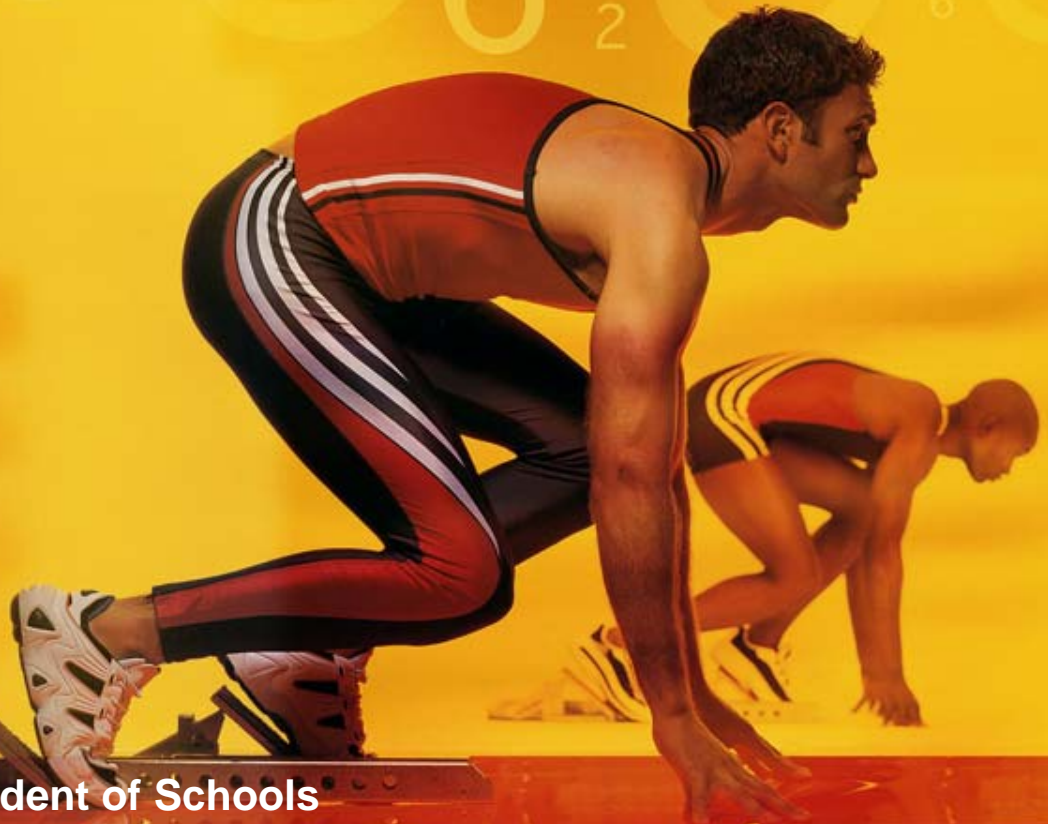


# GOING THE DISTANCE

## WHERE IS SOMERSET?

MASTER PLAN  
STEERING TEAM  
2011

SOMERSET COUNTY  
PUBLIC SCHOOLS



Dr. Karen-Lee N. Brofee, Superintendent of Schools



## OUR VISION

Somerset County Public Schools will be recognized and known as a learning community, getting better every day at everything we do. We will determinedly advance our commitment to Somerset's future through education. We will realize continuous growth in all students' achievement, experience on-going increases in family and community partnerships, and we will address needs as well as celebrate progress.



# Introduction to Our Status

- Where we are - Accomplishments in Core Measured Areas
- Some of the programs put in place to enable this achievement
- Requirements
- Your Voice



## Distance Travelled

	<i>2003-2004</i>		<i>2009-2010</i>
<i>Highly Qualified Teachers</i>	53.4%	to	<b>97.7%</b>
<i>Elementary Reading MSA</i>	54.9%	to	<b>84.5%</b>
<i>Elementary Math MSA</i>	55.3%	to	<b>84.5%</b>
<i>Somerset Intermediate Reading MSA</i>	<i>2006-2007</i> 53.3%	to	<i>2009-2010</i> <b>85.8%</b>
<i>Math MSA</i>	51.2%	to	<b>84.0%</b>



## Distance Travelled

**SIS REFUSED TO LET TRANSITION OR ADOLESCENCE GET IN THE WAY OF LEARNING. BUILDING ON THE ELEMENTARIES' SUCCESS:**

**85.8%** of the SIS students met **proficiency in READING**

**84%** of the SIS students met **proficiency in MATH**

**THAT'S PHENOMENAL PROGRESS:**

a 12% overall gain since 2009

and

a 38%+ gain since 2005!



## Distance Travelled

### *Some Specifics*

**At DEAL ISLAND:** **88.3%** of all Grades 3,4,and 5 students tested proficient or higher in MATH !

**At GREENWOOD:** **100%** of the Hispanic and LEP students tested proficient or higher in READING as well as **86%** of the tested Special Education students!



## Distance Travelled

At PRINCESS ANNE: **85.3%** of all Grades 3,4,and 5 students tested proficient or higher in READING & MATH

At WOODSON ELEMENTARY: Nearly **85%** of the children of poverty achieved proficiency or higher in READING AND MATH as well as **96%** of the Hispanic and LEP students testing proficient or higher in MATH and **93%** in READING

THESE 4 ELEMENTARY SCHOOLS ACHIEVED A **94%** or HIGHER ATTENDANCE RATE IN SPITE OF A DIFFICULT YEAR!



Distance Travelled

**HATS OFF TO CRISFIELD –**

**where there is a 10% gain in the number of students proficient or higher in READING**

and

**KUDOS TO WASHINGTON –**

**where 84% of the first time HSA Government test takers passed and met standards**



## ELEMENTARY READING

Percentage of **proficiency** for elementary students in subgroups continues to increase

Largest Gain = HISPANIC group **89.7%**  
(**9.1 point gain**)

Highest Percentage = LEP group **93%**

Gains of Subgroups over four years

African American **+17.0**

Hispanic Students **+31.1**

LEP Students **+40.4**

Special Ed Students **+19.4**

FARMS Students **+16.1**



## MIDDLE LEVEL READING

Percentage of proficient middle level students as a whole continues to increase

- Largest Gain = LEP group with **61.5%**  
(**28 point gain**)
- Highest Percentage = White group **91.6%**
- Gains of Subgroups over four years
- African American **+22.9**
- Hispanic Students **+22.5**
- LEP Students **+43.2**
- Special Ed Students **+39.3**
- FARMS Students **+28.2**



## HIGH SCHOOL ASSESSMENT: ENGLISH

Percentage of proficient high school students as whole and as individual subgroups continues to increase

Largest Gain = African American group with **63%**  
(**33.5 point gain**)

Highest Percentage = White group **86.7%**

Gains of Subgroups over four years

All Students	<b>+31.4</b>
White Students	<b>+32.3</b>
Special Ed Students	<b>+ 8.1</b>
FARMS Students	<b>+ 32.2</b>



## ELEMENTARY MATH

- Elementary Math proficiency continues to increase as a whole in the elementary band with **84.5%** of the students scoring proficient or higher  
Six out of seven subgroups showed gains

African American	<b>+5.5</b>
Hispanic	<b>+14.5</b>
FARMS	<b>+2.4</b>
Special Education	<b>+8.4</b>
LEP	<b>+8.5</b>



## MIDDLE LEVEL MATH

- The aggregate proficiency for middle level math improved by **5.3 points**.
- The aggregate proficiency rate for sixth grade improved by 12.6 percentile points and for 2010 was the second highest in the state.
- Middle Level Subgroup Math proficiency continues to increase in grades six and seven



## HIGH SCHOOL ASSESSMENT ALGEBRA

- Aggregate proficiency percentage for Algebra HSA improved 2 percentage points from 2008 to 2009
- Percentage has risen each year from 66.2% in 2007 to 82.1% in 2009
- All seniors in the cohort of 2009 met the graduation requirement for Algebra



## GRADUATION SUMMARY

Overall Graduation rate is up 6.16 percentage points to **83.33%**

Dropout Rate decreased in 4 subgroups from last year-

Hispanic	3.45%-3.33%
White	6.11%-5.59%
Special Ed	8.13%-4.72%
Males	6.02%-5.04%

The Special Education subgroup made gains in both graduation and dropout rates



## HIGHLY QUALIFIED STAFF

Highly Qualified Teachers

Elementary= 100%

Secondary = 95.46%

Highly Qualified Paraprofessionals = 100%

Attrition Due to Retirement = 2.5%

Attrition due to Resignation = 2.5%

Attrition due to dismissal/nonrenewal = .007%



## HOW?

*So, what have we done, actually and specifically over the last few years to improve our standing and realize our vision?*

- *Increased planning time and opportunities to plan so that collaboration is practice, not just a word or idea*
- *Increased staff: VP's and Deans, Counselors, Instructional Facilitators, Support Staff*
- *Increased technology and our skills with technology for management and instruction (Power School, Performance Matters, EdLine, SuccessMaker, Cognitive Tutor, ConnectEd)*
- *Increased our partnerships with families—parent groups and councils, volunteers, and programs*



## Building Capacity, Coordinating Effort, Monitoring Progress

*CFIP (Data discussions among teachers);  
Co-Teaching; One-to-One Laptop Initiative;  
Beyond Diversity Professional Development;  
Common Assessments Development;  
Leadership Team Planning and Presenting;  
On Line Application System (3-1-11); SIT  
Team Planning; Increased Family  
Involvement; WHS Renovation*



# RATIO OF CORE TEACHERS

SITE	ENROLLMENT	CORE	RATIO			
PAE	428	19	1:23			
WES	608	30	1:20	Range:		
GES	413	21	1:20	1:16 to 1:26		
DIS	105	6	1:17.5			
SIS	379	18	1:21	Classes with		
CHS	392	19	1:21	<15	16-20	>20
WHS	594	29	1:20	57%	26%	17%
				49%	23%	28%



## **SPECIAL AREA TEACHERS**

Music Teachers, Art Teachers, Media Center Specialists, Computer Lab Teachers, Foreign Language Teachers; Tech Ed Teachers; Family and Consumer Science Teachers; Physical Education Teachers; [Intervention Teachers]

## **SUPPORT STAFF**

Special Education Teachers; Counselors; Learning Support Specialists; Deans; Behavior Intervention Aides; Nurses; In School Suspension Aides; Classroom Assistants; Tutor Assistants; IEP Clerks; Attendance Clerks



## CURRENT YEAR BUDGET

<u>Administration</u>	2%	<u>Pupil Transportation</u>	8%
<u>School Support</u>	8%	<u>Operation of Plant</u>	8%
<b><u>Instructional Salaries</u></b>	<b>41%</b>	<u>Maintenance of Plant</u>	3%
<u>Textbooks &amp; Supplies</u>	1%	<b><u>Fixed Charges</u></b>	<b>15%</b>
<u>Other Instruction Items</u>	2%	<u>Capital Outlay</u>	1%
<u>Special Education</u>	8%	<u>Health Services</u>	1%
	<u>Student Personnel</u>		2%



## REVENUE CONCERNS

State Revenue has **decreased** for the last three years.

SCPS has lost **23 positions**: Including Instructional Assistants; Character Education Teachers; Volunteer Coordinators; Agriculture Teacher; Reading Coach; Office Associate; Behavior Intervention Specialists; Learning Support Specialists; Maintenance Technician; Business Ed Teachers; Guidance Counselors; Special Education Teachers; H.S. Dean; Choral Teacher



## FACT BOOK ITEMS ABOUT SCPS

### Teacher Salaries for 2009-10

Starting SCPS = \$41,300      State Ave \$42,760  
(Range \$41,171- \$46,410)

Mid SCPS = \$55,277      State Ave \$58,933  
(Range \$53,876- \$73,038)

Max SCPS = \$73,862      State Ave \$82,987  
(Range \$71,220- \$103,634)



## 2012 PROJECTION

State Revenue

Decrease of \$251,220

Federal Aide (ARRA)

Decrease of \$400,000 in  
positions

*Pending Concerns:*

*Move of Retirement Benefit  
Expenses to Locals*



## REQUESTS

***Requests for 2012** = Maintaining or adding positions which total an additional \$672,711 and material and supply additions of \$593,271*

***Staffing:** Building principals have presented their budgets and requested that the tutorial and intervention positions remain; they are making a difference for students and their success*



WHAT HAS BEEN PROPOSED AS  
NEEDS ABOVE THIS YEAR?

***MATERIALS***

SP ED:	\$211,987
ELEM:	\$ 33,000
SEC:	\$ 45,020
HR:	\$ 20,399
TRANS:	\$146,820
PLANT:	\$ 84,645
MAINT:	\$ 51,400
TOTAL	<b>\$ 593,271</b>

**Plus staffing= \$1,265,982**



WHAT DO EXPENSES IN TECHNOLOGY LOOK LIKE?  
ON GOING COSTS **REQUIRED**

AND TO **MAINTAIN** WHAT WE HAVE: \$255,267

COSTS TO UPGRADE AND  
EXTEND **WIRELESS** NETWORKS \$ 61,700

**REPLACEMENT** CYCLES (5 year) \$ 92,000

1 to 1 INITIATIVE \$172,450

GRADE 3 HIGH TECH \$ 18,200

GRADE 2 HIGH TECH \$ 53,450

GRADE 1 HIGH TECH \$ 64,750



## RESULT

We have some hard decisions to make.

We have some choices to make in a situation where none of the choices are good choices.



## MASTER PLAN STRATEGIES

WE ARE FISCALLY BOUND TO USING OUR FUNDING TO:

### **1. INCREASE STUDENT ACHIEVEMENT**

- \* Through Engaged Students
- \* Through Family & Community Involvement

### **2. INCREASE EFFECTIVE INSTRUCTION**

- \* Through Highly Qualified Staff
- \* Through Continuous Learning & Improvement

### **3. PROVIDE A SAFE & SECURE LEARNING ENVIRONMENT**

- \* Through Consistent and Effective Discipline
- \* Through Attentive and Supportive Student Services



## **REQUIREMENTS BEYOND CO-MAR NO CHILD LEFT BEHIND**

- #1 STUDENT ACHIEVEMENT (MSA/HSA)**
- #2 ELL STUDENT ACHIEVEMENT**
- #3 HIGHLY QUALIFIED STAFF**
- #4 GRADUATION AND DROP OUT**
- #5 SAFE AND DRUG FREE SCHOOLS**



# REQUIREMENTS BEYOND CO-MAR RACE TO THE TOP

**#1 STANDARDS AND ASSESSMENTS**

**#2 DATA SYSTEMS**

**#3 GREAT TEACHERS AND LEADERS**

**#4 LOW-ACHIEVING SCHOOLS**

**#5 STEM INITIATIVES**



# #1 STANDARDS AND ASSESSMENTS

## Standards—Assessments—Transition

**Common Core State Curriculum-** 48 states agreed to adopt; will be developed over the next 10 Months

**Assessments-**PARC consortium-26 states; designed to show Student Growth-Field Tested next September- Fully Operational 2014-15 school year



## #2 DATA SYSTEMS

Longitudinal PK-20 – Impact Requires Extensive Local Reporting on 10 Components

Accessing & Using State Data –

Impact: Ties to 10 Initiatives; P-20 data warehouse; 32 dashboards; training program; linking of teacher and principal evaluations with student growth performance

Using Data to Improve Instruction-

Impact: 9 step process for strengthening instruction and linking technology infrastructure to each **school**



### #3 GREAT TEACHERS AND LEADERS

Alternative Routes to Certification – description of routes, monitoring and evaluating descriptions

Teacher and Principal Evaluation System –

Impact: MSDE developed general parameters, sites must develop

TEACHERS: 50% of evaluation on student growth (with 30% by state measures and 20% at local determination) and 50%: planning and Prep; classroom environment; instruction; and professional responsibility

PRINCIPALS: 50% of evaluation on student growth (with 30% by state measures and 20% at local determination) and within remaining 50%, 25% must come from MD Leadership Framework weighted as Locals determine



### #3 GREAT TEACHERS AND LEADERS

#### Equitable Distribution of Effective Teachers&Principals

Impacts hard to staff areas and high need schools; provides incentives for working in low achieving schools; calls for succession planning

#### Improving Effectiveness of Preparation Program

Links growth and achievement to teachers and principals and to in state preparation programs

#### Providing Support for Teachers and Principals

Impacts induction programs; principal mentor certification; aspiring principal institute; training at points of greatest need



## #4 LOW-ACHIEVING SCHOOLS

### Legal Authority—Turning Around Lowest Achieving Schools

Authorizes MSDE to intervene in persistently low performing schools

Tier 1 Schools are identified-16 Lowest performing Schools and 20 feeder Schools-Baltimore City and P. G. County

Breakthrough Center will Support LEA's in turning around low achieving schools



## *SCPS RACE TO THE TOP DOLLARS*

Somerset Share- \$1,0029 Over 4 Years

Data Design Specialist- \$179,200

Teacher Induction Program-\$223,100

Instructional Technology Facilitators-\$352,000

School Climate Projects-\$39,000

Read 180- \$55,000

Technology Infrastructure Upgrade- \$50,000

Transition to Common Core-\$77,377

Human Resources Data System-\$10,000



## ***YOUR TASK***

***To provide guidance to the Central Office Staff and Board in what to preserve, to develop, and to put on hold***

## ***DISCUSSION AREAS***

***Elementary–Secondary–Student Services–  
Technology–Teacher Effectiveness–  
Career or Technical Training***

We are here  
for much  
more...



*To paraphrase Woodrow Wilson's words:*

*"We, the educators of Somerset County are not here merely to make a living. We are here to enable the our children,  
to live more amply,  
with greater vision,  
and  
with a finer spirit of hope and achievement.*

*We are here to enrich the world. This is our errand."*



*and so it is with us*

*We, the staff and caretakers of  
Somerset's children, have a vision  
and a mission of grave importance.*

*We, the staff and caretakers of  
Somerset's children are their hope  
and their future.*

*They cannot do it alone.*

# THOUGHTFUL, COLLABORATIVE, INCLUSIVE THINKING, PLANNING, AND TALKING MEANS

THIS IS ONE RACE WHERE  
EVERYONE CAN WIN. . .EVEN  
WITH DIMINISHING FUNDS

SOMERSET COUNTY  
PUBLIC SCHOOLS  
2010-2011

Dr. Karen-Lee N. Brofee, Superintendent of Schools

