

CCPS Measures of Success #1 Planning Template



Measure	Percentage of Students College and Career Ready (CCR) at Graduation																																																																														
Primary Responsibility	Instructional Leadership Team																																																																														
Vision 2018 Alignment/Core Importance/Value Added	1.2 Partner with local institutions of higher education to ensure college readiness. 1.3 Enhance programs to ensure career readiness for all students.																																																																														
Desired Performance Level	By 2018, 80% of graduates will complete an AP, Transcribed-credit or Dual Enrollment course. 55% of seniors will take an AP test. 90% of graduates will meet the University of Maryland requirements and/or approved CTE Program requirements.																																																																														
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CCPS Measures of Success #2 Planning Template



Carroll County Public Schools
Building the Future

Measure	Overall Student Performance on Local Benchmark Assessments, PARCC and AP Exams																																																																																																											
Primary Responsibility	Instructional Leadership Team																																																																																																											
Vision 2018 Alignment/Core Importance/Value Added	1.1 Fully implement a CCPS curriculum aligned with the Common Core State Standards, Next Generation Science Standards, and other newly adopted State Standards.																																																																																																											
Desired Performance Level	<p>By 2018,</p> <p>75% of overall annual students will score a 3 or better on AP Test.</p> <p>50% of seniors will score a 3 or better on AP Test.</p> <p>75% of seniors enrolled in an AP course will score a 3 or better on the AP Test.</p> <p>% of students in grades 3-11 will score proficient/advanced on PARCC ELA and mathematics assessments.</p>																																																																																																											
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English 10	50.4%	49.6%	Algebra I	53.1%	46.9%																																																																																																							

CCPS Measures of Success #3 Planning Template



Measure	The achievement gap on student performance on PARCC, College and Career Readiness Determination, and Graduation Rate.																																							
Primary Responsibility	Instructional Leadership Team																																							
Vision 2018 Alignment/Core Importance/Value Added	2.1 Close the achievement gap between our system's highest achieving students and our most struggling students.																																							
Desired Performance Level	<p>By 2018, The achievement/performance gap on the following indicators between the following groups will be less than or equal to 5%:</p> <p>Graduation Leaver Rate: White / Minority Gap \leq 5% Non-FARMS / FARMS Gap \leq 5% Non-Special Education / Special Education Gap \leq 5%</p> <p>College and Career Readiness Determination: White / Minority Gap \leq 5% Non-FARMS / FARMS Gap \leq 5% Non-Special Education / Special Education Gap \leq 5%</p> <p>Proficiency on PARCC ELA Grades 3-11 White / Minority Gap \leq 5% Non-FARMS / FARMS Gap \leq 5% Non-Special Education / Special Education Gap \leq 5%</p> <p>Proficiency on PARCC Mathematics Grades 3-11 White / Minority Gap \leq 5% Non-FARMS / FARMS Gap \leq 5% Non-Special Education / Special Education Gap \leq 5%</p>																																							
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Four Year Adjusted Cohort	2015	2014	2013	2012																																				
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Native Hawaiian or Other Pacific Islander	*	*	*	*																																				

White	≥ 95.0%	≥ 95.0%	94.72%	≥ 95.0%
Two or more races	≥ 95.0%	92.00%	81.82%	≥ 95.0%
Special Education	80.82%	75.17%	73.12%	77.25%
non Special Education	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%
Limited English Proficient (LEP)	75.00%	*	*	*
non Limited English Proficient (LEP)	≥ 95.0%	≥ 95.0%	94.44%	≥ 95.0%
Free/Reduced Meals (FARMS)	86.38%	83.49%	83.78%	85.67%
non Free/Reduced Meals (FARMS)	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%

College and Career Readiness	2013
All Students	
Hispanic/Latino of any race	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Special Education	
non Special Education	
Limited English Proficient (LEP)	
non Limited English Proficient (LEP)	
Free/Reduced Meals (FARMS)	
non Free/Reduced Meals (FARMS)	

PARCC ELA Grade 3	Level 1,2,3	Level 4,5	PARCC ELA Grade 4	Level 1,2,3	Level 4,5
All Student	53.3%	46.7%	All Students	48.4%	51.6%
Hispanic/Latino of any race	64.0%	36.0%	Hispanic/Latino of any race	53.9%	46.1%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	37.7%	62.3%	Asian	30.4%	69.6%
Black or African American	76.8%	23.2%	Black or African American	67.5%	32.5%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*

White	51.9%	48.1%	White	47.3%	52.7%
Two or more races	66.7%	33.3%	Two or more races	55.1%	44.9%
Special Education	87.7%	12.3%	Special Education	92.5%	7.5%
Special Education – Exited	48.1%	51.9%	Special Education – Exited	53.7%	46.3%
non Special Education	49.0%	51.0%	non Special Education	41.4%	58.6%
Limited English Proficient (LEP)	90.5%	9.5%	Limited English Proficient (LEP)	≥95.0%	≤5.0%
Redesigned Limited English Proficient	*	*	Redesigned Limited English Proficient	69.2%	30.8%
non Limited English Proficient (LEP)	52.9%	47.1%	non Limited English Proficient (LEP)	47.7%	52.3%
Free/Reduced Meals (FARMS)	73.4%	26.6%	Free/Reduced Meals (FARMS)	73.9%	26.1%
non Free/Reduced Meals (FARMS)	47.2%	52.8%	non Free/Reduced Meals (FARMS)	41.5%	58.5%

PARCC ELA Grade 5	Level 1,2,3	Level 4,5	PARCC ELA Grade 6	Level 1,2,3	Level 4,5
All Students	49.9%	50.1%	All Students	58.3%	41.7%
Hispanic/Latino of any race	66.3%	33.7%	Hispanic/Latino of any race	71.6%	28.4%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	30.6%	69.4%	Asian	42.0%	58.0%
Black or African American	65.5%	34.5%	Black or African American	70.6%	29.4%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	49.1%	50.9%	White	57.4%	42.6%
Two or more races	54.1%	45.9%	Two or more races	61.4%	38.6%
Special Education	93.7%	6.3%	Special Education	≥95.0%	≤5.0%
Special Education – Exited	76.0%	24.0%	Special Education – Exited	71.2%	28.8%
non Special Education	42.3%	57.7%	non Special Education	53.4%	46.6%
Limited English Proficient (LEP)	≥95.0%	≤5.0%	Limited English Proficient (LEP)	*	*
Redesigned Limited English Proficient	77.8%	22.2%	Redesigned Limited English Proficient	*	*
non Limited English Proficient (LEP)	49.3%	50.7%	non Limited English Proficient (LEP)	42.0%	58.0%
Free/Reduced Meals (FARMS)	76.5%	23.5%	Free/Reduced Meals (FARMS)	78.9%	21.1%
non Free/Reduced Meals (FARMS)	43.2%	56.8%	non Free/Reduced Meals (FARMS)	53.6%	46.4%

PARCC ELA Grade 7	Level 1,2,3	Level 4,5	PARCC ELA Grade 8	Level 1,2,3	Level 4,5
All Students	52.2%	47.8%	All Students	53.0%	47.0%
Hispanic/Latino of any race	62.6%	37.4%	Hispanic/Latino of any race	55.6%	44.4%

American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	29.5%	70.5%	Asian	31.7%	68.3%
Black or African American	67.5%	32.5%	Black or African American	70.7%	29.3%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	51.5%	48.5%	White	52.4%	47.6%
Two or more races	54.5%	45.5%	Two or more races	66.7%	33.3%
Special Education	93.5%	6.5%	Special Education	≥95.0%	≤5.0%
Special Education – Exited	71.8%	28.2%	Special Education – Exited	71.1%	28.9%
non Special Education	47.6%	52.4%	non Special Education	48.0%	52.0%
Limited English Proficient (LEP)	*	*	Limited English Proficient (LEP)	*	*
Redesigned Limited English Proficient	*	*	Redesigned Limited English Proficient	*	*
non Limited English Proficient (LEP)	52.0%	48.0%	non Limited English Proficient (LEP)	52.9%	47.1%
Free/Reduced Meals (FARMS)	73.1%	26.9%	Free/Reduced Meals (FARMS)	74.8%	52.0%
non Free/Reduced Meals (FARMS)	47.7%	52.3%	non Free/Reduced Meals (FARMS)	48.5%	51.5%

PARCC Math Grade 3	Level 1,2,3	Level 4,5	PARCC Math Grade 4	Level 1,2,3	Level 4,5
All Students	41.9%	58.1%	All Students	47.3%	52.7%
Hispanic/Latino of any race	57.3%	42.7%	Hispanic/Latino of any race	55.6%	44.4%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	28.3%	71.7%	Asian	30.4%	69.6%
Black or African American	62.5%	37.5%	Black or African American	65.0%	35.0%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	39.7%	60.3%	White	46.1%	53.9%
Two or more races	59.6%	40.4%	Two or more races	53.1%	46.9%
Special Education	79.3%	20.7%	Special Education	88.4%	11.6%
Special Education – Exited	43.1%	56.9%	Special Education – Exited	66.7%	33.3%
non Special Education	36.9%	63.1%	non Special Education	40.4%	59.6%
Limited English Proficient (LEP)	80.0%	20.0%	Limited English Proficient (LEP)	≥95.0%	≤5.0%
Redesigned Limited English Proficient	*	*	Redesigned Limited English Proficient	65.4%	34.6%
non Limited English Proficient (LEP)	41.4%	58.6%	non Limited English Proficient (LEP)	46.7%	53.3%
Free/Reduced Meals (FARMS)	64.6%	35.4%	Free/Reduced Meals (FARMS)	77.9%	22.1%
non Free/Reduced Meals (FARMS)	34.9%	65.1%	non Free/Reduced Meals (FARMS)	39.1%	60.9%

PARCC Math Grade 5	Level 1,2,3	Level 4,5	PARCC Math Grade 6	Level 1,2,3	Level 4,5
All Students	50.6%	49.4%	All Students	52.3%	47.7%
Hispanic/Latino of any race	71.4%	28.6%	Hispanic/Latino of any race	69.9%	30.1%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	32.0%	68.0%	Asian	31.4%	68.6%
Black or African American	74.5%	25.5%	Black or African American	67.6%	32.4%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	49.4%	50.6%	White	51.3%	48.7%
Two or more races	50.8%	49.2%	Two or more races	52.6%	47.4%
Special Education	90.5%	9.5%	Special Education	88.8%	11.2%
Special Education – Exited	76.0%	24.0%	Special Education – Exited	66.1%	33.9%
non Special Education	43.7%	56.3%	non Special Education	47.5%	52.5%
Limited English Proficient (LEP)	≥95.0%	≤5.0%	Limited English Proficient (LEP)	90.9%	9.1%
Redesigned Limited English Proficient	66.7%	33.3%	Redesigned Limited English Proficient	*	*
non Limited English Proficient (LEP)	50.1%	49.9%	non Limited English Proficient (LEP)	51.9%	48.1%
Free/Reduced Meals (FARMS)	77.5%	22.5%	Free/Reduced Meals (FARMS)	76.7%	23.3%
non Free/Reduced Meals (FARMS)	43.8%	56.2%	non Free/Reduced Meals (FARMS)	46.7%	53.3%

PARCC Math Grade 7	Level 1,2,3	Level 4,5	PARCC Math Grade 8	Level 1,2,3	Level 4,5
All Students	57.3%	42.7%	All Students	62.1%	37.9%
Hispanic/Latino of any race	72.3%	27.7%	Hispanic/Latino of any race	54.0%	46.0%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	38.6%	61.4%	Asian	42.9%	57.1%
Black or African American	75.9%	24.1%	Black or African American	72.2%	27.8%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	55.6%	44.4%	White	61.9%	38.1%
Two or more races	67.3%	32.7%	Two or more races	78.4%	21.6%
Special Education	94.6%	5.4%	Special Education	≥95.0%	≤5.0%
Special Education – Exited	82.1%	17.9%	Special Education – Exited	69.8%	30.2%
non Special Education	52.9%	47.1%	non Special Education	57.4%	42.6%
Limited English Proficient (LEP)	≥95.0%	≤5.0%	Limited English Proficient (LEP)	*	*

Redesigned Limited English Proficient	*	*	Redesigned Limited English Proficient	*	*
non Limited English Proficient (LEP)	56.9%	43.1%	non Limited English Proficient (LEP)	61.9%	38.1%
Free/Reduced Meals (FARMS)	79.6%	20.4%	Free/Reduced Meals (FARMS)	79.3%	20.7%
non Free/Reduced Meals (FARMS)	52.4%	47.6%	non Free/Reduced Meals (FARMS)	57.8%	42.2%

PARCC English 10	Level 1,2,3	Level 4,5	PARCC Algebra I	Level 1,2,3	Level 4,5
All Students	50.4%	49.6%	All Students	53.1%	46.9%
Hispanic/Latino of any race	62.1%	37.9%	Hispanic/Latino of any race	66.7%	33.3%
American Indian or Alaska Native	*	*	American Indian or Alaska Native	*	*
Asian	41.0%	59.0%	Asian	37.3%	62.7%
Black or African American	77.3%	22.7%	Black or African American	7.4%	20.6%
Native Hawaiian or Other Pacific Islander	*	*	Native Hawaiian or Other Pacific Islander	*	*
White	48.8%	51.2%	White	51.4%	48.6%
Two or more races	60.5%	39.5%	Two or more races	53.1%	46.9%
Special Education	90.4%	9.6%	Special Education	89.3%	10.7%
Special Education – Exited	80.8%	19.2%	Special Education – Exited	73.2%	26.8%
non Special Education	46.5%	53.5%	non Special Education	49.2%	50.8%
Limited English Proficient (LEP)	≥95.0%	≤5.0%	Limited English Proficient (LEP)	≥95.0%	≤5.0%
Redesigned Limited English Proficient	*	*	Redesigned Limited English Proficient	*	*
non Limited English Proficient (LEP)	49.9%	50.1%	non Limited English Proficient (LEP)	52.7%	47.3%
Free/Reduced Meals (FARMS)	76.2%	23.8%	Free/Reduced Meals (FARMS)	72.6%	27.4%
non Free/Reduced Meals (FARMS)	45.4%	54.6%	non Free/Reduced Meals (FARMS)	48.7%	51.3%

**CCPS Measures of Success #4
Planning Template**



Carroll County Public Schools
Building the Future

Measure	The graduation rate of students who have been enrolled in any of our system’s alternative programs (PRIDE, Crossroads, Gateway, Flexible Student Support)																									
Primary Responsibility	Instructional Leadership Team																									
Vision 2018 Alignment/Core Importance/Value Added	2.3 Enhance alternative programs responsive to the needs of at-risk students. 2.5 Enhance alternative learning opportunities through the use of digital resources																									
Desired Performance Level	By 2018, 85% graduation rate of students who have been enrolled in any of our system’s alternative programs at any time during their CCPS enrollment.																									
Performance Data	<table border="1"> <thead> <tr> <th>Graduation Rate Alternative Programs</th> <th colspan="2">2015</th> <th colspan="2">2014</th> <th colspan="2">2013</th> <th colspan="2">2012</th> </tr> </thead> <tbody> <tr> <td></td> <td>66.9%</td> <td>85/127</td> <td>66.9%</td> <td>101/151</td> <td>75.40%</td> <td>92/122</td> <td>65.70%</td> <td>71/108</td> </tr> </tbody> </table>								Graduation Rate Alternative Programs	2015		2014		2013		2012			66.9%	85/127	66.9%	101/151	75.40%	92/122	65.70%	71/108
Graduation Rate Alternative Programs	2015		2014		2013		2012																			
	66.9%	85/127	66.9%	101/151	75.40%	92/122	65.70%	71/108																		