



# Aspirational Goal 1

**Accelerating Achievement & Equity, Curriculum,  
Instruction & Innovation, School Administration &  
Leadership, System Accountability & School  
Improvement**

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**ACTS**

Academics, Communications, Technology and Student Achievement

## **ASPIRATIONAL GOAL 1:**

FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

- **Priority 1**—FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration.
- **Priority 2**—FCPS will raise achievement for all students and eliminate achievement gaps.



## P1, Measurable Goal 1—Classroom Rigor

By 2020, student survey responses indicating a positive experience will increase to  $\geq 80\%$  in the following areas.

MEASURES	GRADE 3-5 STUDENTS (% Favorability)		GRADE 6-12 STUDENTS (% Favorability)	
	2016* (BASELINE)	2017*	2016* (BASELINE)	2017*
Engagement in Classes	63	63	40 MS=42; HS=38	40 MS=39; HS=41
High Expectations in Classes	78	80	65 MS=70; HS=61	65 MS=68; HS=62
Opportunities to Collaborate in Classes	48	45	38 MS=34; HS=41	42 MS=36; HS=46
Opportunities to Use Problem Solving in Classes	74	75	65 MS=66; HS=64	66 MS=65; HS=68
Opportunities to Demonstrate Creativity in Classes	57	54	52 MS=54; HS=50	44 MS=45; HS=42
Feel Adequately Prepared for the Next Step in their Educational Program	85	87	70 MS=76; HS=65	68 MS=70; HS=66



## P1, Measurable Goal 2—CCR ELA

By 2020, 95% of high school seniors will meet or exceed standards for career/college readiness as determined by two or more of the following measures.

College and Career ELA—2016 Baseline & 2017				
Number of Seniors: 2016 = 2,954; 2017 = 2,971				
CCR ELA Indicators	2016		2017	
	n	%	n	%
ACT ELA (21+)	354	12	264	9
AP English	333	11	295	10
Accuplacer ELA	713	24	791	27
Dual Enrollment ELA	^	^	959	32
IB ELA	*	*	*	*
PARCC English 10 (Levels 4-5)	49	$\leq 2$	1,485	50
PARCC English 11 (Levels 4-5)	28	$\leq 1$	838	28
SAT Reading (500+)	1,175	40	1,561	53
CCR ELA Status	1,560	53	2,073	70

^ Dual enrollment by content area is not available for 2016; this level of tracking began in 2017.

\* Fewer than 10 students in group.



## P1, Measurable Goal 2—CCR Math

By 2020, 95% of high school seniors will meet or exceed standards for career/college readiness as determined by two or more of the following measures.

College and Career Math—2016 Baseline & 2017				
Number of Seniors: 2016 = 2,954; 2017 = 2,971				
CCR Math Indicators	2016		2017	
	n	%	n	%
ACT Math (21+)	578	20	500	17
AP Math	564	19	550	19
Accuplacer Math	124	4	176	6
Dual Enrollment Math	^	^	298	10
IB Math	*	*	*	*
PARCC Algebra 2 (Levels 4-5)	67	≤2	481	16
SAT Math (500+)	1,231	42	1,564	53
CCR Math Status	1,350	46	1,704	57

^ Dual enrollment by content area is not available for 2016; this level of tracking began in 2017.

\* Fewer than 10 students in group.



## P1, Measurable Goal 2—Seniors Meeting Criteria

By 2020, 95% of high school seniors will meet or exceed standards for career/college readiness as determined by two or more of the following measures: GPA 2.5+, industry licensure, dual enrollment, ACT/SAT/IB/AP assessments, or performance on accountability assessments.

College and Career—2016 Baseline & 2017					
Number of Seniors: 2016 = 2,954; 2017 = 2,971					
Seniors Meeting/Exceeding CCR Standards*	Class	ELA		Math	
		n	%	n	%
In <u>One</u> or More Criteria	2016	2,606	88%	2,595	88%
	2017	2,627	88%	2,593	87%
In <u>Two</u> or More Criteria	2016	1,828	62%	1,798	61%
	2017	2,142	72%	1,954	66%

\* Not every student in the graduating classes took a PARCC assessment.

\* Includes weighted GPA of 2.5 or higher.



## P1, Measurable Goal 2—CCR Indicators

*By 2020, 95% of high school seniors will meet or exceed standards for career/college readiness as determined by two or more of the following measures.*

College and Career—2016 Baseline & 2017				
Number of Seniors: 2016 = 2,954; 2017 = 2,971				
CCR Indicators	2016 Seniors		2017 Seniors	
	n	%	n	%
Industry Licensure	618	21%	638	22%
Weighted GPA $\geq$ 2.5	2,491	84%	2,482	84%
Dual Enrollment	863	29%	1,062	36%



## P1, Measurable Goal 3—Post-Graduation

*By 2021, 95% of high school graduates will be successfully employed or enrolled in a post-secondary school or college.*

### Employment and Post-Secondary Education

- Employment data are no longer available for reporting. Data (lagged) was previously obtained from MSDE. MSDE no longer receives student-level data; it only receives aggregate state data from the Maryland Department of Labor, Licensing and Regulation (DLLR) for federal reporting purposes.
- Post-secondary data are not available yet.



## P2, Measurable Goal 1—Magnet Program

*By 2020, the percent of students enrolled in HAL/Magnet programs/AP/IB/Honors/Dual Enrollment courses will mirror the demographic percentages of the county.*

Magnet Program (Grades 3-5) Enrollment—2016 Baseline & 2017				
Student Group	% of Total Students Enrolled in Magnet		% Student Population (EOY, Grades 3-5)	
	2016 (n=220)	2017 (n=175)	2016	2017
American Indian	≤1	≤1	≤1	≤1
Asian	25	20	6	6
Black/African American	8	9	12	13
Hispanic/Latino	5	6	16	17
Native Hawaiian/Pacific Islander	≤1	≤1	≤1	≤1
White	52	56	61	60
Multiple Races	10	9	5	5
ELL	≤1	≤1	5	5
FARM	9	7	31	31
Special Education	≤1	≤1	10	10



## P2, Measurable Goal 1—Highly Able Learner

*By 2020, the percent of students enrolled in HAL/Magnet programs/AP/IB/Honors/Dual Enrollment courses will mirror the demographic percentages of the county.*

HAL Program (Grades 6-8) Enrollment—2016 Baseline & 2017 Identified HAL Students Enrolled in One or More Content Area				
Student Group	% of Total Students Enrolled in HAL Class		% Student Population (Grades 6-8, EOY)	
	2016 (n=1,490)	2017 (n=1,590)	2016	2017
American Indian	≤1	≤1	≤1	≤1
Asian	11	12	6	6
Black/African American	6	7	11	12
Hispanic/Latino	6	6	14	16
Native Hawaiian/Pacific Islander	≤1	≤1	≤1	≤1
White	70	69	64	61
Multiple Races	6	5	5	5
ELL	≤1	≤1	3	4
FARM	8	9	26	26
Special Education	≤1	≤1	10	10



## P2, Measurable Goal 1—Highly Able Learner

*By 2020, the percent of students enrolled in HAL/Magnet programs/AP/IB/Honors/Dual Enrollment courses will mirror the demographic percentages of the county.*

HAL Program (Grades 6-8) Enrollment—2016 Baseline & 2017				
Identified HAL Students + Other Students Accessing HAL Class				
Student Group	% of Total Students Enrolled in HAL Class in One or More Content Area		% Student Population (Grades 6-8, EOY)	
	2016 (n = 4,462)	2017 (n=4,805)	2016	2017
American Indian	≤1	≤1	≤1	≤1
Asian	7	8	6	6
Black/African American	9	10	11	12
Hispanic/Latino	10	11	14	16
Native Hawaiian/Pacific Islander	≤1	≤1	≤1	≤1
White	68	66	64	61
Multiple Races	6	5	5	5
ELL	≤1	≤1	3	4
FARM	17	16	26	26
Special Education	3	3	10	10



## P2, Measurable Goal 1—Advanced Coursework

*By 2020, the percent of students enrolled in HAL/Magnet programs/AP/IB/Honors/Dual Enrollment courses will mirror the demographic percentages of the county.*

Advanced Coursework—2016 Baseline & 2017				
Enrollment (Grades 9-12) in One or More AP/IB/Dual Enrollment Classes				
Student Group	% of Total Students Enrolled in Advanced Coursework		% Student Population (Grades 9-12, EOY)	
	2016 (n=3,986)	2017 (n=3,522)	2016	2017
American Indian	≤1	≤1	≤1	≤1
Asian	8	9	5	5
Black/African American	7	7	11	12
Hispanic/Latino	8	9	13	14
Native Hawaiian/Pacific Islander	≤1	≤1	≤1	≤1
White	73	70	66	64
Multiple Races	4	4	5	5
ELL	≤1	≤1	3	4
FARM	10	10	23	23
Special Education	≤1	≤1	9	9

\* Fewer than 10 students in group.



## P2, Measurable Goal 2—Local ELA Performance

By 2020, the percent of students achieving proficiency on local measures of curricular achievement will not differ by more than 10 percent based on race, culture, poverty, or special needs.

### Local Reading Performance—2017

\*\*ES Proficiency (Benchmark set by grade—based on instructional reading level and accuracy scores)

\*\*MS/HS Proficiency (Rubric Score of 2.5 or Higher on All Subtests/Dimensions)

Student Group	% of Students Meeting Benchmark		
	All ES	All MS	All HS
	2017	2017	2017
All Students	78	47	45
American Indian	76	52	33
Asian	87	67	64
Black/African American	73	34	28
Hispanic/Latino	69	34	33
Native Hawaiian/Pacific Islander	81	67	*
White	81	51	49
Multiple Races	79	44	46
ELL	54	4	10
FARM	66	26	27
Special Education	38	7	12

\*Fewer than 10 students in group.

\*\*Interpreting these data requires knowledge of the respective measures.



## P2, Measurable Goal 2—Local Math Performance

By 2020, the percent of students achieving proficiency on local measures of curricular achievement will not differ by more than 10 percent based on race, culture, poverty, or special needs.

### Local Math Performance—2017

\*\*ES/MS/HS Proficiency (75% or Higher Average on all Math Benchmark Assessments)

Student Group	% of Students Meeting Benchmark		
	Grades 2-5	Grades 6-8	Grades 9-12
	2017	2017	2017
All Students	47	35	32
American Indian	40	45	27
Asian	66	62	54
Black/African American	29	18	14
Hispanic/Latino	32	20	19
Native Hawaiian/Pacific Islander	58	40	*
White	54	39	36
Multiple Races	46	36	32
ELL	13	3	2
FARM	27	15	12
Special Education	16	7	9

\*Fewer than 10 students in group.

\*\*Interpreting these data requires knowledge of the respective measures.



## P2, Measurable Goal 3—State Accountability

*By 2020, at least 85% of schools will meet or exceed state accountability expectations for all student groups.*

### State Assessment Data

- State accountability data presented on October 11 BOE meeting.

# Questions?