To: Members of the State Board of Education

From: Mohammed Choudhury, State Superintendent of Schools

Date: January 24, 2023

Subject: Maryland Leads Implementation Update

Purpose

To provide a briefing to the State Board of Education on the implementation of Grow Your Own (GYO) and Science of Reading (SOR) strategy-related activites in Montgomery County Public Schools and St. Mary's County Public Schools as part of the Maryland Leads initiatitive.

Background/Historical Perspective

Maryland Leads is a grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. MSDE is disbursing more than $169 million in funding to LEAs across the State to directly accelerate learning and seed long-term, sustainable, and transformational change in Maryland school communities through Maryland Leads. All 24 Maryland School Districts applied to the Maryland Leads program and received an award. The largest awarded program investments are in two strategy areas: Grow Your Own Staff and the Science of Reading.

Executive Summary

Staff members from Montgomery County Public Schools and St. Mary's County Public Schools will discuss local Maryland Leads grant program activities in their respective local education agencies. Specifically, the staff will discuss program implementation associated with Grow Your Own and Science of Reading strategy areas.

Action

No action is required; this information is for discussion only.

Attachments

CombinedPresent_MDLeads_012423_Board Update.pdf

The Office of Teaching and Learning

Maryland Leads:
Implementation Updates from Montgomery County Public Schools and St. Mary's County Public Schools

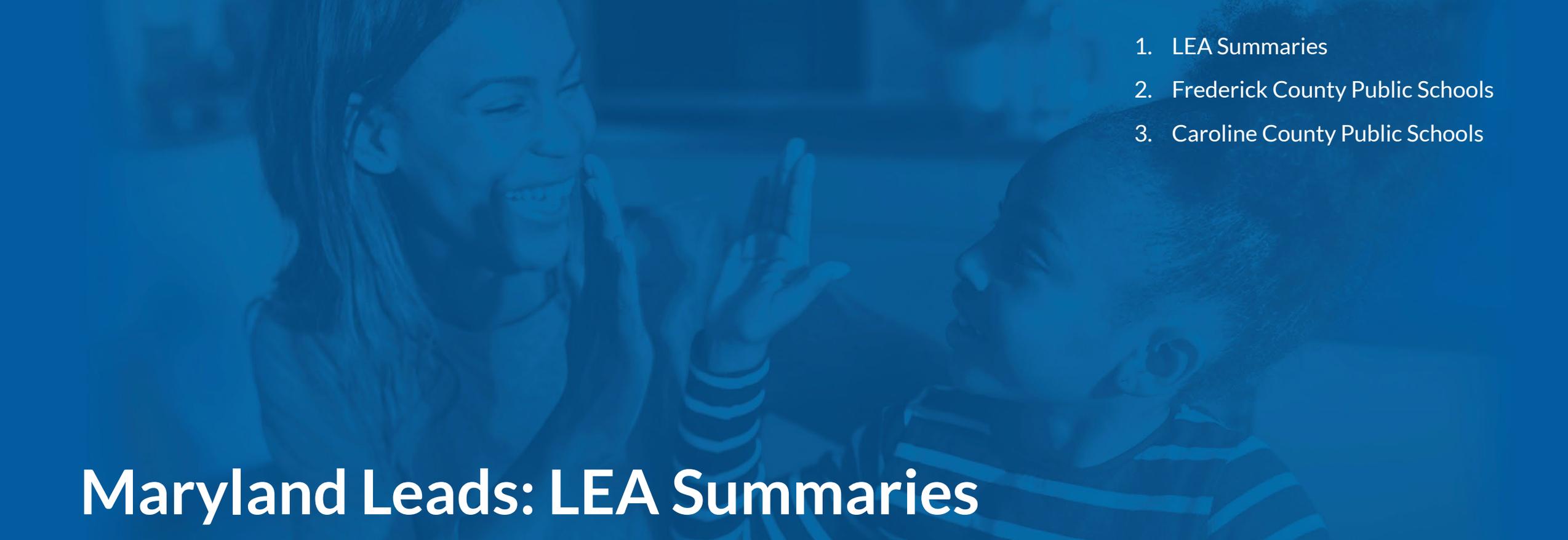MARYLAND STATE BOARD OF EDUCATION | January 24, 2023

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Presented By | Dr. Deann Collins
Justin Dayhoff

PRESENTATION OUTLINE

1. Local Education Agency (LEA) Summaries

2. Montgomery County Public Schools
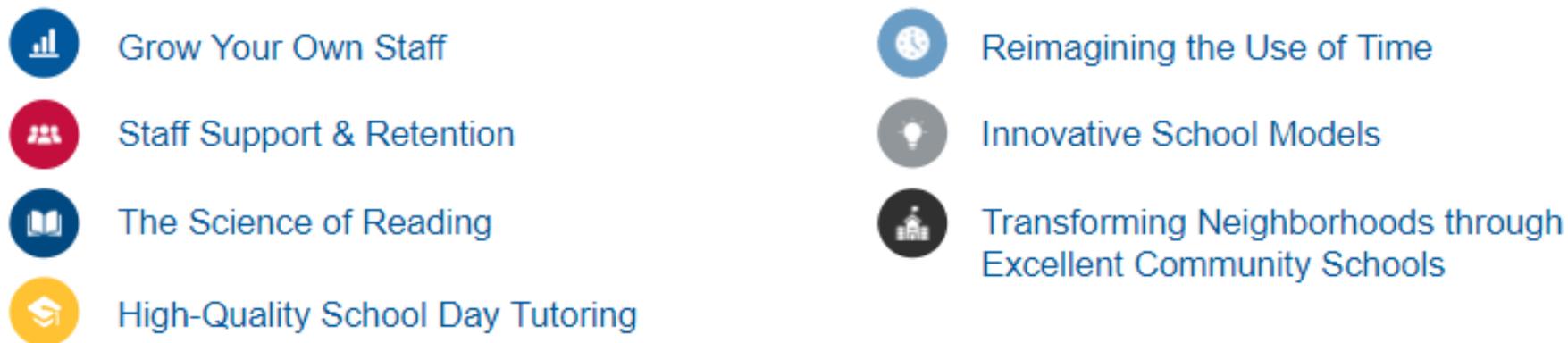
3. St. Mary's County Public Schools

Maryland Leads: LEA Summaries

Brief overview of Maryland Leads and high-level funding information for Montgomery County Public Schools and St. Mary's County Public Schools.

Maryland Leads

Maryland Leads is a grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.

- Grow Your Own Staff
- Staff Support & Retention
- The Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods through Excellent Community Schools

- Each strategy contains focus areas and best practices from the field.

- LEAs have the opportunity to work with best-in-class partners to execute approved plans.

Distribute $165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.

Number of LEAs

23

Total Investment (including matching)

$47,486,941

New Grow Your Own programs and activities have the potential to **generate more than 300 new teachers, 100 new paraprofessionals, support for more than 400 conditionally certified teachers** to pass licensure exams and build sustainable talent pipelines for years to come in Maryland. Many approved programs focus on hard-to-staff fields and/or developing pipelines with underrepresented demographic subgroups.

Maryland Leads

Grow Your Own Staff

Launch initiatives to grow the pipelines of teachers and other professional support staff.

Focus Areas

- ❖ Establish a year-long, paid residency program for teachers and other professional support staff (e.g., social workers, speech language pathologists, etc.).
- ❖ Enable teaching assistants to become teachers.
- ❖ Develop programs to diversify the teaching corps (underrepresented groups).
- ❖ Create programs for high school students to pursue careers in education.
- ❖ Design opportunities to build pipelines for hard-to-fill areas such as math, science, special education, bilingual, CTE, etc.
- ❖ Build programs to support individuals in changing careers and entering the education field.

Inspiration from the Field

❯ A 'TA to BA' Educator Fellowship in Rhode Island	❯ Detroit Public Schools' On the Rise Academy	❯ Teach Forward Houston: A Partnership to Recruit High School Students
The 74	*Chalkbeat Detroit*	*National Council on Teacher Quality*

Additional Readings

- New Hiring Initiative Aims to Increase Presence of Black Male Educators in Dallas ISD - The Hub
- To Maintain Teacher Diversity, Listen to Teachers of Color - The Hechinger Report
- CMCSS Teacher Apprenticeship Partnership – First in the Country - Clarksville-Montgomery County School System
- A 'Grow-Your-Own' Teacher Pipeline - Maryland Today
- Grow Your Own Educators - New America Explainer

Potential Use of Funds

- Tuition and fees
- Certification costs
- Stipends
- Training and Professional Development
- Salaries
- Consulting, Technical Assistance
- Non-Personnel LEA Implementation Costs
- Institution of Higher Education Costs
- Marketing and Communications
- Project Management

Partnership Requirement

LEA works with qualified partner(s) to design and implement preparation programs that include significant support and clinical experiences.

Table of Contents

February 2022 | 9

Number of LEAs

22

Total Investment
(including matching)

$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.

Maryland Leads

The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of teaching reading.

LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

Focus Areas

- Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

Inspiration from the Field

One Pennsylvania District's Investment in the Science of Reading	The Science of Reading - A Relief to North Carolina Teachers	Podcast: High-Quality Instructional Materials and the Science of Reading In Practice
NPR	*EducationNC*	*Education Trust*

Additional Readings

- Supporting Struggling Readers - Education Week
- Reading: A Four-Part Documentary Series - APM Reports
- Rethinking How to Promote Reading Comprehension - American Educator
- Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust
- Improving Reading for Older Students with David Liben (Part 1) - Melissa and Lori Love Literacy Podcast

Potential Use of Funds

Supplies and Materials	Assessments	Consulting, Technical Assistance
Instructional Materials	Training and Professional Development	Non-Personnel LEA Implementation Costs
Stipends		

Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

Table of Contents

February 2022 | 11

Montgomery County Public Schools

- Grow Your Own Staff ($1,466,743)
- The Science of Reading ($1,924,269)

Staff Support and Retention ($1,438,322)

- Redesign professional development models to increase job-embedded coaching and implementation.
- Develop a co-teaching program to mitigate learning disruption, and focus support on students who show some of the greatest learning loss over the pandemic (e.g., ELs).

Reimagining the Use of Time ($1,438,256)

- Expansion of OST offerings to all elementary students (who choose to participate) at no cost during five non-instructional days in 2022-2023, as well as providing programming (with costs) to students in grades 6-12.

Innovative School Models ($930,000)

- Design and preparation of the wall-to-wall early college model, digital learning center, and development of programmatic pathways; and pilot intermediary for work-based learning to launch a new Early College High School (Crown High School).

Transforming Neighborhoods through Excellent Community Schools ($1,433,482)

- Implement restorative justice & mindfulness support, and build a Community School Partnership, establishing a backbone agency, via the support of a Maryland Leads partner.

St. Mary's County Public Schools

- Grow Your Own Staff ($2,179,186)
- The Science of Reading ($1,214,125)

Staff Support and Retention ($2,648,936)

- Job-embedded support for non-tenured teachers;
- EdTPA and NBC training and support, and teacher leadership; and
- Provide employees with portable technologies to access instructional materials and resources, and system resources

Montgomery County Public Schools

Maryland Leads Implementation Update

January 24, 2023

Update on implementation of the following Maryland Leads strategies:

- Strategy 3: **Science of Reading**—curricular and instructional shifts, student assessment, progress monitoring, preliminary data, and professional learning

- Strategy 1: **Grow Your Own**—focus on high school student programming and career changers, partnerships, and measures of success
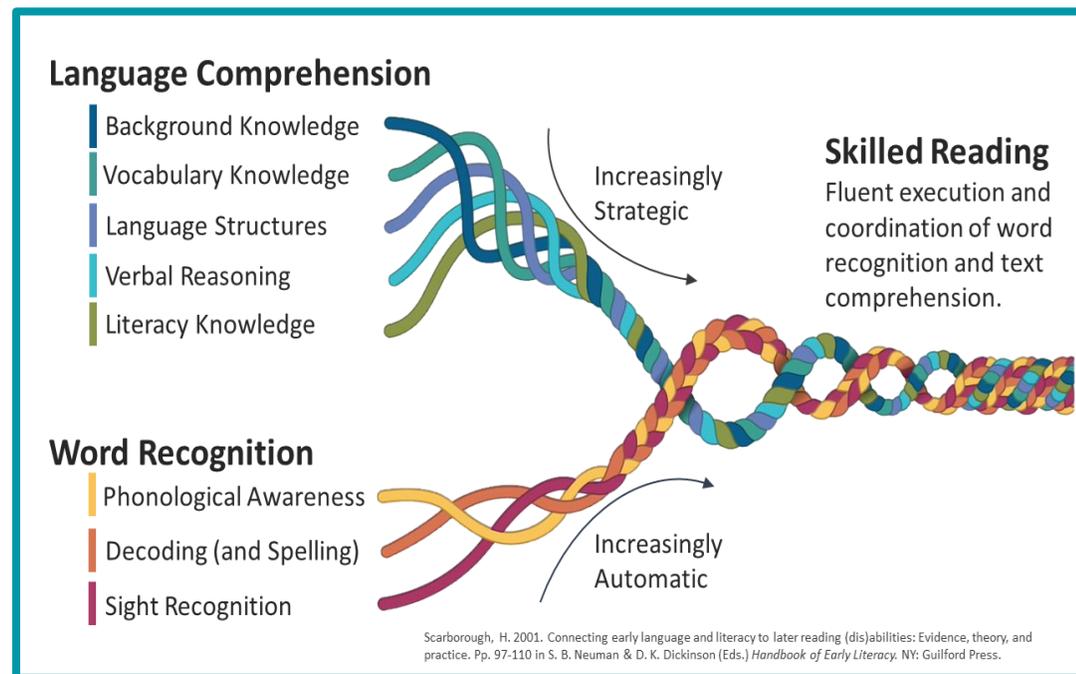
Strategy 3:

Science of Reading

High Quality, Content-Rich Instructional Materials

- Benchmark Ready to Advance (PreK/Headstart)
- Really Great Reading (K-2)
- Benchmark Advance/Adelante (K-5)
- 2023-2024 New Curriculum Implementation
  - Key Literary Elements Grounded in Science of Reading research
  - Culturally Responsive Practices and Resources
  - Meeting the Needs of Diverse Learners

Redefining the Instructional Program

- Tier 1 Instructional Shifts
    - Phonemic Awareness / Phonics K-2
    - Explicit and Systematic
- Small Group Instruction
- Literacy Block

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

- Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
  - o Universal Screener in Grades K-2
- LECTURA
  - o Spanish Early Literacy Development in K-2 (One-Way and Two-Way Immersion Programs)
- MAP-Reading (Grades 3-5)
- Curriculum Formative Assessments (Grades K-5)

- Assessment Window: Screen for Reading Difficulties and Growth in Grades K-2

  o 3 times per year: (1) Beginning of Year (BOY), (2) Middle of Year (MOY), and (3) End of Year (EOY)

- DIBELS Progress Monitoring:

  o Every 2 weeks for students scoring **Well Below**

  o Every 4 weeks for students scoring **Below**

- Expanded DIBELS use in Grades 3-5
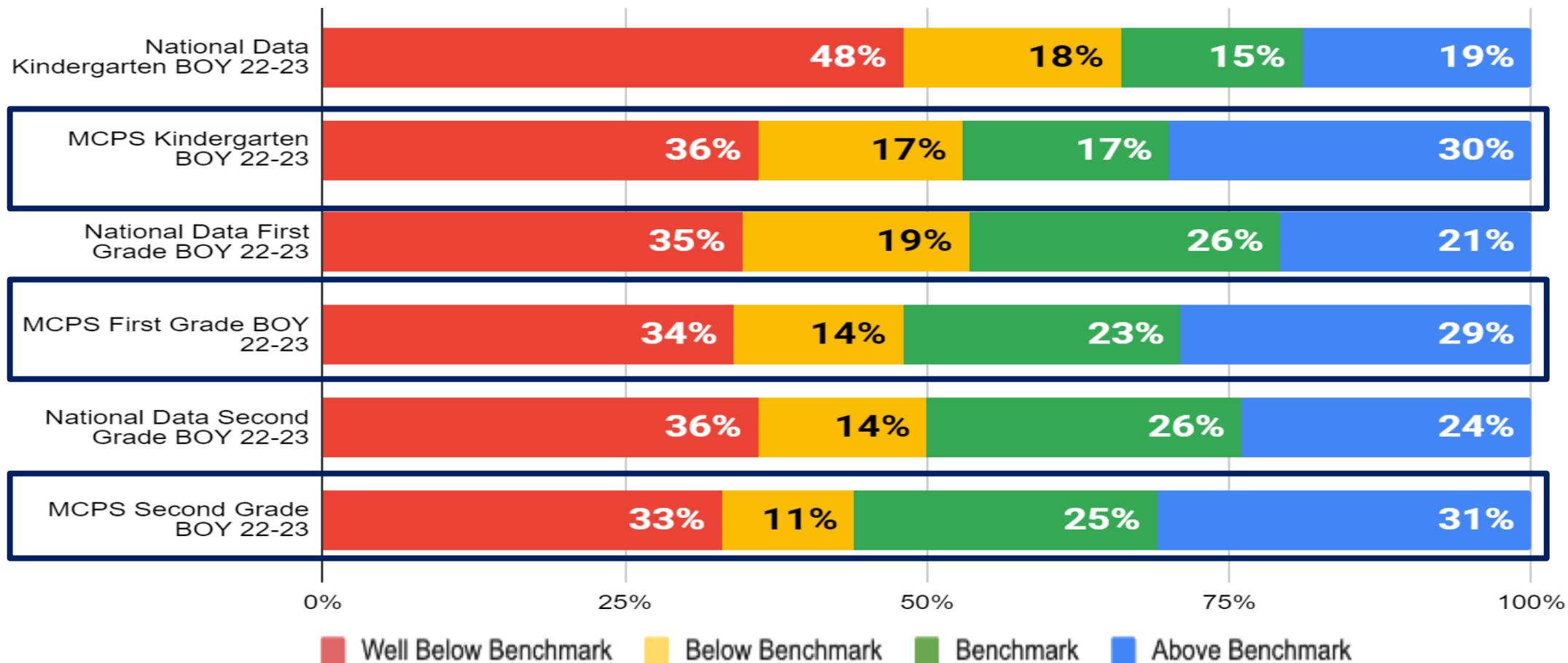
Professional Learning

1. **Initial Professional Learning: Synchronous Summer Virtual Training**

- Shift to Structured Literacy Training K-5 (4,447 teachers participated)

- Leading the Shift to Structured Literacy (535 administrators and teacher leaders participated)

2. **Ongoing Professional Learning Opportunities – Virtual and In-Person Training**

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training

- LETRS for Administrators

- The Shift to Structured Literacy Professional Development Series (TOT delivered by Reading Specialists)

Professional Learning

LETRS Training

- 184 administrators participated/participating in leader learning

- 1,011 teachers currently participating in Volume 1

- 183 teachers completed Volume 1

- 135 teachers currently participating in Volume 2

- Elementary Leadership & Professional Learning Forum

- Reading Specialists Professional Learning

- Direct Support to Schools

  o 3 Additional Instructional Literacy Coaches (reducing support ratio from 1:44 to 1:22), focused on:

    o Coaching

    o School based professional learning
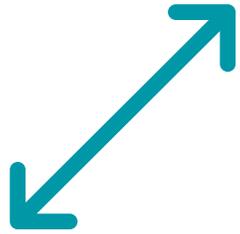
    o Classroom visits & walk-throughs

Strategy 1:

Grow Your Own

Grow Your Own Areas of Focus

1. Programming for high school students and support professionals

   - Encouraging careers in education

   - Enabling teaching assistants to become teachers

2. Supporting career changers entering education

Grow Your Own: Focus Area One

Expand Work-based Learning Programs

Increase Career Exposure and Work-based Experiences

Provide Scholarship Support and Mentorship

Maryland Leads Grant

St. Mary's County Public Schools

January 24, 2023

Dr. Jeffrey Maher

Chief Strategic Officer

Mrs. Lisa Bachner

Director, Curriculum & Instruction

Maryland Leads

St. Mary's County Public Schools

GROW YOUR OWN

STAFF SUPPORT & RETENTION

SCIENCE & READING

SMCPS Grant Areas

GROW YOUR OWN

$2,179,186

- Training and differentiated supports for conditionally certified teachers
- Development and enhancement of pathways to certification for current staff
- Implementation of Teacher Apprenticeship Program
- Support for Teacher Academy of Maryland Program
- Scholarships for future teachers
- Scholarships for current staff for certification

STAFF SUPPORT/RETENTION

$2,648,936

- Enhancement of teacher induction program
- Job-embedded supports of Teacher Apprenticeship Program
- Expanded mid-year new teacher orientation sessions
- Extended coaching and mentoring
- Implementation of teacher leadership program
- Support for teacher certification assessments
- Support for National Board Certification
- Technology Support for Staff Access to Resources

SCIENCE OF READING

$2,030,429

- Science of Reading and LETRS training for teachers and leaders
- Implementation of Reading Apprenticeship model for 9th grade Expanded cohort
- Providing resources and materials to support the Science of Reading
- Implementation of progress monitoring assessments

GROW YOUR OWN

St. Mary's County Public Schools

Maryland Leads Grant Initiative

Differentiated Induction - Certification Pathway

System Supports

- Tuition Reimbursement
- Direct Billing
- Differentiated Induction
- Mentoring
- Instructional Walkthroughs
- Apprentice Support

Partnership Programs

Accelerated
Certificate in
Teaching
(can continue to MAT)

Notre Dame of Maryland University
- partnership supports include:
- Scholarships
- Tuition Reduction
- Book/Fee Support
- On-site Courses

Master of
Arts in
Teaching

University of Maryland Global Campus
- partnership supports include:
- Scholarships
- Book/Fee Support
- Online Courses
- Virtual Coaching Supports

GROW YOUR OWN

Impact

St. Mary's County Public Schools

- Monthly voluntary small group seminars for conditionally certified teachers
  - 48% of first-year conditionally certified teachers attending
  - 88% of conditionally certified teacher participants rated the small seminars helpful for their professional development
- 79% of the first-year conditionally certified teachers anticipate completion of their teacher certification program by the end of SY 2024-2025

Notre Dame of Maryland University

- Offering 4 in-person courses at SMCPS site during SY 2022-2023
- 64% of first-year conditionally certified teachers requiring a program are enrolled

University of Maryland Global Campus

- Providing training to SMCPS mentors in virtual coaching with 70% of the cohort supporting conditionally certified teachers

Grow Your Own - Support Professional Pathway

Support Professional to Teacher Pathway

- Information sessions offered with partner colleges
- Bi-weekly information in staff newsletters
- Tuition reimbursement, plus additional allocation for staff pursuing teacher certification
- Teacher Apprentice opportunity

GROW YOUR OWN

Teacher Apprentice Program

What is a **Teacher Apprentice**?

A full-time **educational support and learning role** that…

- Connects degree-seeking candidates with school-based experiential learning
- Provides hands-on experience in classrooms and schools
- Links learning opportunities and classroom supports together
- Provides supports and collaborative learning experiences for new, non-tenured, and conditionally certified teachers

GROW YOUR OWN

Teacher Apprentice: Support and Learning

Benefits of the **Teacher Apprentice**

For the Apprentice:
- Classroom-based experiences
- Understanding process of planning and delivery of instruction
- Experience working with classroom management and organization
- Variety of content and classroom experiences

For the Partner Teachers:
- Collaboration
- Classroom supports for
  - Small group instruction
  - Individualized supports
  - Classroom management
- Time for mentoring

For the School:
- Direct support for new teachers
- Coverage for new teacher mentoring
- Staff for support

GROW YOUR OWN

Impact

"The teacher apprentice is immersed into the classroom each day and learns how to handle a variety of situations.'

-New/Conditional Teacher

"The program is a great addition and support to our school. It is exciting to be supporting our next generation of teachers."

-Principal

"Being part of this program while being enrolled in school has been a great opportunity. I am able to directly apply what I'm learning in class to what I'm seeing on a daily basis."

-Apprentice

"The Teacher Apprentice Program allows teacher apprentices to be active members in the classroom and gain meaningful experience in preparation to become a teacher."

-New/Conditional Teacher

"I'm working in the field that I was meant to, gaining experience, and this time I'm being paid"

-Apprentice

Apprentice Stats
- Apprentice Tier 1: 9
- Apprentice Tier 2: 2
- Apprentice Tier 3: 2
- *Apprentice transition to SMCPS teacher: 1*
- *Apprentice positions to be filled: 4*

Apprentice Stats
- Schools with apprentices: 13
- New/Conditional teachers supported: 60
- Veteran teachers guiding apprentices: 28

Grow Your Own - Future Educators

Teacher Academy of Maryland (TAM)

- Promotion and expansion of the TAM program
- Goal to double the number of students in the program
- Teacher Academy Potential Scholars (TAPS) program to support students in elementary and middle school in pursuit of careers in education

Scholarships for Future Teachers

- TAM students and graduates pursuing teacher education programs

SCIENCE OF READING

St. Mary's County Public Schools

Maryland Leads Grant Initiative

Training in the Science of Reading

Language Essentials for Teachers of Reading and Spelling (LETRS), Vol. 1 & 2

95% Group: Understanding the Science of Reading

SMCPS Developed Professional Learning Communities and Book Studies

Targeted Audiences:

- All K-3 Classroom Teachers
- Gr 4-5 Teachers of students who struggle with reading
- Special Education Teachers
- Paraeducators and Teacher Apprentices
- Administrative Staff

Training in the Science of Reading

What is **LETRS**?

- Language Essentials for Teachers of Reading and Spelling (LETRS) is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading.
- LETRS teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- LETRS Volume 1, Units 1-4 focuses on the Word Recognition portion of the Scarborough's Reading Rope.
- LETRS Volume 2, Units 5-8 focuses on the Language Comprehension portion of Scarborough's Reading Rope.

Training in the Science of Reading

What is **95% Group**: Understanding the Science of Reading Training?

- One day, foundational literacy course offered through the 95% Group
- Focuses on:
  - Understanding the term Science of Reading
  - How researchers study reading including where reading occurs in the brain, the difference between struggling and skilled readers, and how researchers study and validate instructional strategies
  - The 3 theoretical models of reading: the Simple View of Reading, the 4-Part Processing Model, and Scarborough's Rope
  - And much more!

Training in the Science of Reading

What is involved in **SMCPS Learning Communities**?

- Continuation of Learning PLCs for past LETRS participants, Volumes 1&2
  - Participants meet quarterly to refresh and expand their science of reading knowledge, and to collaboratively plan instruction with fellow LETRS completeters
- Science of Reading and Book Study PLC for Administrators and Supervisors
  - Participants read two texts, *The Knowledge Gap* by Natalie Wexler and *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom* by Jan Burkins and Kari Yates, and discuss instructional practices that support the science of reading and how to support the teachers in their buildings with the transition
- Science of Reading PLCs for Paraprofessionals
  - Participants meet quarterly to refresh and expand their science of reading knowledge and to learn about further instructional practices that support foundational reading skills

Why **Science of Reading Training**?

"Literacy is...the road to human progress and the means through which every man, woman and child can realize his or her full potential." -Kofi Annan

- Ensure that all teachers have the knowledge and pedagogical "know how" to execute instruction aligned with research and evidence based practices
- Ensure that we select high quality instructional materials that support sound instructional practices
- Ensure equitable instruction and opportunities for ALL students, no matter which school they attend or which teacher they have

Impact- Training in the Science of Reading   *So how is it going so far?*

What Teachers are Saying

"This has been an eye opening, humbling, informative class and I'm so glad I took it. Every teacher needs this."

"I'm already seeing that my instruction is improving and my students are learning more. I can only imagine growth will be much greater when this happens from the first day of school."

"Applying LETRS in elementary level instruction consistently will grow a society of better educated, more literate humans. It will have a big impact on how teachers can lift an entire generation. So thankful to have and to be able to use this knowledge for my next 18 years of teaching."

By the Numbers

Number of Staff Trained in the Science of Reading:
- K-3 Teachers: 121
- 4-5 Teachers: 53
- Instruction Resource Teachers: 31
- Special Education Teachers: 38
- Admin/Supervisors: 34

Reading Apprenticeship - Grade 9

- **Phase I** (August 2022) and **Phase II** (March 2023) **Training**
  - Secondary Content Supervisors to include Special Education
  - High School Literacy Coaches
  - Freshman Academy teacher teams to include paraeducators
  - High School and Middle School teacher teams

- **Coaching** (April 2023)
  - Follow up support by Reading Apprenticeship coaches for trained staff at their buildings with in their classrooms.

Reading Apprenticeship

What is a **Reading Apprenticeship**?

- A professional development model and instructional approach for middle and high school educators.
- Designed to support both academic and social-emotional learning
- Transforms instruction to engage students in new ways of reading, thinking, talking, and reasoning in supportive classroom environments.
- Students are explicitly supported to build perseverance and problem-solving capabilities for high-level literacy and deeper learning.
- Strategies shared with teachers in this program are applicable across content areas and can be easily incorporated into any curricular resource

Reading Apprenticeship

Why **Reading Apprenticeships**?

- Our high school data has shown that students, particularly Freshman, struggle with English and content reading and writing most
- Our high school teachers, of all content areas, have asked for reading training focused on the struggling secondary student
- The program strategies can be incorporated into our current pacing guides and curricular materials. There is no new curriculum to purchase or learn.
- The program is ideally designed for teacher team training so that the students experience the same strategies in multiple classrooms. This helps to reinforce the strategies and more quickly incorporate them into a student's working memory.

Impact - Reading Apprenticeship

What Teachers are Saying

"Students are enjoying these skills and learning to use their higher thinking skills in order to connect with a text. We are learning to respectfully disagree and not use name calling."

"When we function as a community of learners with set goals in place then teaching the curriculum using the metacognition strategies becomes second nature to everyone."

"For every reading activity, I am using a variety of instructional activities, including talk to text, jigsaw, and give one-get one to reinforce (context, thesis, note taking, and critical thinking drills)."

"Students and I love and use the "golden line" all the time in my classes."

By the Numbers

- 40 secondary staff have been trained
- 40 secondary staff are implementing or supporting in classrooms
- 100% of participants submitted their September self-reflection/progress monitoring forms sharing evidence that RA strategies are being incorporated in classrooms.
- $12,061 has been spent on high school classroom libraries to date.

Science of Reading: Materials

Elementary

Wilson Fundations

- Refresh of student and teacher Fundations materials for grades K-2, our core foundational skills program that supports the Word Recognition strand of Scarborough's Reading Rope
- Future purchase of Fundations for grade 3 in order to ensure foundational skills instruction continues beyond the primary grades

Decodable Texts

- Continuation of Wit & Wisdom Geodes purchase for every K-2 classroom
- Geodes of decodable texts aligned to the Fundations scope and sequence that also build students' background knowledge and vocabulary

Upcoming Curriculum Adoption

- Currently in the process of adopting a new elementary ELA core curriculum to address the Language Comprehension strand of Scarborough's Reading Rope
- Have narrowed the selection to three curriculums: Great Minds Wit and Wisdom, EL Education, and Benchmark Advanced 2022

SCIENCE OF READING

Science of Reading - Progress Monitoring

DIBELS 8th edition and
DIBELS Data System

- Continued use of DIBELS 8th edition as our universal screener for grades K-5, three times a year
- Use of the DIBELS Data System to analyze students' benchmark and progress monitoring data
- Continued implementation of Universal Screening Teams in order to analyze student data and determine next instructional steps

Amplify mClass

- Future purchase of Amplify mClass to:
- Administer DIBELS 8th edition benchmark and progress monitoring assessments
- Utilize available grouping and intervention tools in order to provide targeted small group instruction to students

Science of Reading - Progress Monitoring

- Reading Apprenticeship participants have access to collaborative planning money to meet throughout the year to share their experiences with RA in their classrooms, review data, tackle problems of practice, and determine RA solutions.
- Reading Apprenticeship participants complete and submit a self-reflection/progress monitoring form three times throughout the year (September 2022, January 2023, and May 2023). These tools are also used to set the agendas for Phase II training and coaching.

DIBELS 8th edition and Universal Screening Teams

Kindergarten DIBELS Data: % Core or Core^
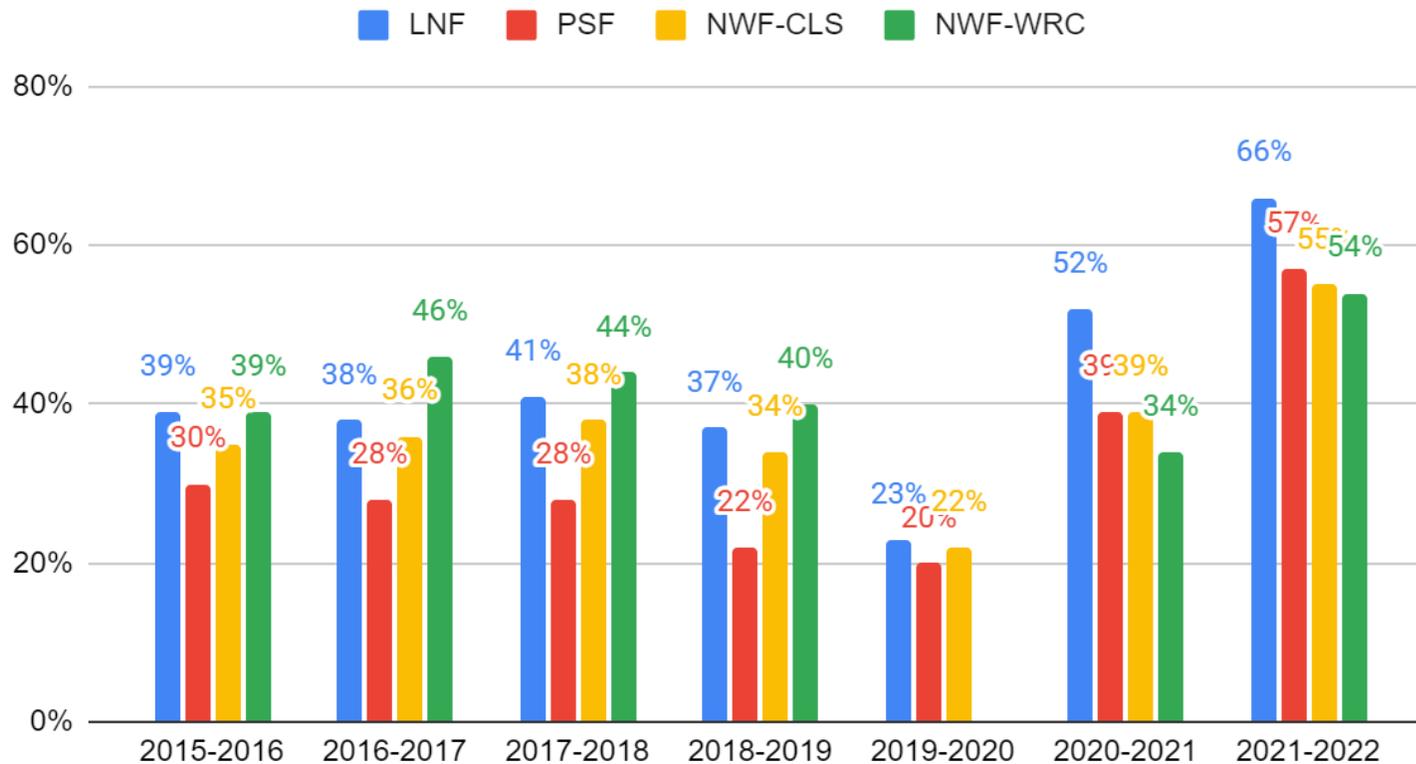
This graph shows the increase in the number of kindergarten students who scored core on foundational skills subtests since SMCPS has started better aligning instruction to the science of reading in SY 2020-2021.

LNF: Letter Naming Fluency
PSF: Phoneme Segmentation Fluency
NWF-CLS: Nonsense Word Fluency-Correct Letter Sounds
NWF-WRC: Nonsense Word Fluency - Words Recoded Correctly
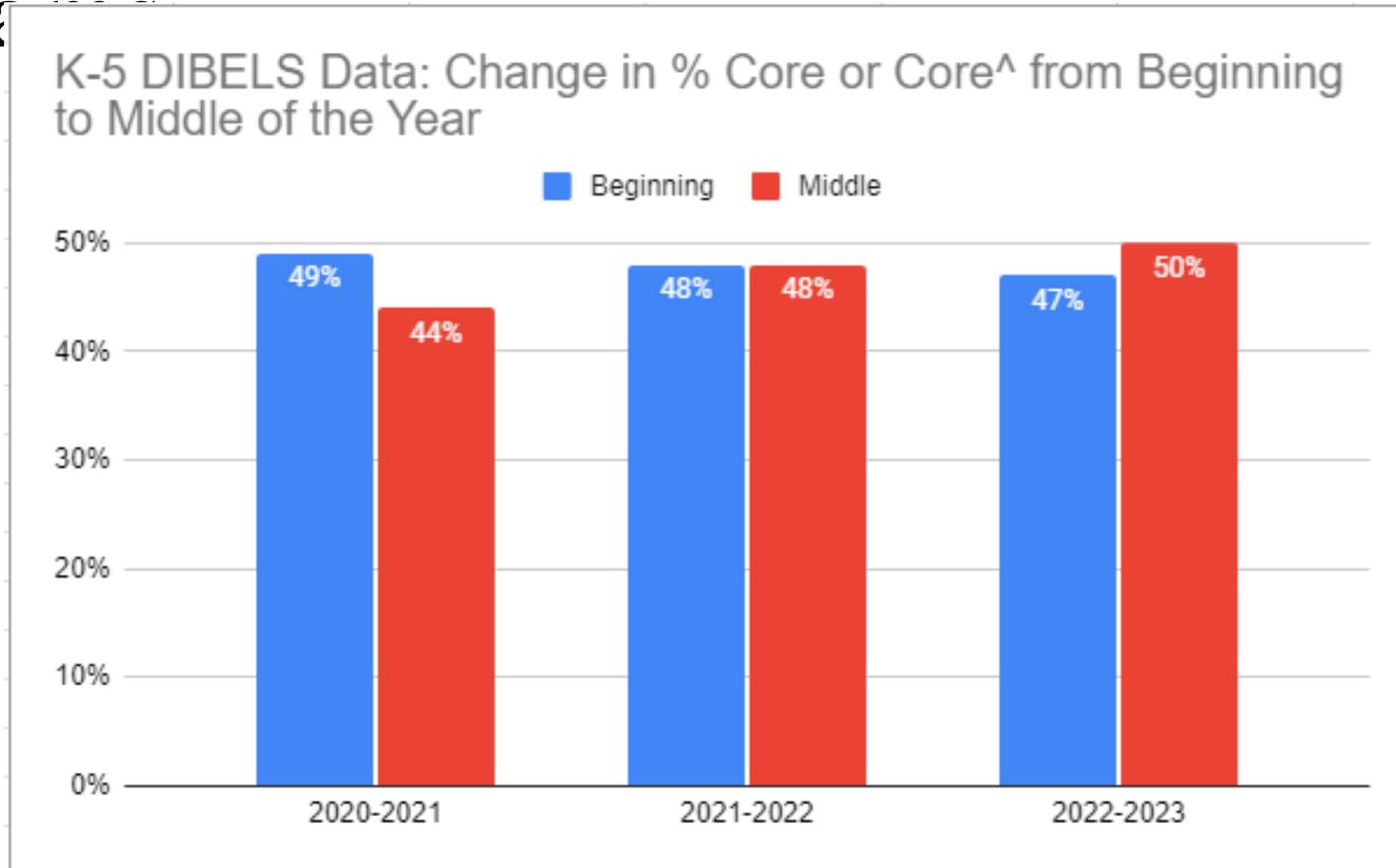
DIBELS 8th edition and Universal Screening Teams

	Kindergarten SY 2020-2021: All Students % Core or Core^					
	2020-2021 K	2021-2022 1st	2022-2023 2nd	2023-2024 3rd	2024-2025 4th	2025-2026 5th
LNF	52%	60%				
PSF	39%	77%				
NWF-CLS	39%	50%				
NWF-WRC	34%	56%				
WRF	42%	43%				
ORF-WC	Not Applicable	45%				
ORF-Acc	Not Applicable	45%				
MAZE	Not Applicable	Not Applicable-				

This graph shows growth of the same cohort of students from Kindergarten to first grade in all DIBELS subtests.

DIBELS 8th edition and Universal Screening Teams

K-5 DIBELS Data: Change in % Core or Core^ from Beginning to Middle of the Year

Legend: Beginning (blue), Middle (red)

Year	Beginning	Middle
2020-2021	49%	44%
2021-2022	48%	48%
2022-2023	47%	50%

This graph shows the change in the number of students who scored core or core^ from the beginning of the year to the middle of the year over the course of three years. After decreasing and staying stagnant, SMCPS is now showing positive growth.

Next Steps

Grow Your Own

- Support Professional survey and focus group
- Expanded conditional teacher supports and coaching
- Scholarships for future teachers

Science of Reading

- Continue Science of Reading training/support for K-5 staff
- Purchase new core curriculum and continue refreshing materials that support foundational skills instruction
- Continue to explore purchase of mClass to support instruction and meet students needs
- Continue to support our Reading Apprenticeship cohort 1 next year providing coaching and collaborative planning opportunities.
- Offer a cohort 2 for Reading Apprenticeship (40 participants) in August of 2023.