



**Pathways Opportunities  
for Student Success**

**Family and Community  
Partnerships**

**Successful Workforce**

**Safe and Secure Environment**

## Pillar I: Provide Multiple Pathway Opportunities for Student Success

**OBJECTIVE I.i: Students exit CCPS college, career, and community ready.**

**OBJECTIVE I.ii: CCPS improves the proficiency level of each student subgroup in ELA and mathematics.**

**OBJECTIVE I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.**

Priority Focus Areas for 2018-19	Baseline Performance 2018-19	Performance			Targets	
		2019	2020	2021	2022	2023
<p>ES: Percentage of students who are reading on grade- level, as measured by local and third-party assessments, by the end of grade 3.</p> <ul style="list-style-type: none"> <li>Percent of students achieving 80% on the EOY CBA</li> <li>Percent of students scoring within grade level Lexile (RI)</li> </ul>	<p>2018:</p> <p>59% Comprehension Benchmark Assessment (CBA)</p> <p>73.3% Reading Inventory (RI)</p>	<p>64.2% (CBA)</p> <p>75.5% (RI)</p>	<p>*</p> <p>*</p>	<p>57.52% **</p> <p>68.47**</p>	<p>70% (CBA)</p> <p>77% (RI)</p>	<p>80% (CBA)</p> <p>80% (RI)</p>
<p>MS: Percentage of students who successfully complete Algebra I by the end of grade 8 (credit + PARCC)</p>	<p>2017: 18.7%</p> <p>2018: 18.8%</p>	<p>20%</p>	<p>23.4%</p>	<p>27.5%</p>	<p>27.5%</p>	<p>30%</p>
<p>HS: Participation of under-represented student groups in high school Career and Technology Education (CTE), honors courses, and Advanced Placement (AP)/Transcripted-credit courses.</p> <p><b>High School Population 2020-21</b></p> <p>&lt;1 % American Indian/Alaska Native</p> <p>3% Asian</p> <p>4.3% Black/African American</p>	<p><b>AP 2018</b></p> <p>92.3% White</p> <p>3.5% Black</p> <p>4.2% Hispanic</p> <p>0.5% Special Ed</p> <p>6.5% FaRMS</p>	<p><b>CTE 2018</b></p> <p>91.4 % White</p> <p>3.7% Black</p> <p>4.9% Hispanic</p> <p>7.4% Special Ed</p> <p>12.0% FaRMS</p>	<p>Annual progress toward five- year goal.</p>		<p><b>CTE/Honors/AP/Transcripted</b></p> <p>American Indian/Alaska Native 0-3%</p> <p>Asian 0-6%</p> <p>Black/African American 1.3-7.3%</p> <p>White 79.3 – 85.3%</p> <p>Hispanic 3.7 – 9.7%</p> <p>Native/Other Pacific Islander 0-3%</p> <p>Two or More Races 0.2 – 6.2%</p>	

*\*Pandemic: No Students in School*

*\*\*Pandemic: Not all Students in School*



82.3% White  
6.7% Hispanic  
<1 % Native/Other Pacific Islander  
3.2% Two or More Races

**HONORS 2018**  
90.7% White  
4.4% Black  
4.9% Hispanic  
3.0% Special ED  
9.3% FaRMS

ALL STUDENTS: Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) English Language Arts (ELA) and mathematics grades 3-11 for each of the following student groups:

- White
- Minority
- Non-FaRMs
- FaRMs
- Non-Special Education
- Special Education

Please see Tables 1.1 and 1.2 below

Table 1.1	English Language Arts											
	Elementary				Middle				High			
Student Group	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †
White	56%	3% (3.6%)	59%	73.4%	62%	3% (3.6%)	65%	79.4%	63%	3% (3.6%)	66%	80.4%
Minority	44%	3% (3.6%)	47%	61.4%	51%	3% (3.6%)	54%	68.4%	55%	3% (3.6%)	58%	72.4%
Non-FARMS	62%	3% (3.6%)	65%	79.4%	66%	3% (3.6%)	69%	83.4%	68%	3% (3.6%)	71%	85.4%
FARMS	32%	3% (3.6%)	35%	49.4%	34%	3% (3.6%)	37%	51.4%	34%	3% (3.6%)	37%	51.4%



<b>Non-Special Education</b>	61%	3% (3.6%)	64%	78.4%	66%	3% (3.6%)	69%	83.4%	67%	3% (3.6%)	70%	84.4%
<b>Special Education</b>	8%	3% (3.6%)	11%	25.4%	9%	3% (3.6%)	12%	26.4%	16%	3% (3.6%)	19%	33.4%

Table 1.2 Mathematics												
	Elementary				Middle				High			
Student Group	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023) †
<b>White</b>	65%	3% (3.6%)	68%	82.4%	53%	3% (3.6%)	56%	70.4%	59%	3% (3.6%)	62%	76.4%
<b>Minority</b>	49%	3% (3.6%)	52%	66.4%	41%	3% (3.6%)	44%	58.4%	50%	3% (3.6%)	53%	67.4%
<b>Non-FARMS</b>	70%	3% (3.6%)	73%	87.4%	57%	3% (3.6%)	60%	74.4%	63%	3% (3.6%)	66%	80.4%
<b>FARMS</b>	38%	3% (3.6%)	41%	55.4%	25%	3% (3.6%)	28%	42.4%	35%	3% (3.6%)	38%	52.4%
<b>Non-Special Education</b>	69%	3% (3.6%)	72%	86.4%	56%	3% (3.6%)	59%	73.4%	64%	3% (3.6%)	67%	81.4%
<b>Special Education</b>	17%	3% (3.6%)	20%	34.4%	8%	3% (3.6%)	11%	25.4%	8%	3% (3.6%)	11%	25.4%

\*Minority students are defined as: American Indian/Alaskan Native, Asian, Black, African American, Hispanic, Native/Other Pacific Islander, Two or more races.