

I.D
Progress Toward Meeting Performance Standards

Are the programs, practices and strategies implemented by local school systems achieving their intended effect of improving student performance and eliminating achievement gaps?

Instructions:

This section requires school systems to report on successes and challenges related to performance standards, additional State requirements, and local goals, where applicable. In addition, school systems are asked to reflect on the programs, practices, and strategies to which they attribute success and those that will be implemented, changed, or enhanced in order to overcome challenges and ensure progress.

The alignment of resources with Master Plan priorities must be evident. The Guidance Document has been developed to provide a clear connection between local school system priorities and resource allocations. Resources can be allocated through a number of avenues: increases in revenues, reallocated or redirected funds, a shift in focus, and/or the continuation of initiatives and programs. Throughout each section, school systems will be asked to share how the school system plans to allocate resources to support continued progress and overcome challenges.

The analyzing questions within each section are designed to illustrate the unique circumstances, successes, and challenges that exist in each of the 24 school systems in Maryland.

Comparison of MSA Data by EMH Band

EMH Level	Subject	SubGroup Title	2005			2006			2007			Difference 06-07
			Proficiency Count	Proficiency Percent	Tested Count	Proficiency Count	Proficiency Percent	Tested Count	Proficiency Count	Proficiency Percent	Tested Count	
Elementary	Reading	All Students	433	68.8%	629	416	75.0%	555	403	73.1%	551	-1.8%
		American Indian	NA	NA	NA	NA	NA	NA				
		Asian	NA	NA	NA	6	100.0%	6	7	100.0%	7	0.0%
		African American	192	63.4%	303	182	71.9%	253	170	63.9%	266	-8.0%
		White	226	76.9%	294	215	79.3%	271	209	83.9%	249	4.6%
		Hispanic	13	44.8%	29	13	54.2%	24	17	58.6%	29	4.5%
		FARMS	264	62.1%	425	241	70.3%	343	226	67.7%	334	-2.6%
		Special Education	54	56.8%	95	56	65.9%	85	39	54.2%	72	-11.7%
	Limited English Proficiency	15	50.0%	30	9	50.0%	18	10	52.6%	19	2.6%	
	Math	All Students	426	67.7%	629	432	77.8%	555	423	76.5%	553	-1.3%
		American Indian	NA	NA	NA	NA	NA	NA				
		Asian	NA	NA	NA	5	83.3%	6	7	100.0%	7	16.7%
		African American	183	60.2%	304	176	69.6%	253	183	68.3%	268	-1.3%
		White	227	77.5%	293	234	86.3%	271	213	85.5%	249	-0.8%
		Hispanic	14	48.3%	29	16	66.7%	24	20	69.0%	29	2.3%
		FARMS	261	61.4%	425	248	72.3%	343	242	72.0%	336	-0.3%
		Special Education	51	53.7%	95	57	67.1%	85	43	59.7%	72	-7.3%
Limited English Proficiency		17	56.7%	30	13	72.2%	18	12	57.1%	21	-15.1%	
Middle	Reading	All Students	342	49.3%	694	403	55.5%	726	358	54.4%	658	-1.1%
		American Indian	NA	NA	NA	NA	NA	NA				
		Asian	NA	NA	NA	NA	NA	NA				
		African American	109	35.4%	308	157	47.0%	334	145	47.7%	304	0.7%
		White	227	62.0%	366	236	64.3%	367	204	61.6%	331	-2.7%
		Hispanic	4	23.5%	17	10	40.0%	25	6	30.0%	20	-10.0%
		FARMS	177	41.1%	431	216	48.5%	445	180	45.2%	398	-3.3%
		Special Education	13	15.1%	86	25	24.8%	101	23	21.9%	105	-2.8%
	Limited English Proficiency	3	21.4%	14	2	18.2%	11	2	16.7%	12	-1.5%	
	Math	All Students	321	46.3%	693	368	50.7%	726	328	49.5%	663	-1.2%
		Asian	NA	NA	NA	NA	NA	NA				
		African American	104	33.9%	307	149	44.6%	334	131	42.7%	307	-1.9%
		White	209	57.1%	366	212	57.8%	367	187	56.2%	333	-1.6%
		Hispanic	6	35.3%	17	7	28.0%	25	8	40.0%	20	12.0%
		FARMS	157	36.5%	430	188	42.2%	445	162	40.3%	402	-1.9%
		Special Education	13	15.3%	85	20	19.8%	101	26	24.3%	107	4.5%
		Limited English Proficiency	5	35.7%	14	1	9.1%	11	6	50.0%	12	40.9%

Comparison of MSA data to AMO by Grade Band 2005 to 2007

Grade Band	Subject	Subgroups	% Proficient or higher in 2005	GAP between AMO and 2005 percent	% Proficient or higher in 2006	GAP between AMO and 2006 percent	% Proficient or higher in 2007	Difference between 2006 - 2007 %	GAP between AMO and 2007 percent	Difference between 2006 GAP & 2007 GAP	GAP with Highest Performing Subgroup Difference	
Elem	Read	AMO	57.8		62.5		67.2					
		All	68.8		75		73.1	-1.9				
		AF. Am.	63.4	5.6	71.9	9.4	63.9	-8.0	-3.3	-12.7	-20	
		White	76.9	19.1	79.3	16.8	83.9	4.6	16.7	-0.1	0	
		Hispanic	44.8	-13	54.2	-8.3	58.6	4.4	-8.6	-0.3	-25.3	
		FARMS	62.1	4.3	70.3	7.8	67.7	-2.6	0.5	-7.3	-16.2	
		Sp. Ed.	56.8	-1	65.9	3.4	54.2	-11.7	-13.0	-16.4	-29.7	
		ELL	50	-7.8	50	-12.5	52.6	2.6	-14.6	-2.1	-31.3	
		AMO	53.6		58.8		63.9					
	All	67.7		77.8		76.5	-1.3	12.6				
	AF. Am.	60.2	6.6	69.6	10.8	68.3	-1.3	4.4	-6.4	-17.2		
	White	77.5	23.9	86.4	27.5	85.5	-0.9	21.6	-5.9	0		
	Hispanic	48.3	-5.3	66.7	7.9	69.0	2.3	5.1	-2.8	-16.5		
	FARMS	61.4	7.8	72.3	13.5	72.0	-0.3	8.1	-5.4	-13.5		
	Sp. Ed.	53.7	0.1	67.1	8.3	59.7	-7.4	-4.2	-12.5	-25.8		
	ELL	56.7	3.1	72.2	13.4	57.1	-15.1	-6.8	-20.2	-28.4		
	Middle	Read	AMO	58.4		63.0		66.3				
			All	49.3		55.5		54.4	-1.1	-11.9		
AF. Am.			35.4	-23	47	-16	47.7	0.7	-18.6	-2.6	-13.9	
White			62	3.6	64.3	1.3	61.6	-2.7	-4.7	-6	0	
Hispanic			23.5	-34.9	40	-23	30.0	-10.0	-36.3	-13.3	-31.6	
FARMS			41.1	-17.3	48.5	-14.5	45.2	-3.3	-21.1	-6.6	-16.4	
Sp. Ed.			15.1	-43.3	24.8	-38.2	21.9	-2.9	-44.4	-6.2	-39.7	
ELL			21.4	-37	18.2	-44.8	16.7	-1.5	-49.6	-4.8	-44.9	
AMO			36.8		43.8		51.2					
All		46.3		50.7		49.5	-1.2	-1.7	-1.7			
AF. Am.		33.9	-2.9	44.6	0.8	42.7	-1.9	-8.5	-9.3	-13.5		
White		57.1	20.3	57.8	14	56.2	-1.6	5.0	-9	0		
Hispanic		35.3	-1.5	28	-15.8	40.0	12.0	-11.2	4.6	-16.2		
FARMS		36.5	-0.3	42.3	-1.6	40.3	-2.0	-10.9	-9.3	-15.9		
Sp. Ed.		15.3	-21.5	19.8	-24	24.3	4.5	-26.9	-2.9	-31.9		
ELL		35.7	-1.1	9.1	-34.7	50.0	40.9	-1.2	33.5	-6.2		

2007 Maryland School Assessment for AYP
Proficient/Advanced Percent for Full Academic Year Students

School Name	Subject	AMO	ALL	SPED	FARMS	LEP	Asian	AF. AM.	White	Hispanic	ATN/Grad
Deal Island	Reading	67.2	86.7	66.7	75.0			55.6	94.4		
	Math	63.9	91.1	83.3	87.5			55.6	100.0		
Greenwood Elem.	Reading	67.2	80.0	85.0	78.4	100.0		77.4	84.8	100.0	
	Math	63.9	74.5	85.0	71.2	100.0		67.8	89.1	100.0	
Princess Anne Elem	Reading	67.2	68.4	40.0	59.7	100.0	100.0	57.6	88.4	0.0	
	Math	63.9	70.7	45.0	64.9	33.3	100.0	67.6	74.4	66.7	
Woodson Elem.	Reading	67.2	68.3	40.0	62.3	43.8	100.0	51.4	79.5	59.1	
	Math	63.9	78.4	48.0	74.6	56.3	100.0	71.6	84.6	63.6	
Ewell School	Reading	67.2	63.6		66.7				63.6		
	Math	63.9	63.6		83.3				63.6		
Somerset Intermediate	Reading	66.3	53.3	23.0	45.5	16.7	100.0	51.6	56.2	31.3	
	Math	50.0	51.2	25.7	41.8	50.0	100.0	47.7	55.5	37.5	
Crisfield High	Reading	57.9	66.2	28.6	53.7		100	42.2	77.7	40.0	63.51
	Math	43.5	50.9	0	41.1			42	56.4	28.6	
Washington High	Reading	57.9	56.9	21.7	47.7	0		40	76.1	20.0	81.69
	Math	43.5	61.4	50	54.7	0		52.3	74.5	60.0	

Red indicates below the AMO Target (still made AYP due to Confidence Interval)

Highlighted Red indicates failure to meet AYP

Blue Highlighted Red indicates met AYP due to Safe Harbor

DETAILS OF YOUR SCHOOL'S ACHIEVEMENT CAN BE FOUND AT
www.mdreportcard.org

MSA Trend Data by Grade Band 2003 to 2007

		% Proficient or Above					03-04	04-05	05-06	06-07	
		2003	2004	2005	2006	2007	+/-	+/-	+/-	+/-	
ELEM	READ	All	54.9	59.6	68.8	75	73.1	4.7	9.2	6.2	-1.9
		AF. Am.	50.3	52.7	63.4	71.9	63.9	2.4	10.7	8.5	-8
		White	59.6	66.2	76.9	79.3	83.9	6.6	10.7	2.4	4.6
		Hispanic	21.4	56.3	44.8	54.2	58.6	34.9	-11.5	9.4	4.4
		FARMS	49.7	53.3	62.1	70.3	67.7	3.6	8.8	8.2	-2.6
		Sp. Ed.	40	25.7	56.8	65.9	54.2	-14.3	31.1	9.1	-11.7
		ELL	42.9	42.9	50	50	52.6	0	7.1	0	2.6
	MATH	All	55.3	56.6	67.7	77.8	76.5	1.3	11.1	10.1	-1.3
		AF. Am.	49.4	52.2	60.2	69.6	68.3	2.8	8	9.4	-1.3
		White	63	60.7	77.5	86.3	85.5	-2.3	16.8	8.8	-0.8
		Hispanic	28.6	43.8	48.3	66.7	69.0	15.2	4.5	18.4	2.3
		FARMS	48.3	49.4	61.4	72.3	72.0	1.1	12	10.9	-0.3
		Sp. Ed.	26.3	16.8	53.7	67.1	59.7	-9.5	36.9	13.4	-7.4
		ELL	33.3	57.1	56.7	72.2	57.1	23.8	-0.4	15.5	-15.1
MIDDLE	READ	All	49	48.4	49.3	55.5	54.4	-0.6	0.9	6.2	-1.1
		AF. Am.	32.7	39.7	35.4	47	47.7	7	-4.3	11.6	0.7
		White	64.9	54.5	62	64.3	61.6	-10.4	7.5	2.3	-2.7
		Hispanic			23.5	40	30.0	0	23.5	16.5	-10
		FARMS	37.8	41.4	41.1	48.5	45.2	3.6	-0.3	7.4	-3.3
		Sp. Ed.	26.9	29.2	15.1	24.8	21.9	2.3	-14.1	9.7	-2.9
		ELL			21.4	18.2	16.7	0	21.4	-3.2	-1.5
	MATH	All	33.2	39.6	46.9	50.7	49.5	6.4	7.3	3.8	-1.2
		AF. Am.	19.8	31.5	33.9	44.6	42.7	11.7	2.4	10.7	-1.9
		White	45.4	45.5	57.1	57.8	56.2	0.1	11.6	0.7	-1.6
		Hispanic			35.3	28	40.0	0	35.3	-7.3	12
		FARMS	26.1	36	36.5	42.2	40.3	9.9	0.5	5.7	-1.9
		Sp. Ed.	0	16.7	15.3	19.8	24.3	16.7	-1.4	4.5	4.5
		ELL			35.7	9.1	50.0	0	35.7	-26.6	40.9

**SOMERSET COUNTY PUBLIC SCHOOLS
PROGRESS TOWARD MEETING PERFORMANCE STANDARDS**

I.D.i.

MARYLAND SCHOOL ASSESSMENT: READING

I.D.i.a. GREATEST SUBGROUP SUCCESSES AND CONCERNS IN READING

TABLE 1.1 Areas of Greatest Success and Greatest Concern in Reading		
	GREATEST SUCCESS	GREATEST CONCERN
I. ELEMENTARY	<ol style="list-style-type: none"> 1. Continuous increase in Hispanic and ELL subgroups' percents of proficiency 2. Continuous increase in White subgroup percent proficient 	<ol style="list-style-type: none"> 1. Decrease in percent proficient among Special Education, African American, and FARMS subgroups
II. MIDDLE	<ol style="list-style-type: none"> 1. Continuous increase in African American subgroup percent proficiency 2. Continuous increase in Seventh Grade year performance in 4 of 6 subgroups 	<ol style="list-style-type: none"> 1. Five (5) Subgroups decreased in Reading Percent Proficient 2. Widening achievement gap between the percentage of students proficient and the AMO
III. HIGH SCHOOL	<ol style="list-style-type: none"> 1. Significant increase in percent proficient among all subgroups except ELL 2. Two subgroups exceeded AMO target 	<ol style="list-style-type: none"> 1. Regression of Special Education percent proficient 2. Increasing difference between African American and White subgroup performance

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I. ELEMENTARY SUBGROUP READING PERFORMANCE SUCCESSES

A. FINDINGS

- 1. Two historically disadvantaged subgroups, the Hispanic subgroup and the ELL subgroup have continuously increased their reading percent proficient over the last four year period at the Elementary level.**

In reviewing the subgroups' progress, the Hispanic subgroup has made gains every year since 2003 and the ELL subgroup increased the percent proficient by 2.6% over 2006 continuing an upward trend that started in 2003. In 2007 the Hispanic subgroup increased the percent proficient by 4.5% over the previous year. This gain resulted in 73.1% of the elementary students having scored proficient or higher on the 2007 assessment, an 18.2% gain in four years. Analysis of benchmark data through the student data information warehouse, *Performance Matters*, has increased the system and site's capacity to identify re-teaching needs of students and structure appropriate classroom center work stations. The Hispanic subgroup posted a 69% proficiency rate with Benchmark data showing a correlation to the data posted with the MSA results of 58.6%.

- 2. The White subgroup continued its upward trend in Reading by making gains for the fourth straight year at the Elementary level.**

In reviewing the subgroups' progress, the White subgroup has increased its percent proficient by 4.6% over last year, exceeding the AMO target by 16.7%. In the aggregate, 73.1% of the elementary students scored proficient or higher on the 2007 assessment. Similar to the work with the Hispanic subgroup, analysis of benchmark data through the student data information warehouse, *Performance Matters*, has increased the system and site's capacity to identify re-teaching needs of students and structure appropriate classroom center work stations for all students, including the White subgroup. The White subgroup posted a 76% proficiency rate with benchmark data showing a strong correlation with the MSA results of 83.9%.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

- 1. The *Reading First* Initiative**

Reading First is a research based, comprehensive classroom program of core instruction, intervention, assessment, and remediation. The entire elementary staff has been trained to provide instruction with strategic and supplemental support during a 90-plus-minute uninterrupted reading block. *Reading First* breaks down the complexities associated with learning to read and crafts a reading program into five key components (phonemic awareness, phonics, vocabulary, fluency and comprehension) common to all successful reading programs and geared to impact all subgroups. Ongoing professional development is provided by MSDE through MIBR and SBRR to assist with the maintenance and enhance strategies geared toward the five big ideas. Professional development was also provided in LETRS for modules 1-3 to train teachers in brain research and modeling strategies with Phonemic Awareness and Phonics. Teachers supplement the core instruction with differentiated strategies and intervention by individual need and across all subgroups. Elementary teachers of grades kindergarten through third grade also implemented a software

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program, BUGGLES which is aligned with the core reading series for reinforcement of phonic skills.

Linguistic, cognitive, and academic variables compound the processes of reading for certain subgroups and have required additional considerations and guidelines for instruction within and outside of these five *Reading First* components. The Hispanic and ELL subgroups' instruction has included language games and word walls that focus on particular sounds and letters aligned with vocabulary instruction in the daily curriculum. All of this is delivered explicitly and systematically during the 90 minute uninterrupted reading block and 30 minute reading intervention block.

Regardless of subgroup membership, intervention needs were identified and addressed through a "tiered approach" measuring effectiveness and adjusting throughout the year as needed. The reading program was monitored by the site reading coach, building principal, and county *Reading First* Coordinator.

An effective implementation of *Reading First* requires teacher fluency with classroom differentiation strategies. With this realization, Somerset County Public School provided on site professional development in two phases through two national consultants: Vickie Gibson and Gabrielle Destau.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.29 Promote increased knowledge, understanding, and implementation of reading program
- 1.1.31 Analyze walk throughs and observations of reading instruction
- 3.7.2 Provide support to teachers incorporating differentiated strategies

2. *Reading First* Coach Led Site Training

In an effort to provide additional professional development for *Reading First* classroom teachers, special education teachers, assistants and ELL teachers, *Reading First* Coaches delivered ongoing professional development on best practices in reading. Coaches provided materials and encouraged the sharing of research during team meetings. They assisted in creating professional learning communities within individual schools for teams' self monitoring of *Reading First* core and intervention components. Reading Coaches worked with the core program and intervention program consulting with building level staff and using DIBELS benchmark data and county level benchmark data in order to strengthen classroom teachers', intervention teachers', and ELL teachers' use of differentiated flex groups and materials.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.33 Maintain Reading Coaches to meet requirements of *Reading First*
- 1.4.4 Assure ELL staff participation in all content area professional development
- 3.7.2 Provide support to teachers incorporating differentiated strategies

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3. Performance Data Use

Data gathering and analysis by subgroup is critical for driving focused change and progress. To improve student achievement in the classroom and on high-stakes tests, teachers were trained throughout the year to use current and accurate data on an ongoing basis in the classroom. Data was managed by the *Performance Matters* Data Warehouse and the reports from the DIBELS website.

Coaches and facilitators at each school site have built a system wide educational framework to enhance academic growth and make data-driven instruction a reality. The framework provides a way to secure the needed data in *Performance Matters* and the DIBELS website in order to make better instructional decisions and improve student achievement on a continuing basis throughout the school year through the analysis of this data. The framework went into place to assure data-driven instruction. This framework included curriculum alignment, curriculum mapping, curriculum benchmarking and differentiation.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.23 Assess impact of quarterly assessments on student achievement
- 1.1.25 Modify group practices to optimize student achievement or academic potential.
- 1.1.50 Monitor teachers' use of assessment tools as means to guide instruction
- 1.3.7 Evaluate progress on AMO and adjust plan of action to correct shortcomings and enhance programs
- 1.3.8 Disaggregate performance data into levels of achievement
- 3.4.2 Support teachers' use of formative assessment data *Performance Matters* to guide instruction and improve student results
- 5.1.8 Monitor use of procedures to analyze and apply data findings

4. Response to Intervention (RTI) Model

Response to Intervention (RTI) is the model that guided support to struggling or at risk students in all subgroups including Hispanic, ELL and White. Students benefited from a close match of their current skills and abilities to both classroom instructional choices and intervention instruction. When progress was not evident or stalled, program evaluation occurred and adjustments were made to better match the instructional opportunities to the student's specific needs.

For some students, typical classroom instruction was appropriate and fully met their needs. For other students who were not meeting proficiency on daily or weekly assessments, intervention services were implemented. The hypothesis is that the earlier our floundering students can be identified and provided appropriate instruction, the greater the likelihood that they will be successful and maintain their class placement. Identifying students who are not achieving at the same level and rate as their peers and providing appropriate interventions are the two features that RTI provided in SCPS.

This model was introduced in the second semester and began to show immediate promise. Plans were made for an expansion in 2007-2008 to include professional development and a tighter alignment of student needs to the specific service.

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Specific Implemented Master Plan Action Steps in this area are:

- 1.1.25 Modify group practices to optimize student achievement or academic potential.
- 1.1.41 Monitor and revise reading intervention programs to meet student needs
- 1.1.50 Monitor teachers' use of assessment tools as means to guide instruction
- 1.3.8 Disaggregate performance data into levels of achievement
- 3.4.2 Support teachers' use of formative assessment data *Performance Matters* to guide instruction and improve student results
- 3.7.2 Provide support to teachers incorporating differentiated learning

5. Hiring of an Intervention Teacher, Assistants, and ELL Tutors

Recognizing the challenges particular to Hispanic and ELL subgroups, the system added a bilingual assistant to support the expanding ELL and Hispanic population in one northern county elementary school and an ELL assistant, tutor, and teacher in the southern elementary school that has the largest amount of ELL students. Students who were struggling with listening, speaking, writing, and reading deficiencies in their own language required intensive support to meet literacy expectations in their second language: English.

Part of the *Reading First* initiative was to add a Reading First Coordinator at the county level who would guide the reading coaches in their roles at each school. Providing consistent feedback and guidance to the coaches on ways to assist their teachers with classroom strategies and assessment questions and issues was imperative. The coordinator's main goal is to provide training for the coaches and teachers on needed skills. The coordinator facilitates coaches' mastery of strategies to assist teachers implementation of the core program. The coordinator also mentors teachers, creates center activities, present activities for increasing vocabulary, monitors students, and most importantly, models best teaching strategies.

The provision of a *Reading First* Intervention Teacher at one site has been an effective and beneficial addition. The intervention teacher's main responsibility is to work with small groups of students whose reading deficiencies have been targeted for individualized intervention. The ELL tutor served a different purpose by helping in the development of literacy among students who were challenged to read, compounded by the diversity of linguistic, cognitive, and academic variables. The third addition, a bilingual assistant has had influence beyond her work with students by reaching out to the Hispanic parents and community. Being fluent in the students' native language has stimulated improvement in many areas, particularly vocabulary comprehension. Vocabulary has improved through the native language conversations and assistance to students when reading in their native language initially and then transitioning to English. Due to an increased enrollment of ELL students in the southern end of the county, an additional part-time teacher was added to help fill needed services. All three of these staff helped to reduce intervention group sizes in their work with students through either the "pull out" model or the "plug in" model during core program instruction.

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These new staff participated in the same reading instruction training as all elementary staff in SCPS. Both needed a full understanding of the methods and expected outcomes of *Reading First*. Verbatim translation is an inadequate student support without comprehension on the part of the aide.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.50 Monitor teachers' use of assessment tools as means to guide instruction
- 1.4.1 Hire an additional ELL tutor; assist through "plug in" and 'pull out'
- 3.1.11 Increase efforts to hire minority staff, especially Hispanic

C. RELATED RESOURCES

RELATED ELEMENTARY RESOURCES FOR GOAL 1-READING	
Staffing	
<ul style="list-style-type: none"> • Hired a system <i>Reading First</i> Coordinator • Maintained 3.5 Reading Coach positions • Added an ELL Bilingual Assistant • Added an ELL Instructional Assistant • Added an Intervention Teacher • Added an ELL Tutor 	Cost: \$330,081 Source: <i>Reading First</i> (\$ 22,575) SS/HH (\$ 6,505) Thornton (\$2,880) Title I (\$191,021) Local (\$107,100)
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Purchased Intervention Materials • Utilization of <i>Performance Matters</i> 	Cost: \$5,315 Source: Title III: (\$1,200) <i>Reading First</i> \$4,115) Cost: \$25,000** Source: Local ** <i>Duplicated Reference</i>
CORE PROGRAM	
<ul style="list-style-type: none"> • Purchased MacMillan/McGraw Hill CORE Materials & added BUGGLES 	Cost: \$101,582 Source: <i>Reading First</i>
Intervention	
<ul style="list-style-type: none"> • Added SIPPS Beginning Materials Intervention 	Cost: \$36,267 Source: <i>Reading First</i>
Professional Development (100% Participation)	
Conducted Workshops and Trainings in: <ul style="list-style-type: none"> • SBRR (Scientifically Based Research) • MIBR (Maryland Institute of Beginning Reading) • Data Analysis with DIBELS • Data Driven Instruction based on DIBELS • Data Analysis with <i>Performance Matters</i> • Data Driven Instruction based on progress monitoring (PM) • LETRS (Language Essentials for Teachers of Reading and Spelling)—15 participants 	Cost: \$30,430 Source: MSDE (\$2,820) <i>Reading First</i> (\$2,610) Local: (\$25,000) * <i>Duplicated Reference</i>

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II. MIDDLE LEVEL SUBGROUP READING PERFORMANCE SUCCESSES

A. FINDINGS

Somerset County Public Schools is a small county and has reorganized its sites to be Elementary schools PK-5; an Intermediate School 6-7; Academies 8-9; and High Schools 10-12. The Academies are physically located in the High Schools. MSDE defines Middle Level as Grades 6-8. This section follows MSDE's structure but draws from a different configuration of local facilities: the Intermediate School (Grades 6-7) and the Academies (Grades 8-9) located in the high schools.

1. The Middle Level (Grades 6-8) African American subgroup has consistently improved in reading proficiency for four (4) years continuing to narrow the achievement gap.

The rate of reading proficiency as measured by the seventh grade MSA has improved from 2004 through 2007, a total of 16 points. The 2007 proficiency rate for the African Americans subgroup improved from grade 6 to grade 7 by 6 percentage points. The African American subgroup has made gains every year since 2003. In 2007 they increased the percent proficiency by .75 and closed the GAP between the percent proficient and the AMO by 10.4 points.

2. The Middle Level Seventh Grade year of instruction reveals increased percentages of proficiency for four of six subgroups over the last three years.

During the span of 2004 to 2007, the proficiency rate on the 7th grade MSA has increased for FARMS, African-American, Special Education, and Hispanic subgroups. Specifically, FARMS students increased by 9.8 percentage points; African American students increased by 21.1 percentage points, Special Education improved by 7.6 points, and Hispanic students increased by 10 points. The FARMS, Special Ed, and ELL subgroups narrowed the GAP between the percent proficiency and the AMO target by 6.4, 6.8 and 8.2 points respectively. The white subgroup exceeded the AMO target by 8.3 points.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

Efforts to increase the reading performance of middle level students were designed to include all subgroups. A variety of strategies were designed and applied to meet the particular needs of students regardless of subgroup membership.

1. Implementing a Middle Level Reading Program

Although Reading was taught through Language Arts with an emphasis on vocabulary, comprehension, and fluency, the "explicit" instructional model was not used nor was reading addressed in other core areas. An intermediate school reading coach position was created and filled. Although the individual hired for the position was only in that position for four months, a daily reading intervention activity through all core areas was designed, implemented, and monitored. A reading series aligned with the VSC was purchased. Professional development was conducted to increase teacher skill with *Balanced Literacy* strategies. Walkthroughs were regularly conducted to monitor teachers' explicit application of reading strategies. At the 8th Grade Level, an Academy enrichment course was scheduled to assist students in skill based areas of language arts.

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2. Reading Intervention

In addition to the regular classroom work in core areas, additional targeted reading intervention was provided for students at risk over a six week period. In class intervention was designed through the literature series which included materials targeting three levels of readers. There are unabridged full length original works, abridged selections for the second tier of readers, and another set of selections for students reading at the lowest level. The series provides strategies to target specific needs yet allows the various level readers to move through thematic elements together. Intervention also occurred through small group reinforcement lessons conducted by a monitored instructional aide. The SRI (*Scholastic Reading Inventory*) assessment was used to track student progress and alert staff to deficits. PBIS (*Positive Behavior Intervention Strategies*) incentives were used to motivate and encourage students to read.

3. After School Academic Intervention

Somerset County Public Schools has received a three year 21st Century Grant (2005-2007) that provides an after school intervention program, *The Voyager*. Elementary and intermediate students who scored basic on the previous year's MSA or just managed to meet proficiency are invited to participate in the 4 day a week 2 hour program. From 2005 and 2006, there was a 5.5% increase in proficient or above performance among the participating *Voyager* students. This year there was a 16.5% increase in proficient or above performance among the participating *Voyager* students. For this year, 54% of the participants from the intermediate level achieved proficiency.

4. Technology Certification II Training

Somerset County Public Schools has established a program of Technology Certification in which teachers and administrators who have achieved their Level I certification, may participate in Level II, Technology Integration training. In this training teachers learn to embed technology into their lessons to optimize student engagement and achievement. The Intermediate School has been designated the county's school of technology emphasis and has the greatest number of technology fluent staff whose instruction and assessment effectiveness is powered by technology. Technology crosses all subgroup barriers.

5. After-hours Professional Development (APD)

Contractual salary increases for 2007-08 were tied to increased working hours for staff. At the secondary level all increased working hours were applied to a weekly 75 minute professional development program for secondary instructional (Unit I) and certificated staff. Work centered on improving student engagement, achievement strategies, school climate, technology integration strategies, and data analysis for decision making. At the intermediate level a format and process of curriculum tracking was developed, implemented, monitored, and analyzed to ensure that all skills and content were being delivered and all students had the opportunity to learn.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.12 Encourage teachers to refine and assess their technology integration components
- 1.1.2 Provide reading texts and resources aligned to VSC

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- 1.1.40 Administer the SRI and use data for instructional decisions
- 1.2.6 Train staff in the use of strategies to ensure diversity in all educational programs
- 1.3.6 Continue to add data into *Performance Matters* to increase the capacity to make effective program decisions
- 1.7.7 Train teachers on use of data
- 3.6.4 Implement targeted intervention through facilitators ‘work with teachers
- 4.3.2 Provide Professional Development on relating grades and assessments to instruction
- 5.1.2 Use PBIS strategies to build student confidence
- 5.3.2 Provide a success oriented learning environment

C. RELATED RESOURCES

RELATED MIDDLE LEVEL RESOURCES FOR GOAL 1-READING	
Staffing	
<ul style="list-style-type: none"> • Staffed a Reading Coach for 4 months 	Cost: \$24,344 Source: Thornton
<ul style="list-style-type: none"> • Added an Intervention Assistant for 8th grade academy 	Cost: \$17,612 Source: Thornton
<ul style="list-style-type: none"> • Added an Intervention Assistant to the intermediate school 	Cost: \$17,612 Source: Thornton
Intervention	
<ul style="list-style-type: none"> • After School Academic Interventions 	Cost: \$ 300,000 Source: 21 st Century Grant
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Expanded use of <i>Performance Matters</i>-Data Warehouse 	Cost: \$25,000* Source: Local <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> • Added SRI program 	Cost: \$899 Source: Local
<ul style="list-style-type: none"> • Added VSC Aligned Textbook and Resources 	Cost: \$57,000 Source: Thornton
<ul style="list-style-type: none"> • Increased PBIS Incentives 	Cost: \$2,000 Source: SS/HS Grant
Professional Development	
<ul style="list-style-type: none"> • Instituted APD 	Cost: \$48,000* Source: Thornton <i>*Duplicate Reference</i>

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RELATED MIDDLE LEVEL RESOURCES FOR GOAL 1-READING	
<ul style="list-style-type: none"> • Balanced Literacy 	<p>Cost: \$0 Source: MHEC Grant with Salisbury University</p>
<ul style="list-style-type: none"> • Conducted Vertical Teaming 	<p>Cost: \$15,000 Source: Thornton</p>
<ul style="list-style-type: none"> • Offered and conducted Technology Academies 	<p>Cost: \$20,000 Source: Ed Tech Grant</p>

III. HIGH SCHOOL SUBGROUP READING PERFORMANCE SUCCESSES

A. FINDINGS

1. At the High School Level, all subgroups except ELL have significantly increased in percent passing the HSA/English II.

The overall proficiency rate on the 2007 English HSA has improved by 20 percentage points. The proficiency rate for the Special education subgroup has improved by 4 points. The FARMS subgroup improved by 16 percentage points. The African-American subgroup improved by 14 points. The male subgroup improved by 21 points. The female subgroup improved by 18 points. It should be noted that the ELL student subgroup membership was 2 students. One school increased in aggregate performance by 27 points and another school increased by 17 points.

2. Two subgroups, the FARMS subgroup and the White subgroup exceeded the AMO Target for percent proficient in HSA/English II.

The AMO target was 52.17%. The FARMS subgroup achieved 56.2% proficient and the White Subgroup posted 80.4% proficient. This represents a 16.6 point increase for the FARMS subgroup over last year's performance and a 26 point gain for the White subgroup. This does not include students who will have met graduation requirements of passing the HSA/English II through the composite score option.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

1. Vertical Teaming and Professional Development

An important strategy that appears to have contributed to these successes was vertical team meetings of English I and II teachers. English I and II teachers reviewed and dissected the assessment limits of released tests. Teachers learned how to teach the component skills necessary for success on the HSA. Two benchmarks and two common finals were administered to English I and English II students. Teachers collaborated on the grading of the students' constructive responses.

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2. Targeted Preparation

Teachers used warm-up activities composed of released items from previously administered HSA assessments. Not only did this familiarize students with the test format, but it also established skills based instruction in English II improving students' reading and writing skills that were expected to transfer to other content areas.

3. Addition of a Full Year English II Course

Students identified as at-risk through previous course averages, the SRI performance, and MSA scores were placed into a year-long English II course. The year long design provided additional time for a detailed instructional uncovering of the standards which better prepared them for the HSA and success at higher courses of study. Students who met success on the MSA and previous English/Language Art classes were enrolled in the regular semester length course.

4. Pull Out Intervention for English II

At one high school site, students who had passed the HSA assessment courses but narrowly missed passing the HSA Assessment were pulled out of elective courses by the site Instructional Facilitator for targeted intervention on the English II standards.

5. After-hours Professional Development (APD)

Contractual salary increases for 2007-08 were tied to increased working hours for staff. At the secondary level all increased working hours were applied to a weekly 75 minute professional development program for secondary instructional (Unit I) and certificated staff. Work centered on improving student engagement, achievement strategies, school climate, technology integration strategies, and data analysis for decision making.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.12 Encourage teachers to refine and assess their technology integration components
- 1.1.2 Provide reading texts and resources aligned to VSC
- 1.1.34 Use of a variety of reading strategies
- 1.1.40 Administer the SRI and use data for instructional decisions
- 1.2.6 Train staff in the use of strategies to ensure diversity in all educational programs
- 1.3.3 Use of PLATO
- 1.3.6 Continue to add data into *Performance Matters* to increase the capacity to make effective program decisions
- 1.7.7 Train teachers on use of data
- 3.6.4 Implement targeted intervention through facilitators' work with teachers
- 4.3.2 Provide Professional Development on relating grades and assessments to instruction
- 5.1.2 Use PBIS strategies to build student confidence
- 5.3.2 Provide a success oriented learning environment

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C. RELATED RESOURCES

RELATED HIGH SCHOOL RESOURCES FOR GOAL 1-READING	
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Provided duplicated Release Items for English II 	Cost: \$ 75 Source: Local
<ul style="list-style-type: none"> • Scheduled and Monitored Use of <i>Plato</i> 	Cost: \$8,000 Source: Local
Professional Development	
<ul style="list-style-type: none"> • Dedicated APD to Content Collaboration 	Cost: \$7,200 Source: Thornton
<ul style="list-style-type: none"> • Consultant (Adjoining County Lead Teacher) 	Cost: \$200 Source: Local
<ul style="list-style-type: none"> • English I and II Vertical Team Meetings 	Cost: \$0 Source: Staff Time
Staffing	
<ul style="list-style-type: none"> • Add an English Teacher at one high school 	Cost: \$43,000 Source: Local
Intervention	
<ul style="list-style-type: none"> • Provide Single Site Pull Out Intervention for HSA Re-takers 	Cost: \$0 Source: Staff time
<ul style="list-style-type: none"> • Provide Single Site Scheduled Intervention and Enrichment Classes 	Cost: \$0 Source: Staff Time
<ul style="list-style-type: none"> • Add Year Long English II Course 	Cost: \$0 Source: Staff Time

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I.D.i.b GREATEST SUBGROUP CONCERNS IN READING

I. ELEMENTARY SUBGROUP READING PERFORMANCE CONCERNS

A. FINDINGS

1. The Special Education, African American, and FARMS Elementary subgroups decreased in reading percent proficient from 2006 to 2007.

Elementary Level Reading posted an aggregate group loss for 2007 of 1.8% and are still 5.9% above the AMO target, but three (3) subgroups are losing ground in their progress towards reaching 100% proficiency by 2014.

Although the 2007 aggregate group posted a loss from the 2006 performance, this 18.2% since 2003 is small. The African American subgroup reading performance of 63.9% represents a 13.6% gain since 2003 but an 8.0% set back from 2006. The African American gap has widened by 12.7% from 2006 which includes a total of 96 out of 274 subgroup members at the basic level. The Special Education subgroup reading performance of 54.2% represents a 14.2% gain since 2003 but an 11.7% set back from 2006. The Special Education gap has widened by 16.4% from 2006 which includes a total of 29 out of 71 subgroup members at the basic level. The FARMS subgroup reading performance of 67.7% representing a 2.6% loss since 2006; it includes a total of 109 out of 355 subgroup members at the basic level.

Benchmark reading data entered in the student data warehouse, *Performance Matter*, indicates a correlation with students' reading performance on the MSA.

African American:	(Benchmark) 61%	to (MSA) 63.9%
Special Education:	(Benchmark) 61%	to (MSA) 54.2%
FARMS:	(Benchmark) 68.2%	to (MSA) 67.7%

DIBELS student results have been posted in both the DIBELS website and the data warehouse *Performance Matters*. DIBELS is used to assist with determining students' needs for tiered intervention services. DIBELS does not show a positive correlation with students' MSA performance.

African American:	(Benchmark) 35%	to (MSA) 63.9%
Special Education:	(Benchmark) 15%	to (MSA) 54.2%
FARMS:	(Benchmark) 38%	to (MSA) 67.7%

Mastery is moving in the right direction, but not quickly enough. Four years ago, Somerset County entered into the *Reading First* program with a full scale implementation of thorough training, technology enhanced monitoring, classroom support and rigorous fidelity. Somerset County Public Schools continues to seek training to enhance and grow with research within the guidelines of *Reading First*. Administrators, instructional coaches, and teachers believe that the impact of this consistent instructional approach to reading will continue to accelerate these three as well as all subgroups' performances. Utilizing *Performance Matters* for

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system benchmark data and classroom teachers' use of their own individual formative assessments will impact the instructional results and narrow the achievement gap.

The Elementary Challenges in Reading are:

1. We are challenged to target intervention to meet specific deficits/needs of students.
2. We are challenged to increase subgroup participation in extended day/year reading intervention opportunities at the elementary level.
3. We are challenged to effectively implement classroom strategies to increase subgroup reading performance.

B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. We are challenged to target intervention to meet the specific deficits and needs of students.

A closer look at the intervention program that was implemented in 2006-2007 revealed faulty assumptions and a lack of adequate individualization. Struggling students were being grouped or paired for intervention according to their grade level rather than their individual learning deficiency or need. This is a staff intensive approach. However, the combination of increased availability of student data in a user friendly format, the teachers' collective experience with the *Reading First* program, and research based intervention materials, individualized intervention can be successfully provided and yield student results. If the match is appropriate, progress will be evident. If progress is not evident, a closer look will be given to the identified needs of the student and modifications to his/her intervention program will be made.

Professional development on the core program and RTI alignment will be offered through the *Reading First* consultant during the Fall of 2007. This will enable classroom teachers to reinforce the skills and strategies being addressed in RTI throughout their core program and approved intervention programs implemented in SCPS which includes the expansion of SIPPS, professional development on modules 4-6 and LETRS modules 1-3 and the 5 Big Ideas.

In addition to the helping hands that school volunteers supply with preparing materials for classroom teachers, volunteers will also be willing listeners to children's reading, tutorial supports, and classroom helpers. Appropriate training will be provided for volunteers. Due to the increase in the ELL population and the subgroup needs in the southern end of the county, an additional instructional assistant will be hired in the fall of 2007 to target instruction to meet the needs during small group intervention time.

Specific Master Plan Action Steps to address this challenge are:

- 1.1.25 Modify group practices to optimize student achievement or academic potential.
- 1.3.8 Disaggregate performance data into levels of achievement

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- 3.7.2 Provide support to teachers incorporating differentiate learning
- 4.5.3 Use Update data in The School Improvement Plan templates
- 5.1.8 Monitor use of procedures to analyze and apply data findings

C. RELATED RESOURCES

ELEMENTARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Add one Intervention Instructional Assistant to target subgroup reading instruction 	Amount Budgeted: \$24,000 Source: <i>Reading First</i> Timeline: 2007-2008 <i>*duplicated reference</i>
Intervention	
<ul style="list-style-type: none"> • Expand SIPPS to primary level; purchase 5 sets of materials, train, and implement 	Amount Budgeted: \$4,900 Source: <i>Reading First</i> Timeline: 2007-2008
Professional Development	
<ul style="list-style-type: none"> • Utilize a CORE Consultant on RTI (20 Participants—5/elementary site) 	Amount Budgeted: \$10,000 Source: <i>Reading First</i> Timeline: 2007-2008
<ul style="list-style-type: none"> • Prepare Reading Coaches to provide on site training for staff 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
<ul style="list-style-type: none"> • In house TOT on RTI during team planning meetings (20 participants trained on TOT) 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
<ul style="list-style-type: none"> • Train in LETRS modules with national consultant, Carol Tolman 	Amount Budgeted: \$51,000 Source: <i>Reading First</i> Timeline: Training 1: 7/07 Training 2: 7/08
Community Involvement	
<ul style="list-style-type: none"> • Use Parent Volunteers to support reading as coordinated by the SCPS Parent Volunteer Coordinator to support as appropriate 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008

2. We are challenged to increase subgroup participation in extended day/year reading intervention opportunities at the elementary level.

Through data analysis of current and past performance, struggling students from each subgroup will be targeted and encouraged to attend extended day/year Somerset County Public Schools reading intervention programs. The summer program uses approved *Reading First* intervention activities and guides for Kindergarten – 2nd grades. A research based, approved *Voyager* program for grades 3-5 is used throughout the year as well as the summer.

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Early data shows a positive impact on reading proficiency for participating students with percentage point gains from 2005 to 2006 to 2007 of 65.4, 69, and 70.5 respectively. The 2007 individual elementary school performance is:

DIS	88%
GES	79.5%
PAE	59%
WES	64%.

The Summer of 2007 was an initial year for the extended year program. Descriptions of the program and using IEP meetings to confirm participation in the Extended Year Program will provide an additional means to increase the participation of those students who most need the additional time and support. The program now has a beginning history. Increasing participation according to the needs of the student will inevitably impact subgroup performance. However in order to know for certain, an Extended Program set of excel spreadsheet was created and entered data on attendance of individual students, their subgroup memberships (most will be members of one or more service subgroups as well as their race subgroup, and their postings on benchmarks, MSA and other standardized measures. Earlier identification of targeted students and dialog with their parents and guardians will promote a higher participation rate. Although modified transportation is provided by taking students from their schools to a common drop off point in the closest town, transportation is an issue and does disenfranchise some students from participation.

The transportation concern needs to be addressed and a plan of action put into place for the 2008 Summer Program. Additionally, for 2008 an ongoing, stronger program of student, parent, and community awareness will be put into place. The coordinator anticipates:

- setting up a full day program with expanded activities in math and science
- coordinating program transportation or partnerships with other agencies to coincide with parents work day schedule
- working with LST team to link mentors to work with individual targeted students
- developing family activities to keep them involved in the extended day program
- expanding face-to-face contacts with parents or guardians
- assuring all written message and communications from the school are in the families' first languages by using www.alertnow.com which translates English in 9 different languages.
- providing multiple formats of notification and invitation to targeted students including flyer, personalized memo, telephone call, reminder card, visit, etc....

Specific Master Plan Action Steps to address this challenge are:

- 1.3.8 Disaggregate performance data into levels of achievement
- 3.4.2 Support teachers' use of formative assessment data *Performance Matters* to guide instruction and improve student results
- 4.5.3 School Improvement Plan template includes Update Data
- 5.1.8 Monitor use of procedures to analyze and apply data findings

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D. RELATED RESOURCES

ELEMENTARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Conduct Summer 07 Program <ul style="list-style-type: none"> • K-2 Program (7 teachers and 3 assistants) • 3-5 <i>Voyager</i> Program (18 teachers and 12 assistants) • Conduct After School <i>Voyager</i> Program (3-7) • Add Special Education Assistants to the Extended Day Program 	<p>Amount Budgeted:\$90,155 Source: Local \$20,045 21st Century: \$70,110 Timeline: July 2007</p> <p>Amount Budgeted:\$310,400 Sources: 21st Century \$251,000 LMB: \$59,400 Timeline: 2007-2008</p> <p>Amount Budgeted:\$55,800 Source: 21st Century Grant Timeline: 2007-2008</p>
Professional Work	
<ul style="list-style-type: none"> • Summer 08 Program Planning, Preparation, Opening Week Stipends, Etc 	<p>Amount Budgeted:\$8,000 Source: Local Timeline: June, 2008</p>
Core Program	
<ul style="list-style-type: none"> • CORE supported Intervention Program 	<p>Amount Budgeted: \$5,265 Source: Local Timeline: June 2007</p>
Intervention	
<ul style="list-style-type: none"> • SIPPS Intervention Programs • Explore additional means to expand summer program to meet each subgroup's needs 	<p>Amount Budgeted:\$3,924 Source: <i>Reading First</i> Timeline: June 2007</p> <p>Amount Budgeted: \$0 Source: Staff Time Timeline: April 2008</p>
Materials, Supplies, & Equipment	
<ul style="list-style-type: none"> • Supply Copying Paper, Pencils, Materials • After School Program Materials and Supplies <i>Voyager 3-7</i> 	<p>Amount Budgeted: \$24,240 Source: Local: \$7,200 21st Century: \$17,200 Timeline: July 2007</p> <p>Amount Budgeted:\$45,580 Source: 21st Century Timeline: 2007-2008</p>

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ELEMENTARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
<ul style="list-style-type: none"> • Summer 08 Program Planning Materials 	Amount Budgeted: \$2,000 Source: Local Timeline: June 2008
Professional Development	
<ul style="list-style-type: none"> • Extended Programs Conferences 	Amount Budgeted: \$5,500 Source: 21 st Century Timeline: Spring, 2008

3. We are challenged to effectively implement classroom strategies to increase subgroup reading performance.

In 2007-2008 Somerset County will enter the fourth year of the *Reading First* Program. This program focuses on putting proven methods of early reading intervention into classrooms. Though *Reading First* is only a K through Grade 3 program, Somerset County has incorporated it into all elementary grades PK through 5. The school system’s approach to *Reading First* with the approved reading series and intervention materials has been to assume and maintain a rigorous set of implementation standards with consistent, expert monitoring by central office, reading coaches and leadership teams along with high student expectations. The consistent implementation of this program has accelerated elementary reading performance at the aggregate level and in all subgroups except three in 2007.

Reading Coaches and leadership teams have initiated holding team data meetings to focus on disaggregating data by subgroup and by performance in order to target instruction to meet the specific deficits/needs of students. Collaborative lesson planning is occurring each week with the reading coaches. Instructional approaches in both the Core Program and intervention programs will be closely matched to both the VSC and to student needs in order to provide consistency for the student learner and strengthen the impact of both programs. Reading coaches will assist teachers in the data analysis, planning of interventions, alignment of common lessons to the VSC, and monitoring of student progress. Reading Coaches will increase their work in the classrooms modeling lessons and assisting teachers in creating centers to assist in supporting practice and re-teaching strategies.

To strengthen leadership skill with differentiation practices, a cross county team of principals, reading coaches, instructional facilitators, and the elementary supervisor attended the “National Staff Development for Educators” conference on *Differentiating for All Learners*. Participants in the conference are incorporating conference learnings into their observation, coaching, and professional development responsibilities with staff.

Specific Master Plan Action Steps to address this challenge are:

- 1.3.8 Disaggregate performance data into levels of achievement
- 3.4.2 Support teachers’ use of formative assessment data Performance Matters to guide instruction and improve student results
- 4.5.3 Include Update Data in School Improvement Plan template
- 5.1.8 Monitor use of procedures to analyze and apply data findings

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E. RELATED RESOURCES

ELEMENTARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Intervention	
<ul style="list-style-type: none"> Supply intervention materials (Beginning SIPPS, consumables, letter cards and paper) 	Amount Budgeted: \$28,500 Source: <i>Reading First</i> Timeline: 2007-2008
Materials, Supplies, & Equipment	
<ul style="list-style-type: none"> Purchase Core Supported Materials: Textbooks, Leveled Readers, Consumables, Listening Centers(CD Players) 	Amount Budgeted: \$105,418 Source: <i>Reading First</i> Timeline: 2007-2008
Professional Development	
<ul style="list-style-type: none"> Provide Differentiated Instruction Training on strategies in the content areas for principals, facilitators, coaches, co administrators, and teachers) using the Trainer of Trainers (TOT) format Provide on going training in TOT format through the use of Reading Coaches and Central Office Staff Provide Quality Questioning Strategies for 3 of 4 elementary schools. 	Amount Budgeted: \$6,900 Source: <i>Reading First</i> Timeline: July 2007 Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008 Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008

II. MIDDLE LEVEL SUBGROUP READING PERFORMANCE CONCERNS

A. FINDINGS

1. Five (5) of the six (6) represented subgroups at the Middle Level (6-8) decreased in Reading Percent Proficient from 2006 to 2007 and missed the AMO target.

In 2006, all subgroups, except one, reached the AMO target by virtue of the confidence intervals. This year, the passing percentages improved only slightly and the AMO target was substantially raised. The inevitable result was that the overall population and most subgroups failed to make AMO.

Specifically, the decreases in percent proficient are:

ELL	18.2%	to	16.7%
SP ED	24.8%	to	21.9%
FARMS	48.5%	to	45.2%
HISPANIC	40%	to	30%
WHITE	64.3%	to	61.6%

The AMO target for 2007 is 66.3%. The subgroup with the greatest distance from achieving that target is the ELL subgroup. The subgroup closest to achieving the target is the White

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subgroup. Although the African American subgroup increased in percent proficient from 2006 to 2007, performance remained below the AMO target. Each subgroup's specific distance from the AMO was

ELL	- 49.6%
SP ED	- 44.4%
FARMS	- 21.1%
HISPANIC	- 36.3%
WHITE	- 4.7%
AFRICAN AMERICAN	- 18.6%

2. The achievement gap between the percentage of students who achieve proficiency and the AMO target continues to widen for all subgroups.

Of significant concern is the Special Education subgroup which missed the AMO by 43 points. FARMS missed by 21 points and the small population of LEP missed by 50 points. The African American subgroup missed by 18 points. The Hispanic subgroup missed by 35 points in the 7th grade. The Hispanic subgroup had an increase in the gap between its performance and the AMO of 13.3 points, the most significant widening of any subgroup. The African American subgroup's increase in the gap was the least of any subgroup.

Specifically, the gap widened from 2006 to 2007 in each subgroup as follows:

ELL	- 4.8%	widening
SP ED	- 6.2%	widening
FARMS	- 6.6%	widening
HISPANIC	- 13.3%	widening
WHITE	- 6%	widening
AFRICAN AMERICAN	- 2.6%	widening

The Middle Level (6-8) Challenges in Reading are:

1. We are challenged to expedite reading growth in all middle level and academy subgroups.
2. We are challenged to assess, monitor, and adjust instruction to increase each subgroup's progress in reading skill and comprehension.

B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

With the exception of the ELL group which may require separate instruction in English and content area literacy, adopting instructional practices that accommodate different learning styles and diversity is the strongest single strategy. The explicit separation of subgroups for instructional intervention is vulnerable to negative misinterpretation by both the public and staff.

1. We are challenged to expedite reading growth in all middle level and academy subgroups.

a. Coalition of Essential Schools as Consultant

All three secondary schools which contain middle level grades are now involved with the *Coalition of Essential Schools*. Based on our subgroup scores, all three schools have

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chosen *Coalition Principles* to assist us in addressing the achievement gap. These principles are:

- Making education as personal as possible so that each individual's needs are met
- Helping students to use their minds well. This increases the capacity for learning for all children.
- Establishing a tone of decency and respect. This will ensure that ALL students are encouraged to succeed.

b. Youth Summit

A Youth Summit for SCPS male secondary students (Master Plan Action Step: 4.1.8) was held this summer to promote better decision making, illustrate the importance of accepting responsibility, and to nurture the behaviors required to be successful. Speakers included professional sports figures, civic and church leaders, and local educators.

c. Curriculum Tracking

Intermediate school teacher maintained tracking logs of their instructional targets to identify if and when they "uncovered" reading standards in their teaching. The site principal reviewed these logs and discussed them with staff.

d. Graduate Reading Course

A three credit graduate reading course was offered through Salisbury University during the Summer of 2007 to Grade 6 through 10 Language Arts/Reading teachers. This course was funded through the Balanced Literacy Grant and covered four Somerset County teachers.

2. We are challenged to assess, monitor, and adjust instruction to increase each subgroup's progress in reading skill and comprehension.

a. Improved Texts

The completed purchase and implementation of a new inclusive *Literature and Language* series will provide content and strategies designed for diverse learners. Teachers will receive professional development on the use of all these resources and be monitored through traditional classroom observations and system-wide walk throughs. In addition, "SCPS Reading Scope and Sequence Guides" aligned with the MVSC were developed this summer. They include specific references to reading selections that focus upon thematic elements, provide pacing, and address essential questions. The SRI was used in English II to generate Summer Reading lists individualized for student level and interest. Implementation and on-going program evaluation will be conducted by the Reading Coach.

b. Staffing with a 6-7 Reading Coach

A middle school reading coach to work with students and teachers to improve reading instruction was hired to fill the vacancy. The hired individual had provided professional development during the previous year which appears to have contributed to the improvement in HSA performance cited above.

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c. Assessment Preparation

Commercial MSA preparation materials for MSA reading in grades 6, 7, and 8 were selected for their proven correlation with MSA success and have been purchased for intervention.

A series of annual Benchmarks are being developed to monitor progress towards proficiency, guide instructional planning, and promote content discussions about student work. Benchmarking provides quantitative data necessary for targeted intervention. Efficient and timely analysis of benchmarked performance will be led by a dedicated PK-12 Performance Assessment Coordinator who will provide on going professional development, assist in assessment development, and act as a liaison with our contracted data warehouse vendor (*Performance Matters*).

d. Explicit Instruction

An MSDE technical assistant consultant, Kathy Volk has been accessed to provide professional development on Explicit Instruction to all English teachers Grades 6 through 8. Explicit instruction promotes teachers' attention to specific reading skills students need to master the objectives of the voluntary state curriculum. The training is focusing on the "Big Eight": reading strategies that students can use across all disciplines. The other core area teachers will also be trained in explicit instruction.

Specific Master Plan Action Steps to address these challenges are:

- 1.1.31 Monitor teachers' use of reading strategies for students with walk throughs and observations
- 1.1.34 Provide instruction for reading in content areas
- 1.1.38 Provide for effective implementation of reading and writing strategies
- 1.1.39 Implement targeted interventions and instruction with facilitator support
- 1.2.4 Use *Performance Matters* as the vehicle for analyzing data for instructional decisions
- 1.3.8 Disaggregate subgroup data for instructional decision making
- 1.6.7 Assist teachers in effectively incorporating technology into instruction
- 1.7.3 Assist students in developing thinking strategies
- 1.7.7 Apply curriculum tracking to ensure that all skills and content are uncovered
- 1.8.2 Use PLATO software in all English classes for targeted intervention
- 3.7.2 Provide support for teachers who using strategies for differentiated instruction
- 4.1.8 Showcase role models for ethnic groups
- 4.3.2 Dedicate professional development time to aligning grades and assessment to instruction
- 5.3.2 Promote a success oriented learning environment

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C. RELATED RESOURCES

MIDDLE LEVEL PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Staffing	
<ul style="list-style-type: none"> Add a PK-12 Performance Assessment Coordinator position 	<p>Amount Budgeted: \$53,819 Source: Thornton Timeline: July 2007 <i>*Duplicated Reference</i></p>
<ul style="list-style-type: none"> Fill the Middle Level Reading Coach Position 	<p>Amount Budgeted: \$48,542 Source: Thornton Timeline: July 2007 <i>*Duplicated Reference</i></p>
Core Program	
<ul style="list-style-type: none"> Implement New Literature Series to extend program. 	<p>Amount Budgeted: \$6,000 Source: Thornton Timeline: Fall 2007</p>
<ul style="list-style-type: none"> Curriculum Tracking in Grades 6 & 7 Language Arts 	<p>Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008</p>
Intervention	
<ul style="list-style-type: none"> Purchase and implement MSA preparation materials 	<p>Amount Budgeted: \$3,500 Source: Local Timeline: Fall 2007</p>
Professional Development	
<ul style="list-style-type: none"> Coordinate Vertical Teaming in English 	<p>Amount Budgeted: \$7,800 Source: Local Timeline: 2007-2008</p>
<ul style="list-style-type: none"> Provide MSDE Technical Assistance for Explicit Instruction in Reading 	<p>Amount Budgeted: \$0 Source: State Provided Consultant Timeline: 2007-2008</p>
<ul style="list-style-type: none"> Partner with the <i>Coalition of Essential Schools</i> for the intermediate school 	<p>Amount Budgeted: \$12,000 Source: Thornton Timeline: 2007-2008 <i>*Duplicated Reference</i></p>
<ul style="list-style-type: none"> Provide Release Time for Teacher through Substitutes (2 days for 4 people) 	<p>Amount Budgeted: \$800 Source: Local Timeline: 2007-2008</p>

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<ul style="list-style-type: none"> Dedicate APD Sessions to Thinking Strategies; and Alignment of Assessment to Instruction 	Amount Budgeted: \$71,615 Source: Thornton Timeline: 2007-2008 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Provide Graduate Reading Course Opportunity 	Amount Budgeted: \$3,000 Source: Balanced Literacy Grant Timeline: Summer, 2007
Community Involvement	
<ul style="list-style-type: none"> Host Youth Summit (SS/HS) (Coordinated by the LMB) 	Amount Budgeted: \$27,755 Source: Local Management Board Timeline: June, 2007

III. HIGH SCHOOL LEVEL SUBGROUP READING PERFORMANCE CONCERNS

A. FINDINGS

1. At the High School Level, the Special Education subgroup percent proficient in HSA/English II is losing ground in its efforts to meet the AMO target

The special education subgroup for SCPS achieved a passing rate of 17.4% which is 34.8 percentage points below the AMO. The proficiency of the Special education subgroup was 50% at CHS but the larger group at WHS achieved a rate of 11%. At the present rate, the Special education subgroup will not reach 100% proficiency in 2014. The gap between special education and the general population in 2006 was 30.3 percentage points.

2. At the High School Level, the difference in percent proficient between the African American and White subgroups is expanding.

The proficiency percentage for African Americans in 2007 on the English HSA was 43.8%. The proficiency percentage for the white subgroup was 80.4%. In 2006 there was a 24.92 percentage point difference. In 2007, the difference was 36.6 percentage points.

The High School Challenges in Reading/English are:

1. We are challenged to transfer effective elementary reading strategies of identification, intervention, and remediation for Special Education students' proficiency in Reading to High School Level practice.
2. We are challenged to integrate Research Based reading instruction and assessment practices into High School Level content areas including CTE studies.
3. We are challenged to brutally face and address the significant gap at the High School Level between the White Subgroup and the African American Subgroup performance in relation to the AMO target.
4. We are challenged to fully use and direct the community resources available to our students toward positive academic influence.

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B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. We are challenged to transfer effective elementary reading strategies of identification, intervention, and remediation for Special Education students' proficiency in Reading to High School Level practice.

Effectively meeting the academic needs of identified special education students to enable proficiency on standardized assessments including the High School Assessment remains a continuing challenge for regular education teachers, special education teachers, parents, and administrators. At the high school level, the receipt of 17 newly out of county transferred special education students to one high school is a huge increase that is making the existing service plan inadequate. The following strategies are being applied, but the special education program of preparation for successful performance on the HSA's by students with special needs is a work in progress.

a. Increasing collaboration of instructional staff toward a common goal

Vertical teaming meetings will continue at a minimum of four times this year. Instructional facilitators will assist teachers to analyze benchmark data, make program decisions, and improve curricular documents. All English II teachers will receive training on the mini-tests on MDk12 as well as the new English HSA online resource which is first offered this fall. Team discussions on the application of this tool: their findings and their classroom instructional response will refine its benefit to students. Studies will be conducted to evaluate whether PLATO (which is used in 8th grade) will be worthwhile for intervention in English II with a decision and action developed through vertical teams. One site has been able to schedule common daily planning opportunities for special education and English II teachers.

b. Consistent and targeted professional development led by the Coalition for Essential Schools

Both high schools are now involved with the *Coalition of Essential Schools*. Based upon our subgroup scores, all schools have chosen three *Coalition Principles* to assist us in addressing the achievement gap. These principles are:

- Making education as personal as possible so that each individual's needs are met;
- Helping students to use their minds well. This increases the capacity for learning for all children; and
- Establishing a tone of decency and respect. This will ensure that ALL students are encouraged to succeed.

c. Inclusion of Special Education teachers in all regular education training

Special education teachers are included in all professional development. For example, 25% of the participants at the English vertical team meeting in June of 2007 were special education teachers. High school facilitators and special education teachers will meet with staff at Greenwood Elementary where the Special Education subgroup achieved an 85% proficiency rating in both reading and math to investigate strategies which may work at the high school level.

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d. Development of individualized plans with teacher and staff monitoring

Each student who fails the English HSA will have an individual intervention plan which will be developed collaboratively by teachers (both former and present), instructional facilitators, guidance counselors, parents and students. Learning Support Specialists at each school will coordinate the development of the intervention plan. Copies of HSA plans will be forwarded to the Secondary Supervisor for monitoring purposes. Guidance counselors will ensure that copies of the plan are maintained in the permanent record file of each student.

All English II courses will be year long courses this year. Students who have not made the minimum score on the English HSA will be re-enrolled in the year long class. Teachers will provide review and remediation and students will be urged to retake at each opportunity. If students pass the October administration, they will be able to transfer to another course at the end of first semester. English I and English II teachers will each use a HSA test preparation series from different publishers. These materials will also be used for pull-out review and remediation for students who made the minimum score, are not repeating the full year course, and will be retaking the HSA. The *Gear Up* (Gaining Early Awareness for Undergraduate Programs) Grant and UMES will provide after school tutoring for students who need individual help.

e. Graduate Reading Course

A three credit graduate reading course was offered through Salisbury University during the Summer of 2007 to Grade 6 through 10 Language Arts/Reading teachers. This course was funded through the Balanced Literacy Grant and covered four Somerset County teachers.

2. We are challenged to integrate research based reading instruction and assessment practices into high school level content areas including CTE studies.

a. Provision of Research Based Materials to support differentiated instruction

The *Holt Elements of Literature* (EOL) and *Language* bundle has been purchased for English I and English II students. EOL offers three levels of readers for diverse skill levels. English I and II teachers have created scope and sequences for both literature/reading and grammar. The implementation of this material will be supported by collaborative vertical teaming meetings and monitored by the instructional facilitators. An evaluation of its impact will occur through periodic surveys and discussions of teacher perspectives of its use in their classrooms; student performance on common benchmarks and exams, and HSA performance.

New scope and sequences are being implemented for both grammar and literature/reading in English I and II. These include pacing and references to particular pieces of literature in the *Holt Elements of Literature*. These will be adjusted and added to as we analyze data from the benchmarks.

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b. Common Assessments

In English I and II, two benchmarks and two common exams have been developed and will be used throughout the county. A new PK-12 Performance Assessment Coordinator position has been created to coordinate benchmarking activities and training for staff on *Performance Matters*, the county's data warehouse provider.

c. Coordination with CTE

Consultants and English teachers are providing professional development for the CTE teachers to incorporate reading strategies in their courses. CTE administrators will monitor incorporation of reading strategies and its impact on student learning.

d. Walk through Findings

The instructional walkthrough instrument used by the leadership teams at each high school has been refined and targeted to indicators describing research based reading strategies as "look fors". Data collected this year will be compared with baseline data taken last year and will be shared and analyzed by staff and applied to improve instruction and student results.

3. We are challenged to brutally face and address the significant gap at the High School Level between the White Subgroup and the African American Subgroup performance in relation to the AMO target.

a. Steps to identify the causes of the gap in Somerset County Public Schools

The educators of Somerset County Public Schools do not believe that race alone differentiates one student's academic performance over another student's. Depressed performance can be the result of multiple conditions such as: poverty, disabilities, stressed home environments, absence of family models or support for learning, unrecognized gifts and talents, and others. It is incumbent upon the institution to ferret out the root cause of each student's barrier to learning and begin intervention to promote success one student at a time.

The following data questions are framing the search for effective interventions:

- 1) What percentage of the African American enrollment in high school is also categorized in the disadvantaged or FARMS subgroup?
- 2) What is the correlation between the African American high school students who performed below proficiency and membership in the FARMS subgroup?
- 3) What percentage of the African American enrollment in high school is also categorized in the Special Education subgroup?
- 4) What is the correlation between African American high school students who performed below proficiency and are serviced as a Special Education student?
- 5) What percentage of the African American enrollment in high school has a 504 designation?
- 6) What percentage of the African American enrollment in high school is enrolled in Advanced Placement coursework?
- 7) What percentage of all students seen for educational planning by school counselors are African American?

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- 8) What percentage of parents participating in conferences and parent/guardian activities is African American?
- 9) What percentages of high school behavioral referrals resulting in missed instruction are for African American students?
- 10) What percent of high school African American students receive suspensions and expulsions?

Although NCLB mandates the disaggregating of data by subgroups based upon race, it would be unhealthy and inappropriate to implement programs according to racial groupings. Strategies, practices, and programs to impact the African American subgroup performance will be implemented through meeting the individual student's needs with as many supportive strategies as feasible. Somerset teachers and administrators remain open to guidance from MSDE, the recommendations of the African American Male Task Force of 2006, and the NAACP on ways and means to most productively impact increasing the number of Somerset County's African American students meeting proficiency.

b. Efforts to broaden the influence and accessibility of GEAR UP motivational programs and experiences

GEAR UP is a federally funded initiative to motivate and ready students for higher education upon graduation. The program begins with a middle level cohort (graduating class) and follows that single group through to their senior year in high school with programs and opportunities. The *GEAR UP* cohort that graduated in 2006 had a graduation rate of 72.91% substantially surpassing previous years' performances. Regrettably, very few activities from that six (6) year program were sustained. A new *GEAR UP* cohort was funded in 2006 as rising Eighth Graders and will be entering their high school years as Ninth Graders this fall. Program opportunities are substantial and provided to students, their teachers, and their families. Activities this year included:

Parents and Family Activities

- Weekend Parent retreat: "Families Supporting Achievement"
- College visits to all three local colleges: UMES, SU, WWCC
- Parent Advisory Committee established CHS
- Parent Open Forum established at WHS

Student Activities

- Summer Camps: MSET Summer camp at UMES; Culinary Arts Camp; CSI Camp
- Tutoring After School in Mathematics
- College visits to all three local colleges: UMES, SU, WWCC
- Career World magazines (CHS)

Teacher Activities

- Focused Math consultant Workshops and Classroom Coaching
- Instant responders supplied for use in Math Classes
- Texas Instrument NSpire Workshop for Math Teachers

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Significant efforts will be made to increase the active participation of African American students through the encouragement of classroom teachers, counselors, and principals.

c. Individual learning opportunities and support for students

Each student who fails the English HSA will have an individual intervention plan which will be collaboratively developed by teachers, learning support specialists, behavior intervention specialists, guidance counselors, parents, and students. Learning Support specialists at each school will coordinate the development of the intervention plan. Copies of HSA plans will be forwarded to the Secondary Supervisor for monitoring purposes. Guidance counselors will ensure that copies of the plan are maintained in the permanent record file of each student.

The GEAR-UP director is also providing a list of research based, successful motivational strategies to be reviewed by the secondary division and considered for adoption within and beyond the GEAR UP cohort, across all grades and subgroups.

d. Efforts to engage the community in motivating and supporting academic success

A Youth Summit for male students was provided in June of 2007 by the Local Management Board. The program included professional sports celebrities, governmental service agency workers, and educators and centered on taking responsibility for ones actions, making good decisions, and understanding the requirements for success.

High schools will hold parent nights both at school and in the community. Collaboration with parents will be maintained with all students who are at risk. A volunteer program has been developed for each high school. 8th grade students came to school for an additional half day as part of a transition program from middle to high school.

The NAACP has met with Somerset County Public Schools Instructional Division and identified core ways in which they would like to support the progress of African American students. Topics discussed included having parents attend classes of misbehaving students; reducing class size; shortening the period since long classes invite restlessness; teaching good manners and ethics; assuring equal treatment of all; maintaining good teachers; becoming even more vigilant against drugs, gangs, and bullying; and promoting the discipline code in the community.

e. Professional development on helping the African American male student be successful in school

The Safe Schools/Healthy Students grant is funding a consultant who will address the staff at each high school on "Improving Achievement for the African American Male." The address and following dialogue with the speaker is intended to be the beginning step in system wide collaborative research on short term and long term strategies that can be consistently applied to make a positive difference for the success of the African American male student.

Specific Master Plan Action Steps to address this challenge are:

- 1.1.2 Provide reading texts and resources aligned to VSC

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- 1.1.12 Monitor and assess teachers' integration of technology in their instruction
- 1.1.31 Monitor teacher use of reading strategies through walk throughs and observations
- 1.1.34 Provide direct instruction for reading in content areas
- 1.1.38 Provide for effective implementation of reading and writing strategies
- 1.1.39 Implement targeted interventions and instruction with facilitator support
- 1.1.40 Administer the SRI and use data for instructional decisions
- 1.1.64 Disseminate, monitor and evaluate best practices in accommodations for special education students.
- 1.2.4 *Performance Matters* is used as the vehicle for analyzing data for instructional decisions
- 1.2.6 Train staff in the use of strategies to ensure diversity in all educational programs
- 1.3.3 Implement PLATO software for targeted intervention and assess results
- 1.3.6 Increase data sources in *Performance Matters* and access findings in order to guide effective program decisions
- 1.3.8 Disaggregate subgroup data for instructional decision making
- 1.4.1 Provide adequate staff consistent with the growing needs of ELL student population
- 1.4.3 Maintain teacher participation in Salisbury University's collaborative in services, courses, seminars, and conferences on ELL teaching methodology in order to increase student achievement
- 1.6.7 Assist teachers in effectively incorporating technology into instruction
- 1.7.3 Assist teachers in leading students to develop thinking strategies
- 1.7.7 Train teachers on the application of data to instruction
- 1.8.2 Implement and evaluate an 8th Grade student transition program each year
- 1.8.8 Provide and evaluate extended school year programs for special education students
- 2.1.28 Maintain an active Special Education Citizen's Advisory Committee called Special Education Continuous Improvement Committee that meets monthly
- 2.1.4 Volunteer Program at all schools
- 2.1.5 Promote Open Houses at school and "Reverse Open Houses" in the community
- 2.1.21 Communication to ELL parents will provided in the first language
- 2.6.2 Promote activities within the surrounding neighborhoods
- 2.6.2.1 Establish one on one involvement with parents of students who are discipline problems
- 3.6.4 Support teachers' design and delivery of targeted intervention through their work with facilitators
- 3.7.2 Provide support for teachers who using strategies for differentiated instruction
- 4.3.2 Provide professional development on linking grades and assessment to instruction
- 5.1.11 Monitor and analyze special education suspension and expulsion rates
- 5.1.2 Use PBIS strategies to build student confidence
- 5.3.2 Promote a success oriented learning environment

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C. RELATED RESOURCES

HIGH SCHOOL LEVEL PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Increase Special Education Staff: add High School Special Education Teacher at CHS • Add a PK-12 Performance Assessment Coordinator 	<p>Amount Budgeted: \$40,000 Source: Thornton Timeline: August 2007</p> <p>Amount Budgeted: \$53,819 Source: Thornton Timeline: August 2007 <i>Duplicated Reference</i></p>
Core Program	
<ul style="list-style-type: none"> • Purchase new reading and grammar series for English I and II • Extend application of <i>Performance Matters</i> (Data Warehouse) • Plan and Implement a Transition Program for 8th Graders (Salary for extended hours) 	<p>Amount Budgeted: \$55,000 Source: Thornton Timeline: Summer 2007</p> <p>Amount Budgeted: \$25,000 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i></p> <p>Amount Budgeted: \$1,800 Source: Local Timeline: August 2007</p>
Intervention	
<ul style="list-style-type: none"> • Use commercial HSA preparation materials • Develop HSA Individual Plans • GEAR UP Summer and Regular session Activities. 	<p>Amount Budgeted: \$3,744 Source: Thornton Timeline: Summer 2007</p> <p>Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008</p> <p>Amount Budgeted: \$45,455 Source: GEAR UP Grant Timeline: 2007-2008</p>

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HIGH SCHOOL LEVEL PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS READING CHALLENGES	
Professional Development	
<ul style="list-style-type: none"> • Access a consultant for co-teaching to help secondary Special Education teachers 	<p>Amount Budgeted: \$2,400 Source: MHEC Grant Timeline: 2007-2008</p>
<ul style="list-style-type: none"> • Partner with the <i>Coalition of Essential Schools</i> 	<p>Amount Budgeted: \$24,000 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i></p>
<ul style="list-style-type: none"> • Vertical Teaming Meeting English opportunities 	<p>Amount Budgeted: \$7,800 Source: Thornton Timeline: June-July 2007 <i>Duplicated Reference</i></p>
<ul style="list-style-type: none"> • Provide professional development on improving achievement of African American males for all secondary schools. 	<p>Amount Budgeted: \$10,000 Source: SS/HS Timeline: 2007-2008</p>
Community Involvement	
<ul style="list-style-type: none"> • Convene Special Education Citizen Advisory Committee 	<p>Amount Budgeted: \$200 Source: Local Timeline: 2007-2008</p>
<ul style="list-style-type: none"> • Host a Youth Summit expanding to include both a Boys and a Girls Summit 	<p>Amount Budgeted: \$27,000 Source: LMB Timeline: Fall, 2008</p>
<ul style="list-style-type: none"> • Meet with NAACP to identify core ways to support progress of African American students. 	<p>Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008</p>

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**I.D.i.
 MARYLAND SCHOOL ASSESSMENT: MATHEMATICS**

I.D.i.c. GREATEST SUBGROUP SUCSESSES AND CONCERNS IN MATHEMATICS

TABLE 1.2 Areas of Greatest Success and Greatest Concern in Mathematics		
	GREATEST SUCCESS	GREATEST CONCERN
I. ELEMENTARY	1. Majority of Subgroups exceeded AMO 2. Continuous increase in Hispanic subgroup percent proficient	1. Decrease in percent proficient among Special Education, and ELL subgroups
II. MIDDLE	1. Continuous increase in Hispanic subgroup percent proficient 2. Continuous increase in Special Education percent proficient	1. Five (5) Subgroups fell below the AMO target
III. HIGH SCHOOL	1. Significant increase in Special Education percent proficient 2. Three subgroups exceeded AMO target	1. Five subgroups decreased in % proficient on 07 HSA assessment 2. Significant difference in performance between the two county high schools

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I. ELEMENTARY SUBGROUP MATHEMATICS PERFORMANCE SUCCESSES

A. FINDINGS

1. Five (5) of the seven (7) representative subgroups at the elementary level exceeded the Math AMO target in 2007.

All elementary schools in MATH performance continue to meet AYP at the aggregate level in 2007 and have exceeded the AMO targets in 5 out of 7 subgroups. Although this year, the aggregate group had a decrease of 1.3 percentage points dropping to 76.5% proficient in comparison with the 2006 performance of 77%. Overall, scores have improved steadily with a 21.2 points increase from 2003 results. Additionally, in 2007 the aggregate narrowed the gap between percent proficient and the AMO by 12.6 points.

In reviewing the subgroups' progress, the 2007 results show that the subgroups of FARMS, White, African American, Hispanic, and Asian, exceeded the AMO. The White, FARMS and African American subgroups exceeded the AMO target by 21.6, 8.1 and 4.4 percentage points respectively. The Asian subgroup increased in percent proficient by 16.7% to 100% in 2007. The 2 subgroups, Special Education and ELL that did not meet the AMO Math target by 4.2 and 6.8 respectively, did make AYP in 2006. Continuing this pace will enable SCPS to meet its aggregate goal of 100% of the elementary students testing proficient in math by the federal mandate of 2014.

2. The Elementary Hispanic subgroup has exceeded the AMO target and consistently increased in percent proficient in mathematics the last four years.

In reviewing the elementary Hispanic subgroup's progress in math, the 2007 performance of a 2.3 points increase was lower than previous years' gain. The Hispanic subgroup has increased every year since 2003 and has had a 40 points gain in the last 4 years. Their performance exceeds the AMO by 5.1 points. Continuing this trend will make it possible for 100% proficiency in math by 2014. The significant consistency of performance from this subgroup forecasts stronger levels of achievement at higher grades.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

1. The Focused Mathematics Program

Somerset County Public Schools has extended its agreement with two educational consultants who have been working with the math curriculum, instruction and assessment, with the teachers in their classrooms, with students in after school and summer workshops, and at site meetings. These consultants are in their 7th year of working with Somerset County and leading K-7 toward consistent and rigorous benchmarks with quarterly assessments at all levels. A mandated 90 minute uninterrupted Math block was put in place at all elementary schools in 2005-2006. It is also important to note that there was an additional 30 minutes of instructional time added to the elementary day in 2006-2007.

Specific Implemented Master Plan Action Steps in this area were:

- 1.1.43 Continue the use of 90 minute blocks for Math in grades K-5
- 1.1.53 Support monitoring, coaching, and modeling best math practices for teachers through consultants

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- 1.1.57 Evaluate the effectiveness of elementary math intervention strategies.
- 1.3.1 Implement SIT strategies to reduce achievement gap- Math Night
- 1.3.8 Disaggregate performance data into levels of achievement in assessed standards and apply instructional planning, intervention, and remediation by grade and subject level for all subgroups of students.

2. The Application of Milestone Assessments/Data Analysis

Quarterly benchmarks for all grades PK-5 were drafted 6 years ago by the math consultants with whom SCPS has been working. Common grade level benchmarks have been in use since those first drafts in 2001. Over the past few years revisions have been made to assure a tight alignment to the Voluntary State Curriculum (VSC) and classroom instruction. During the 2005-2006 year, scores were entered into the SCPS data warehouse, managed by *Performance Matters*. However, the assessments and the VSC were not directly linked in *Performance Matters*. During the summer and fall of 2006, the consultants, along with the elementary math facilitators worked to provide *Performance Matters* with the alignment language (format) necessary to tie the assessment results to leading indicators for MSA. By the end of November 2006, the alignments were complete in *Performance Matters* and all PK-5 math benchmarks are directly linked to the MSA indicators. During the summer of 2007, the consultants worked with teachers to develop a new set of math milestones that were better aligned with the SCPS Pre-K-5 math curriculum.

Improvements in quarterly milestone results were seen in all grades except for 1st and 5th when compared to 2006 performances. System Level Elementary percentages of students scoring at or above 70% were as follows:

- 1st Grade- 80%
- 2nd Grade-62%
- 3rd Grade-58%
- 4th Grade-52%
- 5th Grade-53%

Performance in the 50% ranges is not acceptable and is alarming to teachers. Our consultants who have led the development of the quarterly milestones continue to stress that these milestones are more rigorous than MSA's and are necessary to assure cognitive demand and expand teachers and students abilities.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.44 Revise instruction based on performance of math assessments
- 1.1.50 Use and apply math quarterly assessments in Grades K-5.
- 1.1.55 Assess the impact of quarterly Math assessments on student achievement and make needed curriculum/instruction revisions.
- 1.3.6 Utilize a Data Warehouse to correlate Math and Reading performance
- 1.3.8 Disaggregate performance and apply remediation

3. The Use of Student Mathematics Portfolios

Math portfolios are collections of student work indicating successful completion of instruction and attainment of a particular indicator. Indicators included in the portfolios are

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ones with which students had previously been unsuccessful or ones they had completed beyond the normal scope of the course. Indicators attained beyond the normal scope are included as enrichment activities. As students advance from one grade to another, portfolios travel with them documenting those indicators for teachers which were a particular challenge to the student and which intervention was used to help the student reach success. All teachers at the elementary level are maintaining portfolios with their students.

Specific Implemented Master Plan Action Steps in this area are:

1.1.47 Evaluate and revise Math Portfolios

4. The Spiral Reviews Strategy

Teachers created daily spiral review activities for every grade PK-5 under the guidance of the math consultants. These activities have been used by the elementary teachers for the past 4 years. Revisions are made as necessary to these activities. Spiral Reviews are “warm ups” for lessons that contain problems on indicators that have been previously taught. Using the countywide spiral review insures that all the previously taught indicators are reviewed for each student.

Specific Implemented Master Plan Action Steps in this area are:

1.1.48 Assess impact of Spiral Reviews on Math Achievement

1.1.57 Utilize Spiral Reviews for Math Intervention

5. Computer Aided Instruction: *Success Maker* Software

In order to meet the challenge of differentiating instruction for all students and to meet individual intervention and enrichment needs, the county has selected and implemented the computer assisted math instructional program *Success Maker*, with enough licenses for every students’ enrollment in Grades 2 through 5. The technology delivery, individualized programming and tracking, assessment reporting, and classroom coordination appears to be transcending subgroup barriers.

Specific Implemented Master Plan Action Steps in this area are:

1.1.57.2 Monitor the use of *Success Maker* by all students including the ELL subgroup.

1.3.3 Upgrade elementary computer lab hardware to accommodate math and reading software

6. Flex Grouping

Students are grouped heterogeneously for the major portion of their instruction in elementary classes. However, in math there is frequently a large span in skill and strategy needs of students in a single class. In order to avoid teaching to the middle, a system of flex (flexible) grouping is used. Flex grouping is a process of grouping and regrouping students with similar deficiencies or strengths for the purpose of delivering intervention or enrichment strategies. These are very short

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term groupings; duration can be as short as a single instructional period or as long as several weeks. This process is used for a portion of the instructional period in elementary classes. Its success relies on the teachers' skill and access to resources to fully differentiate instruction for each group.

Specific Implemented Master Plan Action Step in this area are:

- 1.1.25 Group classes to assure that all students spend part of the day in flexible heterogeneous groups

7. Intervention Provided by an Instructional Facilitator

Mathematics intervention is planned and tracked by a site based instructional facilitator at the elementary level. Intervention occurs when students are in flex groups during specified times. The facilitator is able to deliver a very specialized, targeted intervention to those students who are struggling the most in math.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.39 Maintain Facilitators based on positive student achievement
- 1.1.54 Base program revisions on data analysis
- 1.1.52 Monitor facilitators' support of math Teachers

C. RELATED RESOURCES

RELATED ELEMENTARY RESOURCES FOR GOAL 1-MATH	
Staffing	
<ul style="list-style-type: none"> • Establish a math facilitator position in all elementary schools (4.5) so direct assistance to teachers is equitable 	Cost: \$ 271,105 Source: Thornton (\$ 46,841) Local (224,264) <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> • Add an additional 30 minutes of instructional time to classes to increase time on task. 	Cost: \$ 215,433 Source: Thornton
Professional Development	
<ul style="list-style-type: none"> • Target math consultant quarterly after school sessions so that high quality math instruction is provided to all students: <ul style="list-style-type: none"> • using rubrics, • milestones, • math portfolios and • <i>Performance Matters</i> data applications 	Cost: \$ 37, 737 Source: Local (\$ 17,737) School Improvement (\$ 10,000) Title I (\$ 10,000)

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RELATED ELEMENTARY RESOURCES FOR GOAL 1-MATH	
<ul style="list-style-type: none"> Provide <i>Success Maker</i> training for teachers, assistants and facilitators in implementation, required time, student placement, and progress reports so that all students can use the software at an effective level. 	Cost: \$6,800 Source: Thornton
Core Program	
<ul style="list-style-type: none"> Provide data warehouse services from <i>Performance Matters</i> so that diverse types of data can be analyzed efficiently. 	Cost: \$25,000 Source: Local <i>*Duplicated Reference</i>
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Provide math portfolios materials so that teachers can communicate progress to students and teachers. 	Cost: \$ 1,740 Source: Comprehensive School Reform Grant
<ul style="list-style-type: none"> Purchase <i>Success Maker</i> licenses for consistent supplemental instruction for all 2nd, 3rd, 4th, and 5th grade students to provide equity for all sites. 	Cost: \$ 54,945 Source: Local (\$ 46,224) Thornton (\$ 8,721)
<ul style="list-style-type: none"> Purchase additional computers to be placed in grade 2-5 classrooms for use with the <i>Success Maker</i> math software so that software use is frequent and timely. 	Cost: \$ 48,750 Source: Local (\$31,725) Thornton (\$ 17,025)
<ul style="list-style-type: none"> Generate reports for tracking student mastery and planning instruction through <i>Performance Matters</i> so appropriate decision making is possible. 	Cost: \$ 25,000 Source: Local <i>Duplicated Reference</i>

II. MIDDLE LEVEL SUBGROUP MATHEMETICS PERFORMANCE SUCCESS

A. FINDINGS

Somerset County Public Schools is a small county and has reorganized its sites to be Elementary Schools PK-5; an Intermediate School 6-7; Academies 8-9; and High Schools 10-12. The Academies are physically located in the High Schools. MSDE defines Middle Level as Grades 6-8. Therefore this section follows MSDE's structure but draws from two local structures: the Intermediate School (Grades 6-7) and the Academies (Grade 8-9) located in the high schools.

- The Hispanic subgroup has significantly increased in percent proficient in mathematics.**
 On the 2007 MSA, the Hispanic subgroup increased the proficiency rate by 27.8 percentage points in the 6th grade, 7.5 percentage points in the 7th grade, and 11.1 percentage points in the 8th grade. The aggregate middle school Hispanic subgroup proficiency increased by 12 percentage points. This is particularly noteworthy because the increase has reduced the achievement gap. The Hispanic student enrollment is increasing from the elementary grades to High School. Effective mathematics practices in the earlier grades have resulted in better prepared students each year.

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2. The Middle Level Special Education Subgroup has consistently increased in mathematics percent proficient.

On the 2007 MSA, the Special Education subgroup increased the percent proficiency by 9.5 percentage points in the 6th grade, 4.7 percentage points in the 7th grade, and 2.9 percentage points in the 8th grade. Although these are not large percentages, they are significant and represent a breakthrough with middle level special education students. The special education subgroup represents 16% of the population. The subgroup was at 0% in 2003 and has now reached 24.3%. Gains were attained each year.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

1. The Focused Math Program

GEAR-UP (Gaining Early Awareness for Undergraduate Programs) a program for the cohort Class of 2011 funded by federal monies administered by MSDE, provided two math consultants who worked with middle school math teachers for 12 days during the year. The consultants provided 8 days of vertical teaming activities including developing a 70 minute lesson plan, creating spiral review items for warm-ups, developing benchmarks and evaluating benchmark data, as well as observing and direct conferencing with teachers.

The sum of all the math initiatives with the two consultants is called *Focused Math*, which includes the development, implementation, and analysis of quarterly benchmarks, the consistent use of spiral reviews, and constructive critical reviews of practice conducted by the consultants. The Milestones (benchmarks) are administered quarterly in Grades 6, 7, and 8 as a continuation of the Elementary program and the generated data from the milestones are added to the *Performance Matters* database. The math consultants guided teachers through creation of the benchmarks and then returned to discuss data each time the milestones were administered. Data was reviewed with the teachers as well as site and central administrators. Teachers used consultant-provided spiral reviews as warm-ups for their daily instruction. The warm-ups reviewed component skills for the day's lesson and provided feedback for teachers and students.

2. Subgroup Strategies for Mathematics

Somerset County Public Schools uses inclusion as the predominant service model with special education teachers assigned to co-teach with regular education math teachers on a daily basis. Through a MHEC grant, a consultant worked with special education teachers on co-teaching strategies. Math consultants also provided a one day workshop specifically for special education teachers. However, special education teachers do participate in all core teacher training including math professional development opportunities. During APD, there is scheduled time for collaboration and co-planning between special education staff and grade level team members.

During the 2006-2007 school year the special education teachers were in all classrooms with the students. For 2007-2008 this model is being continued, with special educators co-teaching in the core areas of Math and Language Arts classes only, while the Instructional

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Assistants are assisting students in Science and Social Studies. Small groupings in the classroom have facilitated differentiation. Also, minor pull-out sessions have been conducted by the special educators when needed and in collaboration with the classroom teacher.

A math educator has been hired as the Mathematics Facilitator and is collaborating and consulting with special and regular educators through observations, critiques, modeling, and demonstration lessons. During APD, there is scheduled time for collaboration and co-planning between special education staff and grade level team members.

3. An After School Intervention Program

A direct intervention was offered to students at risk for academic success through a 21st Century Grant: The *Voyager Program* which provided after school tutoring for students in grades 6 and 7.

4. Professional Development

All middle school staff participated in a weekly 75 minute After-hours Professional Development (APD). Topics included use of data, engaging students, maintaining a positive climate, curriculum development and content area vertical teaming. For the 2006-2007, a portion of APD (After-hours Professional Development) was contracted to *Coalition of Essential Schools* for consultation and work on student engagement.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.23 Implement Formative Assessments at the Secondary Schools
- 1.1.34 Initiate math portfolios in grades 6 and 7
- 1.1.39 Work with teachers to provide effective instructional strategies (Instructional Facilitator)
- 1.1.44 Revise Math Curriculum based on formative assessments
- 1.1.48 Develop and implement spiral reviews
- 1.1.51 Monitor teachers' use of scope and sequences
- 1.1.52 Use walkthrough instrument to monitor use of effective strategies (Leadership Team)
- 1.1.53 Assess Enrollment of Algebra enrollment in grades 6-8
- 1.1.55 Assess the impact of quarterly math assessments
- 1.3.8 Disaggregate performance data for all subgroups
- 1.3.5 Increase data additions to *Performance Matters*
- 1.7.7 Provide professional development to help teachers analyze individual student growth
- 1.8.2 Start 6th and 8th Graders one day earlier to ease transition
- 2.1.13 Monitor participation of parents in math nights
- 3.5.1 Collect data through *Performance Matters* on math benchmarks
- 3.6.7 Develop end-of-course assessments in grades 6-12

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C. RELATED RESOURCES

RELATED RESOURCES FOR MIDDLE LEVEL GOAL 1-MATH	
Staffing	
<ul style="list-style-type: none"> Added one intervention assistant 	Cost: \$17,612 Source: Thornton
Material, Supplies, and Equipment	
<ul style="list-style-type: none"> Utilize <i>Performance Matters-</i> (Data Warehouse) 	Cost: \$25,000 Source: Local <i>*Duplicated Reference</i>
Professional Development	
<ul style="list-style-type: none"> Partner with <i>Coalition of Essential Schools</i> for APD Leadership to provide predevelopment specific to subgroup achievement. 	Cost: \$12,000 Source: Title V <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Utilize Focused Math Consultants to improve communication, assessments and methodology. 	Cost: \$30,000 Source: <i>GEAR-UP</i> <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Provide Summer Vertical Teaming Opportunities for Math Teachers for curriculum and assessment development. 	Cost: \$ 4,000 Source: Thornton <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Provide Co-Teaching Training for Regular and Special Education Teachers so that students receive the benefits of strong content and delivery. 	Cost: \$14,000 Source: MHEC <i>Duplicated Reference</i>
Intervention	
<ul style="list-style-type: none"> Provide an after school math intervention program for students to provide timely targeted intervention. 	Cost: \$124,160 Source: 21 st Century

III. HIGH SCHOOL SUBGROUP MATHEMATICS PERFORMANCE SUCCESSES

A. FINDINGS

1. At the High School Level, the Special Education subgroup has increased their HSA/Mathematics passing percentage steadily from 2003 to 2007.

The special education subgroup has increased their proficiency rate each year from 2003 to 2007. In 2003, none of the 18 special education students assessed in mathematics met proficiency. In 2004, 5.9 percent of the 9 tested students met proficiency. In 2005, the percent meeting proficiency more than doubled at 13.6 percent and in 2006, that same success rate continued with another doubling reaching a percent proficient of 26.7. In the most recent assessment, 2007, there was a slight gain of 3.3 percentage points, to 30 percent meeting proficiency. The 2007 special education test population for the Algebra HSA was 20 students.

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Breaking this out between the two schools reveals that in 2007, the differences between the two schools' performances was significant. This year's assessment shows that 54.5% of the Special Education subgroup in the larger high school met proficiency while the smaller high school had 0%.

2. At the High School Level, three subgroups exceeded the AMO target for HSA/Mathematics passing percentage.

The three subgroups that exceeded the AMO target of 38.6% were the FARMS subgroup, the African American subgroup and the White subgroup. The FARMS subgroup posted 51.9% of the group as proficient, 13.3 percentage points above the AMO. With a very similar standing of 51.4 % proficient, the African American subgroup of students exceeded the AMO target by 12.8 percentage points. The White subgroup reached 64.2 percent proficient, which is 25.6 percentage points above the AMO.

The FARMS subgroups over the last four years posted the following proficiencies: in 2003 27.8% were proficient; in 2004, 47.3% were proficient; in 2005 39.8% were proficient; and in 2006, 64.3% were proficient. Breaking this out between the two schools reveals that for 2007, the differences between the two schools' performances was significant. This year's assessment shows the larger high school posting 72.2% of the FARMS subgroup as meeting proficiency while the smaller high school had 39.7% both exceeding the AMO of 38.6 but with a 32.5 percentage point difference.

The African American subgroups over the last four years posted the following proficiencies: in 2003, 13.3% were proficient; in 2004, 43.4% were proficient; in 2005, 37.1% were proficient; and in 2006, 64.5% were proficient. Breaking this out between the two schools reveals that for 2007, the differences between the two schools' performances was significant. This year's assessment shows the larger high school posting 64.4% of the African American subgroup as meeting proficiency while the smaller high school had 37.5% both exceeding the AMO of 38.6 but with a 26.9 percentage point difference.

The White subgroups over the last four years posted the following proficiencies: in 2003 46.4%, in 2004 72.2%, in 2005 58.4%, and in 2006 71.9%. Breaking this out between the two schools reveals that for 2007, the differences between the two schools' performances was significant. This year's assessment shows the larger high school posting 90.9% of the White subgroup as meeting proficiency while the smaller high school had 50.6% both exceeding the AMO of 38.6 but with a 40.3 percentage point difference.

B. IDENTIFIED PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO FOSTER THIS SUCCESS

1. The Focused Mathematics Program

GEAR-UP (Gaining Early Awareness for Undergraduate Programs) a program for the cohort Class of 2011 funded by federal monies administered by MSDE, funding provided two math consultants who worked with middle and high school math teachers for 12 days during the year. The consultants provided 8 days of vertical teaming activities including

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developing a 70 minute lesson plan, creating spiral review items for warm-ups, developing benchmarks and evaluating benchmark data, as well as observation and direct conferencing with teachers. *GEAR-UP* funded an after school tutoring program at one high school and *Upward Bound* provided for after school tutoring at the other. *GEAR UP* had 45 student participants and *Upward Bound* had 25.

As was described at the Middle Level and referenced at the Elementary Level, a major component of all mathematics instruction in the county is the *Focused Mathematics* program. which includes the development, implementation, and analysis of quarterly benchmarks, the consistent use of spiral reviews, and constructive critical reviews of practice conducted by the consultants. The Milestones (benchmarks) are administered quarterly in Grades 6 through Algebra II and the data is entered into the *Performance Matters* data warehouse for classroom application. The math consultants guided teachers through creation of the benchmarks and then returned to discuss data each time the milestones were administered, collected, and scored. Data was reviewed with the teachers as well as site and central administrators. Teachers used consultant-provided spiral reviews as warm-ups in their daily instruction. The warm-ups reviewed component skills for the day's lesson and provided feedback for teachers

2. Professional Development

Professional development remains the key component for impacting student achievement. All high school staff participated in a weekly seventy-five minute After-Hours Professional Development (APD). Topics included use of data, engaging students, maintaining a positive climate, curriculum development and content area vertical teaming. High School math teachers participated in a significant number of offsite professional development activities, conferences, and workshops which are detailed in the Professional Development section of this 2007 Update. Some of the sponsors of these trainings were Nexus, Texas Instruments, MSDE, and NCTM.

3. Mathematics Intervention

Intervention was introduced at the High School level. Students who failed the HSA and had not made the minimum score had to repeat the course in a semester format. Students, who made the minimum score and had passed the Algebra course, were not required to retake Algebra I. Instead, they participated in a concentrated 20 day pull out remediation in the month before the test. The pull out was conducted by the instructional facilitators at each site. All students in Somerset County take a full two year sequence to complete Algebra I, with a portion entering in the middle level grades. With the 5 x 5 scheduling plan used at the high schools, all students are encouraged to complete a full sequence of math courses. After school tutoring is provided at both high schools. There were four instructors at the larger high school, all drawn from the teaching faculty of the school. A spread sheet was maintained of student participants and the dates of attendance for three of the instructors. The fourth instructor was covered through *Upward Bound* and facilitated a consistent group of students (approximately 20 in number) from November through May one day each week.

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4. Special Mathematics Initiatives

Computer aided instruction can be credited with supporting some students' success. *Cognitive Tutor* was used by math teachers as part of the Algebra I course work impacting 112 students at Washington High School. *PLATO* is available as a computer aided instructional resource for individual teachers and their classes.

Three algebra teachers participated in the Math Partnership Grant which involved summer professional development with stipends and a bundle of technology equipment for classroom and professional development use. The purpose of the grant was to improve teacher pedagogy and content knowledge in algebra/data analysis thereby impacting classroom instruction and increasing student achievement on the Math MSA and Algebra HSA. The technology bundle included a laptop computer, an LCD projector, a digital camera, and a document camera. Teachers received training in the use of technology to gain student engagement and conceptual understanding.

Specific Implemented Master Plan Action Steps in this area are:

- 1.1.23 Implement Formative Assessments at the Secondary Schools
- 1.1.39 Work with teachers to provide effective instructional strategies
- 1.1.44 Revise Math Curriculum based on formative assessments
- 1.1.48 Develop and implement spiral reviews
- 1.1.51 Monitor use of math scope and sequences
- 1.1.52 Use walkthrough instrument to monitor use of effective strategies
- 1.1.53 Analyze Algebra enrollment in grades 6-8
- 1.1.55 Assess the impact of quarterly math assessments
- 1.1.56 Provide appropriate monitored intervention for students at risk
- 1.3.5 Increase data additions *Performance Matters*
- 1.3.8 Disaggregate performance data for all subgroups
- 1.7.7 Provide professional development to help teachers analyze individual student growth
- 1.8.2 Start 6th and 8th Graders one day earlier to ease transition
- 2.1.13 Monitor the participation of parents in academic nights
- 3.5.1 Analyze student instructional mastery and needs through benchmarked data entered in *Performance Matters*
- 3.6.7 Develop end-of-course assessments in grades 6-12

C. RELATED RESOURCES

RELATED RESOURCES FOR HIGH SCHOOL GOAL 1-MATH	
Materials, Supplies, and Equipment	
<ul style="list-style-type: none"> • Applied <i>Performance Matters</i> (Data Warehouse) 	<p>Cost: \$25,000 Source: Local <i>*Duplicated Reference</i></p>
<ul style="list-style-type: none"> • Continued the use of <i>Cognitive Tutor</i> 	<p>Cost: \$8,000 Source: Local</p>

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RELATED RESOURCES FOR HIGH SCHOOL GOAL 1-MATH	
<ul style="list-style-type: none"> • Expanded the use of <i>PLATO</i> as an individualized instructional supplement 	Cost: \$8,000 Source: Local <i>*Duplicated Reference</i>
Intervention	
<ul style="list-style-type: none"> • Provided <i>GEAR-UP</i> Tutoring 	Cost: \$1,700 Source: <i>GEAR UP</i>
Professional Development	
<ul style="list-style-type: none"> • Extended Focused Math Consultants role with secondary teachers 	Cost: \$30,000 Source: <i>GEAR UP</i> <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> • Dedicated After-hours Professional Development time to Math HSA improvement 	Cost: \$69,000 Source: Thornton <i>*Duplicated Reference</i>

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LD.i.d GREATEST SUBGROUP CONCERNS IN MATHEMATICS

I. ELEMENTARY SUBGROUP MATHEMATICS PERFORMANCE CONCERNS

A. FINDINGS

Although in elementary math the aggregate shows a 21.2 point increase from 2003, there has been a 1.3 point decrease in proficiency in 2007. The % proficient or higher for the aggregate is 12.6 point above the AMO for 2007. There is cause for concern: for the first time since 2003, the % proficient decreased for 5 of 6 subgroups from 2006.

1. The Special Education and ELL representative subgroups decreased in mathematics percent proficient and fell below the AMO target.

Both the Special Education and the ELL subgroups are losing ground and will not reach 100% proficiency by 2014 without attention and intervention. The ELL subgroups' drop in performance is dramatic: a 15 point decrease in proficiency from 2006 to 2007. While this is a small tested number (13 students), the success rate is unacceptable and the gap widened by 20.2 points from 2006. This gap of 28.4 points was the highest performing subgroup difference. The Special Education subgroup decreased achievement in math by 7.4 and the gap widened by 12.5 from 2006. The gap between the AMO and the 2007 performance was a difference of 4.2. Math proficiency is critical and targeting these two subgroups' needs within a concentrated effort of best practices to improve all subgroups performance is imperative.

The Elementary Challenges in Mathematics are:

1. We are challenged to identify, understand, and address the learning hurdles in mathematics that prevent Special Education and ELL subgroups' success.
2. We are challenged to increase subgroup participation in extended day/year mathematics intervention opportunities at the elementary level.
3. We are challenged to effectively match mathematics intervention to individual students' needs.

B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. We are challenged to identify, understand, and address the learning hurdles in mathematics that prevent Special Education and ELL subgroup success.

Through a fuller use of *Performance Matters* and School Improvement Planning initiatives, we are improving our abilities to identify the learning standards for specific indicators within mathematics and the instructional deficiencies that prevented students from achieving a proficient level of performance. Teachers need continued guidance with finding and using data on *Performance Matters* which will take place during weekly team math meetings and professional development sessions.

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Emphasis is placed on understanding common needs among the Special Education students and among the ELL students. The immense need for individualized resources, personnel, and time to meet the specific needs of each Special Education and ELL student is further compounded with every new lesson presenting a new set of needs and a new grouping of students. Elementary teachers recognize that all students can learn the skills and concepts but at a different rate and in different ways, but struggle with the planning, implementation, and assessment management that is necessary to operate continuous differentiation.

Special Education and ELL staffs are both moving more toward a collaborative model for this coming year. Through joint curriculum and grade level planning with general education teachers for classroom instruction and precise, targeted intervention, students will experience the same “best instructional practices” and benefit from consistent, reinforced practice. By increasing ELL staff through an additional teacher, aligning the curriculum and goals, using walk-through data to track strategies, and reviewing results with the staff, changes in instruction will be coherent and reap benefits for students and their progress.

In order to meet this challenge, the system will:

- Become more fluent at the classroom level in using *Performance Matters* to identify individual student weaknesses.
- Use sequence of instruction for each grade.
- Analyze milestone assessments to guide instruction and make changes needed in curriculum.
- Revise elementary benchmark/milestone assessments for a tighter alignment with both the VSC and local scope and sequences.
- Increase efficiency of *Performance Matters* in reporting student performance by reducing the time to get data back to teachers.

Specific Master Plan Action Steps to address this challenge are:

- 1.1.48 Assess impact of Spiral Reviews on Math Achievement
- 1.3.6 Utilize data warehouse-Performance Matters
- 1.3.7 Evaluate progress on AMO, adjust plan to correct
- 1.3.8 Disaggregate performance and apply remediation

2. We are challenged to increase subgroup participation in extended day/year mathematics intervention opportunities at the elementary level.

Somerset County Public Schools offers expanded math opportunities through *The Voyager* after school and summer program for grades 3-5. Students scoring basic on MSA are encouraged to participate and spaces are reserved for them in this program. Students who are recommended by LST (Learning Support Teams) are also included. IEP meetings are another vehicle through which special education staff recommend and encourage participation in these programs to the parents and guardians of students who would benefit from extended year instruction. Ideally, all students would attend, but the absence of door to door transportation at the close of the extended year or extended day program is a serious limitation. The staff is continuing to find viable ways to expand both the after school and summer programs to include younger grades and to increase enrollment among those who most need the additional services.

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Somerset County Public Schools benefit from Family and Community involvement in a range of activities related to a student's education. In an effort to increase participation in the schools, volunteer coordinators are recruiting volunteer interpreters and SIT teams are ensuring alternative ideas to improve subgroup involvement such as: offering incentives, increasing advertising, making phone calls, and offering varying times and locations for all upcoming events and activities.

Specific Master Plan Action Steps to address this challenge are:

1.2.6 SIT initiatives that reflect diversity in all educational programs

3. We are challenged to effectively match mathematics intervention to individual students' needs.

Teachers who analyze data in a timely manner are able to provide a more focused differentiation in their instructional remediation. During the summer of 2007, a new set of benchmarks were developed to assure a more valid and reliable body of data from which to identify those students who legitimately need intervention in order to master taught skills and strategies. Thoughtful and skilled data analysis targets specific skills that individual students need to make them stronger in foundation skills for the next level of instruction. Students who receive such targeted remedial instruction also have more confidence and motivation when they are in full group instruction because they are meeting success in the small group setting. Grade level assessments are proving to be an effective means to identify students who will benefit from targeted remediation.

Mathematic intervention is intended to be coordinated or provided by math instructional facilitators and special education teachers at the elementary level. However, additional duties have diminished facilitators' capacity to fulfill this role. An additional .5 facilitator has been added for the 2007-2008 school year enabling all elementary schools to have math intervention. The facilitator is able to deliver a very specialized, targeted intervention to the students struggling with specific standards as well as co-plan with teachers and discuss student hurdles and student progress. Special Education teachers, along with ELL staff provide intervention and support supplemental remedial instruction.

To meet the challenge of differentiating instruction for all students and to meet individual needs, *SuccessMaker* software will be fully implemented for 2007-2008. This program offers individualized programming, student concept tracking, assessment reporting, and classroom coordination. Daily spiral reviews in all grades will ensure that standards are continually reviewed and mastered. Portfolios will be used to track individual student's progress and remediation effectiveness.

In order to meet this challenge, the system will:

- Monitor *SuccessMaker* performance and track subgroup progress.
- Match specific student weaknesses with assigned intervention lessons from *SuccessMaker*.
- Increase teacher effectiveness in differentiation in mathematics
- Use spiral reviews to review for intervention.
- Maintain portfolios of student progress and to document remediation.

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Specific Master Plan Action Steps to address this challenge are:

- 1.1.52 Provide support for math teachers' instructional needs through site based math facilitators
- 1.1.57 Utilize Spiral Reviews for Math Intervention
- 1.1.57.2 Monitor the use of *SuccessMaker* intervention
- 1.3.10 Develop and implement a best Practices Plan based on disaggregated data for Special Education Subgroup.
- 1.3.8 Disaggregate performance and apply remediation

C. RELATED RESOURCES

ELEMENTARY MATH PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Add one ELL teacher, giving system a total of 3 teachers for approximately 70 students to provide more individual attention and intervention. 	Amount Budgeted: \$54,209 Source: Thornton Timeline: Fall 2007
<ul style="list-style-type: none"> • Add a .5 math facilitator for one elementary school to provide equity and efficiency for all sites. 	Amount Budgeted: \$20,000 Source: Local Timeline: Fall 2007
Core Program	
<ul style="list-style-type: none"> • Use Palm One Handhelds to track walk-through data on observing differentiated instruction, questioning strategies, and best practices to quantify frequency and impact on instruction 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
<ul style="list-style-type: none"> • Align ELL goals with regular Ed curriculum objectives to provide equivalent opportunities to succeed. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
Intervention	
<ul style="list-style-type: none"> • Supplement instruction with ELL, Special Ed, teachers and facilitators so that the diverse needs can be accommodated. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
Professional Development	
<ul style="list-style-type: none"> • Provide math in-service to align curriculum and quarterly milestone assessments to MD standards, incorporate strategies, dissect data from assessments, and make changes to assessments to improve classroom instruction 	Amount Budgeted: \$8,375 Source: Title I (\$5,000) Local (\$3,375) Timeline: June 2007

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ELEMENTARY MATH PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS CHALLENGES	
<ul style="list-style-type: none"> Conduct Math team meetings at each elementary school on a weekly or biweekly schedule so that curriculum and delivery remain on target and effective. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
<ul style="list-style-type: none"> Conduct training on effective instructional strategies for math through consultants so that students are actively engaged. 	Amount Budgeted: \$5,000 Source: Title I Timeline: 2007-2008
Community Involvement	
<ul style="list-style-type: none"> Recruit volunteer interpreters for non-English speakers as needed for school functions, meetings, and events so that ESL students are immersed into the school community. 	Amount Budgeted: \$0 Source: Staff/Volunteer Time Timeline: 2007-2008
<ul style="list-style-type: none"> Expand home visits and parent meetings of SIT/LST teams so that parents understand our care and concern. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008
Materials and Equipment	
<ul style="list-style-type: none"> Expand use of <i>Performance Matters 2</i> reports and applications to classroom instruction and individual student achievement to evaluation programs and identify areas needing intervention. 	Amount Budgeted: \$25,000 Source: Local Timeline: 2007-2008 <i>Duplicated Reference</i>

III. MIDDLE LEVEL SUBGROUP MATHEMATICS PERFORMANCE

A. FINDINGS

1. Five of the six represented subgroups fell below the AMO mathematics target.

In 2007, the aggregate score for the middle level Math MSA decreased by 1.2 percentage points, missing the AMO by .5 of a point. The subgroups of African American, White, and FARMS also decreased in similar fashion at 1.9 percentage points, 1.6 percentage points, and 1.9 percentage points respectively. Five out of six of the represented subgroups did not meet the AMO.

Subgroup	African American	White	Hispanic	FARMS	Special Education	LEP
Proficiency	42.7	56.2	40.0	40.3	24.3	50
AMO	50	50	50	50	50	50
Gap	-7.3	-6.2	-10	-9.7	-25.7	0

One result of raising the AMO target was a widened gap for all subgroups' performances as well as and the aggregate. Somerset Intermediate did not make AYP due to the special education subgroup and FARMS subgroup performances in Math.

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The Middle Level (6-8) Challenges in Mathematics are:

1. We are challenged to increase middle level and academy students' motivation and confidence to succeed in mathematics.
2. We are challenged to increase all subject teachers' fluency in embedding math references and examples in daily instruction demonstrating relevancy and building student application skills.
3. We are challenged to regularly and consistently monitor mathematics intervention according to students' needs.

B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. The Focused Math program will continue and be reinforced through the daily coaching of a math facilitator.

Two math consultants will continue to visit each school three times for classroom observations and conferences. The consultants will provide spiral reviews for teachers to use as warm-ups to reinforce learned concepts. Somerset Intermediate School now has a dedicated math facilitator due to the hiring of a reading coach and a technology facilitator. This will allow much more attention to individual teacher needs. The facilitator will also work with students to provide targeted intervention. The math facilitator and math teachers will develop authentic problems and simulations that bring relevancy and interest into math problem solving and demonstrate application of math concepts

2. Curriculum, instruction, and assessment alignment has been strengthened through summer workshops and on-going professional development.

A county-wide week long vertical teaming workshop was held in the summer of 2007. Tasks included reworking existing scope and sequences, revising the benchmarks, and discussing methodology that encourages students to understand mathematics conceptually. Four Math Milestones (benchmarks) will be given during the year. Four vertical team data meetings have been scheduled to review and analyze benchmark data. Middle school teachers are documenting curriculum milestones to ensure that all MSA assessment limits are covered. Middle school teachers will be using MSA and Algebra HSA test preparation materials from several vendors aligned with classroom instruction to reinforce taught concepts and skills, identify areas for needed intervention, and increase students' test taking skills. These materials will be used in class as well as in after school and pullout intervention situations. MSA test preparation materials have been purchased for use in Grades 6 through 8 math instruction.

3. System support for the efficient turnaround and analysis of students' benchmark performances has been established.

A new performance assessment coordinator position has been created to provide timely and reliable benchmark administration and analysis. The position will also provide training for *Performance Matters* (data warehouse software).

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4. Math teachers and their students will continue building student portfolios of work samples and test data.

Portfolios provide physical evidence of student progress and will help with student confidence and motivation. Portfolio review and discussion also focus teacher's attention on teaching students rather than teaching content.

5. Comprehensive Professional Development initiatives will drive teacher skill in achieving student results.

Somerset Intermediate School is now involved with the *Coalition of Essential Schools*. Based on our subgroup scores, all three secondary schools have chosen three *Coalition Principles* to assist us in addressing the achievement gap. These principles are:

- Making education as personal as possible so that each individual's needs are met
- Helping students to use their minds well.
- Establishing a tone of decency and respect.

This will ensure that ALL students are encouraged to succeed and increase the capacity for learning for all children. All secondary staff will receive professional development on these topics and will work collaboratively to develop concrete strategies and procedures to achieve these goals. Additionally, three SIS teachers are involved in a Math and Science Partnership Grant and will receive professional development and an additional technology bundle including a document camera. The Math and Science Partnership Grants have supported multiple cohorts over the last 2 years and will be supporting three elementary through Middle School teachers for 2007-2008.

6. A new facility for Somerset Intermediate School will open in the first semester providing a greatly enhanced educational technology capability.

Wireless Internet and network service will be available throughout the building. All math classrooms will have ceiling mounted LCD's, connected to teacher laptops and *Promethean Boards*. Sixth grade students will also continue working with handhelds and 7th graders will have access to laptop computers.

7. Additional support is provided for struggling and marginally successful students in mathematics.

An after school tutoring program for students in Grades 6 and 7 is being provided during 2007-2008 for students who need additional support to understand and master taught concepts and applications. The program is funded by the 21st Century Grant and the Local Management Board. The tutors are paid staff, not volunteers providing consistent and personal support. Students are expected to be regular participants.

Specific Master Plan Action Steps to address this challenge are:

- 1.1.23 Implement Formative Assessments at the Secondary Schools
- 1.1.34 Initiate math portfolios in grades 6 and 7
- 1.1.44 Revise Math Curriculum based on formative assessments
- 1.1.48 Develop and implement spiral reviews

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- 1.1.51 Continue to assess student enrollment in Pre-Algebra and Algebra in Grades 6-8
- 1.1.52 Increase math facilitator time spent in math classrooms
- 1.1.53 Continue Focus math
- 1.1.55 Assess the impact of quarterly math assessments
- 1.3.6 Increase data additions to *Performance Matters*
- 1.3.8 Disaggregate performance data for all subgroups
- 1.7.7 Promote effective instructional strategies through instructional facilitator
- 1.8.2 Ease transition of 6th and 8th Graders with one day early start
- 2.1.13 Monitor the participation of parents in math night
- 3.5.1 Collect data from math benchmarks through *Performance Matters*
- 3.6.7 Develop end-of-course assessments in grades 6-12

C. RELATED RESOURCES

MIDDLE LEVEL PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS MATHEMATICS CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Fill Facilitator opening with math instructor to provide collaboration and assistance to teachers 	Amount Budgeted: \$50,000 Source: Local Timeline: August 2007
<ul style="list-style-type: none"> • Add PK-12 <i>Performance Assessment</i> Coordinator so that all staff members are able to access our data effectively. 	Amount Budgeted: \$53,819 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i>
Intervention	
<ul style="list-style-type: none"> • Implement the use of MSA test prep materials to provide targeted intervention that is aligned with the VSC. 	Amount Budgeted: \$4,000 Source: Local Timeline: Summer 2007
<ul style="list-style-type: none"> • Expand use of <i>Performance Matters</i> (data warehouse) so that all relevant data is available for instructional decision making. 	Amount Budgeted: \$25,000 Source: Local Timeline: 2007-2008 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> • Provide a consistent program of After School Tutoring for 6th and 7th grade students so that timely specific intervention can be provided. 	Amount Budgeted: \$310,400 Source: 21 st Century Grant (\$251,000) LMB: (\$ 59,400) Timeline: 2007-2008 <i>*Duplicated Reference</i>
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Provide Portfolio materials so that teachers can demonstrate problems to students and parents. 	Amount Budgeted: \$500 Source: Local Timeline: Semester 1

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MIDDLE LEVEL PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS MATHEMATICS CHALLENGES	
<ul style="list-style-type: none"> Enhance Technology at new middle school so that integration is seamless and positive. 	Amount Budgeted: \$99,000 Source: Local Timeline: Fall, 2007
Professional Development	
<ul style="list-style-type: none"> Dedicate some APD (After-hours Professional Development) to addressing mathematics to provide vertical and horizontal collaboration. Use <i>Coalition of Essential Schools</i> partnership to increase mathematics performance by teaching strategies to engage diverse learners. Provide <i>Focused Math</i> consultant time for coaching, in-service, and feedback so that math teachers are provided continuous support for changes. Provide <i>Math Partnership</i> participation opportunities (3 teachers) to take advantage of technology university resources and networking with other school systems. Coordinate Vertical Teaming Workshop Opportunities for teachers so that backward mapping is possible over several grade levels. 	Amount Budgeted: \$35,000 Source: Thornton Timeline: 2007-2008 Amount Budgeted: \$12,000 Source: Thornton Timeline: 2007-2008 <i>*Duplicated Reference</i> Amount Budgeted: \$30,000 Source: GEAR-UP Timeline: 2007-2008 <i>Duplicated Reference</i> Amount Budgeted: \$15,000 Source: MHEC Timeline: 2007-2008 Amount Budgeted: \$3,600 Source: Thornton Timeline: June 2007 <i>Duplicated Reference</i>

III. HIGH SCHOOL LEVEL SUBGROUP MATHEMATICS PERFORMANCE

A. FINDINGS

1. Five of the six subgroups decreased in percent proficient on the 2007 HSA ALGEBRA assessment.

The aggregate proficiency rating for the 2007 Algebra HSA went down 10.8 points. This loss was shared by most subgroups with the exception of the special education subgroup which increased slightly. The 2006 aggregate score had seen a 20 point improvement from 2005 and all subgroup scores were still above those figures and above the AMO by virtue of the confidence intervals.

Subgroup	SPED	FARMS	African American	White	Hispanic	LEP
2007	30	51.9	51.4	64.2	25	0
2006	26.7	64.3	64.5	71.9	66.7	9.1
Difference	+3.7	-12.4	-13.1	-7.7	41.7	-9.1

(The number tested in LEP for 2007 was 2.)

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2. The difference in performance in HSA/Algebra between the two high schools is a significant and continuing trend.

The difference in Algebra scores between the two high schools continues to be a concern. The difference in the aggregate proficiency rating was 30.6 points compared to 22.6 in 2006. There were several disadvantageous situations at the smaller, lower performing high school this year. One of the two primary Algebra teachers was out on maternity leave up until a month before the HSA tests decreasing continuity of instruction. Additionally, the facilitator position was filled through two half time positions instead of one full time position leading to an ineffective use of the facilitator and inadequate scheduling for coaching. Retaining highly qualified mathematics staff remains a challenge at both sites, but particularly the smaller school. The small size of the high school requires individual teachers to carry multiple preps (3 out of 5 teachers have 4 different preparations) which inevitably results in inadequate planning and diminished preparation.

The High School Level Challenges in mathematics are significant. Categorizing them into an overall challenge, design challenges, delivery challenges, assessment challenges, and professional development assists in planning programs and strategies to more effectively meet the challenges.

Overall:

1. We believe that we are challenged on all fronts to make a significant difference in students' mastery of mathematics at the High School Level. We must continue to address the design of our curriculum, instruction, and assessment processes; we must engage in rigorous, effective staff development that will yield student results; and we must use all traditional and alternative resources fully to reach our students.

In program design:

2. We are challenged to develop, implement, and monitor curriculum adjustments to maximize student achievement.

In program delivery:

3. We are challenged to increase all high school level students' motivation and confidence to succeed in mathematics.
4. We are challenged to embed effective intervention strategies for students retaking their assessment.
5. We are challenged to fully utilize instructional technologies to individualize and maximize student progress.

In program assessment:

6. We are challenged to increase our skill and application in data analysis of student measures of progress.

In professional development:

7. We are challenged increase relevant and applicable learning opportunities for staff that yield student results.

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B. IDENTIFICATION OF PRACTICES, PROGRAMS, OR STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. Timely tracking of individual students' mathematics benchmark performance is a priority for 2007-2008.

Of significant frustration to classroom teachers, instructional facilitators, building principals and supervisors is the slow turn around of applicable classroom information from the student benchmarking process. To assure full and accurate use of the *Performance Matters* student data warehouse for real time classroom intervention, a new performance assessment coordinator position has been created. In addition to facilitating timely and reliable benchmark administration and analysis, this coordinator is also providing site based training for *Performance Matters* and its new iteration. Four Math Milestones (benchmarks) will be given during the year. Four vertical team data meetings have been scheduled to critically review and analyze benchmark data.

The special education department is expected to implement the following strategies at the high school level to improve the performance of students. Special education teachers will be scheduled to assist students in the classrooms using specific strategies. Within the instructional classroom small grouping is occurring. The computer accommodation, Kurzweil, is available for all teachers to use in assistance for special education students. Many special educators and regular educators are co-teaching and co-planning together to provide the students with extensive differentiated instruction.

Special educators along with regular classroom educators will access MSDE's on-line supplementary course for the students to get HSA practice in Algebra. Special educators will also be encouraging students to take advantage of Zero Period (CHS) each day a student as an extra opportunity for intervention and support from their teachers.

2. The K-8 Focused Math program will continue its expansion into High School practice to assure learner coherency.

As occurs K-8 throughout all SCPS sites, the two math consultants for the Focused Math initiative will continue to visit each school three times for classroom observations and feedback conferences with teachers, principals, and supervisors. The consultants are providing spiral reviews for teachers to access as warm-ups and checks for understanding. A site based math facilitator and high school math teachers are developing authentic problems and simulations that bring relevancy and interest into math problem solving and demonstrate application of math concepts.

3. A comprehensive and consistent, research based, results driven professional development program is being facilitated throughout the 07-08 school year through the *Coalition of Essential Schools*.

Both high schools are now involved with the *Coalition of Essential Schools*. An extra effort has been made and will continue to assure maintaining equity for training opportunities and resources at the high schools. Opportunities for collaborative work with all county teachers will be provided during the weekly Afternoon Professional Development.

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Based on the SCPS subgroup scores, all three schools have selected three priority *Coalition Principles* to assist in closing the achievement gap. These principles are:

- Making education as personal as possible so that each individual's needs are met;
- Helping students to use their minds well in order to increase the capacity for learning for all children; and
- Establishing a tone of decency and respect in order to ensure that ALL students are encouraged to succeed.

All secondary staff will receive professional development on these topics and will work collaboratively to develop concrete strategies and procedures to achieve these goals.

Utilizing these principles, an HSA Individual Plan will be collaboratively developed for each student who has failed the Algebra HSA. This plan will explain how each student will receive the targeted intervention that is necessary for he or she to pass the HSA. Options include retaking the course, pull out review programs, after school tutoring, use of the MSDE online course, the MDk12 mini-tests, etc.

4. Supplemental materials will be monitored for optimal use and application to student learning.

With significant staff turnover particularly at one site, no assumptions can be made about the teachers' full and fluent use of all resources for the optimal benefit to students whether struggling or advanced Training for *Cognitive Tutor* will be provided for all Algebra teachers.

Teachers will be monitored in their use of commercial HSA Algebra test preparation materials. Two publishers were chosen because one provided more opportunities for drill and practice and the other was superior in its explanation of the concepts. These will be used in the classroom and also pull out reviews or tutoring.

Texas Instrument Nspire graphing calculators (83s and 84s) will be purchased to be used in all algebra classes in classroom sets. *GEAR UP* funding is supporting this addition.

5. After school tutoring opportunities will be provided by GEAR-UP and the nearby University of Maryland Eastern Shore.

Students will be offered tutoring on a two day a week basis. The tutoring will be coordinated and delivered by math teachers with the assistance of math and education major students from UMES (University of Maryland Eastern Shore.)

Specific Master Plan Action Steps to address this challenge are:

- 1.1.23 Implement Formative Assessments at the Secondary Schools
- 1.1.39 Provide effective instructional strategies through facilitators' work with teachers
- 1.1.44 Revise Math Curriculum based on formative assessments
- 1.1.48 Develop and implement spiral reviews

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- 1.1.51 Use of math scope and sequences is monitored
- 1.1.52 Apply walkthrough instrument to monitoring of classroom strategies
- 1.1.53 Analyze the enrollment of Algebra in grades 6-8
- 1.1.55 Assess the impact of quarterly math assessments
- 1.1.56 Provide appropriate Intervention for students at risk
- 1.3.8 Disaggregate performance data for all subgroups
- 1.3.5 Increases data additions to *Performance Matters*
- 1.7.7 Provide professional development to help teachers analyze individual student growth
- 1.8.2 Ease transition by starting 6th and 8th Graders one day earlier
- 3.5.1 Performance Matters will be used to collect data from the math benchmarks
- 3.6.7 Develop end-of-course assessments in grades 6-12

C. RESOURCES

SECONDARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS MATHEMATICS CHALLENGES	
Staffing	
<ul style="list-style-type: none"> • Hire PK-12 Performance Assessment Coordinator to ensure training for all staff members in accessing and using data. 	<p>Amount Budgeted: \$53,819 Source: Thornton Timeline: August 2007 <i>*Duplicated Reference</i></p>
Core Program	
<ul style="list-style-type: none"> • Provide data management services through <i>Performance Matters</i> so that data from diverse sources can be managed efficiently for decision making. • Assign and monitor use of <i>Cognitive Tutor</i> with all Algebra I classes to provide authentic delivery and assessment activities. 	<p>Amount Budgeted: \$25,000 Source: Local Timeline: August 2007 <i>*Duplicated Reference</i></p> <p>Amount Budgeted: \$8,000 Source: Local Timeline: 2007-2008</p>
Intervention	
<ul style="list-style-type: none"> • Develop HSA Student Intervention Plans so each student receives appropriate intervention to be successful. • After School Tutoring so that timely and specific intervention is provided. 	<p>Amount Budgeted: \$0 Source: Staff Time Timeline: 2007-2008</p> <p>Amount Budgeted: \$31,400 Source: Nexus (\$28,000) <i>GEAR UP</i> (\$3,400) Timeline: 2007-2008</p>

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SECONDARY PROGRAMS, PRACTICES, & STRATEGIES TO ADDRESS MATHEMATICS CHALLENGES	
<ul style="list-style-type: none"> Zero Period Tutoring to provide intervention in a different delivery opportunity. 	Amount Budgeted: \$0 Source: Staff Time Timeline: September, 2007
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Use HSA test preparation materials to provide target intervention that is aligned to the Core Learning Goals. 	Amount Budgeted: \$3,400 Source: Local Timeline: summer 2007 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> Provide <i>Nspire</i> graphing calculators so that students can take advantage of enhanced instruction features. 	Amount Budgeted: \$28,000 Source: GEAR-UP Timeline: Fall, 2007
Professional Development	
<ul style="list-style-type: none"> Dedicate Afternoon Professional Development Sessions to Mathematics Performance so that horizontal and vertical collaboration can occur. 	Amount Budgeted: \$35,000 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> Partner with the <i>Coalition of Essential Schools</i> so that teachers are provided professional development on engaging diverse learners. 	Amount Budgeted: \$24,000 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> Utilize <i>Focused Math</i> Consultants to collaborate with teachers on curriculum, assessment, and methodology. 	Amount Budgeted: \$30,000 Source: GEAR-UP Timeline: 2007-2008 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> Coordinate Vertical Teaming Workshop so that backward mapping over several years can be utilized for curriculum improvement. 	Amount Budgeted: \$3,600 Source: Local Timeline: June 2007 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> Provide <i>Cognitive Tutor</i> Training and Contract so that math teachers can provide its authentic application problem to all students. 	Amount Budgeted: \$8,000 Source: Local Timeline: 2007-2008 <i>Duplicated Reference</i>