

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: December 6, 2005
TO: **BOARD OF EDUCATION**
FROM: Dr. Joe A. Hairston, Superintendent
SUBJECT: **READING PROGRAM PREK-10**
ORIGINATOR: Christine M. Johns, Deputy Superintendent of Curriculum and Instruction

RESOURCE

PERSON(S): Kathleen McMahon, Executive Director, Elementary Programs
Tom Gaul, Assistant Superintendent, Teaching and Learning
Lynn Whittington, Director, School Improvement
Jane Lichter, Coordinator, Elementary Reading/Language Arts
Elaine Berry, Coordinator, Secondary English and Reading
Michele Murphy, Supervisor, Secondary English and Reading

INFORMATION

The Board of Education will receive information outlining the Baltimore County Public Schools program of Reading, PreK-10.

Audio Visual equipment required (please specify): LCD Projector

Please identify the individual operating the equipment: Jane Lichter

- Attachment I – Executive Summary
- Attachment II – Reading Assessment and Intervention Model – Grades PreK-5
- Attachment III - Reading Assessment and Intervention Model – Grades 6-8
- Attachment IV - Reading Assessment and Intervention Model – Grades 9-10
- Attachment V – Core, Supplemental, and Intervention Reading Programs/Materials

**BCPS Reading Program Prekindergarten through Grade 10
Executive Summary**

December 6, 2005

The Baltimore County Public Schools (BCPS) Reading Program is aligned with the Maryland State Department of Education's *Voluntary State Curriculum, Core Learning Goals*, and the research-based findings of the National Reading Panel. The program focuses on the five general areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension, and the application of those reading skills to both informational and literary texts.

Under Dr. Hairston's leadership, BCPS has maintained a focus on consistent improvement of the reading instructional program over the course of the last six years, beginning that process with the elementary grades. During the 2000-2001 school year, a core elementary reading program was identified for purchase to establish consistency in availability and use of research-based materials throughout all 103 elementary sites. Guided by a strong collaborative effort between schools and central office personnel, the ensuing school years provided opportunities for an annual deepening understanding of reading instruction and best practices to assist students in mastering core skills.

Secondary reading personnel were added to the Office of Secondary English and Reading during the 2003-2004 school year, and the purchase of 6th grade core reading materials occurred during the 2004-2005 school year. Schools and secondary reading personnel continue to refine the program to best meet the reading instructional needs of middle and high school students.

The BCPS Reading Program utilizes a *Three Tier Model* as the framework for delivering assessment-driven differentiated reading instruction for all students. The instruction is researched-based and aligned with the Maryland *Voluntary State Curriculum* and *Core Learning Goals*.

Tier I

- Tier I instruction is core classroom reading instruction, along with assessment of students' progress through screening and outcome testing.

Tier II

- Tier II instruction is provided to at-risk and struggling learners. It includes small group, focused instruction through the use of differentiated lessons, and/or BCPS approved supplemental materials. It also involves frequent progress monitoring assessments to ensure that the support being provided is improving student achievement.

Tier III

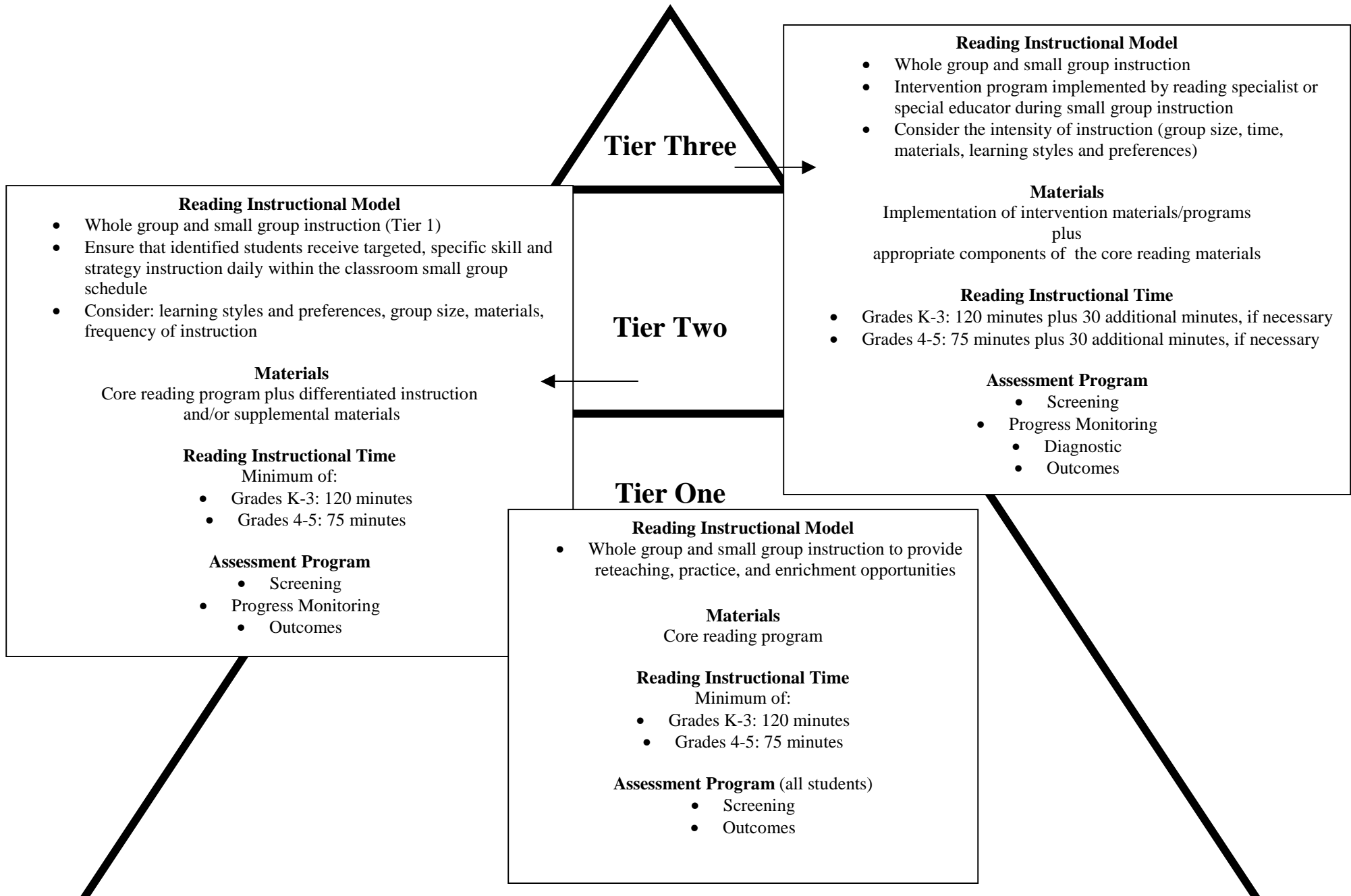
- Tier III instruction is provided to students with marked reading difficulties or reading disabilities who have not responded adequately to Tier II support. It provides intervention that is more intensive by reducing the group size, providing more time for daily small-group instruction, and making additional adaptations to the design and delivery of instruction. It also involves frequent progress monitoring to ensure that the support being provided is improving student achievement.

See Attachment I, II, and III for additional detail about the *Three Tier Model*. See Attachment IV for detail about the materials used by Baltimore County Public Schools to support instruction at each tier.

Baltimore County Public Schools

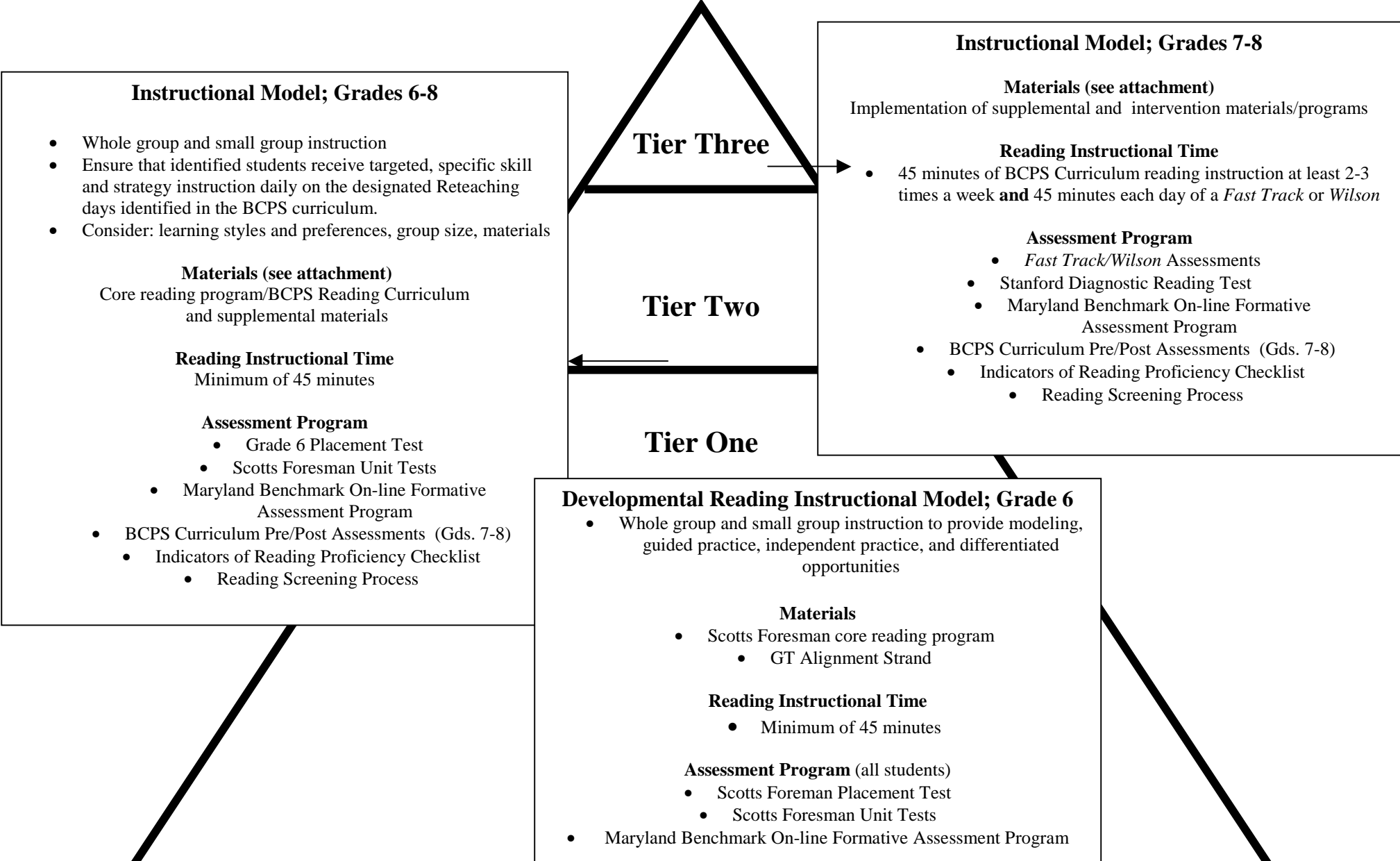
Offices of Early Childhood Programs and Elementary Reading/Language Arts

**Reading Assessment and Intervention Model (AIM)
(Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension)**



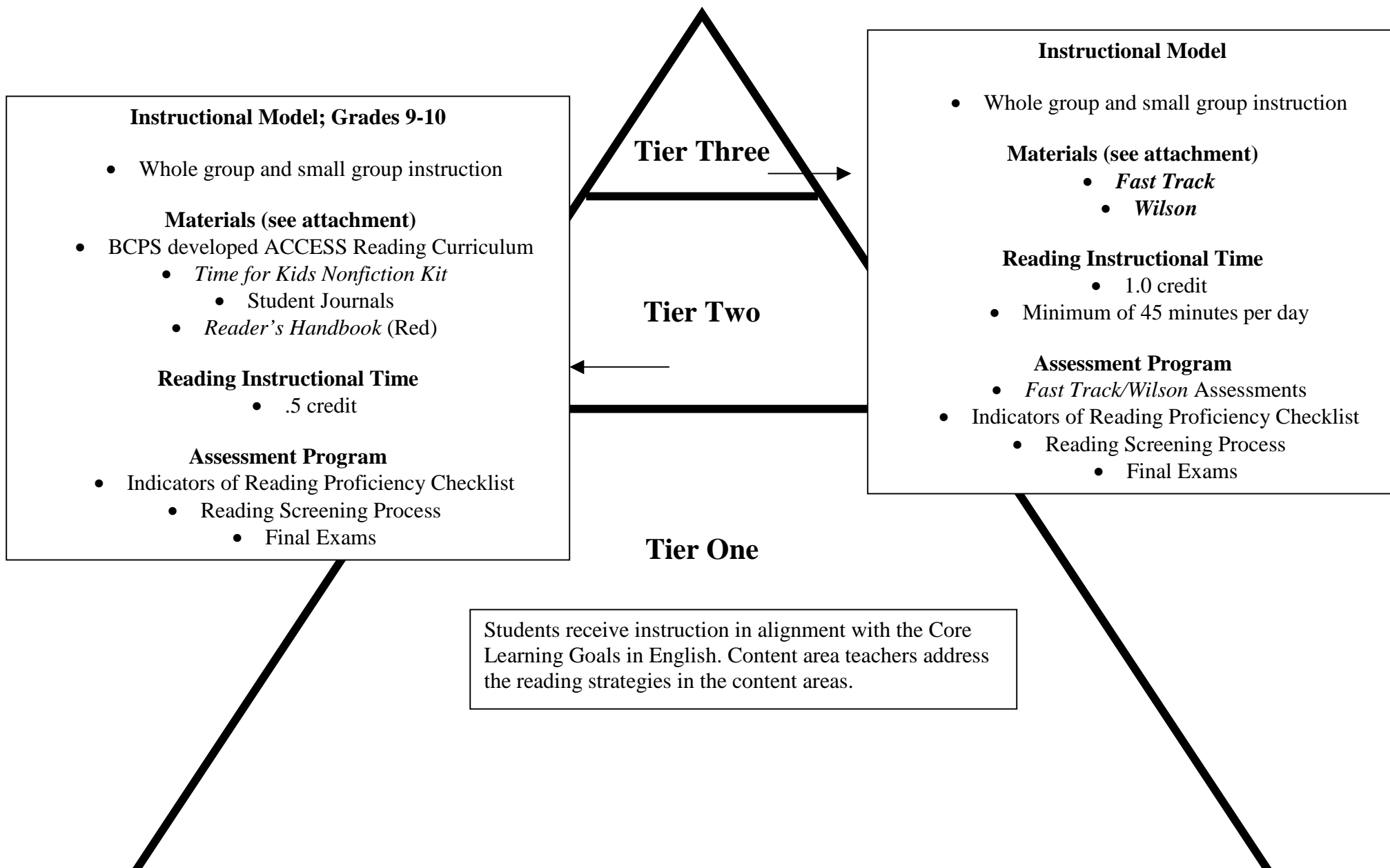
Baltimore County Public Schools
Office of Secondary English and Reading

Reading Assessment and Intervention Model (AIM); Grades 6-8
(Phonics, Fluency, Vocabulary, Comprehension)



Baltimore County Public Schools
Office of Secondary English and Reading

Reading Assessment and Intervention Model (AIM); Grades 9-10
(Phonics, Fluency, Vocabulary, Comprehension)



Core, Supplemental, and Intervention Reading Programs/Materials

	Name of Program	Type of Program	Component of Reading	Grade Levels
Tier 1	Open Court <i>Prekindergarten Reading Program</i>	Core	<ul style="list-style-type: none"> ○ Phonemic Awareness ○ Beginning Phonics ○ Vocabulary ○ Comprehension 	Prekindergarten
	Open Court <i>Phonemic Awareness and Phonics Kits</i>	Core	<ul style="list-style-type: none"> ○ Phonemic Awareness ○ Phonics 	Kindergarten - Grade 3
	BCPS <i>Shared Reading Binders for Kindergarten</i>	Core	<ul style="list-style-type: none"> ○ Vocabulary ○ Fluency ○ Comprehension 	Kindergarten
	Houghton Mifflin A <i>Legacy of Literacy</i>	Core	<ul style="list-style-type: none"> ○ Vocabulary ○ Fluency ○ Comprehension 	Grades 1-5
	Scott Foresman Reading <i>Great Expectations</i>	Core	<ul style="list-style-type: none"> ○ Vocabulary ○ Fluency ○ Comprehension 	Grade 6
Tier 2	BCPS <i>Phonemic Awareness Binders</i>	Supplemental	<ul style="list-style-type: none"> ○ Phonemic Awareness 	Prekindergarten-Grade 2
	<i>SIPPS (Systematic Instruction of Phonemes, Phonics, and Sight Words)</i>	Supplemental	<ul style="list-style-type: none"> ○ Phonics 	Grades 2-8
	<i>Fluency Formula</i>	Supplemental	<ul style="list-style-type: none"> ○ Fluency 	Grades 2-8
	BCPS developed curriculum for grades 7-8	Supplemental	<ul style="list-style-type: none"> ○ Fluency ○ Vocabulary ○ Comprehension ○ SSR ○ Content Area Connections 	Grades 7-8
	<i>ACCESS (Strategic Reading for Career and College Placement)</i>	Strategic Reading Course	<ul style="list-style-type: none"> ○ Vocabulary ○ Reading Strategies ○ Content Area Connections 	Grades 9-10
Tier 3	<i>Foundations</i>	Intervention	<ul style="list-style-type: none"> ○ Phonemic Awareness ○ Phonics 	Grades K-2
	<i>Fast Track</i>	Intervention	<ul style="list-style-type: none"> ○ Phonics/Word Study ○ Vocabulary ○ Fluency ○ Comprehension 	Grades 4-5 Grades 7-10
	<i>Wilson Language</i>	Intervention	<ul style="list-style-type: none"> ○ Phonics/Word Study 	Grades 3- 12

Notes:

- Houghton Mifflin A *Legacy of Literacy* and Scotts Foresman *Great Expectations* contain leveled readers that are also used as **supplemental materials**.

BCPS Reading Program

Presentation to the
Board of Education
December 6, 2005

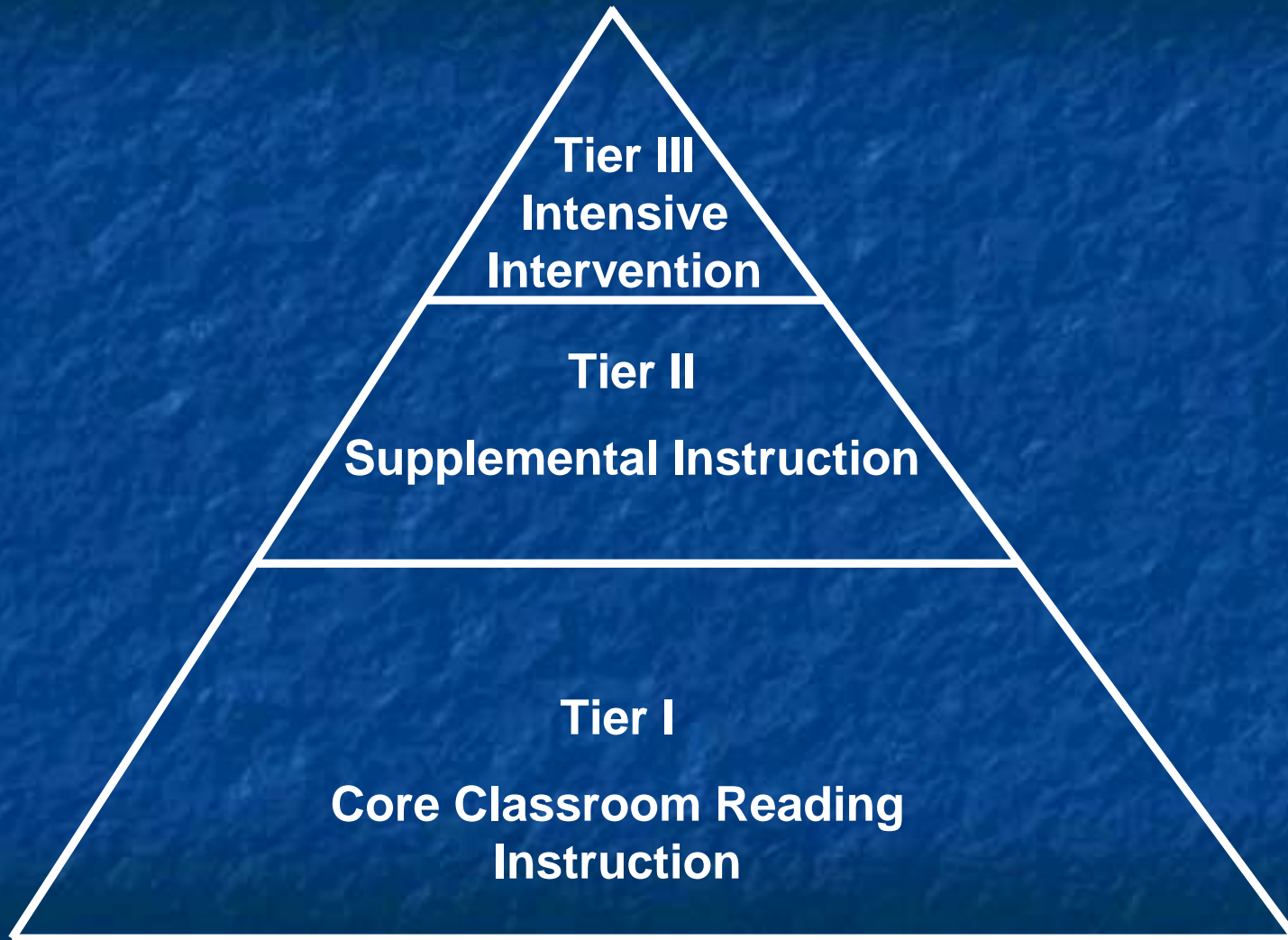
BCPS Reading Program

- ④ Prekindergarten to Grade 6 Reading Program is aligned with the Voluntary State Curriculum
 - ④ Research-based program focused on the five areas of reading identified by the National Reading Panel
 - ④ Consistent and systemwide use of materials
 - ④ Assessment program that includes screening, progress monitoring, diagnostic, and outcomes testing

BCPS Reading Program

2001-2002	Purchase and implementation of core elementary reading program
2002-2005	Expanded service and support to schools Identification of intervention programs
2003-2004	Creation of secondary reading office
2004-2005	Purchase and implementation of core 6 th grade reading program
2005-2006	Year II of implementation of secondary reading program Identification of intervention programs

BCPS Three Tier Reading Model



Three Tier Reading Program

Tier I

All students in prekindergarten through grade 6 receive explicit and systematic reading instruction through the use of a core set of materials.

BCPS Tier 1 Materials

- ④ Open Court *Phonemic Awareness and Phonics Kits (PK - Grade 3)*
- ④ BCPS *Shared Reading Binders for Kindergarten*
- ④ Houghton Mifflin *A Legacy of Literacy (Grades 1 - 5)*
- ④ Scott Foresman Reading *Great Expectations (Grade 6)*

Three Tier Reading Program

Tier 2

Identified students in kindergarten through grade 8 receive supplemental small group instruction through the use of differentiated lessons and/or BCPS approved materials.

BCPS Tier 2 Materials

- ④ BCPS *Phonemic Awareness Binders*
- ④ *SIPPS (Systematic Instruction of Phonemes, Phonics, and Sight Words)*
- ④ *Fluency Formula*
- ④ BCPS Reading Curriculum for Grades 7-8
- ④ *ACCESS*

Three Tier Reading Program

Tier 3

Identified students in kindergarten through grade 5, and grade 7 through grade 10 receive intensive intervention instruction.

BCPS Tier 3 Materials

④ *Foundations*

④ *Fast Track*

④ *Wilson Language*

How Are We Doing? Reading MSA

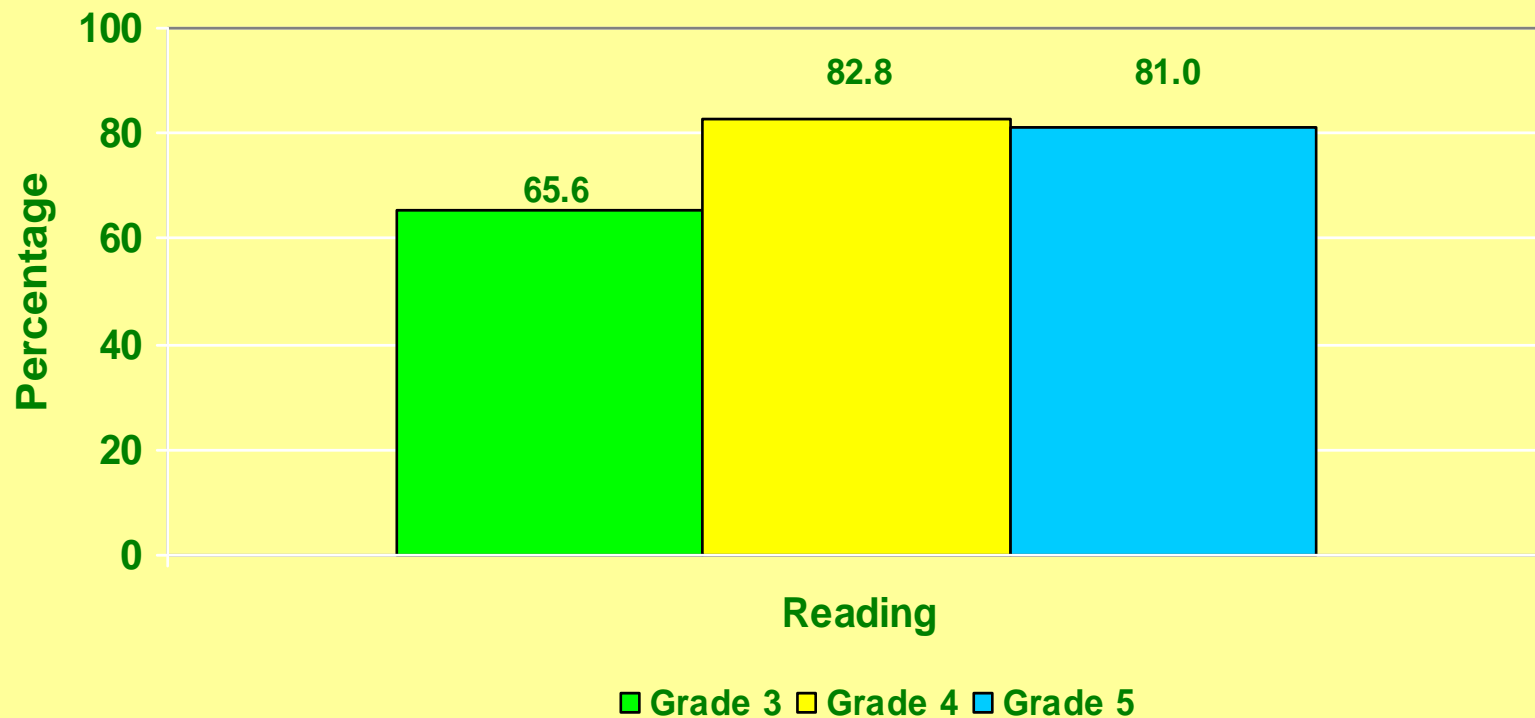
Percent Scoring Proficient or Advanced			
Grade	2003	2004	2005
3	63.3	76.2	81.4
4	-	80.7	86.1
5	69.6	72.9	79.5
6	-	73.3	73.0
7	-	70.6	71.1
8	59.8	65.7	69.3

How Are We Doing? Reading Alt-MSA

Percent Scoring Proficient or Advanced			
Grade	2003	2004	2005
3	63.5	91.0	85.4
4	-	88.6	88.0
5	64.6	92.4	92.2
6	-	85.7	89.5
7	-	91.6	86.6
8	54.9	88.0	89.7
10	-	77.1	79.7

MSA Reading Cohort Data

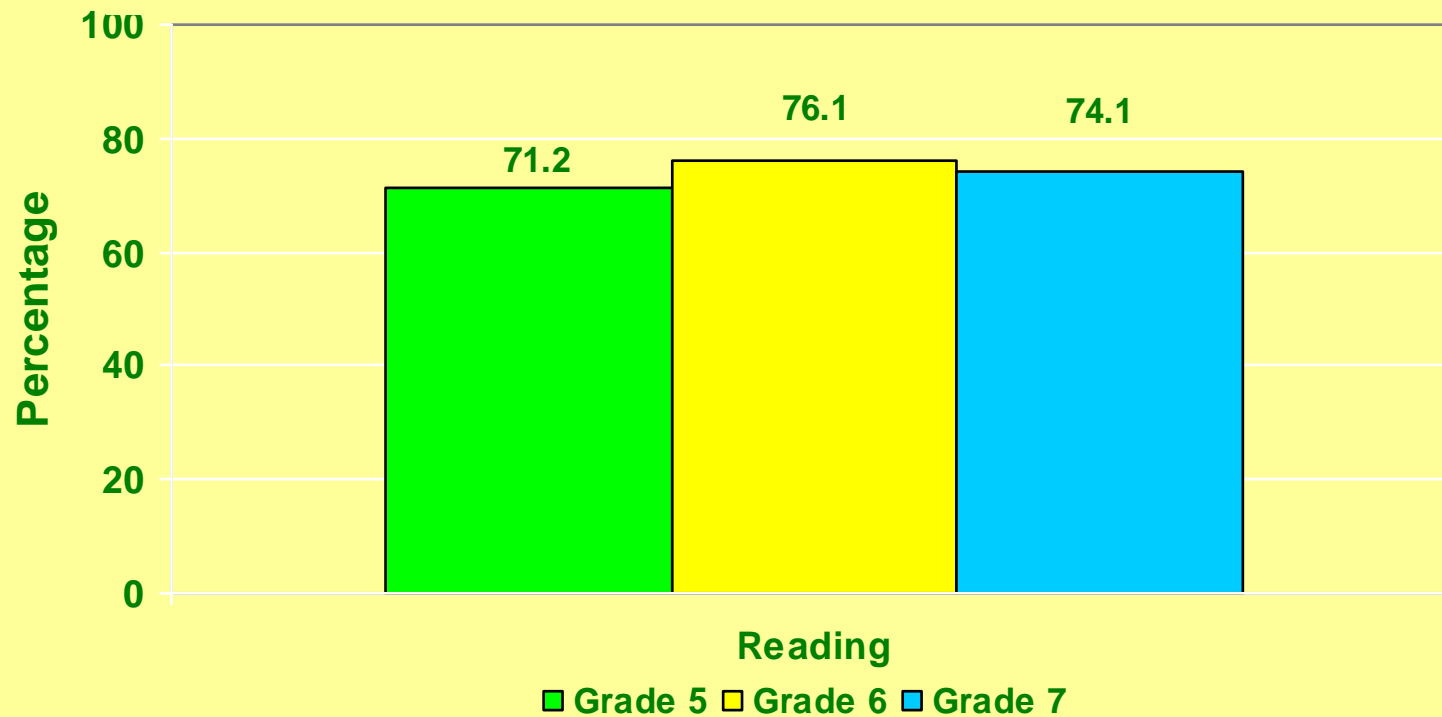
MSA Elementary Schools - Cohort of 2003 Proficient or Advanced



BCPS System Results for Performance Indicator 1.1

MSA Reading Cohort Data

MSA Middle Schools - Cohort of 2003 Proficient or Advanced



BCPS System Results for Performance Indicator 1.1

How Are We Doing? English 2 HSA

English 2 HSA - 52.3% overall pass rate

④ General Education	61.9%
④ Special Education	15.8%
④ American Indian	51.7%
④ Asian	74.5%
④ African American	38.8%
④ White	70.9%
④ Hispanic	45.8%
④ ELL	13.9%

MSA Reading Scores

School	FARMS %	Grade 3 % Prof/Adv	Grade 4 % Prof/Adv	Grade 5 % Prof/Adv
BCPS	37.2	81.4	86.1	78.6
Deep Creek	75.2	80.0	86.6	68.4
Lansdowne	58.4	90.7	96.8	88.9
Church Lane	42.4	88.4	88.1	83.0
Timber Grove	30.4	81.1	91.6	86.1
New Town	22.0	93.1	93.3	81.4
Seventh District	5.0	92.9	89.8	95.2

DIBELS First Grade Fall Scores **05-06** 04-05

School (FARMS %)	Phoneme Segmentation Fluency			Nonsense Word Fluency		
	Established	Emerging	Deficit	Low Risk	Some Risk	At Risk
Logan (70.4%)	84% 45%	14% 40%	3% 15%	75% 51%	20% 32%	5% 17%
Woodmoor (62.7%)	63% 23%	32% 37%	5% 40%	66% 34%	26% 34%	9% 32%
Owings Mills (50.7%)	79% 39%	17% 38%	4% 23%	82% 48%	10% 27%	8% 25%
Villa Cresta (24.7%)	71% 35%	24% 43%	6% 23%	60% 41%	31% 20%	9% 39%

Accomplishments

- ④ Implementation of consistent core reading materials
- ④ Identification of intervention materials
- ④ Monitoring of students' progress through embedded assessments

Accomplishments

- ④ Structured an early intervention model to increase the reading success of our youngest students
- ④ Utilized the budget process to increase access to early childhood learning supports (access to prekindergarten, full-day kindergarten, inclusion teachers)
- ④ Provided incremental professional development opportunities to support schools

Accomplishments

- ④ Established a reading screening process to identify students needing reading instruction beyond grade 6
- ④ Steadily increasing reading scores in elementary and middle school grades
- ④ Consistent progress toward meeting standards in all elementary disaggregated subgroups and most middle school subgroups

Next Steps

- ④ Ensuring that reading programs and materials are consistently and effectively implemented in all BCPS schools.
- ④ Providing ongoing professional development, coaching, and modeling of instruction for teachers and administrators.

Next Steps

- ④ Providing improved services in meeting the reading instructional needs of all students receiving special education and ELL services.
- ④ Providing structured reading intervention programs for grade 6 students in need of additional support.

Next Steps

- ④ Supporting the effective use of data in secondary schools to target instruction and provide differentiation.
- ④ Using the central office elementary resource team to support the effective transition of students from the 5th to 6th grade instructional program.

Next Steps

- ④ Providing a core program to support the instructional needs of students in grades 7 and 8 who require continued reading instruction.
- ④ The superintendent has scheduled meetings with principals, school leadership teams, and central office personnel to identify actions to improve the recently released English 2 HSA scores.

Next Steps

- ④ Continue to provide service to principals and teachers to implement an effective, differentiated reading program.