Comprehensive Literacy State Development

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

Growing Together: Building Sustainable Literacy Practices

March 6–7, 2023 • Washington, DC

Maryland's SRCL Implementation 2018-2022

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Comprehensive Literacy State Development

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Maryland SRCL Grant Overview

- 24 Subgrantees (all Maryland local school systems)
- $45,000,000
- Priorities:
  - All local school systems receive a portion of the grant
  - All subgrantees implement the grant based upon a birth to grade 12 alignment
  - Emphasis on disadvantaged populations
- Areas of Emphasis from Comprehensive Literacy Plan
  - Instructional Leadership
  - Strategic Professional Learning
  - Continuity of Standards and Evidence-based Instruction
  - Comprehensive System of Assessments
  - Tiered Instruction and Interventions
  - Family and Community Partnerships

State-Level SRCL Project Outcomes

- Support LEAs in analyzing the strengths and needs of the school and its community.

- Create state-wide high-quality professional learning, birth to grade 12.

- Increase knowledge of effective, evidence-based instruction for ALL students at their level of need.

- Support students in K- grade 3 who are at risk for reading difficulties.

- Provide professional learning for LEA staff on screening, progress monitoring, and multi-tiered systems of support to meet the needs of All students.

- Provide professional learning for LEA staff on structured literacy.

- Provide support for collaboration between LEAs and community-based early-childhood providers.
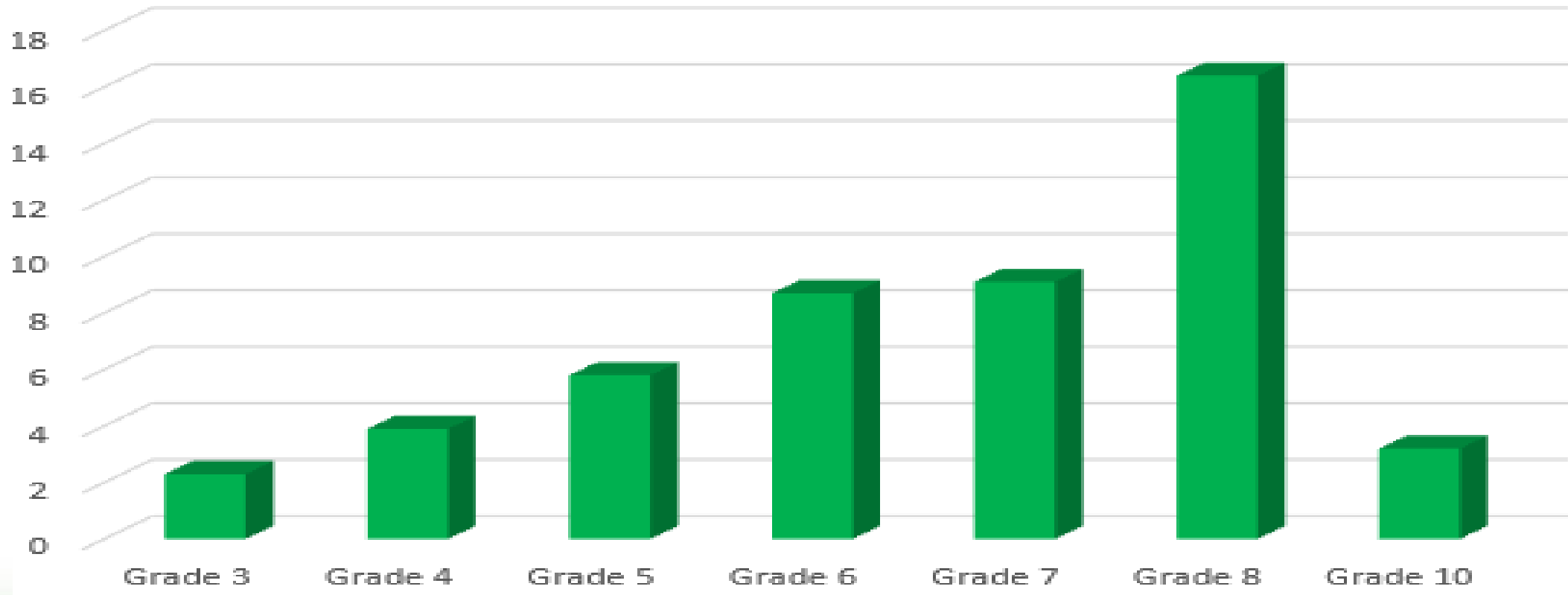
Bright Spots

- Consistent LEA Comprehensive Literacy Plans across the state.

- Birth to Age 4--Increased communication between LEAs and childcare providers.

- More strategic state-level professional learning to early childhood centers.

- Statewide professional learning:
  - PreK through grade 5-- *Language Essentials for Teachers of Reading and Spelling* (LETRS); LETRS training for administrators
  - Secondary—WestEd Adolescent Literacy--*Reading Apprenticeship and Quality Teaching for English Learners (QTEL)*

- Passage of state regulation requiring screening, progress monitoring, and tiered interventions for students at risk for reading difficulties K-grade 3.
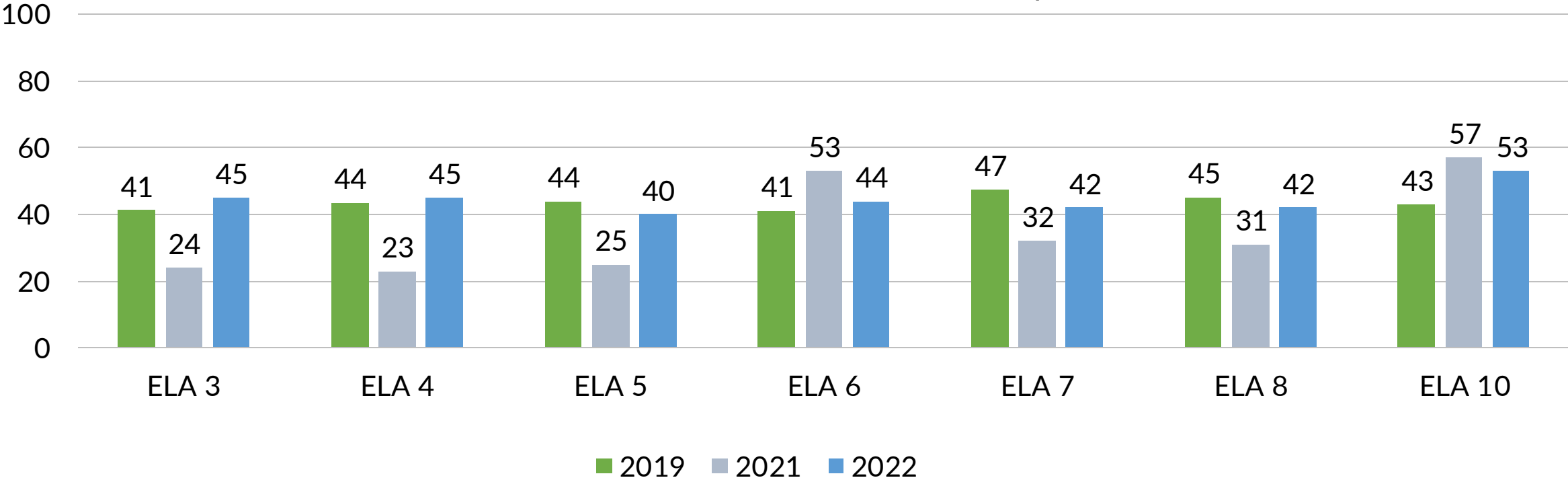
Growth in Statewide Achievement Data

2017 to 2019 Delta

Post Pandemic Growth

Percent of Students Proficient by Test

Bar chart showing percent of students proficient by test for years 2019, 2021, and 2022:

Test	2019	2021	2022
ELA 3	41	24	45
ELA 4	44	23	45
ELA 5	44	25	40
ELA 6	41	53	44
ELA 7	47	32	42
ELA 8	45	31	42
ELA 10	43	57	53

Legend: ■ 2019 ■ 2021 ■ 2022

Lessons Learned and Advice for Grantees

- It takes a village. Collaboration is key.

- Statewide alignment across all LEAs.

- Model best practices on the state level through statewide professional learning. (If you model, they will follow.)

- Continual support and check in with stakeholders. (Leverage virtual meetings.)

- Provide resources on website. (Use the stakeholder workgroup.)

- Hold the LEAs accountable. Establish an evaluation plan and reporting.

- Data! Data! Data! Follow the data and the research. Be flexible to change plans.

- Get the legislators and the state board on your side.

Sustainability

Continuing best practices started during the grant:

- Support and advise LEAs on literacy initiatives;
- Collect data, including needs assessments;
- Provide state-level professional learning;
- Continue stakeholder workgroup;
- Continually update resources on website;
- Collaborate with early childhood;
- Hold regular state-wide meetings, virtually and in-person; and
- Provide opportunities for stakeholders to collaborate and listen to each other.

Sustainability

- Regulation requiring screening, progress monitoring, and tiered interventions for students at risk for reading difficulties K-grade 3 with state level monitoring.

- Building a state-wide cohort of LETRS facilitators in every LEA.

- Providing other funding sources to continue to support evidence-based literacy initiatives. (Maryland Leads grants and Maryland Blueprint funding).

- Many new ongoing literacy initiatives, legislature, and regulations have emerged as a result of the SRCL grant.

Website Links and Resources to Share

- Reading/English Language Arts Main Page

https://marylandpublicschools.org/programs/Pages/ELA/index.aspx

- Reading Resources Page

https://marylandpublicschools.org/programs/Pages/ELA/ReadingDifficulties.aspx

- Maryland Comprehensive Literacy Plan

https://marylandpublicschools.org/programs/Documents/ELA/MDKeysComprehensiveLiteracy.pdf
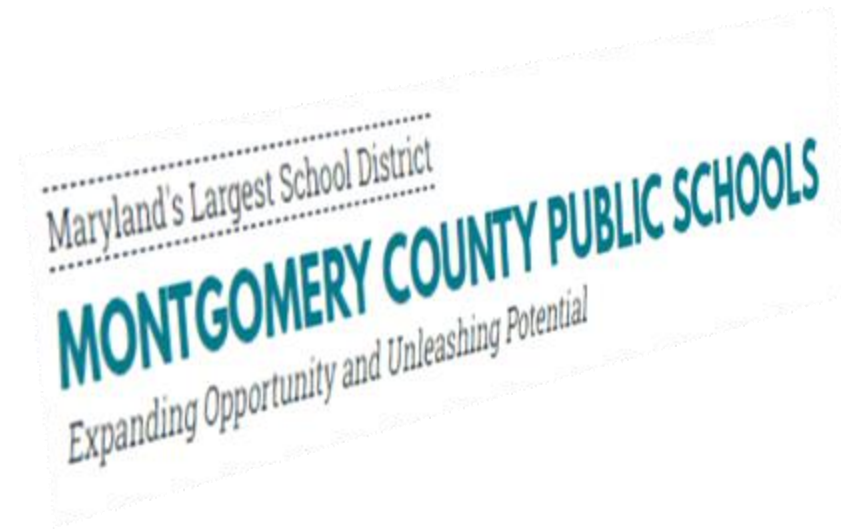
Maryland Reading/English Language Arts Contacts

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- Nancy Perkins, Specialist   nancy.perkins@maryland.gov

- Jennifer Wojcik, Specialist   jennifer.wojcik@maryland.gov

Montgomery County, Maryland

Total Award: $2,000,000

- Year One Award: $700,000

- Year Two Award: $338,000

- Year Three Award: $962,000

Montgomery County Project Major Outcomes

- **Birth to Age 5**
  - **Needs Assessment**: Knowledge of instructional expertise in phonemic awareness for teachers in PreK and Head Start programs.
  - **Intended Outcome**: Increase Phonemic Awareness skills for PreK and Head Start Programs in order to increase kindergarten readiness.

- **Kindergarten to Grade 5**
  - **Needs Assessment**: Knowledge of instructional expertise on foundational skills.
  - **Intended Outcome**: Professional learning for teacher leaders in all elementary schools on explicit foundational skills instruction in order to increase student achievement.

- **Secondary**
  - **Needs Assessment**: Disparity in reading on or above grade level for students who receive services for Special Education, LEP, and/or FARMS.
  - **Intended Outcome**: Increase the number of students in Special Education, LEP, and FARMS scoring a 3 or better on the state literacy assessments.

Montgomery County Achievement Data

Increase in Statewide Achievement Data in Literacy after first two years of SRCL implementation.

- PARCC Growth at Level 4
  - Elementary 3.2% growth
  - Middle 5.3% growth
  - High School 2.9% growth

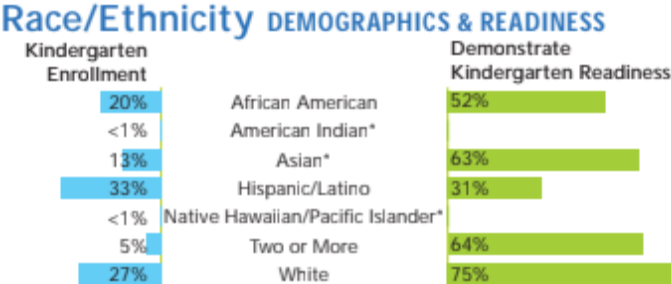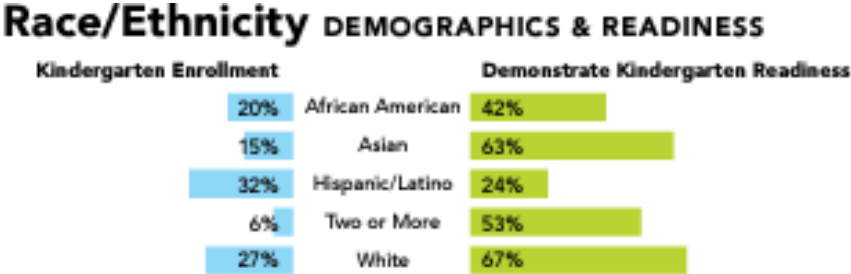|	ENGLISH LANGUAGE ARTS		
ACHIEVEMENT (E/M/H)	**PERCENT**	ANNUAL TARGET	IMPROVEMENT
All Students	53% / 54.8% / 67.3%	✓	✓
Am. Indian/AK Native	45.1% / 54.4% / na	✓	✓
Asian	76.4% / 79.3% / 84.2%	✓	✓
Black/African Amer.	39.8% / 40% / 50.5%	✓	✓
Hispanic/Latino	31.5% / 31.8% / 47.4%	✓	✓
HI/Pac. Islander	73.3% / 50% / na	✓	✓
White	72.4% / 74.8% / 85%	✓	✓
Two or more races	66.1% / 69.5% / 79.5%	✓	✓
Students w/Disabilities	15.9% / 16.9% / 29.2%	✓	✓
English Learner	22.6% / 12.2% / 9.4%	✗	✓
Econ. Disadvantaged	**24.2% / 24.2% / 39.8%**	✓	✓

Montgomery County Achievement Data

Increase in Statewide Achievement Data in Literacy after first two years of SRCL implementation.

- Kindergarten Readiness Assessment (KRA) Data
  - 6% growth in kindergarten readiness county-wide for All Students.

2017-2018   2019-2020

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment   Demonstrate Kindergarten Readiness

20%	African American	42%
15%	Asian	63%
32%	Hispanic/Latino	24%
6%	Two or More	53%
27%	White	67%

Race/Ethnicity DEMOGRAPHICS & READINESS

Kindergarten Enrollment   Demonstrate Kindergarten Readiness

20%	African American	52%
<1%	American Indian*	
13%	Asian*	63%
33%	Hispanic/Latino	31%
<1%	Native Hawaiian/Pacific Islander*	
5%	Two or More	64%
27%	White	75%

- Screening (DIBELS) of Students in Grades K-3 for at risk for reading difficulties
  - 2021-2022 data—average decrease of 10% across grades K-3 of students identified as at risk for reading difficulties in the beginning of the year to the end of the year.

Montgomery County Public Schools

- School System Overview:
  - 158,232 students
  - Largest school system in Maryland
  - 14th largest school system in the United States
  - Students from 158 countries speaking 115 languages

Montgomery County Public Schools

- School System Overview, continued:
  - 209 schools
    - 135 elementary schools
    - 40 middle schools
    - 25 high schools
    - 1 career and technology center
    - 5 special schools
    - 1 alternative education program
    - 2 early childhood learning centers

Montgomery County Public Schools

- Student Demographics:
  - 33.4 percent Hispanic/Latino
  - 25.3 percent White
  - 21.9 percent Black or African American
  - 14.1 percent Asian
  - 5.0 percent Two or more races
  - ≤ 5.0 percent American Indian or Alaskan Native
  - ≤ 5.0 percent Native Hawaiian or other Pacific Islander

Montgomery County Public Schools

- Services:
  - 18.0% of students participate in English for Speakers of Other Languages (ESOL)
  - 12.3% of students receive special education services
  - 39.8% of students participate in Free and Reduced-price Meals System (FARMS)

Montgomery County Public Schools

- Performance:
  - 91.4% graduation rate
  - 67% AP participation rate for class of 2020
  - 1098 average combined SAT score for class of 2020
  - 25.3 average composite ACT score for class of 2019
  - 42 National Blue Ribbon Schools
  - More than $737 million in scholarships for Class of 2020

Montgomery County Public Schools

- Staff:
  - 24,589 employees
  - 13,646 teachers
  - 86.8 percent of teachers have a master's degree or equivalent

MCPS Site Visit

Site Visit Purpose
- Showcase sustained SRCL strategies in action
- Give context to Maryland's work and provide shared experiences

Guiding Questions from Maryland State Superintendent:
- What does High Quality Instructional Materials (HQIM) look like in early education?
- What does the science of reading instruction look like in the school district?

MCPS Site Visit

BUS 1 (Red sticker on name badge)	BUS 2 (Yellow sticker on name badge)	BUS 3 (Blue sticker on name badge)
Northwest High School	Gaithersburg Middle School	Gaithersburg Middle School
	Gaithersburg Elementary School	Flower Hill Elementary School

MCPS Site Visit Schedule

Time	Activity
8:00 a.m.	Board buses
9:00 a.m.	Arrive at schools
11:00 a.m.	Travel to RIO Lakefront (lunch)
1:00 p.m.	Travel to The Universities at Shady Grove
1:15 p.m.	Meet with MCPS leadership
2:00 p.m.	Debrief site visits
3:00 p.m.	Travel back to hotel

MCPS Site Visit: Walkthrough Tool

- What do you SEE? What do you HEAR? What do you want to remember?

- Guiding Questions:
  - What is the teacher doing? What are the students doing?
  - What materials are being used? Is there evidence of high-quality instructional materials?
  - What do you notice about the level of rigor in instruction?
  - How are the students interacting with each other? the teacher?
  - What do you notice about school/classroom culture?
  - What do you notice that makes the school/classroom accessible and inclusive?
  - What evidence do you see of specially designed instruction and/or differentiation?

MCPS Site Visit: Final Reminders

- Please bring government-issued ID.
- Please meet in the hotel lobby at 8:00am.
- The sticker on your name badge indicates your bus.