

BALTIMORE COUNTY PUBLIC SCHOOLS

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*



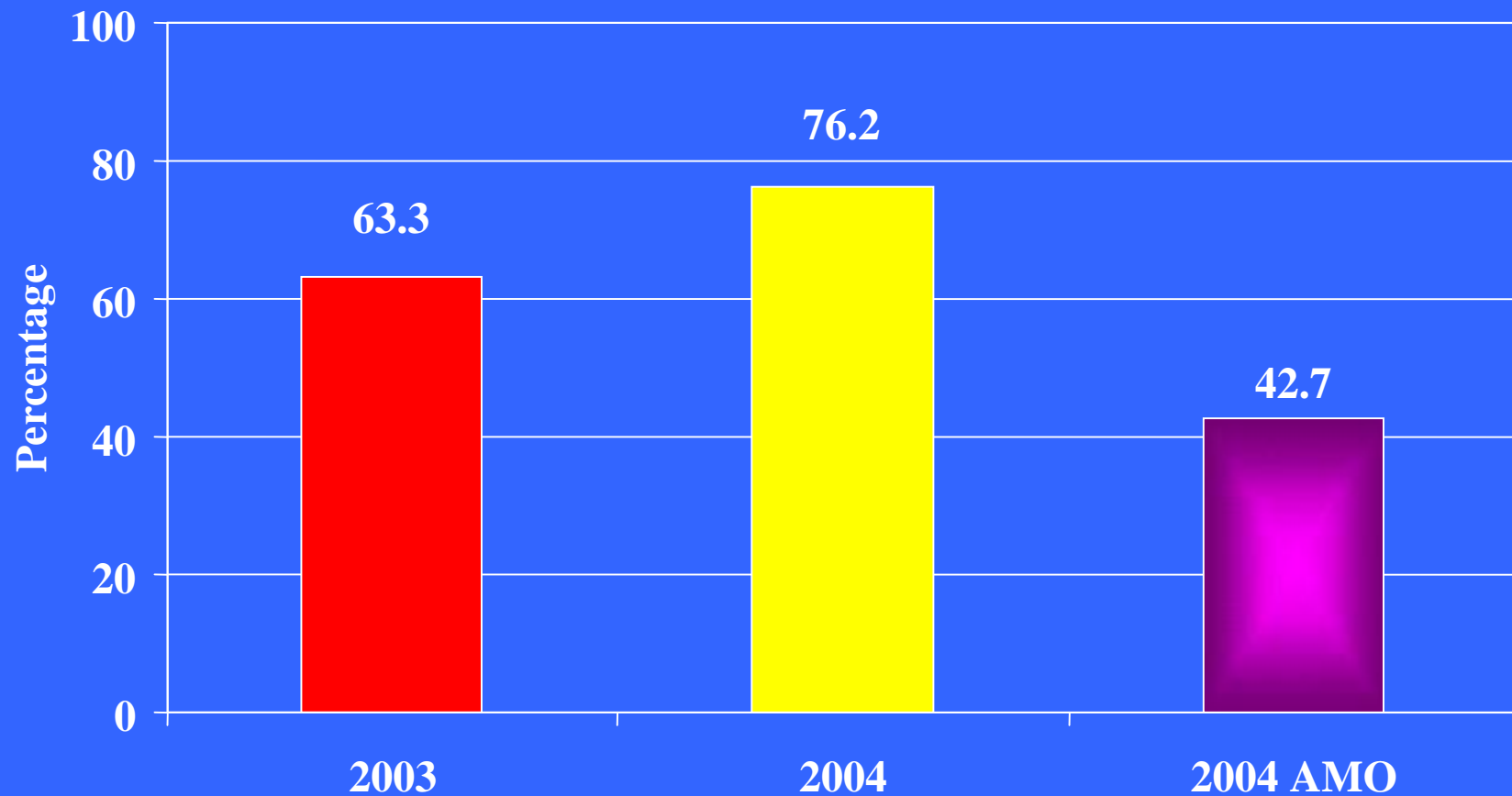
How Are We Doing?

- All BCPS Elementary Schools achieved the MSDE Annual Measurable Objective (AMO) for Reading on the 2004 MSA.



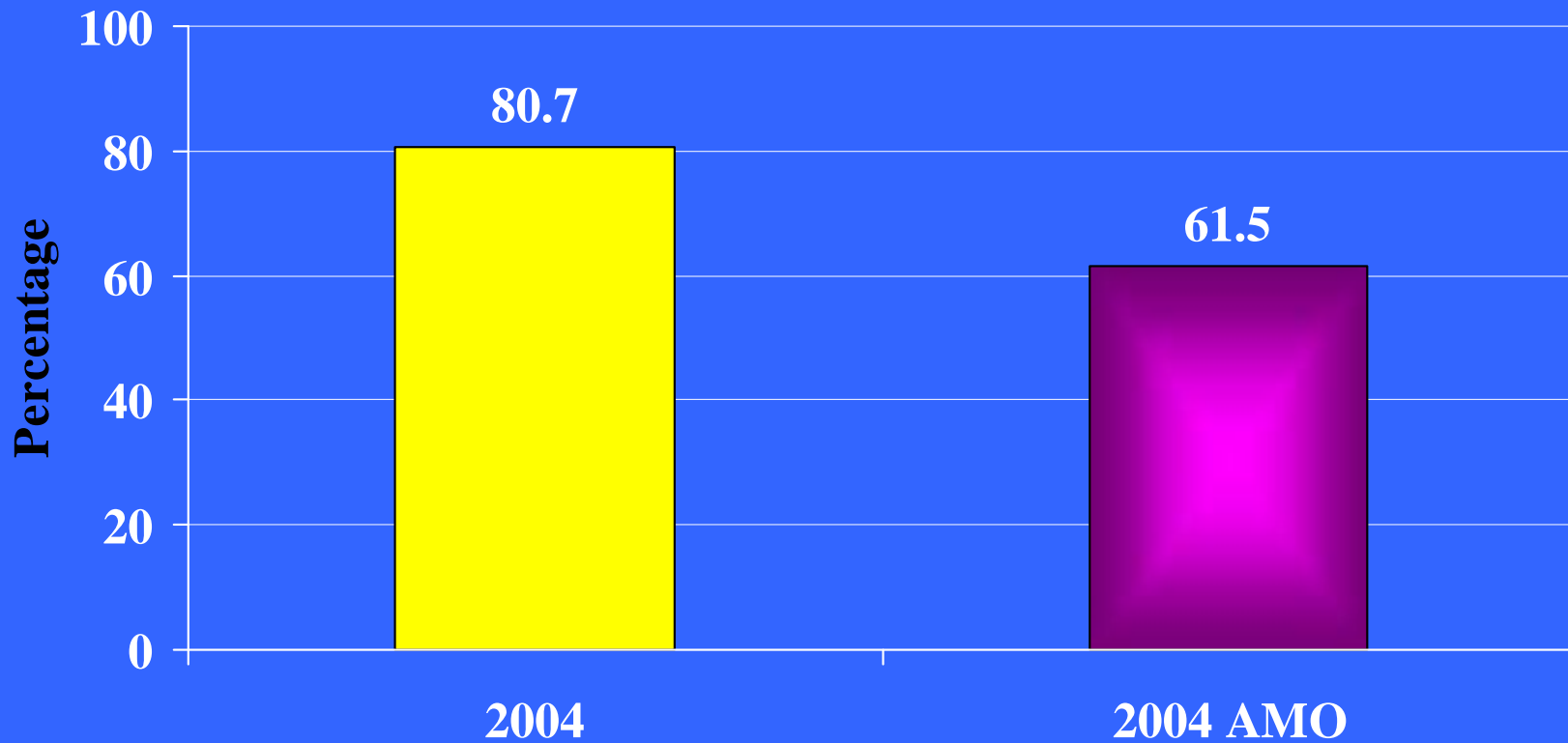
MSA Reading - Grade 03

Percent Scoring Proficient or Advanced



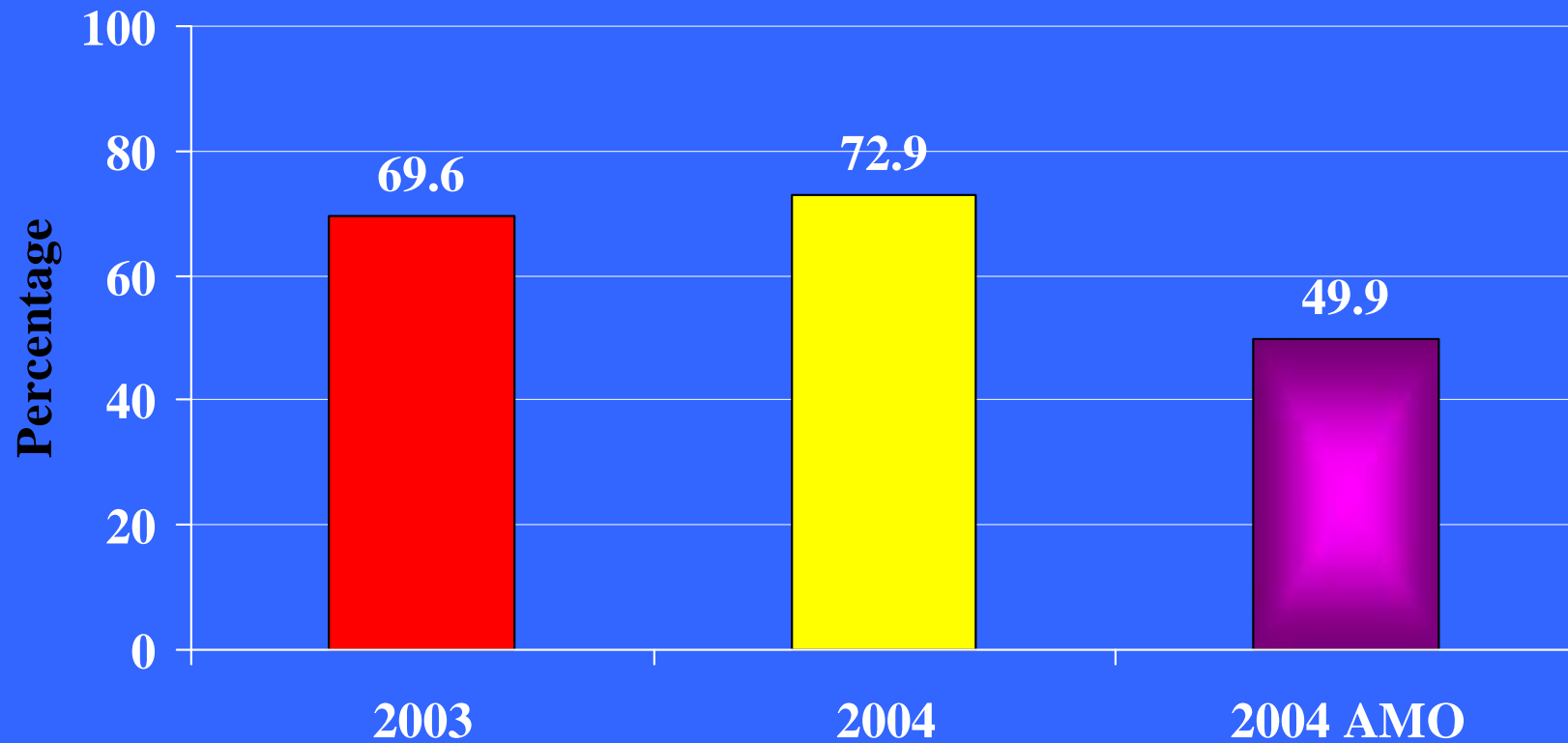
MSA Reading - Grade 4

Percent Scoring Proficient or Advanced

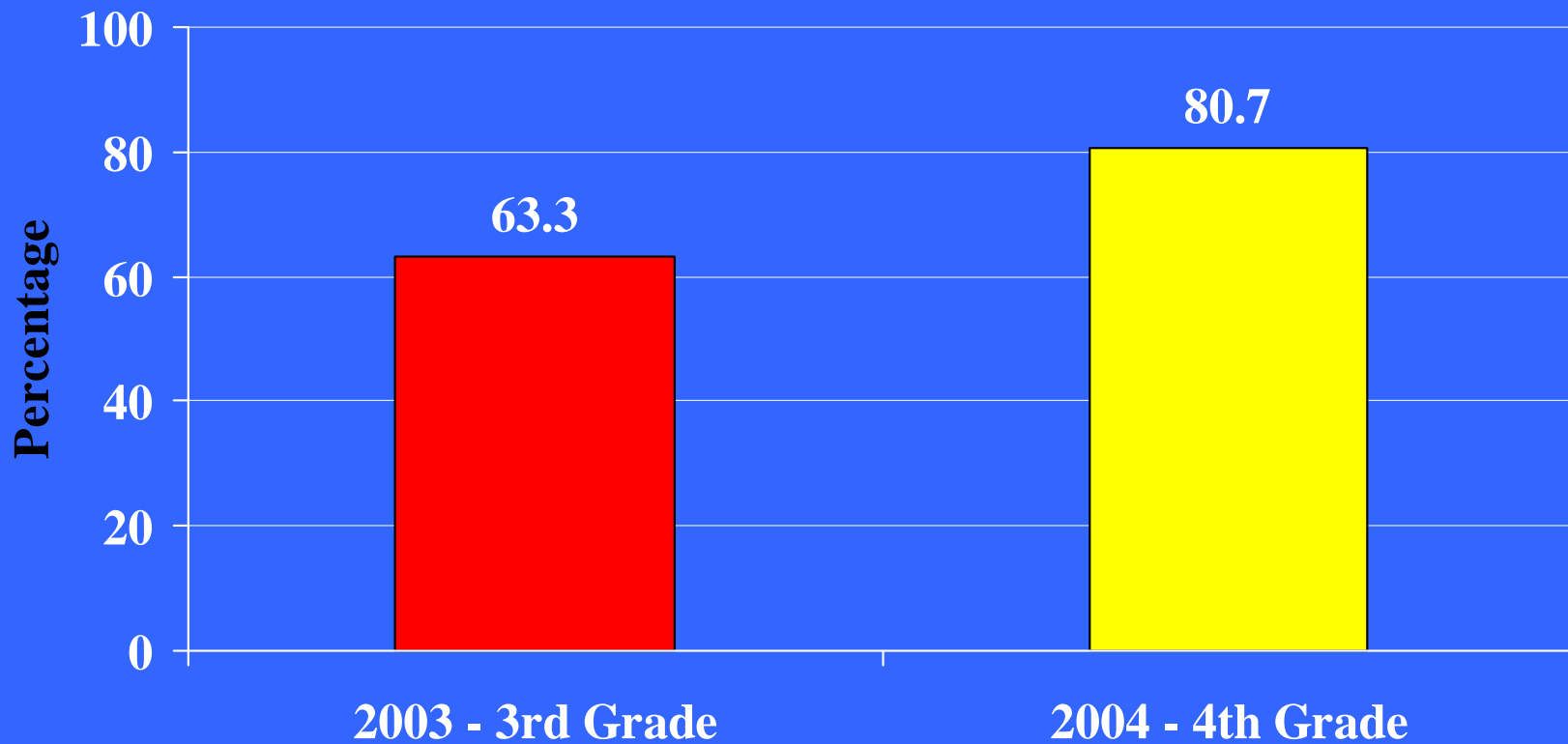


MSA Reading - Grade 5

Percent Scoring Proficient or Advanced



MSA Grade 03 - 04 Reading Cohort Analysis



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

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graph TD; A[Identifying a Total Reading Program] --> B[Core Reading Program  
80%]; A --> C[Supplemental Reading Program  
15%]; A --> D[Intervention Reading Program  
5%];
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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?

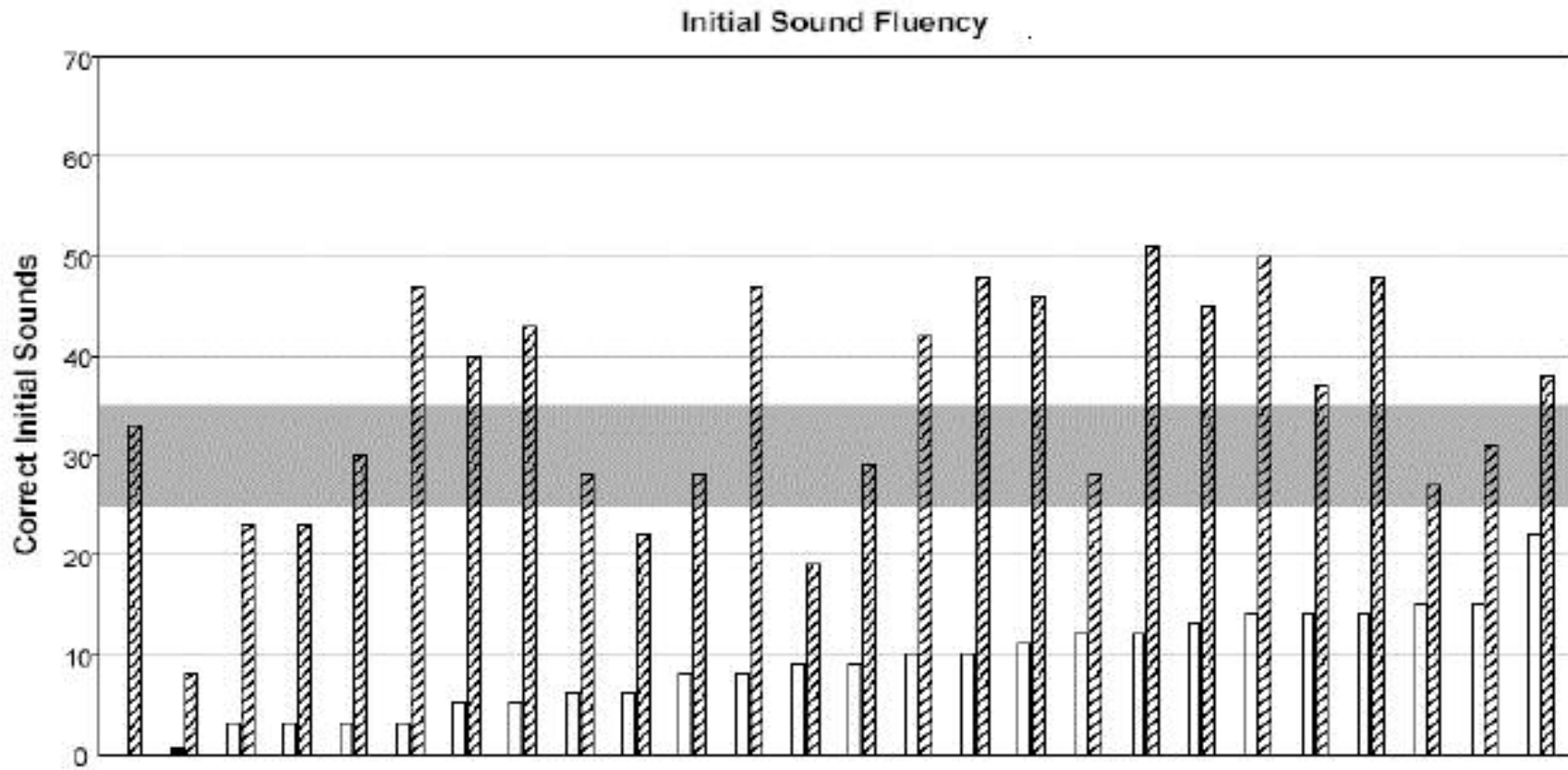
- **DIBELS** data allows analysis of...
 - District trends
 - School trends
 - Class trends
 - Individual student progress



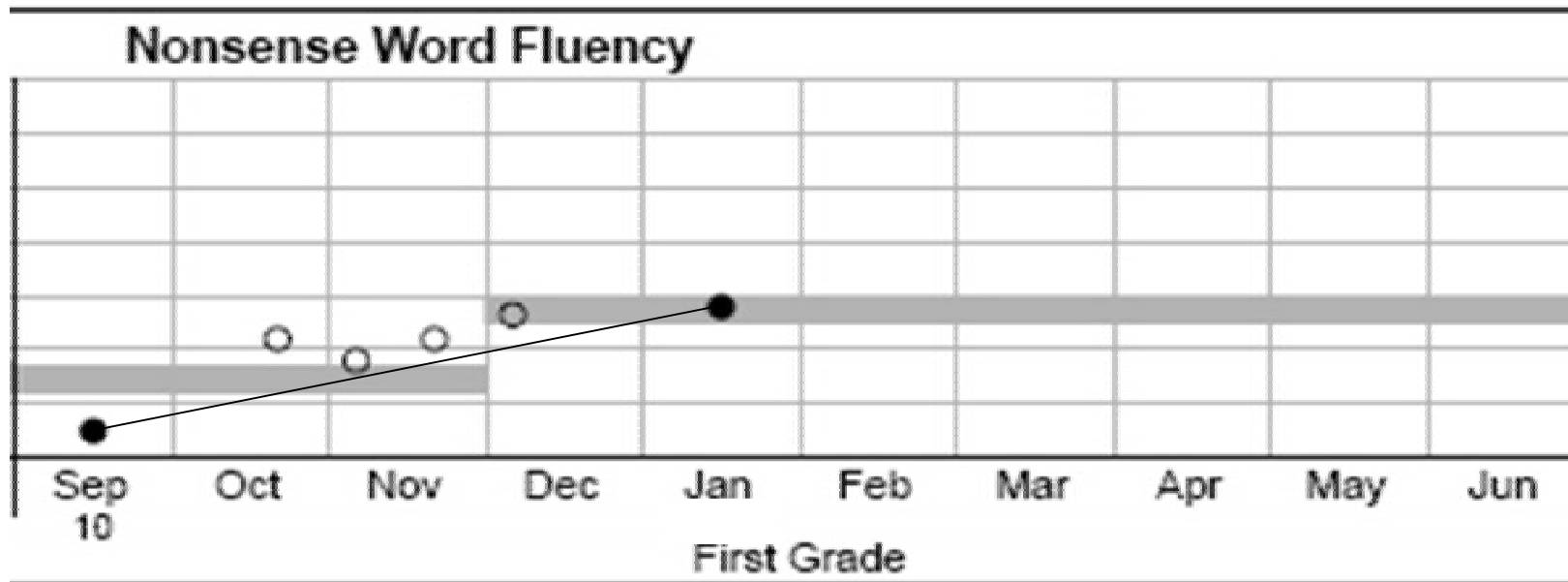
Kindergarten Class Profile

September- January

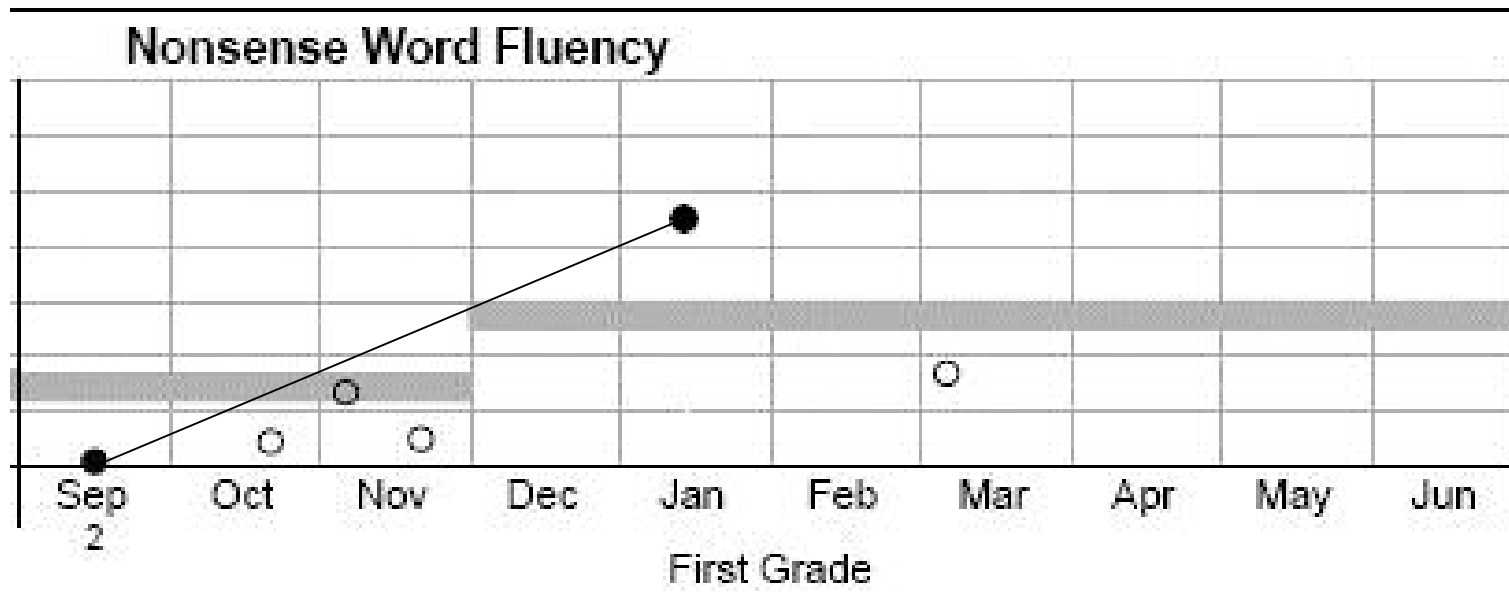
Beginning
 Middle
 Score Above Graph Bounds



Individual Student Performance Profile



Individual Student Performance Profile



First Grade DIBELS Data September → January

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

Location	September	January
District	22%	3%
Berkshire	21%	0%
Johnnycake	21%	5%
Woodmoor	41%	4%

First Grade DIBELS Data September → January

Nonsense Word Fluency
(% of students in **Deficit** range)

Location	September	January
District	34%	14%
Mars Estates	48%	12%
Powhatan	49%	2%
Sussex	47%	9%

Second Grade DIBELS Data September → January

Oral Reading Fluency

Performance	September	January
Established	43%	54%
Emerging	27%	17%
Deficit	31%	30%

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

