

# *BCPS Reading Program*

Presentation to the  
Board of Education  
December 6, 2005

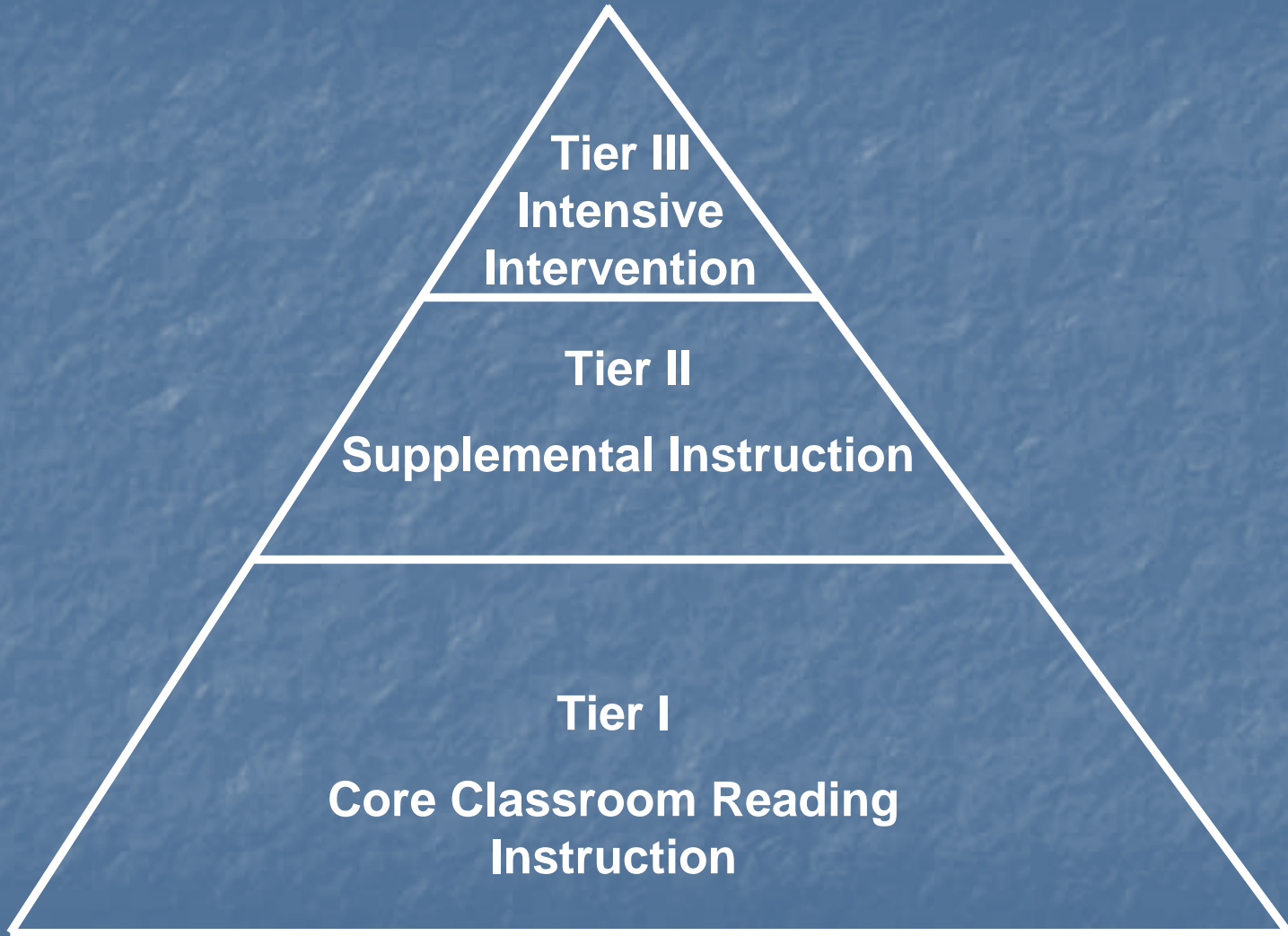
# BCPS Reading Program

- Prekindergarten to Grade 6 Reading Program is aligned with the Voluntary State Curriculum
  - Research-based program focused on the five areas of reading identified by the National Reading Panel
  - Consistent and systemwide use of materials
  - 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<br>Identification of intervention programs                |
| 2003-2004 | Creation of secondary reading office  |
| 2004-2005 | Purchase and implementation of core 6 <sup>th</sup> grade reading program                         |
| 2005-2006 | Year II of implementation of secondary reading program<br>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

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

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

- *Foundations*
- *Fast Track*
- *Wilson Language*

# *How Are We Doing? Reading MSA*

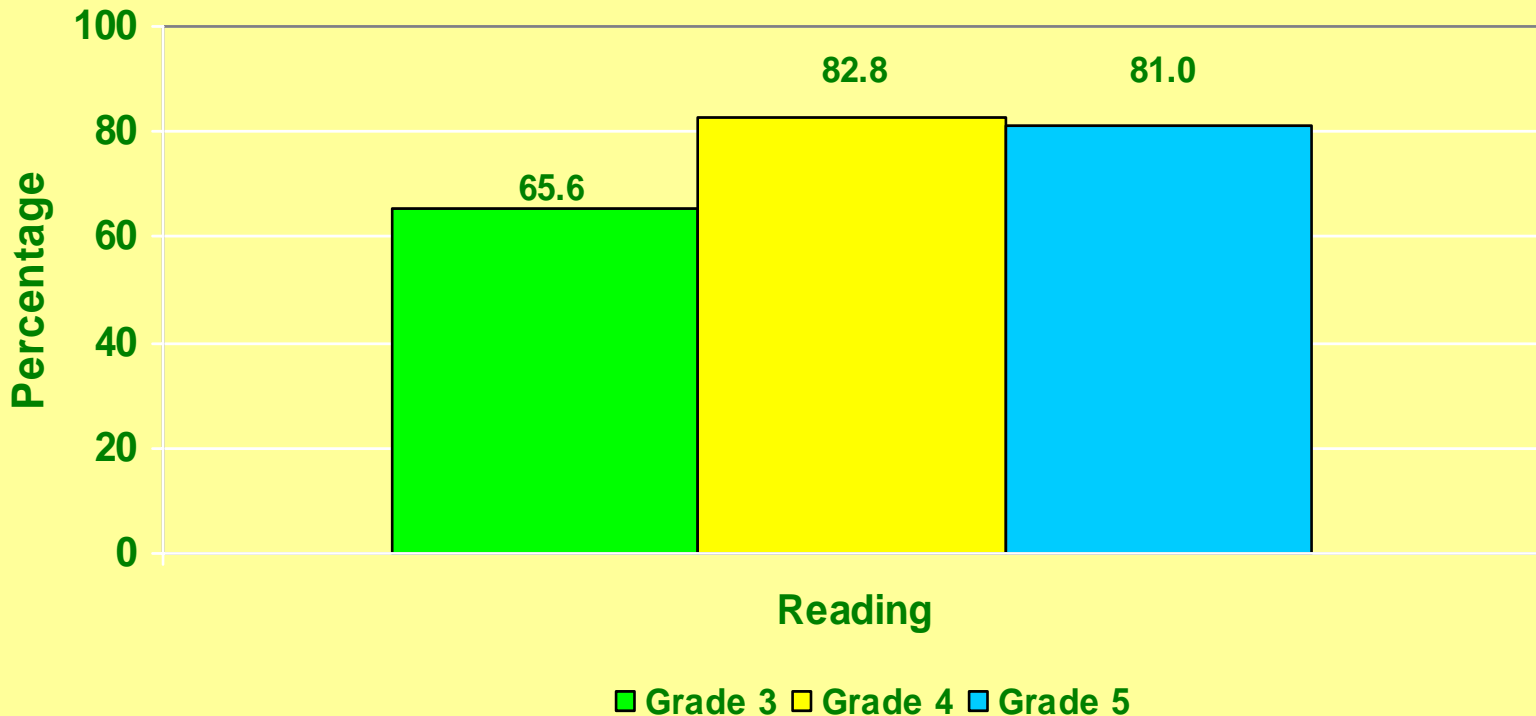
| Percent Scoring Proficient or Advanced |      |      |      |
|--|------|------|------|
| Grade                                  | 2003 | 2004 | 2005 |
| 3                                      | 63.3 | 76.2 | 81.4 |
| 4                                      | -    | 80.7 | 86.1 |
| 5                                      | 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

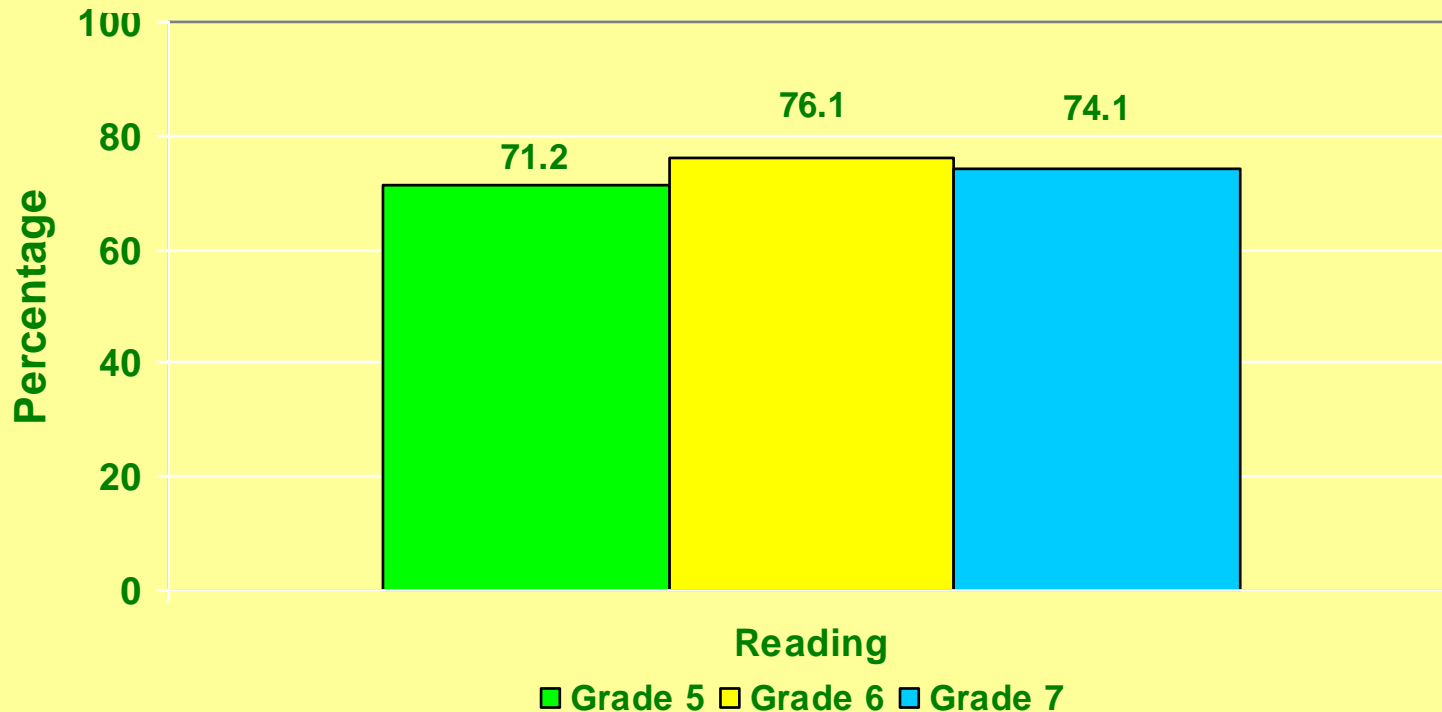
## MSA Elementary Schools - Cohort of 2003 Proficient or Advanced



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

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

# MSA Reading Scores

| School           | FARMs %     | Grade 3 % Prof/Adv | Grade 4 % Prof/Adv | Grade 5 % Prof/Adv |
|------------------|-------------|--------------------|--------------------|--------------------|
| <b>BCPS</b>      | <b>37.2</b> | <b>81.4</b>        | <b>86.1</b>        | <b>78.6</b>        |
| 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<br>(FARMS %)        | Phoneme<br>Segmentation Fluency |                   |                  | Nonsense Word<br>Fluency |                   |                         |
|----------------------------|---------------------------------|-------------------|------------------|--------------------------|-------------------|-------------------------|
|                            | Established                     | Emerging          | Deficit          | Low Risk                 | Some Risk         | At Risk                 |
| Logan<br>(70.4%)           | <b>84%</b><br>45%               | <b>14%</b><br>40% | <b>3%</b><br>15% | <b>75%</b><br>51%        | <b>20%</b><br>32% | <b>5%</b><br>17%        |
| Woodmoor<br>(62.7%)        | <b>63%</b><br>23%               | <b>32%</b><br>37% | <b>5%</b><br>40% | <b>66%</b><br>34%        | <b>26%</b><br>34% | <b>9%</b><br><b>32%</b> |
| Owings<br>Mills<br>(50.7%) | <b>79%</b><br>39%               | <b>17%</b><br>38% | <b>4%</b><br>23% | <b>82%</b><br>48%        | <b>10%</b><br>27% | <b>8%</b><br>25%        |
| Villa<br>Cresta<br>(24.7%) | <b>71%</b><br>35%               | <b>24%</b><br>43% | <b>6%</b><br>23% | <b>60%</b><br>41%        | <b>31%</b><br>20% | <b>9%</b><br>39%        |

# Accomplishments

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

# Accomplishments

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

# Accomplishments

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

# Next Steps

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

# Next Steps

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

# Next Steps

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

# Next Steps

- Providing a core program to support the instructional needs of students in grades 7 and 8 who require continued reading instruction.
- 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

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