DATE: April 26, 2005

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: ELEMENTARY READING UPDATE

ORIGINATOR: Kathleen McMahon, Executive Director, Elementary Programs

RESOURCE PERSON(S): Jane Lichter, Coordinator, Elementary Programs

INFORMATION

The Board of Education will be updated on the progress of the implementation of the Baltimore County Public Schools Elementary Reading Program.

Appendix I – BCPS Reading Program
BCPS Reading Program

Baltimore County Board of Education
April 26, 2005
What is the Core Reading Program?

Prekindergarten

• Open Court Prekindergarten Reading Program

(Systemwide Implementation 2004-2005)
What is the Core Reading Program?

Kindergarten

• Open Court Phonemic Awareness and Phonics Kits (Systemwide Implementation 2001)

• Wright Group Shared Reading Materials
What is the Core Reading Program?

1st-3rd Grades

- Open Court Phonics Kits
- Houghton Mifflin
  A Legacy of Literacy

(Systemwide Implementation 2001)
What is the Core Reading Program?

4th- 5th Grades

- Houghton Mifflin
  A Legacy of Literacy

(Systemwide Implementation 2001)
About the Purchase

- Quality instruction for students
- Consistent reading program for BCPS
- Structure and support for teachers
- Contains on, above, and below level reading materials
- Supports differentiation
Why Are We Doing This?

Scientifically-Based Reading Research

- National Reading Panel Findings
- Put Reading First Publication
- MSDE Voluntary State Curriculum
- Reading First Grant
How Are We Doing?

• All BCPS Elementary Schools achieved the MSDE Annual Measurable Objective (AMO) for Reading on the 2004 MSA.
MSA Reading - Grade 03
Percent Scoring
Proficient or Advanced

Percentage

2003: 63.3
2004: 76.2
2004 AMO: 42.7
MSA Reading - Grade 4
Percent Scoring
Proficient or Advanced

80.7
61.5

2004
2004 AMO
MSA Reading - Grade 5
Percent Scoring
Proficient or Advanced

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>69.6</td>
</tr>
<tr>
<td>2004</td>
<td>72.9</td>
</tr>
<tr>
<td>2004 AMO</td>
<td>49.9</td>
</tr>
</tbody>
</table>
MSA Grade 03 - 04 Reading Cohort Analysis

Percentage

2003 - 3rd Grade: 63.3%
2004 - 4th Grade: 80.7%
How Are We Doing?

- Research indicates that a scientifically-based reading program will meet the needs of 80-85% of students.
Identifying a Total Reading Program

Core Reading Program: 80%

Supplemental Reading Program: 15%

Intervention Reading Program: 5%
How Will This Impact Teaching and Learning?

• **Reading First** and **Assessment and Intervention Model (AIM) Initiative** (2004-2005)
  
  – Schoolwide Beginning Reading Model
  
  – Collaborative general and special education instructional model
Reading First and AIM

The intent of the model is to...

– Provide schools with **structure** to closely monitor the reading achievement of students.

– Provide **instructional support** to students at a very young age who are at risk of future difficulties in reading.
Reading First and AIM

The intent of the model is to...

- **Reduce** the number identified for **special education** by providing early literacy support.

- **Increase** the number reading **at/above grade level** by the end of second grade.
Components of Reading First and AIM

- Ongoing Professional Development
- Four Levels of Assessments
- Core Reading Materials
- Supplemental and Intervention Materials
Reading First and AIM

This model provides **professional development support** on:

- assessments, core reading program, supplemental materials, and intervention materials
- the teaching of beginning reading

**Ongoing support** to schools is provided
Reading First and AIM

• This model provides appropriate assessments that are predictive of later reading proficiency:

  - Grades K-2: Screening and progress monitoring through DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Reading First and AIM

• This model provides appropriate assessments:
  – Diagnostic Testing
  – Outcome testing: CTBS, MSA
Reading First and AIM

This model provides supplemental materials:

- Phonemic Awareness in Young Children (K-1)
- On Track Vocabulary Kit (K)
- Systematic Instruction of Phonemes, Phonics, and Sight Words (2-5)
- Fluency Formula (2-5)
Reading First and AIM

This model provides **intervention materials:**

- Fundations (K-2)
- Fast Tracks (3-5)
How is This Impacting Teaching and Learning?

- **DIBELS** data allows analysis of...
  - District trends
  - School trends
  - Class trends
  - Individual student progress
Kindergarten Class Profile
September - January

Initial Sound Fluency

Correct Initial Sounds

- Beginning
- Middle
- Score Above Graph Bounds

70
60
50
40
30
20
10
0
Individual Student Performance Profile

![Nonsense Word Fluency Graph](image)
Individual Student Performance Profile

Nonsense Word Fluency

First Grade
First Grade DIBELS Data
September → January

Phoneme Segmentation Fluency
(% of students in **Deficit** range)

<table>
<thead>
<tr>
<th>Location</th>
<th>September</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>Berkshire</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Johnnycake</td>
<td>21%</td>
<td>5%</td>
</tr>
<tr>
<td>Woodmoor</td>
<td>41%</td>
<td>4%</td>
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</table>
First Grade DIBELS Data
September → January

Nonsense Word Fluency
(% of students in Deficit range)

<table>
<thead>
<tr>
<th>Location</th>
<th>September</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Mars Estates</td>
<td>48%</td>
<td>12%</td>
</tr>
<tr>
<td>Powhatan</td>
<td>49%</td>
<td>2%</td>
</tr>
<tr>
<td>Sussex</td>
<td>47%</td>
<td>9%</td>
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Second Grade DIBELS Data
September → January

Oral Reading Fluency

<table>
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<tr>
<th>Performance</th>
<th>September</th>
<th>January</th>
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<tbody>
<tr>
<td>Established</td>
<td>43%</td>
<td>54%</td>
</tr>
<tr>
<td>Emerging</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>Deficit</td>
<td>31%</td>
<td>30%</td>
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</table>
How is This Impacting Teaching and Learning?

• Reading First and AIM provide...
  – A focus on individual student achievement
  – Differentiated instruction
  – Grade level meetings focusing on data analysis
How is This Impacting Teaching and Learning?

• Reading First and AIM provide...
  – Collaboration between general and special educators
  – Consistency of assessments, materials, and instructional strategies
Future Plans

– Seven additional AIM schools for the 2005-2006 school year.

– Continued intensive support for current 33 RF and AIM schools.

– Purchase of supplemental materials for reading specialists in Non-AIM schools.
Future Plans

- Planning for implementation with Non-AIM schools.

- Summer **DIBELS** training for interested schools.

- Intensive professional development for reading specialists using **DIBELS** and supplemental materials during the 2005-2006 school year.