted Professional Learning & School Support for English Learners:** The ESOL Office has been strategically collaborating with each curricular office to ensure that supports for English Learners are
infused in the curricular resources and professional learning for all disciplines. All administrators also received training in supporting English Learners in the general education classroom. (Budget 1002)

- **Technology Modernization & Curricular Vision**: The Department of Information Technology and Division of Academics are working together to begin providing every classroom with a standard classroom technology package and create a systemic vision for leveraging technology to enhance teaching and learning. (Budgets 0203, 0503, 9714)

**Desired Outcome 2**: Each and every student receives a high-quality education through access to individualized instruction, challenges, supports, and opportunities.

**Key Metrics**

- **Narrowing Achievement Gaps in ELA and Math by Half by 2030 (based on MCAP)**: In order to narrow achievement gaps in half by 2030, MSDE established targets for proficiency in both ELA and math for student groups in elementary, middle, and high schools: Asian, Black/African American, Hispanic/Latinx, Two or More Races, White, Economically Disadvantaged, English Learners, and Special Education.

  Data for the 2017-18 school year:
  - Elementary: only the White student group met its annual proficiency target in math.
  - Middle: Asian, Black/African American, and White student groups met their annual ELA target; only White students met their annual math target.
  - High: all student groups met their annual targets in both ELA and math except English Learners and students receiving Special Education services.
  - Data for the 2018-19 school year will be available in Winter 2019-20.

**Preliminary Measures**

- **Reading and Mathematics Performance as Measured by the MAP Assessments**: The Measures of Academic Progress (MAP) is one measure that can be used to gauge if students are performing at a state-expected level of proficiency. Based on Grades 3 to 6 students’ winter MAP performance from 2017-18 to 2018-19:
  - Student group(s) that had one-year increases in both the percentage meeting the reading and math benchmarks: English Learners.
  - Student group(s) that had one-year decreases in either the percentage meeting the reading or math benchmarks: Asian, Black/African American, Hispanic/Latinx, White, Two or More Races, FARMs, and Special Education.

- **College and Career Readiness as Measured by the PSAT**: One way in which students could meet the criteria for being considered ready for post-secondary success is by scoring college and career ready on the SAT, which is vertically-aligned to the PSAT. Based on PSAT performance from 2017-18 to 2018-19:
  - Focusing on Grade 11, one-year increases in the percentage meeting CCR benchmarks are observed for these student groups: Asian (77.0% met), Black/African American (28.5% met), White (65.9% met), FARMs (23.6% met), and Special Education (10.6% met);
  - Focusing on Grade 11, one-year decreases in the percentage meeting CCR benchmarks are observed for these student groups: Hispanic/Latinx (27.0% met), Two or More Races (53.3% met), and English Learners (≤5.0% met).
Key Strategies

- **Multi-Tiered System of Supports (MTSS):** HCPSS implements a MTSS to create a safe and nurturing learning environment that delivers strong first instruction to all students and targeted supports to students who need them. (Budget 3201)
  - Quality first instruction is improved by supporting the development of culturally responsive teachers who have access to a strong set of diverse, district-provided instructional resources. Instructional support teachers in coordination with curricular offices work directly with teachers to continually improve first instruction for all students.
  - HCPSS also provides programs for students who are in need of intervention or acceleration, or who belong to traditionally-underserved populations which puts them at risk of academic difficulties. In critical areas, additional support staff are provided to assist with reinforcement and individualized instruction. Supports extend beyond the K-12 school program in the early childhood programs, in interventions outside of school hours, and through the efforts of community liaisons, social workers, and pupil personnel workers.

- **Reading Intervention PK-12:** The Elementary and Secondary English/Language Arts Offices have developed an integrated tiered system of supports designed to meet the academic and social/behavioral needs of all students from pre-Kindergarten through Grade 12. This integrated system of supports aims to improve educational outcomes and reduce achievement gaps for students with and without disabilities. (Budgets 1802, 1803)

- **Math Strategies:** Middle school mathematics teachers have completed year 1 of implementation of *Illustrative Math/Open Up* Resources for Grades 6–8 Math (and Pre-Algebra GT) curriculum materials. These resources are designed to maximize access for all students and include additional suggested supports to meet the varying needs of individual students and students with disabilities. The Elementary Mathematics Office continues to provide and support adaptive interventions in Title I schools. It has implemented number and operation intervention resources while developing strategies to implement these interventions outside of the instructional block. Elementary Mathematics has also collaborated with the Department of Special Education to revise goals and objectives for students with disabilities. (Budgets 0701, 1401)

- **Primary Talent Development for GT:** Primary Talent Development (PTD) provides purposeful, engaging lessons that expose all kindergarten and Grade 1 students to advanced skills including analytical reasoning and creative thinking. Offering PTD to all students in K and Grade 1 provides greater equity and access to advanced learning opportunities for all students. (Budget 2301)

### Desired Outcome 3: Student voice is infused throughout the educational experience to inform teaching and create learning experiences that engage and inspire all students.

<table>
<thead>
<tr>
<th>Key Metric</th>
<th>Level 1 Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate Survey: Relationship Domain:</strong> The Maryland School Climate Survey collects information in four domains: relationships, engagement, the school environment, and safety. Data from the relationship domain will be used. The relationships domain asks students about the nature of their teacher-student and student-student relationships and if their school has a culture of caring and respect (MSDE).</td>
<td></td>
</tr>
<tr>
<td>○ Data for the 2018-19 school year will be available in Winter 2019-20.</td>
<td></td>
</tr>
</tbody>
</table>

**Preliminary Measures**

- **Structures for Infusing Student Voice:** 100% of HCPSS schools have a trained Cultural Proficiency Liaison (CPL) whose ongoing training includes understanding the importance of student voice.
Approximately 87% of schools/education centers have incorporated strategies for infusing student voice. For example:

- All 12 high schools, 1 learning center, and 12 of the 20 middle schools have advisory times that make student voice a central defining theme.
- 100% (42/42) of elementary schools leverage social-emotional learning (SEL) strategies to create a positive culture that supports teaching and learning.

Key Strategies

- **Student Voice and Dignity Workshops:** During the 2018-19 school year, the Office of Diversity, Equity, and Inclusion helped schools host dignity workshops that focused on empathy and belonging, while strengthening relationships among student groups and staff. The workshops capture student recommendations for improving relationships and school climate. In total, 12 schools hosted workshops that included over 2,200 students and 250 staff members. (Budget 3201)

- **Staff CPD Course:** A new staff training programs includes a 3-day CPD Restorative Justice Practices introductory CPD session and an intensive 4-day training program on leading Peace Circles. There is also a CPD course entitled Student Voice and Equity and The Office of Diversity, Equity, and Inclusion offers a seminar on student voice. (Budget 0106)

- **Social-Emotional Learning:** Program selected to support SEL instruction in elementary schools uses classroom community circles to provide students an opportunity to build trust and relationships, share opinions, and practice skills. (Budget 0304)

- **Student Voice Sub-Committee:** The Superintendent’s Diversity, Equity, and Inclusion advisory group formed four sub-committees to develop recommendations in this area. Student Voice, one of the sub-committees, developed recommendations for the Superintendent to ensure students are valued and represented in the HCPSS decision-making process. (Budget 0106)

### Desired Outcome 4: Graduation rates among all high schools and demographic groups are at exemplary levels.

<table>
<thead>
<tr>
<th>Area of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome 4: Graduation rates among all high schools and demographic groups are at exemplary levels.</td>
</tr>
</tbody>
</table>

**Key Metrics**

- **4-Year Graduation Rates:** Overall, the Class of 2018 four-year adjusted cohort graduation rate of 91.95% is lower than the Class of 2017 graduation rate of 92.28%. Four-year graduation rates have remained at or above 95% for two student groups (Asian, White), decreased for three student groups (Black/African American, FARMS, Special Education), and increased for three groups (Hispanic/Latinx, Two or More Races, English Learner).
  - Data for the 2018-19 school year will be available in Winter 2019-20.

**Preliminary Measures**

- **On Track at Grade 9:** Overall, for the 2017-18 school year, 85.2% of all Grade 9 students were considered to be on-track toward graduation. Two student groups were higher than this level (Asian, 94.6% and White, 92.5%). Six student groups were lower than this level (Black/African American, 73.0%; Hispanic/Latinx, 68.4%; Two or More Races, 89.2%; Economically Disadvantaged, 59.6%; English Learner, 30.6%; and Special Education, 38.6%).
  - Data for the 2018-19 school year will be available in Winter 2019-20

- **Chronic Absenteeism:** Students who are enrolled for 10 or more days and absent for 10 percent or more of the time are considered chronically absent. In 2017-18, 8.4% of elementary school students, 9.8% of middle school students, and 15.2% of high school students were chronically absent.
  - Data for the 2018-19 school year will be available in Winter 2019-20.
Key Strategies

- **Analyzing and Responding to Opportunity Gaps along the PreK-12 Continuum**: HCPSS leverages data as it becomes available throughout the school year to inform ongoing practices. For example, school teams hold regular data conversations using a variety of classroom performance and standardized assessment data to triangulate information about their students and gauge students’ progress toward mastering grade-level standards. To paint a fuller picture of the whole child, teachers also engage in dialogues and conferences with students to solicit feedback. HCPSS monitors student outcomes across various key metrics, which helps HCPSS allocate resources based on student need and build a culture that addresses the causes and mechanisms of inequities. (Budget 3501)

- **Increasing Graduation Rates by Increasing Student Engagement**: The Department of Program Innovation and Student Well-Being has created a systematic and comprehensive approach to increase graduation rates by providing more options for students to connect to and become invested in academics and school-based activities. The plan consists of four key strategies. (Budgets 0304, 3501)
  - Identify students whose attendance may predict a later inclination to not complete high school.
  - Expand school-day services for middle and high school students.
  - Expand beyond school hours/school building opportunities for middle and high school students.
  - Engage family and community members to promote attendance and graduation, especially by demonstrating clear avenues from middle and high school to college and career success.

Desired Outcome 5: All students have authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life.

### Key Metrics

- **Access to Well-Rounded Curriculum (High School)**: For the 2017-18 school year, 78.1% of high school overall students had access to a well-rounded curriculum as defined by MSDE. Student groups scoring below the HCPSS average are Black/African American (63.9%), Hispanic/Latinx (61.5%), Economically Disadvantaged (54.1%), English Learner (27.1%), and Special Education (51.4%).
  - Data for the 2018-19 school year will be available in Winter 2019-20.

### Preliminary Measures

- **Career Pathways Enrollment and Completion**: Data from the 2017-18 and 2018-19 school years show that student enrollment in career pathways and academies has increased 7.5% from 6,210 to 6,677 students and that seniors completing an academy pathway has increased 2.7% from 755 to 775.

- **JumpStart Dual Enrollment Participation**: Data from the 2017-18 and 2018-19 school years show an 89% increase in the total number of students earning college credits in JumpStart Dual Enrollment-eligible courses. Specifically, 1,306 students participated in a total of 2,451 college courses in the 2018-19 school year; 887 students took a total of 1,086 HCPSS-based dual enrollment courses for college credit; and 261 students took a total of 390 courses on HCC campus for HCPSS credit.

### Key Strategies

- **Career and Technical Education Academies**: Over 20 different MSDE approved Career and Technology Education (CTE) career academies are available to students to broaden their horizons as
they prepare for post-secondary life. Seven of these academies are available at each high school including academies such as the national Project Lead the Way (PLTW) engineering academy and the Teacher Academy of Maryland (TAM). Many of the CTE academies are available at the Applications and Research Lab (ARL), including the Academy of Health Profession, Biotechnology Academy, Academy of Finance, Architectural Design Academy and the Cybersecurity Networking Academy. (Budgets 3801, 1201, 0801, 3791, & 4401)

- **Expansion of Career Pathways:** HCPSS has created new career pathways and academies to prepare students for growing employment opportunities. These offerings include new career academies in HVAC and Agricultural Sciences. Additionally, a pre-apprenticeship program for electricians has paved the way for the MSDE approved Apprenticeship Maryland Career Academy for the 2019-20 school year which will provide 450 hours of paid work experience with a DLR-approved business such as electrical, information technology, arborist, HVAC, cosmetology, health care and other areas. (Budgets 3801, 1201, 0801, 3791, 4401)

- **Expansion of Dual Enrollment Program:** The JumpStart initiative and expansion of dual enrollment opportunities, offered in partnership with Howard Community College, provide students a head start in earning a college degree or industry certification at a reduced cost and help open doors to higher education for students. (Budget 2801)

---

**Desired Outcome 6: High-quality special education services are delivered in a consistent and collaborative manner.**

**Level 1 Progress**

**Key Metrics**

- **Narrowing Achievement Gaps for Special Education (based on PARCC/MSAA):** In order to narrow achievement gaps in half by 2030, MSDE established targets for proficiency in both ELA and math for each student group. In the 2017-18 school year, students receiving special education services did not meet their annual proficiency targets in math or ELA across all three school levels.
  - Data for the 2018-19 school year will be available in Winter 2019-20.

- **Disproportionality in Educational Disability Identification:** In 2017-18, MSDE identified Black/African American students in HCPSS as over-represented at a rate of at least twice that of their peers for the categories of Other Health Impaired and Specific Learning Disability.
  - Data for the 2018-19 school year will be available in Winter 2019-20.

**Preliminary Measures**

- **Narrowing Achievement Gaps for Special Education (based on MAP):** The Measures of Academic Progress (MAP) is one measure that can be used to gauge if students are performing at a state-expected level of proficiency. Based on winter MAP performance from 2017-18 to 2018-19, the percentage of Grades 3 to 6 test takers receiving special education services meeting the reading benchmark decreased from 16.5% to 15.2%. In math, it decreased from 11.8% to 11.5%.

- **Action on Special Education Initiatives and Strategies:** Currently, more than 55% of the strategies are actively in progress or have already been completed. Examples include:
  - An IEP Team meeting survey card allowing parents to provide ongoing feedback to the DSE was piloted in eight schools for 2018-2019, and will be rolled out to all schools beginning fall 2019.
  - Recommendations provided by workgroups on the learning continuum and staffing are guiding ongoing improvement efforts.
  - Three professional learning sessions in Applied Behavior Analysis (ABA) were offered in collaboration with Johns Hopkins University for over 600 special education teachers during August 2018 and April 2019.
○ A new plan to address the reduction of temporary employees is currently in development.
○ DSE has increased emphasis on professional learning for staff. 179 professional learning sessions and/or staff meetings were held this year, involving:
  • 687 participants during school-based team leader meetings
  • 372 participants for Safety Care (initial session)
  • 702 participants for Safety Care (refresher session)
  • 554 participants for Countywide Services
  • Total = 2,315 participants, providing a 4.62 (out of 5) average rating for session feedback

**Key Strategies**

- **Aligning to the MSDE Special Education Action Imperative:** In order to narrow achievement gaps and ensure increased access and equity for students with special education needs, the Department of Special Education is aligning its efforts with the MSDE Special Education Action Imperative. This work includes increasing coordination of efforts among early intervention services, school-based and transitional services, and countywide services. (Budgets 3324, 3321)

- **Acting on Special Education Initiatives and Strategies:** The Department of Special Education is addressing 22 Special Education initiatives and 65 strategies developed in collaboration with community stakeholders. These strategies include work in the following areas: instructional practices and data driven results; social skills; IEP compliance and accountability; training and professional learning; and case management. (Budgets 3320, 3321, 3322, 3324, 3326, 3330)
Inclusive Relationships

Desired Outcome 7: Students’ mental health and social-emotional learning are nurtured through skill development, collaborative dialogue and a restorative culture in our classrooms and communities.

Level 1 Progress

Key Metrics
- **Climate Survey: Relationship Domain:** The Maryland School Climate Survey collects information in four domains: relationships, engagement, the school environment, and safety. Data from the relationship domain will be used. The relationships domain asks students about the nature of their teacher-student and student-student relationships and if their school has a culture of caring and respect (MSDE).
  - Data for the 2018-19 school year will be available in Winter 2019-20.
- **Discipline Disproportionality:** Three-year trend data from 2015-16 through 2017-18 indicate persistent over-representation of certain student groups in being suspended out of school. These groups are Black/African American, Hispanic/Latinx, students receiving Free and/or Reduced-Price Meals, and students receiving Special Education services. These trends are observed across all school levels.
  - Data for the 2018-19 school year will be available in Winter 2019-20.

Preliminary Measures
- **State of Schools on Restorative Cultural Continuum:** Currently, 58% of HCPSS schools have started their work to build a restorative culture, which includes work across areas such as developing a restorative culture plan, professional learning, incorporation of restorative practices, and use of data to inform implementation of restorative justice and practices.
- **State of Schools on Positive Behavioral Intervention and Supports (PBIS) Training:** 70 of 74 schools (95%) are PBIS-trained, with the remaining four to be trained in the summer of 2019.
- **Office Discipline Referrals:** In the four HCEA Restorative Justice cohort schools, preliminary trends indicate reductions in office discipline referrals from 2017-18 to 2018-19 for all students and specifically for Black/African American students and Hispanic/Latinx students.

Key Strategies
- **Restorative Justice:** The Office of Diversity, Equity and Inclusion is leading initiatives across the system to help schools build relationships through a restorative culture. Related efforts include supporting schools in: (1) building healthy relationships among staff, students, and families; (2) creating equitable learning environments; (3) repairing harm and transforming conflict; and (4) facilitating training on student voice and cultural proficiency. Work is being done to support the integration of Restorative Justice Practices, PBIS (positive behavioral interventions and supports), and SEL (social-emotional learning). (Budget 0106)
  - Four “HCEA cohort” schools (OMMS, LRHS, SES, and MWMS) are implementing a whole-school restorative justice model, supported by a 3-year grant from the National Education Association (NEA) to HCEA. The program includes comprehensive training for educators, community members and school administrators in peace circles and other restorative justice processes.
- **Equitable and Effective Discipline Practices:** System-wide efforts are aimed at decreasing discipline disproportionality by: (1) analyzing root causes for disproportionality with HCPSS and community stakeholders across the county and the Maryland State Department of Education, (2) reviewing discipline data monthly at the school level, and (3) implementing restorative approaches to
**Desired Outcome 8: All students see diversity and inclusion reflected in the curriculum and respect the contributions of all populations.**

<table>
<thead>
<tr>
<th>Key Metrics</th>
<th>Level 1 Progress</th>
</tr>
</thead>
</table>
| **Climate Survey: Engagement Domain– Cultural & Linguistic Diversity:** The Maryland School Climate Survey collects information in four domains: relationships, engagement, the school environment, and safety. Data from the cultural and linguistic diversity section of the engagement domain will be used.  
  ○ Data will be available in Winter 2019-20. | |

**Preliminary Measures**

- **Library Media Review of Texts:** The Office of Library Media has recommend over 1500 titles of books that promote diversity and inclusion to be included in reading lists.
- **Cultural Proficiency Liaisons:** All schools have a designated cultural proficiency liaison.

**Key Strategies**

- **Library Media Review of Texts:** The Office of Library Media reviews texts for diversity and inclusion and provides these titles as recommended reading lists for schools, which make local decisions on which titles to purchase. (Budget 1501)
- **Curriculum Review of Texts:** Each content area undertakes careful reviews of instructional materials to ensure that diverse texts, perspectives, and voices are represented. In addition, the elementary and secondary English Language Arts Offices have been updating the English curriculum to require that the set of major texts be reflective of the culture, vision, values, and experiences of HCPSS students, staff, families, and community. (Budgets 3010, 3020, 3060)
- **Text Adoption Processes:** As content areas engage in text adoption, they form a review team to examine potential texts. The process includes a careful review of the diversity and inclusion reflected in the text. Only texts that meet the requirements for diversity and inclusion will be considered for adoption. (Budgets 3010, 3020, 3060)
- **Culturally-Responsive Teaching and Curriculum Development:** The Division of Academics led a series of initiatives, including: (1) creating an Essential Element of Cultural Proficiency training modules for staff; (2) using grant funds to purchase diverse classroom libraries at the elementary school level; and (3) adding two new semester social studies elective courses in the catalogue–Women’s Studies and Ethics in Contemporary Culture. (Budgets 0106, 0304)
- **Cultural Proficiency Liaisons:** Designated cultural proficiency liaison in schools provide and facilitate staff development around diversity, equity, inclusion and student voice. These liaisons receive ongoing professional development to support equity initiatives. (Budgets 0305, 0106)
Desired Outcome 9: Collaboration with families and the greater community prepares all students to enter kindergarten ready to learn.

<table>
<thead>
<tr>
<th>Key Metric</th>
<th>Level 2 Progress</th>
</tr>
</thead>
</table>
| **Kindergarten Readiness Assessment (KRA):** From 2017-18 to 2018-19, the overall rate of students meeting the kindergarten readiness benchmark improved from 54% to 56%.  
  - Kindergarten readiness rates increased for these student groups: Asian (57% to 61%), Black/African American (42% to 45%), Hispanic/Latinx (31% to 32%), White (65% to 67%), and Economically Disadvantaged (29% to 30%).  
  - Kindergarten readiness rates decreased for these student groups: Two or More Races (65% to 55%), English Learners (23% to 12%), and special education (28% to 15%).  
  - Note: KRA data is currently limited to a random sampling of students. | |

**Preliminary Measures**

- **Early Care and Education Center MSDE-accreditation:** 30 of the 110 licensed childcare programs in Howard County are MSDE-accredited.
- **Road to Kindergarten Parent Nights:** In 2018-2019, the Office of Early Childhood Programs offered two Road to Kindergarten parent nights. 660 adults and 175 children in childcare were in attendance.

**Key Strategies**

- **Partnerships with Early Learning Community Stakeholders:** The Office of Early Childhood Programs and Early Intervention Services collaborate closely with community partners including the Office of Children and Families, Howard County Early Childhood Advisory Council, Head Start, Judy Center, Recreation and Parks, Maryland School for the Deaf, childcare centers, private preschools, and other community childcare settings to offer a range of supports to meet the needs of individual children and families. These supports include:
  - The Howard County Infants and Toddlers Program: As a partner in the interagency initiative, HCPSS helps develop and deliver Individual Family Service Plans to families of children with a developmental delay or who are at risk for developmental delay. (Budgets 1301, 1900)
  - Head Start Centers: HCPSS supports for three Head Start centers; supports include site-based professional learning, coaching, and modeling. (Budgets 1301, 1900)

- **Early Learning Community Initiatives:** The Office of Early Childhood Programs engages in community based early learning initiatives aimed at promoting school readiness. Key initiatives include:
  - Read With Me: Howard County provides one book per month to families of young children at six schools and their surrounding communities. 415 children participated in Read with Me and 54 of these children graduated from the program. (Budget 1301)
  - Talk With Me: Howard County promotes interactions between caregivers and infants/toddlers; numerous stakeholders have been trained and are sharing information across the county in various settings. (Budget 1301)

- **Outreach to Families:** HCPSS supports and promotes school readiness by focusing on families and community programs that work with children from birth to five years old. In particular, the Launch into Learning initiative is a collaboration among numerous community stakeholders (as part of the Howard County Early Childhood Advisory Council) that supports early learning through developmentally appropriate initiatives. (Budgets 1301, 0105, 2701 0302)
Desired Outcome 10: Transparent, open and accessible communication helps to ensure that parents, guardians and community members trust in the integrity of the school system and are active and valued partners.

Key Metrics

- **HCPSS.org and news.hcpss.org Website Analytics:**
  - Overall Site Traffic: From 2017-2018 to 2018-2019, overall site traffic increased from 8.8 million to 9.2 million page views demonstrating that the community is accessing the website for information and resources at a continually growing rate.
  - Website Mobile Traffic: Access to the HCPSS website during the 2018-2019 year is 60% mobile. Ninety percent of emergency communications are viewed on a mobile device.
  - All new content published to the HCPSS website is accessible according to Web Content Accessibility Guidelines (WCAG 2.0).

Preliminary Measures

- **Multiple Open Communication Channels:** (Budgets 0301, 0302, 2701)
  - The Division of Communications uses website statistics to guide decisions to improve engagement and relevance of online communications for families, staff and students.

- **Transparent & Accessible Communication:** (Budgets 0301, 0302, 2701)
  - The HCPSS website is leveraged to communicate emergency (school closings) and essential information, such as boundary review and budget updates, in a mobile-friendly format to the public.
  - All Indoor Environmental Quality (IEQ) reports are made available to the community by being published online in an accessible, mobile-friendly format. The new mobile-friendly IEQ concern form is more readily accessible for community input.
  - MPIA requests and responsive documents are published online, making them available for public viewing and sharing. Over the 2018-19 school year, 77% were completed within 10 days.
  - 100% of HCPSS policies and implementation plans have been converted for mobile-friendly communication.
  - Call centers are available to provide interpreters in the four most highly spoken languages (Spanish, Korean, Chinese, Chin). A new landing page in the four main languages is linked directly from the main website, providing readers contacts for International Student and Family Services. Key system-level publications, including the academic calendar and Student/Parent Handbook, are provided in the most highly spoken languages.
  - Multiple communication channels - website, email, print, social media, text messages - are leveraged to provide stakeholders with convenient access to important information and announcements.

- **Active and Valued Partners:** (Budget 0105)
  - 352 individuals participated in the Superintendent’s seven advisory groups.
  - More than 400 attendees participated in FY19 annual partner appreciation events—a 12% increase from FY18.
  - SCTA Engagement Sessions during 2018-19 were provided to the Howard County Association of Student Councils, The Council of Elders, the NAACP, the Chinese American Parent Association, the Korean American Community Association of Howard County, the Indian Diaspora, Hispanic Parent Academy Alumni, PTA Council of Howard County, Special Education Citizens’ Advisory Committee, Career Academy Boards, the Chamber of Commerce, HC Drug Free, PATH, the African-American Community Round Table, and the Howard Tech Council.
Key Strategies

- **Specialized Webpages to Facilitate Interactions with School System:** The Division of Communications has created specialized webpages in the areas of purchasing contracts, Central Office staff directory information, IEQ data, MPIA results, and parent concerns to improve transparency. (Budget 2701)

- **Advisory Committees:** Seven new Superintendent’s advisory groups engage stakeholders to collaborate to identify and address opportunities and challenges, and develop solutions. The groups include: (1) mental health community subcabinet; (2) program innovation; (3) special education; (4) diversity, equity, and inclusion; (5) teacher; (6) ESP; and (7) student. In addition, each division chief and content area leader has a content advisory committee. (Budgets 0102, 0106, 0502, 0302, 0208, 0103, 0305, 0304, 0301, 0201)

- **SCTA Engagement Sessions:** Over the course of the school year, teams of HCPSS leaders engaged community groups in dialogues about the SCTA and the system’s focus on equity. These dialogues help foster a common understanding of vision, mission, and work of HCPSS and its commitment to equity. (Budgets 0502, 0106, 0302)

- **Supporting School Communication with Community:** The Division of Communications has created the Principals’ Email Library, which contains document templates to support principals in clear, transparent communications to their communities. A boundary review Canvas page also was created for school administrators to aid communication. (Budgets 0301, 0302, 2701)

- **Free and Reduced-Price Meals (FARMs) Services Program:** As a result of the escalated focus and efforts to promote the program, HCPSS has increased participation rates, including signing up 140 families during the federal shutdown. HCPSS increased the number of benefits shared on the FARMs fact sheet and website from 11 to 27.
### Responsive and Efficient Operations

**Desired Outcome 11: Operations and practices are responsive, transparent, fiscally responsible and accountable, with students at the heart of all decisions.**

**Level 1 Progress**

<table>
<thead>
<tr>
<th>Key Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCTA Progress toward the Desired Outcomes:</strong> This Annual Report marks the first system-wide effort to communicate HCPSS progress toward the desired outcomes. After the first year of implementing the SCTA, the HCPSS demonstrated Level 1 Progress in 8 of 15 outcomes, Level 2 Progress in 5 of 15 outcomes, and identified 2 areas of concern. HCPSS saw the most progress in the outcomes related to creating inclusive relationships and creating responsive and efficient operations. The two areas of concern are in outcomes related to student centered practices: Outcome 2, which address persistent opportunity and achievement gaps, and Outcome 4, which addresses graduation rates.</td>
</tr>
<tr>
<td><strong>Accuracy of School Planning Projections:</strong> Student enrollment projections are developed annually and are provided by school, by grade. For the 2018-19 school year, the countywide one-year accuracy error rate for Grades K-12 was 0.05% (accuracy rate of 99.95%), and the error rate for each organizational level (elementary, middle, and high schools) was also less than one (1.0) percent. Of the 74 schools for which HCPSS provides annual projections, approximately 85% had error rates at or below 5%.</td>
</tr>
<tr>
<td><strong>Budget Process:</strong> The Finance and Budget Office is undergoing an After Action Review of the budget process to determine the gaps that need to be addressed and improved. Findings from this review will be used to determine key metrics moving forward.</td>
</tr>
<tr>
<td><strong>Contracting Process:</strong> The Office of Strategy and Data Privacy is conducting a landscape and gap analysis of processes for reviewing and approving all HCPSS contractual agreements, including: purchases, partnerships, grants, and data sharing agreements. Findings from this analysis will be used to determine key metrics moving forward.</td>
</tr>
</tbody>
</table>

### Preliminary Measures

| SCTA Annual Report: All 15 desired outcomes are connected with meaningful, actionable key metrics, preliminary metrics and key strategies. |
| School Planning Projections: The accuracy for school planning projections continues to stay above 99.9%, with each level remaining above 99%. |
| **Budget Process:** The Finance and Budget Office is undergoing an After Action Review of the budget process to determine the gaps that need to be addressed and improved. Findings from this review will be used to determine preliminary measures moving forward. |
| **Contracting Process:** The Office of Strategy and Data Privacy is conducting a landscape and gap analysis of processes for reviewing and approving all HCPSS contractual agreements, including: purchases, partnerships, grants, and data sharing agreements. Findings from this analysis will be used to determine preliminary measures moving forward. |

### Key Strategies

| **SCTA Cross-Divisional Engagement:** A cross-divisional team helps ensure the SCTA’s commitment to equity drives the work across the divisions by leading a continuous improvement cycle of alignment, action, and accountability to the desired outcomes. |
| **Balancing Capacity:** Currently, 55% of all HCPSS schools meet the target utilization range. The Office of School Planning is leading initiatives to: (1) revamp the Attendance Area Committee selection process to ensure better geographic representation; (2) leverage external consultants to
solicit community input; and (3) increase transparency and communication efforts regarding how redistricting plans are developed. The goal is to balance school capacity across HCPSS. To further support transparency and accountability with the community, the Office of School Planning releases data used in the Feasibility Study to the public in a timely manner. (Budget 0212)

- **Budget Process**: The Finance and Budget Office is undergoing an After Action Review of the budget process to determine the gaps that need to be addressed and improved.
- **Contracting Process**: The Office of Strategy and Data Privacy is conducting a landscape and gap analysis of processes for reviewing and approving all HCPSS contractual agreements, including: purchases, partnerships, grants, and data sharing agreements.

### Desired Outcome 12: Organizational culture and climate are supportive and nurturing and provide a safe and healthy environment for all students and staff.

**Key Metrics**

- **HCEA Job Satisfaction Survey - Working Environment and Open Communications**: Data from the 2018-19 HCEA survey indicates that: 75.2% of respondents reported that the safety and cleanliness of their work environment is conducive to success; 68.3% reported that an atmosphere of open communication exists; and 68.3% reported that they can speak openly about the school system.
- **Climate Survey: Safety—Physical & Emotional**: The Maryland School Climate Survey collects information in four domains: relationships, engagement, the school environment, and safety. Data from the physical and emotional sections of the safety domain will be used.
  - Data will be available in Winter 2019-20.

**Preliminary Measures**

- **Student Voice Sub-Committee Recommendations**: Currently, the HCPSS has implemented 7 of 10 recommendations: making student voice a defining theme during advisory time; ensuring staff who provide training to others on student voice have expertise in student voice, cultural proficiency, and facilitation; using SGAs and student councils as vehicles for bringing together constituents; asking every school to address student voice; ensuring student voice efforts operate within a safe space; ensuring student voice efforts consider the power dynamic between the educator/student; and re-establishing the peer mediation program. The 3 recommendations that still need to be implemented are: including parental support in the student voice initiative; including HCEA and HCAA in supporting student voice work; and providing opportunities to know about community resources, hone their voices, and receive experiences from others who can empower them to speak out and express themselves well.
- **Staff Access to Guidance Resources**: Access to services provided through Guidance Resources increased: during Quarter 1 of 2019, HCPSS had a total of 768 contacts to Guidance Resources as compared to the 294 contacts made during the first quarter of 2018.
- **IT Security Assessments**: Several security assessments and audits have been completed, including: Center for Internet Security, Gartner, Forsyte, Palo Alto, AmplifidIT, CohnReznick, and Microsoft.

**Key Strategies**

- **Student Voice Sub-Committee**: The Superintendent’s Diversity, Equity, and Inclusion advisory group formed four sub-committees to develop recommendations in this area. Student Voice, one of the sub-committees, developed 10 recommendations for the Superintendent to ensure students are valued and represented in the HCPSS decision-making process. (Budget 0106)
- **Safety Plans**: The Office of Safety and Security is leading initiatives to: (1) establish minimum standards and guidelines for safety and security equipment; (2) train school-based administration...
and staff, as well as central office employees, in emergency preparedness and response; and (3) align the school system’s emergency response efforts to national best practices and standards. (Budgets 7403, 7401)

- **IT Security Plans**: The Information Technology Department is developing an overarching IT Security Plan that will reduce cybersecurity risk and continuing to implement additional safeguards. (Budget 9714)

- **Indoor Environmental Quality (IEQ)**: The IEQ office is leading initiatives to: (1) conduct at least two visits to every school site during the school year; (2) train school-based IEQ coordinators to work with the IEQ office; and (3) increase transparency around the IEQ process and documentation. (Budget 7402)

- **HCPSS Employee Well-Being Program**: In December 2018, a cross-divisional employee workgroup was created to develop new opportunities to encourage employee self-care activities and create new initiatives. The workgroup launched the HCPSS Employee Well-Being Program, which resulted in the following initiatives:
  - **Staff Counseling and Support Services**: HCPSS rebranded the underutilized and misunderstood Employee Assistance Program (EAP) to improve access to this free and confidential service and launched a campaign earlier this year to share well-being resources and supports with employees. (Budgets 0208, 0301)
  - **HCPSS Employee Well-Being Funding Program**: Schools and offices have the opportunity to apply for funding to offer well-being programming for employees each calendar year made possible through HCPSS insurance providers, CareFirst and AETNA. (Budgets 0208, 0301)
  - **Well-Being Representatives**: Well-being representatives were identified in schools and Central Office divisions. They play a key role in raising awareness about existing self-care efforts and facilitating new initiatives. The representative understands the value of creating an organizational culture and climate that is supportive and nurturing, and inspires others to contribute to a healthy and safe environment. (Budgets 0208, 0301)

- **Staff Recognitions**: HCPSS expanded its recognitions of outstanding staff through recognition at Board meetings and through Random Acts of Celebration (RAC). There have been 29 sets of Board meeting recognitions to date in FY19. 234 staff received RACs in school year 2018-19. The Work Hard Be Kind Award, created by the Superintendent, honors HCPSS employees who go above and beyond to embody kindness while consistently doing their best work. In partnership with HCPSS, Bright Minds Foundation hosted the inaugural 2019 Night of Honor. HCPSS has honored 19 Work Hard Be Kind recipients, the 2019 HCPSS Principal of the Year, and 2 HCPSS Teachers of the Year. (Budgets 0102, 0301, 0302)

**Desired Outcome 13**: All teachers and staff feel valued, are effective in their roles and have equitable access to additional opportunities through professional learning and leadership development.

**Key Metrics**

- **HCEA Job Satisfaction Survey - Morale, Effectiveness, and Professional Learning**: Data from the 2018-19 HCEA survey indicate that: 66.9% of respondents reported that morale is good in their school; 84.9% reported they feel successful in their work; and 52.4% reported that professional development experiences are meaningful and worthwhile.
Preliminary Measures

- **Professional Learning For Staff in DEI - Critical Mass**: The Offices of Diversity, Equity, and Inclusion (DEI), Teacher and Paraprofessional Development, and Leadership Development includes DEI content and practices into professional learning initiatives. As of Quarter 3 of 2018-19, 60% of all schools have a critical mass of staff trained in DEI (critical mass = at least 25% of staff).

Key Strategies

- **Professional Learning for Administrators**: Administrator Curriculum and Instruction (ACI) meetings in 2018-19 focused on exemplary instruction to meet the needs of English learners in the general education classroom, standards-based instruction and reporting, and leveraging school improvement planning to apply research-informed practices in the classroom. Throughout the year, reading, mathematics, science, and health education were spotlighted to emphasize shifts of instructional practice. Monthly Administrators meetings also provided all principals, assistant principals, and leadership intern professional learning on topics such as Staff Diversity, Cultural Proficient Leadership, School Improvement Planning, ESSA, Active Assaultant Training, and How to Develop Others. (Budgets 4802, 4701)

- **Professional Learning for Teachers and Staff**: At the elementary level, Curriculum, Instruction, and Assessment staff provide a variety of professional learning to targeted staff including learning behaviors in the elementary classroom, balanced literacy, number talks, and effective interventions. At the secondary level, Curriculum, Instruction, and Assessment staff also design professional learning retreats for content team leaders to support their growth as instructional leaders, use data effectively to support classroom instructional decisions, and to support the growth of the content teams. (Budgets 4701, 4801)

- **Teacher Development Liaisons (TDLs)**: TDLs in all schools plan and implement customized high quality professional learning experiences that support teacher induction, teacher evaluation, equity, and school improvement driven professional learning. TDLs engage teachers in dialogue about reflective practice, how to apply elements of equity in the classroom, and all overarching themes, components, and applications of the Charlotte Danielson Framework for Teaching. (Budgets 4701, 4801, 3201)

- **Professional Learning for Staff in DEI**: The Offices of Diversity, Equity, and Inclusion (DEI) and Teacher and Paraprofessional Development are leading initiatives that require school-based and non-school-based staff to participate in professional learning for DEI in order to create a critical mass of staff grounded in sound DEI practices. The Office of Leadership Development includes DEI content and practices into all of its leadership development initiatives. (Budgets 0106, 4801)

| Desired Outcome 14: Curriculum is based on standards and best practices, implemented with fidelity, and aligned with meaningful assessments that provide actionable data for instructional planning. | Level 1 Progress |

Key Metric

- **Proficiency on State Assessments**: At the elementary level, 2017-18 data show that 56.5% of students met the ELA benchmark and 57.5% met the math benchmark for state-expected proficiency. At the middle school level, 57.9% met the ELA benchmark and 55.2% met the math benchmark. At the high school level, 60.2% met the ELA benchmark and 66.9% met the math benchmark.
  - Data will be available in Winter 2019-20.
Preliminary Measures

- **Administration, Curriculum, and Instruction Meetings:** 100% of school administrators have been trained on content-specific look-fors to inform classroom walkthroughs through ACI Meetings.

- **RST, MST, MIST, and ITL Trainings:** 100% of Reading Support Teachers (RSTs), Mathematics Support Teachers (MSTs), Mathematics Instructional Support Teachers (MISTs), and secondary Instructional Team Leaders (ITLs) have been trained on content-specific look-fors to inform classroom walkthroughs through their content-specific professional learning opportunities.

- **Hoonuit Dashboard Trainings:** 100% of school administrators have been trained to use Hoonuit data dashboards in instructional and school-wide planning.

Key Strategies

- **Standards Based Report Card for Elementary School Students:** Beginning in the 2019-20 school year, elementary schools will begin to transition to using standards based report cards for students—the practice of measuring student learning by delineating specific learning behaviors and assessing students’ progress on those behaviors. To implement this new system, four workgroups were formed to address communication, professional learning, logistics, and curriculum. Each workgroup designed a plan to transition effectively to the new report card and to support teachers and administrators as they adjust instructional and assessment practices. (Budgets 0304, 0305, 3010, 4801, 0502)

- **Interdisciplinary Transfer Goals:** The Department of Curriculum, Instruction, and Assessment is developing interdisciplinary transfer goals, which are long-term, performance-based goals for the effective use of knowledge and skills across all disciplines. Specifically, HCPSS identifies that students will independently be able to: (1) Ask questions and pursue multiple pathways to generate new ideas and seek unique solutions to problems; (2) Value uncertainty, change, and risk taking as opportunities to explore, identify, and refine solutions to problems; (3) Work effectively with, and learn from others in a variety of situations, and diverse backgrounds in school and beyond; (4) Embrace, analyze, and reflect upon failure, manage goals and time, in order to move forward and ensure continuous growth/improvement; and (5) Effectively exchange information for different purposes and diverse audiences using appropriate formats. (Budgets 0305, 3010, 3020, 3030, 0106)

- **Data-Informed Instruction:** The Office of Data Warehouse and Reporting, in collaboration with the Office Grants, Policy, and Strategy, have released and provided training on Hoonuit dashboards to school-based and Central Office staff that display multiple data points related to student achievement. These dashboards help facilitate school improvement activities, team data conversations, and problem solving for individuals and small groups of students. (Budgets 0503, 0107)

<table>
<thead>
<tr>
<th>Desired Outcome 15: Highly qualified staff reflects the diversity of the student and community population.</th>
<th>Level 2 Progress</th>
</tr>
</thead>
</table>

**Key Metrics**

- **Workforce Diversity:** The diversity of school-based administrators increased from 26.9% staff members of color in 2016-17 to 28.8% in 2017-18; the diversity of certificated, management, and technical professional employees increased from 27.2% staff members of color in 2016-17 to 29.4% in 2017-18; and 42 of 77 (54%) schools/education centers demonstrated increases in the percentage of certificated teachers self-reporting as individuals of color.
## Preliminary Measures

- **Teachers of Color:** In 2018-19, over 160 educators attended the *Teachers of Color* recruitment event, representing nationalities from around the globe.
- **Current Applicant Data:** HCPSS has 83 open contracts, of which 41 are diverse candidates (49%).

### Key Strategies

- **Outreach Events:** The Division of Human Resources and Professional Development is leading outreach initiatives aimed at: (1) enhancing recruitment efforts to support candidates from underrepresented populations; (2) inviting prospective educators to the *Teacher of Color* recruitment event; and (3) partnering with Historically Black Colleges and Universities for student-teaching internships and identification of high performers for future employment opportunities. Recruitment and professional development workshops were also held for “Aspiring Assistant Principals” and “Aspiring Administrators.” A total of 8 workshops for internal and external applicants for HCPSS Central Office and school-based administrative vacancies provided information, direction, and timelines to support applicants as they begin the application and interview process. (Budget 0303)

- **School Diversification Plans:** In an effort to diversify our staff in schools and build school cultures embedded in inclusion and diversity, the School Management and Instructional Leadership team is collaborating with and supporting principals in: (1) implementing hiring protocols that embrace diversity; (2) building their own capacity to lead as culturally proficient leaders; (3) using data tools to identify areas of improvement; and (4) determining the professional learning experiences needed for the staff to build school cultures that embrace diversity to further operationalize equity within schools. (Budget 0303)

- **Support of Student Organization:** In an effort to acquaint students with information on careers in education to address possible future teachers shortages, the Office of Human Resources supports and participates in student organizations such as Educators Rising and teacher academy programs in HCPSS high schools. (Budget 0303)