

**MONTGOMERY COUNTY BOARD OF EDUCATION
COMMITTEE ON SPECIAL POPULATIONS**

February 13, 2012

The meeting was called to order at 1:00 p.m. with the following Board members and Board support staff present: Ms. Laura Berthiaume (chair), Ms. Shirley Brandman, Dr. Judy Docca, and Mr. Phil Kauffman, Mr. Ikhide Roland Ikheloa, chief of staff, and Mrs. Glenda Rose, recorder.

Staff members that were present: Ms. Lori-Christina Webb, Ms. Chris Richardson, Ms. Maureen Ryan, Ms. Gwen Mason, Ms. Kris Secan, Mrs. Paulina Masick, and Dr. Kathy Kolan.

Guests: Mr. Fred Evans.

Minutes

The minutes from October 10, 2011, were approved.

Services for Students on the Autism Spectrum

(Office of Legislative Oversight Report)

There was an update on the provision of services for autistic children which included the expansion and supports in middle schools, improved quality of services in the elementary school learning centers, and professional development.

The supports with a comprehensive middle school program included increased academic opportunities and social training which will be expanded to the high school level. Both of these programs have no significant intervention program, such as mental health therapy as in the Bridge Program. The sites for the school as based on capacity and transportation.

The elementary school learning centers will have improved instruction, and staff has met with principals to develop instruction programming. Staff is forming a partnership with the Kennedy Krieger Institute to provide expertise and professional development.

The committee was interested in staff's vision for increased capacity, partnerships, and other resources, such as consultants. Staff affirms that if there is a significant influx of autistic students, staff and resources will be appropriately shifted to ensure their needs are met.

Special Education Continuous Improvement Team Transition Report

Staff presented the attached PowerPoint. The committee members were interested in updates as staff worked to complete the recommendations on the Continuous Improvement Team.

Special Education Math Grant

Staff presented the attached PowerPoint. The committee thought there were challenges to replicate the lessons learned through the school system in order to benefit from the grant, especially with professional development.

The meeting adjourned at 2:35 p.m.

**Office of Special Education and Student Services
Department of Special Education Services**

**Board of Education
Special Populations Committee**



**Ms. Gwendolyn J. Mason, Director
Department of Special Education Services**

**Mrs. Paulina Masick, Supervisor
Academic Interventions**



2011-2012 AYP Grant Update

**Ms. Paulina Masick, Supervisor
Department of Special Education Services**

Requirements of the AYP Grant

- ✿ Target elementary or middle schools
- ✿ Made AYP except for the subgroup of special education; made AYP through Safe Harbor for the subgroup of special education
- ✿ Include collaboration with general education staff
- ✿ Increase percent proficient on reading/mathematics MSA



AYP Support

- ❑ Professional development
- ❑ Collaborative planning
- ❑ Intervention materials/licenses
- ❑ Resource materials



Focus and Rationale

Focus: Mathematics in Elementary Schools



- ❑ Level with the most schools: **elementary**
- ❑ Area of greatest need: **mathematics**
- ❑ Preparation for rigorous curriculum, Maryland State Assessment (MSA) and the Algebra High School Assessment (HSA)
- ❑ Not included - eligible elementary schools with central office support: Department of Special Education Services (DSES), Office of School Performance (OSP) Office of Curriculum and Instructional Planning (OCIP)

Targeted Schools

10 possible elementary schools



- ❑ Target: 5 schools did not meet AYP or met AYP through Safe Harbor in special education mathematics
- ❑ All schools needed:
 - ❑ resources for differentiating instructional
 - ❑ strategies for incorporating differentiation
- ❑ All schools have not been included in a previous AYP Grant

Elementary Schools

Focus: Mathematics

Cannon Road



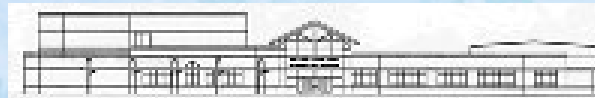
Cresthaven (*Grades 3-5*)



Georgian Forest (*Emotional Disabilities Program*)



William Tyler Page



Piney Branch (*Grades 3-5*)



Goals of the Grant



Students: 37% increase of special education students scoring proficient on mathematics MSA

- ★ Students who scored basic on 2010 or 2011 MSA – mathematics
- ★ Students in Grades 3–5 struggling to meet grade level expectations



Teachers: promote collaboration between general and special educators to improve outcomes for students with disabilities

- ★ 80% will record positive changes in school practices on a *Collaboration Rating Guide*, an increase over a baseline
- ★ Complete *Collaboration Rating Guide* in the fall and compare to a spring rating



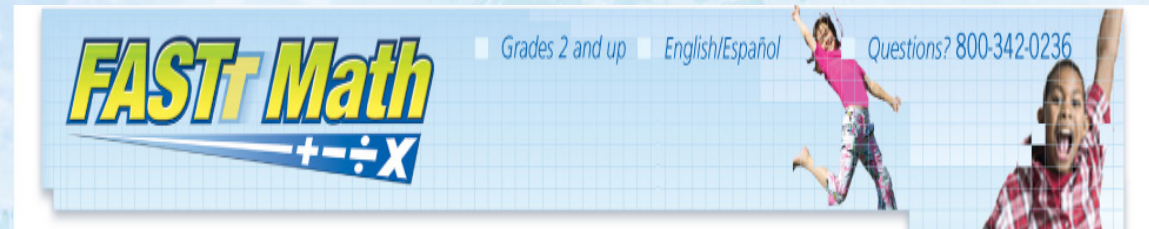


Implementation Plan

- ❑ Consulted with central office for support (HIAT, OSP, OCIP)
- ❑ Established Professional Learning Community in Mathematics
- ❑ Surveyed collaborative planning practices
- ❑ Developed “Look For” Checklist*
- ❑ Provided targeted Professional Development (5)
- ❑ Conducted walk throughs (4)
- ❑ Supported collaborative planning sessions

Focus on Existing Interventions and Resources

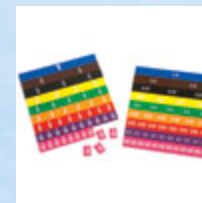
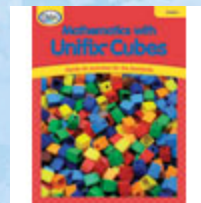
* *FASTT Math*



* *Math Forum*



* Mathematics manipulatives

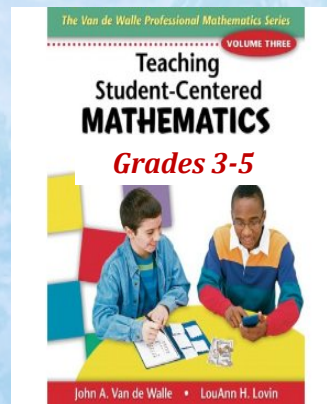


Focus on New Resources

- ✿ **Digi-Block manipulative for Grades 3–5**



- ✿ *Teaching Student-Centered Mathematics:
Grades 3–5*



Professional Development

- ❁ Built on the summer 2011 PD
- ❁ Collaborative planning process
- ❁ Implementation of mathematics interventions, technology, specific strategies
- ❁ Monitoring student progress and collecting data





Professional Development

All 4 sessions focus on: *Thinking Critically in Mathematics through Rigor, Equity, and Discourse*

Enduring Understanding: Student success as learners is highly dependent on teacher knowledge of curriculum, instruction, and assessment.

Essential Question: How can teachers support the continuous improvement of their knowledge and skills related to curriculum, instruction, and assessment?



Professional Development


Thinking Critically in Mathematics through Rigor, Equity, and Discourse

Outcomes: By the end of the session, participants will have:

- ✿ Reviewed the rationale for incorporating discourse into the teaching and learning of mathematics.
- ✿ Engaged in the application of key principles for implementing rigor, equity, and discourse in the classroom.
- ✿ Reflected on instructional practices that facilitate student learning of rigorous mathematics.
- ✿ Manipulated Digi-Block materials to support the conceptual understanding of number and operation in base ten—the essence for understanding place value, the foundation of our number system.

Professional Development

Thinking Critically in Mathematics Through Rigor, Equity, and Discourse



Outcomes: By the end of the session, participants will have:

- ✿ **Observed and engaged in the modeling of multiplication and division using Digi-Block materials.**
- ✿ **Viewed, reflected and engaged in discussion of a video showcasing student engagement in the classroom.**
- ✿ **Collaborated with grade level teams to plan a focus lesson that incorporates key principles of rigor, equity, and discourse.**

Supported Collaborative Planning

- ✿ Enhanced existing professional learning communities
- ✿ Provided additional collaborative planning sessions at schools
- ✿ Provided additional collaborative planning time amongst schools during professional development sessions



Observation Checklist

<i>Rigor</i>	Not Observed (0)	Somewhat Observed (1/2)	Observed (1)	<i>Comments</i>
• Teacher asks higher order thinking questions.				
• Students are challenged with engaging problems.				
• Vocabulary instruction is explicit.				
• Students represent thinking concretely, pictorially, and abstractly.				
• Teacher scaffolds, coaches, and models.				
• Students apply their knowledge independently during the instructional block.				
• Students are provided multiple and various opportunities to demonstrate learning and mastery.				
<i>Equity</i>				<i>Comments</i>
• Students are working in a variety of instructional groupings.				
• Differentiation occurs in small group instruction.				
• Teacher uses culturally responsive questioning techniques.				
• Principles of UDL are applied.				
<i>Discourse</i>				<i>Comments</i>
• There is a balance between teacher talk and student talk.				
• Expectations are in place for student interaction both in small group and whole group.				
• Ample time is provided for students to share and analyze multiple strategies and explain their thinking.				
• There is emphasis on explanation and development of ideas.				

Student Data

Monitoring Student Progress

Table 6.
Baseline Data For Students

Name of Assessment Administered and Month	Number of Students	
	Basic (Below Grade Level)	Proficient and Advanced (At and Above Grade Level)
Math MSA 2011	64	83

- ❑ MCPS mathematics assessment data for units 1 and 2 were collected for grades 3-5
- ❑ Elementary school students with disabilities demonstrated a 66% increase on the mathematics assessments from unit 1 to unit 2

Success of the 2011 AYP Grant



**Focus on
Mathematics Instruction
and Collaboration**

AYP Grant schools

Five Participating Middle Schools

- ✧ Argyle
- ✧ Forest Oak
- ✧ Gaithersburg
- ✧ Francis Scott Key
- ✧ Julius West



Progress

In the targeted middle schools, 262 of the 506 students with disabilities (51.7%) scored proficient across grade levels on the 2011 mathematics MSA, a **34 percent increase over the 2010 proficiency level.**

Office of Special Education and Student Services

Department of Special Education Services



Transition Services

Ms. Gwendolyn J. Mason, Director
Department of Special Education Services

Dr. Kathy Kolan, Supervisor
Transition Services

Update on Transition Services

Our secondary transition workgroup has been working on the following items from the CIT recommendations:

- ❖ **Three informational parent sessions this spring for middle school students with disabilities providing detailed information about options that may improve their transition:**
 - *Information about graduation requirements*
 - *Student service learning opportunities*
 - *Career and tech. ed. programs*
 - *Thomas Edison High School of Technology*
- ❖ **Editing and finalizing a Q & A fact sheet on transition for administrators**



Update on Transition Services

Our secondary transition workgroup has been working on the following items from the CIT recommendations:

Members are acting as an advisory group for the middle school grant that is being conducted by transition services during the 2011-2012 school year.

❖ **Students with disabilities are being offered an 8-week after school “*Bright Futures*” program at six middle schools.**

❖ **The curriculum emphasis addresses:**

- **Self-determination and advocacy**
- **A variety of informal inventories to help the students know themselves better**
- **Graduation requirements**
- **Bridges Choices Explorer computer program**
- **Time management and organizational strategies**



Update on Transition Services

Our secondary transition workgroup has been working on the following items from the CIT recommendations:

Reviewing the current Montgomery College Partnership with regard to reducing barriers and helping to facilitate the transition from MCPS to MC by:

- *Learning about the high school ACCUPLACER pilot*
- *Working with Disability Support Services to determine if there are ways we can reduce the red tape and testing that must be completed between the two institutions*



Update on Transition Services

Our secondary transition workgroup has been working on the following items from the CIT recommendations:

- ❖ **Continuing to review best practice transition models**
- ❖ **Making recommendations this spring**



Questions & Reflections



***Please feel free to share
any questions, comments, or reflections
on the information presented.***

Thank You.....



**.....for all you do
to support our students!**