

I.D.v
Graduation Rates and Dropout Rates

No Child Left Behind Goal 5: All students will graduate from high school.

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

Table 5.6: Percentage of Students Graduating From High School							
Annual Measurable Objective (AMO):	<i>80.99%</i>	<i>80.99%</i>	<i>83.24%</i>	<i>83.24%</i>	<i>83.24%</i>	<i>85.50%</i>	<i>85.50%</i>
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students (Counts toward AYP)	76.92	73.80	81.82	72.91	75.46	71.15	77.17
African American	73.33	74.00	82.61	76.92	82.69	73.4	81.25
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	100	
Asian/Pacific Islander	0.00	0.00	0.00	0.00	0.00	100	0.00
Hispanic	0.00	0.00	0.00	0.00	33.33	100	100
White (Not of Hispanic Origin)	79.81	74.30	80.80	69.44	69.72	68.18	73.50
Free/Reduced Meals (FARMS)	77.01	74.50	72.63	66.67	69.00	67.71	72.82
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	100	100
Special Education	72.22	76.20	61.54	47.06	54.84	46.15	43.48
Female	82.73	82.20	86.61	83.50	84.07		82.57
Male	69.41	65.40	76.85	62.00	66.02		71.82

Table 5.7: Percentage of Students Dropping Out of School							
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All students	5.62	5.13	5.36	7.27	5.28	4.24	4.44
African American	5.96	2.67	3.64	7.16	4.45	3.78	2.64
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	0	0.00
Asian/Pacific Islander	20.00	0.00	6.67	0.00	20.00	0	0.00
Hispanic	0.00	0.00	14.29	0.00	0.00	3.23	3.45
White (Not of Hispanic Origin)	5.26	7.43	6.55	7.79	6.16	4.73	6.11
Free/Reduced Meals (FARMS)	6.37	5.76	5.84	9.03	4.50	4.26	5.21
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	0	0.00
Special Education	1.92	6.65	12.93	15.22	9.48	5.98	8.13
Female	3.72	3.91	2.81	4.87	3.83	4.26	2.84
Male	7.71	6.41	7.98	9.80	6.77	4.21	6.02

1. Evidence of Progress Toward Achieving Graduation Rate/Dropout Rate Target

a. Graduation Rate has increased in most subgroups over last year.

- All student graduation rate is up 6.02 percentage points.
- African American graduation rate is up 7.85 percentage points.
- White subgroup graduation rate is up 5.32 percentage points.
- Farms graduation rate is up 5.11 percentage points.
- Only Special Education graduation rate dropped this year by 2.67 percentage points.

b. Dropout Rate decreased in two subgroups from last year.

- Dropout rate for the African American subgroup decreased by 1.14 percentage points.
- Female dropout rate decreased by 1.42 percentage points.

c. The African American subgroup outperforms all other groups for the highest graduation percentage and lowest dropout percentage.

- The African American graduation rate is 81.25%, 7.75 percentage points higher than the White subgroup.
- The African American subgroup dropout rate is 2.64%, and is the only subgroup to achieve the AMO.

2. Programs, Practices or Strategies Attributing to Progress

a. **STRATEGY: Provided staffing to offer counseling and alternative services to students.**

- Provided counselor developed individual learning plans for students at risk of not graduating.
- Provided case management by Learning Support staff for students at risk of dropping out through GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs).
- Provided activities to the 10th grade cohort last year aimed at motivating students to stay in school and go on to college.
- Maintained the Alternative Learning Center for at risk students.
- Maintained 2 attendance clerks at high schools.
- Implemented an Emotionally Disabled classroom where students attended part of day.
- Provided Summer School for middle and high school students.
- Implemented Bridge Program at both high Schools.
- Continued to refine/revise transition activities for 6th and 8th grade students.
- Created Bridge Project class sections at both high schools.

b. **STRATEGY: Provided teachers with targeted professional development for increasing student achievement .**

- Provided professional development through Coalition of Essential Schools on Critical Skills and Student Engagement.
- Provided 7th grade teachers with 1 to 1 Lap Top Professional Development.
- Provided 8th grade teachers *Promethean* Board training.
- Revised high school schedules to better accommodate Co-teaching.
- Expanded Co-teaching at the high school level from One Teacher/One support teacher to Station Teaching, Parallel Teaching, Alternative Teaching and Team Teaching.
- Monitored and evaluate the repertoire of instructional methods and modalities being used in classes by both regular and Special Education staff; establish action plans as needed.
- Provided embedded professional development for regular and special educators in Co-teaching.

- Developed specific “Look Fors” for administrators’ and coaches’ observations of multiple Co-teaching models; collate and analyze data; apply findings to professional development and evaluation.
- Monitored implementation of Co-teaching strategies through observations, walk-throughs, and reflective conferences with the regular education teachers and the Special Educations teachers; document findings
- Trained teachers and administrators on the Tiered Level of Interventions
Tier 1-Differentiated Instruction Tier 2-Short Term Support
Tier 3-Long Term Support

c. STRATEGY: Provided technology to both students and staff.

- Created 8th grade “High Tech” classrooms-provided teachers with *Promethean* Boards and laptop computers.
- Provided all 7th graders with student laptop computers.

<i>CATEGORY</i>	<i>STRATEGY,PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Staffing/Student Activities	GEAR UP coordinator provided activities designed to motivate the 10 grade cohort to attend college	Source: GEAR UP Cost:: \$11,000
Staffing/Core Program	Maintained the Alternative Learning Center for at risk students	Source: Local Cost:: \$315,004
Professional Development	Coalition of Essential Schools provided secondary schools with PD on working with all students	Source: SSIG Grant 09 Cost:: \$75,838
Professional Development	Coalition of Essential Schools and Antioch University provided PD on Critical Skills	Source: Local Cost:: \$14,000
Staffing	Maintained 2 Attendance Clerks at Both High Schools	Source: Local Cost:: \$32,965
Staffing	Implemented Emotionally Disabled Classroom	Source: Local Special Ed Cost:: \$74,601
Equipment	Provided all 7 th grade students with a student laptop	Source: Local Non Recurring Costs Cost:: \$240,000
Professional Development	Provided all 7 th grade teachers with 1 to 1 Laptop Professional Development	Source: Staff Time Cost:: \$0
Equipment	Created High Tech Classrooms at 8 th grade-Promethean Boards and Laptops for Teachers	Source: Ed Tech Grant Cost:: \$132,000

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Professional Development	Provided Promethean Board Training for all 8 th Grade teachers	Source: Staff Time Cost: \$0
Staffing	Provided Summer School for middle and high school students	Source: Local Cost: \$38,000
Staffing	Extended contract for Bridge Coordinator	Source: Local Cost: \$11,357
Staffing	Provided Summer session for Bridge classes	Source: Local Cost: \$5,600
Professional Development	APD (After School Professional Development) 75 minute PD each week	Source: Local Cost: \$250,298
Staffing	Learning Support Staffs are continued to be funded	Source: \$232,855 Cost: SS/HS \$133,077; Local \$99,778

3. Challenges Remaining in Meeting the Graduation/Dropout Rate Target

a. **The Special Education subgroup continues with an unacceptable low graduation rate and high dropout rate.**

- The Special Education subgroup dropped 2.67 percentage points from 2008 to 2009.
- The graduation rate for the Special Education subgroup is 43.48%, almost 30 percentage points below the next lowest performing group.
- The Special Education dropout rate is 8.13%, 1.81 percentage points higher than the next highest group.
- Over the last 4 years, the Special Education subgroup has experienced a dropout rate of 15.22%, 9.48%, 5.98% to 8.13% in 2009.

b. **Somerset County did not meet the AMO for graduation/dropout rate.**

- The all student graduation rate of 77.17% is below the AMO of 85.50%.
- The all student dropout rate of 4.55% is higher than the AMO of 3.0%.
- Males graduate at only a 71.82% rate.
- Male dropout is at a 6.24% rate.
- The White subgroup achieved a 73.50% graduation and 6.32% dropout rate.
- FARMS students experienced a 72.82% graduation and 6.32% dropout rate in 2009.

4. Changes or Adjustments That Will Be Made to Ensure Progress in Graduation/Dropout Rate

a. ADJUSTMENT: Several initiatives will target improving the achievement and retention of the Special Education subgroup.

- Co-teaching sections will be increased at the high school level.
- Special Education teachers will be assigned to fewer teachers and sections for 2009-10.
- An additional Special Education teacher will be transferred to Washington High School.
- Secondary Special Education teachers will Co-teach in only one content area in 2009-10.
- A Co-teaching professional development initiative will be implemented through a partnership with University of Maryland Eastern Shore with High School partners supported/coached by Dr. Sharon Clark, UMES.
- Co-teaching pairs will be provided stipends for after school planning/collaboration.
- The Elementary Reading Coordinator duties will be shifted to include working with high school Co-teaching pairs. The coordinator will provide Language Arts teams with specialized reading instruction strategies.
- A Special Education support program will be initiated at Somerset Intermediate for incoming 6th graders. Ten “high risk” Special Education students have been identified and will receive support by individually assigned staff.

b. ADJUSTMENTS: Additional staff and adjusting duties will provide students with more opportunities for success.

- The Reading Coach at Somerset Intermediate will be assigned to work with High School Language Arts teachers in the area of reading instruction.
- Reading Intervention teachers will be hired at both high schools.
- A full time teacher at Somerset Intermediate has been assigned to Reading Intervention.
- A full time teacher at Somerset Intermediate has been assigned to Math Intervention.

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
Revised duties of the Elementary Reading Coordinator to work with the Special Education Co-teaching initiative Timeline: August 2009-June 2010	Realigning duties within the Central Office	Staffing Cost: \$23,997 Source: Staff Time
Maintained two teaching positions at Somerset Intermediate for Reading and Math Intervention	Temporary low student enrollment will allow a shift of duties for two	Staffing Cost: \$87,919 Source: Local

ADJUSTMENT and TIMELINE	RESOURCE	CATEGORY AND FUNDING
Timeline: August 2009-June 2010	teachers	
Maintained Learning Support Staff at the Secondary Level Timeline: August 2009-June 2010	Learning Support staff previously funded by Safe Schools/ Healthy Students grant	Staffing Cost: \$45,417 Source: Local

c. **CHANGE: High school schedules will be revised to include more “student” time.**

- Washington High School will utilize a “One Hour Lunch” which will enable all students to pursue interests, including tutoring in weak areas.
- Advisory periods will be utilized at both high schools.

CHANGE and TIMELINE	RESOURCE	CATEGORY AND FUNDING
Providing professional development and support for Co-teaching for 25 Special Education and regular education teachers. Timeline: August 2009-June 2010	Partnership with UMES and Special Education grant Professional Development	Professional Development Cost: \$10,398 Source: LAFF Grant Cost: \$17,200 Source: ARRA (Stimulus Funds)
Two reading intervention teachers have been hired to work with struggling students at both high schools Timeline: August 2009-June 2010	New Hires	Staffing Cost: \$66,338 Source: ARRA (Stimulus Funding)
Two full time teachers will provide intervention for Reading and Math at the 6 th and 7 th grades at Somerset Intermediate Timeline: August 2009-June 2010	Maintained Staffing	Staffing Cost: \$87,919 Source: Local