



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: March 23, 2021
SUBJECT: Literacy Support for Older Students

PURPOSE:

The purpose of this item is to provide an overview of the support for older students who are not on track for grade level literacy standards.

EXECUTIVE SUMMARY:

Members of the State Board of Education will receive an overview of evidence-based strategies to benefit older students who are not on track for grade level literacy standards. The members will also receive an overview of the support that the Maryland State Department of Education has been providing to local school systems and school-based educators to implement evidence-based literacy strategies for older students. The Maryland State Comprehensive Literacy Plan may be found on the state website at this link:

<http://marylandpublicschools.org/programs/Documents/ELA/MDKeysComprehensiveLiteracy.pdf>

ACTION:

For information only. No action required.

ATTACHMENTS:

PowerPoint
Maryland State Comprehensive Literacy Plan, *Maryland's Keys to Comprehensive Literacy*

Literacy Support for Older Students



Maryland State Board of Education

March 23, 2021

Age Differences in Literacy Needs

Third grade is the final year children should be “learning to read,” after which students are “reading to learn.”

- Grades K-2—Screening to focus on predicting reading success.
- Grades 3 and above—Diagnosing to focus on discovering deficits, which can be due to weaknesses in:
 - Decoding skills, including phonemic awareness and phonics;
 - Language Comprehension skills, including word meaning; or
 - Both Decoding and Comprehension.

Supporting Older Students

- Use state level and local level data and cast a wide net to determine students who are not on track for college and career readiness.
- Diagnose for deficits in decoding as well as comprehension.
- Provide supplemental instruction aligned to the student's needs in one or both of these areas using a Multi-Tiered System of Support (MTSS).

Support for Comprehension Deficits

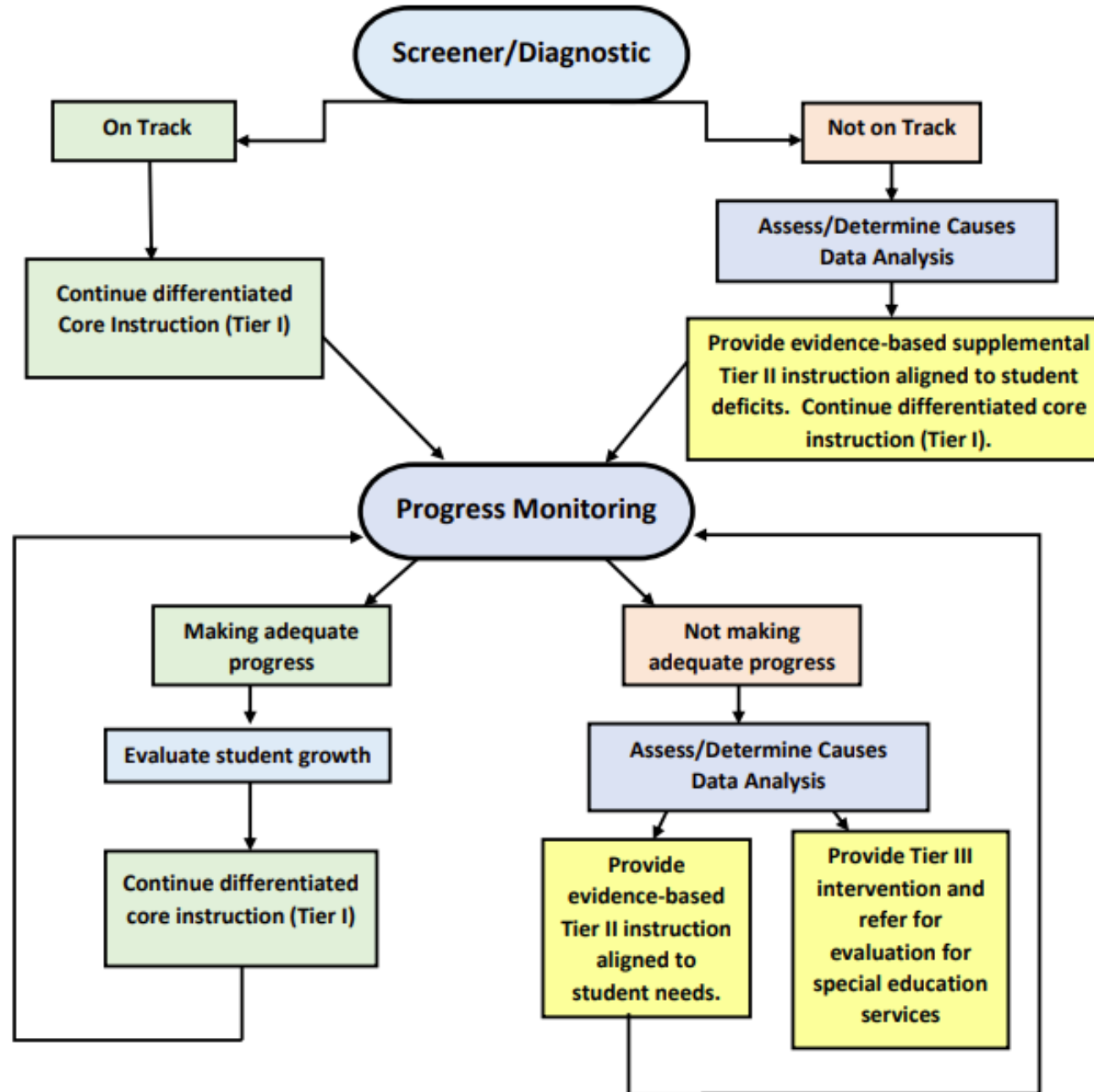
Support depends upon the level of need of the student.

- Mild deficits can be addressed as part of differentiation within classroom instruction.
- More severe deficits must use evidence-based supplemental instruction based upon age-appropriateness and skill level.
- Could be Tier II or Tier III supplemental instruction in an MTSS process.

Support for Decoding Deficits

- Not taught as part of the Language Arts or English curricula.
- Constitutes a more severe reading deficit.
- Can't be part of differentiation within classroom instruction.
- Must use evidence-based supplemental instruction that is age-appropriate and aligned to the student's level of deficit.
- Needs to be Tier II or Tier III instruction in an MTSS process.

MTSS Implementation Flow Chart



Key to Color Coding

- Blue**—a data collection and analysis point
- Green**—student is on track and making progress
- Red**—student is at risk
- Yellow**—supplemental instruction in a multi-tiered system of support

Striving Readers Comprehensive Literacy (SRCL) Grant

- \$45 million awarded over four (4) years.
- Awarded in 2017 and implemented state-wide in 2018.
- All 24 local school systems received SRCL funding
- Priorities:
 - All subgrantees must implement the grant based upon a birth to grade 12 alignment; and
 - Priority on disadvantaged populations and evidence-based strategies/programs.

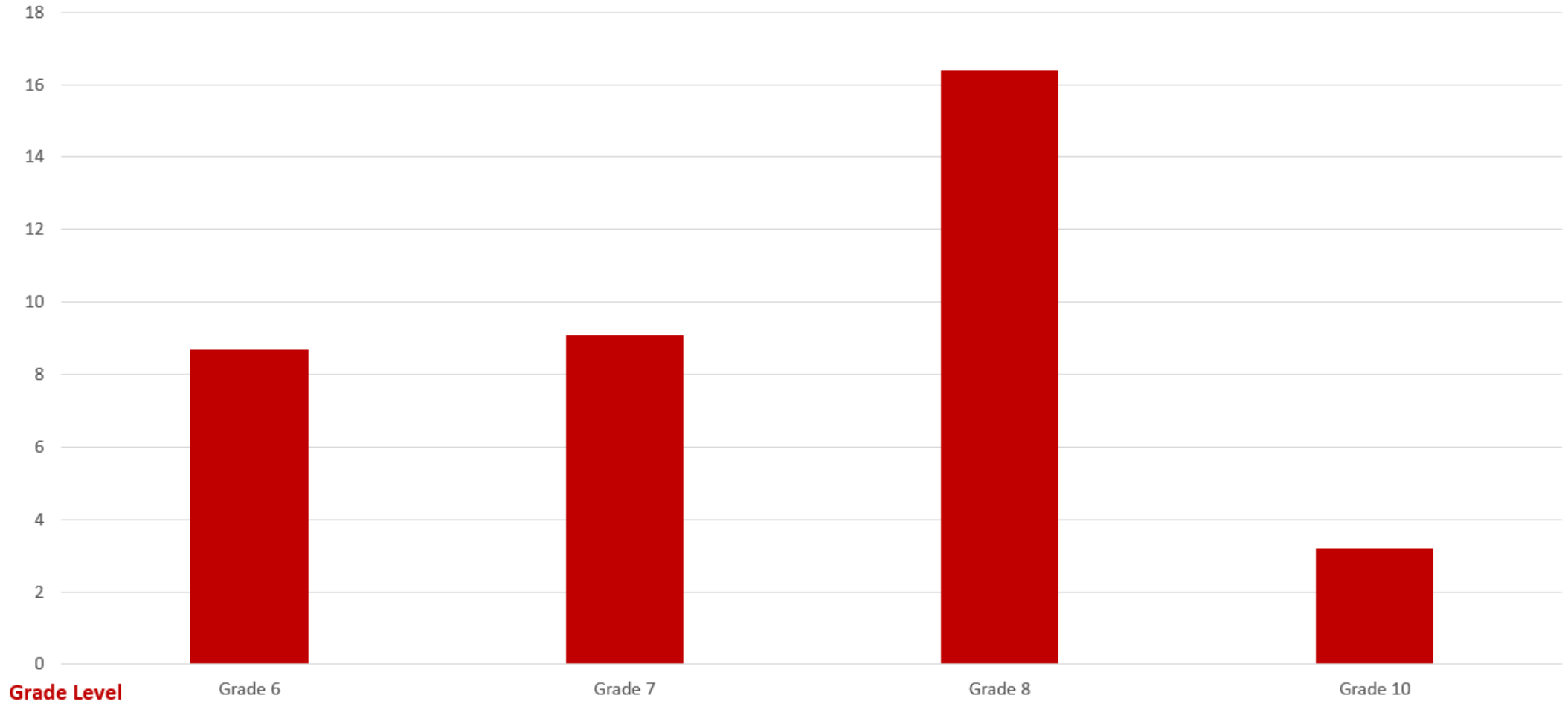
Maryland Comprehensive Literacy Plan

Maryland's Keys to Comprehensive Literacy

- Instructional Leadership
- Strategic Professional Learning
- Continuity of Standards and Evidence-based Instruction
- Comprehensive System of Assessments
- Tiered Instruction and Interventions
- Family and Community Partnerships

Statewide Secondary Achievement Growth 2017-2019

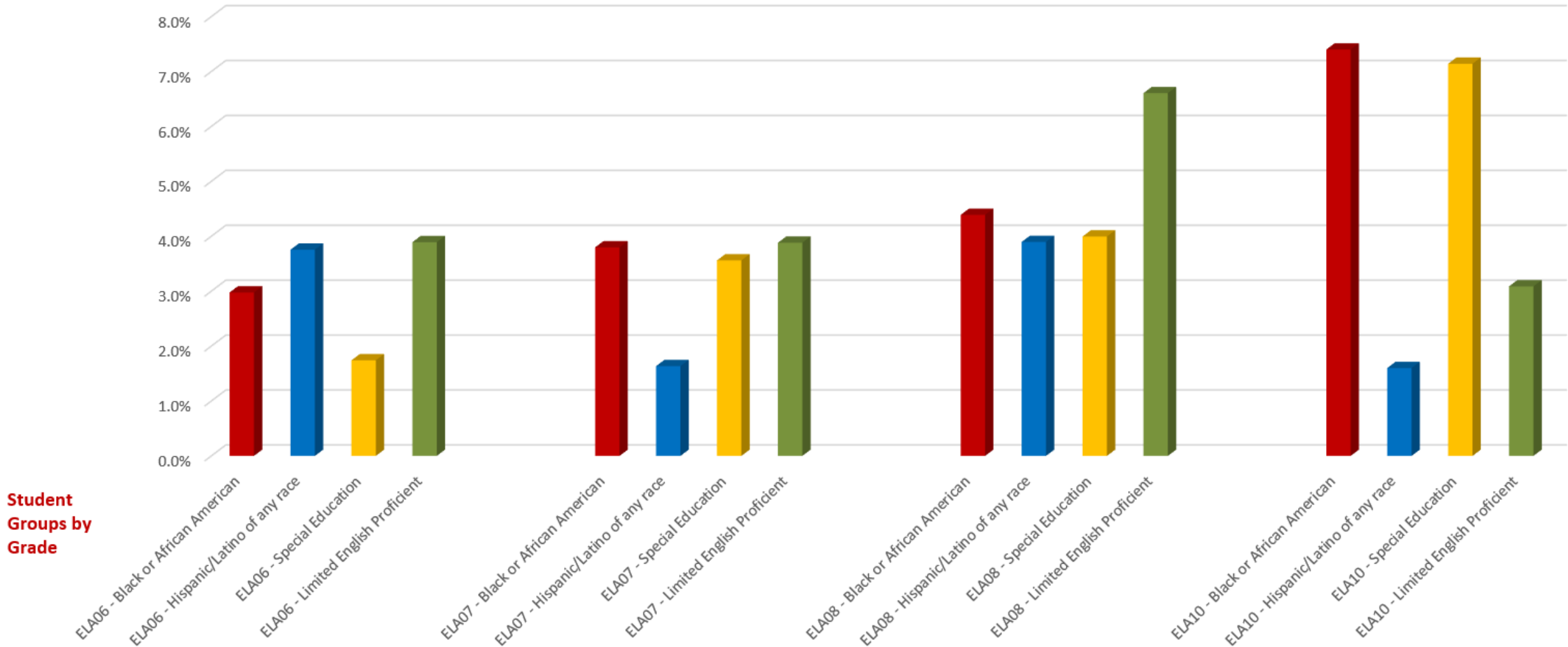
Percent of Growth



Statewide Growth by Student Groups

2017-2019

Percent of Growth



Student Groups by Grade

Local School System Implementation

- 17 LSSs hired additional literacy staff, such as literacy coaches, EL coaches, reading specialists, master teachers, resident master teachers, and instructional data specialists.
- 18 LSSs purchased evidence-based interventions, curricula, and/or professional learning programs. These include Read 180, System 44, Wilson, Orton Gillingham, Achieve 3000, Corrective Reading, Reading Mastery, Just Words, Phonics Boost, and Reading Apprenticeship.
- 6 LSSs provided databases of literacy resources to schools.

MSDE Secondary State-Wide Support

- Provided a Statewide Comprehensive Literacy Plan (CLP);
- Required locals to develop a CLP aligned to the state CLP;
- Supporting and monitoring the Striving Readers Comprehensive Literacy Grant;
- Determining MTSS needs within local school systems;
- Developing an updated MTSS framework and resources on the state website; and
- Providing a data-base of evidence-based English/language arts instructional materials through the Curricular Support Materials Initiative.

MSDE Secondary State-Wide Professional Learning

- 2019 MSDE Literacy Summit;
- 2019 Two-day workshop for literacy coaches;
- 2019 On-site support visits in all 24 LSSs;
- 2020 Trainings for LSS English Language Arts Supervisors;
 - Science of Reading;
 - Supporting Disadvantaged Populations; and
 - Equity and Social Emotional Learning (SEL).
- 2019 & 2020 Schools identified as Targeted Support and Improvement (TSI);
- 2018-2020 State-wide conference presentations on supporting reading; and
- 2018-2021 Adolescent literacy program *Reading Apprenticeship*.

Adolescent Literacy

- Statewide implementation 2018 through 2021;
- *Reader's Apprenticeship* is rated as evidence-based Level 1, strong evidence—highest level of evidence;
- Interdisciplinary Approach;
- Identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as a CASEL Select program for Social Emotional Learning (SEL); and
- Teachers in every Maryland school system trained.

The Washington County Pilot

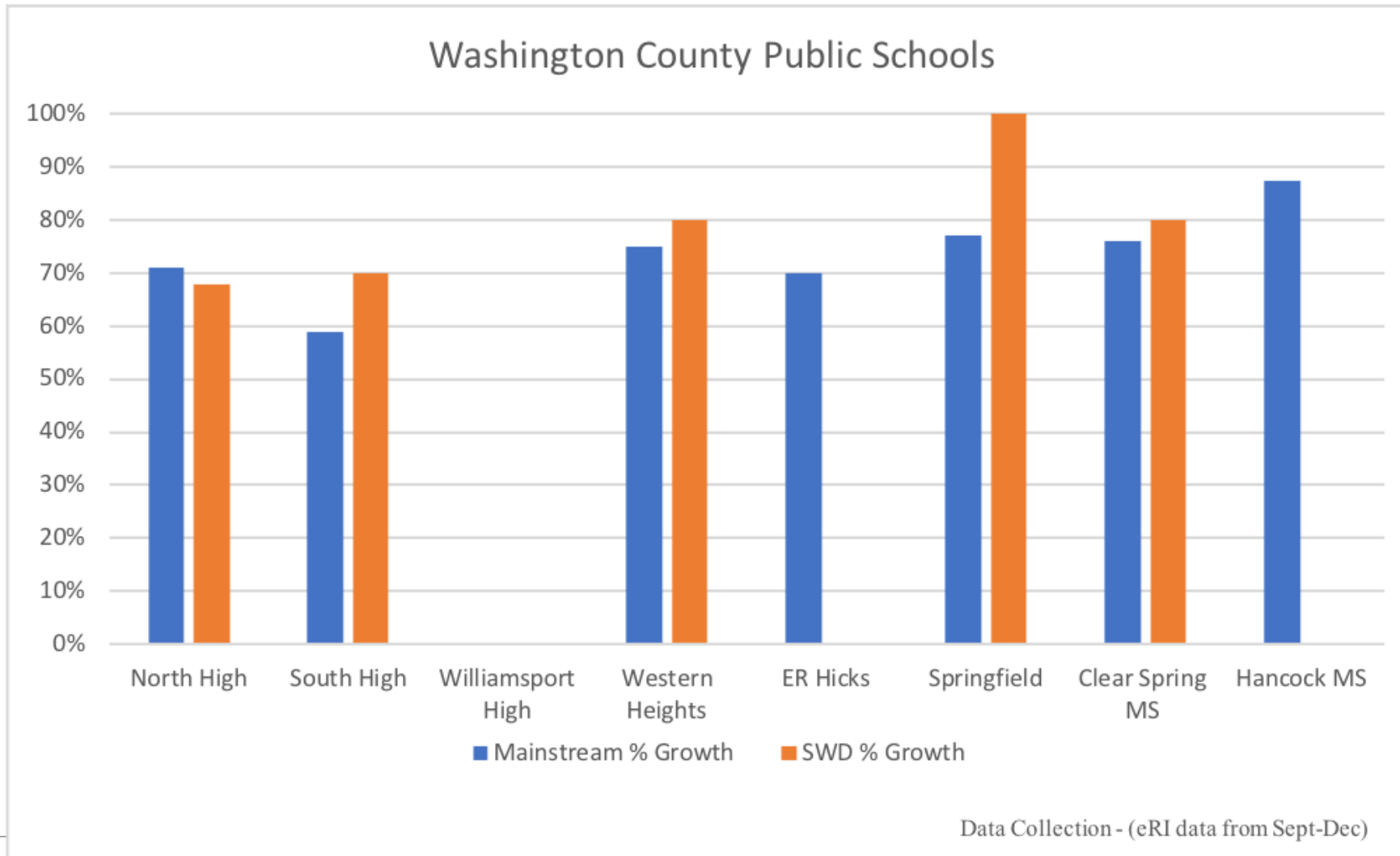
South Hagerstown High School

- Most Urban School with highest percentage of students in poverty.
- Interdisciplinary teachers trained in *Reading Apprenticeship (RA)*
- 60 students
 - 30% special education
 - 40% minority
 - Interdisciplinary reading classes—English, science, social studies, and a reading interventionist

The Washington County Pilot

- Growth observed in all student groups
- Increase in student engagement
- Changes in Teacher Practice, including an increase in:
 - progress monitoring;
 - awareness of student difficulties;
 - willingness to support students;
 - student-led discussion;
 - interdisciplinary literacy instruction; and
 - teacher collaboration.

Washington Countywide Growth



Areas of Focus: Continued Support

- Support for addressing decoding deficits in secondary students through the *Language Essentials for Teachers of Reading and Spelling* (LETRS).
- Additional professional learning being planned for local school systems, including implementation of MTSS.
- Development of additional resources.
- Completion and publication of MTSS framework/handbook.
- Strategic use of Federal and State funding targeted for instruction for student support in the area of reading.