Houston County School District
Strategic Measures of System Success (SMoSS)

Our mission is to produce high achievement for all through continuous growth.
Our vision is to be the standard for world-class education.

The Purpose of the HCSD SMoSS

The HCSD SMoSS serves as the school district's balanced scorecard, which is a tool used to track and measure progress on strategic actions included in the HCSD 2023-2028 Strategic Plan. This comprehensive balanced scorecard incorporates objectives for both student achievement and nonacademic goals associated with initiatives affecting student performance across diverse departments within the school district. While we take pride in surpassing Georgia's benchmarks on numerous aspects of student achievement, we do not view this accomplishment as our sole indicator of success. Aligned with our commitment to continuous improvement, we set ambitious goals aimed at increasing our performance from the preceding year. Because of our high expectations, our balanced scorecard shows data in red indicating that we did not meet our target on that measure. This transparency underscores our commitment to improve results each year, as we firmly believe that establishing challenging goals is vital to fostering a culture of excellence in learning and growth.

The HCSD SMoSS is aligned to the four goal areas listed below from the 2023-2028 Strategic Plan:

Goal 1	Goal 2	Goal 3	Goal 4
Student Achievement	Student and Stakeholder Engagement	Organizational Effectiveness	Learning and Growth

HCSD Strategic Measures of System Success

Goal Area 1: Student Achievement

Focus Area	Actions	Measure	Grade	Score Attainment 2019	2020	2021	2022	2023	Target 2024
High Quality Instruction: Reading	SG1-PO1-IA-AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas.	% of students at or above the reading Lexile midpoint on the EOG	3	52.1	-	50.4	52.7	49.5	51.02
	SG1-PO1-IA-AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. SG1-PO1-IA-AS10-Provide explicit instruction in the areas of fluency, phonemic awareness, and phonics in K-3 classrooms.	% of students at or above the reading Lexile midpoint on the EOG	5	65.3	-	62.1	60.4	58.8	60.04
	SG1-PO1-IA-AS12-Provide explicit reading and math instruction to support academic growth and achievement of all learners. SG1-PO1-IA-AS13-Develop and maintain access to courses and curriculum through online learning opportunities for all students.	% of students at or above the reading Lexile midpoint on the EOG	8	63.9	-	61.0	60.7	61.4	62.56
	SG1-PO1-IB-AS2-Utilize strategies that emphasize and encourage all learners to use higher-order thinking skills.	% of students reading at or above grade level on the American Lit EOC	11	74.7	-	61.4	70.8	70.3	71.19
High Quality Instruction: Mathematics	SG1-PO1-IA-AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas.	% of students scoring at Proficient Learner or above on the Math EOG	3	55.0	-	47.0	55.0	50.5	51.99
	SG1-PO1-IA-AS2-Provide explicit instruction in the areas of Standards of Mathematical Practice and Mathematical Modeling. SG1-PO1-IA-AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards.	% of students scoring at Proficient Learner or above on the Math EOG	5	45.0	-	41.0	46.0	43.7	45.39
	SG1-PO1-IA-AS9-Use a balanced assessment system to meet individual learners' needs. SG1-PO1-IA-AS12-Provide explicit reading and math instruction to support academic growth and achievement of all learners.	% of students scoring at Proficient Learner or above on the Math EOG	8	44.0	-	44.0	42.0	46.2	47.81
	SG1-PO1-IA-AS14-Provide a systematic approach for collaborative planning utilizing the state content standards.	% of students scoring at Proficient Learner or above on the Algebra EOC	HS	50.0	-	38.0	47.0	44.0	45.68
High Quality Instruction: Science	SG1-PO1-IA -AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas.	% of students scoring at Proficient Learner or above on the Science EOG	5	48.0	-	46.0	44.0	43.7	45.39
	SG1-PO1-IA-AS3-Provide teachers with resources to plan or adapt inquiry lessons that integrate three dimensions of science learning. SG1-PO1-IA-AS5-Provide experiences and examples of student engagement in all science and engineering practices integrated with disciplinary core ideas and cross-cutting concepts.	% of students scoring at Proficient Learner or above on the Science EOG	8	37.0	-	40.0	39.5	36.0	37.92
	SG1-PO1-IA-AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards. SG1-PO1-IA-AS13-Develop and maintain access to courses and curriculum through online learning opportunities for all students.	% of students scoring at Proficient Learner or above on the Biology EOC	HS	52.0	-	43.0	53.0	51.0	52.47

Baseline
Not Meeting
Maintaining
Progressing
Target

Goal Area 1: Student Achievement

Focus Area	Actions	Measure	Grade	Score Attainment 2019	2020	2021	2022	2023	Target 2024
High Quality Instruction: Social Studies	SG1-PO1-IA-AS1-Systematically plan, review, and adjust written and aligned curriculum, instruction, and assessment resources for all grade levels and all content areas. SG1-PO1-IA-AS4-Provide teachers with resources to plan or adapt inquiry lessons that integrate the College, Career, and Civic (C3) Framework in Social Studies. SG1-PO1-IA-AS8-Review and revise system-level essential standards to assist teachers in determining school-level essential standards.	% of students scoring at Proficient Learner or above on the Georgia Social Studies EOG	8	42.0	-	46.0	47.0	41.1	42.87
		US History CCRPI Content Mastery Score	HS	78.9	-	-	74.7	81.8	82.35
High and Clear Expectations	SG1-PO1-IB-AS1-Provide students with data-driven insights that align to standards, emphasizing their strong areas and outlining actionable next steps for growth. SG1-PO1-IB-AS2-Utilize strategies that emphasize and encourage all learners to use higher-order thinking skills. SG1-PO1-IB-AS3-Monitor the implementation of intervention, enrichment, and extension strategies.	% of parents who state their child's school has high expectations for student achievement	K-12	95.4	96.3	94.0	95.3	94.2	94.37
		% of students who state their school has high standards for achievement	6-12	86.6	86.1	-	85.1	85.3	85.74
Digital Integration and Engagement	SG1-PO1-IA-AS13-Develop and maintain access to courses and curriculum through online learning opportunities for all students. SG1-PO1-ID-AS1-Identify, recommend, and evaluate digital resources. SG1-PO1-ID-AS2-Integrate digital resources into teaching, learning, and operations to improve student performance. SG1-PO1-ID-AS3-Ensure all students that require assistive technology per their IEP or 504 plan have been evaluated for and have access to appropriate technology.	Effective Learning Environment Observation Tool Digital Learning District rating	K-12	-	-	-	2.1	2.0	2.16
Ensuring Subgroup Achievement Growth	SG1-PO1-IA-AS7-Implement learning strategies to support Economically Disadvantaged (ED) students, Student With Disabilities (SWD), and English Learners (ELs) to access curriculum. SG1-PO2-IB-AS1-Support the implementation of engaging practices that meet the needs and interests of all groups of learners. SG1-PO2-IB-AS2-Provide resources related to culturally responsive teaching and leadership practices that reflect the perspective of all stakeholders.	Elementary School CCRPI Closing the Gaps score	3-5	100.0	-	-	-	24.1	26.38
		Middle School CCRPI Closing the Gaps score	6-8	91.7	-	-	-	25.0	27.25
		High School CCRPI Closing the Gaps score	9-12	81.9	-	-	-	51.4	52.86
High School Students Graduating College & Career Ready	SG1-PO2-IC-AS1-Utilize YouScience to assist students with enrolling in pathways. SG1-PO2-IC-AS2-Prepare crosswalks of End of Pathway Assessments (EOPAs) and Credentials of Value (CoV) versus course standards. SG1-PO2-IC-AS4-Maximize participation in the Advanced Placement (AP) program. SG1-PO2-IC-AS5-Maximize participation in dual enrollment opportunities. SG2-PO2-IA-AS3- Communicate to all stakeholders and highlight the benefits of Advance Placement (AP) classes and taking AP exams. SG3-PO2-IA-AS6-Expand and maintain Youth Apprenticeship Programs.	% of graduates in the four year cohort	12	87.9	89.6	88.8	89.5	87.6	87.97
		% of graduates in the five year cohort	12	89.4	89.5	92.5	90.3	90.2	90.49
		% of graduates enrolling in college	Grad	50.1	55.3	55.6	-	-	-
		% of graduates earning accelerated learning credits	Grad	94.9	-	66.2	76.6	-	-
		# of students participating in Youth Apprenticeship Program	HS	28.0	48.0	59.0	61.0	65.0	66.05
		# of passed End of Pathway Assessments	HS	780.0	-	-	554.0	585.0	585.45
		Average ACT composite score	9-12	20.5	21.0	21.8	20.6	20.3	20.77
		SAT Total Mean score	9-12	1068	1060	1086	1068	1051	1067.47

HCSD Strategic Measures of System Success

Goal Area 2: Student and Stakeholder Engagement
(* denotes areas of expected decrease)

Focus Area	Actions	Measure	Grade	Score Attainment 2019	2020	2021	2022	2023	Target 2024
Supportive Learning Environment	SG2-PO1-IA-AS1-Increase opportunities for family engagement and wraparound services. SG2-PO1-IA-AS6-Increase the number of students who have a trusted adult in whom to confide on a regular basis by implementing Sources of Strength at identified high schools and middle schools. SG2-PO1-IA-AS9-Partner with churches to provide transportation for families to the Lindsey Support Center. SG2-PO1-IA-AS10-Provide a StoryWalk for the community to engage students in reading and provide a welcoming environment to families in our school district.	% of parents who feel that their child's school encourages parental engagement	K-12	93.1	93.1	85.8	91.3	92.6	92.82
		% of students who know an adult at their school that they trust for help	6-12	64.4	78.0	-	74.1	75.2	75.94
Positive Student Engagement	SG2-PO1-IA-AS11-Increase the number of PBIS schools in the district designated as operational and distinguished. SG2-PO1-IB-AS1-Promote PBIS strategies schoolwide to increase positive student behavior. SG2-PO1-IB-AS2-Implement monthly Effective Learning Environment Observation Tool (eleot) walkthroughs to monitor and implement strategies for student engagement. SG2-PO1-IB-AS3-Provide professional learning for teachers and leaders on strategies for increasing student engagement.	% of students who feel they are recognized for good behavior	6-12	60.4	62.6	-	59.8	63.0	64.11
		% of schools earning PBIS Operational or Distinguished Status	K-12	11.0	-	-	31.0	29.0	36.10
		Effective Learning Environment Observation Tool Well-Managed rating	K-12	-	-	-	3.4	3.4	3.46
		In School Suspension (ISS) Rate*	K-12	15.2	11.4	8.2	13.1	-	-
		Out of School Suspension (OSS) Rate*	K-12	4.8	3.1	2.6	5.0	-	-
Stakeholder Engagement and Communication	SG2-PO2-IA-AS1-Increase the use of student-created digital content. SG2-PO2-IA-AS2-Provide opportunities for students to demonstrate personal efficacy and responsibility for their success. SG2-PO2-IA-AS3-Communicate to all stakeholders and highlight the benefits of Advance Placement (AP) classes and taking AP exams. SG2-PO2-IA-AS4-Continue the implementation of ASPIRE to assist Students with Disabilities (SWD) with self advocacy. SG2-PO2-IA-AS5-Provide high school students with access to scholarships and special programs such as Youth Leadership, Golden Eagle, Governor's Honors, etc. SG2-PO2-IC-AS1-Publicize ways stakeholders may communicate with schools by creating information resources for central registration, the system website, and social media. SG2-PO2-IC-AS2-Solicit community and business sponsorships for various district projects. SG2-PO2-IC-AS3-Increase the use of system social media to keep stakeholders informed and solicit feedback.	% of parents who feel that their child's school communicates well with parents	K-12	88.5	86.8	-	-	88.8	89.14
		% of parents who state they are actively involved in activities at their student's school	K-12	85.2	82.6	-	-	81.6	82.15
		# of positive media stories	K-12	-	-	-	234	269	270

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Goal Area 2: Student and Stakeholder Engagement
(* denotes areas of expected decrease)

Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
Attendance	SG2-PO1-IB-AS3-Provide professional learning for teachers and leaders on strategies for increasing student engagement. SG2-PO2-IA-AS2-Provide opportunities for students to demonstrate personal efficacy and responsibility for their success. SG3-PO1-IA-AS12-Provide guidance to school administrators on differentiated discipline, charge letters, and the tribunal process. SG3-PO1-IE-AS6-Expand the use of the Infinite Campus Social Worker App. SG4-PO1-IB-AS1-Conduct training and support for leaders on implementation of the Multi-Tiered System of Supports framework (i.e., PBIS, RTI, progress monitoring, attendance protocols, etc.).	% of students absent less than 10% of enrolled days	9-12	85.5	-	-	-	78.4	79.09

HCSD Strategic Measures of System Success

Goal Area 3: Organizational Effectiveness
(* denotes areas of expected decrease)

Focus Area	Actions	Measure	Grade	Score Attainment 2019	2020	2021	2022	2023	Target 2024
School Safety	SG1-PO2-IA-AS4-Improve the writing of Pre-K behavior intervention plans specific to the function and form of student behavior. SG2-PO1-IA-AS1-Increase opportunities for family engagement and wraparound services. SG2-PO1-IA-AS6-Increase the number of students who have a trusted adult in whom to confide on a regular basis by implementing Sources of Strength at identified high schools and middle schools. SG3-PO1-IA-AS1-Provide resources for preventing accidents to district and building level leaders. SG3-PO1-IA-AS2-Provide training for school and department supervisors to assist staff with proactive measures for reducing workers' compensation claims and accurately completing paperwork. SG3-PO1-IA-AS3-Conduct inspections to increase personal safety for staff and students from potential environmental hazards. SG3-PO1-IA-AS4-Provide and maintain perimeter fencing and gates to keep students and staff safe. SG3-PO1-IA-AS5-Implement window and door numbering system that will offer emergency services quicker response time in an emergency situation. SG3-PO1-IA-AS6-Provide and maintain locksets to reinforce security for interior and exterior doors. SG3-PO1-IA-AS7-Conduct daily custodial inspections of facilities for cleanliness and safety. SG3-PO1-IA-AS9-Revise and review system safety plans with stakeholders. SG3-PO1-IA-AS11-Analyze CCRPI School Climate safe and substance-free learning environment data to plan strategies that enhance school safety. SG3-PO1-IA-AS12-Provide guidance to school administrators on differentiated discipline, charge letters, and the tribunal process.	% of students indicating they feel safe at school	6-12	74.7	72.9	-	72.6	70.8	71.68
		% of teachers indicating they feel safe at school	K-12	95.2	95.1	-	92.6	96.1	96.22
		% of reported injuries for certified employees*		4.0	4.1	3.1	5.0	6.0	5.7
		% of reported injuries for classified employees *		10.9	8.4	8.4	10.3	11.0	10.45
Transportation	SG3-PO1-IB-AS1-Maintain a focus on bus driver training designed to reduce the number of at fault accidents per million miles.	# of avoidable accidents by million miles*		13.1	14.9	23.8	16.5	8.5	8.08

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Goal Area 3: Organizational Effectiveness
(* denotes areas of expected decrease)

Focus Area	Actions	Measure	Grade	Score Attainment					Target
				2019	2020	2021	2022	2023	2024
School Nutrition	SG3-PO1-IC-AS1-Obtain and maintain a current ServSafe certificate for all School Nutrition Program managers.	% of schools with an average score of 95 or above on school kitchen health inspection score		100.0	100.0	100.0	100.0	100.0	100.00
	SG3-PO1-IC-AS2-Maintain an average score of 95 or above on school kitchen health inspection scores. SG3-PO1-IC-AS3-Provide menu items that are appealing and healthy to students and staff.	Average number of student lunches provided per day		19,915	17,076	19,504	22,218	20,660	20,965
School Finance	SG3-PO1-IF-AS1-Monitor compliance with state and federal laws and regulations. SG3-PO1-IF-AS2-Allocate equitable resources to schools. SG3-PO1-IF-AS3-Process payroll in a timely manner to meet established payroll deadlines. SG3-PO1-IF-AS7-Facilitate learning resources adoption as funds permit, using state and local policies and procedures.	# of audit findings		0.0	0.0	0.0	0.0	0.0	0.00
Retention and Recruitment	SG3-PO2-IA-AS1-Issue a benefits survey for all full time, benefits eligible employees every 2-3 years (renewal cycles). SG3-PO2-IA-AS3-Conduct and participate in various face-to-face and virtual recruitment events. SG3-PO2-IA-AS4-Partner with Community Relations to expand recruitment initiatives for classified positions. SG3-PO2-IB-AS1-Provide drop-in sessions for open enrollment. SG3-PO2-IB-AS3-Provide positive and supportive interactions with employees regarding benefits, leave, and retirement matters.	Teacher retention rate	All	91	91	93	94	94	94.18
	SG3-PO2-IB-AS4-Conduct an interactive process to review return to work with restrictions and make reasonable accommodations when able. SG3-PO2-IB-AS6-Provide ongoing training for supervisors on utilizing current evaluation systems to provide effective feedback to staff. SG3-PO2-IB-AS8- Provide high quality, researched-based induction and ongoing mentoring opportunities for all beginning teachers.	Teacher recruitment rate	All	96	94	96	97	99	99.03

HCSD Strategic Measures of System Success

Goal Area 4: Learning and Growth

Focus Area	Actions	Measure	Grade	Score Attainment 2019	2020	2021	2022	2023	Target 2024
MAP Growth	SG4-PO1-IB-AS5-Facilitate ongoing professional learning for school personnel on research-based models and instructional practices for all student groups. SG4-PO1-IC-AS3-Provide professional learning to support effective practices in all instructional areas.	% of students meeting or exceeding growth projections in math Fall to Fall	2-10	48.8	39.8	61.5	58.6	54.4	55.77
MAP Growth	SG4-PO1-IC-AS9-Support the development of learning targets that are aligned with the intent of the standard. SG4-PO1-IC-AS11-Build teacher capacity to utilize data for planning lessons that promote higher order thinking skills.	% of students meeting or exceeding growth projections in reading Fall to Fall	2-10	49.9	50.6	52.3	53.4	57.2	58.48
Foundational Skill Development	SG4-PO-IC-AS7-Build teacher capacity to assess and support growth of fluency, phonemic awareness, and phonics in K-3 classrooms.	% of students meeting or exceeding expectations in Foundational Skills: Phonics	K	84.6	-	79.4	81.1	80.1	80.70
Foundational Skill Development		% of students achieving Oral Reading Fluency status	1	63.4	-	46.3	47.8	49.1	50.63
Foundational Skill Development		% of students achieving Oral Reading Fluency status	2	-	-	78.3	78.6	77.8	78.47
Full-Time Enrollment Reporting	SG4-PO1-ID-AS3-Provide ongoing professional learning to school leaders and ATS clerks to improve accuracy of Full-Time Equivalent (FTE) reporting.	% of students who are fully-funded at the FTE count	K-12	99.7	99.8	99.7	99.6	99.7	99.71
Professional Learning	SG4-PO1-IA-AS1-Provide ongoing training and support for school and district level personnel on effectively implementing processes with Professional Learning Communities (i.e., common assessments, essential standards, interventions, and enrichments). SG4-PO1-IA-AS2-Develop annual collective commitments to determine the focus for monitoring Professional Learning Communities.	% of satisfied responses on certified professional learning evaluations		100.0	100.0	100.0	99.7	99.8	99.81
Professional Learning	SG4-PO1-IB-AS1-Conduct training and support for leaders on implementation of the Multi-Tiered System of Supports framework (i.e., PBIS, RTI, progress monitoring, attendance protocols, etc.). SG4-PO1-IB-AS2-Provide professional learning to support effective practices in all instructional areas. SG4-PO1-IB-AS3-Provide assistant principals of discipline professional learning opportunities related to instructional leadership.	% of participants satisfied with the Houston County Classified Leadership Summit		-	-	-	-	-	100.00
Professional Learning	SG4-PO1-IB-AS4-Provide an effective district Leadership Summit focused on best practices to support district and school improvement processes. SG4-PO1-IB-AS5-Facilitate ongoing professional learning for school personnel on research-based models and instructional practices for all student groups.	% of participants satisfied with the Houston County Certified Leadership Summit		100.0	-	-	100.0	100.0	100.00