

I.H

Responses to Clarifying Questions

School System: **Somerset County**

The responses that were provided to the clarifying questions identified in the table should be included in final submission:

Executive Summary

Page 10 Section III A should read, "Middle level math proficiency continues to increase in all three service subgroups: Special Education, FARMS, and ELL while Reading proficiency increases were seen in only two of the three service groups: Special Education and FARMS."

Page 11 section C. Adequate Yearly Progress should read:

In reviewing the three levels, all students and all subgroups in both Reading and Mathematics performance met AYP at the Elementary Level. At the Middle Level which involves Somerset's Intermediate School and High School Academies (Grade 8), AYP was not met by several subgroups:

- Special Education Students-Reading and Mathematics
- Limited English Proficiency Students-Reading
- African American Students-Mathematics

At the High School Level, all students and all subgroups met AYP in both Reading and Mathematics with the exception of Special Education students in reading performance

MSA - Reading

Response: ELEMENTARY

Strategic adjustments to assure elementary special education teachers' participation in professional development are described on pages 47 and 48. These adjustments include:

- ✓ Assigning all special education teachers to core team meetings in order to analyze data and modify instruction— (*This is the most powerful form of professional development and growth.*). The timeline for this should read August 2009-June 2010.
- ✓ All elementary special education teachers will participate in (site) professional development activities partnered with core subject regular education teachers on the six early dismissal professional development afternoons in 2009-2010.
- ✓ Following professional development activities in both core meetings and early dismissal sessions, special education teachers will be observed by the Elementary Coordinator of Reading and provided feedback on observed "look fors." Data from these observations will be collected, analyzed, and used for setting professional development priorities and individual staff interventions throughout the year.
- ✓ Sessions on research based instructional strategies will become a regular part of the Special Education monthly meetings. (This represents a significant change from 2008-2009 during which all meetings were dedicated to compliance and monitoring issues.)

Response: MIDDLE

Strategic adjustments to assure middle level special education teachers' participation in professional development are described on pages 55 and 56. These adjustments include:

- ✓ Assigning all special education teachers to core team meetings in order to analyze data and modify instruction— (*This is the most powerful form of professional development and growth.*). The timeline for this should read August 2009-June 2010. .
- ✓ All secondary special education teachers will participate in weekly site based professional development for 75 minutes partnered with core subject regular education teachers throughout 2009-2010.
- ✓ Following professional development activities in both core meetings and early dismissal sessions, special

education teachers will be observed by the Elementary Coordinator of Reading and provided feedback on observed "look fors." Data from these observations will be collected, analyzed, and used for setting professional development priorities and individual staff interventions throughout the year.

- ✓ Sessions on research based instructional strategies will become a regular part of the Special Education monthly meetings. (This represents a significant change from 2008-2009 during which all meetings were dedicated to compliance and monitoring issues.)

The predominate model of co-teaching throughout the system at all three levels is One Teacher/One Support Teacher. During the 2009-2010 school year two days of professional development will provide training in:

- ✓ Station Teaching
- ✓ Parallel Teaching
- ✓ Alternative Teaching
- ✓ Team Teaching

The Coordinator of Reading will provide follow up and support to teachers following professional development on the other models of co-teaching.

As the responsibilities of Reading Coaches have expanded, the following organizational structures (both central office and school based) have been put in place to support the function of the reading coaches:

- ✓ Monthly meetings/training by Reading First Representative, Evelyn Renquist
- ✓ Monthly meetings with Reading Coordinator and Elementary Supervisor
- ✓ Principals in Elementary Schools attend Reading Team meetings coordinated by Reading Coaches
- ✓ Walk Through instrument was created/modified by Reading Coordinator and Elementary Supervisor
- ✓ Reading Coaches provided Leadership Training along with Principals

The Elementary Reading Program utilizes a three tiered approach. These include the following:

- ✓ Tier I Standards Based Classroom Learning:
All students participate in general education learning that includes: research based implementation of approved reading program aligned to the Maryland State Curriculum; Use of flexible groups for differentiation of instruction and frequent progress monitoring
- ✓ Tier II Needs Based Learning:
Targeted students participate in learning that is in addition to Tier 1 and different by including: formalized process of intervention (we have adopted programs: SIPPS, ERI, Read Well, Read Naturally, Voyager, SOAR), with greater frequency of progress monitoring
- ✓ Tier III: Intense Interventions
Target students participate in learning that is in addition to Tier 1 and Tier 2 and different by including: individualized assessments (PAT, GORT, TOWL); formalized process of intervention (targeted and additional time as determined), referral for specially designed instruction if needed (SpEd, ELL, etc.)

The expected level of participation for special education and LEP teachers in grade level meetings are as follows:

- ✓ Grade level meetings are usually held on individual students, for example IEP meetings. Special Ed and or LEP teachers would attend these meetings if one of their students would be discussed.
- ✓ Reading Content area meetings are held for one half hour every other week. Special education teachers that co teach with reading teachers are expected to attend meetings with their regular co teaching partner
- ✓ Content area team meetings are held normally during Early Dismissal Professional Development Days. All teachers attend these meetings.

MSA - Mathematics

The 2008 data in table 2.4 is reversed, LEP is showing actual special education numbers and special education is showing actual LEP numbers.

Based upon the examination of the AYP Math Proficiency Data for Elementary Schools (Table 2.4), Somerset County reports as follows:

Table 2.4: Maryland School Assessment - AYP Proficiency Data - Math - Elementary												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	555	432	77.8	553	423	76.5	536	429	80.0	562	455	81
African American	253	176	69.6	268	183	68.3	248	184	74.2	266	193	72.60
American Indian/Alaskan Native												
Asian/Pacific Islander	6	5	83.3	7	7	100.0	8	8	100.0	11	11	100
Hispanic	24	16	66.7	29	20	69.0	26	20	76.9	36	28	77.80
White (Not of Hispanic Origin)	271	234	86.3	249	213	85.5	254	217	85.4	247	221	89.50
Free/Reduced Meals (FARMS)	343	248	72.3	336	242	72.0	336	259	77.1	384	301	78.40
Limited English Proficient (LEP)	18	13	72.2	21	12	57.1	18	17	88.2	37	33	89.20
Special Education	85	57	67.1	72	43	59.7	88	53	60.2	107	65	60.70

Table 2.5 will be changed to reflect the LEP tested number as 16, not 12.

Based upon the examination of the AYP Math Proficiency Data for Middle Schools (Table 2.5), Somerset County reports as follows:

Table 2.5: Maryland School Assessment - AYP Proficiency Data - Math - Middle												
Subgroup	2006			2007			2008			2009		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	726	368	50.7	663	328	49.5	635	369	58.1	602	384	63.80
African American	334	149	44.6	307	131	42.7	300	153	51.0	265	143	54
American Indian/Alaskan Native												
Asian/Pacific Islander										6	6	100
Hispanic	25	7	28.0	20	8	40.0	26	14	53.8	26	17	63
White (Not of Hispanic Origin)	367	212	57.8	333	187	56.2	307	200	65.1	304	218	71.70
Free/Reduced Meals (FARMS)	445	188	42.2	402	162	40.3	363	190	52.3	355	198	55.80

Limited English Proficient (LEP)	11	1	9.1	12	6	50.0	12	4	33.3	16	10	62.50
Special Education	101	20	19.8	107	26	24.3	108	38	35.2	99	43	43.40

Strategic adjustments to assure special education teachers' participation in professional development across all levels include:

- ✓ Assigning all special education teachers to core team meetings in order to analyze data and modify instruction— (*This is the most powerful form of professional development and growth.*). The timeline for this should read August 2009-June 2010.
- ✓ All elementary special education teachers will participate in (site) professional development activities partnered with core subject regular education teachers on the six early dismissal professional development afternoons in 2009-2010.
- ✓ Following professional development activities in both core meetings and early dismissal sessions, special education teachers will be observed by the Elementary Coordinator of Reading and provided feedback on observed "look fors." Data from these observations will be collected, analyzed, and used for setting professional development priorities and individual staff interventions throughout the year.
- ✓ All secondary special education teachers will participate in weekly site based professional development for 75 minutes partnered with core subject regular education teachers throughout 2009-2010
- ✓ Sessions on research based instructional strategies will become a regular part of the Special Education monthly meetings. (This represents a significant change from 2008-2009 during which all meetings were dedicated to compliance and monitoring issues.)

Strategies that will be implemented to address the monitoring and effective completion of the 2009-2010 initiatives:

- ✓ Reading coordinator has developed a "Look For" list that will be used by principals, supervisors and instructional coaches to collect data on implementation of co teaching strategies
- ✓ Reading Coordinator, principals, and instructional coaches will collect data on implementation of co teaching strategies
- ✓ Monthly meetings will be held between instructional supervisors, principals, special education supervisor, reading coordinator, and secondary literacy coordinator to compare collection data (walkthroughs, observations,) on implementation
- ✓ Schedule of planned professional development sessions is supplied to Assistant Superintendent
- ✓ Special education initiatives will be kept on monthly A&S agendas as well as central office instructional agendas

Instructional Programs that are Implemented for students not proficient in mathematics are:

- ✓ Elementary: Schools have implemented universal periods which occur daily for 30 minutes. Students are placed in different subject areas for intervention of identified weaknesses. Reading weaknesses will be addressed first during these periods, but math deficiencies will be targeted when students are proficient in reading.
- ✓ All elementary math classes utilize flex groups in which students are provided intervention or enrichment depending upon their need. Math classes also utilize the *Success Maker* software program that provides targeted individual intervention or enrichment for students.
- ✓ Elementary teachers maintain electronic portfolios on all students. These provide a record of the student weakness identified as well as the intervention that was provided to strengthen it.
- ✓ At the Middle level students are provided math intervention during their "specials" period for one marking term.

- Students are selected using previous MSA data for the first marking term and then local benchmark data for the other three marking terms. Students in the math intervention class will use *Math Navigator* for part of the class period; the other part of the class will be used to pre-teach the next lesson of their regular math class.
- ✓ Students experiencing minimal difficulty in math will receive intervention during the regular math class through re-grouping. Math is scheduled for each grade level during the same time. This allows re-grouping to occur between math teachers and also the special education teacher.

High School Assessments – English

Table 2.3 will be corrected to reflect data on report card

Based on the Examination of AYP Proficiency Data for English (Table 2.3):

Strategic adjustments to assure high school level special education teachers' participation in professional development are described on pages 105 and 106. These adjustments include:

- ✓ Assigning all special education teachers to core team meetings in order to analyze data and modify instruction— (*This is the most powerful form of professional development and growth.*). The timeline for this should read August 2009-June 2010. .
- ✓ All secondary special education teachers will participate in weekly site based professional development (APD) for 75 minutes partnered with core subject regular education teachers throughout 2009-2010.
- ✓ Following professional development activities in both core meetings and APD sessions, special education teachers will be observed by the Elementary Coordinator of Reading and provided feedback on observed “look fors.” Data from these observations will be collected, analyzed, and used for setting professional development priorities and individual staff interventions throughout the year.
- ✓ Sessions on research based instructional strategies will become a regular part of the Special Education monthly meetings. (This represents a significant change from 2008-2009 during which all meetings were dedicated to compliance and monitoring issues.)

High School Assessments -- Algebra Data/Analysis

Interventions for students not meeting with success in Algebra/Data Analysis are described on pages 112 and 113 as well as 115 and 116. Other adjustments are as follows:

- ✓ Use of *Apangea* Algebra Software is provided for students who are not meeting success. This software is available from any Internet ready computer for students who are enrolled.
- ✓ Algebra teachers will maintain electronic portfolios and intervention progress will be reviewed each nine weeks by teachers, facilitators, and supervisors
- ✓ Algebra and special education teachers received professional development on daily formative assessment and management of small group intervention
- ✓ Parallel bridge projects are being developed as the basis for a semester Algebra course for repeaters.
- ✓ Algebra classes at Washington were regrouped after benchmarks to provide for targeted intervention
- ✓ Algebra students in grades 9-12 at Washington who are failing are required to attend tutoring by math teachers three days a week during the “Access” or extended lunch period.
- ✓ An all male classroom has been created at Washington for one set of students who are not meeting success

Strategic adjustments to assure high school level special education teachers' participation in professional development are described on pages 116, 117 and 118. These adjustments include:

- ✓ Assigning all special education teachers to core team meetings in order to analyze data and modify instruction— (*This is the most powerful form of professional development and growth.*). The timeline for this should read August 2009-June 2010. .
- ✓ All secondary special education teachers will participate in weekly site based professional development (APD) for 75 minutes partnered with core subject regular education teachers throughout 2009-2010.
- ✓ Following professional development activities in both core meetings and APD sessions, special education teachers will be observed by the Elementary Coordinator of Reading and provided feedback on observed “look fors.” Data from these observations will be collected, analyzed, and used for setting professional development priorities and individual staff interventions throughout the year.
- ✓ Sessions on research based instructional strategies will become a regular part of the Special Education monthly

meetings. (This represents a significant change from 2008-2009 during which all meetings were dedicated to compliance and monitoring issues.)

Strategies that will be implemented to address the monitoring and effective completion of the 2009-2010 initiatives:

- ✓ Reading coordinator has developed a “Look For” list that will be used by principals, supervisors and instructional coaches to collect data on implementation of co teaching strategies
- ✓ Reading Coordinator, principals, and instructional coaches will collect data on implementation of co teaching strategies
- ✓ Monthly meetings will be held between instructional supervisors, principals, special education supervisor, reading coordinator, and secondary literacy coordinator to compare collection data (walkthroughs, observations,) on implementation
- ✓ Schedule of planned professional development sessions is supplied to Assistant Superintendent
- ✓ Special education initiatives will be kept on monthly A&S agendas as well as central office instructional agendas

High School Graduation Requirement

Analysis of Table 3.9 and 3.10 should read:

a. All students met the HSA Graduation Requirement in the Class of 2009.

- ✓ 161 Students completed the required HSA graduation requirements.
- ✓ 92 passed all 4 HSA assessments.
- ✓ 51 completed through scoring the 1602 composite.
- ✓ 18 completed by completing the required number of bridge projects.
- ✓ Students completed 57 total Bridge Projects. They included 13 Algebra, 18 Biology, 16 English, and 10 Government.

School Improvement

Data has been added to table 5.1. The Panel requests that the LEA insert high school data for 2009 to show the one school (out of two) making AYP.

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress												
	Elementary			Middle			High			Special Placement		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	6	6	100.0	2	2	100.0	2	2	100.0			
2004	6	2	33.3	2	2	100.0	2	1	50.0			
2005	6	6	100.0	1	0	0.0	2	1	50.0			
2006	6	6	100.0	1	0	0.0	2	0	0.0			
2007	5	4	80.0	1	0	0.0	2	1	50.0			
2008	5	5	100.0	1	1	100.0	2	1	50.0			
2009	5	5	100.0	1	0	0.0	2	1	50.0			

- ✓ Reading intervention Teachers have been hired at both high schools. These teachers will work with students at the 8th, 9th and 10th grade levels that are identified with having reading difficulties. Students will be identified using MSA, SRI (Scholastic Reading Inventory) and local benchmark assessments.
- ✓ Targeted intervention will be delivered by the intervention teachers using the “Readers Advantage” program. This will be monitored by the Secondary Literacy Coach whose duties were expanded this year to include the high schools.
- ✓ Math intervention teachers were not hired at the high schools, but intervention time has been built into the high school schedule. Washington High School has implemented a “One Hour” lunch which will allow time for math teachers to work with struggling math students. Crisfield High School uses before and after school tutoring to help struggling students in math.
- ✓ The Apangea mathematics software program was purchased this year through the GEAR UP grant and will be utilized during intervention times.
- ✓ At the intermediate school, one math teacher has been assigned math intervention to work with all struggling math students at the 6th and 7th grade levels. The objective of this is to build students’ math skills as they are entering the Pre-Algebra and Algebra courses. SCPS expects this to lower the number of students needing intervention with basic math concepts at the 8th and 9th grade levels.

Table 7.6 Incidents of Bullying, Harassment, or Intimidation

	2005-2006	2006-2007	2007-2008	2008-2009
Number of Incidents	61	27	37	35

HQT Clarifications that Should Be Included in November 23rd Final Submission

School System: Somerset County

The responses that were provided to the clarifying questions identified in the table should be included in final submission:

Highly Qualified Teacher

What school year is associated with the term “projected” data in Table 6.6: Attrition Rates. The term projected should not be in Table 6.6. The information listed is for the 2008-2009 school year. Projected will be removed from the table.