

ADDRESSING SPECIFIC STUDENT GROUPS

(Career and Technology Education, Early Learning, Gifted and Talented, Special Education)

In responses to the previous questions, local school systems may have addressed the following student groups. Use this space to report on progress toward outcomes and timelines established in the district's Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made to the Master Plan.

Career and Technology Education

The *Bridge to Excellence* legislation requires that the updated plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

NOTE: *Local School Systems may use the responses that they provided in their Perkins Application to address the questions below where applicable.*

	2004 CTE Percentages						Ave. GAP between subgroups	Ave. GAP between Highest subgroup
	Male	Female	Af. Am.	White	Sp Needs	Disadv		
Academic Attainment	56	64.44	50	66.7	25	60.98	5.11	19.27
Completion	86.67	97.62	92.11	91.67	80	91.89	1.81	11.44
Placement	63.33	75.93	71.79	69.77	42.86	73.81	2.42	14.52
Skill Proficiency	70	91.11	80.95	80.39	58.33	78.05	3.91	21.96

	2005 CTE Percentages						Ave. GAP between subgroups	Ave. GAP between Highest subgroup
	Male	Female	Af. Am.	White	Sp Needs	Disadv		
Academic Attainment	41.8	62.07	50	51.28	11.11	53.57	6.18	25.65
Completion	72.41	96.15	95.65	75	52.5	92.59	3.38	23.15
Placement	84.62	84	85	83.33	66.67	63.64	10.61	10.69
Skill Proficiency	73.53	75.86	70.83	76.92	77.78	75	-1.28	4.19

1. PROGRESS IN CLOSING PERFORMANCE GAPS AMONG VARIOUS SUBGROUPS:

Progress in closing the performance gap among the various subgroups was analyzed by looking at the difference in percentages between each subgroup, the average performance gap between subgroups, and the difference between the highest achieving subgroup and each of the others. This data was collected for both 2004 and 2005 CTE completers in each of the four Core Indicators. The 2005 data was compared to 2004 to indicate where progress occurred.

A. The performance GAP between subgroups for the percentage of CTE Concentrators who have achieved an overall GPA of 2.0 or higher has decreased in 47% of the comparisons.

The performance gap between several subgroups when comparing 2004 to 2005 data has shown improvements. The biggest improvement was in closing the gap between the African American student's performance and the White students. This gap decreased by 15.4% in 2005. The gap also closed between African American students and Disadvantaged Students (7.41%) and African American and Female students (2.37%).

When comparing the performance of White students to other subgroups the performance gap has decreased in three areas. The gap between the White students and Disadvantaged students decreased by 3.43%, White students and Special Needs students (1.53%) and White students and Male students (1.22%).

In 2005, the African American, White and Disadvantaged subgroups were all within 4% of each other for this academic indicator. The performance gap between African American students and White students was 1.28%. The gap between African American students and Disadvantage students was 3.57%. The gap between White students and Disadvantaged students was 2.29%.

B. The performance GAP between subgroups for the percentage of CTE Concentrators who received a MD High School Diploma or Certificate has decreased in several areas.

A comparison of the percentage of all subgroups in 2004 and 2005 indicates improvement in two areas. The percentage of African American CTE students receiving diplomas or certificates increased from 92.1% in 2004 to 95.7% in 2005. This is a increase of 3.54%. The percentage of Disadvantaged CTE students receiving their diplomas or certificates was 91.89% in 2004 and 92.59 in 2005. This was an increase in the percentage of 0.7% for this subgroup.

When comparing the performance gap between the highest achieving subgroup and each of the others there is improvement in two areas. The gap between the highest performing subgroup and the African American subgroup decreased by 5.01% from

2004 to 2005. The gap between the highest performing subgroup and the disadvantaged group decreased by 2.17% over the same period.

Comparisons of subgroups to each other show several areas of improvement. The performance gap between the African American students and the Female students decreased by 5.01%. The gap between Male students and the White subgroup decreased by 2.41% and between the Female students and the Disadvantaged students the gap decreased by 2.17%.

In 2005, the Female, African American and Disadvantaged subgroups are all within 4% of each other for this academic indicator. The performance gap between the Female students and African American students is 0.5%. The gap between the African American and the Disadvantaged students is 3.06%. The gap between the Female students and the Disadvantaged students is 3.56%.

C. The performance gap between subgroups for the percentage of CTE Completers who enter post-secondary education, employment or the military has improved for 73% of the comparisons.

The percentage of Disadvantaged CTE students who entered post-secondary education, employment or the military increased for 5 of the 6 subgroups when comparing 2004 to 2005 data. The Special Needs subgroup increased from 42.86% in 2004 to 66.67% in 2005. This is the largest increase (23.81%) of all subgroups. The Male subgroup increased from 63.33% in 2004 to 84.62% in 2005. This is an improvement of 21.29%. Other subgroups improving since 2004 were Females (8.07%), African Americans (13.21%) and the White subgroup (13.56%).

The average gap between the highest performing subgroup and each of the other subgroups decreased by 3.83% when comparing data from 2004 and 2005. In addition, the performance gap between the highest subgroup and the Special Needs group decreased by 14.74%. There was also an improvement between the highest performing subgroup and the Male group of 12.22%. The performance gap between the highest group and the White subgroup decreased by 4.49%.

Closing the performance gap between each of the 5 subgroups saw progress in 73% of the comparisons. The gap decreased between the Male subgroup and each of the following subgroups: Female (11.98%), African American (8.08%), White (5.15%) and Special Needs (2.52%). The gap between the Female subgroup and each of the following subgroups also decreased: African American (3.14%), White (5.49%) and Special Needs (15.74). The performance gap between the African American subgroup and the White subgroup decreased by .35% and African American and Special Needs decreased by 10.6%. The gap between the White subgroup and the Special Needs subgroup decreased by 10.25%. The greatest improvement was between the Special Needs subgroup and the Disadvantaged subgroup. This gap decreased by 27.92%.

D. The performance gap between subgroups for the number of CTE Concentrators who achieved a technical GPA of 2.0 or higher has improved in 87% of the comparisons.

The percentage of Male and Special Needs CTE concentrators who achieved a technical GPA of 2.0 or higher increased in 2005. The Male subgroup increased from 70% in 2004 to 73.53% in 2005. The Special Needs subgroup increased from 58.33% in 2004 to 77.78 in 2005. This is an increase of 19.45% in one year. The Special Needs subgroup was the highest performing subgroup for this academic indicator in 2005.

The average performance gap between the highest performing subgroup and each of the other subgroups decreased by 2.63%. In addition, the performance gap between the highest performing subgroup and each of the following decreased: Males (16.86%), African American (3.21%), White (9.86%), and Disadvantaged (10.28%).

The average gap between each of the subgroups also decreased by 2.63% when comparing 2004 and 2005 data. The performance gap decreased 87% of the time when comparing the 2004 gap between each subgroup and the 2005 gap. The gap decreased between the Male subgroup and each of the following groups: Female (18.78%), African American (8.25%), White (7.0%), Special Needs (7.42%), and Disadvantaged (6.55%). In addition, the gap between the Female subgroup and each of the following also decreased: African American (8.25%), White (9.66%), Special Needs (30.86%) and Disadvantaged (12.16%). The performance gap between the African American subgroup and the Special Needs group decreased by 27.83% and there was a decrease of 16.94% between the Special Needs group and the Disadvantaged subgroup. There was also a decrease between the White subgroup and the Special Needs group of 21.2%.

In 2005, all of the subgroups were within 7% of each other when looking at the percentage of CTE concentrators who achieved a technical GPA of 2.0 or higher.

2. PROGRAMS, PRACTICES, OR STRATEGIES AND RESOURCES THAT ARE RELATED TO THE PROGRESS:

A. Professional Development

A Leadership Team made up of Administrators and CTE teachers participated in Sensitivity and Diversity training along with teams from other schools during the summer of 2005. Each Team chose strategies to use throughout the school year to build a positive school culture. Sensitivity and diversity training helps the teachers work with the diverse student population.

CTE teachers received professional development on integrating math and reading strategies their lessons. Administrators used walk throughs to monitor the use of the selected strategies in all CTE programs.

- Specific Implemented Master Plan Action Steps in this area were:
- 1.1.13 Continue to monitor and evaluate teacher application of integrated “best practices” in math and reading in all CTE programs.
 - 3.6.18 Continue to integrate strategies for dealing with diverse student populations into all professional development opportunities.
 - 3.7.1 Continue to increase teacher understanding and response to diverse cultural and socioeconomic experiences and expectations through planned professional development.
 - 4.1.2 Assess staff need of staff development on strategies for meeting the needs and strengths of a diverse population.

B. Programs and Opportunities for CTE Students

Somerset County currently offers eleven different state approved programs from eight different career clusters. Several programs have been amended to meet the program requirements of the 48 Career Pathways. These include Business, Auto Technology, Carpentry, Masonry, and HVAC. Two programs, Computer Technology and the “Teacher Academy”, have been added in the last two years to provide students more variety in their career options. Programs in Food Service, Health occupations, Protective Services, and Agricultural Science are also offered. All but two programs are articulated with an institution of higher education and many offer certification opportunities.

Career Counseling, work experience and scholarships for special needs and Disadvantaged students to prepare them for post-secondary education and/or employment are all part of the CTE experience. Students are given first hand experience working in career fields related to their program, employers visit classes to talk about real world expectations and the Supervisor of Workforce Development provides opportunities for students to be employed outside of the classroom.

- Specific Implemented Master Plan Action Steps in this area were:
- 1.1.14 Continue to asses viability of the market for additional new programs.
 - 1.1.16 Assess Food Service Program against industry standard and plan instruction upgrades to obtain progress certification.
 - 1.1.17 Increase the number of programs articulated with local community colleges and technical schools.
 - 1.1.18 Combine current construction programs into one program that is articulated with industry standards.

RELATED RESOURCES FOR CTE	
Professional Development	
<ul style="list-style-type: none"> • SCPS contracted with consultant, Dr. Larry Bell to work in the school system on Building a Positive School Culture. The CTE staff participated in that initiative. 	<p>Cost: \$ 30,400*</p> <p>Source: Local</p> <p><i>* Duplicated Reference</i></p>
<ul style="list-style-type: none"> • CTE staff participated in training on the use of reading and math strategies in their courses. 	<p>Cost: None</p> <p>Source: Staff Time during Professional Days</p>

3. CHALLENGES IN CTE AND IN CLOSING THE PERFORMANCE GAP:

A. Overall trend data from 2003 through 2005 shows declining performance for the CTE population in all areas except the Placement indicator (3S1).

The overall achievement of the CTE students has declined steadily since 2003 as shown by the percentage meeting the criteria of each academic indicator measured by the Local Perkins Accountability Report. The number of CTE Concentrators who achieved an overall GPA of 2.0 or higher decreased from 65.28% in 2003 to 50.79% in 2005, which is 21% below the state average for this indicator. The number of CTE Concentrators who achieved a technical GPA of 2.0 or higher decreased from 84.72% in 2003 to 74.60% in 2005, which is 4% below the state average. The largest decline has been in the number of CTE Completers who meet University System of Maryland requirements. This indicator decreased from 43.81% in 2003 to 16.39% in 2005, which is 31% below the state average performance. The fourth indicator showing a steady decline is the number of CTE Concentrators who received Maryland High School diplomas or certificates. This indicator decreased from 97.22% in 2003 to 83.64% in 2005, which was 9% below the state average. The remaining declining indicator showed a much smaller decrease.

1. We are challenged to increase the overall performance of the CTE population for the academic indicators measured.

B. Subgroup performance decreased in 50% or more of the academic indicators for all but one subgroup. The performance gap between subgroups has increased in several areas.

The Male and Special Needs subgroup's performance decreased for Academic Achievement (14.2%, 13.89%) and for Program Completion (14.3%, 27.5%). The Female and White subgroup's performance decreased for Academic Achievement (2.37%, 15.42%), Program Completion (1.47%, 16.67%) and Skills Proficiency (15.25%, 3.47%). The Disadvantage subgroup's performance declined in Academic Achievement (7.41%, Placement (10.17% and Skills Proficiency (3.05%).

The average performance gap between each of the subgroups has increased by 1.07% for Academic Achievement, 1.57% for Program Completion, and 8.19% for Placement. The average gap between the African American and Male subgroups and each of the other groups increased for 3 of the 4 academic indicators measured. The largest gap exists between the Special Needs group and each of the other subgroups for Program Completion. The average gap was 10.58%.

The average gap between the highest performing subgroup and each of the other groups increased for Academic Achievement (6.38%) and Program Completion (11.7%). The increase in the performance gap for Academic Achievement between the highest performing subgroup and others was 9.57% for Males, 9.26% for Special

Needs, 15.2% for Whites and 2.78% for the Disadvantaged subgroup. The Program Completion gap increased by 27.5% for the Special Needs subgroup and 12.79% for the Male subgroup.

1. We are challenged to close the performance gap between subgroups for the academic indicators measured.

4. CHANGES OR ADJUSTMENTS TO ENSURE PROGRESS IN ADDRESSING THE CHALLENGES OR PERFORMANCE GAPS:

Challenge 3A1: To increase the overall performance of the CTE population.

In order to meet this challenge, the school system will provide professional development for all CTE staff on infusing math and reading into every lesson. Materials will also be purchased to upgrade tools and equipment available to all CTE students.

ACTIONS & RESOURCES TO MEET CHALLENGE 3A1	
Professional Development	
<ul style="list-style-type: none"> • The Math Consultants who are working with SCPS secondary schools will work with CTE staff this year. They will provide training in the summer on the incorporating math strategies into the curriculum. They will observe teachers during the year and provide feedback to teachers and administrators. 	<p>Amount Budgeted: \$ 12,500 Source: Local Timeline: Summer 2006</p>
<ul style="list-style-type: none"> • All CTE teachers will monitor their student's grades in all academic subjects through the use of PowerSchool. Informal conferences will be held with students about progress. Opportunities for tutoring will be provided for students both through CTE and home schools. 	<p>Amount Budgeted: None Source: CTE Teacher time Timeline: 2006-2007</p>
<ul style="list-style-type: none"> • All CTE teachers will monitor Graduation requirements for their students and conference with them on what they need to do to graduate. This will be done with the help of the high school counselors. Discussions on the importance of graduation in relation to career and post secondary school goals will also become part of every CTE course. 	<p>Amount Budgeted: None Source: CTE Teacher Time Counselor Time Timeline: 2006-2007</p>

ACTIONS & RESOURCES TO MEET CHALLENGE 3A1	
<ul style="list-style-type: none"> Instructional Facilitators from the high schools will provide professional development in the use of Reading Strategies in the CTE content areas. This will be done during the Afternoon weekly professional development sessions. Administrators will use walk throughs to monitor the use of the reading strategies in each CTE class. 	<p>Amount Budgeted:\$263, 237* Source: Thornton (repeated) Timeline: 2006-2007</p> <p>* total cost of weekly professional development of which this is one part.</p> <p>* <i>Duplicated Reference</i></p>
<ul style="list-style-type: none"> Purchase materials and upgrade tools and equipment. 	<p>Amount Budgeted: \$ 58,147 Source: Perkins Grant Timeline: Fall 2006</p>

Challenge 3B1: Close the performance gap between subgroups.

In order to meet this challenge, the school system will provide professional development for CTE staff on working with Special Needs students.

ACTIONS & RESOURCES TO MEET CHALLENGE 3B1	
Professional Development	
<ul style="list-style-type: none"> Special Education teachers will provide professional development for the CTE teachers on inclusion strategies for working with special needs students. This will happen during the weekly afternoon professional development sessions. Administrators will use walk throughs to monitor the use of the strategies. 	<p>Amount Budgeted:\$263, 237* Source: Thornton (Repeated) Timeline: 2006-2007</p> <p>* total cost of weekly professional development of which this is one part.</p> <p>* <i>Duplicated Reference</i></p>
<ul style="list-style-type: none"> The school system is seeking Technical Assistance from MSDE and local Universities to develop a plan for working with African American, ELL, and Hispanic students at the secondary level. CTE will be in that plan. 	<p>Amount Budgeted: None Source: Administrator Time Timeline: Fall 2006</p>

5. PLANS AND PROGRESS TOWARD IMPLEMENTING CAREER CLUSTERS AND CTE PATHWAY PROGRAMS:

CTE programs in Somerset County are going through a process of becoming groupings of interrelated occupations or Career Clusters, not just stand alone, “job entry level” skilled courses. Programs offer a wide variety of pathways as well as skill attainment.

The goal is for students to have the choice of entering the field of work, go on to a community college or technical school, or enter a four year college program upon completion of the high school program. To be successful in this goal, programs must offer an overview of career options, skills from a variety of career pathways within the cluster, teach academic as well as technical skills, and offer a credentialing system at the end of study. By doing this, programs offer relevance to students struggling to connect what they do in school with future career plans.

Somerset County currently offers eleven different state approved programs from eight different career clusters. Several programs have been amended to meet the program requirements of the 48 Career Pathways. These include Business, Auto Technology, Carpentry, Masonry, and HVAC. Two programs, Computer Technology and the “Teacher Academy”, have been added in the last two years to provide students more variety in their career options. Although the last three programs, Health Occupations, Protective Services, and Food Services, have not been formally revised, each is articulated with Wor-Wic Community College and offer a variety of career paths for students. Agriculture Science and HVAC are the only programs not currently articulated with some post secondary institution. The instructor in the Agriculture Science Program is currently working with MSDE and the Maryland Landscapers Association to develop a “fast track” revision process so articulation and end of program credentials will become possible for students. The HVAC program is involved with the construction programs to become members of the NCCER (National Center for Construction Education and Research) system. This will help articulate the program. The HVAC program already offers several industry credentialing certifications. It is anticipated these last two programs will complete the process over the next school year.

