2015–16 Annual Report
on the **Strategic Plan**

Vision 2018: Fulfilling the Promise of Preparation

Published March 2017

Howard County
Public School System

FROM THE SUPERINTENDENT

Today's students are preparing for a highly complex world, and must develop a foundation of knowledge and skills that is deep and diverse. Howard County Public School System launched a five year strategic plan, *Vision 2018: Fulfilling the Promise of Preparation*, in July 2013, setting the system on a course to establish a world-class educational program that gives each child a sound foundation in the skills and knowledge that lead to lifelong prosperity.

RENEE A. FOOSE, Ed.D.

Students are supported in this process by the coordinated efforts of teachers and other staff members, families and community, and a well-run organization, reflected in the four Vision 2018 goal areas. This report highlights progress and initiatives in each of these areas during the 2015–2016 school year, which are leading our students and system toward a bright future.

The advancements in these pages are the outcome of the collective commitment of our staff, students, families, and community partners. I look forward to our continued collaboration in providing an instructional program that serves as a national and global model and sets every Howard County student on a path to lifelong success.

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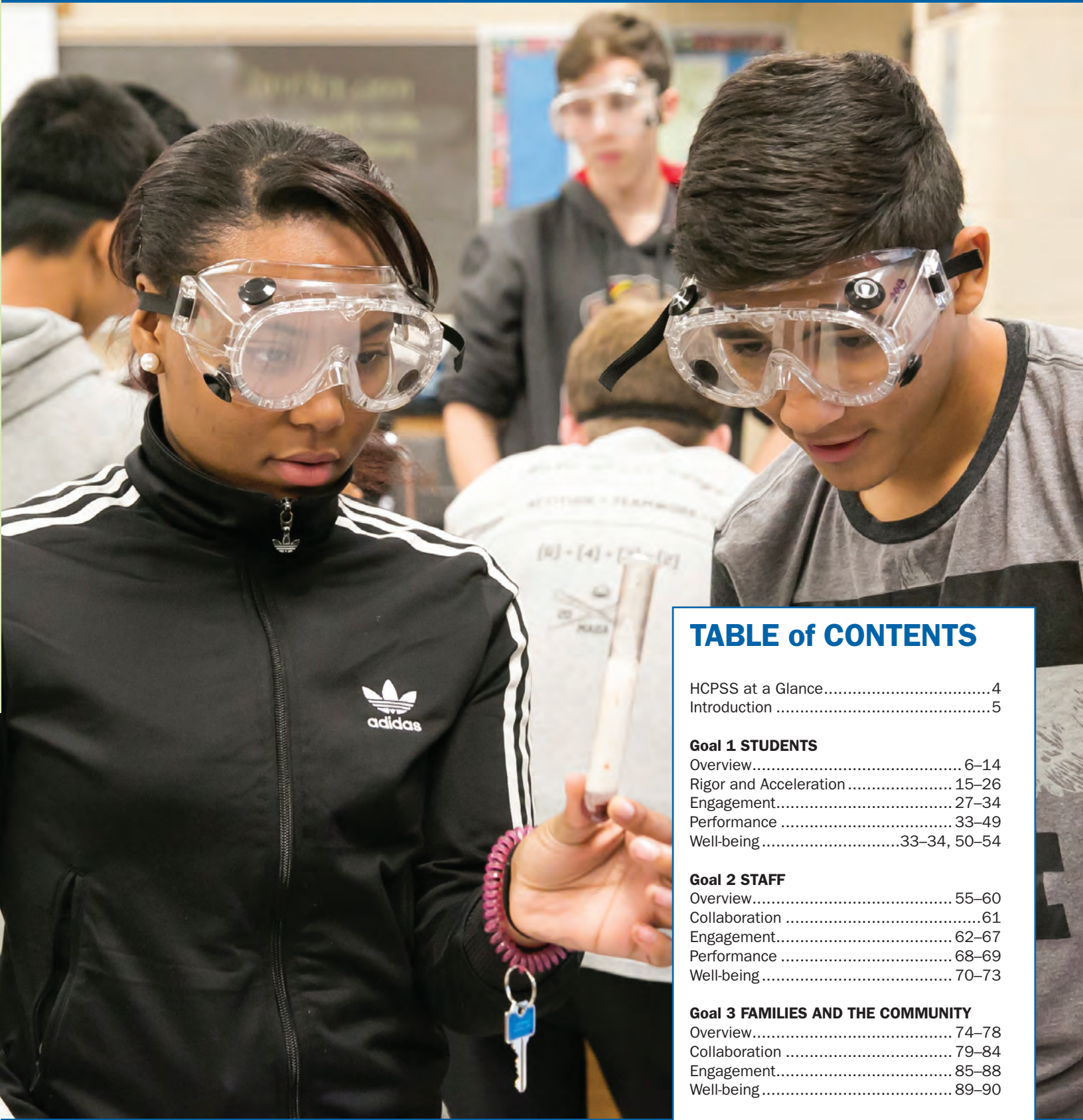
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HCPSS at a Glance

OUR MISSION

We cultivate a vibrant learning community that prepares students to thrive in a dynamic world.

OUR VISION

Every student is inspired to learn and empowered to excel.

Goal 1 – Every student achieves academic excellence in an inspiring, engaging, and supportive environment.

Goal 2 – Every staff member is engaged, supported, and successful.

Goal 3 – Families and the community are engaged and supported as partners in education.

Goal 4 – Schools are supported by world-class organizational practices.

OUR SYSTEM (FY17)

76 Schools
41 elementary schools
20 middle schools
12 high schools
 3 education centers

Total Enrollment* (FY17) – 55,638

Pre-K: 1,290
Elementary (K–5): 24,582
Middle (6–8): 12,897
High (9–12): 16,768
Special Schools: 101
Official count from September 30, 2016

Per Pupil Expenditure (FY17)

$82.17 per day/$14,790 per year

Operating Budget (FY17)

$808.4 million

OUR CLASSROOMS (FY17)

Ratio of computers to students: 1:2
Classrooms with Internet access: 100%

OUR STAFF** (FY17)

Teachers   4,305
Total Staff   8,230

72% of teachers hold a master's degree or above

**as of Dec. 2016*

OUR STUDENTS

Race/Ethnicity (FY17)

American Indian/Alaskan	0.2%
Asian	21.2%
Black/African American	22.8%
Hawaiian/Pacific Islander	0.1%
Hispanic/Latino	10.4%
White	39.1%
Two or more races	6.2%

Students Receiving Special Services (FY16)

Free/Reduced-price Lunch	21.5%
Ltd. English Proficient	$\leq$5.0%
Special Education	8.8%

Attendance Rate (FY16)

Elementary:	$\geq$95%
Middle:	$\geq$95%
High:	$\geq$95%

Graduation Rate: 93.2%*** (FY16)
***4-year adjusted cohort

ESOL Program (FY17)

- HCPSS English Learners (EL) represent 100 countries and 82 languages.
- 46% of our ELs are born in the U.S.
- The language most represented by our ELs is Spanish (40%).
- After Spanish, the languages most spoken each represent less than 10% of ELs: Hindi & Telegu (languages of India), Korean, Chinese, Burmese, and Urdu.

Gifted and Talented Program (FY16)

Percentage of students who have participated in a wide variety of Gifted and Talented Education Program offerings:

K to Grade 5	50%
Grades 6–8	53%
Grades 9–12	62%

Class of 2016 Documented Decisions+

Attend a 4-year college	71.8%
Attend a 2-year college	26.9%
Attend trade or technical school	1.3%
Work full time	9.4%
Military	3.6%

+Based on 3,497 student responses. Some students selected more than one choice, such as working full time and attending college.

National Merit Finalists

Class of 2016 – 51 students

Note: FY represents the school year, i.e., July 1–June 30, throughout this report.

The Howard County Public School System (HCPSS) launched a five-year strategic plan, *Vision 2018: Fulfilling the Promise of Preparation*, in July 2013. HCPSS is consistently ranked among the best public school systems in the state and nation. Vision 2018 aligns all system efforts to provide an inspirational, empowering educational experience that prepares every student to thrive in college, career, and throughout life.

Vision 2018 reflects the hopes and dreams of more than 2,400 stakeholders—parents, students, staff, and community members—who took part in its development. Its strategies incorporate the most advanced research in the education field, with an emphasis on providing an instructional program tailored to the ways students learn best and designed to nurture the intellectual, emotional, social, and physiological needs of the whole child. These factors have been shown to greatly influence staff effectiveness and student achievement.

Students are at the center of the strategic plan, but it takes a holistic view to encompass all of the elements that make up the school system: students, staff, families and community, and organization. This report highlights progress made during the 2015–2016 school year (FY16), the system's third year in implementing Vision 2018.

The value of the strategic plan lies in its effectiveness to drive improvement. As part of that improvement process, the school system is developing an HCPSS Balanced Scorecard that will bring a higher level of visibility to the work happening in our school system. The HCPSS Balanced Scorecard will provide dynamic, actionable data for monitoring key performance measures, tracking progress, and identifying opportunities for improvement and new initiatives. When launched in early 2017, the new scorecard will facilitate the continuous cycle of planning, execution, and review that will accelerate even greater progress moving forward.

GOAL 1 STUDENTS

Every STUDENT achieves academic excellence in an inspiring, engaging, and supportive environment.

The HCPSS educational program incorporates instructional rigor and equitable access within a learning environment that engages and nurtures the whole child. Goal 1 outcomes and strategies are designed to provide a well rounded educational program that maintains rigorous expectations for learning while addressing students' social, emotional, and physical needs. HCPSS is achieving excellence by providing students with learning experiences that are relevant to their lives, promoting critical thinking and creative problem solving within a collaborative culture, and preparing students to thrive in the world beyond the classroom.

| FOCUS AREA	OUTCOMES	PERFORMANCE MEASURES
RIGOR AND ACCELERATION	1.1 The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards. 1.2 Students have equitable access to a rigorous instructional program.	• Curriculum alignment to national/international standards, p. 15 • Career and Technology Education (CTE) program participation and performance, p. 17 • World language program expansion, p. 19 • Reading developmental levels, K–2, p. 21 • Gifted and Talented (GT) program participation, p. 22 • Advanced Placement (AP) course participation and AP exam participation and performance, p. 25
ENGAGEMENT	1.3 Technology is leveraged so that students have access to learning experiences that meet their needs and interests. 1.4 Students are engaged in the learning process.	• Digital education expansion, p. 27 • Bring Your Own Device (BYOD) implementation, p. 28 • Graduation and dropout rates, p. 30 • Student hope, engagement, and well-being, p. 33
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Significant progress has been made in Goal 1. HCPSS students continue to excel in standard measures of student achievement, while innovative efforts are underway to enhance the learning experiences for all students.

HCPSS is strengthening the instructional program to ensure students are leaving our school system with the skills they need to excel in college and/or career. The curriculum is continually revised and updated to elevate essential core competencies: critical thinking and problem solving; collaboration; agility and adaptability; initiative and entrepreneurial spirit; effective speaking and writing skills; the ability to analyze, not just retrieve information; and curiosity and imagination.

Academic Performance

Vision 2018 provides for the use of meaningful data to inform decisions and improve the instructional program. HCPSS students spend less time taking assessments than students in any other Maryland district. The system relies on a limited number of carefully chosen assessments that deliver high value in monitoring student performance, improving instruction, and ensuring each student is placed in the most appropriate instructional setting.

MAP (Measures of Academic Progress) is an online test used in Grades 1–8 to assess where a student is performing, and how they've grown in achievement, in mathematics and reading. MAP is implemented 2–3 times each year and is computer-adaptive, meaning that the questions adapt to the student's proficiency level, thus providing teachers with quick feedback on each student's progress and mastery of instructional material throughout the school year. Teachers use this information to adjust instruction appropriately during the school year.

Using MAP Data

1,058 students

Above Grade Level

On or Below Grade Level
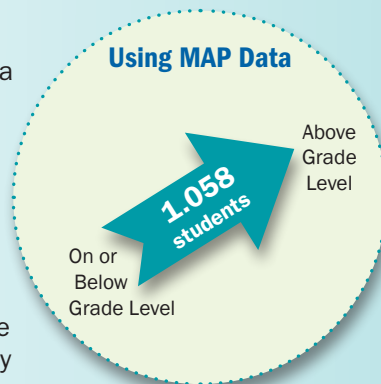
Last year, based on students' MAP performance and other data points, over 2,000 elementary and middle school students were given more targeted supports to see if they might excel in a higher instructional level setting. Students were identified who scored above the 85th percentile on the fall MAP assessments but were not in above-grade level classes. As a result, 1,058 elementary and middle school students were successfully moved from below-grade level to above-grade level math classes.

The Cognitive Abilities Test (CogAT) is another high value assessment used to evaluate eligibility for gifted and talented (G/T) level courses. HCPSS began giving CoGAT to all Grade 3 and 5 students in 2014 as a more objective means of identifying G/T candidates. As a result, G/T class sizes have significantly increased, with no discernable change in overall performance levels.

A 2016 **HCPSS research report**, "Post-secondary Outcomes for Graduates of the Howard County Public School System: 2008–2015," provides a detailed analysis of the participation in higher education among HCPSS graduates, and recommends specific strategies to improve the outlook for success after graduation. The study shows that more Howard County students are entering college immediately after graduation, and gaps in college enrollment and completion rates are narrowing among student demographic groups.

Preparation for College, Careers and Life

HCPSS prepares students for a wide range of careers requiring varying levels of education, from high school diplomas to four-year college degrees and beyond. Students have the opportunity to participate in career-focused learning through hands-on classroom assignments, site based work experiences and student organizations. A number of programs allow students to earn valuable industry credentials and/or college credit while still in high school. Business and organizational partners take a key role in introducing students to career fields by mentoring students with expert professional guidance in a particular field of study, teaching practical skills, and providing contacts that can prove invaluable to future success.

Beginning in the 2016–2017 academic year, the State of Maryland requires all school districts to evaluate the level of college and career readiness for each student. Students can demonstrate readiness by meeting certain targets on PARCC, SAT, or ACT scores, or by earning a technical certification that indicates employment eligibility in specific industries.

HCPSS is well prepared to meet this new requirement. Howard County students consistently outperform their Maryland peers on the PARCC assessment and SAT and ACT college placement tests. Our instructional program gives students many opportunities to gain career experience and earn valuable employment credentials.

Career Academies are offered fields spanning 20 career areas, from biotechnology, cybersecurity and teaching to finance, health, and accounting. Each academy enables students to earn college credit in their chosen field and/or industry certification while still in high school. A new Career Academy web presence introduced during FY16 enables students and parents to easily explore the benefits and requirements of each program.

The Career Academy program includes both school-based and centrally-based academies offered at the Applications and Research Laboratory (ARL). As one example, the Teacher Academy is offered at six high schools—more than in any other district in the state. Participants explore

teaching as a profession and gain valuable field experience while they earn college credit at Towson University. Enrollment is growing, which is especially encouraging given the critical national teacher shortage.

Academy participants also have many opportunities to develop creativity, problem solving, collaboration, and other skills that are in high demand in every career field. Throughout FY16, Academy of Finance students at the ARL partnered with Patterson High School in Baltimore City to develop business plans to revitalize areas of Baltimore affected by unrest in spring 2015. The students worked with professional mentors to analyze the market and present their plans to business leaders.

Experience-based, **"real world" learning** is essential to career and college preparation, and is embedded throughout the HCPSS curriculum. For example, in FY16, elementary and middle school students developed a new park species list for the Howard County's Belmont Manor and Historic Park in Elkridge. The data has been made available for use by the community via the iNaturalist mobile app, an international biodiversity database.

Non-disabled students from several Howard County high schools have worked together to develop adapted ride-on cars for their disabled peers. Students in the ARL Allied Health and Engineering Career Academies designed, customized and adapted the cars tailored to the accessibility challenges of students at the Cedar Lane School, a specialized learning center for students with significant disabilities. The ARL students spent this school year developing accommodations, such as various switch activation sites for hand, head and foot accessibility; sensors to avoid obstacles; remote control options; and seating for optimal positioning. The cars were tested with Cedar Lane students and adjusted to better meet their needs, before being distributed to special needs students to support development of language, social, fine motor, gross motor skills and more.

Community partners serve an important role in preparing students for the world of work. Many organizations offer internships and other opportunities that give students real-world experience. For example, the Rising Women program enables high school girls to develop and run their own successful business. Local professional women serve as mentors as the girls conceptualize an idea for a product or service, capitalize their venture, market the offerings, and analyze the returns. Rising Women is sponsored in partnership with Junior Achievement of Central Maryland, and is supported by a grant from the Women's Giving Circle of Howard County.

CAREER PREPARATION FOR SPECIAL NEEDS

Work study and other career preparation programs assist students receiving special education services in transitioning to the world of work. HCPSS partners with Humanim to provide comprehensive career development including job readiness training, job development and coaching, support in learning appropriate work behaviors, and services to meet the needs of youth as they transition to adulthood.

The first 12-member **Project SEARCH** cohort completed a year of workforce preparation in summer 2015. Project SEARCH is a one-year transition program, offered in collaboration with several government and community partners, that enables students with disabilities in their last year of high school to explore professions full time through year-long internship rotations. The nationally-recognized model involves an extensive training period, innovative adaptations, long-term job coaching and continuous feedback from teachers, job coaches and employers.

Dana Murray, a Project SEARCH cohort member from Mount Hebron High School, parlayed her commitment to sustainability, recycling and environmental awareness—coupled with her Robinson Nature Center internship experiences—into a job with MOM's Organic Market. Matthew Higgs, from River Hill High School, with a contagiously positive attitude and electrical internship experiences, thrived in a job providing customer service and assisting mechanics at Win Kelly Auto.

A **Work Enclave** program provides a transition step between school and independent work for those who need a higher degree of support or supervision. For example, Ballet Mobile provides opportunities for Atholton High School Work Enclave students to learn the attitudes and skills necessary to work independently by preparing flowers for dance performances.

A Whole Child Approach

The **Elementary School Model**, introduced at six schools during the 2014–2015 school year, redefines the traditional concept of "school" through research-proven curricula and programming that foster the intellectual, social, emotional, and physical growth of the whole child. The model comprises full-day pre-kindergarten; daily Spanish language instruction beginning in pre-K; a departmentalized curriculum; strengths development for teachers and students; and telehealth services offered in partnership with the Howard County Health Department. Especially for students who struggle with poverty and other challenges, this approach helps to get to the heart of the underlying factors driving achievement gaps.

The model was expanded during FY16 by extending daily World Language components into middle schools in the elementary model feeder pattern to provide continuity for students exiting the elementary model schools.

The strengths component of the model is spreading throughout elementary, middle and high schools throughout the school system, and to staff in many schools and offices.

District Administration recognized HCPSS as a **District of Distinction** in October 2015 for the success of the Elementary School Model instructional program. The national award honors districts that are leading the way with new ideas that yield quantifiable benefits and that could be replicated by other districts. HCPSS was one of only 35 districts from across the country and the only Maryland school system to receive the annual honor.

EXPANSION AND EVALUATION

The Elementary Model is a long term process, designed to begin in the earliest grades to establish a strong foundation for achievement that extends throughout the academic career and beyond. It will take years of focused and consistent effort to fully reap the results. A multi-year evaluation of the model's success commenced in FY16.

Phase I of the evaluation measures how well the essential elements of the initiative have been established in the model schools. The focus is to assess the positive changes in instructional practices that are expected, as teachers and staff participate in intensive professional learning opportunities. This phase of the evaluation involves classroom visits by system leaders and external experts to observe the model in practice, scheduling refinements to more seamlessly incorporate world language into the daily schedule, and quality professional learning for teachers of departmentalized subjects.

Phase II measures the positive changes in student achievement at the model schools, based on data common across the HCPSS including kindergarten readiness; math and reading levels; achievement on PARCC, MAP, and Kindergarten Readiness Assessments; Spanish proficiency levels, and gifted and talented (G/T) course participation. Initial results showed students completing the elementary model full-day pre-K program were an average of 11 percentage points higher in kindergarten readiness levels than those completing half-day programs, and an average of 12 percentage points higher in reading proficiency levels.

James Cole, Jr., General Counsel, Delegated the Duties of Deputy Secretary for the U.S. Department of Education, visited Laurel Woods Elementary School in May 2016 to see how the Elementary School Model is addressing achievement and opportunity gaps at the earliest grade levels. His visit highlighted the importance of preparing students from diverse and low-income backgrounds to be our nation's next generation of innovators to compete in a global economy. Cole learned about the strengths-based education program supported by Gallup and the unique HCPSS world languages program, which builds a continuum of rigorous language instruction from primary to secondary grades and prepares students to graduate high school with an intermediate level of fluency.

WORLD LANGUAGE INSTRUCTION

A large body of research demonstrates that world language in the early grades positively impacts intellectual growth, academic achievement, and cultural proficiency. Students learn to think more flexibly, appreciate nuances in language, and sharpen their listening skills as they learn a second language. Young children also expand their capacity for communicating with peers whose primary language is not English and develop an appreciation for other cultures. HCPSS is paving the way for language fluency by offering many students world language instruction in continuum from pre-K through high school, eliminating gaps that can occur when instruction is interrupted during a student's academic career.

The HCPSS **World Language instruction continuum**, launched during FY16, supports the system goal to graduate every HCPSS student with intermediate proficiency, or higher, in at least one world language. The program prepares students to thrive in today's global world through language proficiency and cultural understanding. Students who meet the proficiency goals throughout their course of study and reach the intermediate level are able to express thoughts, provide descriptions, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

The focus of the world language program is to build communicative skills in speaking, listening, reading, and writing, so students can use the world language in real life situations. Instruction is conducted in the target language 90-100 percent of the time. E-texts are available at all levels of study, so students can extend learning beyond the school day with interactive language activities. World language instruction is provided to all students, including English language learners, heritage speakers, gifted/talented, and those receiving special education. The proficiency-based curriculum is based on the ACTFL World-Readiness Standards for Learning Languages.

Early and continued learning is key in language proficiency. Daily world language is taught at eight elementary schools as part of the Elementary School Model, and offers 30 minutes of daily, immersive instruction that aims to build communicative Spanish skills.

In FY16, HCPSS began starting in the 6th grade to offer **differentiated world language** instruction at seven middle schools that receive many students from the elementary model schools. Differentiated learning allows students, including heritage speakers, to move forward at the pace that best suits them. Teachers offer different levels of rigor based on readiness through practices, such as tiered assignments on the same topic, open-ended performance tests, enrichment vocabulary for advanced levels, and classroom stations with open-ended activities. The middle school world language program provides multiple language choices, including French and Spanish, and at some schools, Chinese.

High school students are given many choices in their language study. Seven language offerings, including American Sign Language, offer the possibility of advancing to Advanced Placement levels. Distance learning makes access available to students wishing to take advanced or specialized classes that are

The HCPSS elementary school World Language Program has gained accolades from the community because parents understand the many cognitive and social benefits of such a program. Some comments from parents:

"My daughter…has quickly jumped levels in her reading, and I am confident that her World Language is playing a role."

– Ducketts Lane Elementary Parent

"I have two students (1st and 4th grade) learning Spanish at RBES. I love the program and think it is a real asset to their elementary education. The cultural and critical thinking skills they are learning will be of great benefit to them going forward… I know they are getting a better appreciation for the size and scope of our world."

– Running Brook Elementary parent

not offered at their own schools. In FY16, 46 students across the county participated in classes completely online, and 61 students took blended synchronous Chinese classes, with both live online and in-person offerings.

High school students may also elect to take Spanish 1 and 2 classes during the summer, or to earn college language credits through Howard Community College language summer camps and classes throughout the year.

Jump Start into Middle School Spanish was introduced in summer 2016 for students enrolling in 6th grade Spanish with no previous instruction, so they're better prepared to learn the language alongside their Elementary School Model educated peers.

World language teachers have access to customized, high-quality professional development opportunities that meet the needs and deepen the skill sets of all participants. Full day retreats, smaller professional learning communities and individualized learning experiences are available to support the teachers' knowledge of students, content, and pedagogy.

The National Network for Early Language Learning honored Superintendent Renee A. Foose with its 2016 **NNELL Award** for Outstanding Support of Early Second Language Learning. The prestigious award recognizes individuals who demonstrate outstanding support of early second language learning of languages other than English.

The Howard County Center of African American Culture hosted a 50th anniversary celebration of the desegregation of Howard County public schools in November 2015. The event was highlighted by public recognitions and awards, presentations, historical reflections by community members, and musical performances by Howard County high school students.

The 2nd annual Let's Go HoCo – HCPSS Community 5K and 1 Mile Fun Run took place on Sunday, October 11, 2015 in downtown Columbia. More than 3000 students, families, staff and community members came together in a celebration of health and well being.

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Performance Measure:
Curriculum alignment to national/international standards

Aligned Vision 2018 Strategy

- 1.1.1: Implement curriculum that meets or exceeds national and/or international standards in all relevant content areas.

Description and Value

The HCPSS curriculum is written by Howard County teachers and is designed to provide students a deep understanding of the essential knowledge and critical skills that give them a leading edge in tomorrow's global environment. The curriculum challenges students to think strategically, solve problems, innovate, collaborate, communicate effectively, and achieve goals. The rigorous instructional program engages students through relevant, real-world classroom experiences.

The HCPSS curriculum emphasizes application of essential content and skills at each level, so students build the skills and confidence to tackle more advanced concepts. Instruction is linked across content areas—for example, science and social studies curriculum incorporates reading, math, and writing skills. Classroom lessons are reinforced through hands-on activities and real-world experiences. Content is made meaningful to students through thought-provoking, invigorating, and interactive instruction.

Progress

Alignment of the HCPSS curriculum to the Maryland College and Career-Ready Standards (MDCCRS) is now complete for English/language arts, mathematics, and disciplinary literacy, which emphasizes literacy instruction within each of the content areas. These standards resulted from a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The Standards were developed in collaboration with teachers, school administrators, and subject experts to provide a clear and consistent framework to prepare our students for college and the workforce.

Professional learning has been provided throughout the transition process to support teachers in mastering the differences in content and instructional methods associated with the new curriculum.

Alignment of the curriculum with new national and state standards continues in the areas of Fine Arts, Career and Technology Education (CTE), Computer Science, Digital Education, and Instructional Technology.

The 2007 Maryland State Department of Education's Digital Literacy Standards are in the process of being updated using the newly released 2016 International Society for Educational Technology Standards (ISTE Standards for Students). The 2016 ISTE Standards for Students emphasize the skills and qualities students need to engage and thrive in a connected, digital world.The standards are designed for use by educators across all curriculum content areas with all levels of students. The goal is for all learners to cultivate these skills throughout their academic career. HCPSS is in the process of adopting and adapting these standards for students. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards.

The other curricular areas are aligned to state, national, and/or international standards as well. These standards and the status of their implementation are detailed in Table 1-A, on the following page.

Table 1-A

Curricular Areas	Grades	Standards	Source	Year Standards Adopted or Revised by MSDE	Implementation status
Business and Computer Management Systems	9-12 Standards National Business Association	Business Standards	National Business Association	2007	Complete
Business and Computer Management Systems	9-12 Standards National Business Association	CSTA K-12 Computer Science Standards	Computer Science Teacher Association	2011	Complete
Career Academies Automotive Technician	9-12	Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF)	National Automotive Technicians Education Foundation (NATEF)	2006	Complete
Career Academies – Construction Professions	9-12	National Center for Education and Research (NCCER)	National Center for Construction Education and Research (NCCER)	2008	Complete
Digital Education	9-12	Standards for Reviewing Credit Bearing Online Courses	MSDE	2014	Complete
Engineering and Technology Education	6–12	Technological Literacy Standards	International Technology and Engineering Educators Association	2005	Complete
English/Language Arts, Disciplinary Literacy, Mathematics	K–12*	Maryland College and Career-Ready Standards	National Governors Association Center for Best Practices and Council of Chief State School Officers	2010	Complete
ESOL	K–12	English Language Development Standards	World-class Instructional Design and Assessment	2011	Complete
Fine Arts	Pre-K–8	Maryland Fine Arts Standards	MSDE	2008	Complete
Fine Arts	9–12	Maryland Essential Learner Outcomes	MSDE	2000	Complete
Fine Arts	Pre-K–12	National Core Arts Standards	National Coalition for Core Arts Standards	2014	Complete
Gifted and Talented	Pre-K–12	Pre-K–Grade 12 Gifted Programming Standards	National Association for Gifted Children	2012	Complete
Health Education	K–12*	National Health Education Standards	Joint Committee on National Health Education Standards	2007	Complete
Instructional Technology, Library Media, All HCPSS Curricular Areas	Pre-K–12	International Society for Technology in Education Standards	International Society for Technology in Education	2016	In progress
Library Media	Pre-K–12	Maryland Library Media State Curriculum	American Association of School Librarians	2010	Complete
Library Media	Pre-K–12	Standards for 21st Century Learners	American Association of School Librarians	2007	Complete
Physical Education	K–12*	National Physical Education Standards	Society of Health and Physical Educators	2013	Complete
Science (including Engineering)	K–12*	Maryland Science Standards	Achieve Inc., National Science Teachers Association, and American Association for the Advancement of Science, and the lead States (including Maryland)	2013	In progress
Social Studies	K–12*	College, Career, and Civic Life Framework for Social Studies State Standards	National Council for Social Studies	2014	Complete
World Languages	Pre-K–12	World Readiness Standards for Learning Languages	American Council on the Teaching of Foreign Languages	2013	Complete

* National standards have been written K-12 but Maryland has written/is writing for Pre-K also.

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Performance Measure:
Career and Technology Education program participation and performance

Aligned Vision 2018 Strategy

- 1.1.7: Expand opportunities for students to explore and prepare for specialized careers.

Description and Value

The HCPSS Career and Technology Education (CTE) program prepares students for a wide range of careers. These careers require varying levels of education, from high school diplomas to four-year college degrees and beyond. CTE programs provide career-focused learning through hands-on classroom assignments, site-based work experiences, and student organizations. Many CTE programs offer students the opportunity to earn industry certifications. These certifications demonstrate a student's technical skill in their chosen career field and give students an advantage in the employment market. HCPSS also has agreements with a number of colleges to award credit to students who complete a CTE program and enroll in the related college program. HCPSS is increasing the number of CTE programs that offer students transcripted college credit at affiliated institutions.

Progress

MSDE issues annually the Maryland CTE Report Card with detailed information on the performance of the state and its 24 school systems. The information is designed to help measure the progress the state, its school systems, and community colleges are making toward improving achievement for CTE students. Within this report card, the HCPSS Program Quality Index provides data specific to our programs.

The data collection process has been refined to ensure accuracy. Enrollment figures are reflective of the actual numbers of students who participate in CTE programs. The data collection process for information regarding technical skills attainment continues to evolve. As the data collection

Table 1-B

Enrollment Trends by CTE Clusters			
	FY14	FY15	FY16
Arts, Media, and Communication	97	124	121
Business Management and Finance	991	1,045	1,021
Construction and Development	19	25	21
Consumer Services, Hospitality, and Tourism	1,170	1,199	1,257
Health and Biosciences	235	270	278
Human Resource Services	489	551	502
Information Technology	725	908	946
Manufacturing, Engineering, and Technology	945	1,404	1,444
Transportation Technology	110	101	116
Career Research and Development	627	748	670
Totals	**5,408**	**6,375**	**6,376**

process improves, the accuracy of data reported will better reflect the number of students who are earning industry recognized certifications.

Moving forward, the goal for the CTE programs is to maintain the current level of enrollment (Table 1-B) by focusing on the quality of each student's experience and increasing the number of students who earn an industry certification. (Table 1-C)

Table 1-C

Career and Technology Education Technical Skills Attainment				
Career Academy Program	**Certification**	**Percentage of students who earned certification in one or more areas**		
		FY14	**FY15**	**FY16**
Academy of Health Professions with pathways in: • Clinical Research in Allied Health • Certified Nursing Assistant • Emergency Medical Technician	All pathways: • First Aid and CPR • Health Insurance Portability and Accountability Act of 1996 (HIPPA) • Blood and Airborne Pathogens	100%	100%	100%
	Certified Nursing Assistant: • Certified Nursing Assistant (CNA)	100%	100%	96%
Automotive Technology	ASE (Automotive Service Excellence) Student Certification: • Brakes • Engine Repair • Electrical Systems • Steering and Suspension	57%	50%	60%
Construction	National Center for Construction Education and Research (NCCER)	100%	100%	92%
Cybersecurity Networking Academy	Cisco Certified Network Associate (CCNA)	N/A	N/A	100%
Homeland Security and Emergency Management Academy	Spatial Technology and Remote Sensing (STARS)	59%	71%	100%
Hotel and Restaurant Management	National Restaurant Association – ProStart	84%	77%	63%
Visual Communications (Graphic Design)	PrintED	30%	70%	81%

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Performance Measure:
World Language program expansion

Aligned Vision 2018 Strategy

- 1.1.6: Develop robust world language instruction and international learning opportunities throughout K–12.

Description and Value

Research demonstrates that learning a second language supports students' intellectual growth and academic achievement. Students learn to think more flexibly, sharpen their listening and memory skills, and appreciate other cultures as they gain fluency in a world language.

The scope of the HCPSS world languages program is expanding well beyond the traditional model, in which students accumulated content and grammar skills, but usually did not develop beyond a novice proficiency level. Today, our system goal is that all students gain an intermediate, or higher, level of proficiency. Intermediate level speakers are able to create meaning with the language when talking about familiar topics in daily life. They can ask and answer simple questions, handle a straightforward survival situation, and conduct a simple conversation with a native speaker.

Progress

HCPSS introduced world language instruction at the elementary level during FY12, through a pilot program at two schools. The program introduced K–5 students to Chinese and Spanish, twice weekly. This instruction followed the traditional model, giving students an introduction to the language and culture.

The Pre-K–5 World-Readiness through Language Development (WoRLD) program was launched at Ducketts Lane Elementary School during FY14. Students in Grades K–2 received instruction in Spanish every day for 30 minutes. The WoRLD program was expanded with the introduction of the HCPSS Elementary School Model at six elementary schools, including Ducketts Lane, during FY15. The model includes 30 minutes of daily world language instruction in an immersion setting in Grades Pre-K–5. With this approach, students begin early to develop strong world language skills, and continue to gain proficiency in middle and high school. The two elementary schools with the

traditional Chinese/Spanish program shifted to the Pre-K–5 WoRLD model in FY16. Sixth grade world languages were added to five middle schools in FY16 to provide continuity for students exiting the elementary program.

World languages are offered at all middle and high schools. Spanish and French instruction are available in Grades 7–8 at all 20 middle schools. Chinese, Spanish, and French are offered in Grades 6–8 at Mount View and Murray Hill middle schools.

Language choices vary widely at the high school level, based on student interest. Table 1-D illustrates the number of high schools offering each language. For the first time, during FY14, world languages were offered at the Homewood Center.

Table 1-D

Number of High Schools Offering World Languages			
Language	FY14	FY15	FY16
American Sign Language	4	2	2
Chinese	5	5	9
French	12	12	12
German	9	9	9
Italian	4	4	4
Latin	6	6	6
Russian	1	0	0
Spanish	13	13	13

The increase in the number of high schools offering Chinese language courses in FY16 can be attributed to the addition of a synchronous distance model. This model, in partnership with Digital Education, has expanded access to Chinese language instruction to students across the county.

Intermediate level proficiency, which indicates the ability to effectively understand and initiate simple verbal or written interactions in the language, generally requires at least four years of language study. While 64 percent of high school students and 64 percent of middle school students are enrolled in a world language course, approximately 27 percent of students end their study before reaching intermediate level proficiency. Table 1-E illustrates the percentage of students currently enrolled at each level.

Table 1-E

Secondary Language Enrollment by Proficiency Level			
Level	Percentage of MS and HS students enrolled in World Language		
	FY14	FY15	FY16
Level 1: Novice-mid proficiency	46%	47%	51%**
Level 2: Novice-high	24%	23%	21%
Level 3: Intermediate-low	17%	17%	16%
Levels 4+: Intermediate-mid	12%	13%	12%

*6th grade world language instruction was offered in all schools in 2013
**6th grade world language instruction was added to 5 schools in 2015.

During FY16, the Office of World Languages conducted placement testing of 183 eighth grade heritage speakers of Spanish. The placement test included listening, speaking, reading, and writing skills. The purpose of the testing is to encourage students to leverage the power of the language proficiency they bring to accelerate to higher levels of language study, including Advanced Placement. Table 1-F illustrates the result of the Heritage Speakers of Spanish placement testing during FY14, FY15 and FY16.

Table 1-F

Recommended placements of heritage speakers of Spanish based on test results			
Level	FY14	FY15	FY16
Spanish 1	18%	4%	19%
Spanish 2/2 Honors	28%	33%	24%
Spanish 3/3 Honors	50%	48%	51%
Spanish 4+	4%	15%	6%

Other World Language Accomplishments:
During FY16, 1,500 high school world language students participated in national world language exams, 600 of whom received top recognitions and honors.

Nearly 1,000 high school world language students are members of national world language honor societies for Chinese, French, German, Italian, Latin, and Spanish.

In FY14, approximately 1,600 elementary school students received world language instruction. That number increased to over 4,600 during FY15 and FY16, for students in Pre-K through Grade 5.

Dr. Renee A. Foose, Superintendent, received the Outstanding Support for Early Language Learning award from the National Network for Early Language Learning in November 2016.

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Outcome 1.2: Students have equitable access to a rigorous instructional program.

Performance Measure:
Reading developmental levels, K–2

Aligned Vision 2018 Strategy

- 1.1.1: Implement curriculum that meets or exceeds national and/or international standards in all relevant content areas.
- 1.2.1: Provide equitable access to rigorous coursework Pre-K–12, including Gifted and Talented, Advanced Placement, and world language.
- 1.2.2: Strengthen programs and initiatives that focus on eliminating achievement gaps.

Description and Value

The Fountas and Pinnell Benchmark System is used to assess students individually in kindergarten through Grade 2. This standardized assessment identifies each student's reading level in the areas of decoding, fluency, and comprehension. Student progress is monitored at least three times per year using the assessment system. Through this reading assessment, the teacher identifies the student's instructional and independent reading level. The goal of this assessment program is to provide continuous feedback on students' text-reading development, including accuracy, oral reading fluency, and comprehension.

The HCPSS has been using this benchmark system since 2008. This system seamlessly links assessment to instruction along the continuum of literacy learning. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the Fountas and Pinnell Text Level Gradient. Teachers assess students individually three times per year. The data they gather from these assessments determines students' independent and instructional reading levels, helps to determine reading placement and groups students for instruction, aids teachers in selecting text that will be appropriate

for students' instruction, and assesses the outcomes of teaching. Additionally, these assessments are used to monitor student growth and assist in identifying students in need of intervention or acceleration. Students are regrouped throughout the year so that they are always learning at an appropriate level of challenge.

HCPSS expects each school to continually increase the percentage of students meeting these HCPSS College and Career Readiness Benchmarks:

- All kindergarten students will demonstrate mastery of learning behaviors on the Record of Reading Behaviors for the Emergent Level by the end of the school year. (Benchmark Level D)
- All Grade 1 students will demonstrate mastery of learning behaviors on the Record of Reading Behaviors for the Early developmental level by the end of the school year. (Benchmark Level J)
- All Grade 2 students will demonstrate mastery of learning behaviors on the Record of Reading Behaviors for the Transitional developmental level by the end of the school year. (Benchmark Level M)

Progress

Historically, this data has been collected and used within schools, but not collected and analyzed centrally. Beginning in FY15, this data has also been collected centrally in Kindergarten, Grade 1, and Grade 2, reviewed quarterly, and monitored in order to adjust programs appropriately.

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Outcome 1.2: Students have equitable access to a rigorous instructional program.

Performance Measure:
Gifted and Talented Program participation

Aligned Vision 2018 Strategies

- 1.1.2: Embed multiple opportunities for acceleration into the instructional program.
- 1.1.3: Provide learning experiences that promote depth of knowledge.
- 1.1.4: Embed the development of creativity, innovation, problem-solving, and critical thinking into the instructional program.
- 1.2.1: Provide equitable access to rigorous coursework Pre-K–12, including Gifted and Talented, Advanced Placement, and world language.

Description and Value

The Gifted and Talented (GT) Program supports Goal 1 through its comprehensive programming in Grades K–12. The program's talent development focus enables students to launch their own talent trajectories as they discover and build upon their individual strengths and interests. The GT Program promotes student engagement through enrichment, rigorous coursework, and opportunities to solve real-world problems and conduct original research.

The GT Program is a K–12 schoolwide enrichment model that provides students with multiple opportunities to participate in program offerings. The model includes the following components:

- **Kindergarten Talent Development** – Talent development program where GT teachers work collaboratively with kindergarten teachers to implement lessons designed to evoke core attributes of gifted behaviors. A research-based data collection tool is used to assess the natural abilities of young learners to provide targeted enrichment and interventions.

- **Instructional Seminars** – Talent development offerings that extend student interests beyond general exploratory experiences. Skill development might include written, oral, and visual communication skills; critical and creative thinking skills; research skills; technology skills; and skills in visual and performing arts. These seminars are interest-based and available to all students.

- **Curriculum Extension Units** – Thematic units that extend the curriculum to provide additional rigor and challenge to engage students in advanced-level thinking, questioning, and research. Students are invited to participate by classroom teachers based on a wide range of data and parent input.

- **Gifted and Talented Research Investigations** – As individuals or in small groups, students work with the GT resource teacher to discover and document real-world problems and create original solutions. This option is interest-based and available to all students who can propose a real problem in need of investigation.

- **Gifted and Talented Content Classes** – An accelerated and enriched program is provided for identified students who may participate in one or more GT classes. These classes replace the general education classes in each subject area and are taught on a daily basis by designated content area teachers. The placement process for GT content classes considers multiple data points, including formal and informal input from teachers

and parents, a nationally normed ability test (CogAT), and achievement data, such as Measures of Academic Progress (MAP) assessment results, classroom grades, student work samples, and state test results.

HCPSS expects all schools to make continuous progress toward meeting these HCPSS College and Career Readiness Benchmarks:

- At least 30 percent of students in Grades 2–5 participate in an instructional seminar or curriculum extension unit. This expectation is for students overall, students receiving Free and Reduced-price Meals (FARM) services, and students within each race/ethnicity.
- At least 20 percent of students in Grades 4–5 participate in GT mathematics. This expectation is for students overall, students receiving FARM services, and students within each race/ethnicity.
- At least 30 percent of students in Grades 6–8 participate in one or more GT classes. This expectation is for students overall, students receiving FARM services, and students within each race/ethnicity.

Progress

HCPSS is committed to serving all student groups equitably and has increased access to GT curriculum through providing professional learning for teachers, counselors, and leaders, increasing parent and community communication and expanding opportunities for participation.

In FY16, 36.3 percent of students were enrolled in a GT instructional Seminar, which was consistent with the previous school year. (Figure 1-1)

In FY16, 35.2 percent of students in Grades 2–5 were enrolled in a GT Curriculum Extension Unit, a .7 percentage point decrease from the previous year. (Figure 1-2)

In FY16, 29.1 percent of students in Grades 4–5 were enrolled in GT mathematics, a 3.9 percentage point decrease from the previous year. (Figure 1-3)

In FY16, 33.9 percent of students in Grades 6–8 were enrolled in GT Mathematics, 1.1 percentage points greater than the previous year. (Figure 1-4)

Figure 1-1 Grades 2–5 Instructional Seminars; Figure 1-2 Grades 2–5 Curriculum Extension Units; Figure 1-3 Elementary GT Mathematics; Figure 1-4 Middle School GT Mathematics
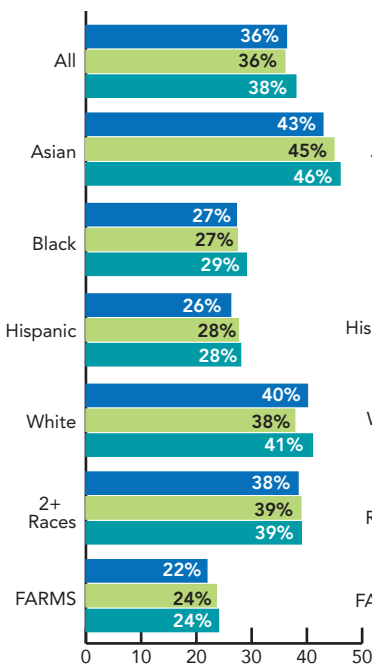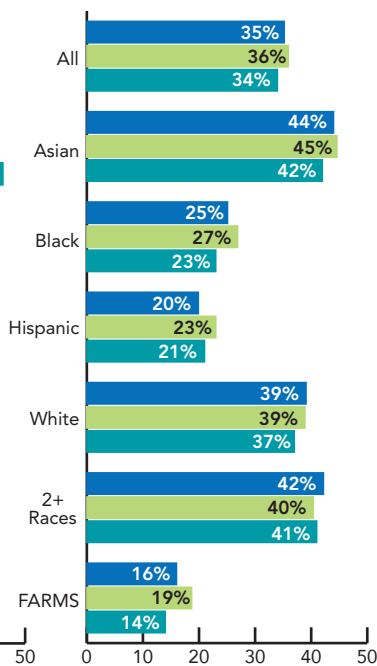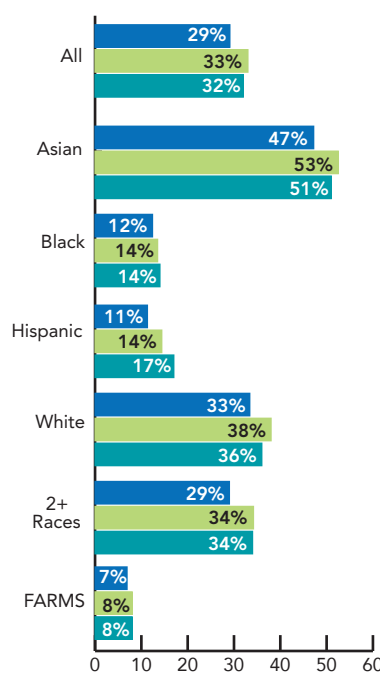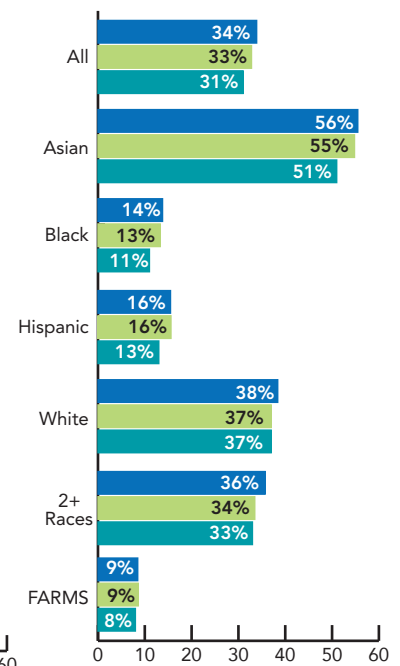
Figure 1-5

**Middle School
GT English/Language Arts**
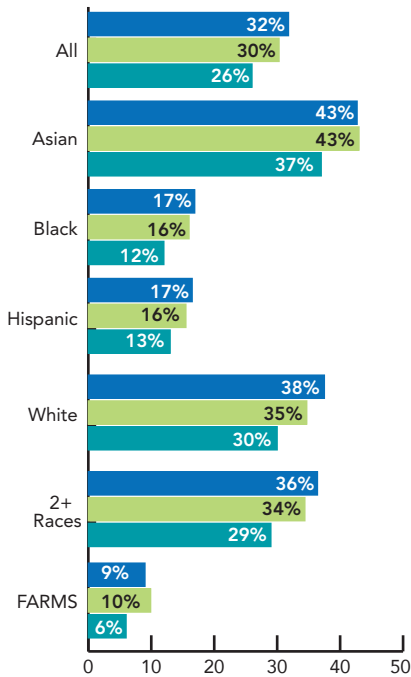
Figure 1-6

**Middle School
GT Science**
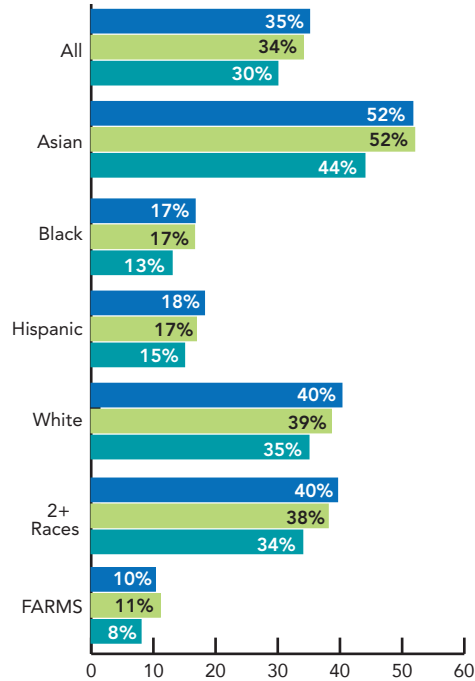
Figure 1-7

**Middle School
GT Social Studies**
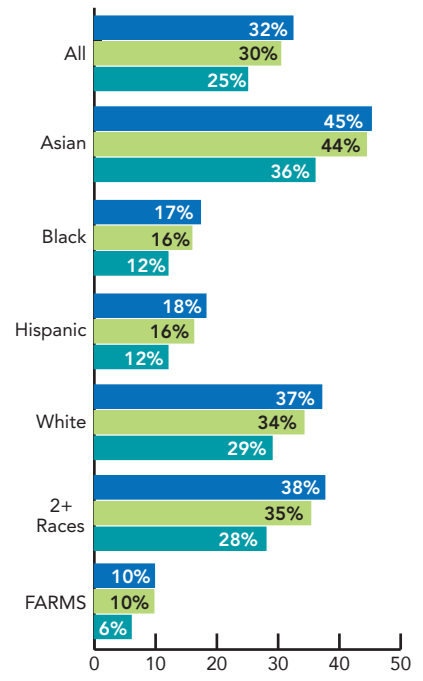
■ FY16   ■ FY15   ■ FY14

In FY16, 31.8 percent of students in Grades 6–8 were enrolled in GT English/language arts, 1.5 percentage points greater than the previous year. (Figure 1-5)

In FY16, 35.1 percent of students in Grades 6–8 were enrolled in GT Science, 1 percentage point greater than the previous year. (Figure 1-6)

In FY16, 32.4 percent of students in Grades 6–8 were enrolled in GT Social Studies, 2 percentage points greater than the previous year. (Figure 1-7)

GOAL 1: Students

Focus Area: RIGOR AND ACCELERATION

Outcome 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Outcome 1.2: Students have equitable access to a rigorous instructional program.

Performance Measure: Advanced Placement (AP) course participation and performance and AP exam participation and performance

Aligned Vision 2018 Strategy

- 1.1.2: Embed multiple opportunities for acceleration into the instructional program.
- 1.1.3: Provide learning experiences that promote depth of knowledge.
- 1.1.4: Embed the development of creativity, innovation, problem-solving, and critical thinking into the instructional program.
- 1.2.1: Provide equitable access to rigorous coursework Pre-K–12, including Gifted and Talented, Advanced Placement, and world language.

Description and Value

HCPSS offers 33 AP courses and 35 exams in the areas of art, computer science, English, mathematics, music, science, social studies, and world language. AP courses enable high school students to experience rigorous college-level work in a variety of content areas. The corresponding exams, administered by the College Board, rate a student's mastery of the content on a scale of 1 to 5. Scores of 3 or higher can earn students college credit and/or placement into advanced courses in college.

HCPSS coordinates the distribution of fee waivers to families in financial need and provides funding to support professional development.

AP course participation is highly correlated with college readiness. Research indicates that course rigor in high school is the most powerful predictor of postsecondary success. Students who took at least one AP course nearly doubled their likelihood of graduating from college.

HCPSS expects that all high schools will continually increase the percentage of students meeting these HCPSS College and Career Readiness Benchmarks:

- All students will participate in at least one AP course by the end of Grade 12.
- All students will earn a 3 or higher on one or more AP exams by the end of Grade 12.

As part of the HCPSS focus on college and career readiness, every sophomore and junior in HCPSS takes the PSAT in the fall of each school year. Schools then use the PSAT AP Potential index to identify students with the knowledge and skills to succeed in certain AP courses. In addition, schools hold information nights for parents and students about the AP program offerings. Teachers also "talent-spot" students and personally invite them to take AP courses.

HCPSS provides funding for school-based testing coordinators to facilitate AP tests each year.

Progress

HCPSS students continue to outperform their public school peers across the state and nation on AP exams. In FY16, 79.6 percent of AP exams taken by HCPSS students earned scores of 3 or higher, in comparison to public schools in Maryland (62.1 percent) and the United States (56 percent). (Table 1-G)

Table 1-G

AP Exams Taken and Performance for Public School Students in HCPSS, Maryland, and the Nation						
	# AP Exams Taken		# AP Exams 3 or Higher		% AP Exams 3 or Higher	
	FY15	FY16	FY15	FY16	FY15	FY16
HCPSS	**9,920**	**10,506**	**8,017**	**8,360**	**80.8**	**79.6**
Maryland	107,717	108,392	65,828	67,277	61.1	62.1
Nation	3,826,645	4,018,016	2,140,859	2,250,668	55.9	56.0

The number of HCPSS students taking exams as well as the total number of AP exams taken increased from FY15 to FY16. In FY16, 4,663 students took a total of 10,506 exams. (Table 1-H)

Table 1-H

Number of AP Exam Test Takers, AP Exams Taken, AP Exams with a Score of 3 or Higher, and Percentage of AP Exams with a Score of 3 or Higher								
	# Test Takers		# AP Exams Taken		# AP Exams 3 or higher		% AP Exams 3 or higher	
Student Group	FY15	FY16	FY15	FY16	FY15	FY16	FY15	FY16
All	**4,492**	**4,663**	**9,949**	**10,506**	**8,038**	**8,360**	**80.8**	**79.6**
Asian	1,239	1,351	3,251	3,600	2,671	2,919	82.2	81.1
Black	419	455	771	854	503	546	65.2	63.9
Hispanic	239	265	445	503	349	386	78.4	76.7
White	2,321	2,335	4,899	4,982	4,040	4,035	82.5	81.0
2+ Races	265	252	569	558	461	467	81.0	83.7

Note: Results for HCPSS American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander students are included with All Students, but are not reported separately. AP exam results are based on data reported by the College Board as of October 2016 for all students who were part of the official MSDE end-of-year attendance file.

Among 2016 graduates, 71.3 percent took at least one AP course while in high school, 3.1 percentage points greater than the previous graduating class. More than half (56.2 percent) of the 2016 graduates took at least one AP exam, an increase of 2.1 percentage points compared to the previous year. A higher percentage of the Class of 2016 received a score of 3 or higher on at least one AP exam compared to the Class of 2015—an increase of 1.5 percentage points from 45.7 percent in FY15 to 47.2 percent in FY16. (Table 1-I).

Table 1-I

HCPSS AP Course/Exam Participation and AP Exam Score of 3 or Higher																
	# Graduates		# Took AP Course		% Took AP Course		# Took AP Exam		% Took AP Exam		# AP Score 3 or higher		% AP Score 3 or higher	
Student Group	FY15	FY16	FY15	FY16	FY15	FY16	FY15	FY16	FY15	FY16	FY15	FY16	FY15	FY16
All	**3,866**	**3,940**	**2,637**	**2,808**	**68.2**	**71.3**	**2,090**	**2,214**	**54.1**	**56.2**	**1,768**	**1,859**	**45.7**	**47.2**
Male	1,942	1,931	1,228	1,264	63.2	65.5	967	969	49.8	50.2	821	826	42.3	42.8
Female	1,924	2,009	1,409	1,544	73.2	76.9	1,123	1,245	58.4	62.0	947	1,033	49.2	51.4
Asian	647	653	561	578	86.7	88.5	500	511	77.3	78.3	443	445	68.5	68.1
Black	774	834	341	421	44.1	50.5	204	253	26.4	30.3	144	175	18.6	21.0
Hispanic	303	324	179	206	59.1	63.6	125	145	41.3	44.8	106	123	35.0	38.0
White	1,877	1,894	1,367	1,431	72.8	75.6	1,105	1,187	58.9	62.7	946	1,015	50.4	53.6
2+ Races	253	221	184	163	72.7	73.8	152	113	60.1	51.1	125	96	49.4	43.4
FARMS	602	641	267	322	44.4	50.2	168	199	27.9	31.0	124	139	20.6	21.7
LEP	30	18	5	4	16.7	22.2	*	*	*	*	*	*	*	*
Spec Ed	207	198	19	28	9.2	14.1	*	16	*	8.1	*	13	*	6.6

Note: Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small number of students in these groups.* indicates zero or fewer than 10 graduates; or if the category is either ≤5 or ≥95, the corresponding counts have been suppressed to protect student confidentiality. Number of graduates is based on the end of year attendance file and includes only diploma graduates. Total does not include special schools.

GOAL 1: Students

Focus Area: ENGAGEMENT

Outcome 1.3: Technology is leveraged so that students have access to learning experiences that meet their needs and interests.

Performance Measure: Digital education expansion

Aligned Vision 2018 Strategy

· 1.3.3: Provide convenient options for learning through flexible scheduling, digital education, and 24/7 access to online resources.

Description and Value

HCPSS introduced the digital education program in FY13, with the first course offerings in summer of 2013. The goals of the HCPSS digital education program include expanding options for earning credits, providing collaborative environments that enhance learning, and creating convenient options for learning.

Progress

In FY16, digital education provided expanded access to courses during and outside of the school day. Increases in both original credit and credit recovery courses were seen across all schools. Additionally, synchronous video instruction expanded to include additional world language course options. Student enrollments in alternative programs also increased. Two additional high schools added site-based credit recovery. Customized program enhancements were made in all high schools for all students. Four blended original credit courses were offered in the spring. Ten blended courses supplemented the Comprehensive Summer School (CSS) program with two fully-online course options piloted for the first time.

Key milestones included the following:

· Fully-online course enrollments increased 97 percent; 207 students completed courses that were not otherwise available at the school or in the student's schedule.

· 169 students completed credit recovery courses, recovering credits toward earning a diploma.

· 10 blended course options were taken by 319 students as a supplement to Comprehensive Summer School. 48 students completed one of the fully-online courses provided in CSS.

· 134 students participated in a synchronous video course during the school day.

· 48 teachers participated in a course facilitation professional learning activity.

· Standardized course review processes were used to update the *Catalog of Approved High School Courses* catalog.

Table 1-J details the number of students enrolled in digital education courses offered in FY16.

Table 1-J

Digital Education Program Enrollment			
	Synchronous Video	Blended Courses	Fully-Online Courses
Summer 2013		97 enrollments	13 enrollments
Summer 2014		164 enrollments	7 enrollments
Summer 2015		257 enrollments	12 enrollments
Summer 2016		347 enrollments	78 enrollments
FY14		231 enrollments	40 students
FY15	71 enrollments	233 enrollments	93 enrollments
FY16	134 enrollments	183 enrollments	129 enrollments

GOAL 1: Students

Focus Area: ENGAGEMENT

Outcome 1.3: Technology is leveraged so that students have access to learning experiences that meet their needs and interests.

Performance Measure:
Bring Your Own Device implementation

Aligned Vision 2018 Strategies
- 1.3.2: Provide relevant technologies, including collaborative online environments, that enhance learning.
- 1.3.3: Provide convenient options for learning through flexible scheduling, digital education, and 24/7 access to online resources.

Description and Value
HCPSS is committed to providing students and staff with a learning environment in which every student has access to experiences and instruction designed around discovery, connectivity, and exploration. Furthermore, HCPSS is committed to immersing students in the creation of knowledge and empowering students to collaborate, communicate, and innovate. Providing increased access to technology is an initial step in transforming classrooms and providing a more personalized and student-centered approach to teaching and learning. Technology will be used to enhance learning, personal productivity, collaboration, and access to instructional resources.

Beginning in the fall of 2013, a pilot group of students and staff at Long Reach (LRHS), River Hill (RHHS), and Mt. Hebron (MHHS) high schools were permitted to use personal devices for HCPSS-approved activities and connect to the Internet for approved instructional activities. At the start of FY14, all high schools and Thomas Viaduct Middle School (TVMS) were permitted to use their personal devices during teacher directed instructional lessons. All high school and middle school students, starting in fall of 2015, were permitted to use personal computing devices if deemed appropriate by the instructor for the classroom lessons and activities.

Professional learning continues to be focused on pedagogical applications for the teachers. Learning options for instructional staff are offered in the following ways:

- Face-to-face during Program Implementation Planning time
- Before/After school sessions
- Self-paced modules for hours toward credit
- Curriculum Gatherings

Progress
Teachers have participated in a variety of professional learning opportunities on how to implement digital resources available through BYOD. As a result, students are becoming more actively engaged in the learning process rather than just passively receiving or reporting information. Students are beginning to suggest activities that best meet their learning needs. Students are also taking part in professional learning opportunities where they are the "teachers," sharing "how to" tutorials on various applications.

Impact on Instruction

The following strategies have been identified by students and teachers as ways devices are being used in the classroom.

- Student polling
- Electronic assignment submission
- Conducting research
- Flipped classroom
- Electronic note cards
- Directing students to web-based resources
- Educational apps
- Online instruction
- Back-up to school provided devices
- Video creation/editing/viewing
- Social networking

Benefits of BYOD

The following are indicators from students and teachers of the benefits of the BYOD in the classroom.

- Increased student autonomy
- Increased student engagement
- Responsible student technology use
- Fewer behavior issues
- Meets students' need
- No impact on network speed
- Responsive technical support
- Fewer missed assignments/easier to complete makeup work
- Fewer printed materials

Figure 1-8 details the number of devices used in each high school.

Figure 1-8
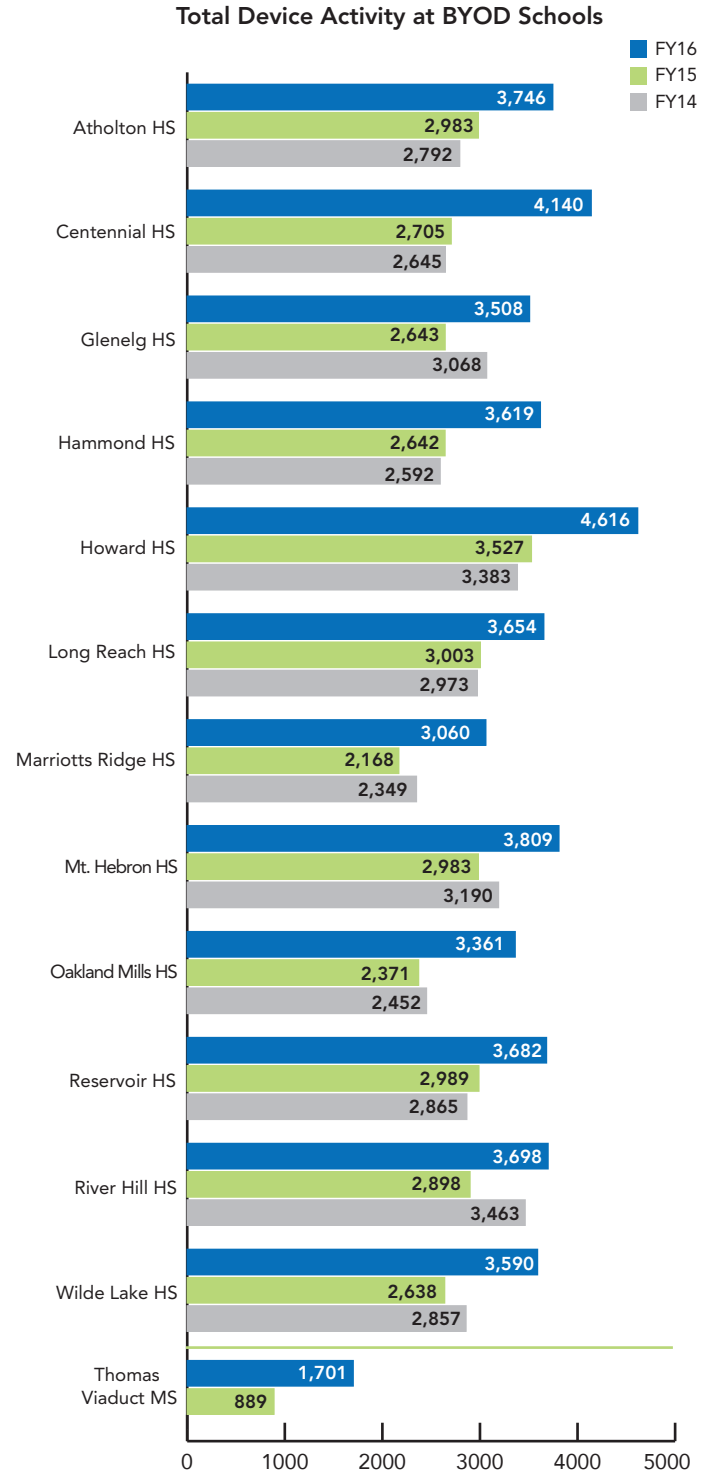
Total Device Activity at BYOD Schools

Legend: FY16, FY15, FY14

School	FY16	FY15	FY14
Atholton HS	3,746	2,983	2,792
Centennial HS	4,140	2,705	2,645
Glenelg HS	3,508	2,643	3,068
Hammond HS	3,619	2,642	2,592
Howard HS	4,616	3,527	3,383
Long Reach HS	3,654	3,003	2,973
Marriotts Ridge HS	3,060	2,168	2,349
Mt. Hebron HS	3,809	2,983	3,190
Oakland Mills HS	3,361	2,371	2,452
Reservoir HS	3,682	2,989	2,865
River Hill HS	3,698	2,898	3,463
Wilde Lake HS	3,590	2,638	2,857
Thomas Viaduct MS	1,701	889	

GOAL 1: Students

Focus Area: ENGAGEMENT

Outcome 1.3: Technology is leveraged so that students have access to learning experiences that meet their needs and interests.

Outcome 1.4: Students are engaged in the learning process.

Performance Measure:
Graduation and dropout rates

Aligned Vision 2018 Strategy

- 1.3.1: Expand options for earning credits, including credit for external courses, technical training and certifications, internships, and externships.

- 1.4.1: Actively involve students in decision-making about their learning experiences, including courses of study and enrichment opportunities.

- 1.4.2: Actively involve students in long- and short-term goal setting and monitoring of their own performance.

- 1.4.3: Provide personalized education experiences.

- 1.4.5: Provide effective interventions that are tied to the curriculum and have clearly defined exit criteria once standards have been met.

Description and Value

Federal law requires that Maryland use adjusted cohort graduation rates for accountability purposes. The adjusted cohort graduation rate accounts for all students who entered Grade 9 together.

The Maryland State Department of Education (MSDE) uses both a four-year and a five-year rate in their accountability programs. The four-year cohort graduation rate is the percentage of students who enter Grade 9 and graduate within four years, including the summer following their fourth year of high school. The five-year cohort graduation rate is the percentage of students who enter Grade 9 and graduate within five years.

The adjusted cohort graduation rate is derived from the number of students who graduate with a regular high school diploma, divided by the number of students who form the adjusted cohort from the graduating class. For any given cohort, students who are entering Grade 9 for the first time form a cohort that is then adjusted by adding any students who transfer into the cohort during subsequent years and subtracting any students who transfer out, immigrate to another country, or leave the cohort during that same period.

MSDE adopted the following standards for their accountability model:

- Four-year cohort graduation rate: 81.5 percent
- Five-year cohort graduation rate: 84.4 percent
- 2020 four- and five-year cohort graduation rate goal: 95 percent

MSDE defines the four-year adjusted cohort dropout rate as the number of students who leave school, for any reason other than death, within the four-year period, divided by the number of students who form the adjusted cohort. The dropout rates are reported publicly, but they are not a stand-alone measure in Maryland's School Progress Index.

Progress

Graduation Rate

The FY16 four-year graduation rate for students in HCPSS was 93.2 percent, compared to 88 percent of public school students across the state. HCPSS graduation rates compare favorably to the state average for all racial/ethnic groups, as well as students receiving free and reduced-price meals (FARM) and special education services. (Figure 1-9).

Figure 1-9

HCPSS and Maryland Public School 4-Year Adjusted Cohort Graduation Rates, FY16
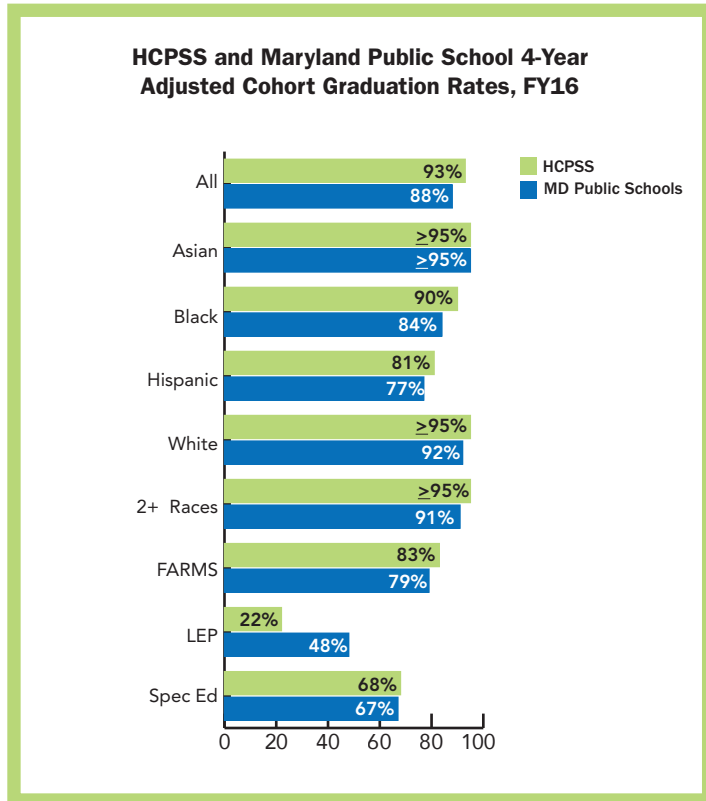
At 93.2 percent, the HCPSS Class of 2016 graduation rate is the highest among the six Maryland systems with enrollment of more than 50,000 students, and exceeds the state average of 87.6 percent by 5.6 percentage points. (Table 1-K)

Table 1-K

HCPSS Four-Year Adjusted Cohort Graduation Rates by Race/Ethnicity and Student Service Group, FY14–FY16

Student Group	Graduation Rate			Number of Students in Cohort		
	Class of 2014	Class of 2015	Class of 2016	Class of 2014	Class of 2015	Class of 2016
All	92.9	93.5	93.2	4,184	4,107	4,242
Asian	≥95.0	≥95.0	≥95.0	639	649	674
Black	87.1	87.9	90.3	861	871	949
Hispanic	86.9	86.9	81.4	337	351	397
White	≥95.0	≥95.0	≥95.0	2,085	1,953	1,975
2+Races	91.7	≥95.0	≥95.0	240	270	231
FARMS	80.3	82.0	83.3	704	682	773
LEP	35.0	50.0	21.7	60	36	60
Spec Ed	60.2	63.9	68.1	261	310	279

Note: Percents ≥95 have been suppressed. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

The five-year adjusted cohort graduation rate has increased overall and for most student groups in the three most recent years. (Table 1-L)

Table 1-L

HCPSS Five-Year Adjusted Cohort Graduation Rates by Race/Ethnicity and Student Service Group, FY13–FY15

Student Group	Graduation Rate			Number of Students in Cohort		
	Class of 2013	Class of 2014	Class of 2015	Class of 2013	Class of 2014	Class of 2015
All	94.4	94.5	94.7	4,356	4,186	4,104
Asian	≥95.0	≥95.0	≥95.0	677	637	649
Black	90.2	90.3	90.1	840	864	869
Hispanic	87.6	89.9	89.2	323	337	351
White	≥95.0	≥95.0	≥95.0	2,240	2,087	1,954
2+Races	94.0	92.9	≥95.0	265	239	268
FARMS	84.4	84.4	85.9	675	712	675
LEP	51.7	50.9	54.1	60	57	37
Spec Ed	74.3	68.5	70.6	276	257	306

Note: Percents ≤3 have been suppressed. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

Dropout Rate

The HCPSS dropout rate for the Class of 2016 was 3.96 percent, less than half the state average of 7.97 percent. Dropout rates for HCPSS compare favorably to the state average across every racial/ethnic group and for students receiving FARM and special education services. (Figure 1-10)

Of note, the HCPSS dropout rate among Black/African American students is 5.80 percent, compared to 9.04 percent statewide. The HCPSS dropout rate among Hispanic students is 12.34 percent, compared to 16.82 percent statewide. (1-M)

Figure 1-10

HCPSS and Maryland Public School 4-Year Adjusted Cohort Dropout Rates, FY16
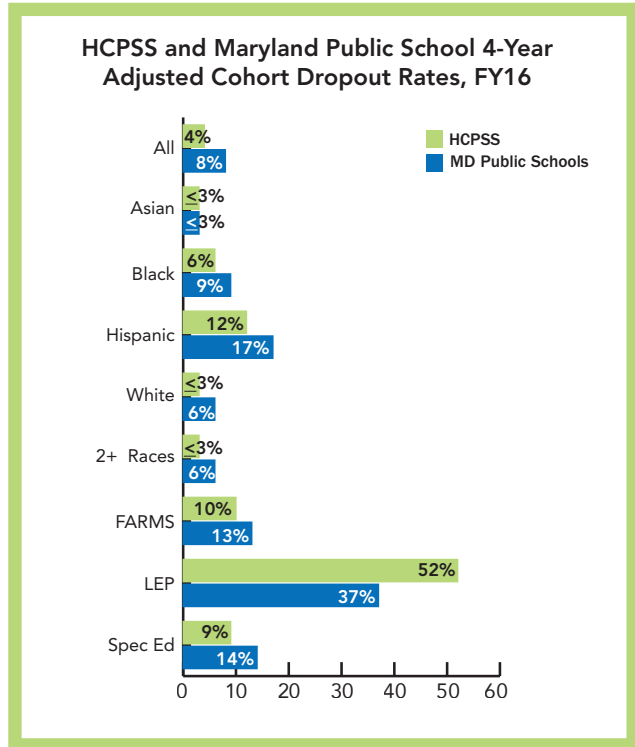
Table 1-M

Student Group	Dropout Rate			Number of Students in Cohort		
	Class of 2014	Class of 2015	Class of 2016	Class of 2014	Class of 2015	Class of 2016
All	4.0	3.7	4.0	4,184	4,107	4,242
Asian	≤3.0	≤3.0	≤3.00	639	649	674
Black	7.0	6.7	5.8	861	871	949
Hispanic	9.2	9.4	12.3	337	351	397
White	≤3.0	≤3.0	≤3.00	2,085	1,953	1,975
2+Races	4.6	≤3.0	≤3.00	240	270	231
FARMS	12.2	11.4	9.8	704	682	773
LEP	35.0	44.4	51.7	60	36	60
Spec Ed	13.8	11.6	9.3	261	310	279

Note: Percents ≤3 have been suppressed. Results for American Indian and Pacific Islander students are included with all students but are not reported separately.

GOAL 1: Students

Focus Areas: ENGAGEMENT, PERFORMANCE, AND WELL-BEING

Outcome 1.4: Students are engaged in the learning process.
Outcome 1.6: Meaningful measures of student outcomes are in place.
Outcome 1.8: Schools support student well-being and the development of balanced lifestyles.

Performance Measure:
Student hope, engagement, and well-being

Aligned Vision 2018 Strategies

- 1.4.1: Actively involve students in decision-making about their learning experiences, including courses of study and enrichment opportunities.

- 1.4.2: Actively involve students in long- and short-term goal setting and monitoring of their own performance.

- 1.4.3: Provide personalized education experiences.

- 1.6.5: Measure student hope, well-being, engagement, and perceptions of school climate.

- 1.8.1: Provide opportunities for students to discover and build upon their strengths and interests.

Description and Value

Research documents that student achievement in reading and mathematics increases when students are engaged in learning. Student engagement is defined as involvement in and enthusiasm for school. Gallup's research-based model of student success shows that academic success is interlinked and is a direct function of levels of hope, well-being, and engagement. This research also shows that when students identify and build upon their strengths, their levels of hope, well-being, engagement, and achievement increase.

During FY14, HCPSS launched a partnership with Gallup to measure and improve levels of engagement among employees and students.

The Gallup Student Poll is administered once a year to students in Grades 5 through 12. The online poll is administered each fall at no cost to schools across the nation. The survey takes approximately 10 minutes to complete. Students are asked 24 core questions in the areas of hope, engagement, entrepreneurial aspiration, and

career/financial literacy. Hope drives effort in academic achievement, credits earned, and retention of students of all ages. Engagement reflects how well students are known and how often they get to do what they do best. Beginning in FY16, Gallup introduced measures of entrepreneurial aspiration and career/financial literacy. These measures help educators gain a better understanding of whether students are prepared for the future. Using the Gallup Student Poll data, educators can create a learning environment that strengthens engagement, creates hope for the future, fosters talent, and prepares students to meaningfully participate in our nation's economy.

Gallup researchers targeted these areas because they met the following criteria:

- They can be reliably measured.

- They have a meaningful relationship with or impact on educational outcomes.

- They can be influenced and can be enhanced through deliberate action.

- They are not measured directly by another large-scale survey.

Figure 1-11

FY16 Gallup Student Poll Results, Grades 5–12

HOPE

	Hopeful	Stuck	Discouraged
All	50%	34%	16%
Elementary	53%	30%	17%
Middle	54%	31%	15%
High	47%	37%	16%

ENGAGEMENT

	Engaged	Not Engaged	Actively Disengaged
All	50%	30%	20%
Elementary	74%	19%	7%
Middle	56%	28%	16%
High	38%	36%	26%

As of FY16, Wellness is no longer measured.

FY15 Gallup Student Poll Results, Grades 5–12

HOPE

	Hopeful	Stuck	Discouraged
All	55%	33%	12%
Elementary	56%	32%	12%
Middle	59%	31%	10%
High	51%	35%	14%

ENGAGEMENT

	Engaged	Not Engaged	Actively Disengaged
All	54%	29%	17%
Elementary	75%	19%	6%
Middle	61%	25%	14%
High	44%	33%	23%

FY16 Gallup Student Poll Mean Scores

Hope	4.27
Engagement	3.91
Entrepreneurial Aspiration	2.43
Career/Financial Literacy	3.49
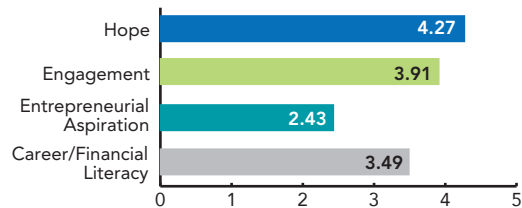
All questions are based on a five-point scale with 5 meaning "strongly agree" and 1 meaning "strongly disagree."
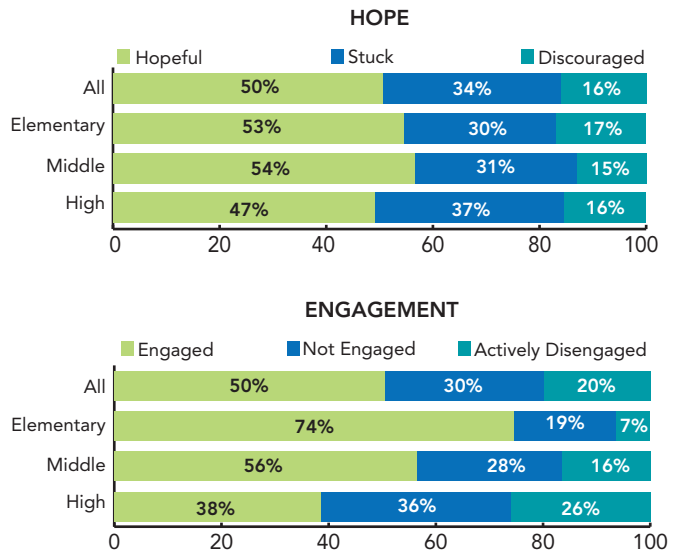
Progress

In FY16, half of the HCPSS students surveyed (50 percent) are classified as "hopeful"; these students possess numerous ideas and abundant energy for the future. Based on their survey responses, the rest are classified as either "stuck" (34 percent) or "discouraged" (16 percent).

Fifty percent of HCPSS students are classified as engaged. Engaged students are highly involved with and enthusiastic about school. These students arrive at school prepared and eager to learn; they're likely to promote learning readiness in those around them. Students who are not engaged (30 percent) are often just going through the motions at school. These students, while not overtly negative, may blend into the landscape and may not be maximizing their own potential. Students who are actively disengaged (20 percent) are likely to undermine the teaching and learning process for themselves and others.

HCPSS uses these results to guide intentional efforts focused on student engagement. The data provide each school a clear picture of student perceptions. The school system is invested in increasing the levels of hope, engagement, and well-being among our students.
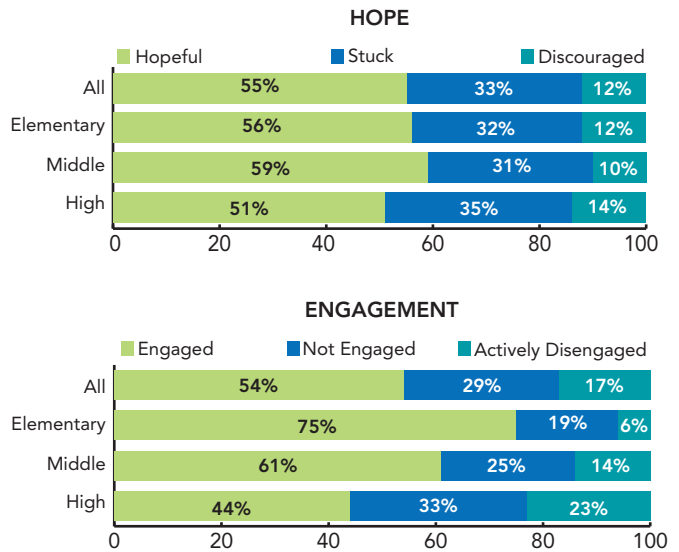
GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.5: Students meet or exceed rigorous performance standards.

Performance Measure:
Kindergarten readiness

Aligned Vision 2018 Strategies
- 1.5.1: Continuously monitor individual student achievement and personalize instruction to provide the appropriate level of challenge.
- 1.5.2: Continuously monitor student achievement across grade levels, content areas, and schools for every racial/ethnic group, as well as for students receiving free/reduced-price meals, special education, and English language learner services.
- 1.5.3: Provide targeted supports and acceleration programs to close specific achievement gaps within and among content areas and schools.

Description and Value
The Ready for Kindergarten (R4K) Comprehensive Early Childhood Assessment System is a framework that provides structure for instruction, assessment, professional development, communication, and collaboration among all early childhood stakeholders across the state. The state of Maryland has transitioned from the Maryland Model for School Readiness (MMSR) to the R4K during the last few years. The R4K is built upon developmental trajectories in multiple domains of learning. It is a standardized assessment consisting of observational and direct performance items, and is more rigorous than the MMSR as it has been aligned to current standards.

The first phase of the change was the Kindergarten Readiness Assessment (KRA) component, which was first administered in the fall of 2014. It is a summative assessment that reports on four domains of learning: language and literacy, mathematics, social foundations, and physical well-being and motor development. At the beginning of school, kindergarten teachers closely monitor and observe all students, and gather data using given indicators. The data is submitted electronically and is immediately available to teachers to use for instructional planning and intervention planning purposes. It is also disaggregated and analyzed by MSDE and shared with local jurisdictions.

The second phase of the new system is the Early Learning Assessment (ELA), which was recently finalized by MSDE. This portion of the assessment system is formative in nature and can be used in both public and private programs for 3- and 4-year-olds. HCPSS began piloting this assessment in prekindergarten classrooms in 2015 and will continue to expand implementation. HCPSS works closely with early care and education providers (e.g., child care centers, nursery schools, family child care providers, Head Start), other agencies, and families, to ensure that early learning standards and best practices are communicated consistently. Work done with the birth-to-five community is crucial to the success of children entering kindergarten.

Progress
In FY16, 54 percent of students entering kindergarten in HCPSS were fully ready, compared with 45 percent of students entering kindergarten across Maryland.

Figure 1-12

HCPSS Kindergarten Readiness by Domain

■ FY16 ■ FY15

Domain	FY16	FY15
Language & Literacy	51%	56%
Mathematics	50%	57%
Physical Well-being/ Motor Development	61%	59%
Social Foundations	59%	55%

(x-axis: 0, 20, 40, 60, 80)

Figure 1-13

HCPSS Kindergarten Readiness by Prior Care

Prior Care	FY16	FY15
All	54%	57%
Child Care	62%	64%
Family Child Care	50%	53%
Head Start	29%	35%
Home/Informal	35%	39%
Non-public Nursery	69%	73%
PreK	47%	43%

(x-axis: 0, 20, 40, 60, 80)

Figure 1-14

HCPSS Kindergarten Readiness by Student Group

Student Group	FY16	FY15
All	54%	57%
Female	61%	63%
Male	47%	50%
Amer. Indian	45%	14%
Asian	54%	58%
Black	41%	44%
Hispanic	35%	37%
Nat. Hawaiian	69%	57%
White	65%	66%
2+ Races	62%	59%

(x-axis: 0, 20, 40, 60, 80)
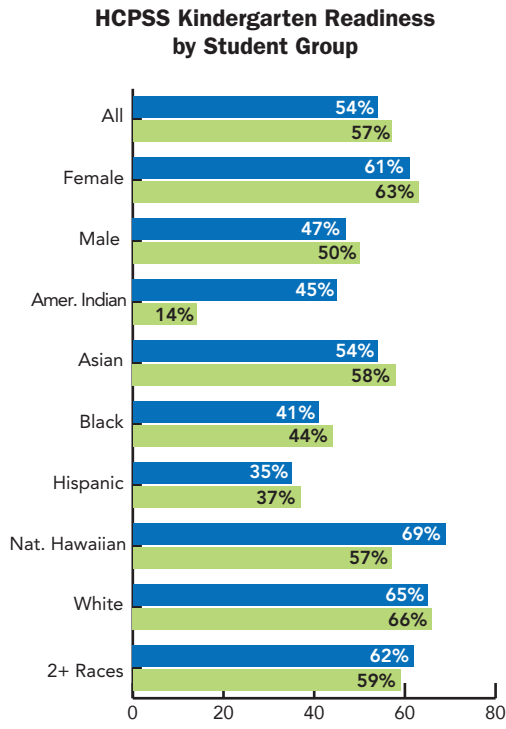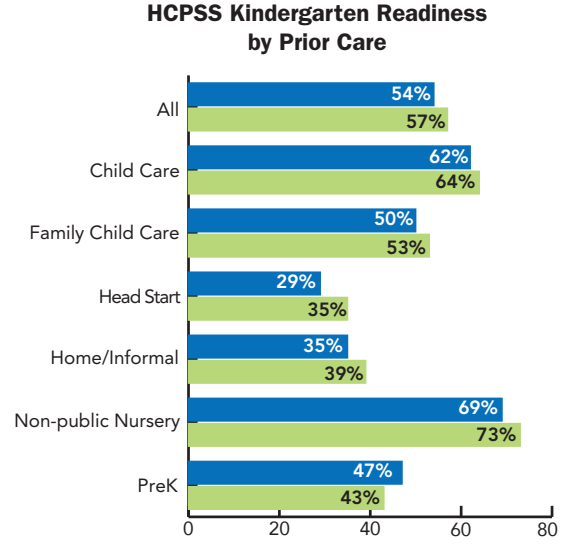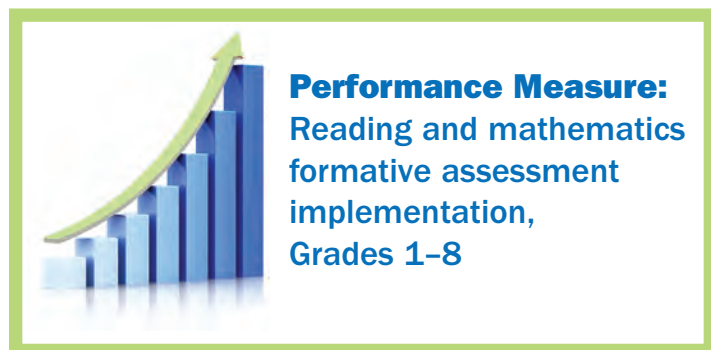
GOAL 1: Students

Focus Area: PERFORMANCE

Outcome 1.6: Meaningful measures of student outcomes are in place.

Performance Measure:
Reading and mathematics formative assessment implementation, Grades 1–8

Aligned Vision 2018 Strategies

- 1.6.1: Implement objective and transparent reporting practices that reflect academic learning and provide useful feedback on academic progress.
- 1.6.2: Implement assessments (formative and summative) that account for growth, and provide timely, meaningful information to help teachers adjust instruction.
- 1.6.3: Implement academic measures that can be benchmarked nationally and internationally.
- 1.6.6: Measure progress over time on student assessments.

Description and Value

The Measures of Academic Progress (MAP), developed by the Northwest Evaluation Association, is a norm-referenced assessment designed to measure student growth.

MAP is a computer-adaptive assessment, meaning that the test adapts to each individual student's responses. As students answer questions correctly, the questions become more difficult. When a student misses a question, the next question is easier. This testing format allows for students at every achievement level to have a personalized testing experience.

MAP items are aligned to the Maryland College and Career-Ready Standards and are anticipated to be predictive of how students might perform on the PARCC (Partnership for the Assessment for Readiness in College and Careers) assessments in reading and mathematics. Student scores can be used to compare against grade-level peers across the district, as well as nationally. Change in an individual student's score from one administration to the next is one tangible way that student growth is made evident to parents, educators, and students.

Progress

In FY13, MAP was administered as a first-year pilot in six elementary schools, 10 middle schools, and the Homewood Center. The pilot was expanded in FY14 and was administered in 18 elementary schools, all 19 middle schools, and the Homewood Center. In FY15, MAP was fully implemented in all elementary and middle schools, and is administered to students 2–3 times per year. Baseline data for FY15 is provided in Figure 1-15. Scores are reported in Rasch Units (RIT), on a scale that measures student achievement and growth. The RIT scores have the same meaning, regardless of grade. Students taking algebra or higher-level mathematics in middle school are exempt from taking the mathematics MAP*.

In FY16, 53 percent of test takers in Grades 1 through 5 met the HCPSS Spring MAP Reading benchmark for being on track to be college and career ready. By race/ethnicity, the percentage of test takers meeting the reading benchmark ranged from 27 percent for Hispanic test takers to over 60 percent for Asian and White test takers. For elementary test takers receiving special services, 22 percent of test takers who received Free and Reduced Meals Services (FARMS), 13 percent of test takers of limited English proficiency (LEP), and 16 percent of test takers receiving special education services met the reading benchmark.

In FY16, 57 percent of test takers in Grades 1 through 5 met the HCPSS Spring MAP Math benchmark for being on track to be college and career ready. By race/ethnicity, the percentage of test takers meeting the math benchmark ranged from 31 percent for Hispanic test takers to 74 percent for Asian test takers. For elementary test takers receiving special services, 25 percent of test takers who received FARMS, 24 percent of test takers of LEP, and 21 percent of test takers receiving special education services met the math benchmark.

In FY16, 56 percent of test takers in Grades 6 through 8 met the HCPSS Spring MAP Reading benchmark for being on track to be college and career ready. By race/ethnicity, the percentage of test takers meeting the reading benchmark ranged from 34 percent for Black and Hispanic test takers to 72 percent for Asian test takers. For middle school test takers receiving special services, 25 percent of test takers who received FARMS, less than or equal to 5 percent of test takers of LEP, and 13 percent of test takers receiving special education services met the reading benchmark.

*While not required, some middle schools elected to administer MAP Mathematics to students enrolled in Algebra or other higher-level math courses. The change from FY15 to FY16 may be a function of higher-level middle school math students taking MAP in FY16.
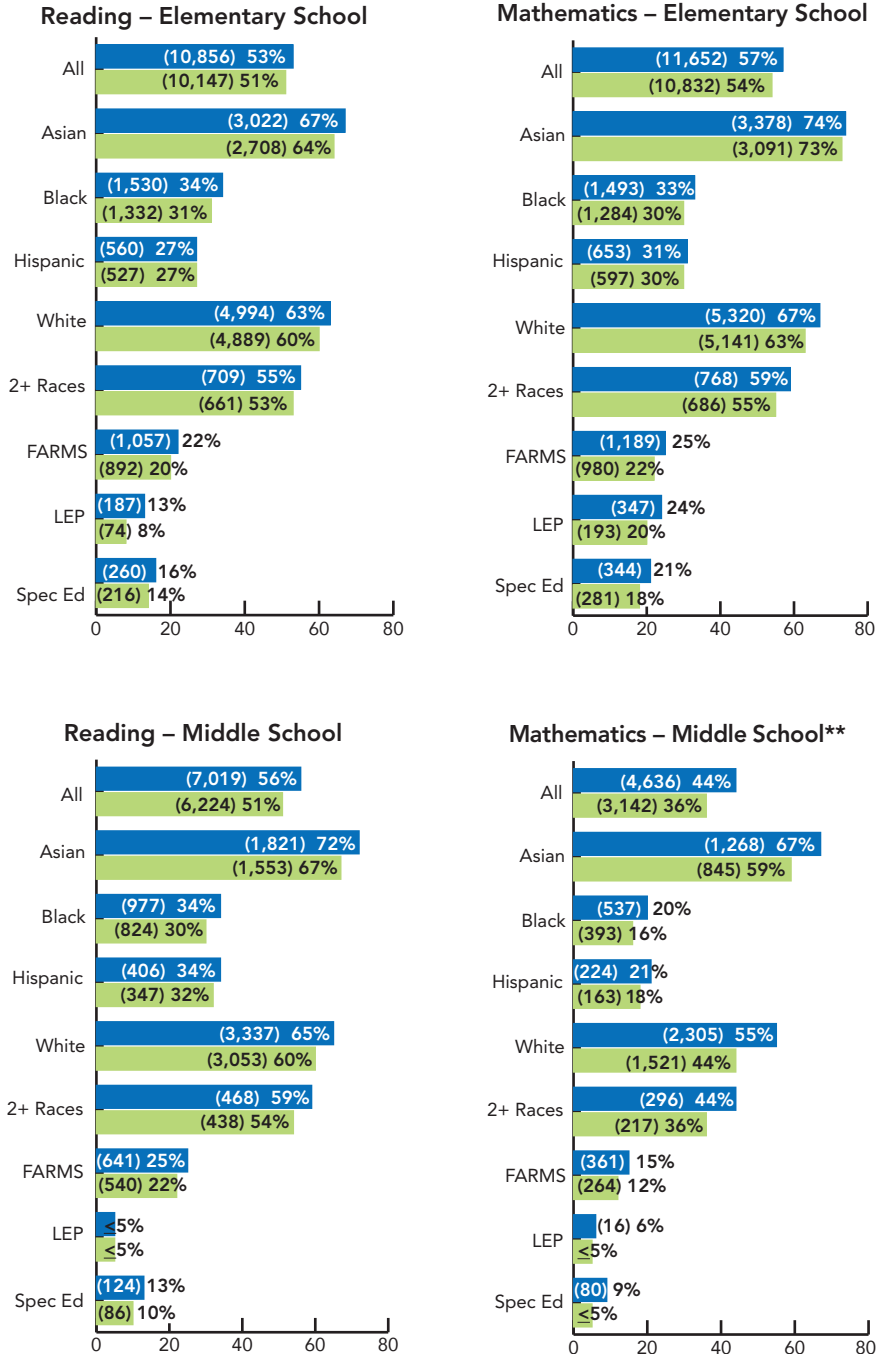
■ FY16
■ FY15

Figure 1-15

In FY16, 44 percent of test takers in Grades 6 through 8 met the HCPSS Spring MAP Math benchmark for being on track to be college and career ready. By race/ethnicity, the percentage of test takers meeting the math benchmark ranged from 20 percent and 21 percent for Black and Hispanic test takers, respectively, to 67 percent for Asian test takers. For middle school test takers receiving special services, 15 percent of test takers who received FARMS, 6 percent of test takers of LEP, and 9 percent of test takers receiving special education services met the math benchmark.

From FY15 to FY16, increases in the percentage of all test takers meeting the HCPSS Spring MAP benchmarks for college and career readiness were observed for both reading and math at both the elementary (increases of 2 percentage points in reading and 3 percentage points in math) and middle school (increases of 5 percentage points in reading and 8 percentage points in math) levels. Upward trends in the percentage of test takers meeting these college and career ready benchmarks by student group were observed as well.

Reading – Elementary School

Group	FY16	FY15
All	(10,856) 53%	(10,147) 51%
Asian	(3,022) 67%	(2,708) 64%
Black	(1,530) 34%	(1,332) 31%
Hispanic	(560) 27%	(527) 27%
White	(4,994) 63%	(4,889) 60%
2+ Races	(709) 55%	(661) 53%
FARMS	(1,057) 22%	(892) 20%
LEP	(187) 13%	(74) 8%
Spec Ed	(260) 16%	(216) 14%

Mathematics – Elementary School

Group	FY16	FY15
All	(11,652) 57%	(10,832) 54%
Asian	(3,378) 74%	(3,091) 73%
Black	(1,493) 33%	(1,284) 30%
Hispanic	(653) 31%	(597) 30%
White	(5,320) 67%	(5,141) 63%
2+ Races	(768) 59%	(686) 55%
FARMS	(1,189) 25%	(980) 22%
LEP	(347) 24%	(193) 20%
Spec Ed	(344) 21%	(281) 18%

Reading – Middle School

Group	FY16	FY15
All	(7,019) 56%	(6,224) 51%
Asian	(1,821) 72%	(1,553) 67%
Black	(977) 34%	(824) 30%
Hispanic	(406) 34%	(347) 32%
White	(3,337) 65%	(3,053) 60%
2+ Races	(468) 59%	(438) 54%
FARMS	(641) 25%	(540) 22%
LEP	≤5%	≤5%
Spec Ed	(124) 13%	(86) 10%

Mathematics – Middle School**

Group	FY16	FY15
All	(4,636) 44%	(3,142) 36%
Asian	(1,268) 67%	(845) 59%
Black	(537) 20%	(393) 16%
Hispanic	(224) 21%	(163) 18%
White	(2,305) 55%	(1,521) 44%
2+ Races	(296) 44%	(217) 36%
FARMS	(361) 15%	(264) 12%
LEP	(16) 6%	≤5%
Spec Ed	(80) 9%	≤5%

* The HCPSS RIT Benchmark is an achievement level that predicts college and career readiness. Results include only students who took the MAP and were in the official EOY attendance file. Excludes Certificate students and first-year ESOL 1 & 2 students. To protect student privacy, numerators corresponding to percentages greater than or equal to 95 and less than or equal to 5 are suppressed.
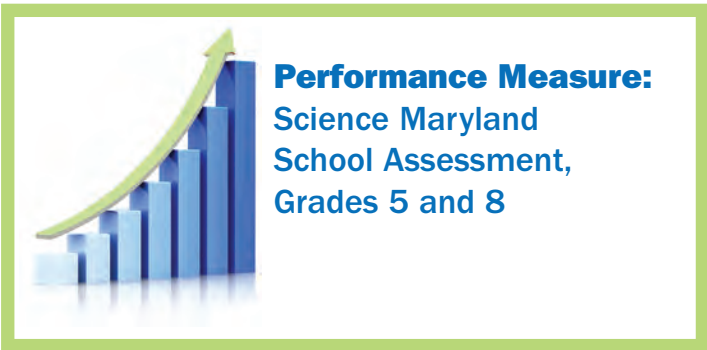
**Students enrolled in Algebra or higher math courses are no longer required to take the MAP Mathematics.

GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.5: Students meet or exceed rigorous performance standards.

Performance Measure:
Science Maryland
School Assessment,
Grades 5 and 8

Aligned Vision 2018 Strategy

- 1.5.1: Continuously monitor individual student achievement and personalize instruction to provide the appropriate level of challenge.
- 1.5.2: Continuously monitor student achievement across grade levels, content areas, and schools for every racial/ethnic group, as well as for students receiving free/reduced-price meals, special education, and English language learner services.

Description and Value

The Science MSA in Grades 5 and 8 was administered for the last time in FY16. In 2013, the Maryland State Board of Education adopted the Next Generation Science Standards (NGSS) and schools are currently in the process of fully integrating the new standards. Starting FY17, the test to be administered is the Maryland Integrated Science Assessment (MISA) which is intended to align to the NGSS/Maryland Science Standards. MISA will be administered as a field test in FY17 and is expected to be an operational test in FY18. The Science MSA assesses students on the previous standards, which may impact a student's performance on the assessment.
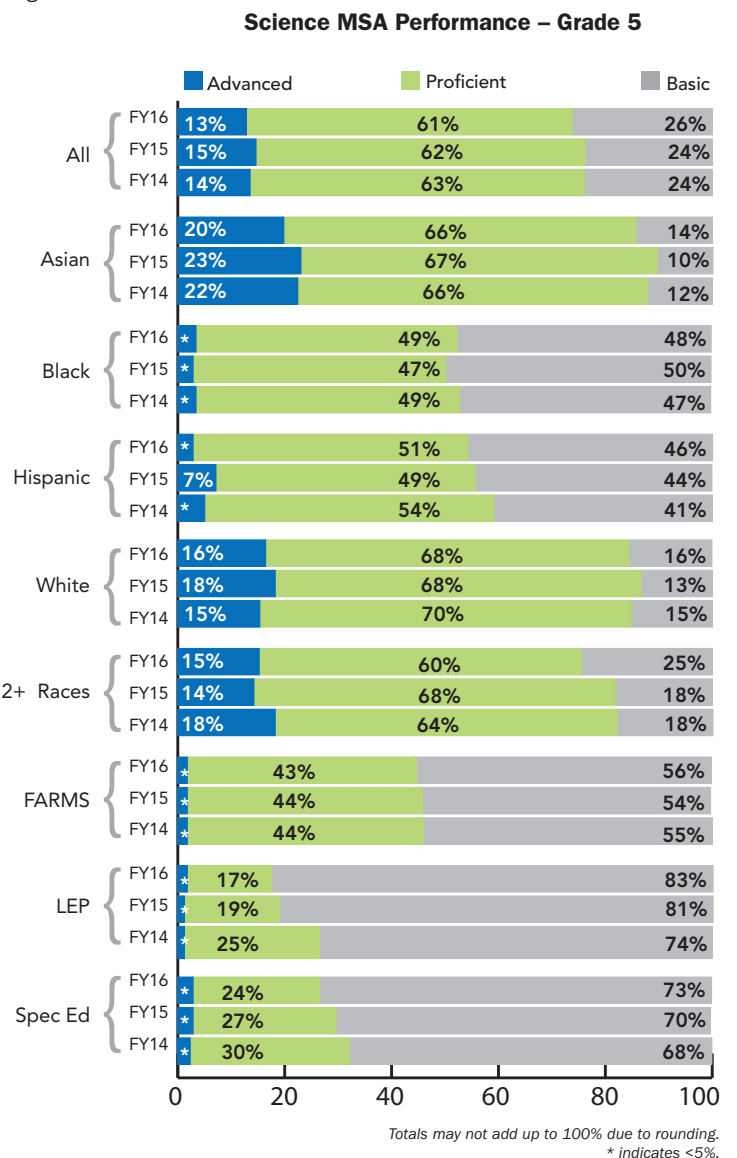
The MSA was a state-mandated testing program designed to comply with the federal No Child Left Behind Act of 2001 (NCLB). The Science MSA was administered for the first time during FY08 and was administered annually to students in Grades 5 and 8. MSA results are reported as scaled scores and banded in three proficiency levels: basic, proficient, and advanced

Progress
Grade 5

In FY16, 73.8 percent of Grade 5 HCPSS students scored at the proficient or advanced level in science compared to 60.2 percent of Grade 5 students statewide. Overall, the percentage of students scoring proficient or advanced on the Science MSA declined from FY14 to FY16 by 4.0 percentage points across the state, and by 2.2 percentage points in HCPSS.

Figure 1-16

Science MSA Performance – Grade 5

Legend: Advanced (blue), Proficient (green), Basic (gray)

Group	Year	Advanced	Proficient	Basic
All	FY16	13%	61%	26%
	FY15	15%	62%	24%
	FY14	14%	63%	24%
Asian	FY16	20%	66%	14%
	FY15	23%	67%	10%
	FY14	22%	66%	12%
Black	FY16	*	49%	48%
	FY15	*	47%	50%
	FY14	*	49%	47%
Hispanic	FY16	*	51%	46%
	FY15	7%	49%	44%
	FY14	*	54%	41%
White	FY16	16%	68%	16%
	FY15	18%	68%	13%
	FY14	15%	70%	15%
2+ Races	FY16	15%	60%	25%
	FY15	14%	68%	18%
	FY14	18%	64%	18%
FARMS	FY16	*	43%	56%
	FY15	*	44%	54%
	FY14	*	44%	55%
LEP	FY16	*	17%	83%
	FY15	*	19%	81%
	FY14	*	25%	74%
Spec Ed	FY16	*	24%	73%
	FY15	*	27%	70%
	FY14	*	30%	68%

Totals may not add up to 100% due to rounding.
* indicates ≤5%.

The performance gap in science between the highest performing (Asian) and the lowest performing racial/ethnic student group (Black/African American) was over 30 percentage points (Figure 1-16).
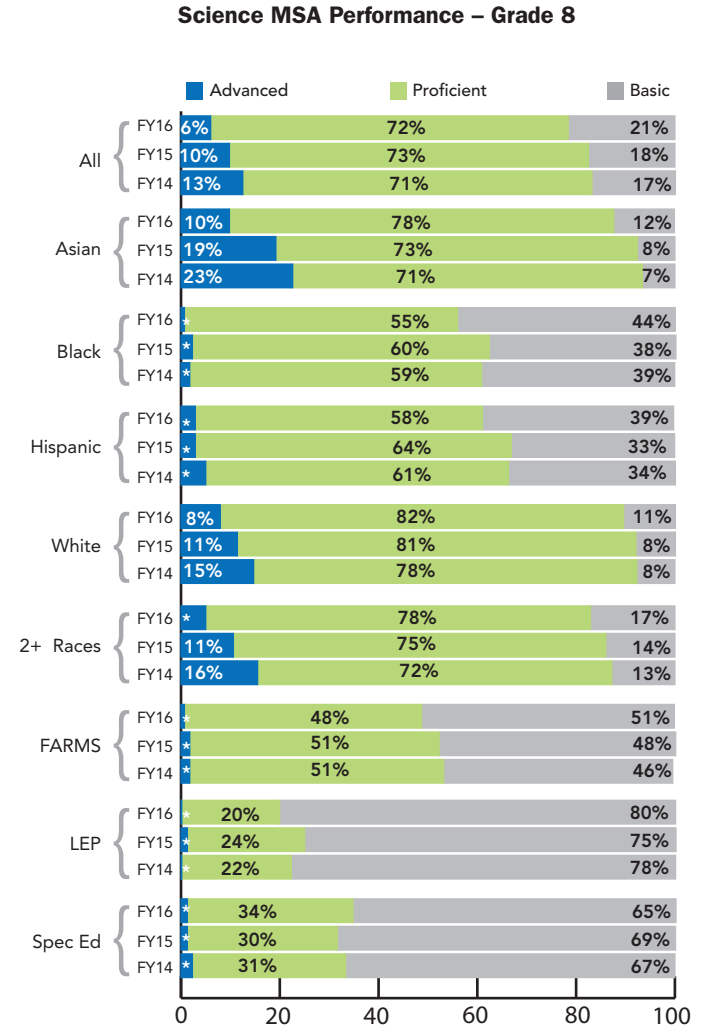
Grade 8

In FY16, 78.4 percent of Grade 8 HCPSS students scored at the proficient or advanced level in science compared to 65.0 percent of students statewide. Overall, the percentage of students scoring proficient or advanced on the Science MSA declined from FY14 to FY16 by 4.4 percentage points across the state, and by 4.7 percentage points in HCPSS.

The performance gap in science between the highest performing (Asian) and the lowest performing racial/ethnic student group (Black/African American) was over 30 percentage points. (Figure 1-17).

Figure 1-17

Science MSA Performance – Grade 8

Legend: ■ Advanced ■ Proficient ■ Basic

Group	Year	Advanced	Proficient	Basic
All	FY16	6%	72%	21%
All	FY15	10%	73%	18%
All	FY14	13%	71%	17%
Asian	FY16	10%	78%	12%
Asian	FY15	19%	73%	8%
Asian	FY14	23%	71%	7%
Black	FY16	*	55%	44%
Black	FY15	*	60%	38%
Black	FY14	*	59%	39%
Hispanic	FY16	*	58%	39%
Hispanic	FY15	*	64%	33%
Hispanic	FY14	*	61%	34%
White	FY16	8%	82%	11%
White	FY15	11%	81%	8%
White	FY14	15%	78%	8%
2+ Races	FY16	*	78%	17%
2+ Races	FY15	11%	75%	14%
2+ Races	FY14	16%	72%	13%
FARMS	FY16	*	48%	51%
FARMS	FY15	*	51%	48%
FARMS	FY14	*	51%	46%
LEP	FY16	*	20%	80%
LEP	FY15	*	24%	75%
LEP	FY14	*	22%	78%
Spec Ed	FY16	*	34%	65%
Spec Ed	FY15	*	30%	69%
Spec Ed	FY14	*	31%	67%

Totals may not add up to 100% due to rounding.
* indicates ≤5%.

GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.5: Students meet or exceed rigorous performance standards.

Performance Measure:
PARCC assessments

Aligned Vision 2018 Strategy
- 1.5.1: Continuously monitor individual student achievement and personalize instruction to provide the appropriate level of challenge.
- 1.5.2: Continuously monitor student achievement across grade levels, content areas, and schools for every racial/ethnic group, as well as for students receiving free/reduced-price meals, special education, and English language learner services.

Description and Value
Beginning in the 2014–2015 school year, all Maryland students took the PARCC, a new assessment designed by the Partnership for Assessment of Readiness for College and Careers. PARCC is a group of states, including Maryland, working together to develop new student assessments aligned with new curriculum standards. Thus, the HCPSS began to implement the PARCC assessments in FY15, replacing the reading and mathematics Maryland School Assessments (MSA) in English and mathematics in grades 3 through 8, and the High School Assessments (HSA) in Algebra I and English 10.

The PARCC tests are designed to match the Maryland College and Career-Ready Standards and to provide a better assessment of whether students are meeting grade-level expectations and are on track for college or a career by the time they graduate from high school. In contrast to other assessments, taking the PARCC is an extension to regular instruction, because students experience engaging, real-life texts and solve meaningful problems based on high-quality classroom work. PARCC provides information about students' academic achievement: what they are doing well and where improvement is needed. In addition, built in accessibility features help all students do their best and expand access for students with disabilities.

The PARCC consortium categorized student scores into five performance levels:

- Level 1: Did not meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 are considered to be on track for college and career readiness.

Progress
PARCC English Language Arts/Literacy (ELA/L)
In FY16, a total of 12,359 HCPSS students in Grades 3 through 5 took the PARCC ELA/L assessment. Overall, 54.0 percent of Grades 3 through 5 students achieved performance level 4 or higher on the PARCC ELA/L assessment. When including those scoring level 3, 78.2 percent of Grades 3 through 5 students achieved performance level 3 or higher on the PARCC ELA/L assessment. Overall, the percentage of Grades 3 through 5 students scoring on-track for college and career readiness on the PARCC ELA/L assessment remained similar from FY15 to FY16. (Table 1-N)

A total of 12,619 HCPSS students in Grades 6 through 8 took the PARCC ELA/L assessment. Overall, 53.5 percent of Grades 6 through 8 students achieved performance level 4 or higher on the PARCC ELA/L assessment. When including those scoring level 3, 78.8 percent of Grades 6 through 8 students achieved performance level 3 or higher on the PARCC ELA/L assessment. Overall, the percentage of Grades 6 through 8 students scoring on-track for college and career readiness on the PARCC ELA/L assessment increased by 3.8 percentage points from FY15 to FY16.

Table 1-N

2016 PARCC English Language Arts/Literacy Performance by Test Form									
	2016				2015				
	Test Takers	Performance Level 3 or Higher		Performance Level 4 or Higher		Test Takers	Performance Level 3 or Higher		Performance Level 4 or Higher	
Test Form	Total	Number	%	Number	%	Total	Number	%	Number	%
Grades 3–5	12,359	9,659	78.2	6,669	54.0	12,026	9,354	77.8	6,485	53.9
Grade 3	4,110	3,047	74.1	2,103	51.2	3,974	2,851	71.7	1,945	48.9
Grade 4	4,153	3,371	81.2	2,384	57.4	3,955	3,195	80.8	2,216	56.0
Grade 5	4,096	3,241	79.1	2,182	53.3	4,097	3,308	80.7	2,324	56.7
Grades 6–8	12,619	9,947	78.8	6,751	53.5	12,131	9,259	76.3	6,029	49.7
Grade 6	4,227	3,409	80.6	2,237	52.9	4,111	3,116	75.8	1,884	45.8
Grade 7	4,244	3,316	78.1	2,292	54.0	4,075	3,117	76.5	2,042	50.1
Grade 8	4,148	3,222	77.7	2,222	53.6	3,945	3,026	76.7	2,103	53.3
English 10	4,104	3,155	76.9	2,412	58.8	3,906	2,613	66.9	1,760	45.1

PARCC Mathematics

In FY16, a total of 12,411 HCPSS students in Grades 3 through 5 took the PARCC Mathematics assessment. Overall, 57.2 percent of Grades 3 through 5 students achieved performance level 4 or higher on the PARCC Mathematics assessment. When including those scoring level 3, 80.2 percent of Grades 3 through 5 students achieved performance level 3 or higher on the PARCC Mathematics assessment. Overall, the percentage of Grades 3 through 5 students scoring on-track for college and career readiness on the PARCC Math assessment increased by 7.2 percentage points from FY15 to FY16.

A total of 8,517 HCPSS students in Grades 6 through 8 took the PARCC Mathematics assessment. Note that middle school students in Algebra 1 or higher took the corresponding PARCC test instead of the PARCC Math 6–8 test form. Overall, 36.4 percent of Grades 6 through 8 students achieved performance level 4 or higher on the PARCC Mathematics assessment. When including those scoring level 3, 66.9 percent of Grades 6 through 8 students achieved performance level 3 or higher on the PARCC Mathematics 6–8 test form. Overall, the percentage

of Grades 6 through 8 students scoring on-track for college and career readiness on the PARCC Math assessment decreased by 3.0 percentage points from FY15 to FY16. (Table 1-O)

PARCC Algebra 1

A total of 4,700 HCPSS students took the PARCC Algebra 1 assessment. Overall, 56.7 percent of test takers achieved performance level 4 or higher on the PARCC Algebra 1 assessment. When including those scoring level 3, 79.3 percent of students achieved performance level 3 or higher on the PARCC Algebra 1 assessment. Overall, the percentage of students scoring on-track for college and career readiness on the PARCC Algebra 1 assessment increased by 10.9 percentage points from FY15 to FY16.

PARCC English 10

In FY16, for HCPSS students overall, 58.8 percent met or exceeded expectations to be on track for college and career readiness on the English 10 PARCC assessment compared to 44.4 percent of all test takers in Maryland. Overall, the percentage of students scoring on-track for college and career readiness on the PARCC English 10 assessment increased by 13.6 percentage points from FY15 to FY16.

Table 1-O

2016 PARCC Mathematics Performance by Test Form									
	2016				2015				
	Test Takers	Performance Level 3 or Higher		Performance Level 4 or Higher		Test Takers	Performance Level 3 or Higher		Performance Level 4 or Higher	
Test Form	Total	Number	%	Number	%	Total	Number	%	Number	%
Grades 3–5	12,411	9,958	80.2	7,097	57.2	12,086	9,124	75.5	6,046	50.0
Grade 3	4,139	3,347	80.9	2,494	60.3	3,998	3,062	76.6	2,102	52.6
Grade 4	4,161	3,312	79.6	2,388	57.4	3,977	2,985	75.1	1,982	49.8
Grade 5	4,111	3,299	80.2	2,215	53.9	4,111	3,077	74.8	1,962	47.7
Grades 6–8	8,517	5,699	66.9	3,100	36.4	9,461	6,469	68.4	3,726	39.4
Grade 6	4,225	3,281	77.7	2,221	52.6	4,121	3,028	73.5	1,902	46.2
Grade 7	2,797	1,855	66.3	688	24.6	2,791	1,790	64.1	602	21.6
Grade 8	1,495	563	37.7	191	12.8	2,549	1651	64.8	1222	47.9
Algebra I	4,700	3,726	79.3	2,664	56.7	4,485	3,326	74.2	2,053	45.8

Find additional details on PARCC results at mdreportcard.org.

GOAL 1: Students

Focus Area: PERFORMANCE

Outcome 1.5: Students meet or exceed rigorous performance standards.

Performance Measure:
High school state assessments

Aligned Vision 2018 Strategies
- 1.5.1: Continuously monitor individual student achievement and personalize instruction to provide the appropriate level of challenge.
- 1.5.2: Continuously monitor student achievement across grade levels, content areas, and schools for every racial/ ethnic group, as well as for students receiving free/ reduced-price meals, special education, and English language learner services.
- 1.5.3: Provide targeted supports and acceleration programs to close specific achievement gaps within and among content areas and schools.

Description and Value
The High School Assessment (HSA) is a state-mandated testing program that includes end-of-course assessments in biology and government. Students are required to pass the HSA or meet an approved alternative pathway in order to graduate from high school. FY14 was the final year for the HSAs in algebra and English 10, which were replaced by PARCC (Partnership for Assessment of Readiness for College and Careers) assessments for students entering Grade 9 in FY15.

Progress
In FY16, the HSA pass rates for first-time test takers were 92.3 percent for biology and 93.2 percent for government (Figures 1-20, 1-21). The Maryland State Department of Education has not yet determined the cut scores for passing the Algebra and English 10 PARCC assessments for graduation.

Find additional details on PARCC and HSA results at mdreportcard.org.

Figure 1-18 — **Algebra PARCC, FY16, Levels 4 & 5†**

Category	Value
All	(4,700) 57%
Asian	(919) 80%
Black	(1,158) 31%
Hispanic	(512) 30%
White	(1,794) 69%
2+ Races	(313) 60%
FARMS	(1,104) 25%
LEP	(155) 18%
Spec Ed	(369) 11%
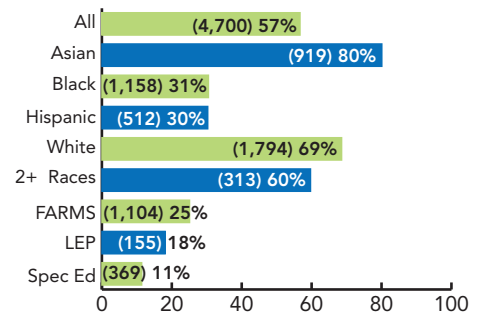
Figure 1-19 — **English PARCC, FY16, Levels 4 & 5†**
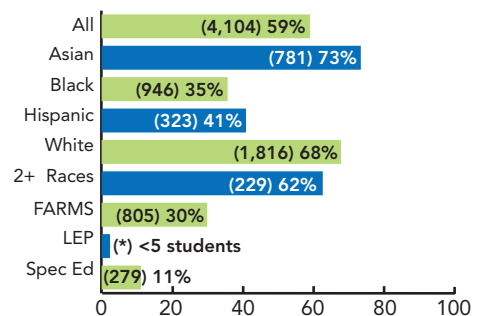
Category	Value
All	(4,104) 59%
Asian	(781) 73%
Black	(946) 35%
Hispanic	(323) 41%
White	(1,816) 68%
2+ Races	(229) 62%
FARMS	(805) 30%
LEP	(*) <5 students
Spec Ed	(279) 11%

†Students performing at levels 4 and 5 are considered to be on track for college and career readiness.

Figure 1-20 — **Biology HSA, FY16**

Category	Value
All	(3,888) 92%
Asian	(*) ≥95%
Black	(754) 81%
Hispanic	(293) 82%
White	(*) ≥95%
2+ Races	(*) ≥95%
FARMS	(609) 76%
LEP	(56) 62%
Spec Ed	(142) 60%
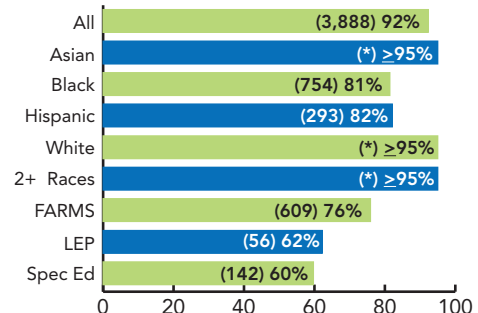
Figure 1-21 — **Government HSA, FY16**

Category	Value
All	(3,762) 93%
Asian	(*) ≥95%
Black	(760) 84%
Hispanic	(267) 83%
White	(*) ≥95%
2+ Races	(*) ≥95%
FARMS	(596) 79%
LEP	(28) 56%
Spec Ed	(134) 56%

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.6: Meaningful measures of student outcomes are in place.

Performance Measure:
PSAT participation and performance

Aligned Vision 2018 Strategies
- 1.6.3: Implement academic measures that can be benchmarked nationally and internationally.
- 1.6.4: Create clearly articulated, vertical pathways beginning in kindergarten using academic success expectations from both college and career outcome data to provide parents and students with information on progress toward college/career readiness.

Description and Value
Starting October 2015 (FY16), the College Board began administration of the redesigned Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to measure the knowledge and skills essential for college and career readiness and success (College Board, 2015). The College Board has now designed its SAT Suite of Assessments to use a common score scale. This design allows scores on the PSAT and the SAT to be comparable. In other words, a student's performance on the redesigned PSAT gives a direct estimate of how the student would have performed if he or she had taken the SAT on the same day.

HCPSS administers the PSAT to all Grade 10 and 11 students to support college readiness. The PSAT is an entrance requirement for the competitive National Merit Scholarship program, and also gives relevant practice for the SAT college entrance exam. In addition, the College Board provides the AP Potential tool based on PSAT scores to help teachers identify students who would benefit from participating in college-level coursework.

The PSAT/NMSQT total score ranges from 320 to 1520 and comprises the Evidence-Based Reading and Writing (ERW) and Math section scores—each section score ranges from 160 to 760. Using concordance tables provided by the College Board, the existing HCPSS benchmarks for college

and career readiness as measured by the old PSAT were concorded with their corresponding redesigned PSAT section scores. The College Board cautions against making trend comparisons between the old and redesigned PSAT results. For this reason, this year's update includes only the FY16 PSAT results.

Progress
Grade 10
Overall, 94.6 percent of all Grade 10 students took the PSAT in FY16 (Figure 1-22). By race/ethnicity, participation rates ranged from 87.1 percent for Hispanic students to 92.8 percent for Black/African American students, to over 95.0 percent for Asian, White, and Two or More Races students. For Grade 10 students in FY16, the mean PSAT ERW section score was 506, the mean PSAT Math section score was 503, and the PSAT Total mean score was 1009.

Using the existing PSAT benchmarks for college and career readiness and concorded to the new scale, 42.9 percent of Grade 10 test takers met or exceeded the ERW section benchmark score of 530 on the redesigned PSAT. By race/ethnicity, the percent of test takers who met the ERW section benchmark score was the lowest for Black/African American students at 17.2 percent, followed by Hispanic (19.5 percent), Two or More Races (51.9 percent), White (52.2 percent), and Asian students (57.8 percent). Less than a fifth of Black/African American and Hispanic students met the PSAT ERW college and career readiness benchmark compared to more than half of their peers who met it.

Overall, 53.3 percent of Grade 10 PSAT test takers met or exceeded the Math section college and career readiness benchmark score of 490 on the PSAT (Figure 1-24). By race/ethnicity, the percent of test takers who met the Math section benchmark score was the lowest for Black/African American students at 23.8 percent, followed by Hispanic (25.1 percent), Two or More Races (58.8 percent), White (62.4 percent), and Asian students (75.7 percent). About a fourth or less of Black/African American and Hispanic students met the PSAT Math college and career readiness benchmark compared to more than half of their peers who met it.

Grade 11
Overall, 93.5 percent of all Grade 11 students took the PSAT in FY16 (Figure 1-23). By race/ethnicity, participation rates exceeded 90 percent for all racial/ethnic groups, ranging from 90.1 percent for Black/African American

students to over 95.0 percent for Asian students. For Grade 11 students in FY16, the mean PSAT ERW section score was 533, the mean PSAT Math section score was 535, and the PSAT Total mean score was 1068.
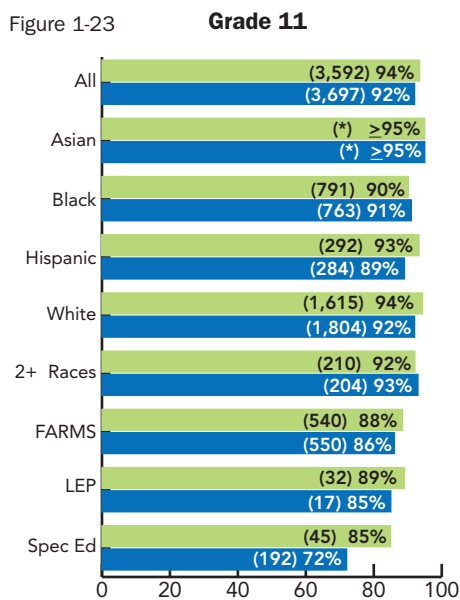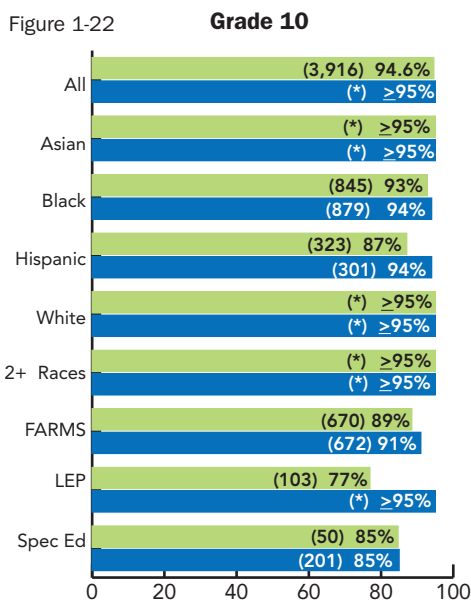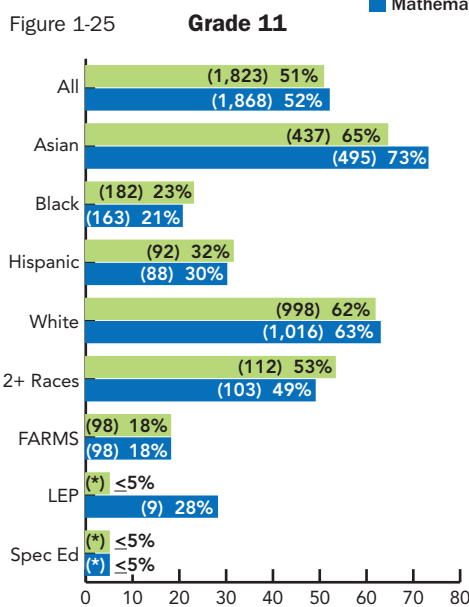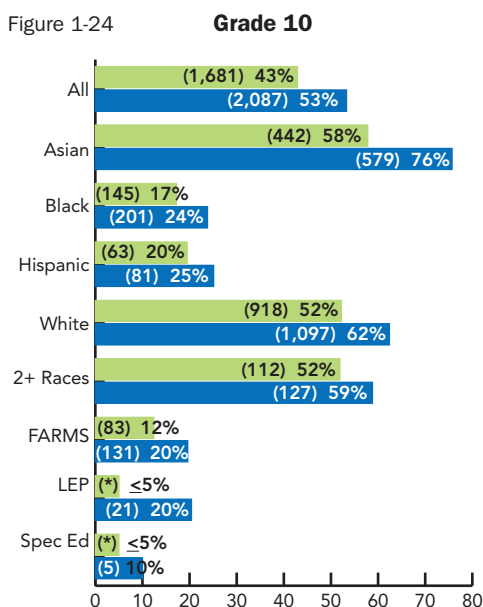
In Grade 11, 50.8 percent of test takers met or exceeded the ERW section college and career readiness benchmark score of 540 on the PSAT (Figure 1-25). By race/ethnicity, the percent of test takers who met the ERW section

benchmark score was the lowest for Black/African American students at 23.0 percent, followed by Hispanic (31.5 percent), Two or More Races (53.3 percent), White (61.8 percent), and Asian students (64.5 percent). Less than a third of Black/African American and Hispanic students met the PSAT ERW college and career readiness benchmark compared to more than half of their peers who met it.

Overall, 52.0 percent of Grade 11 PSAT test takers met or exceeded the Math section college and career readiness benchmark score of 530 on the PSAT. By race/ethnicity, the percent of test takers who met the Math section benchmark score was the lowest for Black/African American students at 20.6 percent, followed by Hispanic (30.1 percent), Two or More Races (49.0 percent), White (62.9 percent), and Asian students (73.1 percent). Less than a third of Hispanic and about a fifth of Black/African American students met the PSAT Math college and career readiness benchmark compared to about half or more of their peers who met it.

Number and Percent of Students Who Participated in the PSAT

Legend: FY16 (green), FY15 (blue)

Figure 1-22 — Grade 10

Category	FY16	FY15
All	(3,916) 94.6%	(*) ≥95%
Asian	(*) ≥95%	(*) ≥95%
Black	(845) 93%	(879) 94%
Hispanic	(323) 87%	(301) 94%
White	(*) ≥95%	(*) ≥95%
2+ Races	(*) ≥95%	(*) ≥95%
FARMS	(670) 89%	(672) 91%
LEP	(103) 77%	(*) ≥95%
Spec Ed	(50) 85%	(201) 85%

Figure 1-23 — Grade 11

Category	FY16	FY15
All	(3,592) 94%	(3,697) 92%
Asian	(*) ≥95%	(*) ≥95%
Black	(791) 90%	(763) 91%
Hispanic	(292) 93%	(284) 89%
White	(1,615) 94%	(1,804) 92%
2+ Races	(210) 92%	(204) 93%
FARMS	(540) 88%	(550) 86%
LEP	(32) 89%	(17) 85%
Spec Ed	(45) 85%	(192) 72%

Number and Percent of PSAT Test-takers meeting Benchmarks

Legend: Evidence-based Reading and Writing (green), Mathematics (blue)

Figure 1-24 — Grade 10

Category	Evidence-based Reading and Writing	Mathematics
All	(1,681) 43%	(2,087) 53%
Asian	(442) 58%	(579) 76%
Black	(145) 17%	(201) 24%
Hispanic	(63) 20%	(81) 25%
White	(918) 52%	(1,097) 62%
2+ Races	(112) 52%	(127) 59%
FARMS	(83) 12%	(131) 20%
LEP	(*) ≤5%	(21) 20%
Spec Ed	(*) ≤5%	(5) 10%

Figure 1-25 — Grade 11

Category	Evidence-based Reading and Writing	Mathematics
All	(1,823) 51%	(1,868) 52%
Asian	(437) 65%	(495) 73%
Black	(182) 23%	(163) 21%
Hispanic	(92) 32%	(88) 30%
White	(998) 62%	(1,016) 63%
2+ Races	(112) 53%	(103) 49%
FARMS	(98) 18%	(98) 18%
LEP	(*) ≤5%	(9) 28%
Spec Ed	(*) ≤5%	(*) ≤5%

Due to changes in test composition, FY16 scores are not comparable to prior years.

'*' indicates no students or fewer than 10 students in category, or '*' indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.6: Meaningful measures of student outcomes are in place.

Performance Measure:
International benchmark assessment

Aligned Vision 2018 Strategy
- 1.6.3: Implement academic measures that can be benchmarked nationally and internationally.

Description and Value
The Programme for International Student Assessment (PISA) is the only international education assessment to measure the knowledge and skills of 15-year-olds, an age at which students in most countries are nearing the end of their compulsory schooling.

This assessment was launched in 1997 by the Organisation for Economic Co-operation and Development (OECD) in response to member countries' demands for regular and reliable data on the knowledge and skills of their students and the performance of their education systems. To date, PISA has been administered in over 70 countries and economies — in 2000, 2003, 2006, 2009, and 2012. The next PISA administration is scheduled for 2015. On the 2012 PISA test, the United States ranked 26th in mathematics, 21st in science, and 17th in reading.

In 2012, OECD piloted the OECD Test for Schools, which enables individual schools to compare the performance of a sample of their 15-year-olds to the aggregate results of countries and economies that participated in the most recent PISA administration. This test is a school-level, internationally benchmarked tool that measures reading, math, and science knowledge and skills of 15-year-olds. It also measures key competencies such as critical thinking and problem solving as students are expected to apply their mastery of rigorous reading, math, and science content. The OECD Test for Schools was piloted in 105 American high schools in 2012. In 2013, it became available to all U.S. high schools.

Progress
In February 2014, the HCPSS administered the OECD Test for Schools to a random sampling of 15-year-olds in each of our high schools. HCPSS high schools were among 285 U.S. schools, from 119 districts across 27 states, taking part in the test. Composite results are provided for each school and district; results for individual students are not recorded.

Most HCPSS high schools are performing as well as, or better than, the world's leading nations in educational performance, according to the results of the first OECD Test for Schools administered in Howard County as compared to the 2012 PISA test international results. Results in reading show that 11 HCPSS schools ranked above the United States' mean on the 2012 PISA test. Globally, seven of the HCPSS high schools' mean reading performances were within the top ten PISA national/regional means. In math, ten HCPSS schools ranked above the U.S. average, and eight of the schools delivered performance that was within the top ten international economies' overall PISA math averages. In science, all 12 HCPSS high schools scored above the U.S. overall mean, and seven schools' means ranked within the top five international economies' overall PISA science mean performances.

Students can be grouped into six levels of proficiency on the OECD Test for Schools. Students below Level 1 do not have the skills necessary to enter the labor market. Level 2 is an important threshold, as PISA considers it to be a baseline level of proficiency at which students begin to demonstrate the competencies that enable them to participate effectively and productively in life as successful students, workers, and citizens. At the upper end of performance, Levels 5 and 6 are the highest levels of proficiency in PISA and are considered to be "world-class" and highly competitive. Figure 1-26 displays the distribution of HCPSS students who took the OECD Test for Schools across the six PISA proficiency levels for reading, mathematics, and science.

Learning engagement and school culture are closely associated with academic performance, and the test includes a survey to gauge students' perceptions in these areas. HCPSS administrators are making use of both the achievement metrics and survey data to refine strategies for enhancing the rigor of the instructional program and to increase students' engagement in learning. Both strategies are key priorities of Vision 2018, the HCPSS strategic plan.

The OECD test is implemented on a two-year cycle. Due to funding constraints, HCPSS did not implement the test during FY16.
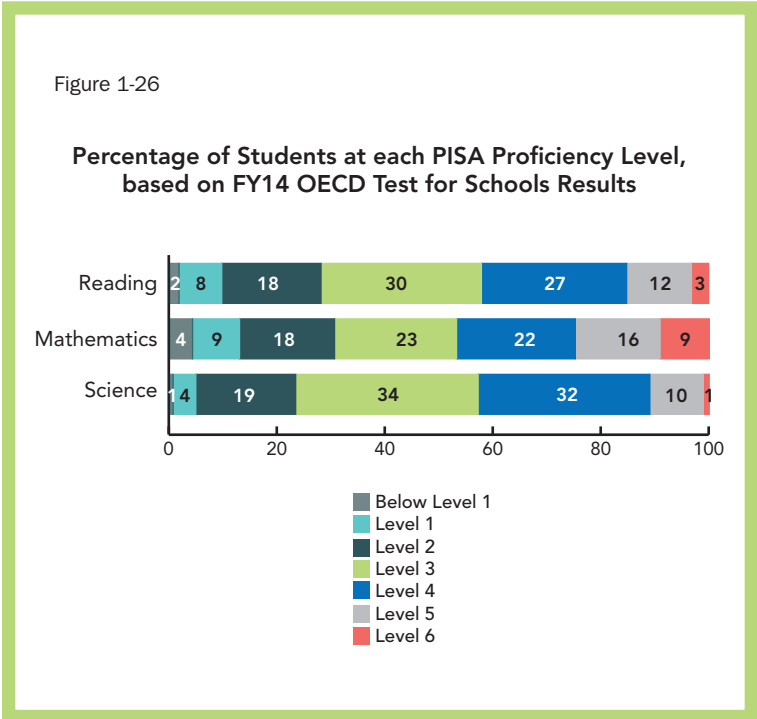
Figure 1-26

Percentage of Students at each PISA Proficiency Level, based on FY14 OECD Test for Schools Results

GOAL 1: Students

Focus Area: PERFORMANCE
Outcome 1.6: Meaningful measures of student outcomes are in place.

Performance Measure:
College entrance exam participation and performance

Aligned Vision 2018 Strategies
· 1.6.3: Implement academic measures that can be benchmarked nationally and internationally.
· 1.6.4: Create clearly articulated, vertical pathways beginning in kindergarten using academic success expectations from both college and career outcome data to provide parents and students with information on progress toward college/career readiness.

Description and Value
The SAT and ACT are the two most widely used college entrance exams in the United States. The SAT is taken more frequently in Howard County than the ACT.

The SAT is a standardized test designed to measure high school level knowledge in three sections: critical reading, writing, and mathematics. Each section is scored on a scale that ranges from 200 to 800. The maximum total of 2400, the composite score, is comprised of scores from all three sections. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities consider the SAT, in addition to other student information, when making admission decisions.

The ACT assesses high school students' general education development and their ability to complete college-level work in four skill areas: English, mathematics, reading, and science. The score range for each of the four tests is 1 to 36. The composite score is the average of the four test scores earned during a single test administration, rounded to the nearest whole number. ACT results are accepted by all four-year colleges and universities in the U.S.

Many community colleges accept an SAT mean score of 550 on each subtest for entry into credit-bearing courses. HCPSS has defined college readiness as attaining an SAT score of 1650 or higher or an ACT score of 24 or higher.

HCPSS expects each high school to continually increase the percentage of students meeting these HCPSS College and Career Readiness Benchmarks:

· At least 80 percent of graduates will take the SAT or ACT by the end of Grade 12. This expectation is for students overall, students receiving FARM services, and students within each race/ethnicity student group with five or more students.

· At least 30 percent of SAT/ACT test takers earn a 1650 or higher on the SAT or a 24 or higher on the ACT by the end of Grade 12.

Progress
HCPSS continues to outperform the state and nation on the SAT according to the data for the graduating class of 2016. Among graduating HCPSS seniors, 82 percent took the SAT during high school. The average SAT score for HCPSS graduates in the class of 2016 was 1647 (as of January*), 219 points greater than the average for all Maryland public schools (1428) and 194 points greater than the average for all U.S. public schools (1453).

As of June, the FY16 HCPSS mean SAT combined score of 1645 is 13 points lower than the mean SAT combined score of 1658 in FY14.
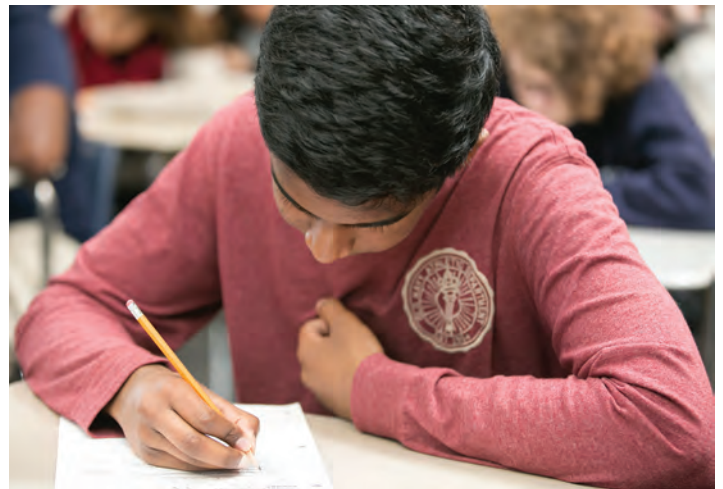
Figure 1-27

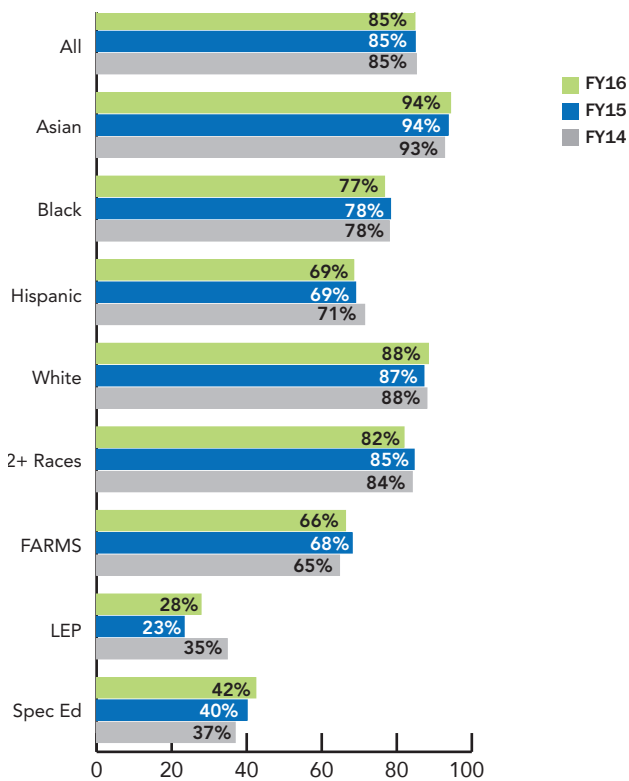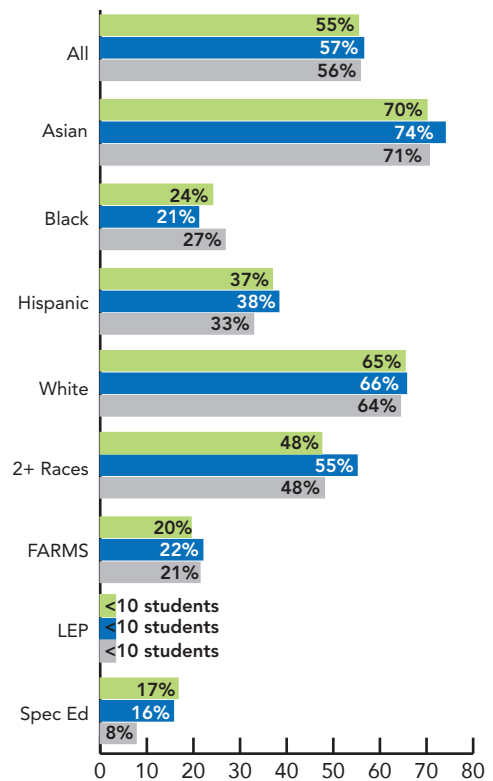## Participation in a College Preparation Test (SAT and/or ACT) by June Graduates

Figure 1-28

Performance on a College Preparation Test
Percentage of June Graduates scoring 1650+ on SAT or 24+ on ACT

Results are not reported for student groups with fewer than 10 test takers.

Historically, most students in Howard County have opted to take the SAT. However, in recent years, many Howard County students are taking both assessments. Over 33 percent of HCPSS graduates in the class of 2016 took the ACT, an increase of 6.1 percentage points over the 2014 graduating class. The HCPSS average ACT composite score continues to be greater than the national and state averages. The average ACT composite score in FY16 was 20.8 nationally, 23.0 in Maryland, and 24.6 in HCPSS.

Nearly 85 percent of 2016 HCPSS graduates took either the SAT or ACT (Figure 1-27). Over 55 percent of 2016 HCPSS high school graduates were deemed college ready according to the SAT/ACT indicator. Compared to FY14, higher percentages of Hispanic graduates and graduates receiving special education services met SAT/ACT college readiness criteria in FY16. (Figure 1-28)

Find detailed SAT and ACT results for the Class of 2016 at http://hcpssne.ws/2016sat-act .

* The redesigned SAT was administered starting FY16 March, so comparisons to the state and the nation must be made using January results.

GOAL 1: Students

Focus Area: WELL-BEING
Outcome 1.7: Schools support the social and emotional safety and well-being of all students.

Performance Measure:
Attendance rate

Aligned Vision 2018 Strategy
- 1.7.2: Model and reinforce civility and appropriate positive behavior.

Alignment and Impact
Creating a safe, engaging, and supportive environment has proven to help increase attendance in schools and decrease overall absenteeism. All schools within HCPSS include objectives and strategies as part of their School Improvement Plan that address student attendance rates. School staffs monitor student attendance at the school level and for individual students. Lowering individual student absences has an overall impact on maintaining or exceeding the 94 percent attendance rate for the school and student groups.

In order to maintain the 94 percent rate for all student groups, Student Services Teams, including the Pupil Personnel Worker, regularly monitor attendance data. Students who are identified as having attendance concerns (e.g., 15 to 20 percent absence rate each month) receive targeted interventions, such as Check In/Check Out (Positive Behavioral Interventions and Supports), school counselor involvement, letters home, and/or conferences with parents/guardians.

Progress
Overall, student attendance rates at the elementary, middle, and high school levels exceeded the 94 percent standard for students over the three-year span, FY14–16. All student groups in elementary and middle school also met or exceeded the 94 percent standard over the three-year span. Student groups at the high school level met or exceeded the 94 percent standard, with the exception of students receiving FARM services (93.4 percent) and students receiving Special Education services (93.6 percent). (Table 1-P)

Table 1-P

HCPSS Elementary School Attendance			
	FY14	FY15	FY16
All	**≥95.0**	**≥95.0**	**≥95.0**
Asian	≥95.0	≥95.0	≥95.0
Black	≥95.0	≥95.0	≥95.0
Hispanic	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0
2+ Races	≥95.0	≥95.0	≥95.0
FARMS	≥95.0	94.8	94.9
LEP	≥95.0	≥95.0	≥95.0
Special Education	≥95.0	94.7	94.7
Middle School Attendance			
	FY14	FY15	FY16
All	**≥95.0**	**≥95.0**	**≥95.0**
Asian	≥95.0	≥95.0	≥95.0
Black	≥95.0	≥95.0	≥95.0
Hispanic	≥95.0	≥95.0	≥95.0
White	≥95.0	≥95.0	≥95.0
2+ Races	≥95.0	≥95.0	≥95.0
FARMS	94.8	94.2	94.5
LEP	≥95.0	≥95.0	≥95.0
Special Education	94.5	94.1	94.3
High School Attendance			
	FY14	FY15	FY16
All	**≥95.0**	**≥95.0**	**≥95.0**
Asian	≥95.0	≥95.0	≥95.0
Black	≥95.0	≥95.0	94.7
Hispanic	94.5	94.4	94.2
White	≥95.0	≥95.0	≥95.0
2+ Races	≥95.0	≥95.0	≥95.0
FARMS	93.6	93.5	93.4
LEP	94.1	93.8	94.1
Special Education	93.9	93.4	93.6

GOAL 1: Students

Focus Area: WELL-BEING
Outcome 1.7: Schools support the social and emotional safety and well-being of all students.

Performance Measure:
Suspension rate

Aligned Vision 2018 Strategy
- 1.7.2: Model and reinforce civility and appropriate positive behavior.

Suspension

To comply with federal requirements, HCPSS is following the guidance set forth by the Maryland State Department of Education (MSDE) in the reporting of out-of-school suspension rates. The changes were designed to maximize the information provided to the public while also protecting the privacy of small identifiable groups of students. Thus, any suspension rates less than or equal to 3.0 percent are reported as ≤3.0 percent. As a result, no figure shows any value less than 3.0 percent, even when the suspension rates may have been lower for any student group.

COMAR regulation (13A.08.01.21) requires local school systems to report instances of disproportionality to MSDE beginning in FY16 to determine whether there is a disproportionate impact on minority students or a discrepant impact on special education students.

Description and Value
Creating a safe, engaging, and supportive environment helps decrease student behaviors that may lead to suspension. Equally important is that every student has access to a rigorous curriculum, which is accomplished through regular attendance and participation. HCPSS has implemented multiple strategies that support regular attendance and work toward the reduction of suspensions. Specifically, schools have implemented Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Bullying Prevention, Character Education, Student Voice, and other methods to improve overall school climate and ultimately have an effect on decreasing suspensions. School teams systemically address suspension rates and regularly review suspensions for individuals and groups of students. Additionally, HCPSS

is committed to eliminating all disproportionate suspension rates for Black/African American students, Hispanic students, and students receiving special education and FARM services.

Progress
In FY16, ≤3.0 percent of HCPSS students K–12 were suspended compared to 4.0 percent of students statewide. Overall, the percentage of HCPSS students being suspended remained the same from FY14 to FY16. (Figure 1-29)

In FY16, the race/ethnicity student groups with the highest suspension rates were Black/African American and Hispanic (7.1 and 3.3 percent, respectively). Students receiving FARM services and students receiving special education services had the highest suspension rates for students receiving special services (8.0 and 8.3 percent, respectively). From FY14–16, there w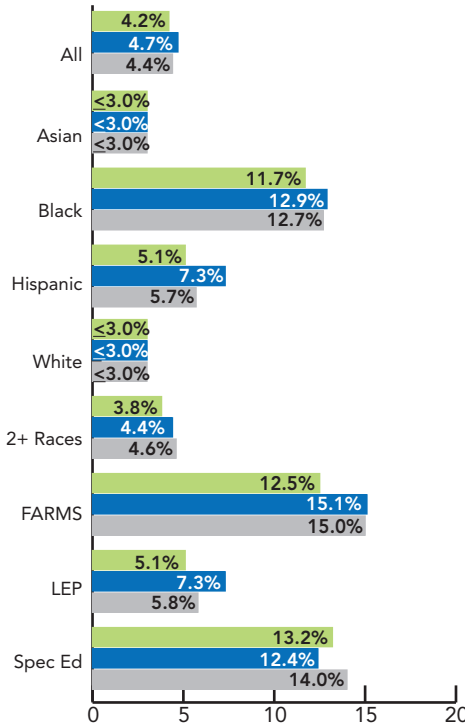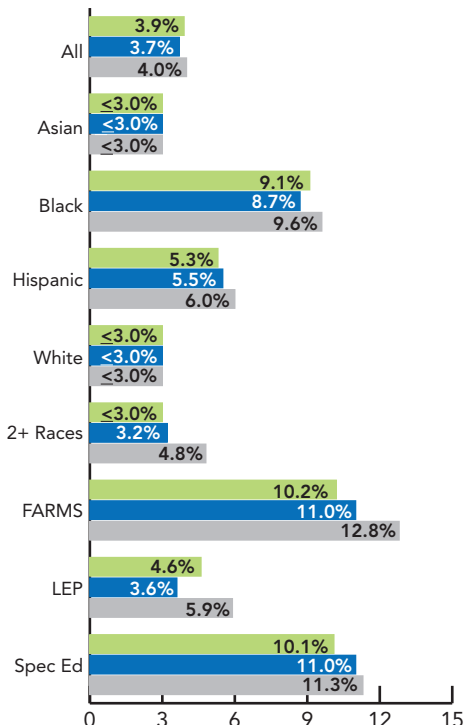as a 0.4 percentage reduction for each of the groups. Students receiving FARM services and students receiving Special Education Services had the highest suspension rates for students receiving special services (7.3 and 8.3 percent, respectively). From FY14 to FY16, suspensions for students receiving FARMS services,

Figure 1-29

Suspension Rate for All HCPSS Students, FY14–FY16

Legend: 2016 (green), 2015 (blue), 2014 (gray)

Group	2016	2015	2014
All	<3.0%	<3.0%	<3.0%
Asian	<3.0%	<3.0%	<3.0%
Black	7.1%	7.1%	7.5%
Hispanic	3.3%	3.7%	3.7%
White	<3.0%	<3.0%	<3.0%
2+ Races	<3.0%	<3.0%	<3.0%
FARMS	7.3%	8.0%	8.9%
LEP	<3.0%	<3.0%	<3.0%
Spec Ed	8.3%	8.3%	9.1%
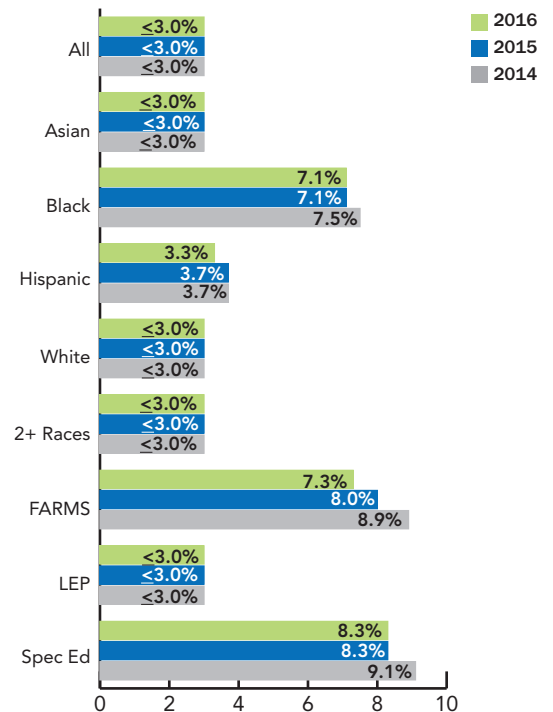
decreased by 1.6 percentage points; suspensions for students receiving Special Education services, decreased by 0.8. The largest decrease in suspension rates for HCPSS K–12 was 1.6 percentage points for students receiving FARM services.

Elementary School
In FY16, ≤3.0 percent of elementary school students were suspended. Overall, the percentage of elementary school students being suspended remained the same from FY14 to FY16. The percentage of elementary school students suspended from FY14 to FY16 indicate slight decreases for the Black/African American group, students receiving FARM services, and special education services by 0.1, 0.8, and 0.7, respectively. (Figure 1-30)

Middle School
In FY16, 4.2 percent of middle school students were suspended, a 0.5 decrease from FY15. The student groups with the highest suspension rates were Black/African American (11.7), Hispanic (5.1), students receiving FARM services (12.5), and students receiving Special Education

services (13.2). The percentage of middle school students suspended in all student groups decreased from FY14 to FY16. The highest reduction was 2.5 percentage points, for students receiving FARM services. (Figure 1-31)

High School
In FY16, 3.9 percent of high school students were suspended. Overall, the percentage of high school students being suspended decreased slightly from FY14 to FY16. In FY16, the racial/ethnic student groups with the highest suspension rates were Black/African American and Hispanic (9.1 percent, a slight increase from FY 15, and 5.3 percent, respectively). Students receiving FARM services and special education services had the highest suspension rates, 10.2 and 10.1 percent, respectively — both reductions from FY15. The percentage of high school students suspended decreased from FY14 to FY16 for each race/ethnicity student group. The highest reduction in suspensions — 2.6 percentage points — was seen for students receiving FARM services. Suspensions for students receiving Special Education services decreased by 1.2 percentage points. (Figure 1-32)

HCPSS Suspension Rates by Level, FY14–FY16

Figure 1-30
Elementary School Students

Group	FY16	FY15	FY14
All	≤3.0%	≤3.0%	≤3.0%
Asian	≤3.0%	≤3.0%	≤3.0%
Black	3.2%	≤3.0%	3.3%
Hispanic	≤3.0%	≤3.0%	≤3.0%
White	≤3.0%	≤3.0%	≤3.0%
2+ Races	≤3.0%	≤3.0%	≤3.0%
FARMS	3.1%	3.0%	3.9%
LEP	≤3.0%	≤3.0%	≤3.0%
Spec Ed	4.5%	4.4%	5.2%
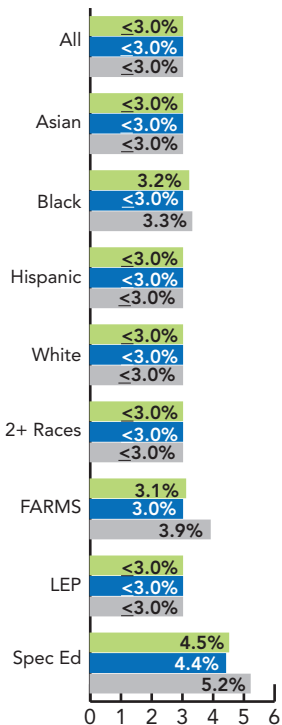
Figure 1-31
Middle School Students

Group	FY16	FY15	FY14
All	4.2%	4.7%	4.4%
Asian	≤3.0%	≤3.0%	≤3.0%
Black	11.7%	12.9%	12.7%
Hispanic	5.1%	7.3%	5.7%
White	≤3.0%	≤3.0%	≤3.0%
2+ Races	3.8%	4.4%	4.6%
FARMS	12.5%	15.1%	15.0%
LEP	5.1%	7.3%	5.8%
Spec Ed	13.2%	12.4%	14.0%

Figure 1-32
High School Students

Group	FY16	FY15	FY14
All	3.9%	3.7%	4.0%
Asian	≤3.0%	≤3.0%	≤3.0%
Black	9.1%	8.7%	9.6%
Hispanic	5.3%	5.5%	6.0%
White	≤3.0%	≤3.0%	≤3.0%
2+ Races	≤3.0%	3.2%	4.8%
FARMS	10.2%	11.0%	12.8%
LEP	4.6%	3.6%	5.9%
Spec Ed	10.1%	11.0%	11.3%

GOAL 1: Students

Focus Area: WELL-BEING
Outcome 1.7: Schools support the social and emotional safety and well-being of all students.

Performance Measure:
Crisis Response

In addition to providing consultation and direct supports, the HCPSS Crisis Intervention Team leadership group plans and delivers crisis trainings for school-based staff. Every year, school-based crisis teams have the opportunity to attend up to three trainings designed to help teams prepare for possible crisis responses. The members of the Cluster Crisis Team receive two additional days of training in crisis intervention. These trainings play a crucial role in helping prepare school staff for supporting the safety and emotional well-being of the students and mitigating the impact of crises on school communities.

Aligned Vision 2018 Strategies
- 1.7.3: Provide developmentally appropriate instruction on social and emotional safety and well-being, respect for peers, empathy, and personal strengths.
- 1.7.4: Collaborate with the community and county government to provide easily accessible, appropriate mental health services and supports for students in Pre-K through Grade 12.
- 1.7.6: Strengthen professional learning in safeguarding students' social and emotional safety and well-being.
- 1.7.7: Strengthen staff collaboration to support students' social and emotional safety and well-being.

Progress
Qualitative feedback from community members, Student Services Advisory Committee members, Mental Health Task Force members, staff, and parents has been resoundingly positive. Comments about crisis responses include:

- Appreciation from Grassroots, Mental Health Authority, and Howard County Health Department for resource sharing.
- Multiple thank you letters from principals following crisis responses in their buildings.
- Appreciations of guidance and support from Student Services team members at impacted schools.
- Positive feedback from school staff attending crisis trainings, with frequent requests for more trainings and/ or for more members of their teams to attend.

Description and Value
The HCPSS Crisis Intervention Teams provide holistic and thoughtfully planned crisis preparation and response for students, staff, families, and the community. There are two levels of crisis teams in the county. School-based crisis teams provide crisis intervention under the leadership of the principal and student services team. The HCPSS Cluster Crisis Team is a district-level response team available to provide assistance to school-based staff as needed. This assistance varies from crisis to crisis and can include consultation and/or direct support.

In FY16, there were 55 crisis events. The Cluster Crisis Team leadership provided consultation for 82 schools and direct support at 18 schools. This is consistent with the number and nature of crisis response supports provided during the past three to five years.

GOAL 1: Students

Focus Area: WELL-BEING
Outcome 1.8: Schools support student well-being and the development of balanced lifestyles.

Performance Measure:
Nutrition and physical activity

Aligned Vision 2018 Strategies
- 1.8.4: Promote physical activity as a part of every child's daily routine.
- 1.8.5: Expand healthy options for all food and beverages provided to students.

Description and Value
Research demonstrates a strong connection between health and wellness and student achievement. Students need nourishing foods and physical activity in order to grow, learn, and thrive. HCPSS strives to ensure a safe and healthy learning environment for all students, and to help students develop the skills, knowledge, and attitudes necessary to adopt and maintain a healthy lifestyle.

Progress
Policy 9090 Wellness Through Nutrition and Physical Activity, was revised effective July 1, 2014 to further incorporate nutrition education, physical activity, and a variety of healthy food and beverage choices into the school day.

The Howard County Public School System's Office of Food and Nutrition Services partnered with the Horizon Foundation to develop and implement an innovative program focused on promoting the link between nutrition, education, physical activity, and living a healthy lifestyle.

The school system opened fresh fruit and vegetable bars in April of 2016 at three elementary schools: Bollman Bridge, Laurel Woods and Talbott Springs. These fruit and vegetable bars are stocked with a selection of seasonal offerings such as red grapes, tangerines, cucumbers and romaine lettuce. This two-year pilot program is funded by a $200,000 grant from the Horizon Foundation and will double the amount of

fruit and vegetables offered at lunchtime in the schools. To introduce students and families to the new offerings, schools offered taste testing events. Also as part of the pilot, each school collaborates with community partners to offer several hands-on programs for families to learn about nutrition and healthy lifestyles.

During FY15, the policy implementation procedures were revised to allow all schools to hold an annual celebration that is exempt from following the IOM Nutrition Standards.

Several additional areas have been identified for possible changes. These will require long-term study and collaboration before final decision and implementation.

- Recess time: Additional time at elementary level, and designated time at middle school level. Currently, elementary students have 30 minutes of recess per day, not combined with lunch. Middle school recess is combined with lunch period; students can choose to go to recess after they finish eating; there is no separate recess period.
- Additional time spent in physical education instruction
- Intramural sports.
- After-school food sales, including at After-Proms held in schools.

GOAL 2 STAFF

Every STAFF member is engaged, supported and successful.

Our system's core mission is to cultivate a vibrant learning community that prepares students to thrive in a dynamic world. This mission can only be realized if the adults in our school system have a high level of engagement in their careers, and are supported professionally and personally. The outcomes and strategies under Goal 2 are designed to help staff members thrive and grow in a collaborative, supportive, and respectful environment.

FOCUS AREA	OUTCOMES	PERFORMANCE MEASURES
COLLABORATION	2.1 Staff members experience a culture of trust, transparency, and collaboration.	• Staff HUB implementation, p. 61
ENGAGEMENT	2.2 Staff members have access to learning experiences that support their professional growth.	• Highly effective leaders, p. 62 • Staff with advanced degrees and National Board Certification, p. 64 • Culturally proficient staff, p. 66
PERFORMANCE	2.3 Staff members are held accountable for and supported in meeting standards-based performance expectations.	• Classroom teachers and principals rated effective or highly effective, p. 68
WELL-BEING	2.4 HCPSS supports staff members' health and well-being.	• Staff engagement, p. 70 • Employee wellness program participation, p. 72

Developing the Next Generation of Leaders

Centennial High School Biology Teacher Shalonda Holt was named The Washington Post's 2016 **Teacher of the Year** and was profiled in a cover story in the Post's Sunday Magazine.

Holt was chosen out of 19 finalists from school systems in Maryland, Virginia and Washington, D.C. She was also selected Howard County Public School System 2016 Teacher of the Year, and was one of seven finalists for Maryland State Teacher of the Year for 2016-2017.

Holt has taught biology at Centennial High School for ten years. Described as "a hard working, tender hearted and determined teacher" by one of her students, she relishes the opportunity to make a significant impact on her students. She is a pioneer in the use of a "flipped" classroom, which allows students to work at their own pace and gives more time in class for labs and work. Her students say the flipped classroom makes learning more interesting.

Holt is "one of the most talented teachers and compassionate individuals I have ever met," said Centennial High School Assistant Principal Tracy Scaltz.

The Washington Post Teacher of the Year Award recognizes teachers who instill in students a desire to learn and achieve, understand their individual needs, encourage their talents and foster their self-esteem, demonstrate a thorough knowledge of subject matter; foster cooperative relationships with colleagues and the community, and demonstrate outstanding leadership.

"Shalonda has such a powerful impact on her students and fellow teachers," said Superintendent Renee A. Foose. "She is a dedicated educator who truly cares about her students and strives to improve the education experience."

Twenty-seven teacher leaders completed **Leaders of Professional Learning** (LPL) during FY16. The yearlong professional development opportunity builds teacher leadership capacity, fosters professional inquiry, encourages collegial relationships, supports achievement of school improvement plan goals and increases access to site-based professional learning.

Each teacher who completes the program leads a Professional Learning Community (PLC) in their school. Each PLC is a collaborative group of teachers working toward school improvement goals through a yearlong inquiry and action process to address a school-based need or priority. Members of each PLC meet regularly throughout the school year to engage in learning, develop action steps, implement strategies and evaluate impact on an ongoing cycle. In total, through this program, 371 staff members participated in PLCs at 21 schools, directly impacting 6,611 students.

For example, Ducketts Lane Elementary School (DLES) 5th Grade Instructional Team Leader Justine Sillers worked with her school's PLC to focus on increasing Hispanic family involvement in schoolwide activities to increase student achievement. Her PLC's efforts impacted Hispanic family attendance at events, and drove a 94 percent parent/teacher conference participation rate for the year. In a schoolwide cultural shift, all staff members now more proactively consider the communication needs and values of their Hispanic families.

Other examples include Rebecca Vandenberge and Rona Koppang, 3rd grade teacher leaders at Dayton Oaks Elementary School, who collaborated with their PLC to examine goal setting and student-led conferences. Ninety-six percent of parents expressed satisfaction with the student-led conference initiative, in which 248 students took part. The 3rd grade MAP assessment data further underscored the positive effects of student goal setting, with 22 percent more students meeting their projected growth goals in reading and 37 percent more students meeting their math goals after student goal setting.

Each member of the PLC cohort enhanced their leadership skills, knowledge and attitudes. All participants continue to show a real commitment toward improving their practice and that of their colleagues.

A focus on **Strengths** leads to greater engagement and drives higher achievement for students and staff members, according to extensive research by Gallup. Staff who use their personal strengths on the job are six times more likely to be highly engaged, while teams that focus on tapping the strengths of each member are 12.5 percent more productive. A growing number of schools throughout the system are implementing "Grow Strong" programs to help students and staff members discover and leverage their strengths. These programs have proven very successful in engaging students in learning and maximizing teachers' talents in the classroom.

HCPSS has been working with Gallup to further develop the entire system as a Grow Strong organization. The **Clifton Fellows** program was established In January 2016 to expand and strengthen strengths-based programs throughout schools and offices. Clifton Fellows are 15 school system leaders with a strong commitment to leading strengths and engagement work. Each participant receives professional learning, individual coaching, and support in developing and implementing a road map to deepen strengths and engagement work in all schools and offices. In the process, HCPSS is building sustainable internal capacity to further lead strengths-based efforts. Clifton Fellows is offered a collaboration with Gallup, which provides training, support and resources at no cost to the school system.

GOAL 2

A Climate of Inclusion

Honoring diversity, ensuring equity and valuing inclusion are among our school system's most enduring core values. HCPSS made great progress in increasing the cultural proficiency of staff and students, and embedding a climate that values diversity and inclusion throughout school cultures and curriculum.

STUDENT VOICE

During the summer 2016 break, 300 staff members and high school students demonstrated commitment to these principles and learned from one another at the first-of-its-kind HCPSS Cultural Proficiency Conference.

The conference launched a conceptual model for "**Student Voice for Inclusion and Equity**," which is being implemented in all HCPSS schools beginning with the 2016-2017 school year. Student Voice elevates students as decision-making partners in schools. When adults consistently listen to students, learn from students and lead with students, schools can be transformed into diverse learning communities where true equity and inclusion are embedded into the fabric of daily life. This kind of welcoming environment impacts learning, as research shows that students are seven times more academically motivated when they believe their voice matters.

A promising new practice, the **Student Voice Circle**, was piloted with great success during the 2015-2016 school year at Atholton and Oakland Mills high schools. The process involves staff and students in critically examining and planning for school improvement, specifically for outcomes of inclusion and equity. Additional high schools throughout the system are exploring use of the process to build student voice.

HCPSS convened a **Committee on Diversity and Inclusion** (CDI) in spring 2016 to provide input on the expansion and development of programs that combat hate-speech and leverage diversity to become an even stronger school community. The committee served as a catalyst for open and honest discussion of the complex issues facing our culturally diverse community.

Committee members included students, parents, school-based and central office staff, and community members representing a wide range of backgrounds, perspectives and experiences. During six meetings, CDI members developed a comprehensive plan to expand and build programs to promote positive behavior, respect for all cultures, diversity in staffing, and cultural proficiency among educators and school leaders.

The committee presented to the Board and Superintendent 52 recommendations for new and expanded programs, encompassing the areas of student voice, curriculum, workforce diversity, and professional learning, which build upon and enhance existing programs. Some examples include integrating Student Voice into weekly high school advisory periods, pairing HCPSS classes with schools in other districts representing contrasting demographic and cultural profiles, and expanding collaborations with universities to grow the pool of highly qualified applicants from diverse communities for employment.

Other recommendations include training for HCPSS recruiters on equitable and consistent hiring practices, talent spotting and additional support for aspiring administrative leaders and teachers, and involving students in providing Cultural Proficiency professional development for all HCPSS staff. A diversity, inclusion and equity specialist assigned at every school supports school administrators with goal-setting, cultural proficiency and inclusion plan implementation, professional development, assessment and responding to issues that emerge from diversity.

GOAL 2

Building a Diverse Workforce

An important part of the school system's mission to engage and motivate its 53,000 students is a commitment to developing a diverse workforce.

While HCPSS has long been one of the nation's highest ranking districts on many measures of student achievement, persistent achievement gaps remain a daunting challenge. The system is gaining rapidly in size and diversity, and is now a majority minority school system, with growing populations of Black, Latino, and Asian students. Twenty percent of the student population—more than 10,000 students—qualify for free or reduced meals.

Student engagement is essential to fulfilling high academic expectations. Research shows that teachers who share a similar social, cultural and economic background as their students have a greater impact on the classroom. Currently, many students move through K-12 at HCPSS without ever having teachers that look like them or share similar experiences. HCPSS strives to find ways to diversify staff while continuing to hire the most qualified educators available.

Teachers for Tomorrow (T4T) is an innovative program to lift students from poverty, create a diverse and highly effective workforce, and help to eliminate gaps in learning achievement. The first program of its kind in the nation, T4T creates an affordable pathway to college for deserving and qualified HCPSS students interested in returning to the school district as teachers following their college graduation.

HCPSS has partnered with McDaniel College to help low-income, first generation college students from Howard County pursue a degree in a field of their choice with a minor in education. Up to twelve participants each year receive reduced tuition rates and financial support to allow college attendance at virtually no cost, in exchange for a commitment to return to HCPSS for three years as teachers or professionals. T4T eliminates student debt for scholars who might not have been able to afford college otherwise, as they become teaching role models within Howard County.

The first T4T cohort of 10 graduating high school students was announced in May 2016 and entered McDaniel college in the fall. As these students and subsequent cohorts matriculate, T4T will build a pipeline of HCPSS teachers who reflect the ethnic, cultural, and economic diversity of the student body and have an affinity for the school system. These young adults will make a difference for students in years to come, as future students will be able to learn from a more diverse and well educated teaching corps.

Beyond the local impact, T4T will supplement America's teaching corps with a more diverse, well-educated workforce that can go anywhere and improve any organization once they fulfill their commitment to Howard County public schools.

McDaniel College is an ideal partner in this initiative. one of Maryland's top colleges, McDaniel has been recognized for providing access and affordability to its diverse student body, and has a tradition of producing highly effective educators.

HCPSS is committed to employing the best and brightest teachers and other staff. Recruiting and hiring can present a tremendous challenge, especially given critical shortages in content areas such as math and science, and among diverse populations. The system launched a **diversity recruitment campaign** to attract potential applicants from a wider and more diverse pool of candidates, representing the growing diversity of the student body and larger community.

Multifaceted communications were distributed through print and radio ads, social media and online channels, targeting audiences across multiple ethnic and demographic backgrounds. As a result, more than 10,000 potential applicants visited a special diversity recruitment webpage, which provided information about the school system and Howard County, and why this is a great place to live and work in an environment that values inclusion and diversity. More than 1,000 teacher applications were submitted during and after the campaign.

GOAL 2: Staff

Focus Area: COLLABORATION
Outcome 2.1: Staff members experience a culture of trust, transparency, and collaboration.

Performance Measure:
Staff Hub usage

Aligned Vision 2018 Strategies
- 2.1.1: Build structures for cross-functional collaboration among offices and schools.
- 2.1.3: Build structures for vertical and horizontal collaboration among schools.
- 2.1.6: Provide timely, relevant, and easily accessible information.

Description and Value
Staff Hub, organized by communities, provides a venue for engaging staff in collaboration with colleagues and the delivery of timely and relevant information.

Employees are organized into communities by job code. Employees may self-select additional communities based on other roles and interests. Once logged in, employees see only 4–5 communities on their user dashboard, simplifying the number of locations a staff member has to visit.

All employees are members of the Staff News and Employee Engagement and Well-being communities. The two communities are used to push system-level priority information, enabling consistent messages to be delivered across employee groups and buildings. The past practices of posting similar content in various locations and multiple times are no longer needed. Both practices were found to be inefficient and diluted overall messaging.

Employees can customize their Staff Hub experience by designating how they wish to consume new information. Several options are available for notification of new information including a daily email digest, individual emails, and Staff Hub dashboard notifications.

Staff Hub is integrated with our account system, allowing staff to utilize the same credentials as many other HCPSS online services. Staff Hub's open source framework has been modified to create an integrated link-set that allows staff to efficiently navigate, without additional logins where possible, to other HCPSS online systems.

Mobile devices access Staff Hub without the need for an application. The site is responsive to any screen size and repositions items to allow for the best mobile viewing experience.

Progress
- **100%** of all staff receive Staff Hub notifications
- **103** communities built
- **6,500** unique visitors weekly
- **18,000–21,000** page views per day
- **11,450** staff members and temporary employees receive communications
- **4.2 million** emails sent

GOAL 2: Staff

Focus Area: ENGAGEMENT

Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

Performance Measure:
Highly effective leaders

Table 2-A

Level	Description of Leadership Level	Leadership Initiative
Aspiring	Staff seeking a leadership position, but not currently in a leadership position.	School-based Leader Cohorts, Leadership Case Studies, Aspiring Assistant Principal Seminars, Coaching Courses, Strengths Trainings
Emerging	Staff in the beginning years of their leadership position.	ITL* Orientation, New Assistant Principal and New Central Office Leader Meetings, Coaching Courses, Strengths Trainings
Practicing	Staff with several years of experience in their leadership position.	Leadership Fellows, Principal and Assistant Principal Meetings, Coaching Courses, Strengths Trainings

*ITL – Instructional Team Leader

Aligned Vision 2018 Strategies

- 2.2.1: Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.
- 2.2.2: Provide expanded options for professional learning through flexible scheduling, online opportunities, and 24/7 access to online support resources.
- 2.1.5: Provide professional learning to foster effective communication, respect, and collaboration in a diverse environment.

Description and Value

HCPSS invests in developing highly effective leaders through the professional learning opportunities offered by the Office of Leadership Development. Guided by the vision that every leader is highly effective and engaged, the mission of the Office of Leadership Development is to recruit, develop, and retain world-class leaders through customized professional learning experiences.

Customized professional learning experiences, based on leadership standards, are available to teachers, instructional team leaders, administrators, paraprofessionals, and central office staff. Initiatives serve each level along the continuum of: Aspiring Leader, Emerging Leader, and Practicing Leader (Table 2-A.) Professional learning opportunities enhance leadership skills, knowledge, and attitudes in the context of Vision 2018 and provide job-embedded and systemic instructional leadership development as well as growth experiences focused on the 2013 Charlotte Danielson Framework for Teaching and the Leadership Standards for Educational Leaders.

Organizational support includes customized site-based experiences supporting teams with communication skills

and conflict resolution, and intense experiences that build skills and visioning through mentoring, coaching, and collaborative support. The system provides customized supports for offices to build the leadership capacity within departments, offices, and schools. An example includes using Gallup's StrengthsFinder with principals, assistant principals, school staffs, and central office leaders and staff to support staff engagement.

While our leadership development initiatives directly elevate the level of professionalism of staff, these initiatives also affect the well-being of the organization as a whole, supporting Outcome 4.2: HCPSS hires and retains a talented, effective, and diverse workforce.

Professional Learning for Leaders

Leadership Fellows

Leadership Fellows is a year-long professional learning opportunity. Working within a professional learning community, participants in the program engage in transformative experiences that support the development of their potential as system leaders. Fellows are challenged to utilize their new skills and knowledge to develop collaborative and innovative solutions that address school system needs. (Table 2-B)

Table 2-B

Participation in Leadership Development Professional Learning			
Program	FY14	FY15	FY16
Leadership Fellows	20	20	15
School-based Leader Cohort	118	106	112
Coaching Courses	23	N/A	79
New Leader Training	N/A	18	35
Customized supports for schools/offices	331	396	435

Case Study Analysis Sessions

The Office of Leadership Development, working with Superintendent Foose, continued efforts to develop a pipeline of school leaders by identifying and nurturing teachers who exhibit leadership strengths and potential. Dr. Foose offered an ongoing series of three-hour leadership case study analysis sessions for teachers aspiring to be school-based leaders.

School-based Leaders

School-based Leaders (SBLs) are provided leadership growth opportunities, which include four-day cohorts designed to enhance their leadership skills and provide job-embedded leadership development and growth experiences. Also, newly appointed Instructional Team Leaders (ITLs) participate in a two-day orientation that supports the new ITL in developing an understanding of the roles and responsibilities of the Instructional Team Leader. (Figure 2-1, Table 2-C)

Figure 2-1

Participation in School-based Leader Cohort Series
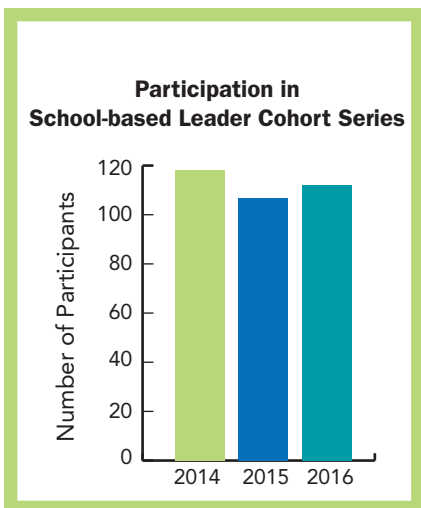
Coaching – This high-leverage skill/strategy is woven throughout professional learning for leaders. It is designed to increase leaders' effectiveness in using a collaborative observation process with teachers and foster coach-like behaviors between and among leaders. In response to feedback received from a focus group of system leaders on the structure of coaching classes and future opportunities to better customize offerings, system leaders were offered the opportunity to participate in four newly-designed coaching courses offered in a hybrid platform that incorporates online modules as well as face-to-face sessions. New principals and Leadership Fellows were provided professional coaches as part of their development.

Progress

The system continues to expand opportunities to develop highly effective leaders at every level. In addition to the data represented here, data from the Gallup student and staff surveys also informs leadership development. (Table 2-C)

Table 2-C

Survey Data from School-based Leader Cohort Series, FY16		
Statement	Agree	Strongly Agree
I felt engaged, supported, and successful.	11%	89%
I had access to learning experiences that support my professional growth.	9%	91%
I enhanced my leadership as part of a professional learning community.	10%	90%

GOAL 2: Staff

Focus Area: ENGAGEMENT

Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

Performance Measure:
Staff with advanced degrees and National Board Certification

Aligned Vision 2018 Strategies

- 2.2.1: Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.
- 2.2.3: Collaborate with universities and other external entities to provide professional learning opportunities with experts in their fields.
- 2.2.4: Continue to enhance professional growth through professional learning communities.

Description and Value

The Annotated Code of Maryland requires all HCPSS licensed education personnel to maintain competent practice through career-long engagement with their content area, research, best practices, and expert opinion (Education Article § 2-205, 2-303(g) and 6-701-6-705). The Office of Teacher and Paraprofessional Development and Support leads these professional learning opportunities through participation in the National Board Certification (NBC) program and the University Cohort Program.

Based on Five Core Propositions, National Board Standards define the specific knowledge and expertise that teachers in different subject areas and developmental levels use to frame their practice. Each year, HCPSS and the Maryland State Department of Education work together to provide support and financing for candidates selected by HCPSS to be part of the NBC Cohort, thereby providing opportunities to enhance professional growth through professional learning communities. The support process includes information sessions, a kick-off event, a two-day summer cohort orientation, bi-weekly cohort support sessions, and a spring candidate retreat, as well as renewal and retake support sessions. These sessions are led by National Board Certified teacher leaders, and cited by candidates as critical to their success in the submission process.

The National Board process demands that teachers engage in a reflective analysis of their practice demonstrating mastery of content, ability to design learning experiences that advance student learning, use of assessments to inform instructional decision making, and cultivating meaningful partnerships with colleagues, parents, and the community. Teachers engaging in this structured process expand and refine their teaching practice toward improving student achievement to intentionally create educational environments characterized by equity, fairness, and access for all students.

In addition to National Board Certification, the HCPSS University Cohort Program collaborates with universities and other external entities to provide high-quality professional learning opportunities aligned with school system goals. These programs equip employees with the knowledge and skills needed to build the instructional leadership capacity of the system in a format reflecting a high-functioning professional learning community.

HCPSS currently has active university partnerships with the following institutions of higher education: Concordia University; Johns Hopkins University; Kaplan University; Loyola University of Maryland; McDaniel College; Morgan State University; Notre Dame of Maryland University; Stevenson University; Towson University; University of Maryland, Baltimore County; University of Maryland, College Park; University of Phoenix; Walden University; and Washington Adventist University.

These institutions offer a variety of programs leading to degrees in curriculum, instruction, school administration, special education, and STEM, among others. The number of university partnerships has grown over the past several years, offering teachers and leaders opportunities to grow in their professional practice and prepare for leadership roles within the system.

Employees who participate in a university cohort program may be eligible to receive tuition reimbursement in accordance with their respective negotiated agreement, and many programs are offered at reduced rates. Classes are offered in the traditional format, online, or a combination of the two at convenient locations in Howard County. Student, university, and stakeholder feedback is solicited on a regular basis to improve course offerings and maintain alignment with district needs.

Progress

The majority of professional staff have master's degrees, as illustrated in Table 2-D below.

Table 2-D

Professional Staff* by Education Level Comparison		
Degree	October 2015	October 2016
High school diploma	33	50
Less than 2 years of college	39	32
2 years of college	26	32
Bachelor's degree	881	1,013
Bachelor's with Master's equivalent	634	520
Master's degree	3,614	3,610
Master's degree plus 30 semester hours	716	653
Doctorate degree	86	79
Total	6,029	5,989

*Professional staff include teachers, school-based administrators, central office administrators, and other certificated, management and technical staff.

At present, the HCPSS has 151 teachers who have achieved National Board Certification in 21 different certification areas. During FY16, three teachers achieved initial certification and three teachers successfully renewed certification for an additional ten years. This achievement rate places the HCPSS fifth in the state for total number of teachers certified. The district is currently supporting 62 teachers (three cohorts) who will begin to complete the process in 2018.

Table 2-E shows the current top five areas of NBC teacher certification in HCPSS. Table 2-F depicts the participation and commitment of HCPSS teachers pursuing certification or renewal.

Table 2-E

Top 5 Areas for NBC Certification in HCPSS	
Generalist/Middle Childhood	22
English Language Arts/Adolescence and Young Adulthood	17
Generalist/Early Childhood	12
Exceptional Needs Specialist/Early Childhood through Young Adulthood	10
Mathematics/Early Adolescence	10
Library Media/Early Childhood through Young Adulthood	10

Table 2-F

Participation in NBC Cohorts		
	# of Initial Candidates	# of Renewal Candidates
FY16	25	10
FY15	29	7
FY14	8	4

Table 2-G depicts the participation and completion rate of degrees pursued within the Partnerships for Leadership Development Program. Table 2-H depicts the number of cohort programs offered, by year, in the HCPSS.

Table 2-G

Participation in University Cohort Programs						
	FY14		FY15		FY16	
Degree	Number of Cohort Participants	Number Completing Program	Number of Cohort Participants	Number Completing Program	Number of Cohort Participants	Number Completing Program
Bachelor	10	0	9	5	15	4
Master	284	46	263	68	257	63
Certificate	126	74	109	62	98	54
Doctorate	10	0	10	4	7	0

Table 2-H

Number of Cohort Programs Offered			
Degree	FY14	FY15	FY16
Bachelor	1	1	1
Master	17	16	16
Certificate	18	17	18
Doctorate	4	4	4

GOAL 2: Staff

Focus Area: ENGAGEMENT
Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

Performance Measure:
Culturally proficient staff

Aligned Vision 2018 Strategies
- 2.2.1: Provide professional learning for staff members to enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in their professional practice.
- 2.2.4: Continue to enhance professional growth through professional learning communities.

Description and Value
Maryland's Education that is Multicultural regulation (COMAR 13.A.04.05) emphasizes excellence with equity: high expectations, equity, cultural competence, and diversity and inclusion. The regulation requires the HCPSS to address these issues through curriculum, instruction, and staff development. Furthermore, the need for educational leaders to promote social justice and safeguard the values of democracy, equity, and diversity is explicitly articulated within national leadership standards (ISLLC Standard 5). To these ends, the HCPSS is committed to securing excellence with equity for every student through Cultural Proficiency as an approach to professional learning and organizational development.

Professional learning and organizational development programming that support diversity and inclusion focuses on teacher-student relationships, student voice, and Cultural Proficiency. Student voice efforts involve staff listening to, learning from, and leading with students. Cultural Proficiency efforts permeate and support all focus areas in the HCPSS strategic plan: collaboration, engagement, performance, and well-being. It is also a pragmatic process of continuous improvement that facilitates the development of culturally competent staff, practices, and policies.

The HCPSS continues to offer three levels of Cultural Proficiency professional learning seminars to support staff,

schools, offices, and community partners. This program is aligned with international standards for high-quality professional learning, and it, among other results, increases participants' cultural competence, a factor that influences student success, according to the 2010 program evaluation.

- Level One – Awareness: Develops capacity for reflection and dialogue, increasing awareness of the need for inclusiveness and equity and solidifying commitment to change in practice and policy.
- Level Two – Application: Develops capacity for using the tools and processes to improve practices and policies in support of moving toward excellence with equity.
- Level Three – Facilitation: Develops capacity to facilitate cultural proficiency as a process that leads to high expectations, inclusion, equity, and cultural competence.

In addition to 2.2.1 and 2.2.4, all seminars support these Vision 2018 strategies:

- 1.7.5: Ensure students have access to culturally proficient staff members who support them and help them solve problems.
- 1.7.6: Strengthen professional learning in safeguarding students' social and emotional safety and well-being.
- 1.7.8: Strengthen staff collaboration to support students' social and emotional safety and well-being.
- 2.1.5: Provide professional learning to foster effective communication, respect, and collaboration in a diverse environment.
- 2.4.1: Strengthen and broaden services to support staff wellness.

A variety of programs implemented within the Division of Human Resources and Development also integrate Cultural Proficiency, including teacher induction and leadership development.

Achievement of Vision 2018 requires excellence with equity. The HCPSS continues to use five standards of cultural competence, one of the tools of Cultural Proficiency, to gauge the extent to which staff, practices, and policies increase equitable student outcomes and leverage diversity to improve outcomes for all. HCPSS has used these standards to develop rubrics that serve as tools for continuous improvement of practices and policies.

Progress

Because of its effectiveness, HCPSS has continued to focus on increasing staff participation (Table 2-I) in its three levels of professional learning in order to develop the collective mindset of cultural proficiency as a way of being.

Table 2-I

Number of Participants in Cultural Proficiency Professional Learning (Levels 1–3)	
FY16	2,564
FY15	2,287
FY14	2,083

Through surveys, participants have indicated a high level of satisfaction with their seminar experiences. (Table 2-J)

Table 2-J

FY16 Participant Satisfaction			
Outcome	Strategies	Mean	Mode
		Six-point scale 6=highly effective 0=not effective	
Enhance professional growth through this professional learning community.	2.2.4	5.58	6
Build capacity to foster trust, respect, and collaboration in diverse environments.	2.1.5	5.55	6
Enhance interpersonal and leadership skills, deepen job-specific knowledge, and grow in professional practice.	1.7.7, 2.2.1	5.58	6
Develop as a culturally proficient professional.	1.7.5, 1.7.6	5.57	6
Support staff health and well-being.	2.4.1	5.67	6

During FY16, the HCPSS led 29 continuous improvement projects that used the tools of cultural proficiency. Staff leading these projects represented various schools and centrally-based offices, and they spanned seven focus areas (Table 2-K). All documented improvements, including descriptions and results, are available through Canvas. Table 2-L represents a sample of the 29 projects from this year.

Table 2-K

Focus Area	Number of Projects
Co-teaching	1
Curriculum and Instruction	6
Family and Community Involvement and Engagement	2
Mentoring	1
Professional Development	1
School Environment	12
Student Transitions	6

Table 2-L

| Project	Focus Area	Standard of Cultural Competence	Vision 2018
Promoting Understanding of Self and Others through Talking Circles	Curriculum and Instruction	Assessing Cultural Knowledge	1.7.1
Inclusive Practices in Theatre Programs in the Howard County Public School System	Curriculum and Instruction	Assessing Cultural Knowledge	1.8.2
Creating a Seamless School-to-Home Bridge to Support Reading Development for Spanish Speakers in Primary Grades	Family and Community Involvement and Engagement	Adapting to Diversity	3.1.7
Universal Design for Learning Through the Lens of Cultural Proficiency	Professional Development	Adapting to Diversity	1.4.1
Improving School Community By Amplifying Student Voice	School Environment	Adapting to Diversity	1.4.1, 1.7.1
What's Professionalism Got to Do With It?	School Environment	Managing the Dynamics of Difference	1.4.1, 1.7.1
Emphasizing Students' Strengths During Articulation	Student Transitions	Institutionalizing Cultural Knowledge	1.7.7
Increasing ESOL Awareness Within the Waterloo Community and Building	Student Transitions	Valuing Diversity	1.2.4, 3.4.1
ThatFitGirl's Depression Campaign	Mentoring	Valuing Diversity	1.7.3

Additionally, over the past year, the district has:

- Convened a systemic Diversity and Inclusion Committee that developed and presented recommendations to the Board of Education. The HCPSS is currently moving the committee's recommendations forward to address and improve inclusion and equity.
- Supported the second cohort of the HCPSS/McDaniel College graduate certificate program, Excellence and Equity in Education.
- Held a two-day summer Cultural Proficiency conference themed "Student Voice for Inclusion and Equity" hosted by the HCPSS Cultural Proficiency and Equity Advisory Committee.
- Established worldwide social media presence through Twitter: @HoCoCPro. Follow us!
- Developed and established the Cultural Proficiency Liaison Network to build leadership capacity for cultural proficiency in the HCPSS.
- Offered evening and summer continuing professional development courses designed to support educators' growth toward excellence with equity.
- Increased accessibility of resources through Canvas in alignment with Strategy 2.2.2 of Vision 2018.

GOAL 2

GOAL 2: Staff

Focus Area: PERFORMANCE

Outcome 2.3: Staff members are held accountable for and supported in meeting standards-based performance expectations.

Performance Measure: Classroom teachers and principals rated effective or highly effective
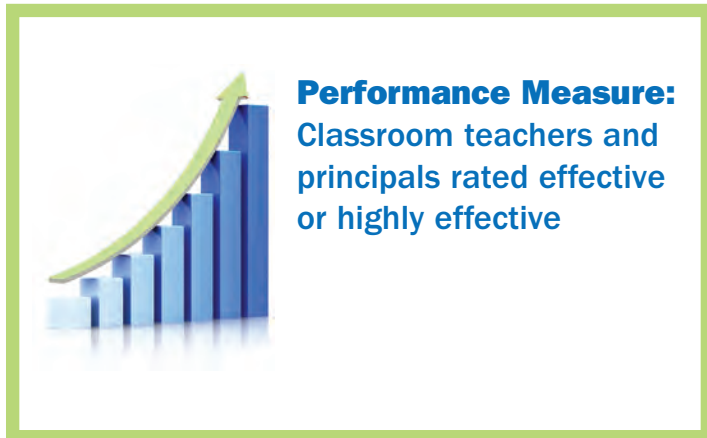
Aligned Vision 2018 Strategy

• 2.3.1: Implement a robust evaluation system that aligns performance expectations to system goals for all employees.

Description and Value

Under the guidance of four mandates—the Education Reform Act of 2010, the Elementary and Secondary Education Act Flexibility Waiver, COMAR Title 13A.07.09, and the Maryland Race to the Top Grant Application—HCPSS developed, piloted, and implemented a new evaluation system for teachers and principals. HCPSS evaluators utilize the revised processes to assess the progress of teachers and principals with respect to professional practice goals and student growth objectives. In its third year, the HCPSS teacher and principal evaluation models promote professional learning and accountability strategies aimed to align performance expectations with system goals.

Teacher Evaluation

In alignment with MSDE guidelines, 50 percent of a teacher's evaluation is based on performance in the four areas of professional practice with components grounded in the 2013 Charlotte Danielson Framework for Teaching (Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities) and 50 percent is based on progress toward achievement of teacher-generated Student Learning Objectives (Domain 5: Student Growth).

The HCPSS continues to use the Teachscape Reflect Tool to align and standardize the evaluation process and to document the evaluation of teacher performance. In an effort to provide a professional learning program and transition services that support employees in meeting performance expectations (Strategy 2.3.3), the Teacher and Paraprofessional and Leadership Development Teams continue to offer systemic, school-based, and online professional learning opportunities, electronic and print resources, as well as customized, individualized support.

Customized support for non-tenured teachers as part of the HCPSS Comprehensive Teacher Induction Program (Strategy 2.3.2) is offered in the following ways: central and school-based professional learning workshops focused on the 2013 Charlotte Danielson Framework for Teaching and new teacher support sessions. Novice teachers receive the support of an Instructional Mentor. Mentors meet with first-year teachers to provide resources, non-evaluative classroom observations and constructive feedback, assistance with planning, student data-analysis, and other forms of support.

New this year were several evaluation models based on alternative rubrics for non-teaching certificated staff, including: school counselors, psychologists, reading support teachers, math support teachers, and math instructional support teachers. Each of these alternative evaluation models uses the Teachscape Reflect Tool to capture all evaluation processes.

Principal Evaluation

In alignment with MSDE guidelines, 50 percent of a principal's evaluation is based on performance in the eight outcomes of professional practice with components grounded in The Maryland Instructional Leadership Framework and an additional four components that consider a principal's skills in communication, management, and ethics. The remaining 50 percent is based on the locally developed outcome of student growth as principals monitor school improvement toward performance targets and progress towards achievement of teacher-generated Student Learning Objectives. New this year was the use of the Teachscape Reflect Tool to capture all principal evaluation processes.

The Office of School Administration supports administrators in meeting performance expectations (Strategy 2.3.3). In collaboration with the Leadership Development Team, the directors in School Administration offer leadership meetings,

webinars, and online professional learning modules, which include the Danielson assessment for every administrator.

Customized support for first-year principals as part leadership development and principal induction (Strategies 2.2.1 and 2.3.2) is offered in the following ways: monthly New Principal Professional Learning Community, an International Coaching Federation Coach, and individualized support from School Administration directors. New principals are provided with supports such as resources, non-evaluative problem-solving, collaboration and constructive feedback, assistance with school improvement planning, student data-analysis, and exploration/explanation of job-embedded responsibilities.

Progress

Table 2-M shows the distribution of teacher effectiveness ratings. Table 2-N shows the distribution of principal effectiveness ratings.

Data with respect to supports provided to staff regarding the teacher evaluation system is indicated in Tables 2-O and 2-P. Table 2-Q shows the number of new principals by level. Table 2-R shows the supports given to new principals.

Table 2-O

Participation in Teacher Evaluation Professional Learning Sessions		
Session Title	FY15	FY16
Danielson Framework for Teaching Domain Overview Course	31	175
Framework in Action Level 1 (1st-year teachers) FY 16	307	223
Framework in Action Level 2 (2nd-year teachers) FY 16	73	94
Danielson Training for NEW CIA* Leaders and School-based Program Support Staff (3-day series) FY16	40	45
Teachcape Classroom Observer Training	95	N/A
Focus on the Framework Sessions: School-based Modules Facilitated by Teacher Development Liaisons	1,654	2,332

* Curriculum, Instruction and Administration

Table 2-M

Teacher Effectiveness Ratings by Level						
Level and Number of Teachers	Ineffective		Effective		Highly Effective	
	FY15	FY16	FY15	FY16	FY15	FY16
Elementary	2.8%	*	6.9%	5.9%	90.4%	94.0%
Middle	1.9%	*	12.9%	7.4%	85.2%	92.2%
High	1.9%	0.8%	9.9%	10.9%	88.2%	88.3%
Combination	12.6%	*	8.4%	9.3%	78.9%	90.7%
TOTAL	2.6%	0.4%	9.1%	7.7%	88.4%	92.0%

Note: * indicates data is suppressed because fewer than five individuals are included in this category

Table 2-P

Instructional Mentoring Supports			
	FY14	FY15	FY16
Mentees	172	168	160
Mentors	99	86	87
Visits	1,631	1,582	1,556
Observations	554	495	480

Table 2-N

Principal Effectiveness Ratings by Level						
Level and Number of Principals	Ineffective		Effective		Highly Effective	
	FY15	FY16	FY15	FY16	FY15	FY16
Elementary	*	*	*	12.5%	97.4%	87.5%
Middle	*	*	*	*	88.9%	94.7%
High	*	*	*	*	100.0%	91.7%
TOTAL	*	*	*	9.6%	95.4%	90.4%

Note: * indicates data is suppressed because fewer than five individuals are included in this category

Table 2-Q

New Principals by Level		
	FY15	FY16
Elementary	4	4
Middle	1	2
High	0	0

Table 2-R

New Principal Supports		
	FY15	FY16
Meetings	quarterly	quarterly
School visits	1 or more per quarter	1 or more per quarter
Coaching calls	20 per principal	20 per new principal

GOAL 2: Staff

Focus Area: WELL-BEING
Outcome 2.4: HCPSS supports staff members' health and well-being.

Performance Measure:
Staff engagement

The relationship between leadership strengths and engagement is an important connection. Every principal, as well as designated central office leaders, took the Gallup Strengths Finder Survey and received follow-up coaching to better understand their strengths and leadership actions. In the survey, 34 themes are measured, and five are identified as individual signature themes. Leaders are encouraged to look at the strengths of their leadership teams and to use the varied strengths that exist on each team to accomplish the many tasks that are essential to school and school system success.

Aligned Vision 2018 Strategy
- 2.4.1: Strengthen and broaden services to support staff wellness.

Description and Value
As HCPSS strives to be a world-class school system, the development of highly talented teachers and leaders who explicitly emphasize engagement to support student growth and achievement are essential. Vision 2018 emphasizes student and staff engagement and well-being as critical to student achievement. It is because of this focus that HCPSS launched a partnership with Gallup to measure and improve levels of engagement among employees and students.

Gallup research demonstrates a close relationship between teacher and student engagement. They have identified three ways to accelerate employee engagement: 1) select the right people, 2) develop employee strengths, and 3) enhance employees' well-being.

More specifically, their research demonstrates positive correlations between principal leadership and student achievement as well as teacher engagement and student achievement.

Leadership and Student Achievement
District and school leaders build the critical supports that lead to high student achievement results. Leaders articulate the vision and mission of the school district, highlight the connections between practice and performance, and support an environment for continuous improvement. Effective leaders develop collaborative teams, nurture safe and caring school environments, recognize success, encourage innovation, ensure equitable resource allocation, and create systems to promote partnerships with parents and the community.

Teacher Engagement and Student Achievement
Engaged teachers are committed to their work. They are passionate about student learning, content instruction, and achievement. In schools where leaders have effectively fostered a culture of learning and a climate of engagement, there is high value on expectations, professional practice, and relationships. Factors include shared decision-making, collaborative planning and learning, and an environment of trust.

In order to be successful, teachers need to understand expectations, responsibilities, and targets. In order to achieve results, teachers are guided by vision, values, and a mission that have been translated into actionable steps. Engagement can be improved with leadership actions that influence school climate.

Gallup Staff Engagement Survey (Q12)

The Gallup Q12 is a survey designed to measure employee engagement. Researchers found that there were 12 key expectations, that when satisfied, form the foundation of strong feelings of engagement. More than 1.5 million employees from many countries have participated in the Q12 instrument. Comparisons of engagement scores reveal that those organizations with high Q12 scores exhibit better productivity, lower absenteeism, lower turnover, fewer safety incidents, and other indicators of superior performance.

Q12 Survey Questions

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my organization makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

The engagement index divides people into one of three categories: engaged, not engaged, and actively disengaged.

Engaged employees work with passion and feel a profound connection to their company. They are deeply committed to the success of their organization and emotionally connected to its mission and goals. They drive innovation and move the organization forward. These employees have most of their performance-related workplace needs met.

Not Engaged employees are less emotionally connected to their work and less compelled to put forth extra effort. They are more likely to miss workdays and more likely to leave. These employees have some of their performance-related workplace needs met but have many needs unmet.

Actively Disengaged employees are physically present but psychologically absent. They are unhappy with their work situation and insist on sharing that unhappiness with their colleagues. These employees have most of their performance-related workplace needs unmet.

Progress

Because hope, well-being, and engagement are positively correlated with increased student achievement, HCPSS is working with Gallup to monitor these factors. The Gallup employee engagement survey was administered in FY16 and 7,052 HCPSS employees responded (88 percent response rate). The staff engagement results indicate that 46 percent of our staff is engaged, which was 6 percentage points greater than our FY15 results (40 percent) and 12 percentage points greater than FY14. (Figure 2-2)

Figure 2-2

STAFF ENGAGEMENT INCREASING
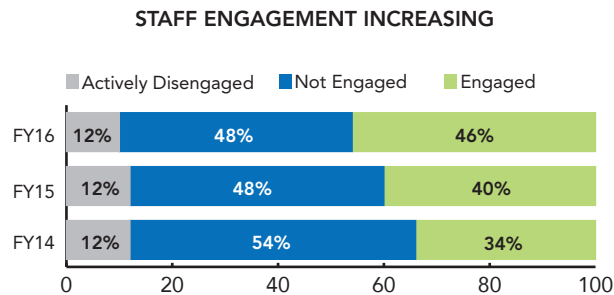
The HCPSS grand mean* in staff engagement was 3.99 and above the national average. The engagement items were on a 5-point scale (strongly disagree to strongly agree). An increasing trend in the staff engagement mean score has been observed since FY14.

*The grand mean is the average score of all staff who took the Gallup employee engagement survey.

GOAL 2: Staff

Focus Area: WELL-BEING
Outcome 2.4: HCPSS supports staff members' health and well-being.

Performance Measure:
Employee wellness
program participation

Aligned Vision 2018 Strategy
• 2.4.1: Strengthen and broaden services to support staff wellness.

Description and Value
HCPSS launched the Commit To Be Fit Employee Wellness Program in 2012 to support the health and wellness of all staff members by offering education, tools and resources, and a healthy activity program to achieve improved health and wellness.

The HCPSS values its employees and recognizes the importance of supporting their health and wellness. Launching a comprehensive employee wellness program is an initiative by the Board to ensure that employees are offered high quality benefit programs that are affordable to both employees and the system and are sustainable in the future. Rising health care costs have required continuous cost containment efforts such as implementing a comprehensive employee wellness program that benefits employees and supports our cost containment measures.

The overall health and wellness of employees is a key driver of health care costs. While health care costs are not avoidable, preventable illness makes up approximately 80 percent of the burden of illness and 90 percent of all health care costs. Chronic and lifestyle related conditions account for 75 percent of U.S. health care costs. Increased research and data on workplace wellness programs indicate there are very real benefits to implementing such programs. Employers whose employees live more healthy lifestyles have reduced use of sick leave, improved work performance, decreased health care costs, increased productivity, and reduced overall costs. Given these facts, the Board supported management in the development and implementation of a comprehensive employee wellness program.

Employers whose employees live more healthy lifestyles have reduced use of sick leave, improved work performance, decreased health care costs, increased productivity, and reduced overall costs. The Commit To Be Fit Employee Wellness Program also supports Goal 4, Outcome 4.5 and 4.6, in effectively managing rising health care costs. The Commit To Be Fit Employee Wellness Program is comprised of several components, some of which are highlighted below.

The Virgin Pulse Healthy Activity program allows employees to monitor activity levels and earn rewards for achieving and increasing fitness levels. Activity tracking devices, include Virgin Pulse Max, Fitbit, Polar, and Misfit and tracking apps, include Virgin Pulse, Moves, and Endomondo allow employees to report physical activity and track Commit To Be Fit Employee Wellness Program participation through an online homepage. Health zones at each school and facility location allow for monitoring and reporting body mass index and blood pressure. An incentive platform offers financial rewards for participation, and reporting tools aggregate verified data for program assessment.

In addition to the Virgin Pulse Healthy Activity Program, fitness classes are held throughout the year at convenient locations throughout the system. Four monthly presentations are held on a variety of health and wellness related topics such as nutrition, financial fitness, stress management,

and general health and wellness. These presentations are offered at various times throughout the day to accommodate both regular daytime and second shift employees. New programs—The Biggest Loser competition (now called "Encouraging Your Health Journey") and weekly Mindful Meditation sessions—have also gained popularity this year.

Every spring, an annual Health and Wellness Expo is held that includes hundreds of health and wellness vendors and service providers, affording over 3,000 employees, retirees, and their family members the opportunity to participate in a day of learning, health screenings, educational workshops, and fitness sessions.

Flu shots were once again offered to HCPSS employees in the fall. Approximately 1,500 employees were immunized in five flu clinics held around the county.

Progress

Since its launch, participation in the Commit To Be Fit Employee Wellness Program has been strong, with a majority of employees enrolled in the program, and with growing levels of participation. (Table 2-S)

Table 2-S

Employee Wellness Commit to Be Fit Program Participation			
	FY14	**FY15**	**FY16**
Employees enrolled	87%	88%	89%
Actively earning Health Miles	73%	74%	81%
Participants at or above recommended daily activity levels	81%	81%	82%
Average daily steps	9,086	10,498	9,102
Fitness class participation	847	988	1,094
Health and financial fitness workshop participation	939	984	997

Employee participation in the Commit to Be Fit Wellness Program has increased each year since its inception in FY12.

The Commit To Be Fit Employee Wellness Program resulted in a total health care cost savings of $6,045,311 between FY13 and FY15. Based on industry research, the system can expect the investment in employee wellness to continue to yield positive returns.

HCPSS Awarded for Wellness

HCPSS was recognized as one of the **Healthiest Maryland Businesses** by the Maryland Department of Health and Mental Hygiene and was awarded the Gold Award, the highest designation. Healthiest Maryland Business aims to raise awareness about the importance of a healthy workforce, recruit business leaders who will incorporate healthy policies into the workplace, publicly recognize their commitment and success, and improve their bottom line.

HCPSS also won a **Health at Work Award** sponsored by ComPsych, which honors organizations that promote employee health and wellness. Winners were selected based on their wellness program's comprehensiveness, delivery, promotion, participation rates and results achieved. ComPsych Corporation is the world's largest provider of employee assistance programs.

GOAL 3 FAMILIES
AND THE COMMUNITY

Families and the community are engaged and supported as partners in education.

GOAL 3

A world-class system cultivates the full participation, support and resources of families and community partners. HCPSS considers the dedication of its families and an involved community among the system's greatest assets. The focus of Goal 3 is to build upon these strong relationships.

FOCUS AREA	OUTCOMES	PERFORMANCE MEASURES
COLLABORATION	3.1 HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect. 3.2 HCPSS is strengthened through partnerships.	• Stakeholder participation on policy development/revision committees, p. 79 • School Improvement Team and Parent Teacher Association participation, p. 80 • HCPSS advisory groups participation, p. 82 • Number and type of partnerships, p. 83
ENGAGEMENT	3.3 HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.	• Social media usage, p. 85 • HCPSS website usage, p. 86 • HCPSS News usage, p. 87 • Visual Communications usage, p. 88
WELL-BEING	3.4 HCPSS supports the well-being of students and families.	• Targeted family outreach, p. 89

The Power of Community Partnerships

HCPSS is fortunate to belong to a community that actively supports education. Business leaders recognize that a nationally recognized school system is intrinsically linked to a strong and vibrant local economy. More than 1,000 local business, non-profit and government organizations partner with the system and individual schools to mentor students in new careers, work one-on-one with students who need additional attention or support, and enrich instructional programs. New partnerships are developed each year that meet mutually beneficial goals for the organization and school system.

Many partnerships enhance the curriculum and provide accelerated and enriching learning opportunities. Among these are several organizations that collaborate with HCPSS in helping students develop leadership, creativity and other essential 21st century skills. Others educate students about the environment and enriching the science curriculum through meaningful learning experiences.

New partners added in FY16 include **Le'Chic Academy**, a non-profit organization devoted to building young students' self-esteem and leadership skills. The organization works with Forest Ridge Elementary School students to publish a magazine during a six week after-school workshop. The students learn how to develop ideas, write stories, take photos, add visual components and design layouts. Throughout the workshop, students enhance their creativity, writing, editing, interviewing, team building and self-publishing skills. One student remarked, "It lets me be creative and I can see my ideas come to life."

HCPSS science educators collaborate closely with **Howard County Conservancy** to integrate field experiences into our science curriculum. Elementary, middle, and high school students visit the conservancy grounds throughout the school year for a wide array of hands-on science learning experiences. Students use the practices of professional scientists to conduct research and advocate for change to solve a real problem.

For example, high school biology classes study the Chesapeake Bay watershed throughout the year, going into the field to collect samples, analyze streams and record data on the portions of the watershed in Howard County. Each class compiles data into a countywide annual **Watershed Report Card** that documents the health of each portion of the watershed. In FY16, the students made important contributions to the development of an improved stream survey tool for student and citizen scientists. Through a partnership with Maryland Department of Natural Resources, students helped create a set of stream protocols that align with the Maryland Biological Stream Survey protocols. The new tool contains significant enhancements, enabling greater precision in organism identification, classification and water quality assessments.

The Watershed Report Card project is offered in partnership with the Howard County Conservancy and supported by a grant from the Chesapeake Bay Trust. Beginning in FY17, the program will expand beyond Howard County to involve additional Maryland school districts.

GOAL 3

In 2016 the **Bright Minds Foundation**, the Howard County public schools educational foundation, celebrated 10 years of supporting HCPSS students and staff. The foundation's initial program Foundation, Computers for Students, continues to provide eligible students with a computer, flash drive, and security and Microsoft Office software. Over the last decade, the Bright Minds Foundation has donated nearly 1,000 refurbished, Internet ready computers to students and families who do not have the technology at home.

The Foundation has also awarded a cumulative total of over $100,000 in teacher grants, and funds after-school buses through its Driving Students' Success campaign, which enable many students who lack transportation to take part in extracurricular activities at the school.

Bright Minds kicked-off its 10th anniversary year with a special event at Turf Valley Resort. Anirban Basu, Chairman and CEO of Sage Policy Group, reported on the **financial impact** of the HCPSS on the local economy. Basu described the school system as a central economic driver in the county, supporting nearly 13,000 county jobs, driving $1.85 billion in local business sales, and delivering an economic impact equivalent to approximately 8 percent of Howard County's total annual output.

Fresh Fruit and Vegetable Bars

Horizon Foundation, a longstanding HCPSS partner, strongly supports school system programs promoting student and staff wellness. A two-year grant from the foundation supports an innovative pilot program that promotes the link between nutrition, education, physical activity and living a healthy lifestyle.

Fresh fruit and vegetable bars opened in April 2016 at Bollman Bridge, Laurel Woods and Talbott Springs HCPSS elementary schools. The bars are stocked with a selection of seasonal offerings such as red grapes, tangerines, cucumbers and romaine lettuce, doubling the amount of fruit and vegetables offered at lunchtime in the schools. Taste testing events introduced students and families to the new offerings. Each school also collaborates with community partners to offer hands-on programs for families to learn about nutrition and healthy lifestyles.

As part of the pilot, HCPSS introduced a new lunch menu at the three schools with more healthy and nutritious options that incorporate fresh fruits and vegetables and appeal to student tastes. The program supports ongoing HCPSS efforts to improve the variety of healthy options provided in school meals. Participating schools have seen a 6.7 percent increase in average daily lunch participation since the project was introduced.

"The Horizon Foundation cares deeply about the health of our community's youngest residents, and we are very excited to support the school system's first fresh fruit and vegetable bars. With a wide variety of options from honeydew to cherry tomatoes, we know kids will love finding old favorites and new selections."

– Nikki Highsmith Vernick
  President and CEO
  Horizon Foundation

GOAL 3

MENTORING THE FUTURE WORKFORCE

Community organizations serve a role integral to the instructional program for each HCPSS Career Academy. Students participating in the 20 academies have opportunities to work with professional mentors, earn college credit, and earn industry certifications.

Businesses and organizations help shape the workforce of the future by mentoring students with expert professional guidance in a particular field of study, teaching practical skills, and providing contacts that can prove invaluable to future success. For example, Torti Gallas and Partners, dw taylor associates, Pro-Built Construction, and Symmetry First

Architects introduce Architectural Design Academy students to the basic principles of architectural design including composition, color, form, and relationship of elements in the development of 2-D and 3-D design projects. Students in this academy may earn credits at Howard Community College leading to careers such as CADD technician, real estate manager, and urban planner, or toward a bachelors or masters degree in architecture. Other Career Academies offer similar opportunities for college credit, career certifications, industry experience, and mentor relationships, in health sciences, finance, engineering, education, construction, cybersecurity, and many other fields.

Engaging Families as Educational Partners

Parent involvement has proven to be a leading factor in educational success. The system continues to build on initiatives to empower parents with relevant information and provide a forum for addressing issues relating to their child and school.

Many programs are targeted specifically to engage families that can benefit from more specialized support. Strong partnerships between the home, school, and community are crucial in preparing students to succeed in an increasingly complex and global environment.

For example, students and families from Title I elementary schools took part in a **Digital Safety Night** at Jeffers Hill Elementary School. Digital devices and social media have a growing presence in daily life for people of all ages, including young children. Learning to use technology responsibly is an important part of every student's education. Technology integration that encourages social interaction and self-expression presents many new opportunities for learning and interaction, while challenging parents and teachers to help ensure youth stay healthy and safe. Representatives from the community, including law enforcement and internet safety specialists, joined staff to present important information for families about maintaining digital safety.

Jeffers Hill was also among several elementary schools hosting FIT Family nights to promote health and wellness among students, staff, and parents. Research shows the direct relation of physical fitness on brain health and higher achievement. Children and their families took part in activities such as zumba, karate, yoga, and boot camp, and visit stations providing wellness information. Workshops for parents included demonstrations such as how to pack a healthy lunch.

Several **Parent Academy** seminars are offered each year in partnership with the African American Community Roundtable and The Council of Elders of Howard County. These sessions engage families in the school system and support parents in boosting academic achievement and advocating for educational opportunity. Sessions offered in FY16 include supporting children's social and emotional development, navigating instructional technology, collaborating effectively with educators, and encouraging college participation.

GOAL 3

Each year the **International Parent Leadership Program** (IPLP) encourages international parents to step into leadership roles in schools and communities as advocates on behalf of the system's nearly 6,000 international students. The FY16 series represented the program's 14th annual cohort.

The six-week IPLP curriculum helps international parents understand the framework of the U.S. educational system and the structure and functions of the HCPSS. Graduates of the program gain the confidence to take an active part in system and school programs and initiatives. Information shared during the sessions assists parents in making informed decisions about the schooling of their children and serves to increase the participation of parents from international communities in the life of schools and the school system.

Many programs are targeted to **families of students receiving special education services**. The Department of Special Education offers multiple sessions for parent and community stakeholders each year. These sessions provide valuable support for parents, engage them as partners in improving educational programs, and promote a culture of trust, transparency and mutual respect. Sessions offered during FY16 included Communicate and Play with Hands-on Fun! Helping Families Communicate Together, New Product Showcase, and How Keep My Child Communicating Over the Summer, and a variety of other topics.

The department also sponsors sessions for teens, young adults and their families to prepare for a successful transition to post-high school employment, education, and independent living. The 2016 Transition Symposium included presentations from local and national experts; parent workshops on internet safety, guardianship, employment, disability benefits, post-secondary education, and transition planning; and youth workshops on voting rights, self-advocacy, personal safety, meal preparation, and planning for the future, as well as a variety of exhibits showcasing the latest programs, products, and services.

DIGITAL OUTREACH

Teachers across the system have been expanding their Canvas usage for family communications by sharing instructional tools, important dates and events, announcements, and more. For example, 4th grade teachers at Ducketts Lane Elementary School send weekly updates to families that include reminders, math objectives, science problems, language arts resources and health information. Teachers also provide sick students with screenshots of the day's lessons, so they miss less instruction. Parents find the resources and information invaluable in monitoring their child's progress and helping with homework. Find more on how Canvas is transforming education in and beyond HCPSS classrooms on page 94.

GOAL 3

GOAL 3: Families and the Community

Focus Area: COLLABORATION

Outcome 3.1: HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.

Performance Measure:
Stakeholder participation on policy development/ revision committees

Aligned Vision 2018 Strategy
- 3.1.3: Consistently include representatives from stakeholder groups in planning processes to inform school system actions and decisions.

Description and Value
HCPSS Policy 2020 Policy Development and Adoption establishes processes by which policies are developed, implemented, reviewed, and updated.

Included in the development/revision process is a protocol of inviting HCPSS stakeholder groups to serve on a development/revision committee. These groups include but are not limited to:

- American Federation of State, County, and Municipal Employees (AFSCME)
- Community Advisory Council (CAC)
- Cultural Proficiency and Equity Advisory Committee (CPEAC)
- Howard County Administrators Association (HCAA)
- Howard County Association of Student Councils (HCASC)
- Howard County Education Association (HCEA)
- PTA Council of Howard County (PTACHC)
- General Citizens

In FY16, HCPSS initiated use of an online form for citizens to respond to the HCPSS invitation to serve on a policy development/ revision committee as the General Citizens representative.

Direct communication with stakeholder groups' leadership and use of communication tools to obtain committee members and communicate to the community are:

- Press releases for local media.
- Notification in system newsletters and social media.
- Letters inviting stakeholders to participate on committees.
- Presentations to explain process to stakeholder organizations.
- Schedules of committee meetings via email.
- Telephone and email.
- HCPSS website and BoardDocs used to provide current policies as well as the status of policies under consideration for development or review.

Committee members may utilize remote access tools, to participate in policy development meetings, such as conference calls, Facetime, and Blackboard Collaborate Webinar.

Progress
Participation on Policy Development/Revision Committees for FY16 is represented in the chart below:

Table 3-A

Policy	Central Office Staff	School-based Staff	AFSCME	CAC	CPEAC	HCAA	HCEA	HSCASC	PTACHC	General Citizens	Other Stakeholders	Total Members
Stakeholder Representation on Policy Development/Revision Committees, FY16												
2040 Public Participation in Meetings of the Board	2	1	0	1	1	1	1	2	0	1	2	12
3040 Technology Security	6	4	0	1	1	1	1	2	1	1	0	18
4090 Debt Management	3	0	0	1	0	1	0	2	0	1	1	9
8030 Graduation Requirements	6	3	0	1	1	1	0	1	0	1	0	14
8080 Responsible Use of Technology and Social Media	10	5	0	1	1	1	1	2	1	1	2	25
9030 School-Sponsored Publications and Productions	2	2	0	1	1	1	1	0	0	1	0	9
9060 Rehabilitation Act of 1973 Compliance: Section 504	4	7	0	1	0	1	0	1	1	1	0	16
10010 Distribution and Display of Materials and Announcements	4	0	0	1	1	1	0	1	0	1	2	11
10040 Charter Schools	10	1	0	1	1	1	0	1	1	1	1	18

All stakeholders listed in Policy 2020 Policy Development and Adoption were invited to have representation on all the committees.

GOAL 3: Families and the Community

Focus Area: COLLABORATION

Outcome 3.1: HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.

Performance Measure:
School Improvement Team and Parent Teacher Association participation

Aligned Vision 2018 Strategies

- 3.1.3: Consistently include representatives from stakeholder groups in planning processes to inform school system actions and decisions.
- 3.1.4: Engage parents in the school improvement process.

Description and Value

School Improvement Teams

School Improvement Teams (SIT) develop plans that serve as the blueprint for actions and processes needed to support rigorous instruction and achievement so that all students are college and career ready. In order to ensure that all members of a school community are aware of the School Improvement Plan goals and objectives, parent and community participation is essential.

In partnership with the school administration, these teams develop comprehensive plans for continuous improvement.

Parent Teacher Associations (PTA)

The mission of the National PTA states: "The overall purpose of PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children."

Within every school community, the PTA addresses issues that are important to the effective operation of the school. Benefits of the PTA include:

- **L**everaging volunteer power.
- **I**mproving communication.
- **M**onitoring measurable results.
- **B**oosting school programs.
- **S**upporting children's hope, well-being, and engagement.

Progress

A number of schools have representatives from the community as members of School Improvement Teams. Table 3-B illustrates the number of parent and community members involved at each level.

Table 3-B

Number of SIT Members by School Level, FY16			
Level	Parent Members	Community Members	Students
Elementary	67	3	0
Middle	16	16	18
High	12	4	24

All HCPSS schools have active PTA organizations. Table 3-C illustrates the number of PTA members at each school. In addition, each school is represented on the countywide PTA Council of Howard County.

GOAL 3

Table 3-C

Number of PTA Members by School

Elementary	FY14	FY15	FY16
Atholton	220	220	220
Bellows Spring	280	316	351
Bollman Bridge	350	350	350
Bryant Woods	169	169	169
Bushy Park	350	350	350
Centennial Lane	508	515	575
Clarksville	428	453	453
Clemens Crossing	325	300	300
Cradlerock	320	185	185
Dayton Oaks	357	404	252
Deep Run	294	294	268
Ducketts Lane	243	243	240
Elkridge	378	378	225
Forest Ridge	320	330	315
Fulton	612	564	450
Gorman Crossing	273	273	300
Guilford	250	250	225
Hammond	346	337	392
Hollifield Station	335	335	335
Ilchester	500	500	500
Jeffers Hill	209	180	153
Laurel Woods	170	280	280
Lisbon	177	177	206
Longfellow	130	134	205
Manor Woods	322	376	264
Northfield	400	302	302
Phelps Luck	325	325	325
Pointers Run	588	620	620
Rockburn	337	337	337
Running Brook	188	188	188
St. John's Lane	600	600	600
Stevens Forest	180	180	141
Swansfield	191	244	236
Talbott Springs	250	250	250
Thunder Hill	250	250	260
Triadelphia Ridge	210	483	426
Veterans	467	467	467
Waterloo	385	385	280
Waverly	543	496	478
West Friendship	246	252	269
Worthington	350	350	182

Middle	FY14	FY15	FY16
Bonnie Branch	300	300	300
Burleigh Manor	511	570	283
Clarksville	785	401	400
Dunloggin	250	230	220
Elkridge Landing	120	120	176
Ellicott Mills	304	334	383
Folly Quarter	396	403	270
Glenwood	535	551	176
Hammond	220	250	270
Harper's Choice	480	480	144
Lake Elkhorn	90	104	104
Lime Kiln	450	450	500
Mayfield Woods	259	259	275
Mount View	560	560	400
Murray Hill	260	260	260
Oakland Mills	140	140	85
Patapsco	350	350	350
Patuxent Valley	312	167	209
Thomas Viaduct	—	137	122
Wilde Lake	344	305	125

High	FY14	FY15	FY16
Atholton	548	586	583
Centennial	1,054	1,054	1,054
Glenelg	559	613	403
Hammond	401	400	400
Howard	713	713	806
Long Reach	416	339	229
Marriotts Ridge	750	700	665
Mt. Hebron	837	728	800
Oakland Mills	237	174	229
Reservoir	660	660	673
River Hill	789	1,044	630
Wilde Lake	437	427	427

Special School	FY14	FY15	FY16
Cedar Lane	175	118	80

GOAL 3

GOAL 3: Families and the Community

Focus Area: COLLABORATION

Outcome 3.1: HCPSS collaborates with family and community partners to engender a culture of trust, transparency, and mutual respect.

Performance Measure: HCPSS advisory groups participation

Aligned Vision 2018 Strategy

- 3.1.3: Consistently include representatives from stakeholder groups in planning processes to inform school system actions and decisions.

The Board of Education and the Superintendent believe that schools are strengthened when families and communities are actively engaged as partners in education. In support of this goal, HCPSS provides multiple opportunities for responsible community participation that supports two-way communication on new and ongoing initiatives.

Advisory committees provide an avenue for stakeholder feedback to inform, influence, and recommend policies and programs, including engagement in the school improvement process to support student achievement. Generally, such committees are derived from a written charter and may be ongoing or established for a special purpose on a short-term basis. On occasion and when appropriate, these committees present information to the Board and Superintendent.

The Community Advisory Council (CAC) serves as a channel for concerns, advice and information from the public to reach the Board of Education. CAC members include parents, including representatives from school PTAs and the PTA Council of Howard County; students, including representatives from the Howard County Association of Student Councils (HCASC); Central Office staff; and an at large community representative.

Curriculum Advisory Committees make recommendations about instructional content for specific subject areas, including science, language, mathematics, fine arts, social studies, early childhood, and elementary education, as well as and specific career academies. Other committees advise on gifted and talented education, special education, school health, school planning, and technology.

These committees comprise parent, student, staff and community members as well as representatives from diverse industries, organizations, and government agencies, who share their unique expertise, backgrounds, and perspectives to inform school and system procedures and priorities.

The Office of Career and Technology Education (CTE) offers a variety of programs that are designed to prepare students to be successful in the career field of their choosing. Advisory committees for each career area ensure that the programs offered by the HCPSS reflect the most up-to-date information and provide the academic background and hands-on experience necessary for success beyond high school.

CTE advisory committee members are local business and economic development leaders, and state and local government members, who provide their professional experience and expertise to the committee. Parents, current and former students, central office staff, administrators, and teachers also serve on the committees.

The individual CTE advisory committees are established for specific areas of focus, include accounting and marketing, automotive technology, career research and development, child development, computer science, construction management and architectural design, hospitality and tourism, cybersecurity and networking, homeland security and emergency management, visual communications and animation, among others.

GOAL 3: Families and the Community

Focus Area: COLLABORATION
Outcome 3.2: HCPSS is strengthened through partnerships.

Performance Measure:
Number and type of partnerships

Aligned Vision 2018 Strategy
- 3.2.1: Develop and leverage partnerships to meet strategic goals.

Description and Value
HCPSS partners with businesses and organizations to prepare students to succeed in an increasingly complex and global environment. In FY16, community partners and school system staff celebrated 30 years of working together in a joint commitment to educational excellence. HCPSS values the support of partners who continue to play a critical role in the implementation of the HCPSS strategic plan, *Vision 2018, Fulfilling the Promise of Preparation*.

The Partnerships Office embraces Goal 3 of the Vision 2018 plan—to engage and support the community as partners in education. This goal recognizes that HCPSS is strengthened by maximizing the participation, support, and resources of community partners. The Partnerships Office collaborates with businesses, government agencies, educational institutions, and community organizations to develop and leverage partnerships to meet Vision 2018 strategic plan goals; provides structure and guidance to partnership agreements; and offers training and tools to assist school system personnel in developing effective, dynamic relationships.

Partnership activities support Vision 2018 by broadening students' experiences, enriching classroom lessons, and helping children discover strengths and new interests. In many cases, partnership programs assist struggling students as they gain mastery in basic skills; in other cases, they spark a commitment to lifelong wellness or open a window to an unexpected career path.

The goals of the Partnership program are to:
- Ensure that partnership activities support the four goals of Vision 2018.
- Provide structure to partnership agreements to ensure consistency and sustainability.
- Acknowledge the various ways partners impact HCPSS students, staff, and the community.
- Publish an annual report and offer celebration for existing partnerships, and publicity for partnership activities.

Partnership Highlights
Community partnerships benefit students from kindergarten through high school by expanding learning beyond the classroom.

Trout Unlimited, an organization committed to conserving, protecting and restoring North America's coldwater fisheries and their watersheds, engages students in meaningful watershed educational experiences. Through the hands-on environmental program, Trout in the Classroom, students take responsibility for raising trout from eggs to fingerling, managing chilled tank water quality, engaging in stream habitat study, learning to appreciate water resources, developing a conservation ethic, and understanding ecosystem connectivity. The program culminates in a field trip to a local stream where students release the fish.

Wilhelm Commercial Builders, a perennial partner of the HCPSS Construction Academy, helps students gain the knowledge and skills to prepare for various careers in construction including project management and supervision,

engineers. Businesses represented included ASRC Federal, Cisco Systems, Honeywell Technology Solutions Inc., Howard Tech Council, Johns Hopkins Applied Physics Laboratory, Maryland State Highway Administration, National Security Agency, Pennoni Associates and more.
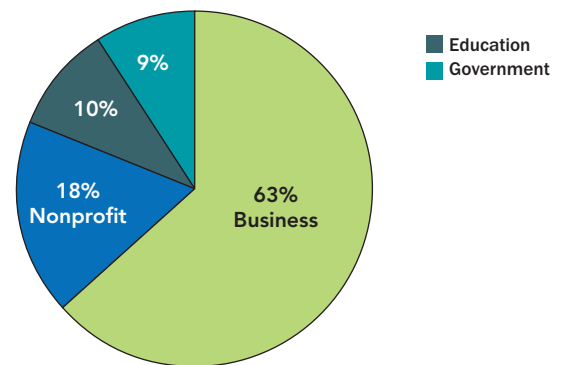

project engineering, contract administration, and safety coordination. This National Center for Construction Education Research certified program provides students with an excellent foundation for continuing education in the building industry.

Figure 3-1

Types of Partnerships

- 9%
- 10%
- 18% Nonprofit
- 63% Business
- Education
- Government

For more than ten years, members of Grace Community Church have been providing a helping hand at HCPSS elementary schools. Each year approximately 75 Grace Community Church volunteers spend a day sprucing up school grounds and supporting school activities. In April 2016, Grace volunteers assisted with the birdhouse building project at Laurel Woods Elementary School. The volunteers also mulched garden beds and planted flowers at Laurel Woods and Bollman Bridge elementary schools.

HCPSS teamed with local and regional engineering associations and businesses to host Women in Engineering Day to motivate young women to pursue an interest in engineering. Held during National Engineers Week, the event drew more than 100 students, representing every county high school, who had the opportunity to interact with female

Progress

The HCPSS Partnerships Office directed and aligned community resources to support and promote strategic HCPSS programs and initiatives in FY 2016 by:

- Facilitating 1,138 HCPSS partnerships
- Creating 40 new partnership agreements
- Highlighting how partners support the values reflected in Vision 2018 in the HCPSS Educational Partnerships 2015–2016 Annual Report (www.hcpss.org/f/aboutus/partnership/ar-partner201516.pdf); more than 3,500 copies distributed countywide
- Serving as HCPSS representative on 17 community Boards of Directors and committees
- Supporting HCPSS staff who worked with 456 businesses and organizations that provided high school intern placements for one or multiple students per site.

GOAL 3: Families and the Community

Focus Area: ENGAGEMENT

Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.

Performance Measure:
Social media usage

Aligned Vision 2018 Strategies

- 3.3.1: Provide timely, relevant, and easily accessible information on the HCPSS website.
- 3.3.2: Tailor communications to user needs.
- 3.3.3: Increase opportunities for two-way communication.

Description and Value

HCPSS utilizes various social media to enhance stakeholder communications in alignment with Goal 3. The school system's use of social media supports Outcome 3.3, which states that HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications. Specifically, it supports strategy 3.3.2: tailor communications to user needs, and strategy 3.3.3: increase opportunities for two-way communication.

The HCPSS Communications Department manages several district level social media accounts including Facebook, Twitter, and Instagram. The Superintendent also uses Twitter to increase transparency. The department also maintains account credentials for Twitter accounts that were set up for each school to use. Professional development resources and training are offered to school-based administrators on best practices and responsible use of existing and emerging social media.

Social media posts include the following topics:

- Emergency notifications.
- HCPSS news and information.
- HCPSS employment information.
- Upcoming events.
- Open-ended questions to parents regarding curriculum, school activities, and other topics of interest.
- Photos of events and activities.
- Notices about information relevant to stakeholders, including job fairs, internship information, scholarships, etc.

- Educational posts related to federal holidays and other special occasions, such as Black History Month, code.org week, etc.

Progress

Facebook

The school system posts an average of 3-4 times per day. Total "likes" to the HCPSS page rose from approximately 11,880 on July 1, 2015 to 15,746 by June 30, 2016. Facebook analytics show the posts that receive the most likes or comments are those responding to weather-related messaging, posts that share articles ranking the school system or county, and those that highlight our students and schools.

Twitter

The HCPSS twitter account saw a large and steady increase in the number of followers, 45,396, as of June 30, 2016, as shown in Figure 3-2 below.

Figure 3-2

Increase in HCPSS Twitter Account Followers July 1, 2015 to June 30, 2016
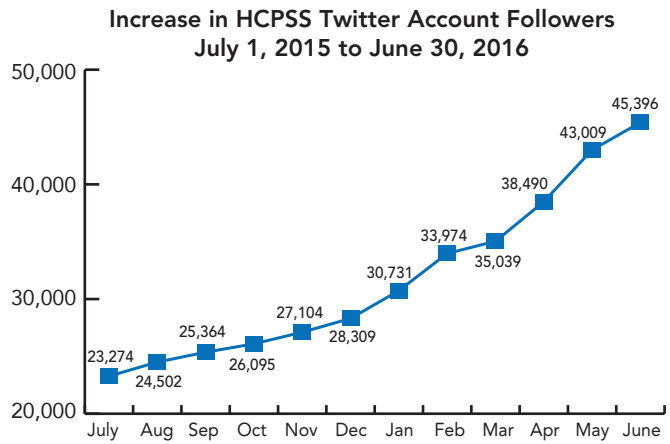
The Superintendent's twitter following increased by more than 1,100 in FY16, to 4,901.

Twitter analytics show the tweets that receive the most retweets or favorites are those regarding weather-related messaging. Analytics additionally show that tweets from the Superintendent account that include photos of students receive higher rates of engagement than other tweets.

Instagram

HCPSS continued posting photos to its Instagram account, mainly focusing posts on student life. Total followers rose from 400 at the start of the year to 1,000 by June 30, 2016.

GOAL 3: Families and the Community

Focus Area: ENGAGEMENT

Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.

Performance Measure:
HCPSS website usage

Aligned Vision 2018 Strategy
- 3.3.1: Provide timely, relevant, and easily accessible information on the HCPSS website.

Description and Value
HCPSS takes a multi-media approach to providing families and the community with relevant, timely, accessible, and audience-focused communications. In addition to system and school websites, these media include cable TV, social media, print communications, and email alerts through HCPSS News Service. (Outcome 3.3)

Continuing the site work started in February 2013, several significant upgrades have been made to the main and school websites to increase utility and ease of use. Upgrades include:

- Finished migrating all HCPSS schools and education centers to a modern, mobile-friendly publishing platform focused on news and events.
- Introduction of native iOS and Android mobile applications, powered by school site data, to provide a single place for parents to subscribe to multiple schools news and events.
- Further refined the primary HCPSS website to focus on consolidating content, maintaining performance and improving publishing speed.
- Improved our Google Search appliance to continue providing a more relevant and robust search experience.

Before the end of the 2015 school year, the school system moved all 12 high schools, and two education center school sites to a more agile, mobile friendly web platform in alignment with the elementary and middles school web sites. The sites have been designed to be easy to update,

to prioritize news and resources for parents, and to link to critical information on the main website, increasing the consistency of messaging throughout the school system.

Progress
Between July 1, 2015 and June 30, 2016, the HCPSS website had:

- 3.92 million visits from 1.3 million unique visitors.
- 8.36 million page views.

Thirty-one percent of visits are from new visitors, and 69 percent are from returning visitors.

Forty-seven percent of traffic used a mobile phone or tablet to access the site.

Sixty-one percent of traffic starts with a search from google.com.

During the announcement of our weather-related closings and delayed openings this winter, 90 percent of our traffic came from families using mobile devices in the late evenings and early mornings.

On an average day, the website has approximately 25,000 pageviews. During the weather timeline above, the highest day of pageviews was 179,000.

Our HCPSS mobile application for iOS and Android devices was downloaded 6,500 times in FY16; it has been downloaded 18,415 times since it was launched in October 2014.

Increase in Social Media Referrals
Utilizing HCPSS social media presence continues to lead to an increase in traffic to the main HCPSS website. Referrals are visitors brought to the site by clicking on links shared on social media accounts. Social media generated more than 111,000 referrals over the course of the year, and are now the fourth highest source of traffic to the site.

GOAL 3: Families and the Community

Focus Area: ENGAGEMENT

Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.
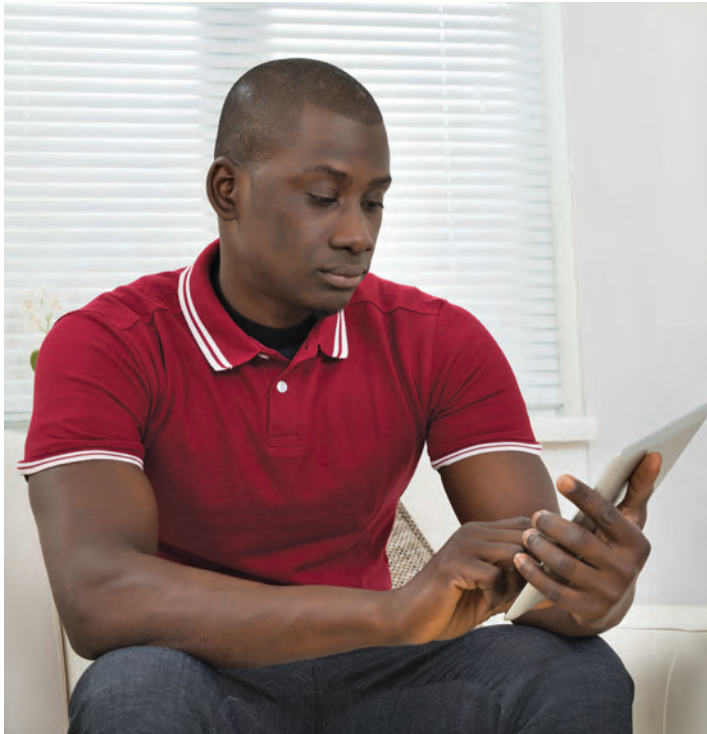

Performance Measure:
HCPSS News usage

Aligned Vision 2018 Strategy

- 3.3.2: Tailor communications to user needs.

Description and Value

Ensuring HCPSS families and the community are kept up to date with the most relevant, easy to access information is a top priority for the school system. One way HCPSS connects with stakeholders is via email alerts through HCPSS News service. It is used centrally to disseminate pertinent messages to all HCPSS families. Individual schools use the HCPSS News service to share school-related information with families.

In October 2014, HCPSS changed HCPSS News providers, allowing HCPSS to auto-enroll parents and guardians based on data submitted through the emergency card process. This change in strategy now provides a broader reach for school and system-wide communications, improved relevancy targeting of messages to specific recipients and reduced account maintenance required for parents.

HCPSS News is one of several media employed by HCPSS to engage families and the community through relevant, timely, accessible, and audience-focused communications (Outcome 3.3).

Progress

To understand our updated usage of HCPSS News, this report depicts a shift in our analytics strategy to focusing on prioritizing the reach of our messages over the solely depicting the number of broadcasts. Our analytics now include both the number of broadcasts sent via the service, showing a high usage by school and district staff, and the total reach to subscribers, highlighted by number of targeted recipients and the total volume of messages that are being sent from the service.

In FY16, schools and central office sent over 9,700 broadcasts to families and the community. Those specific broadcasts targeted over 72,000 recipients (HCPSS parents, staff and community) to deliver over 28 million targeted emails and 700,000 targeted emergency SMS messages.

During our busy weather months, immediate parent and community notifications are essential and HCPSS sent 23 emergency text broadcasts related to school closings and/or delays. In total, those broadcasts translated to 585,728 text messages being sent across our subscriber base.

GOAL 3

GOAL 3: Families and the Community

Focus Area: ENGAGEMENT

Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.

Performance Measure:
Visual Communications Usage

Aligned Vision 2018 Strategy
· 3.3.2: Tailor communications to user needs.

Description and Value
HCPSS uses a variety of multimedia- and video-based productions to provide dynamic visual communications to inform families, community members, employees, and other stakeholders about school system events and current issues in an engaging, easily-accessible format.

Video operations support student, staff and parent engagement; digital instruction; professional learning; and operational efficiency initiatives of the HCPSS strategic plan. Video and high quality photography is also incorporated into web, email, and social media communications, in order to provide a dynamic user experience that is consistent with the image of a world-class educational institution.

HCPSS multimedia, TV, and video productions offer a dynamic medium for a full spectrum of system communications. These include live broadcast and on-demand viewing of Board meetings, studio-based events, community forums, and high school commencements; videobased instruction; educational programming; in-depth programs about educational initiatives and school programs; short features about school system news; and community events.

Viewership of live and on-demand, video-based communications has been rapidly increasing, as illustrated in Table 3-D.

Table 3-D

Video Communications Reach (Views per distribution channel)			
Channel	**FY14**	**FY15**	**FY16**
Granicus: BOE meetings (live and on-demand)	29,606	14,049	9,983*
Swagit: BOE meetings (live and on-demand)	NA	NA	3,401^
Livestream: Events (live and on-demand)	7,006	23,810	59,779
Vimeo: Short-form video (web, social media, email)	2,862	25,253	33,418
YouTube: Long-form videos (web, social media, email)	52,084	32,458	27,325
Total Views	**91,558**	**95,570**	**133,906**

* Phased out in April 2016. Replaced by Swagit.
^ Brought online to public April 2016.

GOAL 3: Families and the Community

Focus Area: WELL-BEING
Outcome 3.4: HCPSS supports the well-being of students and families.

Performance Measure:
Targeted family outreach

Aligned Vision 2018 Strategies
- 3.4.1: Develop intentional strategies to connect directly with families who need additional supports.
- 3.4.2 Partner with government and community organizations to enhance services that support the well-being of students and families.

Description and Value
HCPSS has several programs in place that offer targeted parent support in addition to their core services that benefit students directly.

- The Black Student Achievement Program (BSAP), Saturday Math Academy, is designed to accelerate academic achievement in mathematics for students on all levels. Parents have opportunities to attend sessions to learn about the mathematics curriculum and resources to support learning at home.

- The International Parent Leadership Program (IPLP) increases leadership capacity of international parents to step into leadership roles in schools and communities as advocates on behalf of the system's nearly 6,000 international students. The six-week program helps international parents understand the framework of the U.S. educational system and the structure and functions of HCPSS.
- International Student and Family Services offers interpretation and translation services during registration, conferences, back-to-school nights, and at other times throughout the school year, as needed.
- The Hispanic Achievement Program offers Spanish-language workshops and a Parent Academy to help parents access resources and effectively partner in the education of their children.
- HCPSS collaborates with community partners to foster parent and community involvement in student learning and achievement.
- HCPSS Student Services Pupil Personnel workers provide academic and social-emotional support to parents and students experiencing homelessness who reside at Grassroots homeless shelter.
- Pupil Personnel workers mentor and support each HCPSS student experiencing homelessness.

Progress

During FY16, seven parent information sessions were held during the BSAP Saturday Math Academy at Oakland Mills High School, with an average of 85 parents attending each session. The sessions are designed to inform parents about current mathematics related topics and countywide initiatives. They also provide opportunities for parents to network with other parents, HCPSS staff, and community members. During FY16, HCPSS collaborated with The Council of Elders of the Black Community of Howard County to empower families through seminars and informational sessions on a broad range of topics.

HCPSS enrolls nearly 1,000 new international students every year and continues to work to bridge the language gap. Parents are invited to participate in the IPLP program so they can be informed partners in the education of their children. Over 200 parents have graduated from the IPLP since its inception in FY06. HCPSS provides interpreters and regularly adds to the library of translated documents to serve these families.

Table 3-E

International Office Services			
	FY14	FY15	FY16
Interpreter Requests	10,239	9,384	12,490
Students Served	3,296	3,320	2,753
Documents Translated	662	688	792
International Student Registrations	926	846	838

Parents access workshops in Spanish in schools at the elementary, middle, and high school levels and through the countywide Parent Academy in Spanish offered by the Hispanic Achievement Program.

Table 3-F

Number of Parents Attending Programs in Spanish			
	FY14	FY15	FYI 16
College and Career Ready Workshops	415	517	492
Parent Academy Graduates (cumulative)	246	284	312

HCPSS collaborates with community partners to foster parent and community involvement in student learning and achievement. The BSAP Community-based Learning Center After School Enrichment Programs are operated in collaboration with the Heritage Housing Partners Corporation, Howard County Housing Commission, the NAACP, the University of Maryland-Extension, and other local sororities and fraternities.

During FY15, 27 family nights were offered at seven sites. Parents were engaged in the academic process, learned strategies for healthy eating, and networked with representatives from community organizations.

Table 3-G

BSAP Community–based Learning Centers Programs			
	FY14	FY15	FY16
Elementary Students	121	132	54
Family Nights	68 families	71 families	46 families

GOAL 4
ORGANIZATION

Schools are supported by world-class organizational practices.

FOCUS AREA	OUTCOMES	PERFORMANCE MEASURES
ORGANIZATIONAL WELL-BEING	**4.1** All facilities are safe and secure. **4.2** HCPSS hires and retains a talented, effective, and diverse workforce. **4.3** Resource and staffing allocations are aligned with strategic priorities.	• School entry security features, p. 96 • Frequency of modified/lost duty days, p. 96 • Miles between preventable accidents, p. 96 • Number of new hires, p. 98 • Staff diversity, p. 98 • Number of applicants for staff vacancies, p. 100 • Staff retention rate, p. 102
PERFORMANCE	**4.4** Technology is leveraged to optimize operational efficiency and effectiveness. **4.5** A culture of performance management drives and aligns decisions and operations throughout schools and offices. **4.6** Decisions are informed by relevant data in all operational areas.	• Zero-based budgeting implementation, p. 103 • Computer access, connectivity, and speed, p. 105 • Electronic payment usage, p. 108 • Point of sale system usage, p. 109 • Facilities management satisfaction, p. 110 • Carbon footprint reduction, p. 112 • Indoor Environmental Quality, p. 113 • Continuous Improvement Program, p. 114

A world-class system is fueled by efficient and effective organizational practices, and a culture that supports innovation and progress. The outcomes and strategies under Goal 4 align all system resources, activities, and investments with organizational goals. As progress in this area continues, the principles of continuous improvement, efficiency, and data-informed decision making are transforming the HCPSS organizational culture.

Environmental Quality and Sustainability

Energy conservation and sustainability measures have been embraced by both students and staff throughout the system. The system is at the forefront in placing sustainability among the its key priorities for both infrastructure and daily operations. The HCPSS Sustainability Policy, adopted in FY15, emphasizes sustainable practices that create a healthy environment, develop environmental literacy, and strengthen operations. The system is among the few nationwide to achieve the Green Ribbon Schools District Sustainability award from the U.S. Department of Education.

HCPSS boasted 45 certified **Green Schools** in FY16, representing the majority of county schools. The Maryland Association for Environmental and Outdoor Education awards Green School Certification to recognize a two-year, school-wide effort that encompasses curriculum and instruction, best management practices, and community involvement in environmental education. Centennial High School earned Green School certification during FY16. Schools earning recertification included Clemens Crossing, Pointers Run, St. Johns Lane, Talbot Springs and Waverly elementary schools; Dunloggin and Mount View middle schools; and Howard and Reservoir high schools.

SUSTAINING THE ENVIRONMENT

Leadership in Energy and Environmental Design (LEED)

standards guide all HCPSS construction planning, and every new construction or renovation project is designed to achieve LEED eligibility. LEED is an internationally recognized green building certification system developed by the U.S. Green Building Council. LEED standards guide all HCPSS construction planning to ensure energy efficiency and environmental friendliness. Howard County is the only school system in the state to pursue all new school construction and complete renovations to be LEED certified or better.

Three schools earned LEED certification during FY16, bringing the total number of LEED certified schools to nine. Atholton High School was certified LEED Gold, and Bollman Bridge and Longfellow elementary schools earned LEED Silver designations.

The HCPSS Office of Custodial Services was honored with the **School Environmental Health Champion Award** by the Maryland Environmental Health Network in November 2015. The award acknowledges school districts that have established cleaning programs that reduce or eliminate toxic cleaners, and recognizes leadership in the development of written policies and comprehensive green cleaning programs that comply with Maryland's new law. The honor underscores the systemwide commitment to environmental sustainability and the well being of students, teachers and staff.

GOAL 4

Indoor Environmental Quality

HCPSS has revised its approach to ensuring environmental quality in school buildings and facilities, following the recommendations of the Indoor Environmental Quality (IEQ) Advisory Committee. The committee was chartered in September 2015 to review current HCPSS services and practices and benchmark them to EPA guidelines, legal requirements, and other school systems' practices; consider feedback shared by many HCPSS students, employees, parents, and community members; and, based on this analysis, to recommend a systemwide IEQ plan. The 33 IEQ committee members included teachers, school administrators and other school staff; staff members from HCPSS facilities and other central offices; representatives from a local environmental consulting firm and the Howard County Health Department; and parents, students, and community members.

The committee's recommendations consist of a two-fold plan of action and communication that was ready for full implementation by the beginning of the 2016–17 school year, including appointment of a system-level IEQ Coordinator and a designated IEQ Team Leader at each school.

The **action plan** includes systemwide scheduled and standardized walk-through reviews of designated areas of each HCPSS facility, to be conducted at least twice each year by a team including staff, parents, students, and community members.

New **communication protocols** were defined to inform the Howard County community on all environmental quality concerns, updates, and resolutions. These include a designated IEQ section on the HCPSS website to promptly inform the community of any IEQ concerns and issues, with an easily-accessible form provided for use in reporting concerns and questions. All documented concerns are to be resolved within a specified time, and documentation about all concerns, investigations, and resolutions are accessible on the website of each applicable school.

Continuous Improvement

HCPSS leaders held a series of 14 "Vision 2018 **Listen and Learn** Sessions" in spring 2016. Nearly 750 stakeholders provided feedback on implementation of the school system's strategic plan, Vision 2018: Fulfilling the Promise of Preparation. Participants at these sessions included parents, staff members, students and community members. Nearly 400 additional parents and stakeholders participated in the feedback process through an online survey.

The input provided valuable data for assessing the system's progress and targeting areas for improvement.

Overall, stakeholders identified four areas as priorities, including emotional and social development and support for the whole child; academic excellence and the expansion of curriculum and electives; improved communication with parents and community members; and support for students with disabilities and other special needs.

A **Vision in Action** team, consisting of teachers, school leaders and administrators, has been convened to collaborate with parent and community groups in recommending changes and improvements to HCPSS processes in response to the feedback received. The team's work will continue throughout the 2016-2017 school year.

A new **HCPSS Balanced Scorecard** is currently in development that will facilitate a year-long cycle of planning, execution and review. Targeted to launch in early 2017, the scorecard will provide actionable data for use in monitoring key performance measures, tracking progress, and identifying opportunities for improvement and new initiatives.

In its initial phase, the scorecard will provide annual updates on key system level measures. Future phases will provide dynamic updating, greater detail, and comparisons to local, national, or industry benchmarks.

GOAL 4

TECHNOLOGY ENHANCEMENTS

The 2015–2016 school year marked the launch of **HCPSS Connect**, a single portal for parents to access a variety of student information and classroom instructional tools relating to student progress. HCPSS Connect provides one-stop access to the Canvas Learning System and Synergy Student Information System. Canvas gives students and teachers 24/7 access to educational materials, online assignments and testing. Parents can view class information and assignments, grades, attendance, and classroom calendars. Synergy manages information about students including registration, grades, attendance, scheduling, and other functions.

Upgrades to **Canvas** during FY16 included improvements that enhanced functionality and ease of use, and the addition of many more educational resources, video, and educational apps that greatly enrich and extend the classroom. Synergy enhancements included interfaces that allow the sharing of data among Synergy and many other internal and external information systems, and the addition of modules to ease recording of attendance, and student data such as service learning hours and participation in other programs.

HCPSS Connect also provides a **Family File**, where parents can
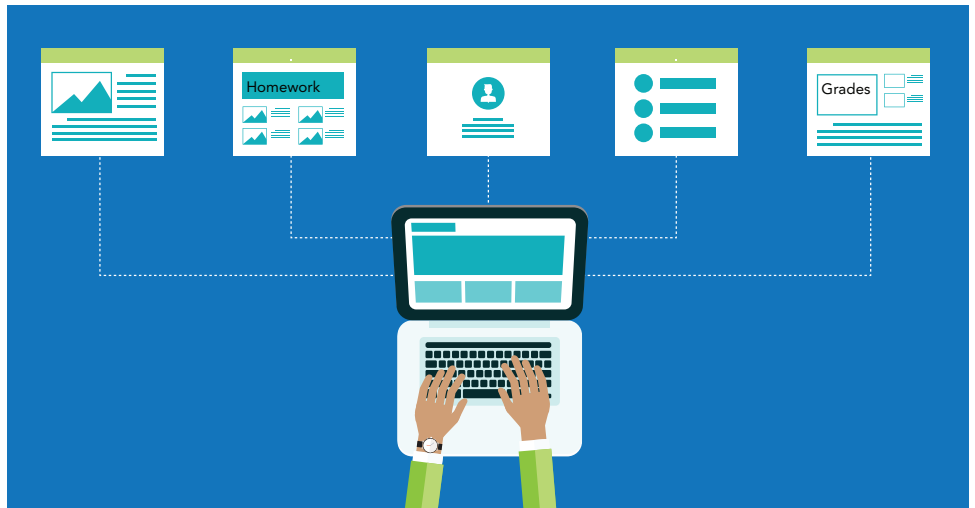
update contact information, medical considerations and preferences relating to their child. HCPSS is one of the first school districts to collect this information using an online system, which provides teachers and administrators access to the most current student emergency information in real time, and accessible from any device. The Family File has been very successful, with more than 90 percent of families providing updated information for FY16, a significantly improved response rate than for the system previously in use.

HCPSS launched **Workday**, a cloud-based financial and human capital management system, in Spring 2016. Workday streamlines the breadth of financial management tasks, from purchasing, budgeting, and accounting, and employee related processes including compensation, onboarding, leave, organization structures, and employment records. The program empowers employees with anytime/anywhere access to employee information and records, and simplifies processes such as timekeeping and leave requests.

Workday is producing benefits to all employees and the system overall through time savings, efficiencies, streamlined and enhanced processes and information capabilities, and reduced redundancies. The program is expected to deliver a five-year return on investment of more than $7 million.

TRANSPORTATION

The school day for most students begins and ends on the school bus. HCPSS follows National Safety Council defensive driving principles to ensure safe delivery of each student to and from school.

During FY16, installation of digital on-board cameras on all school buses assigned to daily routes had been completed, and replacement buses had cameras installed before they were added to the fleet for the following school year. The installation of the camera systems support student safety and well-being by reducing bullying and improving customer service. The most recent survey of school administrators indicated that the bus cameras assist in 73 percent of school bus incident investigations and deter misbehavior by more than 63 percent.

GOAL 4

94

The HCPSS Transportation Department provides annual **training sessions for school bus drivers** in safety and driving skills. In 2016, the system partnered with the Howard County Department of Fire and Rescue Services to provide CPR training for more than 700 drivers and attendants. Instructors reviewed different methods of resuscitation for all ages from infancy through adulthood, and each participant engaged in hands-on training.

A Bus Skills "Roadeo" held each summer for bus drivers and attendants includes a challenging driving skills course. Bus drivers maneuver a school bus through a serpentine course, back into a loading dock, and more. Stations are set up for bus attendants to demonstrate wheelchair tie-downs, car seat securement, and other safety skills.

Food Services

The HCPSS Wellness Policy recognizes that students need nourishing foods and physical activity to grow, learn and thrive. School plays an important role in helping students establish their health habits by providing nutritious meals through school meal programs.

Closing the hunger gap is key to closing the achievement gap, because students who aren't distracted by hunger are better able to concentrate in the classroom. HCPSS participates in the Maryland Meals for Achievement (MMFA) program, which provides **free classroom breakfasts** each morning to all students in qualifying schools that have a high concentration of low-income families. With the addition of Wilde Lake and Harper's Choice middle schools during FY16, a total of 16 HCPSS schools now benefit from MMFA.

HCPSS also serves approximately 815,000 breakfasts annually through the federally funded School Breakfast Program. Researchers have found that a classroom breakfast positively impacts academic performance and class attendance, increases attention spans, and decreases tardiness and behavior problems. By offering breakfast in the classroom to everyone through schoolwide programs, breakfast is more accessible, with no stigma attached.

Many more students are taking advantage of school breakfasts, with a 197 percent increase in total breakfasts served from 2011 to 2016. This increase is due to new and expanded menus based on customer feedback, including a range of hot breakfast items, as well as maximizing participation in meal programs supporting low-income families. HCPSS offers the Free and Reduced-price Meal program across all schools.

HCPSS also introduced **Nutrislice**, a new online site and mobile app that provides up-to-date school menus and nutrition information. Parents and students now have anywhere/anytime access to food offerings, nutrition and allergen information, menu ratings and more.
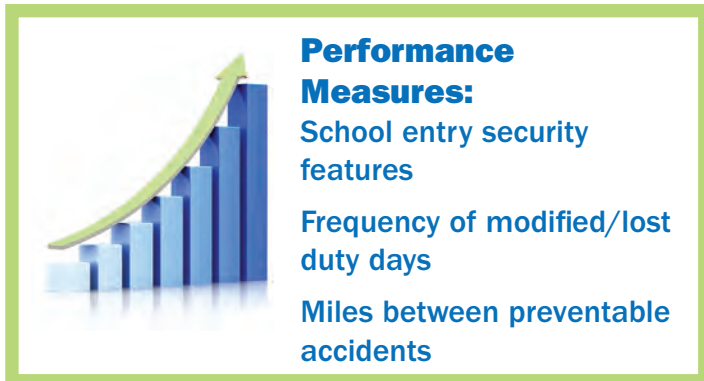

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL WELL-BEING
Outcome 4.1: All facilities are safe and secure.

Performance Measures:
School entry security features

Frequency of modified/lost duty days

Miles between preventable accidents

Aligned Vision 2018 Strategies
- 4.1.1: Strengthen security and safety practices and ensure consistency across the school system.
- 4.1.2: Strengthen and standardize emergency response protocols and training.
- 4.1.3: Utilize national/international standards in risk management.

Description and Value
Student safety and well-being is a top priority for HCPSS and the entire community. HCPSS has long taken a proactive approach to ensuring the safety of schools and system workplaces, and has many measures in place to ensure a secure instructional environment.

Progress
A Joint Task Force on School Safety, comprising HCPSS and county government representatives, was convened early in 2013 to recommend specific school security improvements. Many of the recommendations have been implemented and are proving effective in preventing and managing security incidents. The school system also hired an emergency management and safety specialist as recommended by the task force.

School access control features were given priority status among the recommendations because school entry represents the source of many security breaches nationwide. Protocols for allowing access have been reinforced at all schools, and physical security features have been installed in all elementary and middle schools. The progress of this effort is illustrated in Figure 4-1, which depicts the percentage of schools where buzz-in systems and/or controlled entry through the administrative office have been established.

The elimination of workplace hazards in both schools and offices is also a priority. Results from the enhanced facility
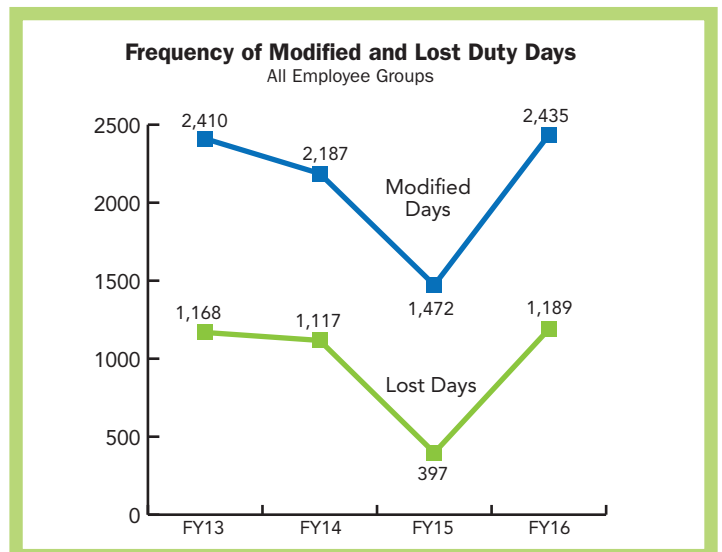
Figure 4-1

School Entry Security Measures
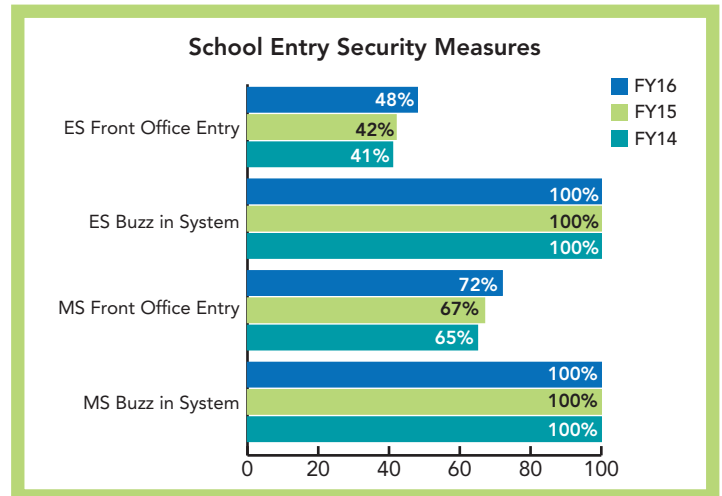
inspection program from the Maryland Association of Boards of Educations (MABE), and other external and internal inspections, identify trends and prompt preventive measures.

The school system experiences lost work days when an employee sustains a work related injury that prevents them from performing essential job tasks. Lost days, or days away from work, contribute to workers' compensation costs and impact the efficacy of the school system. To minimize this impact, a modified duty program, which permits the employee to return to work, was introduced. Figure 4-2 illustrates the number of days lost or away from work days and those that would have been lost if not for a modified duty program.

Figure 4-2

Frequency of Modified and Lost Duty Days
All Employee Groups

GOAL 4

Figure 4-3

Safety: Miles Between Preventable Accidents *

Legend:
- ■ HCPSS
- ■ Median of other school districts

X-axis: FY13, FY14, FY15, FY16
Y-axis: 90,000 – 150,000

Figure 4-4

Efficiency: Average Daily Trips per Bus *

Legend:
- ■ HCPSS
- ■ Median of other school districts

X-axis: FY13, FY14, FY15, FY16
Y-axis: 3 – 8

*FY16 data from ActPoint (for median of other school districts) was not available at time of publication.

The school day for many students starts and ends on the school bus. HCPSS follows National Safety Council defensive driving principles to ensure safe delivery of each student to and from school. The relative incidence of school bus accidents has decreased between FY15 and FY16, despite the increase in the bus fleet and in total miles driven. This trend, measured by the number of miles between preventable accidents, is shown in Figure 4-3. HCPSS ranks above the median average among school systems in performance for this measure.

One measure of efficiency is the average daily trips per bus. Efficiencies are gained when a bus is used multiple times, which translates into reduced operating costs. As illustrated in Figure 4-4, HCPSS assigns more than six trips per bus compared to four among other school systems.

School bus transportation is competitively bid. The terms of the contract are for six years, with one year renewable options up to twelve years. Figure 4-5 represents the average annual bid costs for general and specialized services.

As of January 2016, nearly all 453 school buses assigned to daily routes had digital on-board cameras installed. The installation of the camera systems underscores Vision 2018 efforts to support the safety and well-being of students by reducing bullying, improving customer service, and supporting the recommendations of the Joint Task Force on School Security Report. The results from a survey sent to school administrators indicate that the camera system deters misbehavior on buses and decreases time spent on investigations.
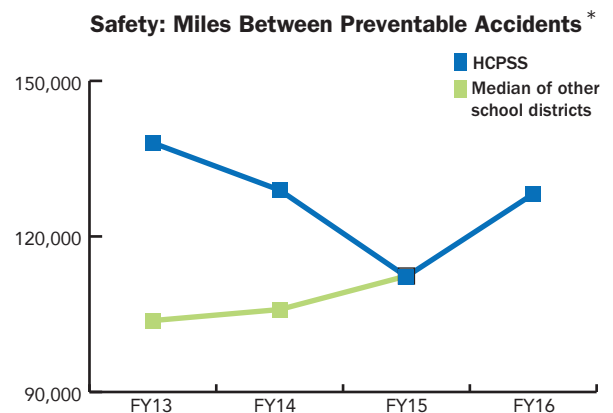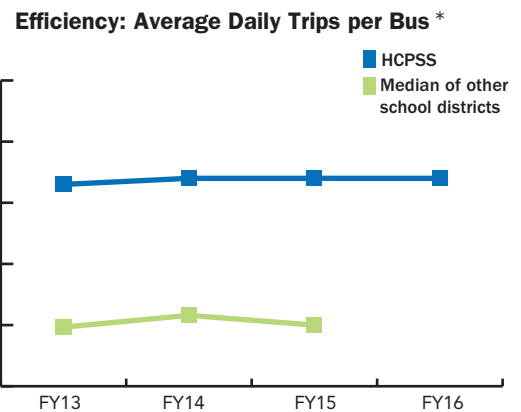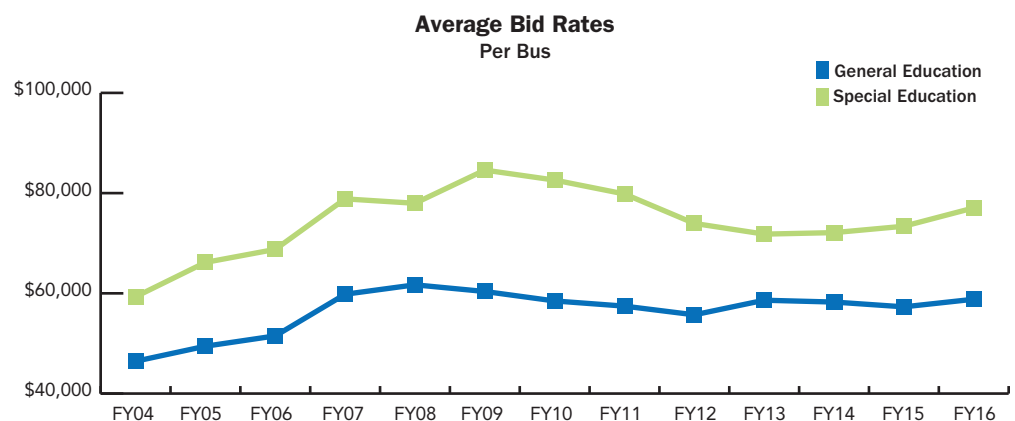
Figure 4-5

Average Bid Rates
Per Bus

Legend:
- ■ General Education
- ■ Special Education

X-axis: FY04, FY05, FY06, FY07, FY08, FY09, FY10, FY11, FY12, FY13, FY14, FY15, FY16
Y-axis: $40,000 – $100,000

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL WELL-BEING
Outcome 4.2: HCPSS hires and retains a talented, effective, and diverse workforce.

Performance Measures:

Number of new hires

Staff diversity

Aligned Vision 2018 Strategy
- 4.2.1: Align hiring and staffing practices to recruit, support, and retain exceptional professional and support personnel with diverse cultural and experiential backgrounds.

Description and Value
Among the HCPSS workforce, 24.1 percent identify as racial/ethnic minorities. Among teachers, 16.5 percent identify as racial/ethnic minorities.

The Office of Human Resources continues to refine its recruiting strategies in order to provide a more targeted recruitment process. Along with the local Teacher Comprehensive Job Fair, staff attend 34 strategically selected recruiting events, as well as major education

consortia in Maryland, Pennsylvania, and New York. Recruiting events held at colleges and universities within Maryland, Washington, D.C., and six other states have been selected based on interview and hiring data. Of the 35 events, 12 are at historically black colleges and universities and minority job fairs. In addition, HCPSS collaborates with Howard Community College to attend job fairs and Education Career Events. The HCPSS recruiters who attend these events are diverse in gender and ethnicity, as well as curriculum areas and grade levels taught.

In addition to attending recruitment events sponsored by higher education institutions, 13 Preliminary Interview dates are offered by HCPSS.

Because of the relative lack of teacher candidates trained by Maryland institutions of higher education and a nationwide shortage, the competition for minority candidates and critical shortage content areas is intense. Along with offering open contracts, another strategy used by the Office of Human Resources to address the shortage of minority candidates is "growing our own" teachers.

For the FY16 reporting period, 46 HCPSS graduates and 23 HCPSS paraeducators were hired as classroom teachers. Furthermore, 33 Professional Development Schools (PDS) interns and 14 student teachers trained in HCPSS schools were also hired into classroom teaching positions. PDS interns and student teachers trained in HCPSS schools bring knowledge of current initiatives and best instructional practices into specific content areas. HCPSS conducts outreach to current HCPSS students through the Future Educator's Associations and the Delta Scholars/Alpha Achievers student groups.
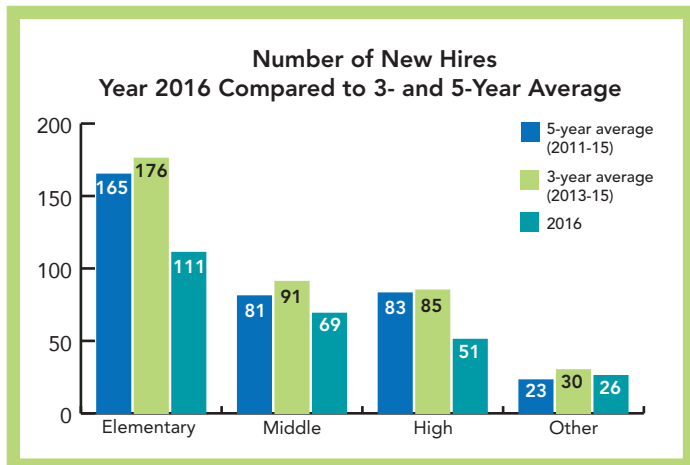
Progress

Figure 4-6 shows that in 2016, hiring at each level decreased overall compared to the 3- and 5-year averages.

Figure 4-6

**Number of New Hires
Year 2016 Compared to 3- and 5-Year Average**

Legend:
- 5-year average (2011-15)
- 3-year average (2013-15)
- 2016

Level	5-year	3-year	2016
Elementary	165	176	111
Middle	81	91	69
High	83	85	51
Other	23	30	26

Includes elementary classroom teachers and all related arts, countywide services, media specialists, guidance counselors, psychologists, therapists, and teacher trainers at the elementary level; excludes nurses. "Other" (Homewood School, County Diagnostic Center, and Cedar Lane School) represents multiple level assignments; excludes nurses.

From 2015 to 2016, the number of employees that identify as non-White increased for the Asian, Black or African American, and Hispanic racial/ethnic minority groups, as well as for individuals who identify as two or more races. (Table 4-A)

Table 4-A

Number of Employees by Race and Ethnicity Comparison				
Race	October 2015	October 2016	Difference	Increase/ Decrease
American Indian/ Alaska Native	24	22	-2	-8.3%
Asian	286	315	29	10.1%
Black or African American	1,333	1,342	9	0.7%
Hispanic	210	218	8	3.8%
Native Hawaiian or Other Pacific Islander	7	5	-2	-28.6%
Two or More Races	69	80	11	15.9%
White	6,232	6,248	16	0.3%
Total	8,161*	8,230	69	0.8%

* Previously, the number of employees for 2015 was inaccurately reported in the 2014–15 Annual Report on the HCPSS Strategic Plan, Vision 2018. The number reflected above (8,161) is the accurate number of employees for 2015.

For the period from October 16, 2015 to October 15, 2016, HCPSS hired 257 classroom teachers, resource teachers, and related-service providers (e.g. speech language pathologists, occupational therapists, counselors, etc.). More than 49.8 percent of the classroom teachers were employed to teach in critical shortage content areas.

Of the total number of new teachers hired, 27.6 percent self-identified as members of a racial minority. The breakdown per racial/ethnic minority group is as follows: 11.3 percent Black or African American; 8.9 percent Asian; 6.6 percent Hispanic; and 0.8 percent two or more races, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander categories.

The diversity of teachers overall is 16.5 percent. (Table 4-B)

Table 4-B

Diversity of Teachers, 2016								
	American Indian/ Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Hispanic	Two or More Races	Total
Classroom Teachers	16	145	411	2	3,715	107	52	4,448
Other Instructional Personnel	0	11	55	1	553	18	7	645
Total	16	156	466	3	4,268	125	59	5,093
Percent	0.3%	3.1%	9.1%	0.1%	83.8%	2.5%	1.2%	100%

GOAL 4: Organization

Focus Area: ORGANIZATIONAL WELL-BEING
Outcome 4.2: HCPSS hires and retains a talented, effective and diverse workforce.

Performance Measure:
Number of applicants for staff vacancies

Aligned Vision 2018 Strategies
- 4.2.1: Align hiring and staffing practices to recruit, support, and retain exceptional professional and support personnel with diverse cultural and experiential backgrounds.
- 4.2.2: Structure pay scales and benefits packages competitively for each specialized area.
- 4.2.4: Provide multiple pathways for professional growth and advancement.

Description and Value
Recruiting and hiring the very best teachers and staff remains a top priority and a tremendous challenge, especially in critical shortage content areas. The Office of Human Resources works collaboratively with the Division of Curriculum, Instruction, and Administration to comply with federal, state, and local guidelines associated with No Child Left Behind, Race to the Top, and teacher certification requirements.

The Office of Human Resources plays a key role in the Superintendent's strategic plan to transform our school system to world-class. Human Resources staff members are committed to using data to inform decisions around recruiting, hiring, and retention of staff. Consequently, it is important that all new initiatives are evaluated for their effectiveness. Staff solicits feedback to evaluate current processes and procedures and to identify areas for improvement.

Progress
Teacher Candidate Selection
During the 2016 hiring period from October 16, 2015 to October 15, 2016, 257 classroom teachers, resource teachers, and related-service providers (e.g. speech language pathologists, occupational therapists, counselors, etc.) were hired from an applicant pool of 7,281. The national teacher shortage continues to make it challenging to recruit highly qualified teachers in critical shortage content areas. An analysis of the teacher candidate pool reveals that 48 percent of applicants were seeking positions in non-critical content areas, and 52 percent applied for positions in critical shortage content areas.

To fill vacancies from the most highly qualified pool of candidates, the timing of teacher recruiting and hiring is of critical importance. There are several factors to consider in the process. To remain competitive, HCPSS awards open contracts to secure top teacher candidates. Tenured teachers in Maryland public school systems must abide by a July 15 resignation deadline; non-tenured teachers are held to a May 1 resignation deadline. Consequently, every effort is made to confirm vacancies in HCPSS schools as early as possible in order to select from the largest pool of qualified applicants. When vacancies are identified in early or late spring, involuntarily transferred (surplus) teachers and teachers returning from leave are placed promptly. Once placements are complete, the best possible applicants can be hired from the largest, most qualified pool of candidates.

Certificated, Management, and Technical Candidate Selection

There were 53 administrative positions (principal, assistant principal, central office certificated, cluster and float nurse, athletic and activities manager, administrative management, and technical/non-supervisory AMT) posted for the reporting period October 16, 2015, to October 15, 2016. Of the 4,268 applicants, 839 met the minimum qualifications. It should be noted that applicant pools are utilized for assistant principal, cluster nurse, and athletics and activities manager positions, enabling the system to quickly fill vacancies with qualified applicants.

The Office of Leadership Development continues in its effort to build leadership capacity in HCPSS through targeted initiatives including Coaching Academies, Leadership Fellows, New Leader Support Programs, and Aspiring Assistant Principal workshops. In addition, the Office of School Administration uses the Leadership Intern Program to provide opportunities for teachers to gain skills as school-based administrators. Since its inception, 33 Leadership Interns have been promoted to assistant principal, a clear indicator of the program's success.

Teacher Vacancies

Table 4-C

Number of Applicants for Teacher Vacancies				
2012	**2013**	**2014**	**2015**	**2016**
7,123	6,867*	7,189	12,295	7,281

*Data for 2013 only available from 12/1/12–10/14/13 when the Applitrack employment application was implemented.

Number of applicants for administrative positions: (principal, assistant principal, central office certificated, cluster and float nurse, athletic and activities manager, administrative management, and technical/non-supervisory AMT.)
- Positions Posted – 53
- Total Applicants – 4,268
- Total Applicants Meeting Minimum Qualifications – 839 *(10/16/15–10/15/16)*

Number of Applicants for Support Services positions:
- Positions Posted – 80
- Total Applicants – 8,603
- Total Qualified Applicants – 3,093 *(10/16/15–10/15/16)*

Advanced Degrees and Experience

Classroom teachers, resource teachers, and related-service providers (e.g. speech language pathologists, occupational therapists, counselors, etc.) continue to be hired across a full spectrum of experience levels. During the 2016 reporting period, 69.3 percent of classroom teachers hired were experienced educators. First-year teachers represent 30.7 percent of all teachers hired. Of these new hires, 47 (59.6 percent) were student teachers or PDS interns in Howard County.

Of the 5,989 professional employees, 81.2 percent have advanced degrees (post bachelors, master's, or greater). Eligibility for professional certification is a key factor in determining highly qualified status under the Federal No Child Left Behind Act. For the reporting period of October 16, 2015, to October 15, 2016, 93.1 percent of core academic subject classes were taught by highly qualified teachers. The number of conditionally certified teachers was 87.

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL WELL-BEING
Outcome 4.2: HCPSS hires and retains a talented, effective, and diverse workforce.

Performance Measure:
Staff retention rate

Aligned Vision 2018 Strategy
- 4.2.1: Align hiring and staffing practices to recruit, support, and retain exceptional professional and support personnel with diverse cultural and experiential backgrounds.

Description and Value
Hiring and retaining staff is essential to fulfilling the school system's mission. The Office of Human Resources supports schools and employees through the management of employee information, which includes personnel records, educational background, certification, and licensure. In an effort to retain exceptional professional and support personnel, the Office of Human Resources provides comprehensive employee services to meet the needs of the HCPSS workforce, schools, and offices.

Progress
The HCPSS staff retention rate was 94.9 percent in 2016 with an overall turnover rate of 5.1 percent. These rates reflect 422 separations out of 8,230 employees during the 2016 reporting period. Resignations are analyzed by both the reason and the period of the year when the resignation occurred. Resignation reasons include retirement, work in another state, local jurisdiction, government, business, armed services or higher education, home responsibility, moved, personal illness, marriage, personal, and dissatisfaction with job.

Leaves of absence refer to extended leaves, such as childrearing or professional leave, for which Board of Education approval is required, and a vacancy is declared. Leaves of absence do not include short-term leaves, such as illness or maternity. Substitute teachers are used to fill short-term leaves of absence. The vast majority of leaves of absence were taken for childrearing. Childrearing leave may be granted for up to three years for the birth or adoption of a child. Employees returning from childrearing leave are placed in a similar position upon return from leave.

It should be noted that the date of separation for certificated positions is important because it is directly related to the supply of highly qualified, available applicants. Vacancies created during the school year are filled from a limited pool of applicants, while vacancies occurring from May 1 to July 15 are filled from the largest pool of highly qualified applicants. (Table 4-D)

Table 4-D

2016 Employee Separations							
Position	**Resign**	**Retire**	**Death**	**Resign from Leave of Absence**	**Non-renewal**	**Termination**	**Total**
Central and School-based Administrators	14	9	–	–	–	1	24
Teachers	166	35	2	–	3	–	206
Other Professional Personnel	13	1	–	–		–	14
Instructional Aides	60	20	2	–		–	82
Other Support Personnel	62	26	1	–	7	–	96
Total	315	91	5	–	10	1	422
Percent	74.6%	21.6%	1.2%	–	2.4%	0.2%	100%

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE
Outcome 4.3: Resource and staffing allocations are aligned with strategic priorities.

Performance Measure:
Zero-based budgeting implementation

- Increases communication and coordination within the organization.
- Identifies and eliminates wasteful and obsolete operations.
- Requires programs to identify their purpose and their relationship to strategic goals.
- Helps in identifying areas of wasteful expenditure, and if desired, can also be used for suggesting alternative courses of action.

Aligned Vision 2018 Strategy
- 4.3.1: Implement a zero-based budgeting process to invest in strategic priorities.

Description and Value
Zero-based budgeting (ZBB) is a technique used for developing an annual budget that complements the budget planning and review process. Zero-based budgeting allows top-level strategic goals to be implemented in the budgeting process by tying them to specific functional areas of the organization. Due to its flexibility, this method of budgeting allows department heads to identify alternative ways to use limited resources through a systematic review.

A zero-based budget starts from a "zero base" and every function within an organization is analyzed for its needs and costs; all expenses must be justified. The budget is built based on the needs for the upcoming year, regardless of whether the new proposed budget is higher or lower than the previous one. Once developed, the budget is balanced given funding constraints.

Zero-based budgeting is a method of budgeting in which all expenses must be justified and every function within an organization is analyzed for its needs and costs. The purpose of the ZBB analysis is to assess a particular program's activities against its statutory responsibilities, purpose, cost to provide services, and desired performance outcomes.

Some of the advantages of ZBB are that it:
- Facilitates efficient allocation of resources, as it is based on needs and benefits rather than history.
- Drives managers to find cost effective ways to improve operations.
- Increases staff motivation by providing greater initiative and responsibility in decision-making.

Progress
The zero-based budget development, review, and analysis process requires collaboration among HCPSS staff, the Budget Office, the Superintendent's Executive Team, and Cabinet. This new process was rolled out in stages to allow time for training staff on the necessary tasks. The following are the steps in the HCPSS ZBB process performance that managers have completed for each budget program:

1. *Identification of key activities of the program and the alignment of each activity with the strategic plan, Vision 2018: Fulfilling the Promise of Preparation.*
   The question answered in this step is: what does this program do and how does it support achieving the goals and outcomes in Vision 2018?

2. *Identification of the resources required to conduct the key activities of this program.*
   Having identified what the program does and how it supports the strategic plan, this step identifies in detail the staffing, contracted services, supplies and materials, equipment, and other resources necessary to carry out each key activity. Performance managers build the request from zero and justify each resource for each key activity including any proposed program enhancements and/or new program initiatives.

3. *Preparation of a summary of the program's key activities.*
   The program summary provides information on the program's purpose, an overview description of the program, and specific program goal(s), outcomes, and strategies as they align to *Vision 2018: Fulfilling the Promise of Preparation*.

GOAL 4

4. *Development and use of program performance measures.* Having determined that a program is conducting activities that support the strategic plan and budgeting only the required resources to carry out these activities, the final step in zero-based budgeting is measuring the results of these activities. This step evaluates the success of each key activity.

In FY15, the first year of implementation, staff efforts focused on completing the first three steps of the ZBB process. Step 4, Development of Program Performance Measures, began during FY15, allowing reporting on program performance measures in the FY16 budget.

As a part of the FY16 budget process, each performance manager developed performance measures and/or identified accomplishments to be included in the FY16 budget.

In FY17, performance managers continue to refine performance measures in order to provide reports in the FY17 budget.

The FY18 budget process is in progress, and performance managers are expanding reporting on performance measures. Performance managers continue to work on their measures with reporting of progress in future budgets.

Over the past four years, the ZBB process has generated significant savings of approximately $10.4 million in FY15, $10.1 million in FY16, $7.6 million in FY17, and $10.8 million in FY18.

A cloud-based budget development software was implemented and utilized in developing the FY16 budget. MyBudgetFile.com, which specializes in K–12 education budget development, streamlines and automates the process of communicating with all performance managers and allows for the analysis of "what if" scenarios. The software has greatly reduced the number of manual processes in budget development.

The Budget Office was awarded both the Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award and the Association of School Business Officials (ASBO) Meritorious Budget Award for the FY15 budget, the first zero-based budget produced by the HCPSS. Both awards were also granted for the FY16 budget. These awards are peer-reviewed and evaluated based on industry best practices, and act as a performance measure for Budget.

While great progress was made in the first three years of sero-based budgeting, work remains to be done. Staff have embraced Vision 2018 and understand the importance of aligning resources to support the strategic plan. Staff support of zero-based budgeting has led to the current success and will continue to drive even greater results in the future.

Find details on the current and proposed HCPSS operating and capital budgets and the latest *Citizen's Guide to the Budget* at www.hcpss.org/about-us/budgets/ .

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE
Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

Performance Measure:
Computer access, connectivity, and speed

Aligned Vision 2018 Strategies
- 4.4.1: Utilize technology tools that are intuitive, efficient, effective across platforms, and requirements-driven in a standardized environment.
- 4.4.2: Streamline and automate organizational processes in alignment with industry best practices.
- 4.4.3: Create single entry technology portals that provide integrated services responsive to user needs.
- 4.4.4: Integrate technology resources to eliminate redundancy and improve efficiency.

Description and Value
HCPSS is committed to leveraging technology innovations for efficient operations and effective teaching and learning practices. HCPSS has several technology initiatives underway to expand computer access, connectivity, and speed.

Progress
Computer Access
During FY16, HCPSS replaced 5,171 computing devices and added 8,266 new computing devices. Computing devices were replaced for all Teachers and added for Title 1 schools and the Foreign Language program. The following Table 4-E graphically displays this information.

Table 4-E

Number of Computing Devices				
	FY13	FY14	FY15	FY16
New Computers	5,860	8,147	7,753	8,266
Replacement Plan Computers	6,429	0	4,590	5,171
Existing Computers	22,468	31,604	36,369	37,621
Total	34,757	39,751	48,712	47,963

The majority of these computers are used by students as shown in Tables 4-F.

Table 4-F

Number of Assigned Computers				
	FY13	FY14	FY15	FY16
Staff assigned	5,502*	8,518	14,911	13,354
Student assigned	29,255	31,233	33,801	34,609
Total	34,757	39,751	48,712	47,963

*FY13 staff assigned data includes teachers only

Tables 4-G and 4-H show how student computers used for instruction are divided among elementary schools, middle schools, and high schools as well as by the computer type (laptop, desktop, tablet).

Table 4-G

Number of Instructional Computers per Level*				
	FY13	FY14	FY15	FY16
Elementary	11,287	12,552	13,816	14,320
Middle	8,817	9,380	10,160	10,194
High	9,151	9,301	9,825	10,095
Total	29,255	31,233	33,801	34,609

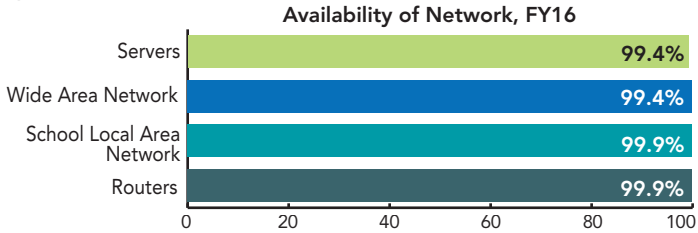*Instructional computers used by students, teachers and paraeducuators

Table 4-H

Number of Instructional Computers in Schools by Type				
	FY13	FY14	FY15	FY16
Laptops	18,044	17,851	19,616	20,409
Desktops	9,955	10,432	9,585	9,431
Tablets	1,256	2,950	4,600	4,769
Total	29,255	31,233	33,801	34,609

GOAL 4

Network Availability

Network availability refers to the percentage of time the HCPSS network is available for use. For all network components, the percentage availability was equal to or greater than 99.4 percent in FY16, as shown in Figure 4-7 below.
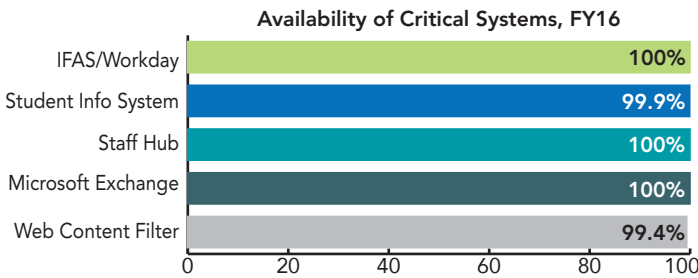
Figure 4-7

Availability of Network, FY16

Servers	99.4%
Wide Area Network	99.4%
School Local Area Network	99.9%
Routers	99.9%

Systems Availability

System availability refers to the percentage of time a system is available for use. For all HCPSS critical systems, the percentage availability was equal to or greater than 99.4 percent in FY16, as shown in Figure 4-8 below.

Figure 4-8

Availability of Critical Systems, FY16

IFAS/Workday	100%
Student Info System	99.9%
Staff Hub	100%
Microsoft Exchange	100%
Web Content Filter	99.4%

Customer Service

Customer service is paramount to ensuring that all technology equipment and services are reliable and available for use. Technology work orders are tracked in the Web Help Desk ticketing system. School Media Specialists and Technology Help Desk staff create the majority of these work orders. For FY16, the Technology Department handled approximately the same number of Web Help Desk tickets as the previous year as shown in Figure 4-9.

Figure 4-9

Technology Work Orders Completed

FY16	53,387
FY15	53,590
FY14	62,887
FY13	42,672
FY12	25,153
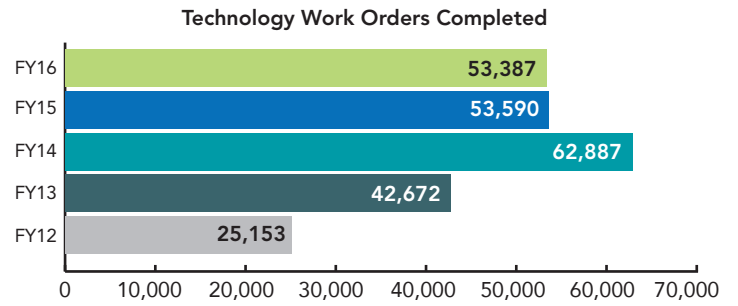
In FY16, the top technology service requests were attributed to: Student Information System (20%), Computer Repair (31%), User Account Management (9%), Other (23%), Email (3%), IFAS (1%), General Information Requests (3%), Software (2%), Telephone (3%), Network / Internet (2%) and Server Administration (2%) and as shown in Figure 4-10.

Figure 4-10

Top Technology Service Requests, FY16

Legend:
- Email
- IFAS – 1%
- General Information Requests
- Telephone
- Software
- Network/Internet
- Server/Administration
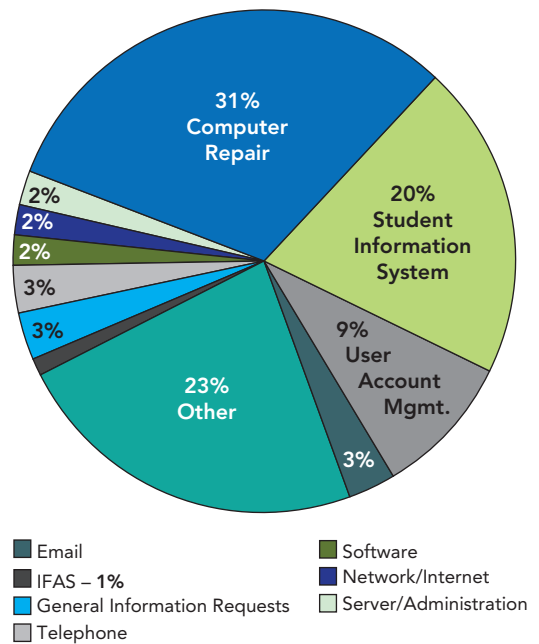
Connectivity and Internet Access

Wide Area Network (WAN) access service provides data connectivity for all HCPSS schools and Administrative locations. WA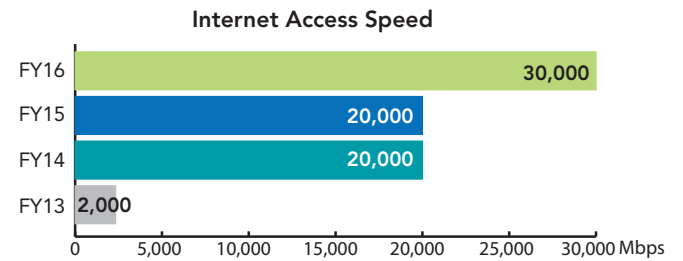N speeds are trending upward from increased use of instructional web site and services in the Cloud and Bring Your Own Device (BYOD).

The State Educational Technology Directors Association (SETDA) has published recommendations to address K–12 educational infrastructure needs. Their recommendation for WAN service is at least 1000 megabits per second (Mbps) per 1000 students and staff. Figure 4-11 shows how HCPSS WAN speeds exceed the SETDA recommendation with all elementary schools at 1000 Mbps, middle schools at 3000 Mbps and high schools at 5000 Mbps.
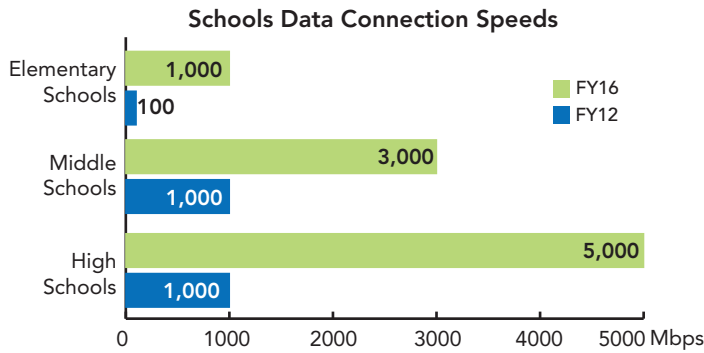
Internet access speeds are trending upward due to increased use of instructional websites and services in the Cloud and Bring Your Own Device.

The State Educational Technology Directors Association recommendation for Internet access is between 100 megabits per second (Mbps) and 1 gigabit per second (Gbps) per 1,000 students and staff for FY16. As shown in Figure 4-12, the Technology Department increased Internet access service available to all HCPSS students and staff from 20 gigabits per second (Gbps) to 30 Gbps, which is well above the SETDA recommendation.

Figure 4-11

Schools Data Connection Speeds

School	FY16	FY12
Elementary Schools	1,000	100
Middle Schools	3,000	1,000
High Schools	5,000	1,000

Figure 4-12

Internet Access Speed

Year	Speed (Mbps)
FY16	30,000
FY15	20,000
FY14	20,000
FY13	2,000

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE
Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

Performance Measure:
Electronic payment
usage

Aligned Vision 2018 Strategy
- 4.4.2: Streamline and automate organizational processes in alignment with industry best practices.

Description and Value
HCPSS is completing its second year of applying automation technologies to the accounts payable (AP) function, which is still largely reliant on costly and inefficient paper-based processes.

Electronic payment programs streamline the AP function by improving process efficiency and increasing control over payables. Improvements to process efficiency through the use of electronic payments are derived through:

- Eliminating checks as a payment method.
- Reducing time associated with check issuance and reconciliation.
- Enabling timely and accurate payments to vendors and suppliers.
- Helping reduce costs associated with late payments and payment errors.

Improving process efficiency and control over payables through electronic payments delivers other benefits including reduced processing time, more timely payments, streamlined reporting, and an automated reconciliation process.

Vendors electing to participate in electronic payments derive the following benefits:

- Faster payment and settlement: compared to checks, electronic payments result in faster payment and transaction settlement for suppliers.
- Funds availability: with electronic payments, funds are virtually available when the transaction is processed.
- Process streamlining: just as electronic payments streamline the accounts payable process, the accounts receivable function is improved as electronic receipt of payments helps reduce or eliminate labor-intensive processes, such as traditional paper-based invoicing. The transmission of valuable remittance data can also be integrated with accounts receivable systems.

Progress
The Accounting Office has partnered with Bank of America to enroll a significant number of vendors in electronic payments. In addition, payments of employees expense reimbursements have been converted to direct deposit. HCPSS continues to convert vendors to electronic payments, with a current total of 290 vendors paid electronically, an increase of 28 percent over the prior year. Since implementation, electronic payments have reduced the number of checks issued by 4,664, amounting to $40.9 million.

Accounting has also implemented the Online School Payments (OSP) system, which allows schools to collect funds electronically for various activities. This system reduces the amount of cash and check deposits processed by school staff and allows parents and students the ability to pay from the convenience of the Internet. Currently 66 schools are using OSP and collected $864,317 in payments in FY16.

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE

Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

Performance Measure: Point of sale system usage

Aligned Vision 2018 Strategies

- 4.4.2: Streamline and automate organizational processes in alignment with industry best practices.
- 4.4.3: Create single entry technology portals that provide integrated services responsive to user needs.

Description and Value

HCPSS implemented a Point of Sale (POS) System to automate the collection of money from students for the purchase of breakfast, lunch, and/or a la carte foods in school cafeterias. The system was phased in from September through November 2013, and is now used in all schools.

The POS system greatly improves convenience to parents and students. Parents can set up and fund an online account using a credit card or electronic check, which allows students to make cafeteria purchases using a PIN. Parents and students can also place money on the account at the terminal in the school cafeteria.

The system integrates with the Food and Nutrition Service financial system, streamlining reporting and data collection.

In 2016, HCPSS also implemented Nutrislice, a software tool that provides a dynamic "one stop shop" for menus and nutritional information, to increase participation in breakfast and lunch programs, complement the existing wellness program, and provide ingredients and allergen information.

Progress

The POS system has streamlined the operational and financial accountability of the food service program for students, families, and the Food and Nutrition Service office staff. Since its installation, students and cafeteria staff have become comfortable with the process, resulting in improved efficiency of the serving lines and allowing students more time to enjoy their meals. The system has also provided a convenient and secure way for parents to pre-pay for their children's meals.

The system's easy-to-use tools and reports have also resulted in quick, well-informed decisions about the food and nutrition service program by seamlessly tying everything together in the food service operation.

The success of the POS system is indicated by level of participation, measured by the percentage of students who make cafeteria purchases using the online account, total meals served, and average daily participation (Figure 4-13).

The system has also delivered a 50 percent reduction in the time required for cafeteria managers and Food and Nutrition Service Central office staff to fulfill Maryland State Department of Education reporting requirements.

In addition, the system has also reduced cash handling errors and fraud, improved accounts receivable management, customized displays and reports, supported more payment options, streamlined end-of-day reporting, eliminated charge errors, and automated tracking of types of meals served.

The Nutrislice software system has helped build trust with parents and/or guardians by dispelling many common myths about school foods.
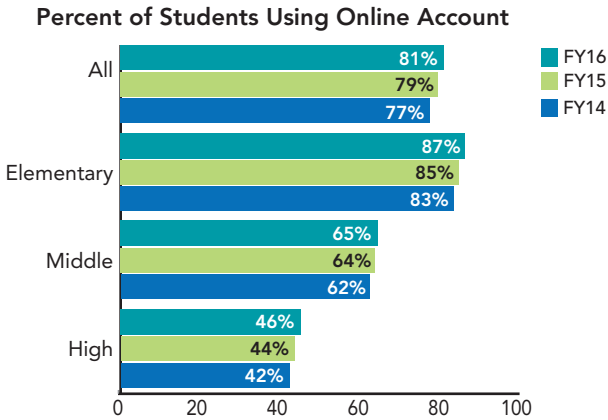
Figure 4-13

Percent of Students Using Online Account

Table 4-I

Meals Served Daily, Annually			
	FY14	FY15	FY16
Average Meals Served Daily	19,276	20,278	22,859
Total Meals Served Annually	3,788,825	3,990,921	4,550,581

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE

Outcome 4.5: A culture of performance management drives and aligns decisions and operations throughout schools and offices.

Outcome 4.6: Decisions are informed by relevant data in all operational areas.

Performance Measure:
Facilities management satisfaction

Aligned Vision 2018 Strategies

- 4.5.1: Refine central services to streamline operations, optimize efficiency and effectiveness, and facilitate collaboration.
- 4.5.2: Utilize consistent performance management practices to plan, evaluate, and refine initiatives.
- 4.6.3: Routinely benchmark with comparison organizations to analyze current practices and identify best practices.

Description and Value

Data collection and analysis are essential to establishing a culture of performance management that drives and aligns decisions and operations throughout schools and offices. The Department of School Facilities uses multiple sources of data to drive improvements, including stakeholder surveys, internal reports, and research-based best practices.

The Executive Director of School Facilities facilitates a meeting with each principal annually to assess the performance of the department in meeting needs identified by our primary customer, the schools. Satisfaction levels are quantified for each attribute that was identified by principals as a priority during the baseline survey year (FY07). The survey results are shared throughout the Facilities department to help incorporate lessons learned and identify areas needing improvement.

Survey results are coupled with data gathered from the work order database, then compared to international and national best practices, as described by the International Facilities Management Association and the Association of Physical Plant Administration. The data is used to inform practice refinements that are implemented by members of the Facilities team.

The use of these data to drive improvements is illustrated in our approach to school renovations. The single largest area of concern identified in the initial survey was lack of consistency of temperatures throughout the buildings. This finding drove multiple continuous improvement cycles within the HVAC shop in Building Services, which facilitated fundamental changes to support better renovation design.

GOAL 4

Progress

The facilities survey provides data to drive continuous improvement in our facilities management process. Principals are asked to rate the quality of services using a five-point scale:

1. Unsatisfactory: All areas need improvement
2. Marginal: Some aspects are okay but overall needs improvement
3. Satisfactory: Everything met basic standards
4. Excellent: Great job but could be better
5. Outstanding: Superior in every respect

The areas rated include:

- Comfort level of building (temperature and function)
- Cleanliness of building
- Appearance and maintenance of grounds
- Responsiveness to issues
- Communications between school and external staff
- Overall level of service
- Transportation

In FY16, all areas were rated between Satisfactory and Outstanding, on average (Figure 4-14).

To further understand and improve upon performance within the department, work order data is analyzed. The department has a goal of addressing all mission critical work requests within 24 hours. Any routine work request that is not completed within 7 days requires feedback to the customer with a plan for addressing and resolving the issue. In FY16, 46.6 percent of work orders were completed in 3 days or less.

The school system recently added two new schools and several large additions, increasing the overall square footage that Facilities staff must maintain. As work orders and square footage increase, staffing levels have been decreased, which has a potential to impact work order completion cycle time, quality care and overall customer satisfaction.

Figure 4-14
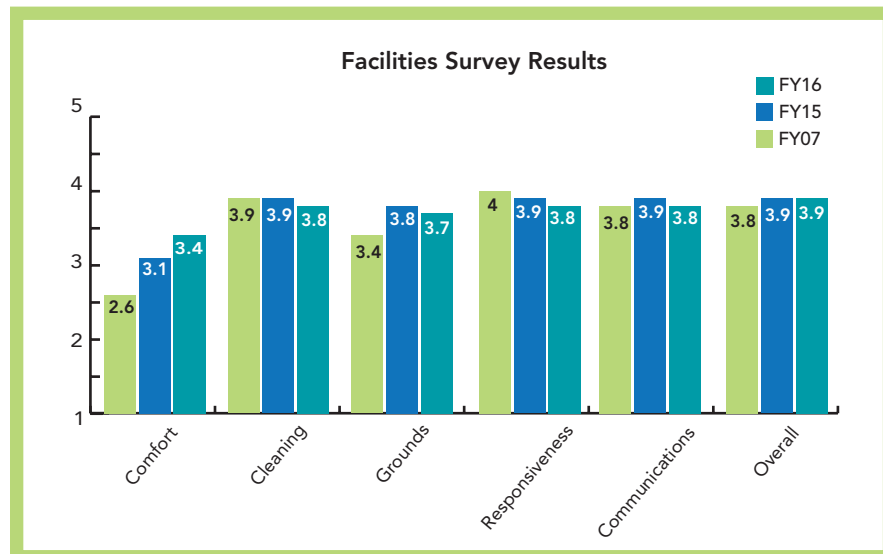
Facilities Survey Results

	FY07	FY15	FY16
Comfort	2.6	3.1	3.4
Cleaning	3.9	3.9	3.8
Grounds	3.4	3.8	3.7
Responsiveness	4	3.9	3.8
Communications	3.8	3.9	3.8
Overall	3.8	3.9	3.9

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE

Outcome 4.5: A culture of performance management drives and aligns decisions and operations throughout schools and offices.

Performance Measure: Carbon footprint reduction
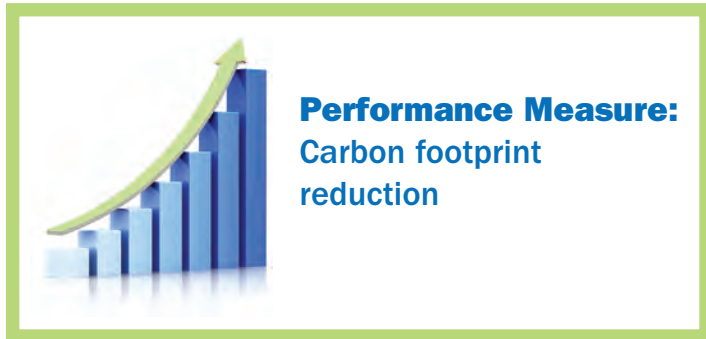
Aligned Vision 2018 Strategy
- 4.5.2: Utilize consistent performance management practices to plan, evaluate, and refine initiatives.

Description and Value
HCPSS embraces sustainable practices as both a teaching tool and cost-saving strategy. The approach has now been formalized by the approval of Policy 6080 Sustainability, which states that the Board of Education believes that environmental, economic, and social sustainability within the school system is the responsibility of all individuals as well as the collective organization.

Progress
Average energy use per square foot within the school system has dropped by 15.1 percent since 2010, despite increasing student enrollment and building usage. These savings can be attributed to both behavior change and technology improvements.

The departments of School Construction and School Facilities have aggressively implemented energy saving strategies over the last decade. Accomplishments have included LEED certification of nine buildings, 46 schools (62%) achieving Maryland Association for Environmental and Outdoor Education's Green School certification, and HCPSS earning a U.S. Department of Education Green Ribbon Schools District Sustainability Award. The Wilde Lake Middle School replacement project is planned to be one of the first net zero energy schools in Maryland.

The Office of Custodial Services is a leader in the implementation of green cleaning strategies and was recognized with the 2012 American Schools and Universities Grand Award for Green Cleaning.

Utility costs must be minimized to allow diversion of funding to other strategic priorities. In addition to contracting for the lowest cost per unit of energy, costs are driven down by receipt of BG&E rebates in excess of $3.5M and $500,000 of incentives related to our participation in a Demand Response Program within the PJM electric grid. Figure 4-15 demonstrates that the FY16 actual gas and electric costs were $5.6M below the FY11 budgeted costs. Figure 4-16 demonstrates that HCPSS energy use is significantly lower than average energy use for the mid-Atlantic region. We continue to aggressively pursue technology improvements that have high payback to the system, including an LED relamp of all high school lighting with less than a year payback.
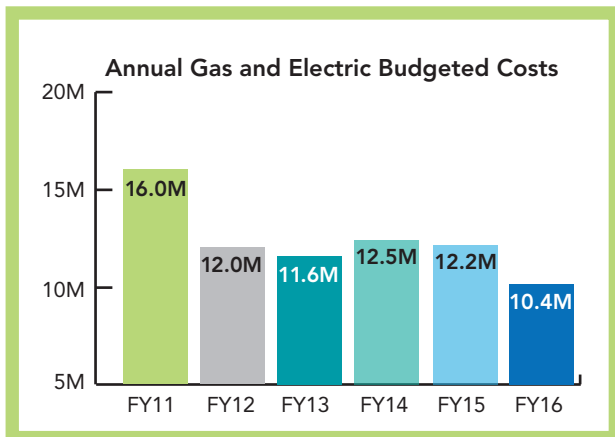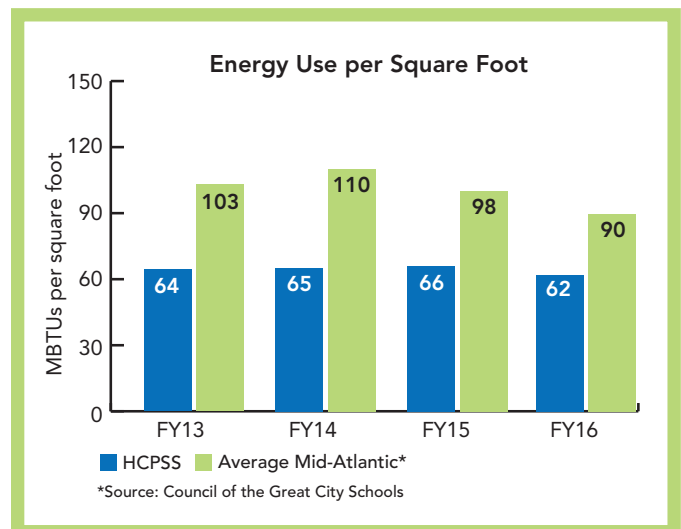
Figure 4-15

Annual Gas and Electric Budgeted Costs

Year	Cost
FY11	16.0M
FY12	12.0M
FY13	11.6M
FY14	12.5M
FY15	12.2M
FY16	10.4M

Figure 4-16

Energy Use per Square Foot
MBTUs per square foot

Year	HCPSS	Average Mid-Atlantic*
FY13	64	103
FY14	65	110
FY15	66	98
FY16	62	90

*Source: Council of the Great City Schools

GOAL 4

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE

Outcome 4.5: A culture of performance management drives and aligns decisions and operations throughout schools and offices.

Performance Measures:
Indoor Environmental Quality (IEQ)

Aligned Vision 2018 Strategy
- 4.5.2: Utilize consistent performance management practices to plan, evaluate, and refine initiatives.

Description and Value
Staff presented in February 2016 the Indoor Environmental Quality (IEQ) Advisory Committee's plan to address and communicate all indoor environmental concerns in Howard County Public School System (HCPSS) facilities.

The IEQ Advisory Committee was charged with recommending the Superintendent a systemwide walk-through process that will enhance the system's ability to achieve the goals outlined in Vision 2018.

The IEQ Advisory Committee analyzed and incorporated components of the EPA's *Indoor Air Quality Tools for Schools Framework and Action Kit* which provided a comprehensive *Framework for Effective School Indoor Air Quality Management: Seven Technical Solutions*, educated the IEQ Advisory Committee about the most common environmental problems experienced in schools, and included HVAC problems, moisture and mold, Integrated Pest Management (IPM), cleaning, maintenance, material selection, source control, energy efficiency, and the appropriate technical solutions.

Progress
The plan of action was prepared for full implementation at the start of the 2016–2017 school year. The plan included systemwide scheduled and standardized walk-through reviews of designated areas of each HCPSS facility. The walk through reviews would be conducted at least twice a year, or more as needed. Each team would be composed of a diverse representative group of HCPSS facilities personnel, school staff, parents, students, and community members, led by an IEQ School-based Team Leader. An appointed HCPSS IEQ Coordinator in the HCPSS Department of School Facilities would monitor all school/facility teams. Protocols for communication will be implemented that will inform the Howard County community of all IEQ concerns, updates, and resolutions.

Concern forms can be accessed from the HCPSS IEQ webpage, each school IEQ webpage, and ready to go live is TellHoCo, which is a mobile app. Concern forms are sent to the IEQ Help Desk for processing and eventually all of the Master Walk-Through Checklists, which are completed by each school twice each year.

HCPSS keeps IEQ management at the top of our practices by continually communicating the importance of IEQ to various stakeholders. The U.S. Environmental Protection Agency (EPA) Regional Administrator, Shawn M. Garvin, praised HCPSS' implementation of IEQ practices.

GOAL 4: Organization

Focus Area: ORGANIZATIONAL PERFORMANCE

Outcome 4.5: A culture of performance management drives and aligns decisions and operations throughout schools and offices.

Outcome 4.6: Decisions are informed by relevant data in all operational areas.

Performance Measure:
Continuous Improvement Program

Aligned Vision 2018 Strategies

- 4.5.1: Refine central services to streamline operations, optimize efficiency and effectiveness, and facilitate collaboration.
- 4.5.2: Utilize consistent performance management practices to plan, evaluate, and refine initiatives.
- 4.5.3: Implement continuous improvement practices, including quality control and process management in every school and division.
- 4.6.3: Routinely benchmark with comparison organizations to analyze current practices and identify best practices.
- 4.6.6: Implement consistent data protocols in every school and office.

Description and Value

HCPSS implemented a continuous improvement program in 2013 to support world-class business practices that promote effective and efficient use of school system resources. This program is directly aligned to Outcome 4.5: A culture of performance management drives and aligns decisions and operations throughout schools and offices; and Outcome 4.6: Decisions are informed by relevant data in all operational areas.

The Continuous Improvement Program is designed to meet the following charge:

- Mentor projects that employ Lean strategies to make our critical processes more efficient.
- Support strategic alignment of systemwide activities to achieve world-class organizational practices.
- Educate staff to deploy Lean methods and create a continuous improvement culture.

Lean Six Sigma and continuous improvement methodology focus on analyzing processes and redesigning them to be more efficient, more consistent, and less wasteful. Industry has been using this approach for decades to become safer, faster, and more profitable. HCPSS is now using this same approach to create better processes for our students, staff, and community.

Two critical elements are leadership support and employee involvement. With strong leadership support, continuous improvement becomes a part of our culture. Small, daily improvements can add up to significant gains. Leadership fosters this culture by providing resources and encouraging staff to explore potential ideas while setting an expectation for progress. Progress requires the participation of the entire staff with collaboration across departments at every level.

Respect for People: a foundation of Lean Six Sigma is listening to people—both the people who perform the work and the customers who are served. Lean Six Sigma re-engineers the process to be robust so that work can be completed by different people precisely and consistently. The Lean approach ensures the process is resilient enough to prevent mistakes from occurring among the many people performing the tasks.

GOAL 4

The DMAIC Approach

DMAIC (Define, Measure, Analyze, Improve, Control) is an acronym for the 5-phased process that Lean Six Sigma follows. The Define phase details the problem, the stakeholders, and the objective. The Measure phase determines how the progress will be measured, maps the process, and creates a baseline. Basing our actions on data, conclusions result from the statistics rather than assumptions. In the Analyze phase, the various influencing factors of a process are researched, root causes are isolated, and any waste within the process is identified. During the Improve phase, the solutions are piloted and potential risks are mitigated. Finally, in the Control phase, the improvements are scaled to the full process and mechanisms are established to sustain the accomplishments. Using this approach provides a solid recipe for problem solving that yields lasting results.

Progress

The true benefit of a Lean Six Sigma program is applying the methods in our school system's critical processes, identifying wasteful and redundant activities, and re-engineering the process to reduce mistakes. Currently, there are over 20 continuous improvement projects throughout our organization in several of our departments.

HCPSS led several continuous improvement projects this year using the Lean Six Sigma methodology and implemented change in many areas including Accountability, Assessments, Benefits, Building Services, Bus Contractor, Communications, Custodial, Digital Education, English Speakers of Other Languages, Facilities, Finance, Grounds Maintenance, Human Resources, Maintenance, Office of Instructional Technology, Partnership Office, Professional Development, Policy, Print Shop, Research and Program Evaluation, School Planning, Strategic Planning, Technology, Transportation, TV Services, and World Languages.

Within HCPSS, over 200 district employees have completed the intensive 5-day Lean Six Sigma Green Belt course. Additionally, staff from the county have also taken this course, including the Howard County Office of Emergency Management and the Howard County Department of Community Resources and Services. Staff learn about a broad range of Lean tools that can be applied in many

situations. The course is aligned with the American Society of Quality curriculum and HCPSS offers a certification for staff members who apply these methods in multiple projects.

Value Stream Maps: Value stream maps graphically display the process and identify wasteful activities. This year, HCPSS staff generated numerous value stream maps of critical processes to document our activities and analyze how our work organizations can improve.

Kaizen: Kaizen is a Japanese term that means continuous improvement, or literally "Change for the Better." Kaizen events are intensive, cross-functional sessions which focus on problem resolution and implementing rapid improvement. This year we have hosted four of these events with several more scheduled.

Successes: Here are some of the many projects and processes that have been mentored by the Continuous Improvement Office this year:

- 504 Process Kaizen
- ARL-Internship Process Kaizen
- Contract Management & Supplier Evaluation Kaizen
- Digital Education Registration and Monitoring Process Kaizen
- Special Education – Therapist Evaluations Kaizen
- Homewood – Feedback Sheets Kaizen
- HR-Recruiting Process Kaizen
- HR-Onboarding Process Kaizen

Human Resources: Recruiting Process and Onboarding Process

In September 2016, our Human Resources department invited a cross-functional group of stakeholders to improve both the Onboarding process and the Recruiting process at HCPSS.

Our recruiting team is challenged to attract new, qualified teachers who will reflect our student population and continue to provide world-class education in our classrooms. This 2-day event launched a new website for recruiting (www.hcpss.org/employment/). The team identified ways to better leverage HCPSS Social Media and also developed a new Recruiting Presentation. They evaluated data and considered the return on investment for which recruiting events to invest our resources and which events were the most successful to attend for hiring results. We also identified new colleges for outreach. Several enhancements were implemented using our existing Applitrack software to improve our tracking and communication for our applicants. Pipelines were created for teaching and administrative vacancy pools, electronic curriculum interview forms and

preliminary interview forms, as well as the software's Job Fair Quick Form so we can better capture all candidates and track event traffic. The software is now used to keep applicants informed throughout the process using templates and automated emails.

In addition to the Recruiting Process, this team also reviewed our Onboarding Process for newly hired staff. They created a checklist for standardizing certification verification and developed a new format for the summer Onboarding Fair which has resulted in better use of staff time, newly hired employees and benefits vendors. The team is leveraging the new Workday software to enable benefit information to be presented to the new employee and using pre-hire processing flows in this application for a more efficient onboarding experience.

Homewood School: Feedback Sheets – Behavior Tracking Process

March 2016 was the first kaizen event where students participated as the majority group. Homewood School students met to redesign the program for behavior tracking in their school. Behavior had been tracked daily using a system of manual feedback sheets completed each hour by the teacher, which distracted from the instructional time. The sheets were not completed consistently and

data was not systematically tracked. Students did not fully support this feedback sheet process and some felt it was not age-appropriate. Further, the sheets were not making evidentiary positive change in the behaviors and actions of the students, and they had minimal or no impact on student growth or learning.

Nine students and four staff members had a productive day re-designing the system with suggestions for tracking specific categories which would provide the students with actionable feedback as well as suggestions on how the process should work. The recommendations led to the discontinuation this year of tracking behavior through these traditional feedback sheets. Several methods are being tested this year which are designed to meet the needs of the individual classroom and student groups, while building on the school's existing PBIS program. Two software applications are being piloted, and some teachers have used Restorative Circles to gather their students' voices, create customized conversations and identify more meaningful methods for providing direct feedback to support their students' growth and learning.

Section 504 Process

Section 504 is a federal law that protects the civil rights of individuals with disabilities. Howard County Public Schools (HCPSS) is committed to ensuring that no qualified student with a disability will be discriminated or retaliated against and/or denied an educational benefit or opportunity on the basis of a disability. To further this commitment, staff members participated in a kaizen to review the 504 process with the goal of improving access to eligible services and accommodations and addressing staff workload concerns by making our process more consistent and efficient.

The team developed a detailed process map to align to federal Section 504 requirements. There were multiple outcomes from the kaizen, including the creation of new reports in the TIENET student system to assist administrators and teachers in managing the 504 process for their area of responsibility. In addition, staff roles were more clearly defined, and a training plan was developed and implemented which leveraged new reference materials including updates to the Section 504 Guidebook, a Best Practices document, and a Team Meeting Process Review. This new process was launched at the August Professional Development day session with a focus on team implementation by school staff with shared roles and responsibilities. So far during this first year of implementation, the large majority of staff members supporting the 504 process who were surveyed describe improvement already occurring in their 504 management, better administrative support, and more equitable distribution of staff responsibilities.

GOAL 4

Howard County
Public School System

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