



OnTrack

Washington County

Cradle to Career


READINESS REPORT

Reaching the heart,
mind, and body of
the community

2019-2020

ontrackwc.org





“There is no power
for **change** greater
than a community
discovering what it
cares about.”

Margaret J. Wheatley



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LEARN TODAY, SUCCEED TOMORROW

A welcome letter from the OnTrack team

Welcome to OnTrack Washington County's second annual Cradle to Career Readiness Report. As OnTrack's interim executive director, it is my privilege to share the who, what, why, when, where and how of OnTrack to anyone and everyone who will listen, and to work with our 40 cross-sector partners to inspire an education movement in Washington County. Together we are producing extraordinary results. But there is still significant work to be done and we need your help to do it. Through this letter and the report that follows, I hope you gain a better understanding of OnTrack, become a champion for its cradle to career initiative, bring your voice to the conversation, and answer our call to action by contributing your time, talent or treasure.

So, who and what is OnTrack? OnTrack is the backbone organization for a collective impact cradle to career initiative made up of 40 (and growing) community organizations we call partners (see the partner list on page 6 and consider adding your organization's name!). Collective impact brings us together in a structured way to achieve change. As a collective, we envision a Washington County where every citizen, no matter race, class, or zip code, has an opportunity to be educated and empowered to their full potential. To do this, we know we must begin at birth – providing a network of support from cradle to career.

OnTrack partners come from the educational, business, nonprofit, philanthropic, and civic sector of our county. They each have their own organizational mission, vision, outcomes, and constituencies. What brings them together through OnTrack is an unparalleled commitment to making Washington County a vibrant, healthy, and economically thriving place to "live, work, and play" by improving educational outcomes, closing skills and opportunity gaps, and readying our workforce for the jobs of the future.

OnTrack exists because the issues we face are complex and no one organization can solve them. We exist because the challenges we face require urgency, foresight, and the wisdom of the community to solve. As a backbone organization, OnTrack seeks to break down barriers, get

organizations out of silos, and facilitate conversations and connections. OnTrack provides the forum for partners to engage with one another through monthly success team meetings. With three success teams—1) Early Childhood, 2) School Aged Youth, and 3) Workforce/Career Readiness—each focused at a different point on the cradle to career continuum—our partners bring enthusiasm, creativity, and boundless energy to the work. Coalescing around a common agenda (each success team identifies its own top 5 priorities) using shared metrics and benchmarks, partners work together to align efforts, create mutually reinforcing programs and activities, eliminate redundancies, focus on continuous improvement and find the best use for limited resources. It is OnTrack's role to organize these meetings, create the agenda, keep the conversation moving, and ensure follow-up, transparency, and mutual accountability. Additionally, using data, OnTrack seeks to highlight successes, identify gaps, and improve educational and economic outcomes with intention and sustained focus.

An African proverb says: "If you want to go far, go together." While the distance we must travel to reach our goals may be far, together, this big-hearted and generous community is making it happen. As you read our report, I encourage you to reflect on how education made a difference in your life and ask yourself, what can you do to keep Washington County "OnTrack" for a brighter future for all.

"If you want to go far, go together."

African Proverb

Finally, none of this would be possible without the support of sponsors—corporate, business, foundation, and nonprofit members of our community—who strongly believe in the mission and vision of OnTrack and have made significant financial and in-kind contributions to our initiative. To them, we offer our profound gratitude.

Warmly,
Linda Mercurio, Interim Executive Director

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THANK YOU TO OUR ACTIVE PARTNERS



		 BEACON HOUSE™	
 Big Brothers Big Sisters of Washington County, MD, Inc. One Little. One Big. Endless Possibilities	 BOYS & GIRLS CLUBS OF WASHINGTON COUNTY		CHILDREN'S ENRICHMENT SERVICES
	 Community Foundation of Washington County MD, Inc. Looking forward...giving back	 Discovery Station Hagerstown • Washington County • Hagerstown • 1993 • 2018	 Hagerstown County Early Childhood Advisory Council Learning starts at birth
	 GRACE ACADEMY QUALITY CHRISTIAN EDUCATION	 A Catalyst for GROWTH & PROGRESS	
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			 United Way of Washington County
 UNIVERSITY SYSTEM of MARYLAND HAGERSTOWN	 WASHINGTON COUNTY CHAMBER of Commerce hagerstown.org	 WASHINGTON COUNTY FREE LIBRARY	 WCPS EDUCATION FOUNDATION
 Family Center, Washington County	 Washington County Public Schools		 HAGERSTOWN WASHINGTON COUNTY, MD Economic Development Commission

ABOUT ONTRACK



OUR VISION

Every person in Washington County is prepared to thrive in a 21st Century workforce, producing self-reliant and engaged individuals who strengthen our local economy and community.



OUR MISSION

Align public, private, and non-profit resources and opportunities from cradle to career, empowering individuals to maximize their potential through educational and vocational endeavors.



OUR ROLE IN THE COMMUNITY

With significant input from community stakeholders and a commitment to continuous improvement, OnTrack's specific role is to:

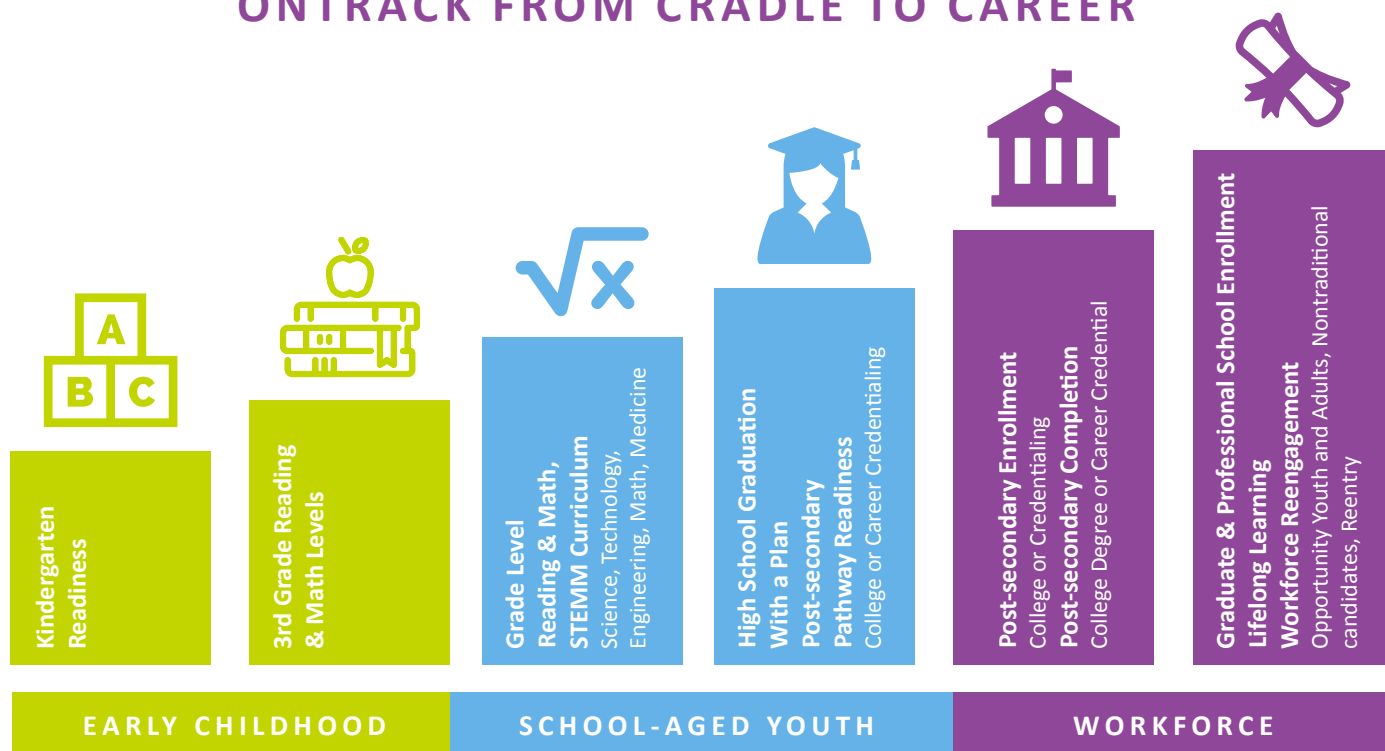
- Facilitate a community vision and agenda for college and career readiness
- Define and articulate the educational and career challenges facing our community
- Establish shared measurements and local benchmarks for college and career readiness
- Share this annual data with the community to openly track our progress, and use the data to advance evidence-based decision making among stakeholder organizations
- Encourage and facilitate collaborations and strategic action designed to address our educational and vocational challenges



OUR MODEL

To advance our mission and support our role, OnTrack Washington County has modeled and aligned with Strive Together, a national, non-profit network of more than 70 community partnerships across 32 states, working to ensure that every child succeeds from cradle to career, regardless of race, income, or zip code. Strive Together helps communities identify and scale what works in education. They provide an annual convening, coaching, connections, and resources to help partnerships like OnTrack Washington County share data, align resources, and shape policy. (Baltimore's Promise is the only other "Strive Together" community in Maryland.)

ONTRACK FROM CRADLE TO CAREER



OUR APPROACH: COLLECTIVE IMPACT

Collective impact brings people and institutions together in a structured way to achieve social change. It is a framework for progress co-created by community members and cross-sector partners who build a culture that fosters relationships, trust, and respect and who use data to continuously learn, adapt, and improve programs and systems.

As a backbone organization, OnTrack orchestrates the work of the group and provides vision and strategy, supports activities, shares data, builds public will, advances policy, and obtains funding.

5 CONDITIONS OF COLLECTIVE IMPACT

COMMON AGENDA

All participants have a **shared vision for change** including common understanding of the problem and a joint approach to solving it through agreed upon actions.

SHARED MEASUREMENT

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and everyone is held accountable.

MUTUALLY REINFORCING ACTIVITIES

Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action.

CONTINUOUS COMMUNICATION

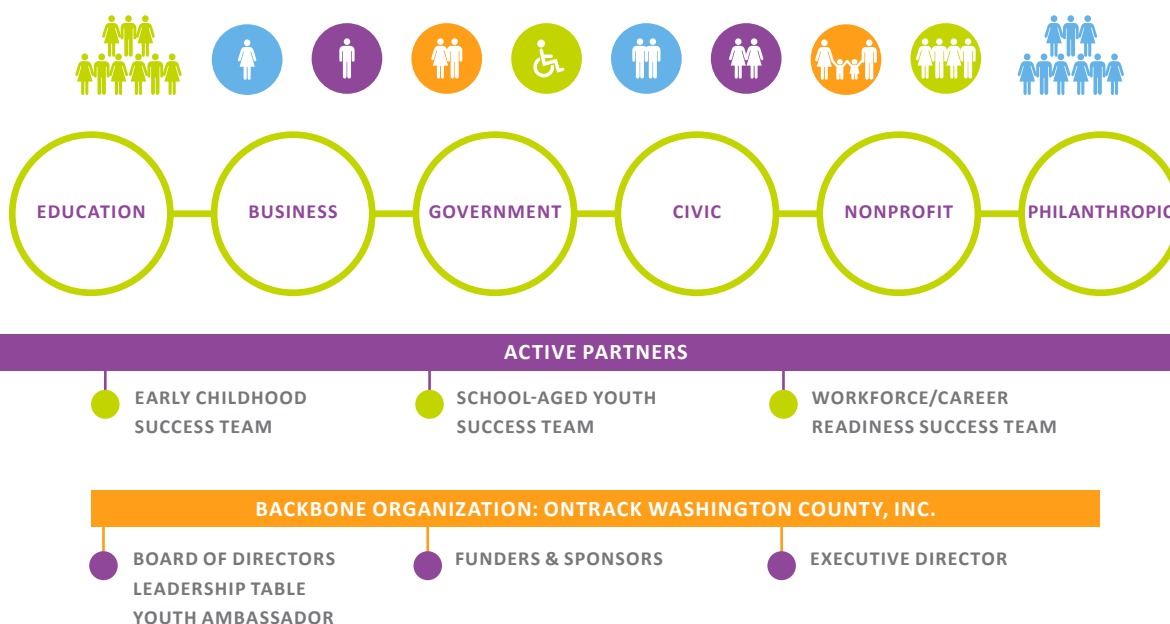
Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.

BACKBONE SUPPORT

Creating and managing collective impact requires a dedicated staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies**.

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COMMUNITY



PROGRESS AND OPPORTUNITIES FOR GROWTH

The past year saw positive movement in key performance indicators. While we celebrate the progress and honor the hard work of partners, we remain mindful that increased, accelerated, and sustained growth will require regular renewal of commitment, a doubling down on effort, and an openness to continuous improvement.

This year, a major source of education data, The Maryland Report Card, underwent significant changes as a result of the state's accountability plan under the federal Every Student Succeeds Act. For the first time, the State includes several performance indicators to help measure how schools are doing, including more than just student success on standardized tests in English language arts and mathematics.

The new accountability system tracks progress toward proficiency for English learners, chronic absenteeism, preparation for postsecondary success, access to a well-round curriculum and graduation rates. In future years, it also will include a survey for students and faculty, as well as a science assessment for elementary

and middle students. Schools received points and a corresponding star rating based on their results on the performance indicators.

A five-star score was awarded to schools who earned 75% or greater of the total possible points. Four-star schools were those that scored between 60% to 75% and three stars went to those who scored 45% to 60%.

MARYLAND REPORT CARD SCHOOL RATINGS FOR WASHINGTON COUNTY:

- 9 elementary schools earned a 5-star rating
- 3 middle schools earned a 5-star rating
- 2 high schools earned a 5-star rating
- 21 schools earned a 4-star rating
- 5 schools: 2 elementary, 2 middle and 1 high earned a 3-star rating

Through the power of collective impact, we believe our community is well poised to scale our gains to larger and more comprehensive successes.

WHAT WE MEASURE AND TRACK*

To measure progress, OnTrack's active partners identified multiple community-wide indicators for student success to be tracked and reported annually. These indicators help us facilitate meaningful conversation, create actionable goals, make evidence-based decisions, and strategically allocate resources. Our aim is to be transparent about the outcomes and disparities and hold ourselves accountable for closing the educational gaps. Below are the major benchmarks we are working to improve.

	ELEMENTARY SCHOOL		MIDDLE/HIGH SCHOOL						POST-SECONDARY	ADULTHOOD
OUTCOMES	Enter Kindergarten Ready to Succeed	Reading Proficiently by End of 3 rd Grade	Master Critical Math Concepts	Master Critical English Concepts	COLLEGE AND CAREER READINESS Enroll and Succeed in Career Technology Education (CTE) Programs in High School (Does not include USM Completer Program)		Enroll in College Level Courses in High School	Graduate from High School	Enroll in College or Trade School	Workforce with Education and Skills Necessary For a Quality Career
INDICATORS	Kindergarten Readiness Assessment (KRA)	3rd Grade MCAP Scores	% of High School Seniors College Ready in Math	% of High School Seniors College Ready in English	% of High School Graduates Completing CTE Program	% of High School Graduates Passing CTE Program Assessment	% of Juniors/Seniors Taking College Level Courses (ESSENCE or Middle College)	Graduation Rate	College Enrollment Rate ¹	% of Population 25+ yrs with Associate Degree or Higher
BASELINE	² 33.4%	³ 32.3%	⁴ 31.1%	⁴ 60.3%	⁵ 31.4%	⁶ 23.9%	⁷ 14%	⁸ 92.2%	⁹ 52.7%	¹⁰ 27.5%
2019 REPORT	² ↑ 43%	³ ↑ 36.9%	⁴ ↑ 36.6%	⁴ ↓ 56.7%	⁵ ↓ 29.9%	⁶ ↑ 24.5%	⁷ ↑ 20.7%	⁸ ↑ 93.1%	⁹ ↑ 54.5%	¹⁰ ↑ 29.2%
2025 GOAL	70%	70%	50%	65%	40%	34%	30%	94%	65%	35%

1. Note: While trade or vocational school enrollment is an encouraged post-secondary outcome, at this time, there is no reliable data source measuring that outcome. Therefore, only college enrollment rate is used as performance indicator.

2. Source: WCPS—Maryland State Kindergarten Readiness Assessment. Note: Baseline year reflects 2016-2017 KRA, the most recent data available when the 2017-2018 Cradle to Career Report was issued. The 2019 Report reflects 2018-2019 KRA, which was publicly released January 2019. 2017-2018 KRA was 37%. KRA increased by 6% points from 2017-2018 and almost 10% from baseline.

3. Source: WCPS—Maryland Comprehensive Assessment Program (MCAP) (formerly known as PARRC) reflecting percentage of students meeting or exceeding expectations. Note: Baseline year reflects MCAP for 2016, the most recent data available when the 2017-2018 Cradle to Career Report was issued. The 2019 Report reflects 2018 MCAP scores. 2017 MCAP was 35.7%. MCAP increased by 1.2% from 2017 and 4.6% from baseline.

4. Source: WCPS—College Ready reflects percentage of students not needing remedial courses in college. Note: Baseline year reflects 2016-2017 data. 2019 Report reflects 2017-2018 data, the most recent data available at issuance of Report.

5. Source: WCPS—Note: Baseline year reflects 2016-2017 data. 2019 Report reflects 2017-2018 data, the most recent data available at issuance of Report.

6. Source: WCPS—Note: Baseline year reflects 2016-2017 data. 2019 Report reflects 2017-2018 data, the most recent data available at issuance of Report. Also note: Not all students who complete a CTE program choose to take the associated assessment.

7. Source: Hagerstown Community College (HCC)—Note: Baseline year reflects 2016 data. 2019 Report reflects 2017-2018 data, the most recent data available at issuance of report. All courses are provided by HCC and percentages reflect only WCPS students.

8. Source: Maryland Report Card—WCPS 4-year cohort graduation rate. Note: Baseline year reflects 2017 graduation rate. 2019 Report reflects 2018 graduation rate.

9. Source: WCPS—Note: Baseline year reflects 2016-2017 data. 2019 Report reflects 2017-2018 data.

10. Source: U.S. Census Bureau—American Community Survey (ACS) Note: Baseline year reflects data from 2015 (2011-2015, 5-year estimate). 2019 Report reflects data from 2017 (2013-2017, 5-year estimate)

**Data is based on current assessment instruments. Change in assessment instruments may necessitate change in performance indicators and/or goals.*



OUR TOP 5 PRIORITIES

1

Collaboration: Family, School, Community.

By building community awareness and strategically aligning public, private, and non-profit resources around targeted areas of need, we can ensure every resident of Washington County has the education or training necessary for upward economic mobility and an enhanced quality of life.

2

Children enter kindergarten ready to succeed.

By improving access to quality early childhood education – whether through increased public Pre-K or enhancing existing childcare services in our community – more of our children can enter kindergarten with the foundational knowledge, skills, and behaviors that allow them to fully participate and succeed in school.

3

Students achieve grade level reading and math.

From Kindergarten to 3rd Grade children “Learn to Read.” From 4th Grade on children “Read to Learn.” Ensuring that children maintain grade level reading keeps them from falling behind in all their other studies. Jobs in STEMM (Science, Technology, Engineering, Math, Medicine) represent the fastest growing occupations in our country and they all require knowledge of critical math concepts.

4

Students and adults acquire skills, direction, and access to post-secondary education and career credentials.

The whole community must play an active role in educating our students at an early age about career options and the education and training required for these careers. In addition, we must work collaboratively to break down the barriers to post-secondary education and training, and ensure our workforce development programs align with employer needs.

5

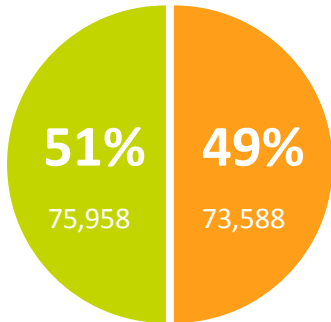
High percentage of workforce has the education and training to be employed in a rewarding career.

A highly-trained workforce is the backbone of a strong, diverse, and stable economy which is the lifeline for our community. Like much of the nation, our community has not kept up with the workforce demands of today’s high-tech, global economy. We must be proactive, and take an aggressive approach in order to double the number of degreed learners over the next ten years and provide pathways and training for the underemployed and disconnected.

COMMUNITY SNAPSHOT

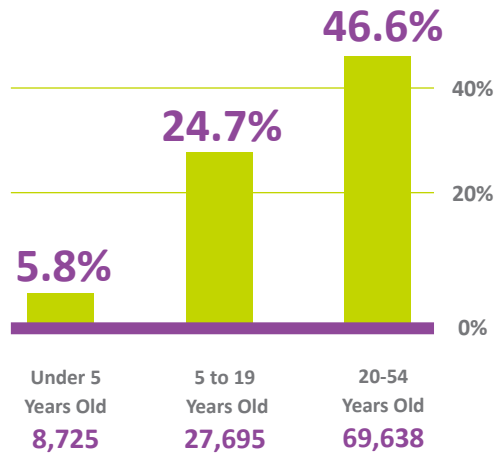
Overall Population:

149,546

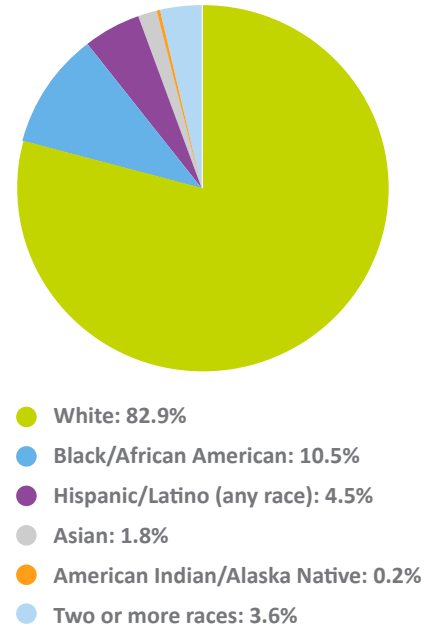


- Male
- Female

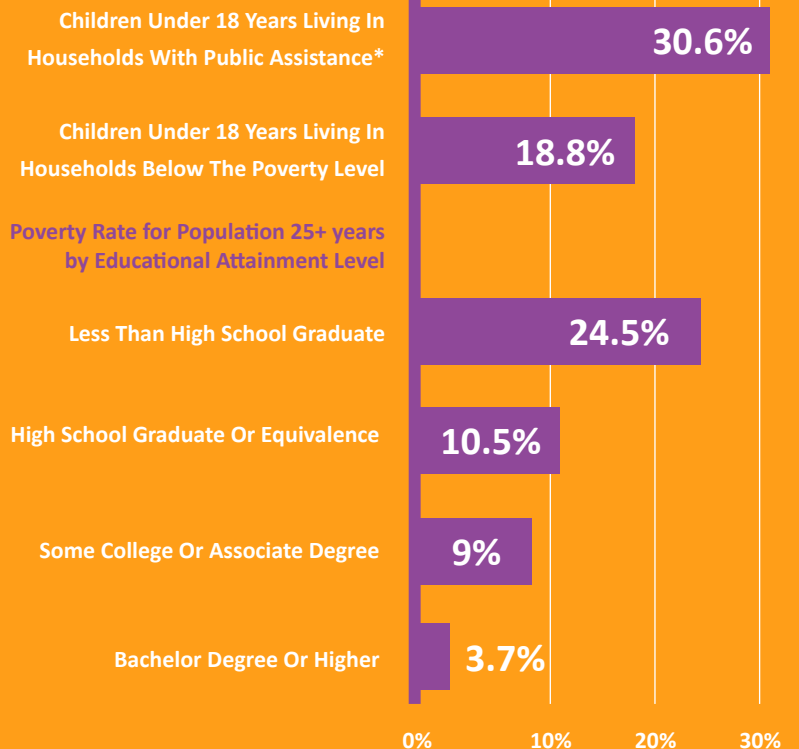
Age Groups



Race/Ethnicity



POVERTY



*Supplemental Security Income (SSI) cash public assistance income, or Food Stamp/SNAP Benefits

COMMUNITY SNAPSHOT CONT...

Education

Associate degree or higher29.2%
(population 25 years and over)

Bachelor degree or higher21.4%
(population 25 years and over)

Bachelor Degree or Higher by Race:

Asian44.7%

Two or more races24.3%

White22.1%

Native Hawaiian and Other Pacific Islander19.2%

American Indian and Alaska Native16.9%

Hispanic or Latino15%

Black or African American12.5%

Other8.4%

National research* says 60% of Americans will need at least 2 years of post-secondary education or career credentials by 2025 to meet the demand for high skilled labor.

*Source: Lumina Foundation GOAL 2025

Education Level	2017 Median Earnings Population 25 years & over
Less than H.S. Diploma	<div><div></div><div></div></div> \$26,353
High School Diploma	<div><div></div><div></div></div> \$31,169
Some College Or Associate Degree	<div><div></div><div></div></div> \$37,299
Bachelor’s Degree	<div><div></div><div></div></div> \$51,496
Graduate or Professional Degree	<div><div></div><div></div></div> \$70,749

(Adjusted for Inflation) by Educational Attainment Level

DID YOU KNOW?

There will be 55 million job openings in the economy through 2020: 24 million openings from newly created jobs and 31 million openings due to baby boom retirements.

Source: Georgetown University Center on Education and the Workforce: Recovery: Job Growth and Education Requirements through 2020.





Early Childhood

READINESS MATTERS. EQUITY MATTERS.

A child's early years lay the foundation for all that is to come. While human brain development begins before birth, the brain develops the vast majority of its neurons and is at its most receptive to learning from birth to five years of age. The quality of experiences during those years can determine whether the foundation is sturdy or fragile. This has implications for the child and the community. A healthy, vibrant community depends on its citizens achieving to their full potential, contributing to public well-being and economic prosperity. Providing children with early life experiences that support healthy brain development is key to ensuring positive outcomes later—in school, work, health and in raising the next generation—and access to quality early childhood education plays a critical role in ensuring these experiences.

Research and data reveal that early childhood education is an efficient and effective investment that produces long-term benefits through reduction in the need for special education and remediation, better health outcomes, reduced need for social services, lower criminal justice costs and increased self-sufficiency and productivity among families. This is particularly evident when investing in the developmental growth of at-risk young children and their families. Without resources such as “parent coaching” and other two-

generation child education programs, many at-risk children miss the development growth that is the foundation for success. Those children will suffer for the rest of their lives—and there will be corresponding higher social costs.*

While our kindergarten readiness numbers and rankings improved this year, there is still much work to be done. That work will require community-wide commitment to investing greater resources in early childhood education. PreK Expansion, teacher professional development, high quality programming, providing 50 books to every PreK student during home visitations, professional development for child care providers, and cross-sector collaborations—these initiatives and more contributed to improved readiness this year, but all these efforts are resource dependent and require community wide awareness and buy-in to sustain and grow.

For our county to thrive, we must ensure that all children and families have access to enriching and supporting early learning environments and that family background, socioeconomic status, race or ethnicity are not obstacles to kindergarten readiness, academic success, or a productive, healthy life.

**Source: The Heckman Equation www.heckmanequation.org*



ONTRACK'S EARLY CHILDHOOD PRIORITIES

OnTrack's Early Childhood Success Team has identified the following top five priorities for Washington County children from birth through 3rd Grade to get our children off to a great start:

- 1 Raise community awareness of the importance of early childhood development and the resources available
- 2 Improve access to and quality of childcare in our community and expand public Pre-K opportunities
- 3 Work towards all children entering Kindergarten ready for success
- 4 Work towards all students reading at or above grade level Kindergarten to 3rd Grade
- 5 Work towards all students performing mathematics at or above grade level



THE IMPORTANCE OF KINDERGARTEN READINESS

In the 2018-2019 school year, 1,618 children entered Washington County's kindergarten classrooms. Teachers used the Kindergarten Readiness Assessment (KRA), a developmentally appropriate assessment tool that relies on performance tasks and observations of children's work and play to assess 100% of kindergarteners.

The KRA measures both academic (language and literacy skills and mathematic skills) and non-academic domains (social foundational skills and physical development skills) to provide a comprehensive picture of a child's readiness. Children who are ready for kindergarten possess the skills, knowledge, and abilities to actively participate in the kindergarten curriculum.

OUTCOME: ENTER KINDERGARTEN READY TO SUCCEED

PERFORMANCE INDICATOR:

Maryland State Kindergarten Readiness
Assessment (KRA)*
Demonstrating Readiness Overall

Years	15/16	16/17	17/18	18/19
WCPS	36%	33%	37%	43% (+6)

KINDERGARTEN READINESS

CURRENT LEVEL

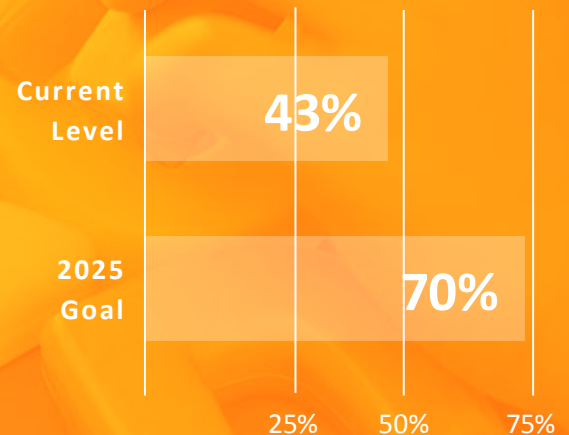
43% of Kindergarteners demonstrate readiness, a 6% increase from 2017-2018 and an almost 10% increase from 2016-2017 baseline year.

2025 GOAL

70% of Kindergarteners will demonstrate readiness.

HOW WE RANK

Washington County ranked 14th in the state for kindergarten readiness, up from a ranking of 23rd (out of 24 counties) in 2017-2018.



PRE-K MAKES A DIFFERENCE

PRE-K ATTENDANCE

41% of Washington County's children attended a publicly funded PreK program the year prior to entering kindergarten.**

HOME V.S. PRE-K

Children who attended PreK were more likely to be ready for kindergarten (54% demonstrate readiness) than those who were home or in informal care (19%).

HOW WE RANK

Washington County ranked 4th in the state for kindergarten readiness for students receiving prior care PreK, up from 15th in the state in 2017-2018.

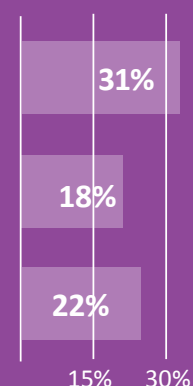
*Source: WCPS Maryland State Kindergarten Readiness Assessment Results **Based on 2017-2018 Maryland State Department of Education publicly funded PreK enrollment data*

ACHIEVEMENT GAPS FOR KINDERGARTEN STUDENTS RECEIVING SPECIAL SERVICES:

31% from low-income households demonstrated readiness

18% who are English language learners demonstrated readiness

22% with disabilities demonstrate readiness



WASHINGTON COUNTY KINDERGARTENERS

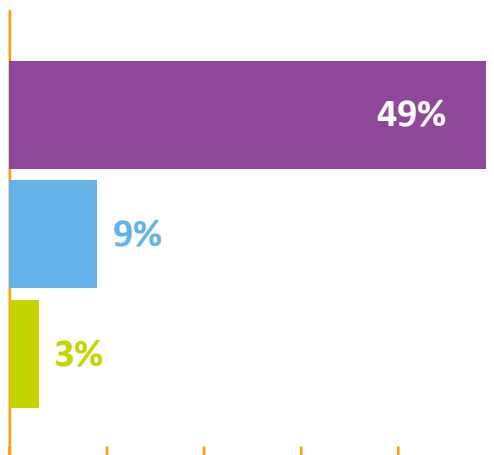


DOMAIN Average Scale Score

KRA Score

Washington County

Maryland

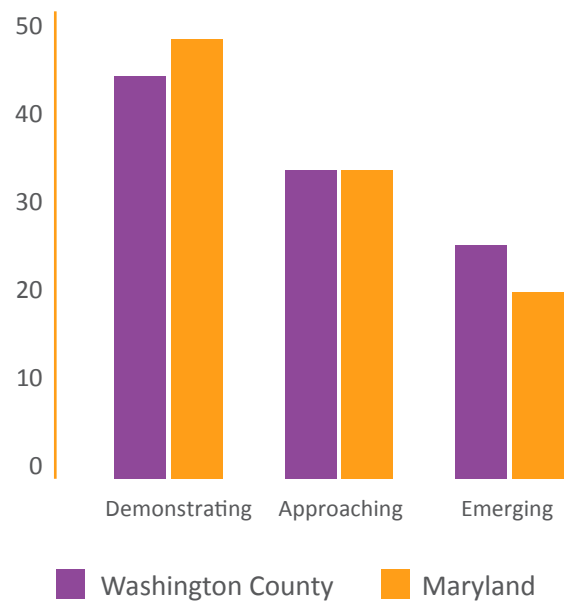


49% of kindergarteners live in low-income households

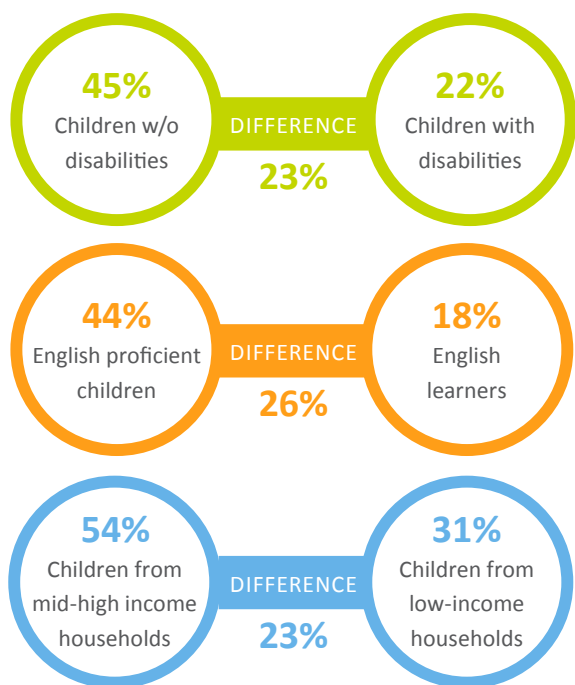
9% of kindergarteners have identified disabilities

3% of kindergarteners are English learners

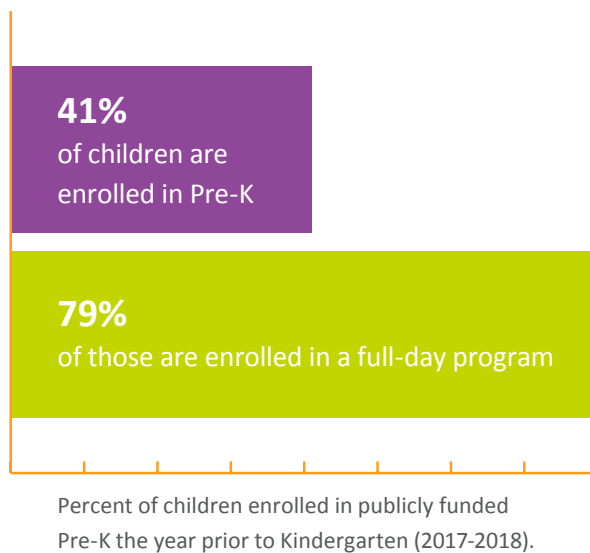
OVERALL READINESS



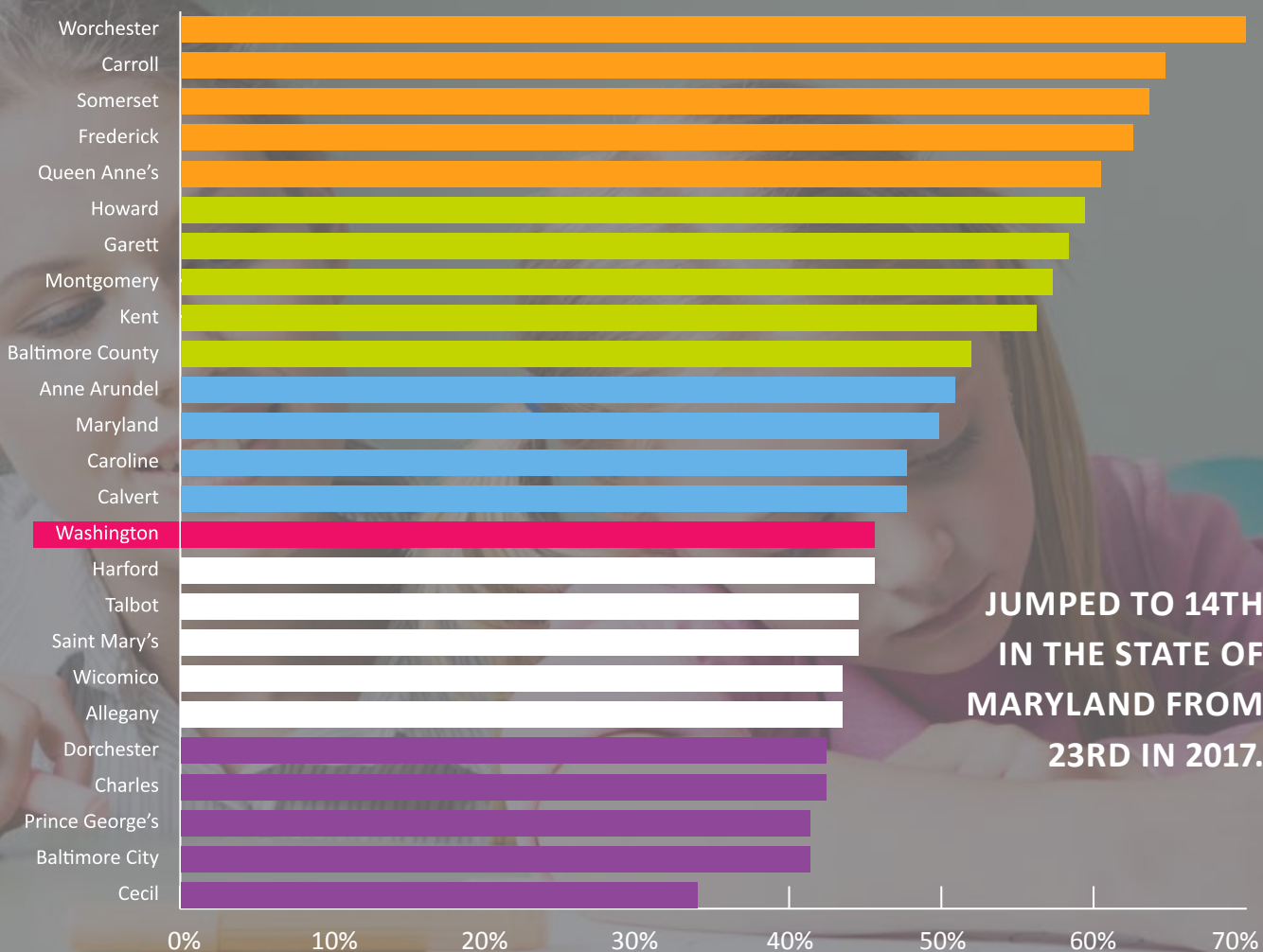
SUBGROUP DEMOGRAPHICS & READINESS



PUBLICLY FUNDED PRE-K ENROLLMENT



DEMONSTRATE KINDERGARTEN READINESS BY JURISDICTION 2018





School-Aged Youth

COURSES AND CHOICES MATTER

A child's successful progression through school involves building on skills learned from year to year. Maintaining grade level for reading and math is critical to keeping students on pace for graduation.

Technological advancements demand stronger and more continuous connections between education and employment, and lifelong learning is becoming an economic imperative. The curriculum taught at all levels needs to be responsive to a job market that is constantly evolving. In addition, soft skills such as critical thinking, communication, self-motivation, time management, leadership, and teamwork need to be incorporated into everyday learning to provide students with the foundation for a successful career.

Jobs in the STEM fields (Science, Technology, Engineering, Math, and Medicine) continue to be the sectors of strongest growth paying above average wages. Students need to be exposed to STEM at early ages to spark their interests in these rapidly growing industries that will lead them to rewarding careers.

Parents and caregivers need to closely follow their child's performance, particularly in grades 3, 4, and 8; and take proactive steps if their child falls behind. When choosing school courses, students should be cognizant of college requirements, career training needs, and the opportunities offered in high school. Course decisions made as early as the middle school years can impact college and career readiness at graduation. Students not interested in going to college may participate in a variety of magnet programs and career and technical education courses (CTE's) that can provide them exposure to jobs that do not require a degree.

ONTRACK'S SCHOOL-AGED YOUTH PRIORITIES

1

Increase percentage of students scoring at or above proficient on reading and math assessments.

2

Incorporate greater social-emotional development, critical thinking, civic awareness, and financial literacy into curriculum.

3

Ensure all students participate in curriculum that prepares them to be enrolled, enlisted, or employed in a growing occupation upon graduation.

4

Build early connections and capacity for students to explore career options and pathways with an emphasis on growing 21st century occupations.

5

Ensure all students graduate high school with a clear post-secondary plan, necessary life skills, and a mindset open to life-long learning.

THE IMPORTANCE OF 3RD GRADE READING PROFICIENCY

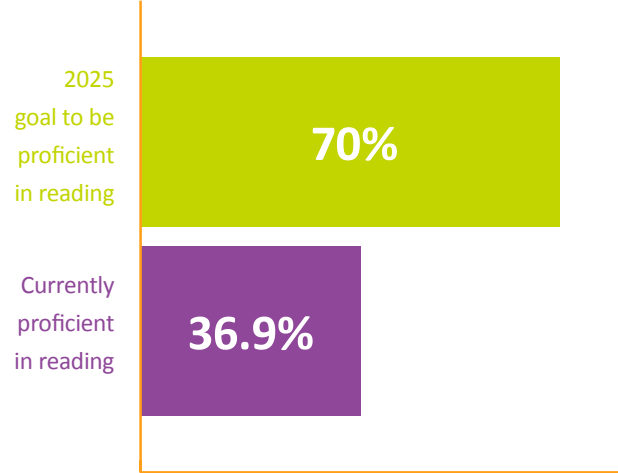
2018 scores from the Maryland Comprehensive Assessment Program (MCAP)—formerly known as PARCC—showed improved performance from students in Washington County Public Schools (WCPS). The assessment grades students on five performance levels, with level 1 set as "not meeting expectations" and level 5 set as "exceeding expectations." Performance level 4 or 5 is considered "proficient."

3rd Grade English Language Arts (ELA) scores are of particular importance as they measure reading proficiency. Children who are not reading at grade level (meeting or exceeding expectations) by 4th grade fall behind because by then reading is integral and essential to all other courses of study.

OUTCOME: READING PROFICIENTLY BY END OF 3RD GRADE

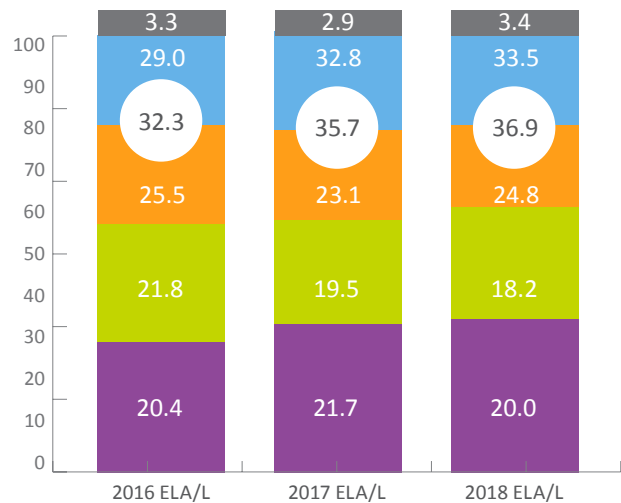
PERFORMANCE INDICATOR:

3rd Grade English Language Arts (ELA) Scores Maryland Comprehensive Assessment Program (MCAP)



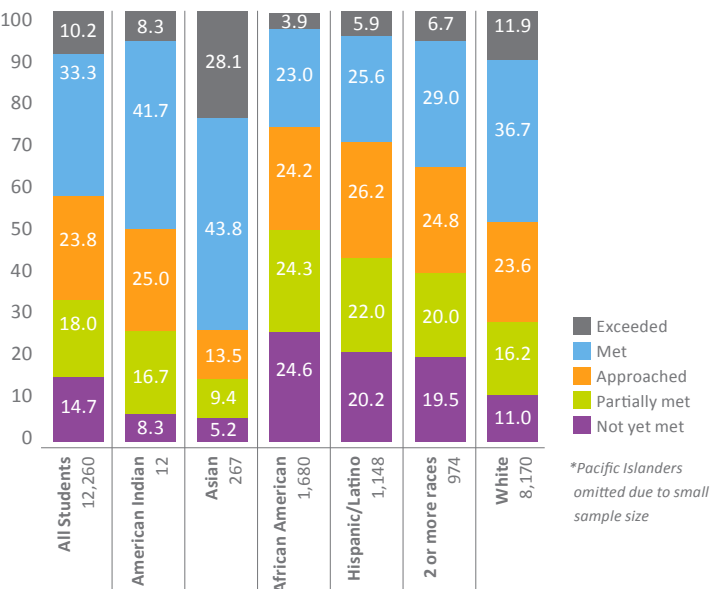
MCAP ELA/L RESULTS 2016-2018

GRADE 3 ASSESSMENT SUMMARY



MCAP ELA/L RESULTS BY RACE 2018

GRADES 3-8 AND ELA-10



PROGRESS/HIGHLIGHTS

- 36.9% of 3rd graders demonstrated reading proficiency, a 1.2% increase from 2017 and a 4.6% increase from baseline.
- Additional MCAP Increases and Highlights:
 - 7.5% increase in grades 3 – 8 Math proficiency levels from 2017 to 2018
 - 6.6 % increase in grades 3 – 8 English Language Arts proficiency levels from 2017 to 2018
 - WCPS was the ONLY school district noted by the State to achieve a significant increase (greater than 5%) in the % of students at performance level 4 or higher in Mathematics grades 3 – 8, from 2017 to 2018.
 - WCPS was one of three school districts noted by the State to achieve a significant increase (greater than 5%) in the % of students at performance level 4 or higher for English Language Arts grades 3 – 8, from 2017 to 2018.

MCAP 2018 RESULTS - ELA/L

PROFICIENCY AND STATE RANKING 2016 TO 2018

Grade	2016 %PL 4+5	RANK	2017 %PL 4+5	RANK	CHANGE 2016-2017	2018 %PL 4+5	RANK	CHANGE 2017-2018
ELA03	32.3	15	35.7	16	-1	37.0	17(t)	-1
ELA04	41.3	13	36.2	17	-4	41.5	16	1
ELA05	36.9	14	36.1	18	-4	40.8	16	2
ELA06	33.5	12	35.2	13	-1	40.0	12	1
ELA07	37.4	16	38.4	14	2	51.9	8	6
ELA08	39.3	12	35.5	14	-2	46.1	8	6
ELA10	52.7	8	48.1	15	-7	46.6	13	2



The Importance of Being College-Ready in Math and English

JOB OPPORTUNITIES AND CAREER CHOICES

As requirements for post-secondary education and qualifications for the workforce merge, college readiness in Math and English have become significant factors in job opportunities and career choices. Math skills, reading comprehension, and writing skills are often tested and used to judge the qualifications of job applicants in many career choices.

ADMISSION TO COLLEGE

Students who do not take and pass a rigorous math sequence in high school — generally, Algebra I, Geometry, and Algebra II— may find they are ineligible for admission to many four-year colleges and universities.

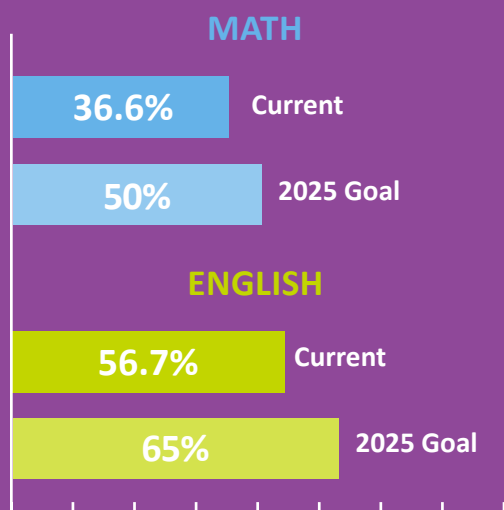
COST OF REMEDIATION

Students entering college unprepared are required to take remedial courses before earning credits towards a degree, which increases the cost of their education.

OUTCOME: MASTERY OF CRITICAL MATH AND ENGLISH CONCEPTS

PERFORMANCE INDICATOR:

Percentage of High School Seniors College Ready in Math and English



Percentage of seniors that are college-ready in Math and English

What Does it Mean to be College and Career Ready?

Students who are college-ready possess the knowledge and skills needed to enter and succeed in entry-level, credit bearing courses at two or four-year colleges without the need for remedial coursework. Students who are career-ready have the knowledge and skills needed to qualify for and be successful in the education or training required for a chosen career.

In today's economy, all high school students need some postsecondary education and/or training if they are to have or maintain career options. Postsecondary education comes in many forms and includes—a four-year university degree, a community college degree or certification, a technical or vocational school certification or a formal apprenticeship.

Colleges expect applicants to be enrolled in rigorous coursework during all four years of high school and completion of honors, advanced placement, and specialized coursework improves the opportunity for admittance and success in college.

Employers expect applicants to demonstrate readiness in reading, writing, mathematics, technology, communications, critical thinking, problem-solving and teamwork.

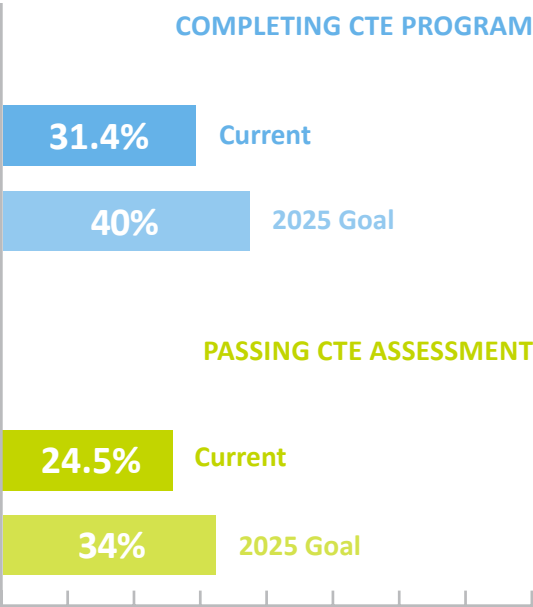
Career Technical Education (CTE) courses enrich the educational experience of students by improving teamwork, problem solving, and communication skills.

As the costs and debt associated with higher education become more prohibitive for many students and their families, CTE courses can serve as a gateway to higher paying jobs, especially with companies actively looking to fill positions with skilled and promising young workers.

COLLEGE AND CAREER READINESS

PERFORMANCE INDICATORS:

Percentages of High School Graduates Completing CTE Program and Passing CTE Assessment



Percentage of seniors that are completing the CTE Program and passing the Assessment

The Importance of Career Technology Education (CTE) Programs to College & Career Readiness

CTE courses can prepare students for college as well as a full-time job.

CTE courses may introduce new directions and opportunities for students open to exploring different career prospects.

CTE courses are a great option for students interested in vocational careers or an alternative path to the traditional four-year college degree after high school.

OUTCOME: ENROLLMENT IN COLLEGE LEVEL COURSES IN HIGH SCHOOL

PERFORMANCE INDICATORS:

Percentage of Juniors and Seniors Taking College Level Course (Essence or Middle College)

CURRENT LEVEL:

20.7% of Juniors and Seniors Take College Level Courses

2025 GOAL:

30% of Juniors and Seniors Will Take College Level Courses

The Importance of Taking College Level Courses in High School

Taking college level courses can help high school students develop a strong work ethic, form time management skills, improve writing skills, advance critical thinking, study at a more mature rate than peers, and gain knowledge that helps them improve in other classes.

Students taking college level courses in high school have a smoother transition from high school to college. They develop a college-level mentality sooner than their peers, which can help them handle heavy workloads and balance school and a social life.

Taking college-level courses while still in high school can save money. Students can take prerequisite classes or even earn their associate degree at a fraction of the cost it would be to attend college after high school.

A background image showing students in a classroom. In the foreground, a young man with light brown hair is focused on writing in a notebook. Behind him, a young woman with dark hair is also working. The image is slightly blurred, emphasizing the text overlay.

Advanced and Early College Options for High School Students

ADVANCED PROGRAMS:

Washington County Public Schools offers several advanced learning and early college programs for eligible high school students. Some programs are more competitive than others and placement is not guaranteed.

Advancement Via Individual Determination (AVID)

Avid is an in-school academic support and college readiness system for emergent scholars that prepares students for college eligibility and success. Formally trained tutors facilitate AVID students' access to rigorous curriculum through twice-weekly tutoring sessions. The involvement of parents is a priority in AVID. The AVID program is offered at North Hagerstown, Smithsburg, South Hagerstown, and Williamsport High Schools.

Honors Coursework

Honors courses, which are considered Pre-Advanced Placement programs, are available at every high school and are designed to challenge students in several content areas and prepare them for enrollment in Advanced Placement (AP) coursework.

Advanced Placement (AP) Programs

Advanced Placement courses offer highly motivated students the opportunity to take college-level classes in high school. AP programs are available at every high school and are designed to challenge students in various content areas and prepare them to take the Advanced Placement (AP) Exam. AP courses on a student's transcript enhance college applications, and a qualifying score on an AP exam can mean that a student is eligible to receive college credit at a college/university. AP offerings vary by school and are dependent upon course enrollment.

International Baccalaureate (IB) Courses

Students who live in the attendance zone for North Hagerstown High School may take IB classes without enrolling in the competitive, magnet IB Diploma Programme (IBDP). Courses may require students to meet some prerequisite criteria. Students can be in AVID and take IB courses.

High School Magnet Programs

Magnet Programs are highly-competitive gifted and talented programs.

- Academic Leadership Academy (ALA) at South Hagerstown High
- International Baccalaureate Diploma Programme (IBDP) at North Hagerstown High
- STEMM at Williamsport High School

SPECIALIZED PROGRAMS

Specialized programs attract both advanced-level learners (highly-able and identified gifted) and highly motivated students in regular education programs. Some programs are more competitive than others.

- Academy Programs
- Barbara Ingram School for the Arts (BISFA): Admission is highly competitive, audition or portfolio based, and begins in 9th grade.
- Career Technology Education (CTE) Programs
- Washington County Technical High School: Admission is moderately to highly competitive and begins in 11th grade.

EARLY COLLEGE PROGRAMS

Washington County Public Schools (WCPS) and Hagerstown Community College (HCC) work in a partnership to provide high-achieving high school students opportunities to earn college credit while in high school. Programs include the following:

Concurrent Enrollment

Students who are accepted to HCC following the successful completion of 10th grade may attend their home school part of the day to complete their high school graduation requirements and electives and attend HCC part of the day to take college course. Credits earned in college do not apply toward high school graduation requirements and grades are not calculated in student's high school GPA.

Dual Credit

Qualifying students can take designated dual credit courses that are taught in high school. Upon successful completion of a dual credit course, students will be awarded both high school and college credit and the grades will be calculated in the high school GPA.

STEMM Middle College

Students accepted to HCC following the successful completion of specific 9th and 10th grade courses may qualify to attend the STEMM Middle College program at HCC. Students in the program will take dual credit courses that apply toward a high school diploma and a college diploma or certificate. To participate in the STEMM Middle College program, students must attend a WCPS high school, pass a set of 14 courses, and have a GPA of 3.75 or higher by the end of 10th grade. Students then attend courses full-time at HCC for 11th and 12th grade.

HCC programs available to students through STEMM Middle College include:

- A.S. Arts and Science—Options in Biology, Chemistry, Mathematics (Calculus), Physics, Pre-Med/Biology
- A.S. Computer Science, Cybersecurity, Engineering
- A.A.S. Alternative Energy Technology, Biotechnology, Digital Instrumentation and Process Control, Mechanical Engineering Technology, Simulation and Digital Entertainment—Track A: Programming and Development
- Pre-Pharmacy

Upward Bound Program

Students who are accepted into the Upward Bound Program following the successful completion of the 8th grade are eligible to earn either high school elective credit or college credit during the summer at HCC based on their scores on the ACCUPLACER test. The high school credits earned in courses instructed by WCPS teachers are graded pass/fail and upon successful completion, the credits count toward graduation requirements, but are not calculated in the student's GPA. Credits earned in the college courses do not apply towards high school graduation and do not get calculated into student's high school GPA.

OUTCOME: GRADUATION FROM HIGH SCHOOL

PERFORMANCE INDICATORS



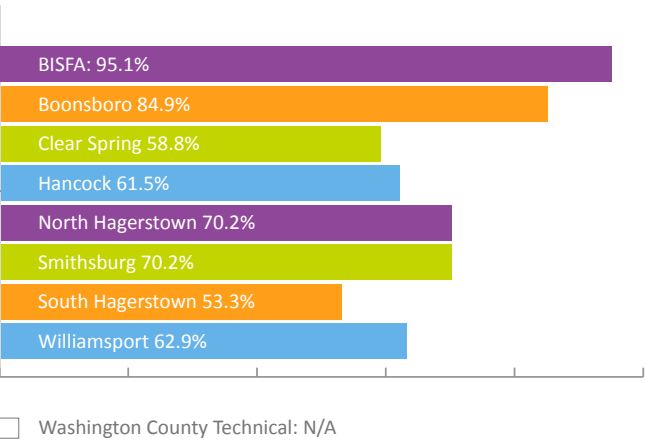
Under the State’s new accountability system graduation rates no longer reflect the most recent year’s numbers, but instead are broken into cohort adjustments for students who entered county schools in ninth grade and earned diplomas after four or five years. The rates account for students who transferred in and out, emigrated or died during the preceding four school years.

Highlights

WCPS ranked 9th in the state for high school graduation rates in 2017.

Also, under the State’s new accountability plan, the Maryland Report Card now shows the percentage of ninth grade students on track for graduation. Being on track in ninth grade reflects the percentage of freshmen earning at least four credits in any of the following: English language arts, mathematics, science, social studies or world languages.

Ninth Grade On Track for Graduation Rates by High School:



OUTCOME: ENROLL IN COLLEGE OR TRADE SCHOOL

PERFORMANCE INDICATOR:

College Enrollment Rate*

The Importance of College or Trade School Enrollment:

The importance of postsecondary education has increased significantly in the last decade. A high school diploma is no longer sufficient in the 21st century. Research suggests that nearly all students will need some postsecondary education—technical certification, an associate degree, a four-year degree or beyond—to prepare for well-paying, secure jobs. Many of the fastest-growing occupations —STEM, healthcare professional, and community services — also have the highest demand for postsecondary education and training. Fortunately, options for postsecondary education exist right here in Washington County and programs such as the Maryland Community College Promise Program and the Hagerstown Community College Promise Pathway Program can make getting a postsecondary education both accessible and affordable. Plus, existing and anticipated articulation agreements between the various local postsecondary educational institutions can make transferring from one institution to another to increase education and training, easier and more cost-effective.



Trade School Enrollment:

Trade schools, specialized educational institutions that allows students to pursue a course of technical education related to a specific skilled vocation, and certification programs are also on the rise. Common courses of study include mechanical, electrical, aviation, automotive, carpentry, and plumbing. But certifications in fields as diverse as health care, culinary arts, music production, broadcasting, graphic design, computer programming, fashion design, cosmetology, and filmmaking, are also becoming more prevalent and widely recognized. Moreover, with demand for highly skilled trade professionals high, starting salaries in certain disciplines can be well-above positions requiring a four-year college degree.

*Increasing postsecondary enrollment and completion—whether through college, trade school, or advanced vocational certification—is critical to the economic success of Washington County and each postsecondary pathway should be valued, encouraged and supported. At present, however, there is no reliable data source for measuring enrollment in trade or vocational school. Therefore, our performance indicator reflects only college enrollment.

54.5%

of current High School students
enroll in college

65%

2025 goal: High School students will
enroll in college

Workforce and Career Readiness

POSTSECONDARY EDUCATION
MATTERS FOR BUILDING A
CAREER THAT MATTERS.

Today, individuals need multiple skillsets and specialized knowledge to thrive in a workforce where employers increasingly seek highly skilled talent to innovate and grow. The economic viability of a community depends on its ability to both produce an educated workforce and attract and retain growing industries and occupations to employ them.

Bridging the divide between education and workforce systems is critical to individual outcomes and community success. This work is especially important as the labor market tightens, and the future of work promises to bring major changes to our local economy. It is projected that roughly 65% of future job openings-which are rapidly changing in response to increased automation will require a credential beyond a high school diploma. In Washington County, 29.2% of citizens 25 years and older have an associate degree or higher.

To fast track change, leaders in K-12 education, higher education, industry, and workforce development are partnering through OnTrack to:

- Help young people set clear college and career goals, and provide the supports needed to achieve them
- Ensure employers have a diverse talent pipeline of young professionals who have the skills needed to contribute to and lead the workforce
- Build a thriving local economy that offers opportunities for upward mobility for all citizens

While jobs provide a means of individual support and contribute to the economic viability of a community, they also provide a sense of dignity, connection to community, and opportunity to make meaningful contributions, which woven together, creates a healthier, more vibrant place to "live, work, and play."



- 1 Enhance connections between the business community, the education community, and our school aged youth to promote understanding of career pathways and opportunities.
- 2 Ensure equity in post-secondary education and training by removing barriers to program access.
- 3 Increase post-secondary education enrollment and completion rates.
- 4 Align curriculum and delivery of post-secondary education and training to workforce needs.
- 5 Reengage displaced workers, the underemployed, and opportunity youth.

OUTCOME: WORKFORCE WITH EDUCATION AND SKILLS NECESSARY FOR QUALITY CAREER

PERFORMANCE INDICATOR:

Percentage of population 25+ years with Associate Degree or higher

CURRENT LEVEL:

29.2% of population 25+ years with Associate Degree or higher

2025 GOAL:

35% of population 25+ years with Associate Degree or higher

Where is the most growth potential?



Technology



Basic Business Functions and Services



Healthcare

% OF POPULATION WITH AN ASSOCIATES DEGREE OR HIGHER*

NOTE: There is no reliable source reflecting percentage of population with a vocational degree or other career credential, the performance indicator for this outcome is focused on the two-year post-secondary associate degree.

WASHINGTON COUNTY	29.2 %
HAGERSTOWN	24.0 %
MARYLAND	45.5 %
UNITED STATES	39.2 %
HOWARD (HIGHEST MD COUNTY)	66.8 %
SOMERSET (LOWEST MD COUNTY)	19.7 %

**Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates*

TOP 15 EMPLOYERS IN WASHINGTON COUNTY, MD - 2016

Employer	Employment
Washington County Public Schools	3,100
Meritus Medical Center	2,740
Citi	2,300
First Data	2,185
Washington County Government	1,352
Volvo Group	1,300
FedEx Ground	900
Hagerstown Community College	890
The Bowman Group, LLC	745
Federal Government	567
Merkle Response Management Group	545
City of Hagerstown	500
Direct Mail Processors	500
Brook Lane Health Services	485



LOOKING FORWARD

Learn today. Succeed tomorrow.

A community with high levels of educational attainment provides far-reaching social, cultural, and economic benefits. Evidence is clear that a better-educated population reduces unemployment, crime, welfare dependence, and the need for costly interventions and incarceration. Educational success also contributes to quality-of-life advantages such as the arts, civic engagement, and vibrant neighborhoods.

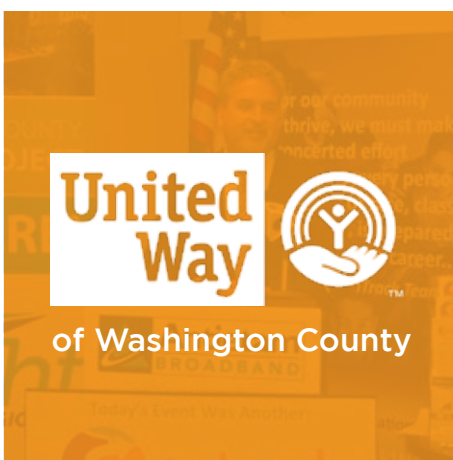
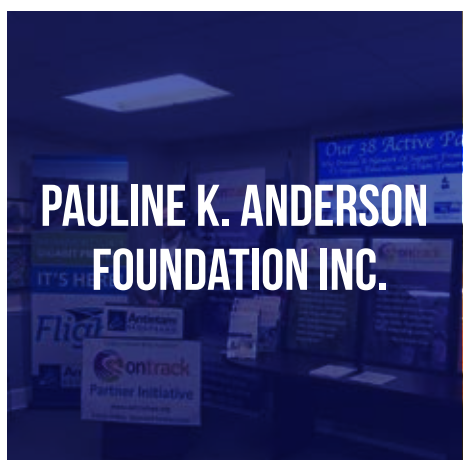
We have come together to develop a comprehensive and data-driven initiative to ensure that every person, regardless of race, class, or zip code, has the grounding, support, and education for a healthy, dignified, life and a rewarding career. We are laying important groundwork so that decision-making by parents, educators, government policy makers, business leaders, and others can be based on evidence.

Like most efforts to effect social change, our work requires courage, patience, perseverance, and resolve. We must be adaptable, transparent, accountable, and honest, with a focus on continuous improvement. We must welcome voices and constituencies not already at the table, and we must share power and put aside egos. This is the work of our time and we are asking you to help us. Become a partner, supporter or sponsor. Join a success team. Spread the word. Together, we can harness the power of the entire community and ensure individual and collective success. Together, we are unstoppable.





EXTENDING HEARTFELT GRATITUDE TO OUR SPONSORS:



SPECIAL THANK YOU TO INTERN LOGAN RITCHEY, SENIOR AT BARBARA INGRAM SCHOOL OF FINE ARTS



**"Never doubt that a small group of
thoughtful, committed citizens can
changes the world; indeed, it's the
only thing that ever has."**

-Margaret Mead