

# 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?*

**1<sup>st</sup>-3<sup>rd</sup> Grades**

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

(Systemwide Implementation 2001)



# *What is the Core Reading Program?*

## **4<sup>th</sup>- 5<sup>th</sup> 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?*

## Scientificallly-Based Reading Research

- *National Reading Panel Findings*
- *Put Reading First* Publication
- MSDE *Voluntary State Curriculum*
- Reading First Grant



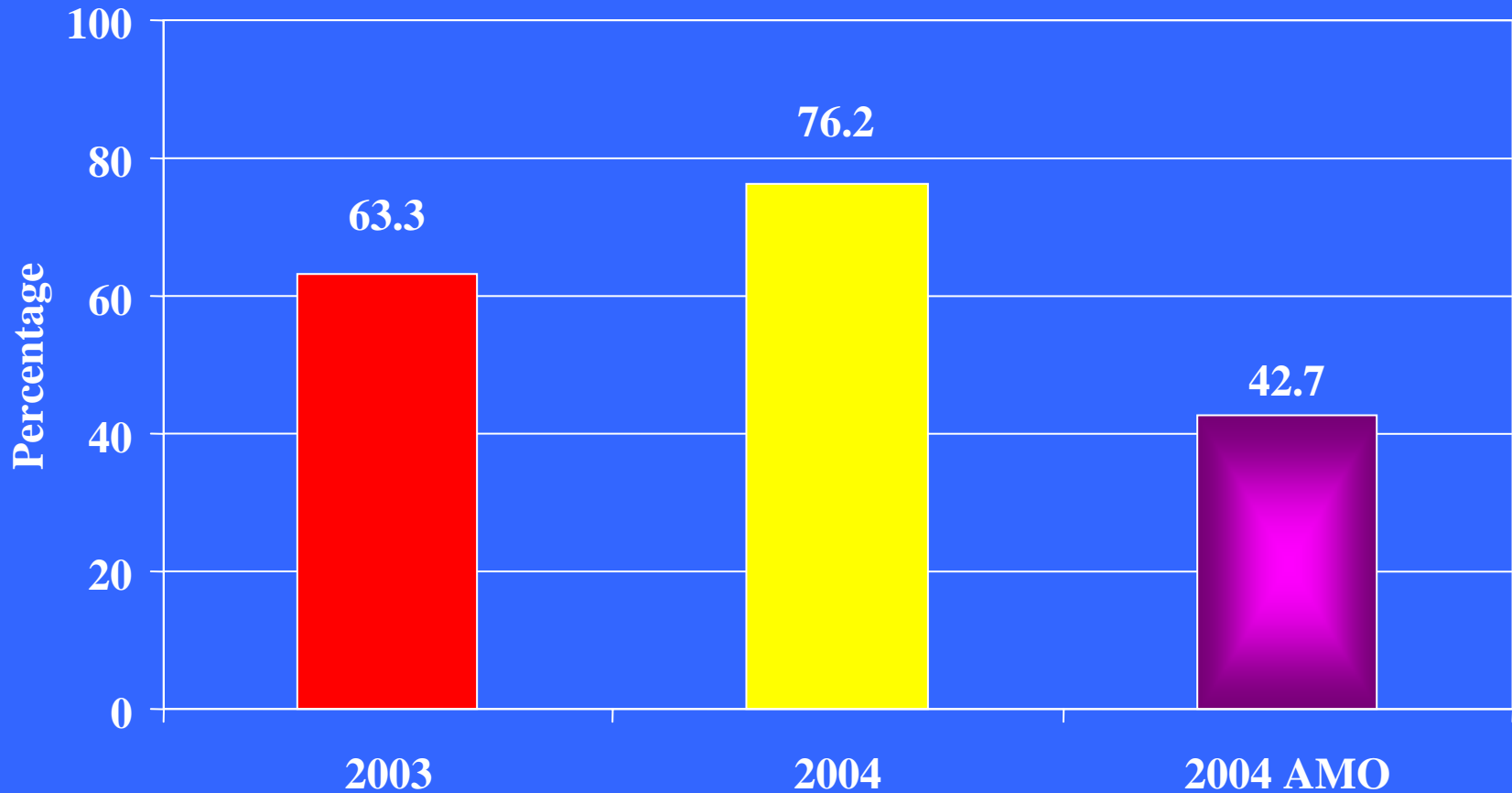
# *How Are We Doing?*

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



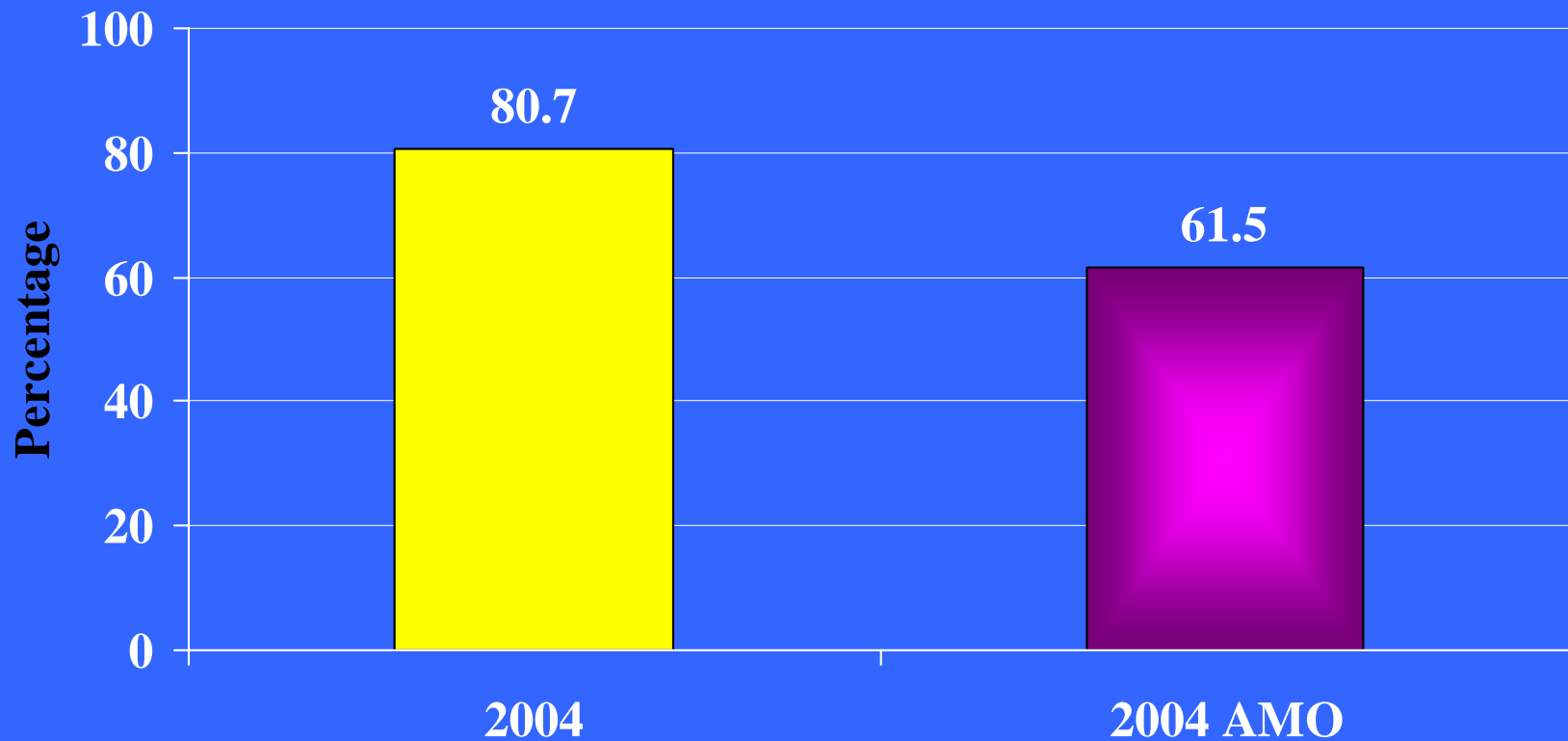
# MSA Reading - Grade 03

## Percent Scoring Proficient or Advanced



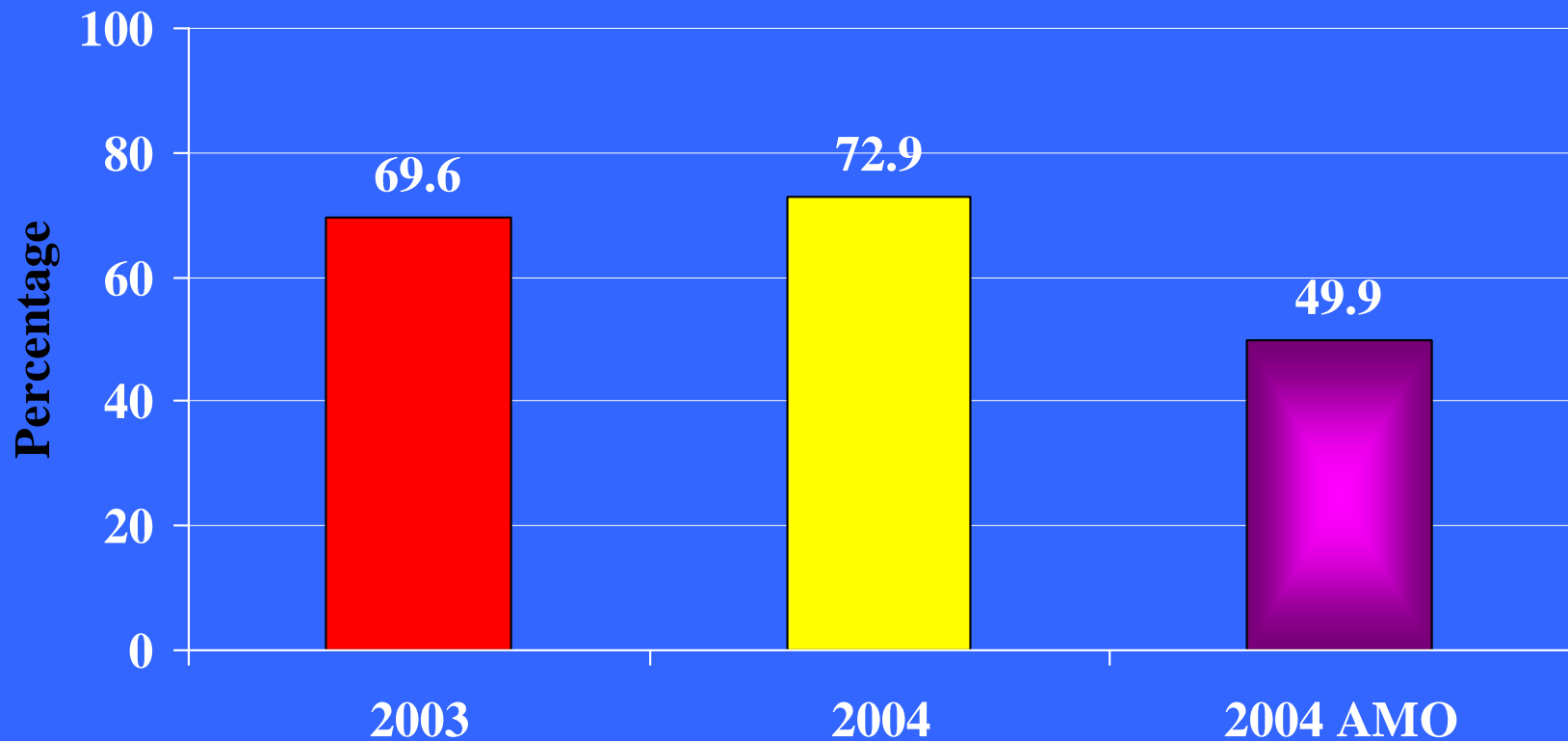
# MSA Reading - Grade 4

## Percent Scoring Proficient or Advanced

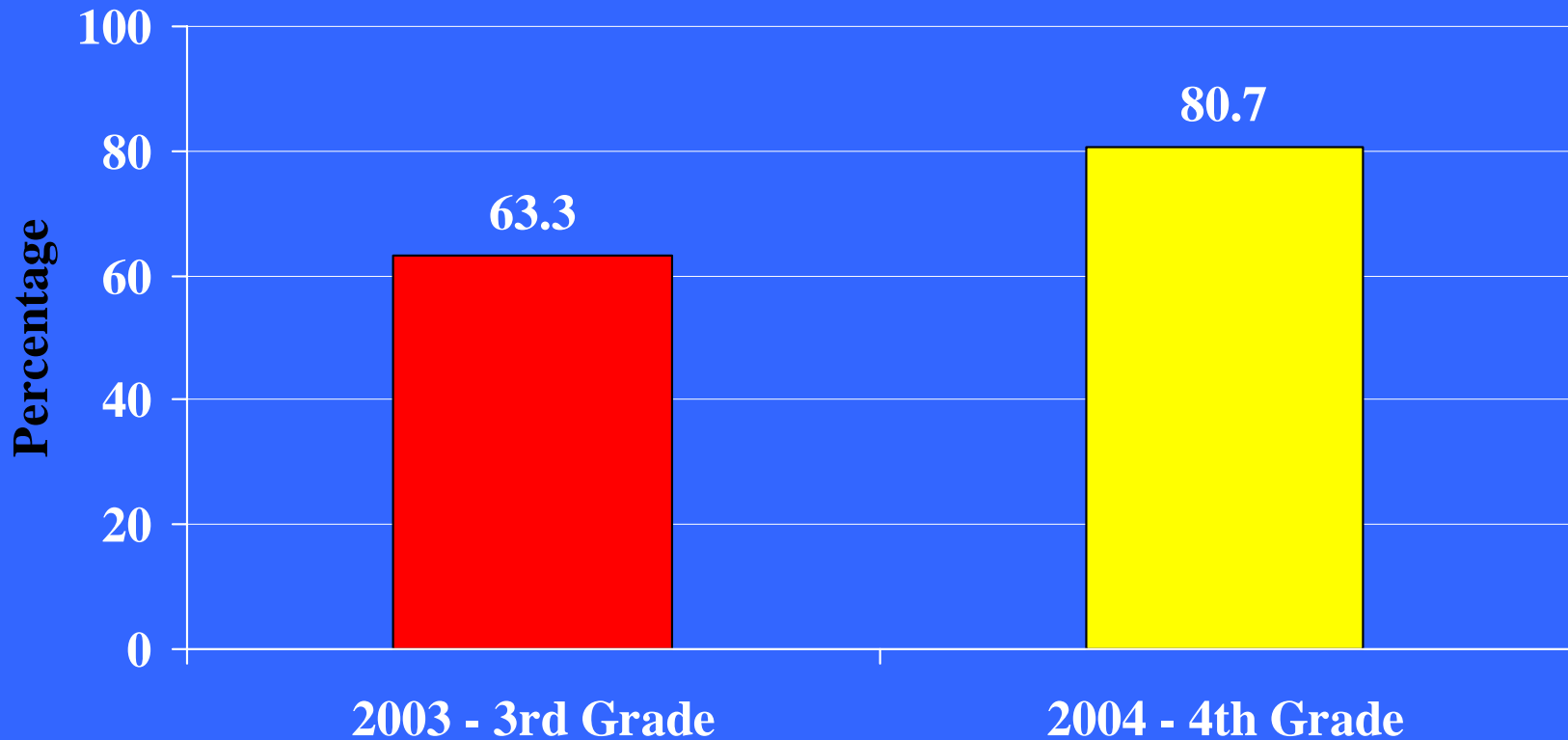


# MSA Reading - Grade 5

## 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

```
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%"];
```

**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)*



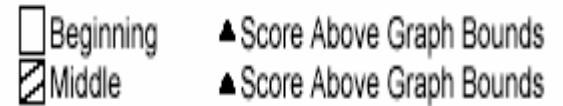
# How is This Impacting Teaching and Learning?

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

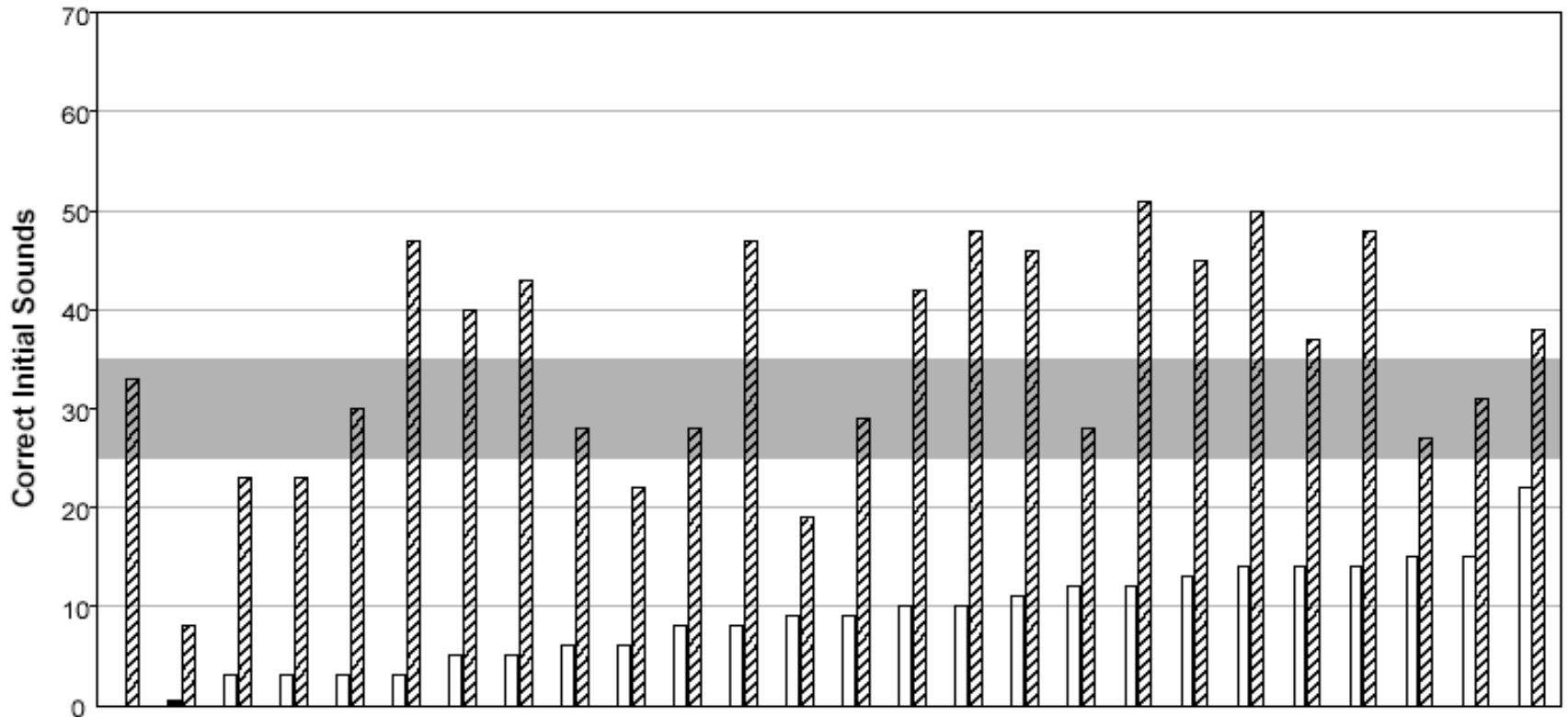


# Kindergarten Class Profile

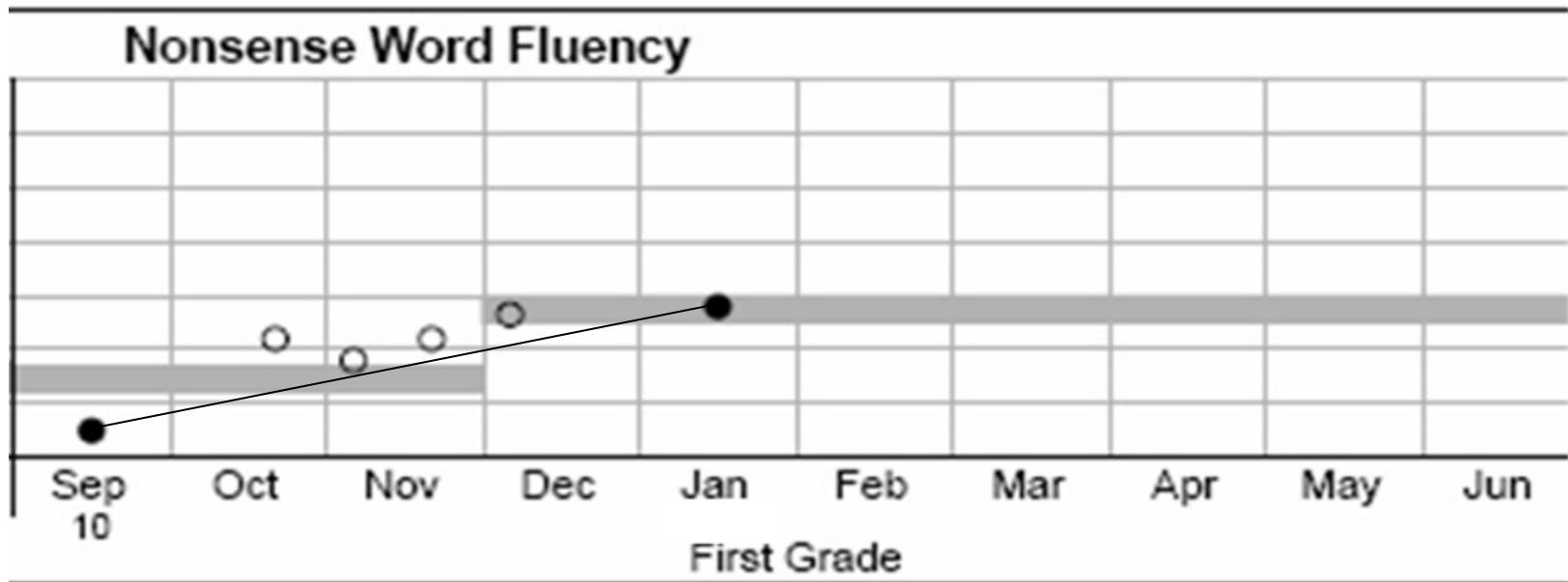
## September- January



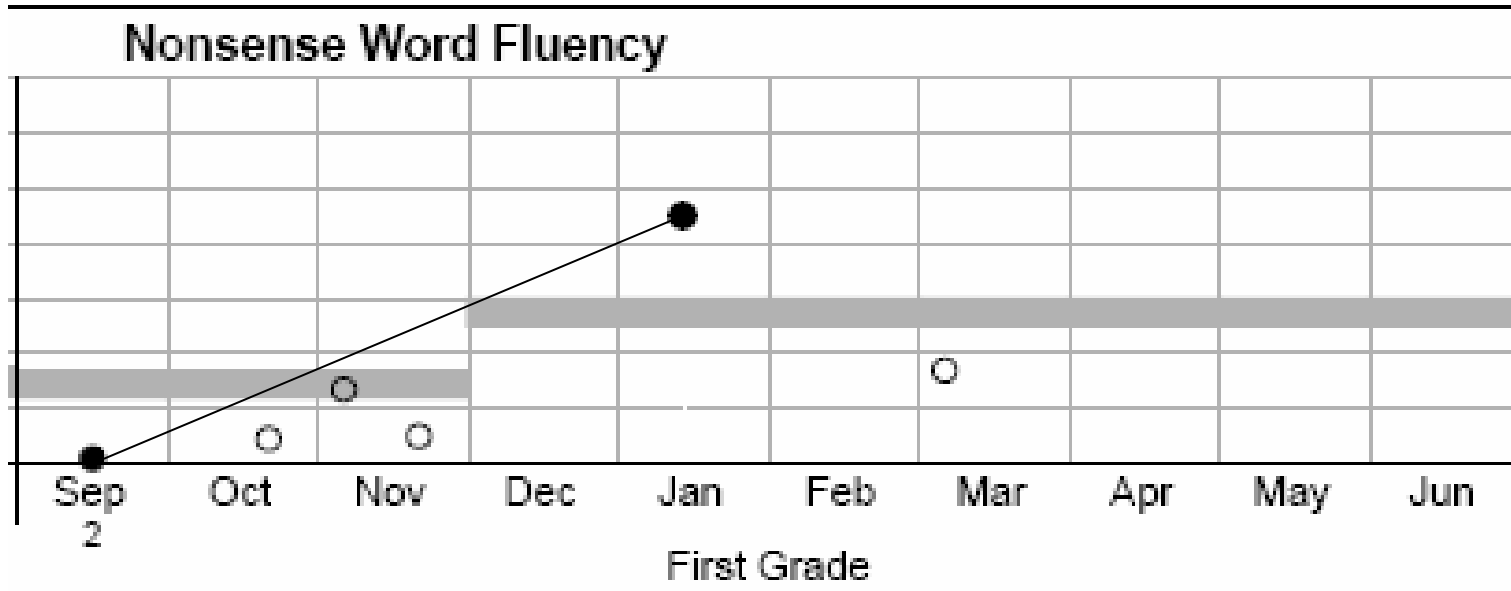
Initial Sound Fluency



# Individual Student Performance Profile



# Individual Student Performance Profile



# First Grade DIBELS Data September → January

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

<b>Location</b>	<b>September</b>	<b>January</b>
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)

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

# Second Grade DIBELS Data

## September → January

### Oral Reading Fluency

<b>Performance</b>	<b>September</b>	<b>January</b>
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-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.

