REPORT

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Equity: Responding to Performance and Opportunity Gaps in HCPSS **DATE:** June 5, 2019

PRESENTER(S): Kevin F. Gilbert, Ed.D., Director of Diversity, Equity and Inclusion

Strategic Call To Action Alignment: Mission—HCPSS ensures academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

OVERVIEW: The Howard County Public School System's (HCPSS) *Strategic Call to Action* outlines a commitment to close opportunity gaps in order to ensure that all students will acquire the skills, attributes, and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace. While overall graduation rates in HCPSS remain at over 90 percent, gaps among student groups persist. Specifically, members of traditionally underserved student groups such as Black/African American and Hispanic/Latinx students had lower four-year graduation rates than their peers each year from the Class of 2016 through 2018. Students who received special services (FARMs, special education, ESOL) also had lower graduation rates compared to their peers.

This report examines factors along a student's academic career that may contribute to performance gaps, framing the conversation around attendance, behavior, curricular access, and course performance. Key strategies are then discussed to shed light on how HCPSS responds to the identified opportunity and performance gaps, as well as progress monitoring practices in place to evaluate the effectiveness of strategies used to ensure continuous improvement of this work. Taken together, strategies implemented are an integrated approach to creating a safe and nurturing learning environment that delivers strong first instruction and individualized supports to all students.

RECOMMENDATION/FUTURE DIRECTION:
Staff will continue to implement and refine instruction, student engagement, and diversity, equity, and inclusion strategies for fostering a supportive school culture that eliminates persistent opportunity and achievement gaps.

SUBMITTED BY:
Caroline Walker, Ph.D.
Executive Director, Program Innovation & Student Well-being

Kevin Gilbert, Ed.D., Director
Diversity, Equity and Inclusion

Timothy Guy, Director
Assessment and Reporting

Eva Yiu, Ph.D., Coordinator
Research & Program Evaluation

APPROVAL/: CONCURRENCE
Michael J. Martirano, Ed.D.
Superintendent

Karalee Turner-Little
Deputy Superintendent

William J. Barnes
Chief Academic Officer

The Howard County Public School System's (HCPSS) *Strategic Call to Action* outlines a commitment to closing opportunity gaps in order to ensure that all students will acquire the skills, attributes, and knowledge necessary to become global citizens and obtain meaningful and rewarding employment in a dynamic, international workplace. For HCPSS students, the road to higher education and workplace success begins with timely graduation from an HCPSS high school. Looking at the members of the Class of 2018 as a single group, the Howard County Public School System's (HCPSS) four-year adjusted cohort graduation rate for this class was 91.95%, which is 4.83 percentage points higher than the Maryland public schools' average of 87.12%. The HCPSS Class of 2018 also had higher graduation rates than similar nearby districts, including Anne Arundel County, Baltimore County, and Montgomery County Public Schools.

However, this high overall graduation rate hides stark disproportionality for student groups based on race/ethnicity and eligibility for special services, including Free and Reduced-Price Meals (FARMs), special education, and English for Speakers of Other Languages (ESOL). Compared to a four-year graduation rate of over 91% for the Class of 2018, Black/African American students graduated at a rate of 88.66%, Hispanic/Latinx students at 76.94%, students receiving FARMs at 78.28%, students receiving special education services at 67.41%, and students eligible for ESOL services at 43.44%.

These differences in graduation outcomes might be predicted earlier in a student's career. Specifically, student attendance, academic performance, access to a well-rounded curriculum, and discipline/behavior data have all been found to correlate with graduation rates[1]. In turn, these measures are both influenced by and shape students' perception of school environment and whether or not students feel successful and valued in the classroom[2].

To ensure that all students graduate college and career ready, HCPSS must eliminate the opportunity gaps that serve as barriers to classroom success and feeling part of an inclusive learning community and which, in turn, raise the likelihood that students will be disengaged from school, demonstrate poor attendance, fail to meet academic benchmarks, and disproportionately be involved in student discipline violations. This work is crucial and ongoing and must begin when students enter the system as Kindergarteners and Pre-Kindergarteners and continue throughout their HCPSS careers until achievement gaps are no longer an expected and accepted outcome.

To communicate and accelerate achievement gap reduction efforts, this report first examines graduation rates as one measure of student success to identify and discuss persistent achievement gaps seen in certain student groups. Data found to predict graduation outcomes such as attendance data, behavior data, academic performance data, and student self-reports of their school environment will be examined and the reasons why these data correlate with graduation outcomes will be discussed. Next, the beginning of a root-cause analysis is presented to better

[1] 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. Retrieved from https://consortium-pub.uchicago.edu/sites/default/files/2018-10/High%20School%20Graduation%20and%20College-April2018-Consortium.pdf

[2] Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research, 87,* 425-469

understand factors throughout a student's academic career that may impact student engagement and student feelings of success in the classroom and therefore can influence student graduation success. Key strategies are then discussed to shed light on how HCPSS responds to the identified disparities by targeting opportunity gaps and using progress monitoring practices to evaluate the effectiveness of strategies to close these gaps and maximize success for all students.

Current State: Performance Gaps in Graduation Rates

Graduation rates are a useful metric to examine how successfully the HCPSS is preparing its students for successful post-high school endeavors. While not all students will be able to graduate in four years, or need to in order to find fulfilling post-secondary educational opportunities and careers, timely graduation correlates with success both in college and careers.[3]

Of the 4,224 students who entered high school in the fall of 2015 (Class of 2018), 91.95% (*n* = 3,884) graduated in four years, reflecting a decrease of 1.26 percentage points from the 93.21% graduation rate for the Class of 2016 (see Figure 1). Although HCPSS students continue to graduate from high school within four years at high rates, three-year trends indicate a slight decrease in graduation rates. These decreases are largest for students receiving FARMs and Hispanic/Latinx students (see Figure 1 and Appendix A).

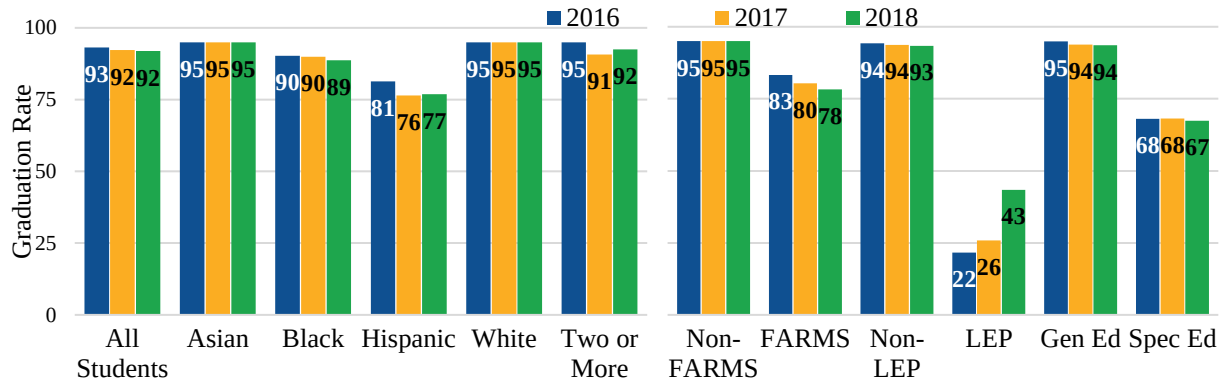

Figure 1. HCPSS four-year adjusted cohort graduation rates: Classes of 2016 through 2018. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Looking more closely at the HCPSS Class of 2018, 340 students in the four-year cohort did not graduate with a diploma. Of the 340 students in the cohort who did not graduate:

- 201 (59.1%) dropped out at some point in their high school career.
- Less than 5% were students seeking a Maryland High School Certificate of Program Completion.
- The remaining students were for the most part continuing education at an HCPSS school.

[3]Chingos, M. M. (2018). What matters most for college completion? Academic preparation is a key predictor of success. In F. M. Hess & L. E. Hatalsky (Eds.), *Elevating college completion* (pp. 1-12). Washington, DC: American Enterprise Institute. Retrieved from http://www.aei.org/wp-content/uploads/2018/05/What-Matters-Most-for-College-Completion.pdf

To highlight performance gaps based on race and ethnicity, the graduation rate for a student group is compared to all students not in that group. Figure 2 visualizes the graduation rate trends for each racial/ethnic student group (darker line) compared to all other students (lighter line). The conclusions drawn from this analysis are clear: gaps in graduation rates among student racial/ethnic groups persist in HCPSS; Black/African American and Hispanic/Latinx students had lower four-year graduation rates than their peers each year from the Class of 2016 through 2018; the gap between Hispanic and non-Hispanic students is large and growing.

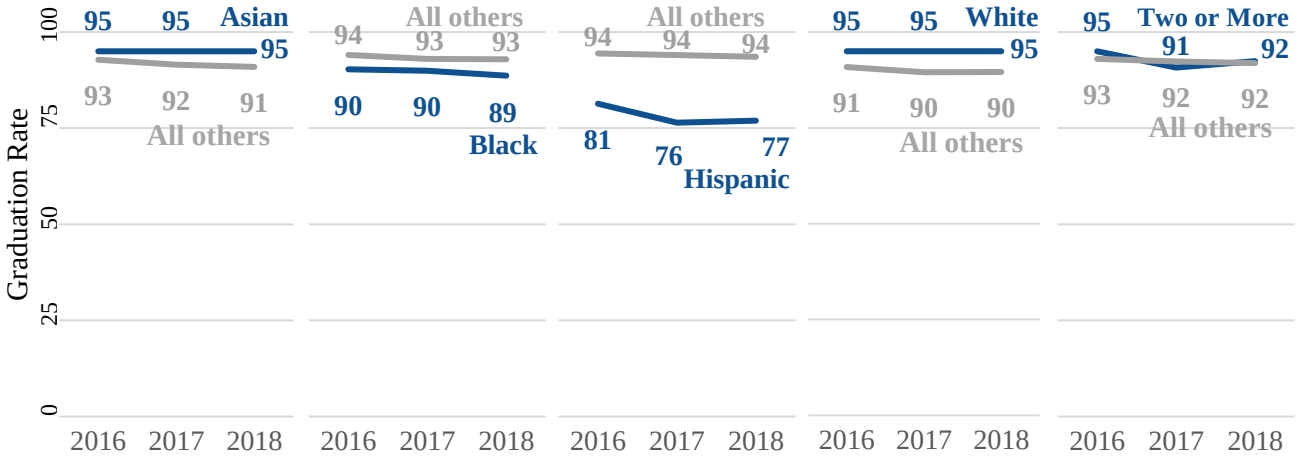

Figure 2. Four-year adjusted cohort graduation rate trends for each racial/ethnic student group compared to all other students. Values are rounded to the nearest whole. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Significant differences in graduation rates are also seen in student groups receiving special services. Figure 3 presents the gaps in four-year graduation rates for each special service group compared to their peers not receiving services. In general, students who were eligible for special services (FARMs, special education, ESOL) had lower graduation rates than their peers each year. However, the graduation rate for students with Limited English Proficiency (LEP) doubled from 21.67% for the Class of 2016 to 43.44% for the Class of 2018. While this is still the largest gap seen in the graduation data, it appears that recent efforts to support English learners within the general education framework have been successful. These efforts have included the closing of the Newcomer program at River Hill High School, the removal of many self-contained ESOL classes, and increased professional development for both ESOL and general education teachers.

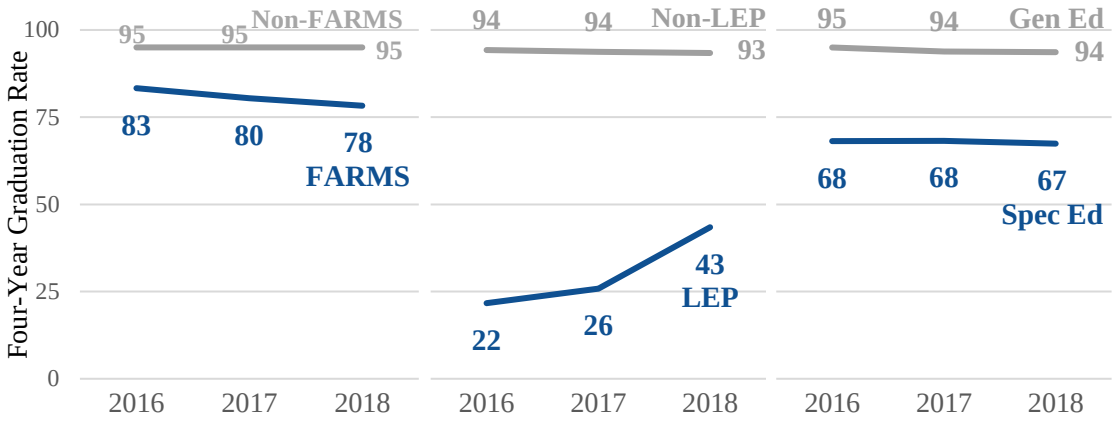

Figure 3. Four-year adjusted cohort graduation rate trends for each special service group compared to students not receiving special services. Values are rounded to the nearest whole. Percentages greater than or equal to 95 are displayed as 95 to protect student privacy.

Attendance, Academic Access and Performance, and Classroom Behavior

These gaps in graduation rates do not appear suddenly in high school, but can be predicted much earlier in students' careers by examining attendance, curricular access, academic performance, and classroom behavior/discipline data. Students who have poor attendance, have disciplinary records, and fail courses required for graduation (or math and English courses in earlier grades) are much more likely to drop out of school and fail to graduate high school than their peers.[4] On the other hand, having access to a well-rounded curriculum from elementary through high school prepares students to pursue post-secondary study and careers.[5]

When Maryland was required to develop an accountability framework aligned with the requirements of the Every Student Success Act of 2015 (ESSA), attendance, behavior, access to a well-rounded curriculum, and course performance were chosen as the measures for determining if schools are fulfilling their obligation to prepare their students for college and careers, in part due to the ability of these measures to predict timely graduation and other measures of long-term student success. To that end, Maryland's new school report card system tracks and rates schools on the following measures:[5, 6]

- **Attendance.** Points are assigned based on schools' chronic absenteeism as defined as a student being absent for 10% or more of the school days while enrolled for at least ten days at that school.
- **Behavior.** Unduplicated count of students in the group suspended out of school or expelled divided by the total number of students enrolled in the group.
- **Access to a Well-rounded Curriculum:**

[4] Mac Iver, M. A., & Mac Iver, D. J. (2009). *Beyond the indicators: An integrated school-level approach to dropout prevention*. George Washington University Center for Equity and Excellence in Education.
[5] Maryland State Department of Education (MSDE). (2018). *Maryland Every Student Succeeds Act (ESSA) consolidated state plan*. Baltimore, MD: Author.
[6] Maryland State Department of Education (MSDE). (2018). *Suspensions, expulsions, and health related exclusions: Maryland public schools 2017 – 2018*. Baltimore, MD: Author.

- Points are assigned based on the percentage of Grade 5 students enrolled in science, social studies, fine arts, physical education, and health
- Points are assigned based on the percentage of Grade 8 students enrolled in fine arts, physical education, health, and computational learning
- Points are assigned based on the percentage of Grade 12 students enrolled in an Advanced Placement (AP) course, dual enrollment, or an MSDE-approved Career and Technical Education (CTE) program at the CTE concentrator level or higher
- English proficiency: For English Learners (EL), making progress toward English proficiency supports their access to learning. The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English proficiency as measured by the Maryland Comprehensive Assessment Program (MCAP) test for ELs. The goal for ELs is to attain English proficiency within six years. School points are determined by the percentage of ELs achieving or making progress towards attaining proficiency.

- **Course Performance:**
  - **Proficiency on state assessments.** Points are assigned based on the percentage of students performing at the "met expectations" or "exceeded expectations" levels on the state English and mathematics assessments, or the equivalent on the Multi-State Alternate Assessment
  - **Academic growth.** Points are assigned based on the percentage of students in a school who show meaningful relative growth in math and English language arts. School points are determined for Academic Growth by student growth percentiles.
  - **Completion of a well-rounded curriculum.** This measure differs by level:
    - Elementary: Composite of the percent of Grade 5 students who score proficient on the Maryland Integrated Science Assessment (MISA) and who pass core coursework, which includes one each of social studies, fine arts, physical education, and health.
    - Middle: Composite of the percent of Grade 8 students who score proficient on the MISA; the percent of Grade 8 students who score proficient on the Middle School Social Studies Assessment (MSSA); and who pass core coursework, which includes one each of mathematics, English language arts, social studies, and science.
    - High: Points are assigned based on the percent of students graduating from or exiting high school with a certificate of program completion who have achieved at least one of the following:
      - Score a 3 or higher on an Advanced Placement (AP) exam
      - Score 530 on SAT Math and 480 on SAT Evidence-based Reading and Writing

- Score 21 on the ACT
- Earn credit for dual enrollment
- Met University of Maryland entry requirements
- Complete a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council
- Complete an industry certification aligned with an MSDE-approved CTE program and achieved CTE concentrator level status or higher
- Score 31 on the ASVAB exam
- Receive the Seal of Biliteracy
- For students who obtained a Maryland High School Certificate of Program Completion, entered the world of work though:
    - Gainful employment
    - Postsecondary education and training
    - Supported employment
    - Other services that are integrated in the community

- **On-track in ninth grade.** Points are assigned based on the percentage of Grade 9 students who have earned at least four credits in mathematics, English, science, social studies, and/or world language.

Not surprisingly, disparities very similar to those seen in the graduation data are found when one examines these student attendance, performance, and behavior/discipline data. Realizing this, Maryland not only analyzes and scores schools' on the performance of their total student population, but also the performance of the distinct student groups. Table 1 provides a summary of the patterns observed. A dot (●) is placed where the student group's performance was worse than the overall average. Two dots (●●) are used when the student group's performance was more than ten percentage points lower than the overall group performance. Data highlights are summarized below the table. For more detail, see Table A5 in the Appendix.

Table 1
Summary of Opportunity Gaps Observed for Student Groups within HCPSS
as Measured by State Accountability Measures in 2017-18

		Student Group							
Area	Measure[a]	Asian	Black	Hisp.	White	Two+	EcDis	EL	SpEd
Attend-ance	Chronic Absenteeism (ES)		●	●		●	●●		●
	Chronic Absenteeism (MS)		●	●		●	●●	●	●●
	Chronic Absenteeism (HS)		●	●		●	●●	●●	●
Behavior	Suspension Rate (ES)		●			●	●		●
	Suspension Rate (MS)		●				●		●
	Suspension Rate (HS)		●	●		●	●	●	●
Access	Access: Well-Rounded Curriculum (ES)		●						●
	Access: Well-Rounded Curriculum (MS)		●	●			●	●●	●●
	Access: Well-Rounded Curriculum (HS)		●●	●●			●●	●●	●●
	Progress twd English Proficiency (ES)	All English Learners: 75%							
	Progress twd English Proficiency (MS)	All English Learners: 57%							
	Progress twd English Proficiency (HS)	All English Learners: 62%							
Course Perfor-mance	Academic Growth in Mathematics (ES)		●	●		●	●		●
	Academic Growth in Mathematics (MS)		●	●			●●		●
	Academic Growth in ELA (ES)		●	●			●		●●
	Academic Growth in ELA (MS)		●	●		●	●		●
	Proficiency on Math Assessment (ES)		●●	●●		●	●●	●●	●●
	Proficiency on Math Assessment (MS)		●●	●●			●●	●●	●●
	Proficiency on Math Assessment (HS)		●●	●●			●●	●●	●●
	Proficiency on ELA Assessment (ES)		●●	●●			●●	●●	●●
	Proficiency on ELA Assessment (MS)		●●	●●			●●	●●	●●
	Proficiency on ELA Assessment (HS)		●●	●●			●●	●●	●●
	Credit: Well-Rounded Curriculum (ES)	●		●		●	●	●	●
	Credit: Well-Rounded Curriculum (MS)		●	●			●●	●●	●●
	Credit: Well-Rounded Curriculum (HS)		●●	●●			●●	●●	●●
	On-Track in Ninth Grade		●●	●●			●●	●●	●●

Note. A dot (●) is placed where the student group's performance was worse than the overall average. Two dots (●●) are used when performance was more than 10 percentage points lower than the overall group performance. Black = Black/African American; Hisp. = Hispanic/Latinx; Two+ = Two or More Races; EcDis = Economically Disadvantaged; SpEd = Special Education; EL = English Learner; ES = Elementary School; MS = Middle School; HS = High School
[a]See Table A5 for the percent of points earned for each measure.

- Across measures and school levels, these student groups tended to have less access and opportunity to educational experiences that support on-time graduation: Black/African American students, Hispanic/Latinx students, students who were economically disadvantaged[7], students who received special education services, and English Learners (EL).

[7] Students are determined to be economically disadvantaged based on Direct Certification as approved by USDA for the State of Maryland (see http://www.marylandpublicschools.org/stateboard/Documents/05222018/TabK-ESSAUpdate.pdf)

- At all three school levels, the gaps for these five student groups scoring proficient on state assessments in mathematics and in English language arts were more than ten percentage points lower than the overall average.
- Compared to their peers not in these groups, these student groups also had lower percentages of students who were on track to graduation in Grade 9.
- Across school levels, Black/African American students, students who received FARMs, and students who received special education services were more likely to be suspended than students not in these groups.
- The gap in chronic absenteeism between ELs and the overall average widened from no gap at the elementary school level to over ten percentage points in high school.
- Whereas three-fourths of the ELs made progress toward English proficiency at the elementary school level, fewer than two-thirds of ELs did so at the secondary school level.
- For Black/African American and Hispanic/Latinx students, and for students who received special services, the gap in having access to a well-rounded curriculum widened from a small to no gap at the elementary school level to over ten percentage points in high school.
- For students who were economically disadvantaged, the gap in making academic growth in mathematics widened from less than ten percentage points at the elementary school level to over ten percentage points in middle school.
- For Black/African American and Hispanic/Latinx students, and for students who received special services, the gap in having completed a well-rounded curriculum widened from a small to no gap at the elementary school level to over ten percentage points in high school.

Root-Cause Analysis: Examining Opportunity Gaps

Why are certain student groups less likely to graduate in four years than other student groups? It should be seen as no coincidence that the same student groups show disparate performance on the measures that predict graduation success: attendance, behavior/discipline, and course performance. These predictive benchmarks are largely influenced by students' perception of their school environment as welcoming and supportive and their perception of their own academic efforts in the classroom as successful and meaningful.[8] To effectively ameliorate disparities, HCPSS needs to address the variables that cause some students to perceive that they are less likely to be successful in school and less worthy of academic challenges than their peers, and that they experience reduced opportunities to receive support and demonstrate competence.

Students' perceptions of their school environment and whether they hold a valued place within it are largely reflective of their daily interactions with school staff and other students. Administrators, instructional staff, and support personnel are responsible for ensuring a welcoming and supportive environment in their schools and establishing norms for classroom behavior that guarantee all students feel welcome, supported, and capable of mastering challenging academic objectives. HCPSS staff, however, are subject to many of the same influences as any other members of the community. Working for the school system does not automatically inoculate staff from the effects of long-term systemic racism, unresolved questions surrounding immigration, or growing economic inequality.

[8] Morse, L. L., & Allensworth, D. D. (2015). Placing students at the center: The whole school, whole community, whole child model. *Journal of School Health, 85*, 785-794.

If the ability of staff to consistently maintain equitably nurturing learning environments is impacted by implicit bias, limited perspectives, inability to empathize with others' lived experiences, and lack of understanding on how history and culture continue to shape opportunities for success, then it is unlikely that all students will receive the support and challenge they need to succeed. When there is limited diversity among teachers and administrators and little explicit professional learning on the impact of such factors, combined with societal pressures outside of HCPSS's control, the result is too often disparate access to opportunities based on actual or perceived race, ethnicity, socioeconomic status, and immigration status or national origin.

A key strategy to increase student engagement and ensure nurturing and safe learning environments for all students is HCPSS's acceleration of its restorative justice efforts. Restorative justice is a philosophy that emphasizes building relationships. Community-building is given high priority in a restorative culture. The tone and voice levels of educators should reflect a caring and supportive environment where staff and students are educational partners. All members of the school community need to be comfortable discussing race, ethnicity, and other identifying qualities that may consciously or unconsciously impact decision-making and conflict. Students, their families, and educators have a voice in school policies and procedures, which are designed in response to student needs.

When schools embrace restorative justice, educators greet students, ensure they are invested partners in the learning community, and are regularly seen having restorative conversations as the primary response to behavior which negatively impacts community relationships. Currently 58% of HCPSS schools were engaged in some type of restorative justice work. If there is a need to repair harm caused by conflict and wrongdoing, restorative justice provides an opportunity for everyone impacted by an incident to come together to address their feelings and needs, and reach a resolution that heals and restores relationships. Restorative justice practices build healthy relationships based on empathy between students and staff, as well as among adults within the school community. As the school environment becomes more nurturing for all students, student engagement and attendance should increase, disruptive behaviors should decrease, and course access and performance should become more equitable, reducing opportunity gaps and disparate treatments based on race, ethnicity, economics, and family's country of origin.

On an instructional level, examining these opportunity gaps based on their impact on attendance, behaviors, access, and course performance assists staff in targeting these gaps through changes to curriculum, professional development, and deployment of support services. It helps HCPSS to efficiently allocate resources and expertise to both provide additional opportunities for success to students in historically underserved student groups as well as to build a culture that addresses the causes and mechanisms of inequities.

Narrowing Gaps: Instructional Strategies and Interventions

HCPSS recognizes, accepts, and embraces that individuals come from many different life experiences with various frames of reference and perspectives.[9] While HCPSS works to remove

[9] See HCPSS description of diversity: https://www.hcpss.org/scta/

barriers contributing to educational inequity for student groups, each student's individual needs drive instruction and supports. Specific instructional strategies and supports are aligned with the student's particular strengths and needs to maximize opportunities for academic achievement.

HCPSS works toward educational equity by removing the barriers to success that individuals face in order to provide the access, opportunities, and supports needed to help students reach their full potential. Opportunity gaps in attendance, behavior/discipline, and course access and performance contribute to disproportionate rates among students' on-time graduation. Table 2 presents a summary of key strategies at each school level that support attendance, positive behavior, and course access and performance for all students, with targeted supports for students who need them. Evaluation of these strategies aligns with the State accountability measures described above.

Table 2 (continued on next page)
Key Instructional Strategies and Interventions to Narrow Opportunity Gaps

Area	Key Instructional Strategies/ Interventions	School Level				Budget/Resource Implications
		EC	ES	MS	HS	
Attendance	Black Student Achievement Program (BSAP) Liaisons	X	X	X	X	See 0304, 3501
	Hispanic Achievement Program Liaisons	X	X	X	X	See 0304, 3501, 9501
	International Liaisons	X	X	X	X	See 9501
	Pupil Personnel Services	X	X	X	X	See 6101
Behavior	Alternative Education services/PBIS	X	X	X	X	See 0304, 3403
	Social Workers	X	X	X	X	See 0304
	Homewood			X	X	See 3402
	SMIL: Additional Assistant Principals	X	X	X	X	See 4701
Access	Office of Diversity, Equity, and Inclusion		X	X	X	See 0106
	Black Student Achievement Program (BSAP) Liaisons	X	X	X	X	See 0304, 3501
	Hispanic Achievement Program Liaisons	X	X	X	X	See 0304, 3501, 9501
	International Liaisons	X	X	X	X	See 9501
	Pre-K, Pre-K Expansion, Judy Center	X				See 1301, Grants
	Summer Institute/Comprehensive Summer School		X	X	X	See 2401
	Advanced Placement Fees				X	See 2801
	Dual Enrollment Tuition				X	See 2802
	Saturday/Evening School				X	See 3401
	MESA Program		X	X	X	See 3501
	Teen Parenting & Childcare Program				X	See 6103
	Co-Curricular Activities – Outdoor Ed Fees			X		See 8801
	International Student Services	X	X	X	X	See 9501
	Homeless Education Assistance Program		X	X	X	See Grants

EC = Early Childhood; ES = Elementary School; MS = Middle School; HS = High School; SMIL = School Management and Instructional Leadership

Table 2 (continued)
Key Instructional Strategies and Interventions to Narrow Opportunity Gaps

Area	Key Instructional Strategies/ Interventions	School Level				Budget/Resource Implications
Course Performance	ESOL, Title III Grant	X	X	X	X	See 0304, 1002, Grants
	BSAP Saturday Math Academy		X	X	X	See 3501
	Academic Intervention Beyond School Day and Year		X	X	X	See 0304, 3501
	Mathematics Support Teachers		X			See 0701
	Mathematics Instructional Support Teachers			X	X	See 1401
	Middle School Mathematics Paras			X		See 1401
	Reading Support Teachers		X			See 1802
	Reading Specialists		X	X	X	See 1802, 1803
	Reading Paraeducators			X		See 1803
	Differentiated Staffing		X	X	X	See 3201
	Title I Program		X			Grants
	21st Century Community Learning Center Bridges		X	X		Grants

EC = Early Childhood; ES = Elementary School; MS = Middle School; HS = High School; SMIL = School Management and Instructional Leadership

The above enumerated strategies are part of a Multi-Tiered System of Supports (MTSS) to creating a safe and nurturing learning environment that delivers strong first instruction to all students and targeted supports to students who need them. Quality first instruction is improved by supporting the development of culturally responsive teachers who have access to a strong set of diverse, district-provided instructional resources. Instructional support teachers in coordination with curricular offices work directly with teachers to continually improve first instruction for all students. Fee waivers and scholarships for financial obligations further improve the opportunities for all students to have access to a well-rounded educational experience.

Knowing that each learner comes with a specific set of needs, HCPSS also provides programs for students who are in need of intervention or acceleration, or who belong to traditionally-underserved populations which puts them at risk of academic difficulties. In critical areas, additional support staff are provided to assist with reinforcement and individualized instruction. Supports extend beyond the K-12 school program in the early childhood programs, in outside school hours interventions, and through the efforts of community liaisons, social workers, and pupil personnel workers.

Increasing Graduation Rates by Increasing Student Engagement

The Department of Program Innovation and Student Well-Being houses many of the strategies for improving student attendance (BSAP, Hispanic Achievement, International Liaisons, Pupil Personnel Services), shaping positive student behavior (Alternative Education, PBIS (Positive Behavior Interventions and Supports), Social Work, Homewood), increasing curricular access (Saturday/Evening School, Dual Enrollment, MESA Program, Teen Parenting, Homeless Education Assistance Program, Home and Hospital), and maximizing students' mastery of course objectives (Beyond School Day/Year Programs, Title I, 21st CCLC, BSAP Math Academy). It therefore seemed natural that the Department would create strategies to approach disparate graduation rates through a systematic and comprehensive approach. During the 2018-

2019 school year HCPSS has worked on a plan to decrease dropout rates/increase graduation rates by providing more options for students to connect to and become invested in academics and school-based activities. The plan consists of four key strategies that will be implemented through specific activities. Those are:

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 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 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 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.

The above framework is still being finalized and full implementation will be dependent on funding. However, the plan relies primarily on existing strategies that can be improved and

coordinated to maximize their effectiveness in decreasing drop-out rates, particularly for students in those groups that continue to graduate at lower rates than HCPSS students as a whole.

Human Resources and Professional Development

In alignment with the work of the Department of Program Innovation and Student Well-Being, the Division of Human Resources and Professional Development coordinates with staff in the Division of School Management and Instructional Leadership to develop administrators and teachers. It is important that school leaders and staff are culturally aware and prepared to support students in creating learning environments that will allow all students to feel a sense of belonging and foster success. To maximize student engagement, student voice is infused throughout this work. In collaboration with community liaisons, school administrative teams strengthen partnerships with parents and the community to improve access and academic outcomes for students who are from traditionally underserved populations. Integral to continuous improvement at HCPSS schools is the School Improvement Plan (SIP) process. A central component of each school's plan is identifying root causes and developing specific strategies to address the causes of performance disparities in student groups. At the elementary and middle school level, School Improvement Teams set targets in reading/English language arts, mathematics, and student discipline. At the high school level, targets are set for four-year graduation rates, post-secondary academic indicators, and suspensions and student discipline. Central Office leaders from the Divisions of Academics, Human Resources and Professional Development, and School Management and Instructional Leadership work closely with school-based administrators regarding all phases of the school improvement plan including development, implementation, and refinement. The strategies identified in school improvement planning follow a multi-tiered system of supports, where all students need some support and some students need more support. School improvement teams leverage the strategies targeted at attendance, curricular access, behavior, and course performance described above and other school-developed strategies to address specifically the opportunity gaps highlighted in Table 1.

Additionally, the Office of Diversity, Equity, and Inclusion is expanding diversity initiatives and inclusion programs throughout the district and broader community. The office provides professional development that supports student growth by focusing on staff-student relationships, staff-family relationships, staff-staff relationships, student voice, cultural proficiency, culturally responsive teaching, and restorative justice. Since its inception in the 2017-2018 school year, the office has advanced a number of specific initiatives, which include but are not limited to:

- Continued implementation of the 52 recommendations from the 2016 HCPSS Committee on Diversity and Inclusion in the areas of Student Voice, Curriculum and Instruction, Professional Learning, and Workforce Diversity.
- Establishment of the Superintendent's Diversity, Equity, and Inclusion Advisory Committee to further assist in monitoring HCPSS's progress in reducing opportunity gaps.
- In collaboration with the Department of Program Innovation and Student Well-Being, supporting and monitoring the implementation of Positive Behavior Interventions and

Supports (PBIS) and Social Emotional Learning (SEL) curriculum and resources in schools. Next year, all elementary schools will use a common model for SEL instruction.

- Supporting the Department of Curriculum, Instruction, and Assessment's Diversity and Inclusion committee, which the department created to ensure that the curriculum and instruction in HCPSS honors diversity and values inclusivity.
- Refinement of a deployment model to maximize fidelity of implementation and effectiveness of restorative justice practices and diversity, equity, and inclusion related professional development. Currently, 60 percent of HCPSS schools have between 25% and 50% of their staff trained through some type of diversity, equity, and inclusion professional development. This year there were over 400 staff members participating in cultural proficiency, trauma informed care, culturally responsive teaching, mitigating bias, or student voice seminars and 58% of HCPSS schools were engaged in some type of restorative justice work.
- Hosting dignity workshops that focused on empathy and belonging while strengthening relationships among student groups and students and staff were held at 12 schools and included over 2,200 students and 250 staff members.
- Ensuring that each of HCPSS's 77 schools and education centers has a liaison who partners with school leadership to focus attention on diversity, equity, and inclusion initiatives and programs within their community.
- Refinement of an Equity Inquiry tool to help schools identify strengths and weaknesses in the areas of diversity, equity, and inclusion. The tool, piloted in seven schools during SY 17-18, is currently being revised for system-wide rollout in the 2019-2020 school year.

Continued Progress Monitoring to Inform Next Steps

As discussed above, HCPSS's strategies to reduce opportunity gaps are aligned to the same areas that support graduation and postsecondary success that are addressed by the ESSA accountability measures. As such, HCPSS will continue to monitor student outcomes across the various measures outlined in Table 2. In addition, HCPSS leverages data as it becomes available throughout the school year to inform ongoing practices. For example, school teams will hold regular data conversations using a variety of classroom performance and standardized assessment data to triangulate information about their students and gauge students' progress toward mastering grade-level standards. To paint a fuller picture of the whole child, teachers also engage in dialogues and conferences with students to solicit feedback. When school climate survey responses become available, such information will also be integrated into data conversations. Ultimately, these data conversations inform classroom and school-wide decisions to improve teaching and learning for all students in order to close opportunity and performance gaps.

Existing data and strategies already suggest avenues for improvement, including additional social-emotional learning and student mental health efforts, expansion of intervention programs, and increasing the number of BSAP, Hispanic Achievement, and International Student Liaisons.

The National Education Association (NEA) Great Public Schools Grant awarded to the Howard County Education Associations (HCEA) will help to accelerate implementation of restorative justice practices, and highlights the need for community partnership to eliminate opportunity and academic gaps.

Conclusion

If HCPSS is going to be successful, it will take the collective efforts of district- and site-based staff, students, families, and community members. To learn and lead with equity, this must be everyone's work, not just the work of a few. School culture and individual's mindsets will need to align with our diversity, equity, and inclusion values and all students must be seen and treated as capable learners. Barriers to equitable opportunities need to be acknowledged as real and impactful but not immovable. We have an educational obligation to remove them so that all our students can thrive.

Appendix A

Table A1.
HCPSS Four-Year Adjusted Cohort Graduation Rates by Student Group, Classes of 2016 to 2018

	Class of 2016				Class of 2017				Class of 2018				1-Year Change (2018-2017)		2-Year Change (2018-2016)	
Student Group	Total Enr'd	*n* Non-Grad	*n* Grad	Grad Rate	Total Enr'd	*n* Non-Grad	*n* Grad	Grad Rate	Total Enr'd	*n* Non-Grad	*n* Grad	Grad Rate	Total Enr'd	Grad Rate	Total Enr'd	Grad Rate
All Students	**4242**	**288**	**3954**	**93.21**	**4081**	**315**	**3766**	**92.28**	**4224**	**340**	**3884**	**91.95**	**143**	**-0.33**	**-18**	**-1.26**
Asian	674	*	*	≥95.00	732	*	*	≥95.00	812	*	*	≥95.00	80	-	138	-
Non-Asian	3568	*	*	92.80	3349	*	*	91.52	3412	*	*	90.94	63	-0.58	-156	-1.85
Black/African Am.	949	92	857	90.31	935	94	841	89.95	952	108	844	88.66	17	-1.29	3	-1.65
Non-Black/AA	3293	196	3097	94.05	3146	221	2925	92.98	3272	232	3040	92.91	126	-0.07	-21	-1.14
Hispanic/Latinx	397	74	323	81.36	403	95	308	76.43	412	95	317	76.94	9	0.51	15	-4.42
Non-Hisp/Lat	3845	214	3631	94.43	3678	220	3458	94.02	3812	245	3567	93.57	134	-0.45	-33	-0.86
White	1975	*	*	≥95.00	1762	*	*	≥95.00	1798	*	*	≥95.00	36	-	-177	-
Non-White	2267	*	*	90.87	2319	*	*	89.52	2426	*	*	89.53	107	0.01	159	-1.34
Two or More Races	231	*	*	≥95.00	238	22	216	90.76	238	18	220	92.44	0	1.68	7	-
Non-Two or More	4011	*	*	93.02	3843	293	3550	92.38	3986	322	3664	91.92	143	-0.45	-25	-1.10
FARMs	773	*	*	83.31	802	*	*	80.42	801	*	*	78.28	-1	-2.15	28	-5.03
Non-FARMs	3469	*	*	≥95.00	3279	*	*	≥95.00	3423	*	*	≥95.00	144	-	-46	-
LEP	60	47	13	21.67	85	63	22	25.88	122	69	53	43.44	37	17.56	62	21.78
Non-LEP	4182	241	3941	94.24	3996	252	3744	93.69	4102	271	3831	93.39	106	-0.30	-80	-0.84
Special Ed	279	89	190	68.10	239	76	163	68.20	270	88	182	67.41	31	-0.79	-9	-0.69
General Ed	3963	199	3764	94.98	3842	239	3603	93.78	3954	252	3702	93.63	112	-0.15	-9	-1.35

Note. Rates greater than or equal to 95 percent have been suppressed to protect student privacy. Complementary data suppression also applied. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes. FARMs = Free and Reduced Meals Services; LEP = Limited English Proficiency.

Table A2.
HCPSS Four-Year Adjusted Cohort Graduation Rates by Student Group, Classes of 2015 to 2018

Student Group	Class of 2015		Class of 2016		Class of 2017		Class of 2018		1-Year Change (2018-2017)		2-Year Change (2018-2016)	
	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate
All Students	**4107**	**93.47**	**4242**	**93.21**	**4081**	**92.28**	**4224**	**91.95**	**143**	**-0.33**	**-18**	**-1.26**
Asian	649	≥95.00	674	≥95.00	732	≥95.00	812	≥95.00	80	-	138	-
Black/African Am.	871	87.94	949	90.31	935	89.95	952	88.66	17	-1.29	3	-1.65
Hispanic/Latinx	351	86.89	397	81.36	403	76.43	412	76.94	9	0.51	15	-4.42
White	1953	≥95.00	1975	≥95.00	1762	≥95.00	1798	≥95.00	36	-	-177	-
Two or More Races	270	≥95.00	231	≥95.00	238	90.76	238	92.44	0	1.68	7	≤-2.56
FARMs	682	81.96	773	83.31	802	80.42	801	78.28	-1	-2.14	28	-5.03
Non-FARMs	3425	≥95.00	3469	≥95.00	3279	≥95.00	3423	≥95.00	144	-	-46	-
LEP	36	50.00	60	21.67	85	25.88	122	43.44	37	17.56	62	21.77
Non-LEP	4071	93.86	4182	94.24	3996	93.69	4102	93.39	106	-0.30	-80	-0.84
Special Education	310	63.87	279	68.10	239	68.20	270	67.41	31	-0.79	-9	-0.69
General Education	3797	≥95.00	3963	94.98	3842	93.78	3954	93.63	112	-0.15	-9	-1.35

Note. Rates greater than or equal to 95 have been suppressed (≥95.00) to protect student privacy. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes. FARMs = Free and Reduced Meals Services; LEP = Limited English Proficiency.

Table A3.
HCPSS Four-Year Adjusted Cohort Graduation Rates by School, Classes of 2015 to 2018

	Class of 2015		Class of 2016		Class of 2017		Class of 2018		1-Year Change (2018-2017)		2-Year Change (2018-2016)	
	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate	Total Enrolled	Grad Rate
All Howard Schools	**4107**	**93.47**	**4242**	**93.21**	**4081**	**92.28**	**4224**	**91.95**	**143**	**-0.33**	**-18**	**-1.26**
Atholton High	373	≥95.00	362	≥95.00	340	≥95.00	358	≥95.00	18	-	-4	-
Centennial High	333	≥95.00	355	≥95.00	354	≥95.00	393	≥95.00	39	-	38	-
Glenelg High	304	≥95.00	358	94.97	313	≥95.00	280	93.93	-33	≤-1.06	-78	-1.04
Hammond High	292	93.15	321	93.77	325	90.15	310	91.29	-15	1.14	-11	-2.48
Homewood School	47	42.55	50	48.00	45	42.22	44	36.36	-1	-5.86	-6	-11.64
Howard High	424	≥95.00	449	≥95.00	422	94.79	471	≥95.00	49	≥0.20	22	-
Long Reach High	352	88.35	354	91.53	360	84.72	396	84.85	36	0.13	42	-6.68
Marriotts Ridge High	292	≥95.00	295	≥95.00	298	≥95.00	300	≥95.00	2	-	5	-
Mount Hebron High	387	≥95.00	348	94.83	374	94.12	389	94.60	15	0.48	41	-0.23
Oakland Mills High	261	85.44	284	86.62	270	90.37	282	85.11	12	-5.26	-2	-1.51
Reservoir High	378	94.18	397	93.45	381	94.23	370	93.24	-11	-0.99	-27	-0.21
River Hill High	344	≥95.00	334	94.91	294	93.88	311	≥95.00	17	≥1.12	-23	≥0.09
Wilde Lake High	315	90.48	329	88.15	301	82.72	310	83.55	9	0.83	-19	-4.60

Note. Rates greater than or equal to 95 have been suppressed (≥95.00) to protect student privacy.

Table A4
Class of 2018 Four-Year Adjusted Cohort Graduation Rates by Race/Ethnicity and Free and Reduced-Price Meals Services Status

Student Group	Total enrolled	Diploma		Non-Graduates	
		n	% of row total	*n*	% of row total
All Students	**4224**	**3884**	**91.95%**	**340**	**8.05%**
FARMs	801	*	78.28%	*	27.75%
Non-FARMs	3423	*	≥95.00%	*	≤5.00%
Asian	**812**	*****	**≥95.00%**	*****	**≤5.00%**
FARMs	135	*	91.85%	*	8.15%
Non-FARMs	677	*	≥95.00%	*	≤5.00%
Black/African American	**952**	**844**	**88.66%**	**108**	**11.34%**
FARMs	372	296	79.57%	76	20.43%
Non-FARMs	580	548	94.48%	32	5.52%
Hispanic/Latinx	**412**	**317**	**76.94%**	**95**	**23.06%**
FARMs	181	120	66.30%	61	33.70%
Non-FARMs	231	197	85.28%	34	14.72%
Two or More	**238**	**220**	**92.44%**	**18**	**7.56%**
FARMs	30	*	73.33%	*	26.67%
Non-FARMs	208	*	≥95.00%	*	≤5.00%
White	**1798**	*****	**≥95.00%**	*****	**≤5.00%**
FARMs	81	*	80.25%	*	19.75%
Non-FARMs	1717	*	≥95.00%	*	≤5.00%

Note. Percentages greater than or equal to 95 and less than or equal to 5 are suppressed to protect student privacy; complementary data suppression also applied. FARMs = Free and Reduced-Price Meals

Table A5.

Percentage Points Earned on State Accountability Measures at each School Level, Overall and by Student Group: 2017-18

		Elementary				Middle				High			
Area	Measure/Student Group	Earned Pts	Poss. Pts	% Pts[a] Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts[a] Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts[a] Earned	Diff fr All
Attendance	Not Chronically Absent												
	All Students	13.0	15	92%		12.5	15	90%		10.5	15	85%	
	Asian	14.0	15	95%	3%	15.0	15	96%	6%	13.0	15	91%	6%
	Black or African Am.	11.0	15	86%	-6%	10.5	15	85%	-6%	8.5	15	79%	-5%
	Hispanic/Latinx	12.5	15	90%	-2%	11.0	15	86%	-4%	7.0	15	75%	-9%
	Two or more races	13.0	15	91%	0%	12.0	15	89%	-1%	9.0	15	81%	-4%
	White	14.0	15	94%	3%	13.0	15	92%	2%	12.0	15	88%	3%
	Econ. Disadv.	7.0	15	75%	**-16%**	5.0	15	69%	**-21%**	2.0	15	62%	**-22%**
	English Learner	13.0	15	92%	0%	11.5	15	87%	-3%	6.0	15	73%	**-12%**
	Special Education	10.5	15	84%	-7%	8.5	15	79%	**-11%**	7.0	15	75%	-10%
Behavior	Out-of-School Susp. Rate												
	All Students			0.6%				3.2%				3.7%	
	Asian			0.1%	-1%			0.7%	-3%			1.4%	-2%
	Black or African Am.			1.8%	1%			8.7%	6%			7.8%	4%
	Hispanic/Latinx			0.6%	0%			2.9%	0%			5.6%	2%
	Two or more races			0.7%	0%			2.4%	-1%			3.9%	0%
	White			0.2%	0%			1.4%	-2%			1.9%	-2%
	FARMs			1.7%	1%			8.9%	6%			8.9%	5%
	English Learner			0.2%	0%			3.0%	0%			5.3%	2%
	Special Education			2.9%	2%			11.4%	8%			12.2%	8%
Access	Access:Well-Rounded Curr												
	All Students	10.0	10	100%		9.4	10	94%		7.8	10	78%	
	Asian	10.0	10	100%	0%	9.4	10	94%	0%	8.9	10	89%	11%
	Black or African Am.	10.0	10	100%	0%	9.2	10	92%	-2%	6.4	10	64%	**-14%**
	Hispanic/Latinx	10.0	10	100%	0%	9.3	10	93%	-2%	6.2	10	62%	**-17%**
	Two or more races	10.0	10	100%	0%	9.8	10	98%	3%	8.1	10	81%	3%
	White	10.0	10	100%	0%	9.5	10	95%	1%	8.4	10	84%	5%
	Econ. Disadv.	10.0	10	100%	0%	9.1	10	91%	-3%	5.4	10	54%	**-24%**
	English Learner	10.0	10	100%	0%	8.3	10	83%	**-12%**	2.7	10	27%	**-51%**
	Special Education	10.0	10	100%	0%	8.2	10	82%	**-12%**	5.1	10	51%	**-27%**
	Progress towards learning English												
	All English Learners	7.5	10	75%		5.7	10	57%		6.2	10	62%	
Course Perf.	SGP ELA												
	All Students	7.0	12.5	52%		7.5	12.5	53%					
	Asian	8.0	12.5	57%	5%	8.5	12.5	60%	7%				
	Black or African Am.	6.0	12.5	46%	-6%	6.0	12.5	47%	-6%				
	Hispanic/Latinx	7.0	12.5	51%	-2%	7.0	12.5	51%	-2%				
	Two or more races	7.5	12.5	54%	2%	7.0	12.5	52%	-1%				
	White	7.0	12.5	52%	0%	7.5	12.5	53%	0%				
	Econ. Disadv.	6.0	12.5	47%	-5%	6.0	12.5	46%	-7%				
	English Learner	8.0	12.5	56%	4%	8.0	12.5	57%	4%				
	Special Education	4.5	12.5	37%	**-15%**	6.0	12.5	47%	-6%				
	SGP Math												
	All Students	7.5	12.5	54%		8.5	12.5	60%					
	Asian	9.0	12.5	61%	7%	10.0	12.5	67%	7%				
	Black or African Am.	6.5	12.5	49%	-5%	7.0	12.5	51%	-9%				
	Hispanic/Latinx	6.0	12.5	47%	-7%	7.0	12.5	52%	-8%				
	Two or more races	7.0	12.5	51%	-3%	8.5	12.5	60%	0%				
	White	7.5	12.5	54%	0%	9.0	12.5	63%	3%				
	Econ. Disadv.	6.0	12.5	45%	-9%	6.0	12.5	47%	**-13%**				
	English Learner	8.0	12.5	56%	2%	9.0	12.5	61%	1%				
	Special Education	6.5	12.5	48%	-6%	7.5	12.5	53%	-7%				

Note. Values are rounded to the nearest tenths of a point. Earned points greater than 10 percentage points worse than the overall average are in boldface and shaded in pink; earned points 10 percentage points or less worse are shaded in yellow. ELA = English/Language Arts; FARMs = Free and Reduced-Price Meals; SGP = Student Growth Percentile.

[a] For out-of-school suspension rates, the % displayed is the actual suspension rate.

Table A5 (continued).
Percentage Points Earned on State Accountability Measures at each School Level, Overall and by Student Group: 2017-18

		Elementary				Middle				High			
Area	Measure/Student Group	Earned Pts	Poss. Pts	% Pts Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts Earned	Diff fr All	Earned Pts	Poss. Pts	% Pts Earned	Diff fr All
Course Perf.	Percent Proficient ELA												
	All Students	2.8	5	56%		2.9	5	58%		4.5	7.5	60%	
	Asian	3.6	5	73%	16%	3.8	5	77%	19%	5.5	7.5	73%	13%
	Black or African Am.	1.8	5	37%	**-20%**	1.7	5	35%	**-23%**	2.8	7.5	38%	**-22%**
	Hispanic/Latinx	1.6	5	32%	**-24%**	1.8	5	35%	**-22%**	3.0	7.5	41%	**-20%**
	Two or more races	3.0	5	60%	3%	3.0	5	60%	2%	4.8	7.5	64%	4%
	White	3.3	5	65%	9%	3.4	5	67%	10%	5.2	7.5	69%	9%
	Econ. Disadv.	1.2	5	24%	**-33%**	1.1	5	22%	**-36%**	2.1	7.5	28%	**-32%**
	English Learner	1.4	5	28%	**-29%**	0.8	5	16%	**-42%**	1.1	7.5	15%	**-46%**
	Special Education	0.7	5	14%	**-42%**	0.7	5	14%	**-44%**	1.2	7.5	16%	**-44%**
	Percent Proficient Math												
	All Students	2.9	5	58%		2.8	5	55%		5.0	7.5	67%	
	Asian	4.0	5	80%	22%	3.9	5	78%	23%	6.4	7.5	85%	19%
	Black or African Am.	1.7	5	34%	**-24%**	1.3	5	27%	**-28%**	3.0	7.5	40%	**-27%**
	Hispanic/Latinx	1.5	5	30%	**-28%**	1.5	5	29%	**-26%**	2.9	7.5	39%	**-28%**
	Two or more races	2.9	5	57%	0%	2.8	5	56%	1%	5.2	7.5	69%	2%
	White	3.3	5	67%	9%	3.3	5	67%	12%	5.9	7.5	78%	11%
	Econ. Disadv.	0.9	5	19%	**-39%**	0.8	5	16%	**-39%**	2.1	7.5	27%	**-40%**
	English Learner	1.7	5	33%	**-24%**	1.0	5	20%	**-35%**	2.2	7.5	30%	**-37%**
	Special Education	0.9	5	18%	**-39%**	0.8	5	17%	**-38%**	1.7	7.5	22%	**-45%**
	Credit: Well-Rounded Curr												
	All Students	5.0	5	99%		2.8	3	92%		3.0	5	80%	
	Asian	4.9	5	99%	0%	2.9	3	96%	4%	4.5	5	92%	12%
	Black or African Am.	5.0	5	99%	0%	2.6	3	86%	-6%	1.5	5	61%	**-19%**
	Hispanic/Latinx	4.9	5	99%	0%	2.5	3	84%	-8%	1.5	5	60%	**-20%**
	Two or more races	5.0	5	99%	0%	2.8	3	92%	0%	4.0	5	86%	6%
	White	5.0	5	99%	0%	2.9	3	96%	4%	4.0	5	88%	8%
	Econ. Disadv.	4.9	5	98%	-1%	2.3	3	75%	**-17%**	1.0	5	52%	**-28%**
	English Learner	4.9	5	98%	-1%	2.2	3	73%	**-20%**	1.0	5	41%	**-39%**
	Special Education	4.8	5	95%	-4%	2.0	3	66%	**-26%**	1.0	5	55%	**-25%**
	On Track in Ninth Grade												
	All Students									4.3	5	85%	
	Asian									4.7	5	95%	9%
	Black or African Am.									3.6	5	73%	**-12%**
	Hispanic/Latinx									3.4	5	68%	**-17%**
	Two or more races									4.5	5	89%	4%
	White									4.6	5	92%	7%
	Econ. Disadv.									3.0	5	60%	**-26%**
	English Learner									1.5	5	31%	**-55%**
	Special Education									1.9	5	39%	**-47%**

Note. Values are rounded to the nearest tenths of a point. Earned points greater than 10 percentage points worse than the overall average are in boldface and shaded in pink; earned points 10 percentage points or less worse are shaded in yellow. ELA = English/Language Arts.