

**I.D.vi**  
**Highly Qualified Staff**

**No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**

**No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.**

**No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.**

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.<sup>1</sup> In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal.

---

<sup>1</sup> Section 2141(a) of the Elementary and Secondary Education Act.

## Highly Qualified Staff

### A. Based on the Examination of Core Academic Subject Classes Taught by Highly Qualified Teacher Data (Tables 6.1 - 6.3):

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers			Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools			
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers		Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2003-2004	53.40	46.60	2008-2009	77	77	100%
2004-2005	75.80	24.20				
2005-2006	69.00	31.00				
2006-2007	71.40	28.60				
2007-2008	83.30	16.70				
2008-2009	92	8				

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason														
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	22	19.10	2	1.70	66	57.40	11	9.60	0	0.00	14	12.20	115	381
2006-2007	16	13.90	1	1.00	4	3.50	20	17.40	56	48.70	18	15.70	115	402
2007-2008	1	1.4	5	6.90	17	23.60	3	4.20	19	26.40	27	37.50	72	430
2008-2009	9	22.5	0	0	6	15	8	20	5	12.5	12	30	40	432

#### 1. Evidence of Progress of Core Academic Subject Classes Taught by Highly Qualified Staff

- a. The number of highly qualified staff teaching academic subjects is increasing.
  - The percentage of core academic subject classes taught by highly qualified teachers has increased by 38.60 percentage points since 2003-2004.

- The percentage of core academic subject classes taught by highly qualified teachers has increased by 8.7 percentage points since 2007-2008.

**b. The number of non highly qualified staff teaching core academic subjects is decreasing.**

- The number of classes not taught by highly qualified teachers because of invalid grade levels for certification decreased by 6.90 percentage points since 2007-2008.
- The number of classes not taught by highly qualified teachers for testing requirements not met decreased by 8.6 percentage points since 2007-2008.
- The number of classes not taught by highly qualified teachers for missing certification information decreased by 13.9 percentage points since 2007-2008.
- The number of classes not taught by highly qualified teachers for conditional certification decreased by 7.5 percentage points since 2007-2008

**2. Practices, Programs, or Strategies which Contributed to Progress and Evidence that the Strategies in Place Are Having the Intended Effect**

**a. PRACTICE: Continued Human Resources Department monitoring and communicating with all staff on certification progress and issues.**

- A thorough analysis of transcripts and records was performed by the Human Resources Generalist in order to determine what each teacher needed to become highly qualified. There was no resource allocation. Seventeen conditionally certificated teacher's transcripts were analyzed
- Conferences, letters and emails were the means of communication to remind teachers of their responsibilities to obtain certification. There was no resource allocation. Eighty-six emails were sent. Thirty-two conferences were held and eighty letters were sent.
- Eleven incumbent teachers became highly qualified.

**b. STRATEGY: Offered Professional Development/Certification opportunities to all staff.**

- Seven MSDE/CPD classes were offered during the 2008-09 school year by the Human Resources Department.
- Classes included Teaching Reading in the Content Area, Mentor Instruction, Parent Involvement, Classroom Management, Assessment Practices, Aspiring Leadership and Effective Classroom Practices.
- 60 teachers attended the after school classes during 2008-09.
- Eleven incumbent teachers became highly qualified as a result of attending the county provided classes.
- Tuition reimbursement was provided for incumbent teachers who were not highly qualified and for highly qualified teachers renewing certificates after a

specified period. Eleven not highly qualified teachers took required courses and were reimbursed.

- Praxis study guide and Praxis test reimbursement was provided for incumbent teachers who are not highly qualified and for highly qualified teachers.

<i>CATEGORY</i>	<i>STRATEGY,PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Professional Development	MSDE/CPD Classes Provided by Human Resources Department	Cost:: \$15,400 Source: Local
Professional Development	Tuition Reimbursement for University Courses	Cost:: \$108,000 Source: Local
Professional Development	Praxis Test and Study Guide	Cost:: \$600 Source: Local

c. **PRACTICE: Continued to recruit and retain highly qualified teachers.**

- Recruitment teams attended 10 recruitment fairs. Four hundred twenty-five applications were received. Six highly qualified applicants were hired from the recruitment fairs.
- Job applications were reviewed and screened. Applicants identified as being certified or eligible for certification were considered eligible for hire. Preference was given to those applicants determined to have “highly qualified status”. Eighty-eight percent of new hires were highly qualified.
- Contract Benefits include competitive salaries, tuition reimbursement, competitive health insurance, sick leave, illness in the family and business leave. The resource allocation represents 78% of the operating budget. Highly qualified hires have increased 40 percentage points since FY 2006.

<i>CATEGORY</i>	<i>STRATEGY,PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Core Program Timeline: February, 2009 – May, 2009	Recruitment of Teachers Attending Recruiting Fairs	Cost:: \$3,000 Source: Local
Core Program Timeline: July, 2008 – June, 2009	Cost of Salary and Benefits for all Staff	Cost:: \$26,365,127

**3. Challenges to Core Academic Subject Classes Taught by Highly Qualified Staff**

a. **The goal of 100% of core academic subject classes taught by highly qualified teachers has not been met.**

- 92% of Core area teachers are classified as highly qualified.
- All not highly qualified teachers are at the secondary level.
- There are ten core academic subject teachers classified not highly qualified. Five or 50% of those teachers were science teachers.
- Three or 30% of the non highly qualified core area teachers were placed out-of-field.
- The remaining two core academic subject teacher not highly qualified teachers were English and mathematics teachers.

b. **Some classes are taught by non-highly qualified teachers as a result of out of field or certification issues.**

- There was an increase in the number of non core academic classes taught by not highly qualified teachers due to the teacher's expired certificates.
- The number of classes not taught by highly qualified (NHQ) teachers due to placement out of field of certification. This represents an increase by 15.8% since 2007-2008.

4. **Changes or Adjustments Made to Ensure Sufficient Progress.**

a. **ADJUSTMENT: Non highly qualified teachers were made aware of certification requirements as well as opportunities to complete these requirements by the Human Resources Department.**

- Human Resources Generalist communications (letters, emails, conferences, newsletters, website postings and memos) with NHQ teachers have made change possible.
- Only three core area teachers remain NHQ as of June 30, 2009.

b. **ADJUSTMENT: Tuition and Praxis reimbursement and MSDE/CPD courses have enabled teachers to become highly qualified.**

- Four of five NHQ science teachers became highly qualified as of August 15, 2009.
- One of two teachers with expired certificates obtained a certificate by taking renewal credits through the Human Resources MSDE/CPD courses.

c. **ADJUSTMENT: Scheduling teachers into areas for which they are not highly qualified was only done when there was no other alternative.**

- Principals are reminded to attempt to schedule teachers in proper certification areas

- One of three teachers scheduled out of field has taken and passed one part of a Praxis test needed to add a proper endorsement

<i>ADJSUTMENT</i>	<i>CATEGORY</i>	<i>FUNDING SOURCE AND COST</i>
Human Resources Generalist notifies Teachers of Certification	Staffing	Source: Local Cost: \$39,000
Professional Coursework at the College/University level Praxis Test and Study Guide	Professional Development	Source: Local Cost: \$4000

**B. Based on the Examination of the Equitable Distribution of Highly Qualified Teacher Data (Tables 6.4 - 6.5):**

**Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level**

		Core Academic Subject Classes Taught by HQT					
		High Poverty			Low Poverty		
		Total Classes		Taught by HQT	Total Classes		Taught by HQT
		#	#	%	#	#	%
<b>2005-2006</b>							
Elementary		82	75	91.4	0	0	0
Secondary		261	152	58.2	0	0	0
<b>2006-2007</b>							
Elementary		65	60	92.3	0	0	0
Secondary		317	227	71.6	0	0	0
<b>2007-2008</b>							
Elementary		70	69	98.5	0	0	0
Secondary		320	250	78.1	0	0	0
<b>2008-2009</b>							
Elementary		22	22	100	0	0	0
Secondary		84	88	92	0	0	0

**Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience**

Core Academic Subject Classes									
		High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
<b>2008-2009</b>	Elementary	73	100	4	100	0	0	0	0
	Secondary	338	89.41	12	100	0	0	0	0

\* Some local school systems will not have schools that qualify as "high poverty".

\*\* "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2008-2009 school year.

**1. Evidence of Progress for the Equitable Distribution of Highly Qualified Teachers (Somerset County has no Low Poverty Schools)**

**a. Core area subject classes taught by highly qualified teachers have increased.**

- Core area classes taught by highly qualified teachers in high poverty schools on the elementary level has increased 8.6 percentage points since 2005-2006.
- Core area classes taught by highly qualified teachers in high poverty schools on the elementary level has been at 100% for the past two years.
- Core area classes taught by highly qualified teachers in high poverty schools on the secondary level has increased 33.8 percentage points since 2005-2006.

**b. Core area subject classes taught by highly qualified experienced teachers has increased.**

- Core area classes taught by experienced highly qualified teachers on the elementary level increased 4.2 percentage points since 2007-2008.
- Core area classes taught by experienced highly qualified teachers on the secondary level increased by 5.1 percentage points since 2007-2008.

**2. Practices, Programs, or Strategies Which Contributed to Progress and Evidence That the Strategies in Place are Having the Intended Effect of Distributing High Quality Teachers Equitably**

**a. STRATEGY: Encouraged and enabled teachers to become highly qualified through tuition and Praxis reimbursement as well as MSDE/CPD courses.**

- All elementary teachers are highly qualified.
- MSDE/CPD classes are offered to assist incumbent teachers to become highly qualified, to provide a means for credit renewal and to offer classes that will add to teacher efficacy.
- Ten secondary teachers were not highly qualified at of December 2008. As of June 30, 2009, only three remain not highly qualified.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Professional Development	After School Classes Provided by Human Resources Department	Source: Local Cost: \$15,400

**b. STRATEGY: Increased the recruitment of highly qualified teachers.**

- Attendance at teacher recruitment fairs has helped to provide an increased number of new hires who are highly qualified.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Core Program	Attending Recruiting Fairs	Source: Local Cost: \$3,000

**3. Challenges to Equitable Highly Qualified Teacher Assignment, Including Teacher Experience, Minority Status of Students and Poverty Status of Students**

**a. Three of four elementary schools are not listed as high poverty but exhibit typical high poverty demographics.**

Woodson Elementary School has a poverty rate of 60% and a minority population of 46.7%. It had 10 inexperienced highly qualified teachers

**b. All secondary schools in Somerset County are listed as high poverty.**

- Somerset Intermediate School has a poverty rate of 59% and a minority population of 51.3%. It had three not highly qualified teachers and twelve highly qualified inexperienced teachers.
- Crisfield Academy and High School has a poverty rate of 52% and a minority population of 35%. It had four not highly qualified teachers and eight inexperienced highly qualified teachers.
- Washington Academy and High School has a poverty rate of 52% and a minority population of 58%. It had three not highly qualified teachers and eighteen inexperienced highly qualified teachers.

**4. Changes or Adjustments to Ensure Progress toward Equitable Distribution of Highly Qualified Experienced Teachers**

**a. ADJUSTMENT: Non highly qualified teachers were made aware of certification requirements as well as opportunities to complete those by the Human Resources Department.**

- Human Resources Generalist communications (letters, emails, conferences, newsletters, website postings and memos) with NHQ teachers have made change possible.
- Only three core area teachers remain NHQ as of June 30, 2009.

**b. ADJUSTMENT: Tuition and Praxis reimbursement and MSDE/CPD courses have encouraged and enabled teachers to become highly qualified.**

- Tuition reimbursement was provided to not highly qualified incumbent teachers and to incumbent teachers meeting five year certificate renewal requirements.
- MSDE/CPD courses were provided to help incumbent teachers to become highly qualified.

ADJUSTMENT	CATEGORY	FUNDING SOURCE AND COST
MSDE/CPD Classes Provided by Human Resources Department	Training/Workshop Collaboration	Source: Local Cost: \$15,400
Tuition Reimbursement for University Courses	Training/Workshop Collaboration	Source: Local Cost: \$108,000

**C. Based on the Examination of Highly Qualified Teacher Retention Data (Table 6.6):**

**Table 6.6: Attrition Rates**

Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%	Numerator	Denominator	%
2006-2007	9	270	3.3	21	270	7.8	9	270	3.3	0	270	0
2007-2008	7	275	2.5	15	275	5.5	5	275	1.8	0	275	0
2008-2009	<b>6</b>	<b>282</b>	<b>2.1</b>	<b>20</b>	<b>282</b>	<b>3.5</b>	<b>5</b>	<b>282</b>	<b>1.7</b>	<b>1</b>	<b>282</b>	<b>0.03</b>

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available.

## 1. Progress to Reduce Teacher Attrition

### **Teacher attrition is decreasing.**

- The attrition rate for retirement has decreased 1.2 percentage points since 2006-2007.
- The attrition rate for resignations has decreased 4.3 percentage points since 2006-2007.
- The attrition rate for dismissal/non-renewals has decreased 1.6 percentage points since 2006-2007.
- The attrition rate for first and second year elementary teachers was 0%. This is a decrease of 7 percentage points since 2000-2001.
- The attrition rate for first year middle school teachers was 0%.
- The retention rate for second year middle school teachers was 92.3%. This is a 32.3 percentage point increase since 2000-2001.
- The attrition rate for first year high school teachers was 0%. This is a decrease of 43 percentage points since 2000-2001.
- The attrition rate overall for first year teachers system-wide has decreased 15 percentage points since 2000-2001.

## 2. Programs, Strategies and Practices Attributing to Reducing Teacher Attrition

### a. **STRATEGY: Provided teachers with High Quality Professional Development opportunities.**

- The Human Resources Division has provided MSDE/CPD courses to help non highly qualified incumbent teachers to become highly qualified and provide certificated teachers with opportunities to renew their certificates.
- After-School Professional Development and Extended Day Professional Development is provided for secondary and elementary teachers respectively. The resource allocation is a 3% increase of teacher's salaries. MSA and HSA test scores continue to improve.

### b. **PRACTICE: Negotiated items such as salary and benefits in order to decrease the decline in the number of resignations.**

- Starting salaries have improved from 22<sup>nd</sup> to 17<sup>th</sup> or 18<sup>th</sup> in the last two fiscal years respectively. Somerset County Public Schools has ranked from 4<sup>th</sup> to 9<sup>th</sup> in percentage increases within Maryland teacher salary increases over 10 years.
- The medical insurance coverage for a family has increased from 50% coverage to 85% coverage.
- Tuition reimbursement has increased from \$2,000 per year to \$3,000.
- Resource allotment equals 78% of the operating budget.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Core Program	Increased Starting Salaries	Source: Contract Negotiations Cost: Staff Time
Core Program	Increased Medical Coverage allowance	Source: Local Cost: \$5,400 per enrollee
Core Program	Increased Tuition Reimbursement	Source: Local Cost: \$10,000
Core Program	Resource Allotment	Source: Local Cost: \$25,880,984

**c. STRATEGY: Provided high level of support new teachers.**

- Improvement in the teacher mentoring program and teacher induction program have positively impacted on teacher retention.
- Staff appreciation activities include Opening Day Ceremonies, Teacher of the Year Program, Staff Appreciation Program and Teacher of the Year Mock Interview activity.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Professional Development	New Teachers are provided with new teacher training, as well as a mentor for two years	Source: Local Cost: \$96,000
Core Program	Teacher of Year Program, Staff Appreciation Program	Source: Local Cost: \$13,500

**d. STRATEGY: Provided evidence that teacher support efforts made a difference in retention.**

- The system wide retention rate for this decade is 82.1%.
- The system wide rate for FY 2009 was 94%.
- Elementary resignations have fallen from 15 annually to an average of 6-8.
- The retention rate for second year middle school teachers was 92.3%. This is a 32.3 percentage point increase since 2000-2001.
- The attrition rate for first year high school teachers was 0%. This is a decrease of 43 percentage points since 200-2001.
- The attrition rate overall for first year teachers system-wide as decreased 15percentage points since 2000-2001.

### 3. Challenges to Retaining Highly Qualified Teachers

#### **Decreasing the attrition of teachers in the critical shortage areas is a challenge.**

- Of new hires 53% were in critical shortage areas in 2008-2009.
- Of new hires 39% were in critical subject shortage areas in 2007-2008.
- Of new hires 53% were in critical shortage areas again in 2009-2010.
- Diminishing resources increase the challenge to preserve positions and personnel.

### 4. Changes or Adjustments Made to Ensure Progress of Retaining Highly Qualified Teachers

#### a. **ADJUSTMENT: Communication with staff is explicitly valued.**

- The superintendent conducts Professional Liaison Meetings among representative teachers to resolve concerns with specific issues and programs. This serves as a vehicle for change.
- The school system had 100% participation in a state TELLS survey. Principals are using the results in planning.

#### b. **ADJUSTMENT: The Human Resources Department promoted its services to staff.**

- The school system maintained the Human Resources Generalist.
- The Human Resources Division communicated with staff regularly to intervene and resolve employment issues.
- The Human Resources Division revised New Teacher Orientation in response to administered survey.
- The Human Resources Division revised certain aspects of the New Teacher Mentor Program.
- MSDE/CPD classes were provided to incumbent teachers who were NHQ and to those teachers who were at or near certification renewal deadlines.

<b>ADJUSTMENT</b>	<b>CATEGORY</b>	<b>FUNDING SOURCE AND COST</b>
Maintained Human Resources Generalist	Staffing	Source: Local Cost: \$39,000
Revised certain aspects of the Teacher Mentor Program	Core Program	Source: Local Cost: \$72,000
Revised certain aspects of the New Teacher Orientation Program	Professional Development	Source: Local Cost: \$24,600

<b>ADJUSTMENT</b>	<b>CATEGORY</b>	<b>FUNDING SOURCE AND COST</b>
MSDE/CPD classes were provided to incumbent teachers who were NHQ and to those teachers who were at or near certification renewal deadlines	Professional Development	Source: Local Cost: \$15,400 Timeline: August, 2008 – May, 2009

#### **D. Identifying Hard-to Staff Schools and Critical Subject Areas**

**The Human Resources Department uses data to identify needs and follow trends**

- The Human Resources Divisions maintains staffing sheets which show trends at each school.
- The Human Resources Division maintains an exit survey spreadsheet which identifies reasons for attrition.
- The Human Resources Division maintains a certification spreadsheet which identifies areas of conditional NHQ status.
- The Human Resources Division maintains hiring records that track critical shortage areas.
- Recruitment fair efforts target critical subject-area shortages.

#### **E. Based on the Examination of Qualified Paraprofessional Data (Table6.7)**

<b>Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools</b>			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
<b>2008-2009</b>	<b>42</b>	<b>42</b>	<b>100%</b>
<b>2009-2010*</b>	<b>42</b>	<b>42</b>	<b>100%</b>

\*As of July 1, 2009

**1. Strategies the System Uses to Ensure That All Paraprofessionals Working in Title I Schools Continue to be Qualified**

**a. STRATEGY: Hire all paraprofessionals in Title I schools as highly qualified.**

- Each paraprofessional has an Associate's degree or higher, 48 college credits or passing scores on the Para-Pro Test.
- Other employees working in the system who wish to be highly qualified are loaned a study guide and are administered the Para Pro Test without charge.
- Individuals from outside the system wishing to work as a paraprofessional are allowed to take the Par Pro Test at cost. The system maintains an HQ list for potential paraprofessional hires.