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

Tier One
- **Reading Instructional Model**
  - Whole group and small group instruction to provide reteaching, practice, and enrichment opportunities
- **Materials**
  - Core reading program
- **Reading Instructional Time**
  - Minimum of:
    - Grades K-3: 120 minutes
    - Grades 4-5: 75 minutes
- **Assessment Program**
  - Screening
  - Progress Monitoring
  - Outcomes

Tier Two
- **Reading Instructional Model**
  - Whole group and small group instruction (Tier 1)
  - Intervention program implemented by reading specialist or special educator during small group instruction
  - Consider the intensity of instruction (group size, time, materials, learning styles and preferences)
- **Materials**
  - Implementation of intervention materials/programs plus appropriate components of the core reading materials
- **Reading Instructional Time**
  - Grades K-3: 120 minutes plus 30 additional minutes, if necessary
  - Grades 4-5: 75 minutes plus 30 additional minutes, if necessary
- **Assessment Program**
  - Screening
  - Progress Monitoring
  - Diagnostic
  - Outcomes

Tier Three
- **Reading Instructional Model**
  - Whole group and small group instruction (Tier 1)
  - Ensure that identified students receive targeted, specific skill and strategy instruction daily within the classroom small group schedule
  - Consider: learning styles and preferences, group size, materials, frequency of instruction
- **Materials**
  - Core reading program plus differentiated instruction and/or supplemental materials
- **Reading Instructional Time**
  - Minimum of:
    - Grades K-3: 120 minutes
    - Grades 4-5: 75 minutes
- **Assessment Program**
  - Screening
  - Progress Monitoring
  - Outcomes
Baltimore County Public Schools
Office of Secondary English and Reading

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

Tier One

Developmental Reading Instructional Model; Grade 6
- Whole group and small group instruction to provide modeling, guided practice, independent practice, and differentiated opportunities
  - Materials
    - Scotts Foresman core reading program
      - GT Alignment Strand
  - Reading Instructional Time
    - Minimum of 45 minutes
  - Assessment Program (all students)
    - Scotts Foreman Placement Test
    - Scotts Foresman Unit Tests
    - Maryland Benchmark On-line Formative Assessment Program

Tier Two

Instructional Model; Grades 7-8
- Materials (see attachment)
- Implementation of supplemental and intervention materials/programs
  - Reading Instructional Time
    - 45 minutes of BCPS Curriculum reading instruction at least 2-3 times a week and 45 minutes each day of a Fast Track or Wilson Assessment Program
  - Assessment Program
    - Fast Track/Wilson Assessments
    - Stanford Diagnostic Reading Test
    - Maryland Benchmark On-line Formative Assessment Program
    - BCPS Curriculum Pre/Post Assessments (Gds. 7-8)
    - Indicators of Reading Proficiency Checklist
    - Reading Screening Process

Tier Three

Instructional Model; Grades 6-8
- Whole group and small group instruction
- Ensure that identified students receive targeted, specific skill and strategy instruction daily on the designated Reteaching days identified in the BCPS curriculum.
- Consider: learning styles and preferences, group size, materials
  - Materials (see attachment)
    - Core reading program/BCPS Reading Curriculum and supplemental materials
  - Reading Instructional Time
    - Minimum of 45 minutes
  - Assessment Program
    - Grade 6 Placement Test
    - Scotts Foresman Unit Tests
    - Maryland Benchmark On-line Formative Assessment Program
    - BCPS Curriculum Pre/Post Assessments (Gds. 7-8)
    - Indicators of Reading Proficiency Checklist
      - Reading Screening Process
Students receive instruction in alignment with the Core Learning Goals in English. Content area teachers address the reading strategies in the content areas.
<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Type of Program</th>
<th>Component of Reading</th>
<th>Grade Levels</th>
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</thead>
<tbody>
<tr>
<td>Open Court Prekindergarten Reading Program</td>
<td>Core</td>
<td>o Phonemic Awareness</td>
<td>Prekindergarten</td>
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<td>o Beginning Phonics</td>
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<tr>
<td></td>
<td></td>
<td>o Vocabulary</td>
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<tr>
<td></td>
<td></td>
<td>o Comprehension</td>
<td></td>
</tr>
<tr>
<td>Open Court Phonemic Awareness and Phonics Kits</td>
<td>Core</td>
<td>o Phonemic Awareness</td>
<td>Kindergarten - Grade 3</td>
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<td>o Phonics</td>
<td></td>
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<tr>
<td>BCPS Shared Reading Binders for Kindergarten</td>
<td>Core</td>
<td>o Vocabulary</td>
<td>Kindergarten</td>
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<tr>
<td></td>
<td></td>
<td>o Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Comprehension</td>
<td></td>
</tr>
<tr>
<td>Houghton Mifflin A Legacy of Literacy</td>
<td>Core</td>
<td>o Vocabulary</td>
<td>Grades 1-5</td>
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<td></td>
<td></td>
<td>o Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Comprehension</td>
<td></td>
</tr>
<tr>
<td>Scott Foresman Reading Great Expectations</td>
<td>Core</td>
<td>o Vocabulary</td>
<td>Grade 6</td>
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<td></td>
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<td>o Comprehension</td>
<td></td>
</tr>
<tr>
<td>BCPS Phonemic Awareness Binders</td>
<td>Supplemental</td>
<td>o Phonemic Awareness</td>
<td>Prekindergarten-Grade 2</td>
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<td>SIPPS (Systematic Instruction of Phonemes, Phonics, and Sight Words)</td>
<td>Supplemental</td>
<td>o Phonics</td>
<td>Grades 2-8</td>
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<tr>
<td>Fluency Formula</td>
<td>Supplemental</td>
<td>o Fluency</td>
<td>Grades 2-8</td>
</tr>
<tr>
<td>BCPS developed curriculum for grades 7-8</td>
<td>Supplemental</td>
<td>o Fluency</td>
<td>Grades 7-8</td>
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<tr>
<td></td>
<td></td>
<td>o Vocabulary</td>
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<tr>
<td></td>
<td></td>
<td>o Content Area Connections</td>
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<tr>
<td>ACCESS (Strategic Reading for Career and College Placement)</td>
<td>Strategic Reading Course</td>
<td>o Vocabulary</td>
<td>Grades 9-10</td>
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<td></td>
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<td>o Content Area Connections</td>
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<td>Fundations</td>
<td>Intervention</td>
<td>o Phonemic Awareness</td>
<td>Grades K-2</td>
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<td>o Phonics</td>
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<tr>
<td>Fast Track</td>
<td>Intervention</td>
<td>o Phonics/Word Study</td>
<td>Grades 4-5</td>
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<td>Grades 7-10</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>o Comprehension</td>
<td></td>
</tr>
<tr>
<td>Wilson Language</td>
<td>Intervention</td>
<td>o Phonics/Word Study</td>
<td>Grades 3-12</td>
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</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
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<tbody>
<tr>
<td>2001-2002</td>
<td>Purchase and implementation of core elementary reading program</td>
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<tr>
<td>2002-2005</td>
<td>Expanded service and support to schools</td>
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<td>Identification of intervention programs</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Creation of secondary reading office</td>
</tr>
<tr>
<td>2004-2005</td>
<td>Purchase and implementation of core 6th grade reading program</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Year II of implementation of secondary reading program</td>
</tr>
<tr>
<td></td>
<td>Identification of intervention programs</td>
</tr>
</tbody>
</table>
BCPS Three Tier Reading Model

Tier III
Intensive Intervention

Tier II
Supplemental Instruction

Tier I
Core Classroom Reading Instruction
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

1. BCPS Phonemic Awareness Binders
2. SIPPS (Systematic Instruction of Phonemes, Phonics, and Sight Words)
3. Fluency Formula
4. BCPS Reading Curriculum for Grades 7-8
5. 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

- Fundations
- Fast Track
- Wilson Language
### How Are We Doing? Reading MSA

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<tbody>
<tr>
<td>3</td>
<td>63.3</td>
<td>76.2</td>
<td>81.4</td>
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<td>4</td>
<td>-</td>
<td>80.7</td>
<td>86.1</td>
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<td>5</td>
<td>69.6</td>
<td>72.9</td>
<td>79.5</td>
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<tr>
<td>6</td>
<td>-</td>
<td>73.3</td>
<td>73.0</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>70.6</td>
<td>71.1</td>
</tr>
<tr>
<td>8</td>
<td>59.8</td>
<td>65.7</td>
<td>69.3</td>
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## How Are We Doing? Reading Alt-MSA

<table>
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<tr>
<th>Grade</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<tr>
<td>3</td>
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<td>85.4</td>
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<td>4</td>
<td>-</td>
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<td>88.0</td>
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<td>5</td>
<td>64.6</td>
<td>92.4</td>
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<td>6</td>
<td>-</td>
<td>85.7</td>
<td>89.5</td>
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<td>7</td>
<td>-</td>
<td>91.6</td>
<td>86.6</td>
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<td>8</td>
<td>54.9</td>
<td>88.0</td>
<td>89.7</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>77.1</td>
<td>79.7</td>
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</table>
MSA Reading Cohort Data

MSA Elementary Schools - Cohort of 2003
Proficient or Advanced

Percentage

Reading

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.6</td>
<td>82.8</td>
<td>81.0</td>
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</table>

BCPS System Results for Performance Indicator 1.1
MSA Reading Cohort Data

MSA Middle Schools - Cohort of 2003
Proficient or Advanced

Percentage

Reading
- Grade 5
- Grade 6
- Grade 7

BCPS System Results for Performance Indicator 1.1
### How Are We Doing?  English 2 HSA

English 2 HSA - 52.3% overall pass rate

1. General Education  - 61.9%
2. Special Education  - 15.8%
3. American Indian  - 51.7%
4. Asian  - 74.5%
5. African American  - 38.8%
6. White  - 70.9%
7. Hispanic  - 45.8%
8. ELL  - 13.9%
## MSA Reading Scores

<table>
<thead>
<tr>
<th>School</th>
<th>FARMs %</th>
<th>Grade 3 % Prof/Adv</th>
<th>Grade 4 % Prof/Adv</th>
<th>Grade 5 % Prof/Adv</th>
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<tr>
<td>BCPS</td>
<td>37.2</td>
<td>81.4</td>
<td>86.1</td>
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<td>Deep Creek</td>
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<td>School</td>
<td>FARMS %</td>
<td>Phoneme Segmentation Fluency</td>
<td>Nonsense Word Fluency</td>
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<td>Established</td>
<td>Emerging</td>
<td>Deficit</td>
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<td>84%</td>
<td>45%</td>
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<td>45%</td>
<td>40%</td>
<td>15%</td>
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<td>Woodmoor (62.7%)</td>
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<td>63%</td>
<td>23%</td>
<td>32%</td>
<td>40%</td>
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<td>Owings Mills (50.7%)</td>
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<td>39%</td>
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<td>79%</td>
<td>39%</td>
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<td>23%</td>
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<tr>
<td>Villa Cresta (24.7%)</td>
<td>71%</td>
<td>35%</td>
<td>24%</td>
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<tr>
<td></td>
<td>71%</td>
<td>35%</td>
<td>24%</td>
<td>23%</td>
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</tbody>
</table>
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

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

Provide 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

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