**Responses to Questions on Equity Report**

**1) Please provide 10 year adjusted cohort graduation rates classes 2008 to 2018 by the populations listed in the report rather than 3 years**.

General note regarding racial/ethnic categories: A federal change in the racial/ethnic categories was made starting the 2010-11 school year. If comparisons overtime will be made, it might be better to look at data from school year 2011 onwards.

* 2010 and before, the 5 categories used were:
	+ Black, non-Hispanic
	+ American Indian/Alaskan Native
	+ Asian/Pacific Islander
	+ Hispanic
	+ White, non-Hispanic
* 2011 and later, the 7 categories used were:
	+ Hispanic or Latino
	+ American Indian or Alaska Native
	+ Asian
	+ Black or African American
	+ Native Hawaiian or Other Pacific Islander
	+ White
	+ Two or More Races

Please see past annual memos to the Board of Education linked below.

* [SY18 Graduation and Dropout Rates (Class of 2016 - Class of 2018)](https://drive.google.com/file/d/1DooIElNMkmnp7xLo-GD6JY06sp-8W6Ud/view?usp=sharing)
* [SY17 Graduation and Dropout Rates (Class of 2015 - Class of 2017)](https://drive.google.com/file/d/1Dwbxf877DVtvDWd19X-2qdKwXFRXp8Pv/view?usp=sharing)
* [SY16 Graduation and Dropout Rates (Class of 2013 - Class of 2016)](https://drive.google.com/file/d/1E-INkE04HJKDUk89Jixo-v-z7YqAtsmG/view?usp=sharing)
* [SY15 Graduation and Dropout Rates (Class of 2012 - Class of 2015)](https://drive.google.com/file/d/1E0n7KrPobIlxW0OQpI_Zf0WoSAnxLqE2/view?usp=sharing)
* [SY14 Graduation and Dropout Rates (Class of 2013 - Class of 2014)](https://drive.google.com/file/d/1EBagT2qRY_j_XhxoiySOtULFzj-YahLy/view?usp=sharing)
* [SY13 Graduation and Dropout Rates (Class of 2011 - Class of 2013)](https://drive.google.com/file/d/1EKzlHQLstUk3g3sKVTc591Ga81IDpUiB/view?usp=sharing)
* [SY12 Graduation and Dropout Rates (Class of 2010 - Class of 2012)](https://drive.google.com/file/d/1Eb5ZPrcjP17oDVzOreBT2lSKON-Irkky/view?usp=sharing)

**2) Please provide data on the cohort that did not graduate for the same period.**

Non-graduates data are calculated as the difference between the total enrollment and those who graduated with a diploma.

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| Table 1Percent of Students in Each Group Who Did Not Earn a Diploma in Four Years: Classes of 2012 through 2018 |
|  | Class of 2011 | Class of 2012 | Class of 2013 | Class of 2014 | Class of 2015 | Class of 2016 | Class of 2017 | Class of 2018 |
| Student group | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  | Total enr’d | *n* Non-grad | % Non-grad  |
| **All Students** | **4250** | **398** | **9.36** | **4172** | **401** | **9.61** | **4355** | **294** | **6.75** | **4184** | **299** | **7.15** | **4107** | **268** | **6.53** | **4242** | **288** | **6.79** | **4081** | **315** | **7.72** | **4224** | **340** | **8.05** |
| Asian | 575 | 38 | 6.61 | 597 | 31 | 5.19 | 676 | \* | ≤5.00 | 639 | \* | ≤5.00 | 649 | \* | ≤5.00 | 674 | \* | ≤5.00 | 732 | \* | ≤5.00 | 812 | \* | ≤5.00 |
| Black/AA.  | 824 | 157 | 19.05 | 892 | 146 | 16.37 | 840 | 105 | 12.50 | 861 | 111 | 12.89 | 871 | 105 | 12.06 | 949 | 92 | 9.69 | 935 | 94 | 10.05 | 952 | 108 | 11.34 |
| Hisp./Latinx | 306 | 65 | 21.24 | 326 | 64 | 19.63 | 323 | 46 | 14.24 | 337 | 44 | 13.06 | 351 | 46 | 13.11 | 397 | 74 | 18.64 | 403 | 95 | 23.57 | 412 | 95 | 23.06 |
| White | 2325 | 121 | 5.20 | 2128 | 146 | 6.86 | 2240 | \* | ≤5.00 | 2085 | \* | ≤5.00 | 1953 | \* | ≤5.00 | 1975 | \* | ≤5.00 | 1762 | \* | ≤5.00 | 1798 | \* | ≤5.00 |
| Two or More  | 213 | 16 | 7.51 | 213 | 13 | 6.10 | 265 | 19 | 7.17 | 240 | 20 | 8.33 | 270 | \* | ≤5.00 | 231 | \* | ≤5.00 | 238 | 22 | 9.24 | 238 | 18 | 7.56 |
| FARMS | 591 | 152 | 25.72 | 645 | 163 | 25.27 | 676 | 130 | 19.23 | 704 | 139 | 19.74 | 682 | 123 | 18.04 | 773 | 129 | 16.69 | 802 | 157 | 19.58 | 801 | 174 | 21.72 |
| LEP | 88 | 57 | 64.77 | 88 | 47 | 53.41 | 62 | 35 | 56.45 | 60 | 39 | 65.00 | 36 | 18 | 50.00 | 60 | 47 | 78.33 | 85 | 63 | 74.12 | 122 | 69 | 56.56 |
| Special Ed. | 260 | 109 | 41.92 | 225 | 112 | 49.78 | 275 | 87 | 31.64 | 261 | 104 | 39.85 | 310 | 112 | 36.13 | 279 | 89 | 31.90 | 239 | 76 | 31.80 | 270 | 88 | 32.59 |
| *Note*. Percentages greater than 95 (≥95.00) or less than 5 (≤5.00) and corresponding counts (\*) are suppressed to protect student privacy. |

**3) Please provide testing and GT/AP participation and performance data for the same populations for the same time period- I believe we got something like this earlier in the year.**

We have annual AP course participation and AP exam performance reports to the Board reports (linked below). We do not have annual reports on GT participation, and we would also need to define “GT performance.”

AP reports Presented to the Board of Education:

* [2018 AP Participation and Performance Results](https://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/B8HPFQ6079E2/%24file/01%2024%202019%20AP%20Program%20Trends%20BR.pdf)
* [2017 AP Participation and Performance Results](https://www.boarddocs.com/mabe/hcpssmd/Board.nsf/files/AV5JLB4CEDB5/%24file/01%2025%202018%20%20Advanced%20Placement%20Program%20Trends%20All%20Students%20and%20Graduates%20BR.pdf)
* [2016 AP Participation and Performance Results](https://www.hcpss.org/f/academics/2016-ap-exam-participation-performance-results.pdf)
* [2015 AP Participation and Performance Results](https://www.hcpss.org/f/academics/2015-ap-exam-participation-performance-results.pdf)
* [2014 AP Participation and Performance Results](https://www.hcpss.org/f/academics/2014-ap-exam-participation-performance-results.pdf)
* [2013 AP Participation and Performance Results](https://www.hcpss.org/f/academics/2013-ap-exam-participation-performance-results.pdf)
* [2012 AP Participation and Performance Results](https://www.hcpss.org/f/academics/apperf_2012boe.pdf)
* [2011 AP Participation and Performance Results](https://www.hcpss.org/f/academics/apperf_2011boe.pdf)
* [2010 AP Participation and Performance Results](https://www.hcpss.org/f/academics/report_ap2010.pdf)
* [2009 AP Participation and Performance Results](https://www.hcpss.org/f/academics/report_ap2009.pdf)
* [2008 AP Participation and Performance Results](https://www.hcpss.org/f/academics/report_ap2008.pdf)

**4) Please provide discipline data report for the same period**

Please see annual Board reports or memos linked below.

Board reports:

* [SY18: 2016-2018 Disproportionate Discipline Data](https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/BBBH73470C4B/%24file/04%2025%202019%20Disproportionate%20Discipline%20Data%20BR.pdf)
* [SY17: 2015-2017 Trends in Out-of-School Suspensions](https://go.boarddocs.com/mabe/hcpssmd/Board.nsf/files/AVKRNK6ED192/%24file/02%2008%202018%202015-2017%20Trends%20in%20Out%20of%20School%20Suspensions%20Information%20BR.pdf)

Board memos:

* [SY16: Suspension Report: 2012-16](https://drive.google.com/file/d/1Dn4u6PALjZhIsXUw3K0-plEML89kjDHs/view?usp=sharing)
* [SY15: Suspension Report: 2012-15](https://drive.google.com/file/d/1Dm5hGhyRNOShzp21uistBOq91hYbkJOR/view?usp=sharing)
* [SY14: Suspension Report: 2011-14](https://drive.google.com/open?id=1Dm2Z3_5UnynIBGOf9-0plgi24I0nzSJF)

**5) Please provide data which was used to create Table 1**

Please see Table A5 in the appendix of the Equity Report.

**6) I have asked for this multiple times. Please add a $ amount next to each of the interventions on page 11. I would like to know ONLY the amount that goes BEYOND gen ed to address the opportunity gap. In other words, not the total for all the schools, but only the schools where they are differentiated to address the opportunity gap. And I would like to know how much is HCPSS, State, Federal, or Grants.**

Please see funding for equity document also sent with this document.

**7) Have any tools such as surveys or interviews been used to determine root cause and barriers?**

Not at this time; however, the Office of Diversity, Equity, and Inclusion in collaboration with the Office of Program and Research is developing an equity inquiry tool to do this. This tool was piloted in SY 17-18 by 7 schools, and reconfigured based on feedback this year for roll out to all schools starting in SY 19-20. Additionally, this year, as a part of state testing, a climate survey was conducted by MSDE that will count as part of school scores. Unfortunately, we do not have access to the questions of the survey, but will be notified of the score.

**8) Please provide the incidents of bias that have occurred in the system for as long as they have been collected, where they are housed, who reviews them, how are they processed, how that information is collected and analyzed?**

The following is a list of numbers incidents of bias as captured through HCPSS data warehouse (SY 15-16 is as far as the system captures):

SY 18-19: 64

SY 17-18: 73

SY 16-17: 54

SY 15-16: 49

Additionally, the were 16 racial harassment bullying incidents in SY 18-19 (no other years were available on the system to view). As stated earlier, this information is housed in the HCPSS data warehouse (Hoonuit and Synergy), and deal with student to student incidents or student to staff incidents. Staff to student of staff to staff incidents go to our equity assurance office, and starting next year, that office will send updated numbers monthly to the Office of Diversity, Equity, and Inclusion (ODEI). Additionally, other incidents that are tracked through briefing forms that go to School Management and Instructional Leadership (SMIL) will be reported monthly to the ODEI, which will house all of the incident data in a central location. Student to student, student to staff incidents are reviewed on the school level. Staff to staff, staff to student are reviewed with the Office of Equity Assurance. Bullying incidents are reviewed by the Office of School Management and Instructional Leadership. ODEI is kept in the loop on all incidents as they occur.

**9) Please provide the number of years each program has been in existence, how they are aligned to the barriers/gaps and how their success is measured.**

“Key Instructional Strategy (Program #)” indicates which of the strategies identified in the Equity Board Report the row is referring to and which programs oversee that strategy. “Program Initiation Date” reflects the school year that strategy was initiated. For some long-standing strategies (e.g., Saturday/Evening School), the initiation date is estimated as best possible. “Barrier(s)/Gap(s) Addressed” describes which achievement gaps the strategy targets and how it does so. Under “Measurement(s) of Success,” program staff have indicated which measures they use to regularly assess the success of their strategies. Not all programs show evidence of success on all measures, for all schools, for all time periods, and for all student groups. However, ongoing analysis of these metrics is what program staff use to measure success, determine for which students the strategies will be most successful, and make necessary adjustments to programs to increase the likelihood of individual student success and reduction in student group opportunity and achievement gaps.

**OPERATING BUDGET**

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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Office of Diversity, Equity, and Inclusion (0106) | SY 2017-18 | * Provide access to quality school climate and culture that supports elimination of opportunity gaps
* Provide access to quality academic, social-emotional, and well-being for all student groups
* Provide access to highly trained workforce in the areas of diversity, equity, and inclusion
 | * Key Performance Indicators (KPIs) on restorative justice and diversity, equity, and inclusion professional learning
* Academic and discipline data
 |
| Mathematics Support Teachers (0701) | SY 2001-02 | * Support mathematics teachers and students through instructional mentoring, strategic planning, data collection, reflection processes, and coaching skills/tools
* Plan and facilitate mathematics professional learning focused on providing equitable access to exemplary mathematics instructional practices
* Support collaborative data discussions to inform instruction
* For SY19-20, only Title I schools (higher percentages of FARMs) will have MSTs
 | • PARCC, MAP• School Improvement Plans• Observation of Equity-Based Mathematics Teaching Practices through walkthroughs, informal, and formal observations |

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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| ESOL (1002) | Around 1972; The federal mandate requiring language assistance programs in public schools began in 1972  | * Provide first instruction of academic English to students who enroll in HCPSS schools who need to gain English proficiency (English Learners (ELs))
* Help ELs acquire academic English skills through structured English instruction by ESOL teachers
* Provide professional learning and co-teaching opportunities for classroom teachers so that students acquire academic English from instruction through content instruction
* Assist classroom/content teachers in developing and implementing accommodations and scaffolds that enable ELs to access and participate in content instruction
 | * Language Proficiency Progress as indicated by state language assessments as well as all other Academic Achievement Targets set for all students
 |
| Pre-K (1301) | SY 1988-1989, First RECC | * Provide access to high- quality, inclusive early learning environment for all students who meet eligibility requirements (i.e., income eligible or IEP)
* Provide access to Pre-K programming for all students who meet eligibility requirements, regardless of school site availability. Transportation is provided
* Provide 2.5 hours (half-day) of daily programming (or full-day at some Title I schools), 5 days a week. Instruction includes cognitive and social emotional development, intended to improve readiness outcomes and close opportunity gaps.
* Screen all income eligible students, based on developmental look-fors (communication/articulation, gross motor skills, fine motor skills, self-help skills, and social emotional development)
 | * KRA Data (measures four domains of learning; census data a better indicator of readiness)
* Kindergarten benchmark level (secondary measure)
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Mathematics Instructional Support Teachers (1401) | 2005 | * Provide direct support to mathematics teachers through instructional mentoring, the strategic use of planning, data gathering, reflection processes, and coaching skills/tools
* Lead collaborative teams in planning for and implementation of rigorous and equity-based lessons and high-quality, common assessments
* Support collaborative data discussions using protocols that inform classroom instruction, inform alignment of resources to students, and focus on meaningful feedback that results in student growth and improvement
* Only schools with higher percentages of students receiving FARMs are supported by MISTs
 | * PARCC, MAP, AP achievement and participation
* School Improvement Plans and School Level Math Team Growth Plans
* Fidelity of implementation of Equity-Based Mathematics Teaching Practices (NCTM, 2018), by school, a key performance indicator, conducted through Collaborative Math Classroom Visits (involving school-based administrators and Office of Secondary Mathematics staff)
 |
| Reading Support Teachers (1802) | SY 1998-99 | * Provide direct support to language arts teachers through instructional coaching, modeling of lessons and facilitating collaborative planning
* Lead collaborative teams in planning for and implementation of rigorous and equity-based high-quality lessons aligned to Maryland’s College and Career Ready Literacy Standard
* Support collaborative data discussions that lead to student progress
* Facilitate the effective use of processes and structures designed to ensure that all every student has access to rigorous differentiated literacy instruction.
* For SY19-20, only Title I schools will have RSTs
 | * PARCC, MAP, Benchmark data
* Fidelity of implementation of Equity-Based Literacy instructional practices as conducted through Collaborative Instructional Walk-throughs involving school-based administrators and Office of Elementary Language Arts staff
 |
| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Elementary Reading Specialists (1802) | 1980s or Prior; records were located from the 1980s which refer to reading specialists  | * Provide direct support to the literacy program by collaborating with language arts teachers to meet the needs of the diverse learners and align instruction to intervention practices
* Provide rigorous and equity-based high-quality reading interventions
* Facilitate the effective use of processes and structures designed to ensure that all every student has access to rigorous differentiated literacy instruction
* Support the home/school connection by working with the community and families in understanding ways to support students in literacy practices
* Higher FARMs/higher needs elementary schools receive additional Reading Specialist support
 | * PARCC, MAP, Benchmark data
* Intervention Data
* Fidelity of implementation of Equity-Based reading interventions as conducted through Collaborative Instructional Walk-throughs involving school-based administrators and Office of Elementary Language Arts staff
 |
| Secondary Reading Specialists (1803) | 1980s or Prior; records were located from the 1980s which refer to reading specialists  | * Provide direct support to the literacy program by collaborating with language arts teachers to meet the needs of the diverse learners and align instruction to intervention practices
* Provide rigorous and equity-based high-quality reading interventions
* Facilitate the effective use of processes and structures designed to ensure that all every student has access to rigorous differentiated literacy instruction
* Support the home/school connection by working with the community and families in understanding ways to support students in literacy practices
* Higher FARMs/higher needs secondary schools receive additional Reading Specialist support
 | * PARCC, MAP
* Intervention Data
* Fidelity of implementation of Equity-Based reading interventions as conducted through Collaborative Instructional Walk-throughs involving school-based administrators and Office of Elementary Language Arts staff
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Summer Institute/ Comprehensive Summer School (2401) | Summer Programs began in 1975 per IDEA | * Address achievement gaps based on race/ethnicity (Black/African American Students; Hispanic / Latino Students), socioeconomic status (students receiving FARMs), and special services (students receiving Special Education services; English learners) by providing increased access to instruction beyond the traditional school year
* Provide opportunities for students to earn HS credits
 | * Graduation rate for all student groups
* Credits earned for all student groups
* Student groups accessing alternative educational options beyond the school year day
* Students remaining on track for graduation
* Number of students graduating during summer school
 |
| Advanced Placement Fees (2801) | 2014-2015 at the district level, previously funded with state and federal funds | * Address the gap in AP exam participation between students receiving FARMs and students who do not receive such services by removing socioeconomic barriers to participation
 | * Student participation in AP exams
 |
| Dual Enrollment Tuition (2802) | 2014 | * Provide students who receive FARMs with the opportunity to earn college credits through the JumpStart Dual Enrollment initiative, with HCPSS covering HCC tuition costs
 | * Participation and academic performance data
 |
| Differentiated Staffing (3010, 3020, 3201) | 2019; fund existed prior, new formulas implemented 2019 | * Allocate differentiated staffing based upon variables related to school need and not just "best guess"
* Provide additional supports for schools that have greater needs, including a higher percentage of students receiving FARMs
* Staff allocations align with measurable factors
 | * Attendance data
* Discipline data
* Staff retention data
* Academic data
 |
| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| SMIL: Additional Assistant Principals (3020, 4701) | 2018 | * Allocate additional assistant principals based upon data rather than just a guess of school needs/size
* Smaller schools with greater needs, including a higher percentage of students receiving FARMs receive additional administrative support
 | * Attendance data
* Discipline data
* Staff retention data
* Academic data
 |
| Saturday/Evening School (3401) | 1980's / 90's (Estimated) | * Address achievement gaps based on race/ethnicity (Black/African American Students; Hispanic / Latino Students), socioeconomic status (students receiving FARMs), and special services (students receiving Special Education services; English learners) by providing increased access to instruction beyond the traditional school day
* Provide opportunities to earn HS credits
 | * Graduation rate for all student groups
* Credits earned for all student groups
* Student groups accessing alternative educational options beyond the school year day
* Students remaining on track for graduation
* Number of students earning credit in a course they previously failed (credit recovery)
 |
| Homewood (3402) | 2002; opening of Homewood, some programs existed prior | * Provide supports to students with IEPs, Students receiving FARMs services, and students with academic and behavioral inhibitors to success
 | * Graduation rates
* Coming soon: post secondary goals and participation in post-secondary/continuing education
 |
| Alternative Education services/PBIS (3403) | Alt Ed: 1999PBIS: 1999-2000 | * Provide additional behavioral supports to students in the Alternative Education Cohort; students receiving FARMs services and students of color are disproportionately represented within the Cohort
* Provide universal behavioral support for students in all schools through PBIS
 | * Alt Ed: Attendance, Discipline, Academic Data
* PBIS: Attendance, Discipline, Academic Data
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Social Workers (3403) | 2018 | * Provide mental health supports to students on medical assistance (FARMS) who cannot/have not accessed services outside of school
* Social Workers are currently housed at schools with higher percentages of students receiving FARMs
 | * Participation in sessions
* Attendance
* Discipline Data
* Academic Data
 |
| Academic Intervention Beyond School Day and Year (3501) | 1970s-1990s (Estimated) | * Provide academic interventions to students who are underperforming based on testing data, quarterly grades, and teacher recommendations
 | * Quarterly grades
* Course completion
* Bridge plan completion
 |
| Black Student Achievement Program (BSAP) Liaisons (3504) | 1986 | * Address Black/African American students academic achievement gaps through access to instructional and enrichment opportunities and through outreach with students and their families
 | * Advanced Level Courses
* ODR/Suspension Data
* Graduation Rate
* Academic Data
 |
| BSAP Saturday Math Academy (3504) | 1992 | * Address Black/African American students math achievement gaps through additional beyond school day instruction and support
 | * Advanced Level Courses, including GT/AP
* Course participation
* Enrichment Course Selection
 |
| MESA Program (3507) |  1990 (Estimated) | * Encourage underrepresented students (minorities and women are under represented in Science, Technology, Engineering and Mathematics (STEM) Careers and Maryland produces more STEM opportunities than STEM Graduates) to pursue STEM educational and career pathways aims to:

1) increase the number of engineers, scientists, mathematicians, and related professionals at technical and management levels, 2) serve as a driving force in encouraging and assisting minorities and females in achieving success in these fields. | * A pre and post survey capturing: 1) Student Career Interests 2) Philosophy on Teamwork 3) Attitudes towards STEM and 4) Understanding of the Engineering Design Process.
* Grade Performance in Math, Science & English (Proposed)
* And MESA Competition performance progress
* Demographics of students by grade level
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Pupil Personnel Services (6101) | 1965 | * Assist families and schools with:
* Special Enrollments
* Foster care
* Homelessness
* Informal Kinship Care
* Provide HCPSS residency and reassignment support
* Provide attendance support and ensure compliance with compulsory attendance law for the State of Maryland
* Provide Student and Family Support
* Facilitate School and Community Partnerships
 | * Annual Review by MSDE concerning homeless procedures and process
* Attendance rate and review
* Annual review of resources provided to families in need of assistance
* Fidelity of implementation of Policies 9000, 9010 and 9300
 |
| Teen Parenting & Childcare Program (6103) | 1985 | * Provide academic and social-emotional support to adolescent parents who are pursuing a diploma
 | * Graduation Rate
 |
| Intramurals and Co-Curricular Activities (8801) | 1980s (Estimated) | * Provide opportunities for greater student access, engagement, and enrichment by offering a wide variety of activities beyond the school day
* Provide greater funding and increased activities to schools with higher numbers of students receiving FARMs
 | * Number of activities offered
* Number of students who participate
 |
| Outdoor Education (8801) | FY2015 | * Provide a consistent Outdoor Education experience at all middle schools
* Allocate funding for transportation for all participating students
* Cover registration fees for all students receiving FARMs
 | * Number/percentage of all 6th grade students who participate
* Number/percentage of students receiving FARMs who participate
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Hispanic Achievement Program Liaisons (9501) (3506) | 2007 | * Support Hispanic/Latinx students' academic achievement through access to instructional and enrichment opportunities and through outreach with students and their families
 | * Attendance rate of Hispanic students at schools with a Hispanic Achievement Liaison
* Percentage of Hispanic students taking at least one GT content course at middle schools with a Hispanic Achievement Liaison
* Percentage of Hispanic students taking at least one GT content course at high schools with a Hispanic Achievement Liaison
* Percentage of Hispanic students taking at least one AP course at high schools with a Hispanic Achievement Liaison
 |
| International Liaisons (9501) | 1999 | * Increase access and academic opportunity for international students who may be English Learners
* Assist families in navigating the school system and advocating for student needs
 | * Academic measures
* Program attendance
* Satisfaction surveys
 |

**GRANTS**

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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| 21st Century Community Learning Center Bridges | 2003 (Estimated) | * Provide enrichment and additional instructional experiences to students who are invited to the program based on academic need and FARMs status
 | * Academic measures
* Program attendance
* Surveys
* Focus groups
* Program specific pre and post measures
* State Monitoring Visits
* State Audits
 |
| Homeless Education Assistance Program | 1992 | * Ensure alignment with McKinney Vento Homeless Education Assistance Act and HCPSS Policy 9300 by removing barriers arising from socioeconomic needs
* Support growth in homeless student attendance, academic performance in ELA and Mathematics, graduation rate and rate of entry into post-secondary programs through tutoring and provision of other services
 | * Quarterly case management reports by PPWs and analysis of quarterly data by HEAP Technical Assistant
* Bi-annual program evaluation
* State Monitoring Visits
* State Audits
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Pre-K Expansion Grant | SY 2014-2015 | * Provide access to high- quality, inclusive early learning environment with extended programming hours (6.5 hours daily, 5 days/week) to all students who meet eligibility requirements (i.e., income eligible or IEP) who live in school assignment area
* Provide increased instructional time for cognitive and social emotional development, as well as related arts
* Improve readiness outcomes and close opportunity gaps
* Increase access and opportunity for families that may not be able to provide care for child that attends an AM or PM only program
* Screen all income eligible students, based on developmental look-fors (communication/articulation, gross motor skills, fine motor skills, self-help skills, and social emotional development)
 | * KRA Data (measures four domains of learning; census data a better indicator of readiness)
* Kindergarten benchmark level (secondary measure)
* State Monitoring Visits
* State Audits
 |
| Title I Program | 1965 | * Provide supplemental academic/social-emotional supports to schools with higher percentages of students receiving FARMs
* Support school improvement
* Provide family programming
 | * School-level measures of academic achievement, primarily in mathematics and reading
* State Monitoring Visits
* State Audits
 |
| Title III Grant | 2001  | * Provide professional development to increase staff capacity to provide high quality instruction for English Learners
* Provide resources to supplement materials of instruction provided through the operating budget
 | * State Monitoring Visits
* State Audits
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| **Program** | **Program Initiation Date** | **Barrier(s)/Gap(s) Addressed** | **Measurement(s) of Success** |
| Judy Center Grant | 2003 | * Increase access to high-quality early learning environments and related early childhood services for children ages birth to five in the Cradlerock Community.
* Increase access to school readiness services for children and related family support services parents highly impacted by poverty, mobility, and limited English proficiency to help prepare children for school and self-sufficiency for the family in the Cradlerock Community.
* Include of children with disabilities in community-based early learning activities
 | * KRA Data (measures four domains of learning; census data a better indicator of readiness)
* Kindergarten benchmark level (secondary measure)
* State Monitoring Visits
* State Audits
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# 10) Please provide research and best practices on which the outlined strategies are based and what the plan is moving forward. How are they aligned to the root causes and how will you know they are working? Why were these chosen?

# a. Have any tools such as surveys or interviews been used to determine root cause and barriers?

Maryland law requires that all children between the ages of 5 and 18 attend school. For students who wish to terminate formal education prior to graduation, but after age 17, the *Statewide Educational Exit Interview Form* must be completed and maintained with the student record. Since the compulsory attendance age was increased from 16 to 17, this form is completed only by students who have left school at age 18 or above. Legally, schools must try to keep students enrolled or return students to school until they turn 18. Whereabouts unknown, indicating that the school and district no longer know if the student is living in the county, is the only official reason to allow students to withdraw prior to age 18.

Typically students leave after their 9th or 10th grade year, after several years of being unable to earn sufficient credits or pass the required courses necessary to advance to 10th or 11th grade. Many fewer students who are able to successfully advance to 11th grade leave school without graduating. Pupil Personnel Workers, School Counselors, Liaisons, and other staff members who work with students to encourage them to stay enrolled at schools have reported, and the exit interview responses also reveal, three reasons that accounted for most of the students choosing to leave school early:

1. Students were able to advance to 9th or 10th grade but then were not earning sufficient credits or passing required courses to advance to 10th or 11th grade and did not foresee a way they could obtain enough credits and pass the classes needed to graduate. Similarly, older students (19 and 20 year-olds) did not foresee a way to obtain sufficient credits to graduate before they turned 21 and aged out of the public school system. Root causes for **lack of academic progress** included poor attendance, entering HCPSS schools at a later age, and/or ineffective previous first instruction and interventions.
2. Students gradually stopped attending school through increased absences and then decided to stop attending altogether. These students did not feel the benefits of attending school and consequences of not attending school were sufficiently motivating for them to continue to attend. Root causes for **student disengagement** were often lack of success within the school environment, lack of meaningful connections with school activities, staff, or peers, and failure to receive reinforcing messages about the short-term and long-term benefits of graduating high school.
3. Family obligations required that students work and/or care for relatives, preventing them from completing high school during regular school hours. Root causes for these **family obligations** were often idiosyncratic, but typically involved sudden illness in family members, need to look after younger siblings or own children, or need to earn money to contribute to the household.

**b. Please provide research and best practices on which the outlined strategies are based and what the plan is moving forward.  How are they aligned to the root causes and how will you know they are working?  Why were these chosen?**

Each of the strategies below were created to address one or more of the above common reasons for students failing to graduate high school as well as their root causes. The strategies were aligned with research-supported best practices that will be discussed below. Staff not only considered national graduation data and analysis, but also looked specifically at HCPSS data, trends, and feedback. This included an analysis of student exit interviews and a 2017 analysis of factors impacting HCPSS graduation created by Research and Program Evaluation staff. Next steps will also be detailed under each strategy.

Strategy 1: Identify students whose attendance may predict a later inclination to not complete high school by

* training school staff to prioritize attendance monitoring by using Hoonuit data dashboards to increase early identification of problematic attendance patterns;
* shifting the focus of communication of attendance concerns from the punitive consequences of reaching a certain number of absences to explaining the link between attendance and academic success and offering services to improve attendance; and
* case-managing students with excessive absences.

Strategy 1 is based on nationwide research that indicates that school absences and attendance difficulties are highly predictive of failure to graduate on time or at all (*see* Allensworth, E.M., Nagaoka, J., & Johnson, D.W. (2018). *High school graduation and college readiness indicator systems: What we know, what we need to know*. Chicago, IL: University of Chicago Consortium on School Research; Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing drop­out in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evalua­tion and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>).

The 2017 HCPSS data analysis echoed the conclusions of the national research. Using a sample of students who were or would have been seniors in SY2010 – SY2016, it was found that students who failed to graduate high school averaged 25.7 days absent a year, while those who did graduate averaged only 7.1 days absent. Whether a student missed 10% or more days of school in a year was found to be one of the most robust predictors of whether a student would graduate.

A focus on attendance at all grade levels can reduce the likelihood that an increasing number of absences will transition into total disinterest in attending school and a student dropping out before graduation. HCPSS staff are refining attendance dashboards and ensuring school staff are trained to identify and address problematic attendance behavior. Staff are also working to reframe attendance language, moving away from a focus on punitive consequences and towards an explanation of the benefits of regular attendance and collaboration with families and students to address root causes of attendance problems. This strategy should increase attendance for individual students and reduce attendance disparities among student groups.

Strategy 2: Expand school-day services for middle and high school students by

* training staff to more quickly identify students who could benefit from interventions so interventions can be introduced sooner when students are demonstrating difficulty;
* coordinating interventions so students do not feel overwhelmed or have no time in the schedules for engaging activities (music, art, theater, etc.);
* providing additional meaningful career options and pathways to reach those options;
* implementing interventions for students struggling with classes beyond the core subject areas (ELA, math, science, social studies) and including specials teachers in intervention planning; and
* increasing district-wide consistency in communication, evaluation, and provision of interventions.

Strategy 2 is based on nationwide research that academic performance, especially in the form of grades, is a strong predictor of whether students will graduate on time (see Allensworth, E.M., Nagaoka, J., & Johnson, D.W. (2018). *High school graduation and college readiness indicator systems: What we know, what we need to know.* Chicago, IL: University of Chicago Consortium on School Research) and research that providing individualized supports and concretely connecting schoolwork to college and career success reduces dropout rates (Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing drop­out in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evalua­tion and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>).

The 2017 HCPSS data analysis again supported the conclusions of the national research, finding that only 7.4% of students who went on to receive a diploma received a D/E in an English language arts course, 12.7% received a D/E in a mathematics course, and 16.6% received a D/E in a non-ELA or mathematics course. Of students who did not receive a diploma, 46.5% received a D/E in an English language arts course, 46.5% received a D/E in a mathematics course, and 63.7% received a D/E in a non-ELA or mathematics course. As with attendance, whether a student received a D or E in any course was found to be one of the most robust predictors of whether a student would graduate.

To better prevent and address academic underperformance, HCPSS staff need to utilize data to ensure that all students are receiving quality first instruction and to more successfully assign interventions to struggling students. This can be accomplished by both school-level staff and central office staff collaborating to identify students’ academic needs as early in their K-12 career as possible so that students benefit from early academic successes and maintain confidence that they are capable learners.

For students who do need interventions or other additional supports, it is important to understand the positive impact that specials/electives can have on a student’s sense of belonging and motivation to attend school and to ensure that interventions do not prevent students from accessing these engaging opportunities. In the 2017 HCPSS study, for example, it was found that students who took CTE courses, participated in sports, or participated in arts or music programs were more likely to graduate than their peers who did not. It is therefore important that staff do their best to schedule mathematics or reading/ELA interventions at times that do not cause students to miss participating in non-academic core school activities.

Based on the findings that students who engage in career pathway courses are more likely to graduate and that concretely linking classroom and career outcomes increases graduation rates, staff are also working to use goal setting and monitoring strategies to more clearly connect the skills and knowledge gained in the classroom with future career success. A focus on goal-setting and equipping students to persevere and overcome challenges in and out of school can reduce the number of students who are failing to earn credits and make progress toward graduation. Such a focus, increases student motivation and helps students and their families recognize the direct connections between success in school, graduation from high school, and future education and career success.

Strategy 3: Expand beyond school hours/school building opportunities for middle and high school students by

* expanding the length, frequency, and breadth of beyond school hours activities to include wellness and mental health elements, as appropriate;
* removing barriers to beyond school hours student participation, including communication, transportation, staffing, funding, and facilities; and
* engaging school counselors to incorporate beyond school hours activities into students’ goals and plans.

Strategy 3 is based on research that a safe and engaging school climate can increase academic performance (grades) and graduation rates (see Allensworth, E.M., Nagaoka, J., & Johnson, D.W. (2018). *High school graduation and college readiness indicator systems: What we know, what we need to know.* Chicago, IL: University of Chicago Consortium on School Research; Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing drop­out in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evalua­tion and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <https://whatworks.ed.gov>).

The 2017 HCPSS data analysis indicated that whether a student had ever received Free and Reduced-price Meals (FARMs) was a significant predictor of failure to graduate. This strategy seeks to remove economic and logistical barriers to all students, and especially those receiving FARMs, participating in engaging school-based beyond school hours activities. This aligns with the HCPSS findings that participating in non-core academic activities such as music and sports correlates with higher graduation rates. Recognizing the importance of such activities, school counselors will work with students to incorporate such activities in students’ goal setting activities and accompanying plans.

This strategy of expanding beyond school day opportunities also targets those students who have family and/or economic obligations that preclude them from attending classes during regular school hours. HCPSS will continue to expand summer, evening, weekend, and innovative pathway options so that short-term difficulties do not prevent students from graduating and continuing with college and career goals. School counselors will also work with students to better incorporate the benefits of part-time and full-time work during high school in students’ college and career plans.

Strategy 4: Engage family and community members to promote attendance and graduation, especially by demonstrating clear avenues from middle and high school to college and career success by

* increasing family outreach on the importance of student attendance and engagement and better advertise beyond school hours opportunities;
* increasing efforts to recruit and train student mentors; and
* engaging community members to support pathways towards graduation, as appropriate.

Strategy 4 is based on research that teacher-family collaboration can also increase academic performance (grades) and graduation rates (see Allensworth, E.M., Nagaoka, J., & Johnson, D.W. (2018). *High school graduation and college readiness indicator systems: What we know, what we need to know.* Chicago, IL: University of Chicago Consortium on School Research).

Additionally, it is a core value of the HCPSS that family and community engagement are essential in supporting success for all students. As mentioned in previous strategies, supportive relationships both within and outside the school building can increase student engagement and make students more resilient to academic challenges. HCPSS staff are working to provide parents with the knowledge and skills necessary to support student learning and engagement, reduce absences, and achieve academic success. HCPSS staff are also seeking to increase partnerships with community members and organizations who can support student learning outside the classroom and provide concrete examples of how academic knowledge and skills directly translate into future career success and increased personal satisfaction.

**c. How will we know the strategies are working?**

The ultimate measure of success for the four strategies outlined above will be increased graduation rates across all student groups. For each strategy there are also shorter-term indicators of effectiveness: increased attendance rates/fewer students with 10% or more absences, increased academic performance/fewer students receiving Ds or Es, greater participation in non-academic during and beyond school day activities/incorporation of such activities into student goal setting, and increase family outreach and community partnership/fewer students who would benefit from mentoring, apprenticeship, or work experience but are unable to access opportunities.

As with all measures of success, graduation rates and shorter-terms signs of improvement would not be seen only in the all students group, but in all student groups, across all schools in the HCPSS. Careful monitoring of students who are at higher risk of failing to graduate including those students who receive FARMs, who have IEPs, who are English Learners, and who identify as Black/African American or Hispanic/Latinx needs to take place at every school and centrally. In addition to the strategies discussed above, HCPSS must continuously work to eliminating barriers to academic success for these students using targeted strategies: addressing disparities in discipline practices, allocating additional resources to higher FARMs schools, continuous improvement of HCPSS special education and ESOL programs, and better early identification and treatment of mental health and social and emotional concerns.