

Date: December 15, 2021

Source of Report: [Resolve 2021, Chapter 3 \(LD 138\)](#) Resolve, Regarding Reading Proficiency Data Analysis

Topic: Requires the Department of Education to conduct an analysis of reading assessment measures, locally established benchmarks for reading proficiency, reading achievement data, and reading instructional programs and resources being used by school administrative units (SAUs) with a focus on which measures, programs, resources, evidence-based practices and educator supports are yielding student growth.

Context

The ability to read well is, at its core, an issue of equity. Reading is a foundational skill for success in school, work, and citizenship (Kogut, 2004; Wise 2009). Reading well unlocks doors to the world, and research has clearly demonstrated that students reading proficiently by around grade 3 (ages 8-10) realize greater success than students who are not reading proficiently by that point (National Reading Panel, 2000; Hernandez, 2011). Reading proficiently by this time positions children well to continue strengthening their abilities to comprehend and analyze increasingly complex texts, to build knowledge across disciplines, and to successfully access information needed to productively work in jobs of the 21st century. Further, strong literacy development (of which reading is central) is a key aspect of supporting a whole student approach—literacy skills are foundational to learning and strongly connected to all domains of children’s development.

Relatively stagnant reading achievement among Maine students over the past two decades raises concern about the long-term impact of low literacy abilities for Maine students. The reality is that too many students, particularly students who are under resourced, who have diagnosed disabilities, and who represent racial minorities, are not reaching grade 3 with the strong grounding in reading skills necessary to support success in learning, work, and citizenship moving forward. This data points to issues of equity and the need to better understand and apply practices research has determined are essential for supporting strong reading development from the start of children’s educational careers.

With a goal of identifying instruction and assessment practices that support reading development and lead to improved reading achievement among Maine’s youth, the Maine Department of Education was charged with conducting an analysis of beginning reading in Maine to better understand which assessment measures, programs, resources, evidence-based practices and educator supports are yielding student growth.

Actions

An internal DOE workgroup composed of specialists from a variety of teams with direct connection to beginning reading/literacy (Pre-K to Grade 3) was convened and has been meeting bi-monthly since May 2021. This group developed a work plan designed to address the requirements of the resolve, including generation of recommendations by December of 2022.

To date, the workgroup has:

- Reviewed and summarized current research related to beginning reading.
- Gathered and reviewed Maine’s state summative reading data from the past 10 years to identify key patterns of performance.
- Engaged in conversations with 6 states to gather information regarding promising practices and lessons learned from their current efforts with 6 more state conversations planned for early 2022.
- Designed and disseminated a survey to Maine schools to collect information related to reading assessment measures, locally established benchmarks, and reading instructional programs and resources used across pre-k to grade 3.
- Begun to analyze findings from the survey of schools.
- Conducted outreach to literacy leaders in Maine schools to gauge interest in a professional learning network and to identify key professional learning needs.
- Worked with the Maine DOE’s State Literacy Team to support completion of a revised State Literacy Plan (Literacy for ME 2.0) that includes priorities for Department of Education efforts to support literacy education across the birth-adult span as well as resource for local level literacy education (schedule for release in early 2022).

Findings from these key activities are outlined below.

Findings

Research

The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment (2020 ELA Maine Learning Results). Strong teacher knowledge and preparation, equitable and personalized learning for students, foundational skill instruction, strong background knowledge instruction, vocabulary instruction, comprehension instruction and text-based writing are the key areas of focus to improve reading proficiency for students during the early elementary years. The following table summarizes key findings from a review of current research related to beginning reading instruction.

Areas of Focus	Key Findings	Sources
<p>Teacher Knowledge and Preparation</p>	<p>In order to design and implement high-quality and effective foundational literacy instruction in primary grades, extensive teacher preparation for pre-service and in-service teachers must be developed that includes training in the following areas:</p> <ul style="list-style-type: none"> • The basics of reading psychology and reading development, • The language structure of words and language comprehension, • Application of best practices for all major reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). • The use and analysis of effective assessment systems that inform instruction. 	<p>International Literacy Association and National Council of Teachers of English. (2017). Literacy teacher preparation [Research advisory]. Newark, DE; Urbana, IL: Authors.</p> <p>Moats, Louisa Cook. <i>Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do</i></p>
<p>Personalized Learning and Equity</p>	<p>For students to learn effectively they must be healthy, safe, engaged, supported, and challenged. Personalized approaches maximize the whole student environment when educational systems design instruction that is meaningful, affirms students' identities, has high expectations for all students, shows respect for all learners and works to demonstrate and highlight the value of every student.</p>	<p>Pimentel, S., Liben, M. (2021) <i>Reading as Liberation-An Examination of the Research Base: How Equity, Acceleration and Personalization Improve Student Learning</i>. Student Achievement Partners.</p> <p>Gay, G. (2000). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. New York: Teachers College Press.</p>
<p>Foundational Skills</p>	<p>Early proficiency in the foundational skills of reading is a strong indicator of overall learning success. The overwhelming majority of students must have high-quality, systematic, explicit instruction in the five essential components of reading in order to become proficient at reading. The five essential components are:</p> <ol style="list-style-type: none"> 1. Phonemic awareness: the ability to hear, identify, and manipulate sounds. 	<p>National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). <i>Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: reports of the subgroups</i>. Washington,</p>

	<ol style="list-style-type: none"> 2. Phonics: the relationship of sounds and the letters of the written language 3. Fluency: the ability to read with speed, accuracy and appropriate expression that increases the ability to understand what is being read. 4. Vocabulary: words that must be understood in order to communicate effectively 5. Comprehension: the use of decoding, knowledge, and connections to read and understand what has been read. 	D.C.: National Institute of Child Health and Human Development, National Institutes of Health.
Assessment	<p>Age and developmentally appropriate assessment for young readers has been recommended by researchers. Assessments should be limited in quantity and duration and be authentic and meaningful to students. Effective instructional decisions are made from the results of universal screenings and regular progress monitoring.</p>	<p>Invernizzi, M., Landrum, T.J., Teichman, A. <i>et al.</i> Increased Implementation of Emergent Literacy Screening in Pre-Kindergarten. <i>Early Childhood Educ J</i> 37, 437–446 (2010).</p> <p>Hanover Research. <i>Best Practices in K-12 Literacy Models.</i> (2014)</p>
Background Knowledge	<p>The experiences and prior learning that a student brings to any text are important to the transfer of understanding and success of the learner. Students with extensive connections to meaning and vocabulary from experience or prior learning are much more effective in reading and understanding related material. Educators must not assume that all students share the same level of background knowledge and effort must be made to assess and build upon the background knowledge for each individual learner.</p>	<p>Pimentel, S., Liben, M. (2021) <i>Reading as Liberation-An Examination of the Research Base: How Equity, Acceleration and Personalization Improve Student Learning.</i> Student Achievement Partners.</p>
Vocabulary	<p>Explicit vocabulary instruction and practice of word meanings, how words work, content words and language structures develop reading success and strong supportive structures for building background knowledge.</p>	<p>Binder, K. S., Cote, N. G., Lee, C., Bessette, E., & Vu, H. (2017). Beyond breadth: The contributions of vocabulary depth to reading comprehension among skilled readers. <i>Journal of Research in Reading</i>, 40(3), 333–343.</p>

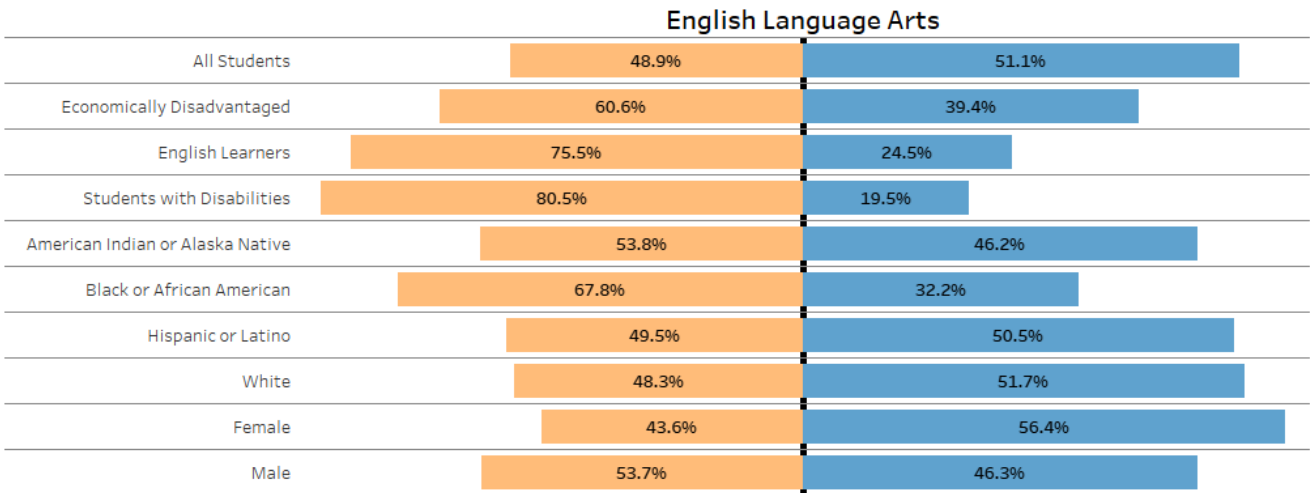
Comprehension	The reader ability to decode print and understand what has been read is complex. Reading comprehension requires students to bring memory, background knowledge, vocabulary, and inferences to understand what is read.	Perfetti, C. A., Landi, N., Oakhill, J. V. (2005). The acquisition of reading comprehension skill. In Snowling, M. J., Hulme, C. (Eds.), The science of reading: A handbook (pp. 227-247). Oxford, UK: Blackwell.
Text-Based Writing	Comprehension is broadened and intensified when students are provided opportunities to make meaningful connections between what is read and what they are writing. When writing is used as a tool to scaffold, reflect, explain, or provide evidence the comprehension is solidified, and the transfer of learning is more likely to be secured.	Pimentel, S., Liben, M. (2021) Reading as Liberation-An Examination of the Research Base: How Equity, Acceleration and Personalization Improve Student Learning. Student Achievement Partners.

State Assessment Data Findings

Maine Grade 3 English Language Arts Data

Several sources of data were studied to explore patterns of achievement related to beginning reading in Maine and to identify schools with consistently strong reading achievement to study promising practices. The most recent publicly available state English language arts (ELA) summative assessment data comes from the 2018-19 school year administration of the eMPower assessment. Results for grade 3 from the 2018-19 administration indicate the following:

Statewide | 2018-2019 | Grade 3



■ Slightly or substantially below grade level expectations
■ At or above grade level expectations

This data demonstrates that just over half of Maine’s grade 3 students scored at or above state expectations in ELA in the spring of 2019. While the performance of Hispanic or Latino students and of American Indian or Alaskan Native children was close to the performance of all students, there are significant gaps in performance between the all-student group and other student groups, especially economically disadvantaged students, English learners, students with disabilities, and Black or African American students. Additionally, a significant gap exists between the performance of male and female students. Similar discrepancies exist between student groups during each year of the administration of the eMPower assessment, 2016-2019.

Diving deeper into the 2019 eMPower data, the work group sorted schools by percentages of students at or above state expectations. The table below represents the number of schools with 60% or more of their students at or above state expectations in comparison to the number with 50-59%, 40-49%, and less than 40%. While not exact, approximately a quarter of the 302 schools that assessed grade 3 students fall into each band.

2018-2019 eMPower Grade 3 ELA

60% or more of 3 rd Graders at or above state expectations	50%-59% of 3 rd Graders at or above state expectations	40%-49% of 3 rd Graders at or above state expectations	Less than 40% of 3 rd Graders at or above state expectations
26.8% (81 schools)	25.5% (77 schools)	22.5% (68 schools)	25.1% (76 schools)
Within this group of schools were:	Within this group of schools were:	Within this group of schools were:	Within this group of schools were:
24 schools with 25% or more students eligible for FRL	27 schools with 25% or more students eligible for FRL	38 schools with 25% or more students eligible for FRL	53 schools with 25% or more students eligible for FRL
25 schools with 10% or more students identified for special education	22 schools with 10% or more students identified for special education	31 schools with 10% or more students identified for special education	41 schools with 10% or more students identified for special education
1 school with 10% or more students identified as English learners	3 schools with 10% or more students identified as English learners	4 schools with 10% or more students identified as English learners	7 schools with 10% or more students identified as English learners

Analysis of this data indicates several correlations. First, as has been widely noted in other research (Annie E. Casey Foundation, 2014; Hernandez, 2011), schools with higher percentages of economically disadvantaged students often have fewer students meeting state expectations. The data presented above demonstrates that there are twice as many schools in the less than 40% category with populations of 25% or more economically disadvantaged students than in the 60% or more category. A similar picture exists in relation to the percentages of students identified for special education or who are English learners—far more schools in the 40% or less band are serving populations of students with 10% or more students identified for special education and/or identified as English learners.

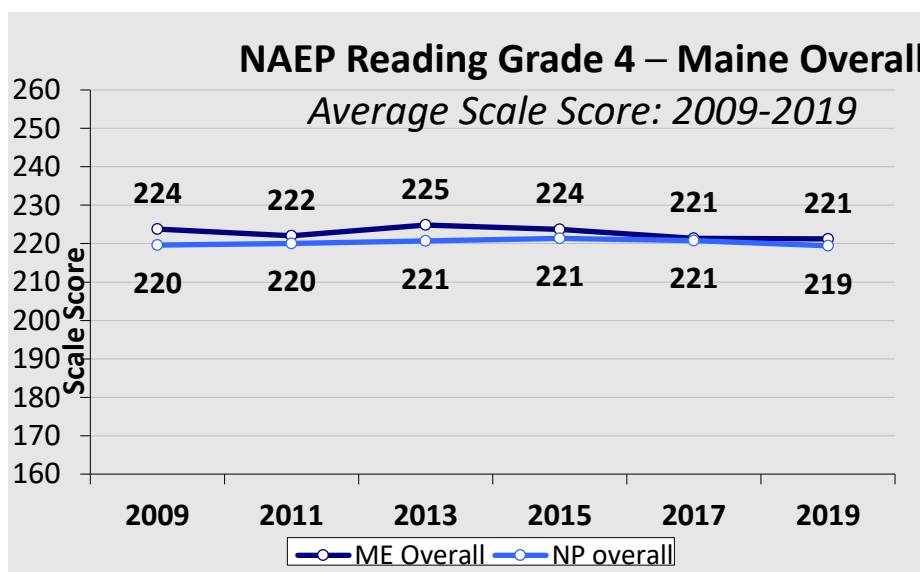
Focusing on the 81 schools with 60% or more grade 3 students at or above grade level expectations:

- 17 demonstrated stable performance between 2016-2019 with 60% or more grade 3 students at or above state expectations each year.
- 35 of these 81 schools serve students through grade 6. Of these 35, 19 also have 60% or more of their grade 6 students at or above state expectations.
- 34 were among the highest achieving quartile of schools between 2012-2014 on the NECAP assessment.
- 59 of these schools or SAUs in which the schools are located offer Public Pre-K (72.8%)

Maine Grade 4 NAEP Reading Data

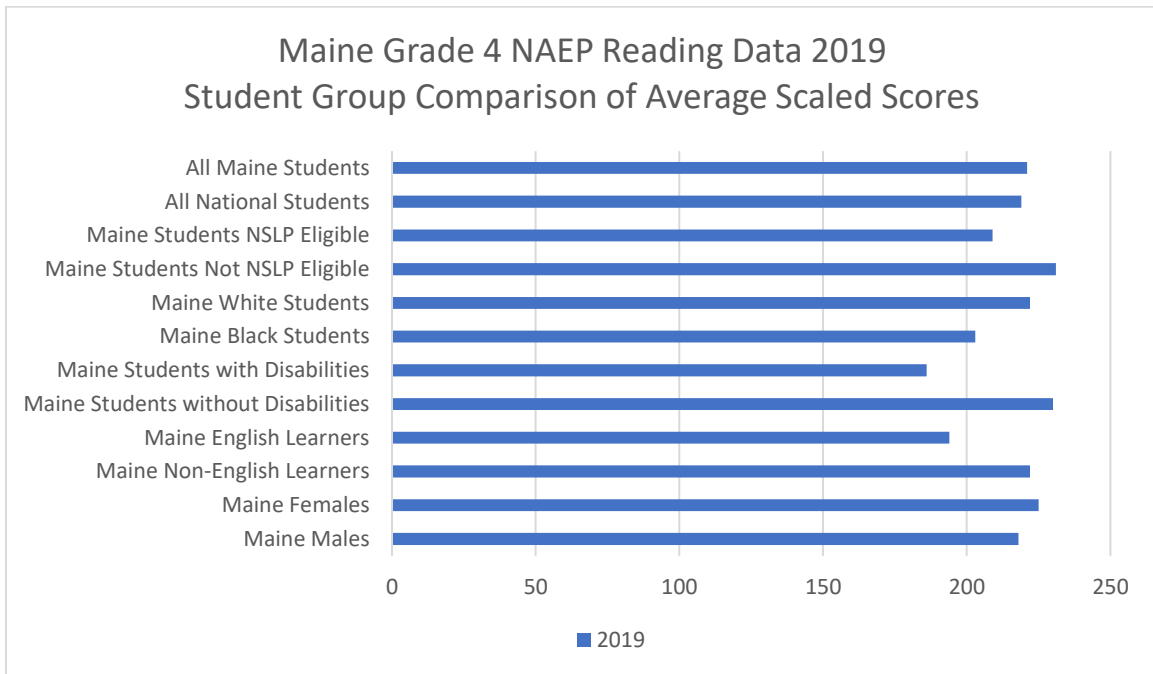
Similar patterns of performance are seen in Maine’s 4th grade National Assessment of Educational Progress (NAEP) reading data. Unlike Maine’s statewide summative assessment in which most students in grades 3-8 and third year of high school participate, NAEP is administered to a random sampling of students in grades 4 and 8 every other year (and grade 12 every 4 years). The sampling represents demographic characteristics of the state and the nation. The NAEP Reading scale ranges from 0 to 500.

The average scale score of all Maine Grade 4 students on the NAEP Reading Assessment in 2019 demonstrates a slight decline over the past 10 years. As captured in the graph below, Maine grade 4 reading scores have varied from a high of 225 to the most recent low of 221. When compared to the National Public Schools, Maine students in Grade 4 have generally performed a few points higher across the years, although the differences may not be statistically significant. The margin between Maine and National Public Schools has narrowed.



Similar to the patterns seen in Maine’s own summative assessment of English language arts, gaps exist in performance among various student groups. The chart below summarizes

performance among student groups as compared to the all student category. Students eligible for the National School Lunch Program (NSLP), students who are black, students with disabilities, and English learners all underperformed in comparison to students who are not eligible for NSLP, students who are white, students who do not have disabilities, and non-English learners. Additionally, a significant gap exists between performance of Maine males as compared to Maine females.



More detailed Grade 4 NAEP data is included in Appendix A. Exploring practices used in Maine schools with consistently strong reading achievement will be a strategy the DOE internal team will pursue in the coming year, with particular attention to promising practices being utilized by schools serving student groups that have been identified as having significant achievement gaps.

State Conversations

The work group selected 12 states to interview about their current work focused on beginning reading. Selections were based on several factors including state geography, demographics, and steady growth over time in NAEP reading proficiency. To date, the team has interviewed six of the twelve states and the remaining six states have agreed to be interviewed but scheduling was not possible until the new calendar year. So far, interviews have been conducted with DOE literacy specialists and directors from New Hampshire, Connecticut, Massachusetts, Wyoming, South Carolina, and Minnesota. Interviews are planned with Ohio, Kentucky, Vermont, Louisiana, Michigan, and Mississippi. Interview questions can be found in Appendix B.

Several similarities are emerging so far across the states that have been interviewed. All six allow local control for the selection of curriculum and instructional materials, however most

states do have a list of recommended high-quality programs and instructional practices. Screening is recommended or required in all six states for K-2 students, however only Connecticut requires that the scores from these screenings are reported to the state level. Dyslexia screening for students in Kindergarten and Grade 1 are also mandated in all six states but results of these submitted are not submitted and recorded at the state level.

Details shared about teacher training and certification in the six states demonstrated that many states place high importance on teacher training and teacher quality. There are a range of expectations around required course work specific to foundations in reading instruction. States are approaching teacher training in a variety of ways including provision of foundational professional learning by the educational specialists in the state departments, PK-3 teacher knowledge screening, instructional partnerships with professional organizations and/or companies, and partnerships with higher education institutions.

All states indicated that there are gaps in performance across student groups. Even the highest performing states and districts reported that there are purposeful reviews and actions being planned to address the gaps in student performance. States frequently noted achievement gaps for economically disadvantaged students, various racial and ethnic populations, homeless students and English Language learners

So far, each state has stressed there is a great deal of work to be done to address student needs and to capitalize on successes related to early reading proficiency. These states are working to improve the quality of instruction, review and recommend high quality materials, address, and improve teacher training, and examine methods to address gaps in performance for student groups.

Beginning Reading Survey

The internal DOE team with support from education partner organizations and the DOE's State Literacy Team developed a survey of beginning reading/literacy instruction. The school survey was disseminated to 363 Maine schools that serve pre-k to grade 3 populations. Schools were provided the month of November to submit responses and were encouraged to form teams of educators familiar with Pre-K to grade 3 reading programming and/practices in their schools to collaboratively complete the survey. The survey was designed around the key principles of a multi-tiered system of support (MTSS) framework and schools were able to print a copy of their responses prior to submitting for future reflection. 164 schools (45%) responded and of these 113 used a team approach to survey completion. Preliminary analysis of survey data began in early December but will continue over the coming months. A selection of initial findings is presented below. A copy of the survey can be found in Appendix C.

The preliminary analysis of survey data indicated the vast majority of responding schools utilize a reading/literacy program in their pre-k to grade 3 classrooms (Table 1). Survey results also indicate that there are a wide variety of programs used and that, based on programs identified, some confusion about what constitutes an instructional program may exist (e.g., some schools listed Maine's standards as their instructional program, some listed assessment tools, etc.).

Identified Use of a Reading/Literacy Program Across a Grade Level

Grade Level	Number of Schools Using a Specified Reading/Literacy Program Across Grade Level	Percent of Schools Using a Specified Reading/Literacy Program Across Grade Level
PreK	88	53.7%
Kindergarten	139	84.8%
Grade 1	139	84.8%
Grade 2	138	84.2%
Grade 3	133	81.1%

Table 1

Regarding reading assessment, the vast majority of schools that responded to the survey indicated they use a variety of assessment types, including universal screening tools, formative classroom assessments, progress monitoring, and interim/benchmark assessments (Table 2). Of the responding schools, some included established benchmarks for tracking student performance, but others did not. This will be an area for further inquiry in the school interviews in early 2022.

Types of Assessments Used

Grade Level	Universal Screening	Formative Classroom Assessment	Progress Monitoring	Interim/Benchmark
PreK	57.3%	61%	46.4%	46.4%
Kindergarten	91.5%	92.1%	89%	88.5%
Grade 1	87.8%	93.9%	90.3%	87.8%
Grade 2	87.2%	92.1%	89%	89.7%
Grade 3	82.0%	89.7%	85.4%	85.4%

Table 2

Survey respondents also identified a variety of purposes for the use of assessment information (Table 3). Additionally, 77% of the responding schools indicated they engage in grade level or grade span meetings to review assessment data and to connect it to instructional decision making either weekly, monthly, or quarterly with the preponderance reporting monthly.

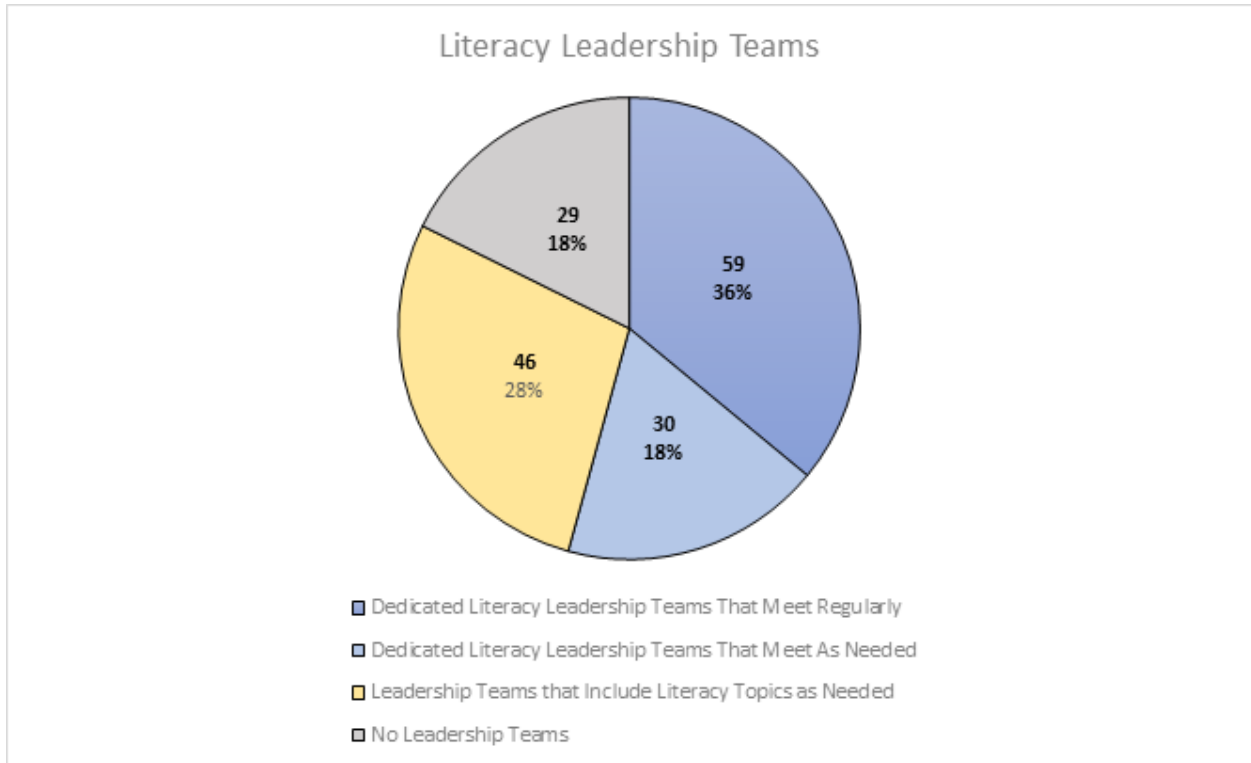
Uses of Assessment

To inform instruction	162 schools	98.8%
To monitor progress	160 schools	97.6%
Student Diagnostic purposes	160 schools	97.6%
Evaluate the Effectiveness of Reading/Literacy instructional programming	127 schools	77.5%
To align curriculum	87 schools	53.1%
To assign letter grades to students	51 schools	31.1%

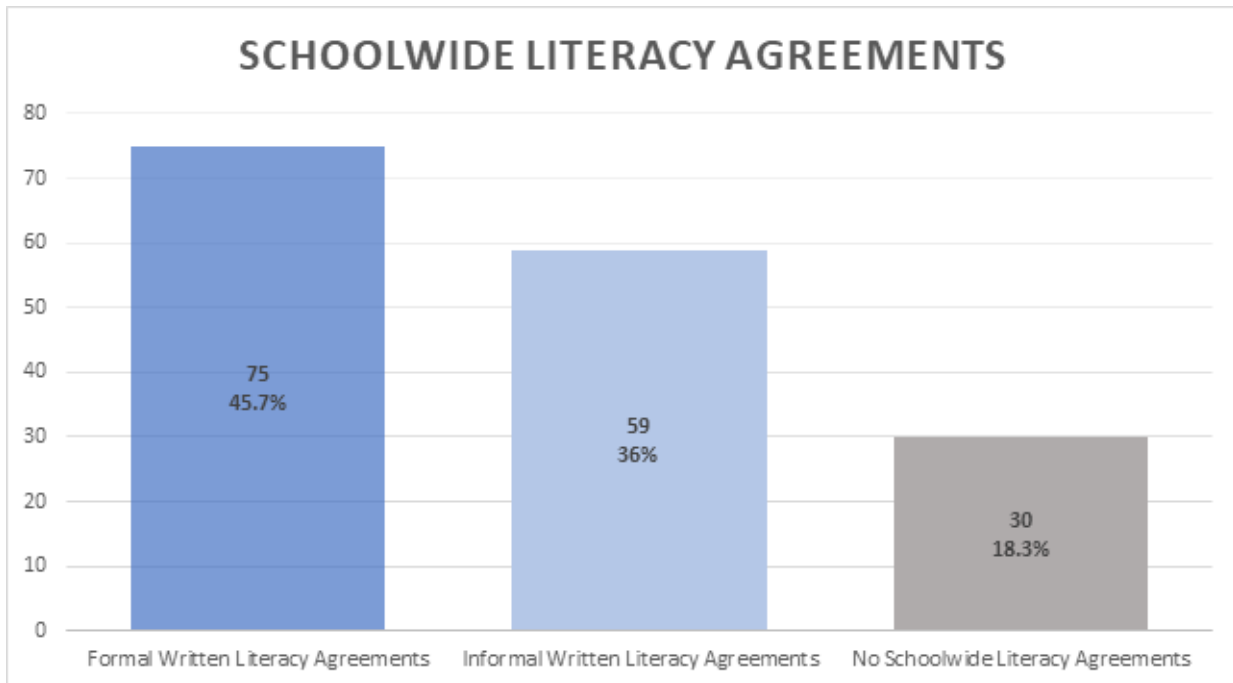
Table 3

With respect to coordinated leadership efforts to support decision making about literacy programming across the Pre-K span, responding schools indicated the majority of schools

indicated use of literacy leadership teams, although only about a third (36%) meet regularly and about a quarter (28%) do not have literacy leadership teams.



Further, schools were asked to indicate if they have shared agreements related to reading/literacy instruction and assessment practices that guide programming and build consistency across pre-k to grade 3. Not quite half (45.7%) indicated they have formal agreements while about a third (36%) have informal agreements and another 18.3% don't have any agreements.



Survey respondents were asked to indicate positions available in their schools to support reading instruction in addition to classroom teachers. Table 4 presents the range of positions and number/percentages of schools with those positions on staff. Interestingly, only a third to a half of responding schools have literacy coaches or literacy specialists on staff, positions which often provide guidance for interpretation of assessment data and instructional decision making as well as ongoing professional learning for educators.

Positions Supporting Reading Instruction

Funded Positions Supporting Reading Instruction in Addition to Classroom Teacher	Number of Schools with Reading Support Position	Percent of Reporting Schools
Special Education Teacher	147	89.7%
Educational Technician	144	87.8%
Title 1 Teacher	104	63.4%
Interventionist	105	64%
ESOL Teacher	78	47.6%
Literacy Coach	77	47%
Literacy Specialist	51	31.1%
Reading Recovery Teacher	46	28.1%
Differentiation Coach/Lead Teacher	5	3%
Academic Support Teacher/Tutor	3	1.8%
Instructional Coach/Leader	2	1.2%
Consultant	2	1.2%
Curriculum Coordinator	1	.6%

Note: Some positions within a SAU or school may be filled by one individual serving in multiple roles or by individual who serve multiple schools.

Table 4

Deeper examination of results from this survey, combined with examination of summative student achievement data, will inform selection of schools to interview between January 2022-April 2022 to learn more about successful practices yielding strong outcomes.

Literacy Leaders Network

An additional action step for the Beginning Reading Resolve included a survey to identify a comprehensive list of Elementary Literacy Leaders. There are about 150 acting Elementary Literacy Specialists in the state. In addition, there are approximately 50 active Elementary Literacy Coaches. An interest survey was sent to these 200 educators and released in a Maine DOE news article to gauge interest in joining a Literacy Leaders Network. The Maine DOE plans to facilitate this group through professional text and article studies, sharing problems of practice, conversations with educators across the state, sharing of resources, state updates, and development of professional presentations for the benefit of all Maine’s Elementary educators. As a result of the outreach, 124 educators have registered to join the Literacy Leaders Network.

These educators identified some specific areas of interest. Nearly 100 respondents indicated they want to engage in sharing and discussing professional texts and resources. 77 respondents indicated a desire for a network and conversation platform with other Literacy Leaders and educators across the state. 50 respondents indicated that they would like to assist in development and provision of professional development for educators. It is clear from the responses that a network and a core group of Literacy Leaders are poised and ready to act in order to impact literacy practices across the State.

Recommendations

Internal DOE Team will engage in:

- Deeper examination of state achievement data and identification of practices that research indicates lead to strong achievement among disadvantaged populations.
- Deeper analysis of beginning reading survey findings and outreach to schools to better understand successful practices in order to recommend and share more widely.
- Exploration of findings from Dyslexia survey conducted by University of Maine.
- Exploration of current teacher preparation and ongoing supports for practicing teachers that address beginning reading assessment and instruction
- Gathering information about broader supports across Maine that support literacy growth between birth and school entry.
- Outreach to key education stakeholder groups to explore needs and opportunities for partnerships to support literacy education efforts in the Pre-K to Grade 3 span.
- Coordination with the DOE's State Literacy Team to identify key priorities in the Literacy for ME 2.0 statewide literacy plan that may help to advance positive beginning reading/literacy growth.
- Formulation of key recommendations to improve beginning reading achievement in Maine.

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Appendix A: NAEP Data

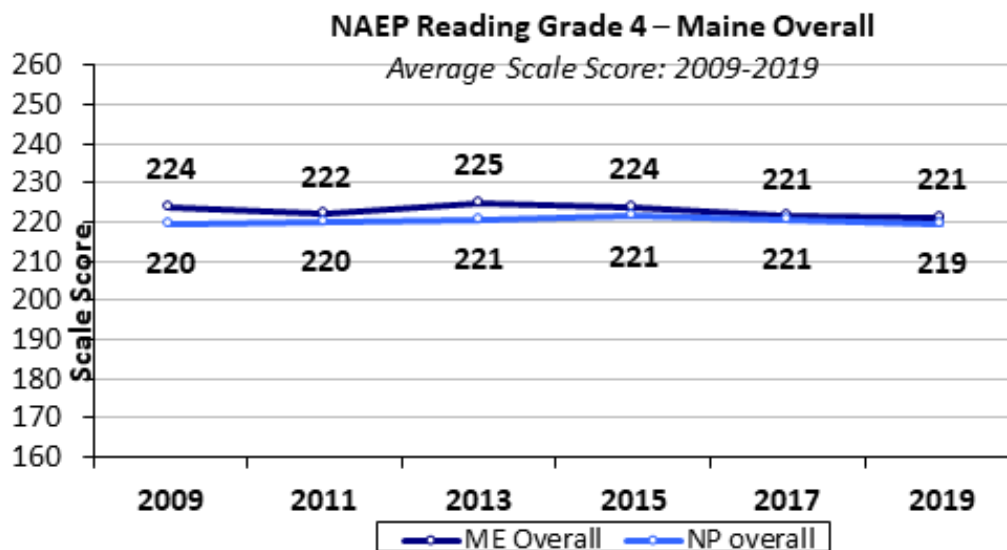
Summary of Maine Grade 4 Student Performance on NAEP 2009 – 2019 Reading Assessments.

Overall

An initial examination of Maine Grade 4 student performance was conducted using the average scale score of all participating students for each year across the period 2009 to 2019. After the overall performance of the students was examined, an investigation by student group was conducted. All of the aforementioned investigations were conducted using the NAEP Reading Composite Scale. Immediately after submission of this high-level summary report, the data will be reviewed to examine Maine student performance in Literacy Experience and Gain Information, the two subscales of the current NAEP Reading Framework.

The average scale score of all Maine Grade 4 students on the NAEP Reading Assessments demonstrates a slight decline. Overall, the scores have varied from a high of 225 to the most recent low of 221. When compared to the students in the National Public (NP) Schools, Maine students in Grade 4 have generally performed a few points higher across the years of 2009, although the differences may not be statistically significant. The margin between the two groups has narrowed. Figure 1 illustrates the marginal differences between the performance of Maine’s students and that of the NP schools.

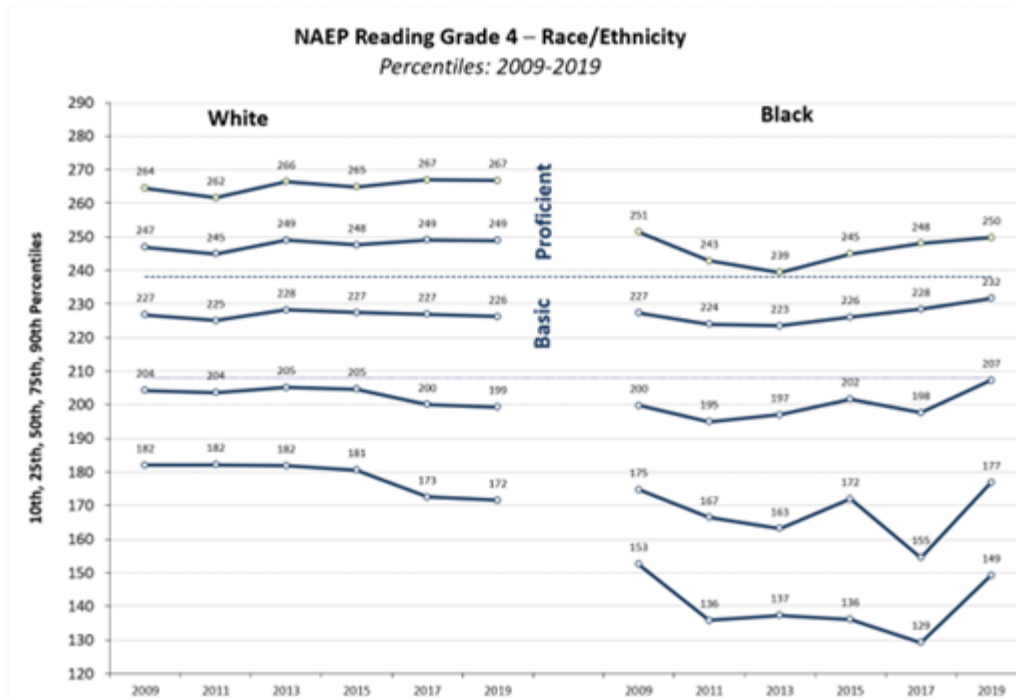
Figure 1



Race/Ethnicity

In Maine, it is difficult to examine the differences between racial and ethnic groups on such a high-level assessment as the NAEP. Maine does not have a high degree of diversity. To protect the identity of students, NAEP uses reporting thresholds that are greater than the number of sampled students in the racial and ethnic groups in Maine. The only racial comparison currently available in the public reporting dashboard for NAEP, the NAEP Data Explorer, is that of black and white Maine students. Figure 2 below illustrates the differences in performance between the two groups at every percentile level.

Figure 2



When examining the performance of the two student groups at the level of the percentiles, the performance gap between the two groups is highly visible. The white students at the 90th and 75th percentile groups have experienced slight increases in performance and have consistently outperformed their black counterparts. Performance of these two student groups is at the level of NAEP Proficient. The 50th percentile white students demonstrated no significant change in performance throughout the period, while the students at the 25th and 10th percentiles in this group both demonstrated an overall decline in performance.

Performance of the percentile groups of the black students varied during this period. Overall students in the 90th percentile group and the 10th percentile group demonstrated no significant change in performance, but the data chart provides evidence of the varying performance of the students at different levels. The students at the 75th, 50th, and 25th percentiles all demonstrated a level of overall growth with variations in decline in performance between the two end points of the years examined. Students at the 75th percentile and the 50th percentile demonstrated the greatest amount of growth in performance on the NAEP Reading Assessment.

To better understand the variation of scores demonstrated by students in both races, the number of students in each race that participated in the NAEP assessment across the years should be examined.

One additional observation worth noting is that Maine white students have consistently scored lower than National Public white students. Maine's black students also consistently scored lower than the National Public black students until 2019 when the gap closed due to both the improvement of Maine's black students and the decrease in performance of the National Public black students. Figure 3 illustrates the difference in performances in white students and Figure 4 demonstrates the differences in performance of the two black student groups.

Figure 3

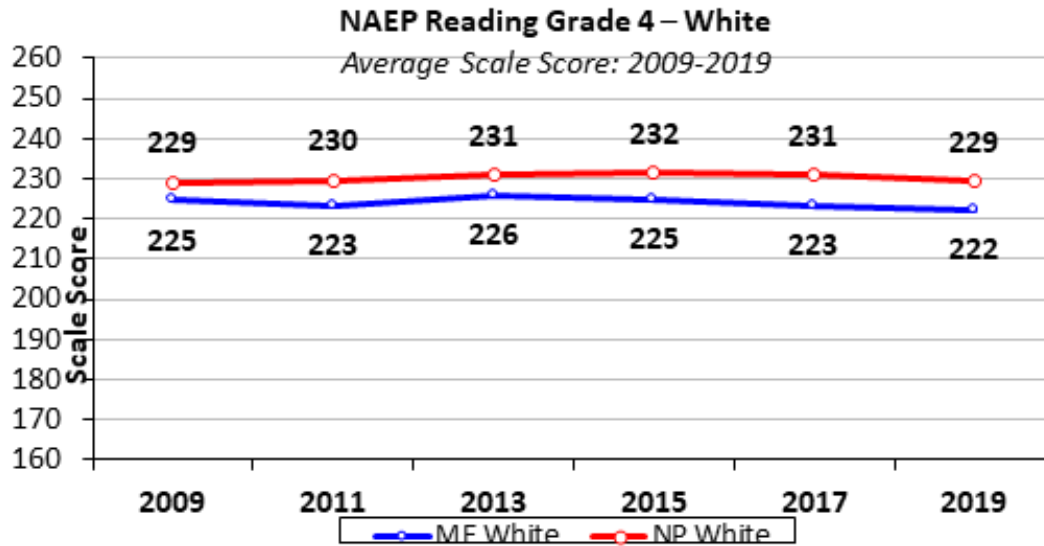
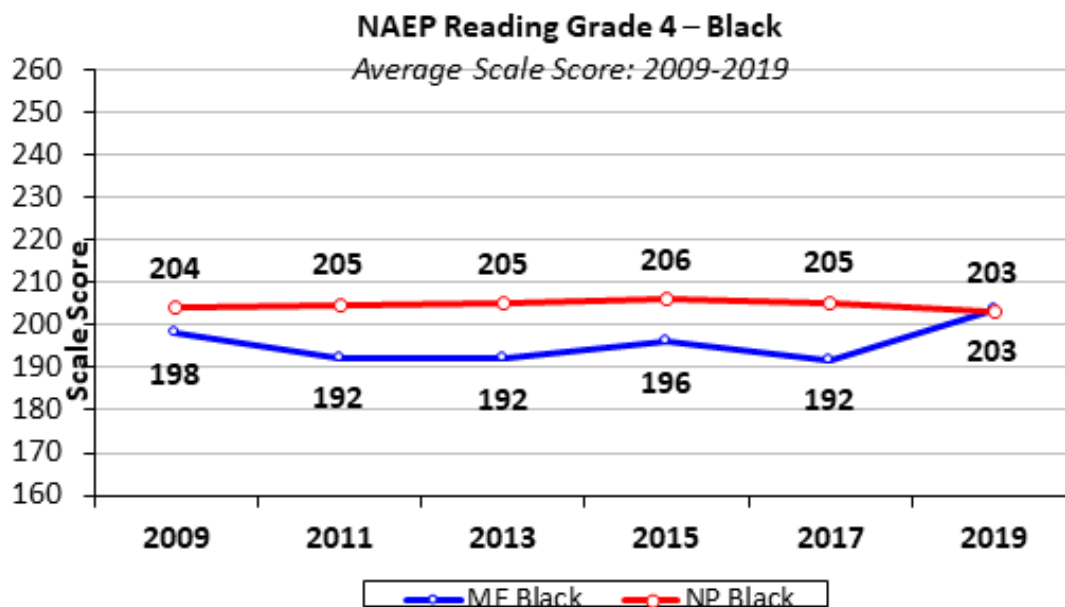


Figure 4

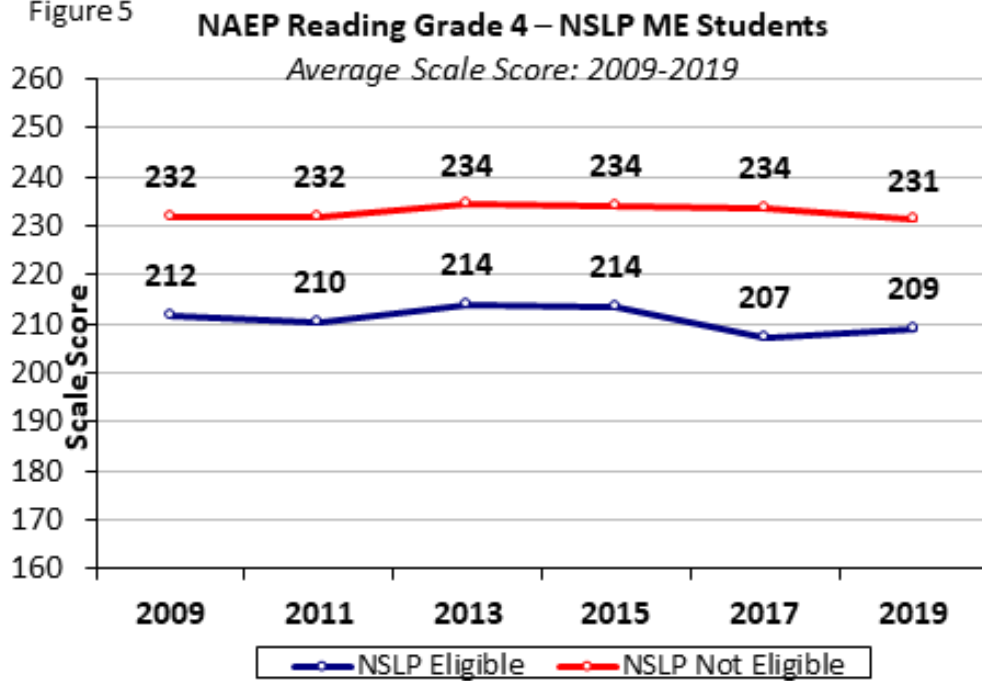


Economic Indicators

NAEP uses National School Lunch Program (NSLP) eligibility as a socioeconomic status indicator. While this relationship is not perfect, it does provide a snapshot of the differences between students with economic disadvantages and students without economic disadvantages.

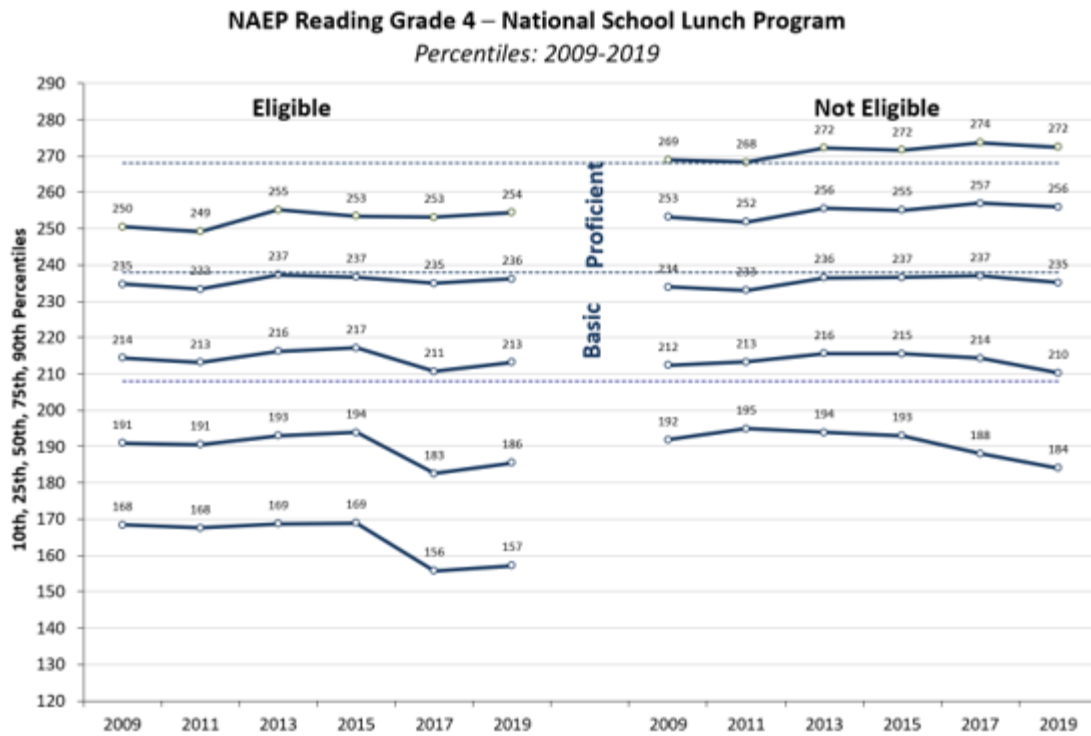
Maine students that are eligible for NSLP have performed slightly above the National Public students who are NSLP eligible on the NAEP Grade 4 Reading Assessments. However, the opposite is true when examining the performance of the students not eligible for NSLP. When examining the two groups within Maine, there is a consistent gap in performance across the years from 2009 to 2019. With the NSLP eligible students scoring lower than the students not eligible for NSLP. Figure 5 illustrates the difference in performance between the two student groups.

Figure 5



Examination of the percentile level student groups shows the gap in performance level. Maine students not eligible for NSLP have consistently outperformed students that qualify for the NSLP. Both student groups have demonstrated improvement in performance at the 90th and 75th percentiles. The 50th percentile group demonstrated no significant change. The 10th and 25th percentile levels in both student groups demonstrated a decrease in performance over the period of 2009 to 2019. Figure 6 illustrates the differences between both student groups at every percentile level.

Figure 6



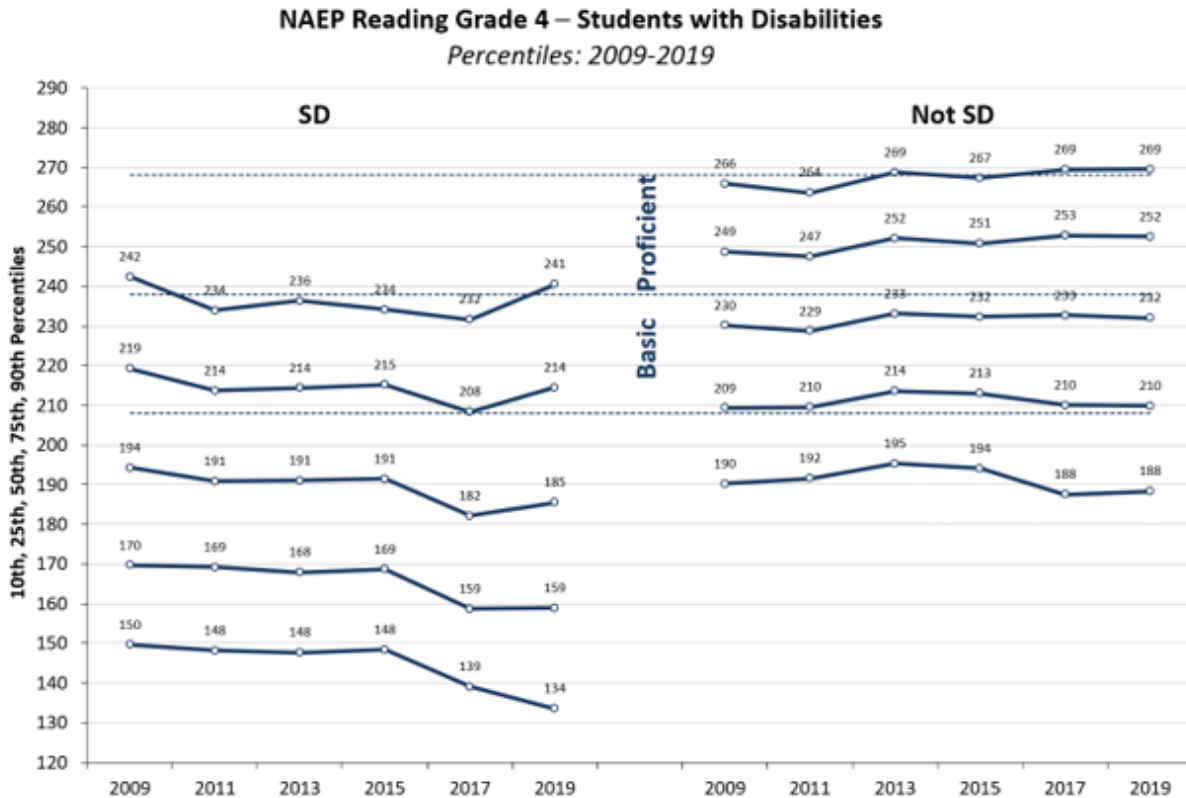
Students with Disabilities

Maine Grade 4 students with disabilities have demonstrated a decline in overall performance from 2009 – 2019. The National Public students have also declined in average scale score. Maine students scored higher than the NP students during this period with the exception of 2017.

When examining the two groups in Maine, one sees that the students without disabilities have experienced little or no change in performance, while the performance of Maine Grade 4 students with disabilities has decreased on the NAEP Reading Assessments. Investigation of student performance at the percentile level reveals that students without disabilities improved in performance at the 90th, 75th, and 50th percentiles. While the 25th percentile demonstrated no significant change. The 10th percentile had a slight decline in performance during the period of 2009 – 2021.

The students with disabilities experienced declines in performance at all levels. At the 90th percentile, the overall all decline was not significant from 2009 to 2019 but examination of student performance across the years reveals an overall downward trend that began to reverse itself in 2017. This phenomenon was also present at the 75th and 50th percentiles. The 25th and 10th percentiles demonstrated an overall decline in performance during this period. Figure 7 summarizes these differences in performance.

Figure 7



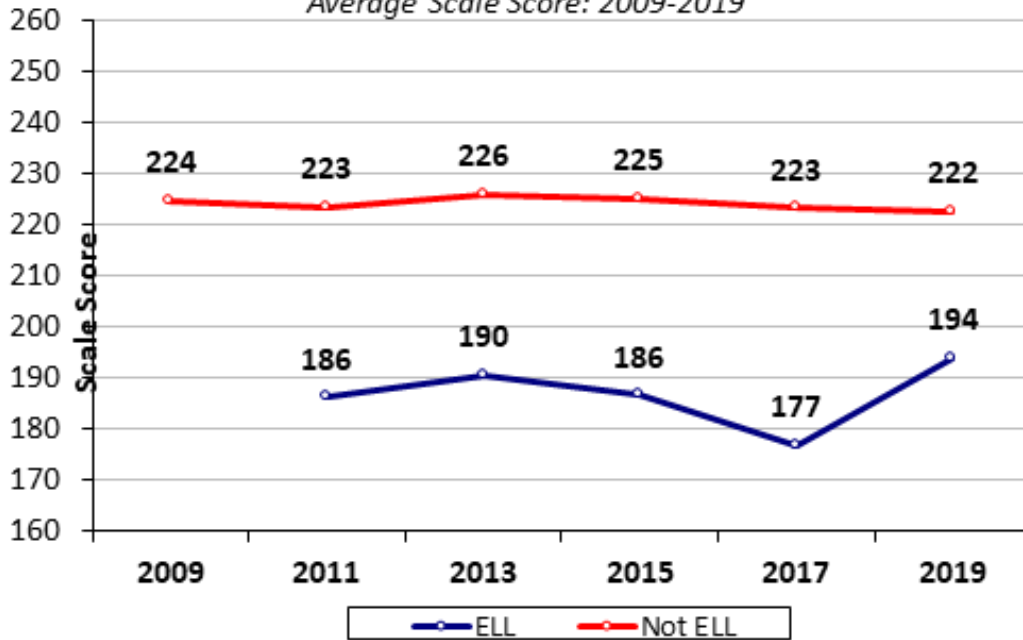
Recommendations for further investigation include examination of the number of students with disabilities in the state over time. In addition, the percentage of Maine students with disabilities participating in the NAEP Reading Assessment during the period should be examined. Other factors may include the efforts to decrease the number of students participating in alternate assessments to less than one percent. This effort impacts the number of students that are ineligible to take the NAEP assessment due to their participation in state alternate assessments. A decrease in ineligible students may mean that a greater number of students with more severe disabilities are now participating in the NAEP assessments.

English Learners

Maine Grade 4 students who are English Learner (EL) have demonstrated recent improvements from 2017 to 2019 with a varying performance prior to that when compared to the National Public English Learner students. There is almost no difference in the performance of the students that are not English Learners. When examining the two groups within Maine, in Figure 8, one can see that after 2017 Grade 4 English Learners in Maine have begun to decrease the gap in performance.

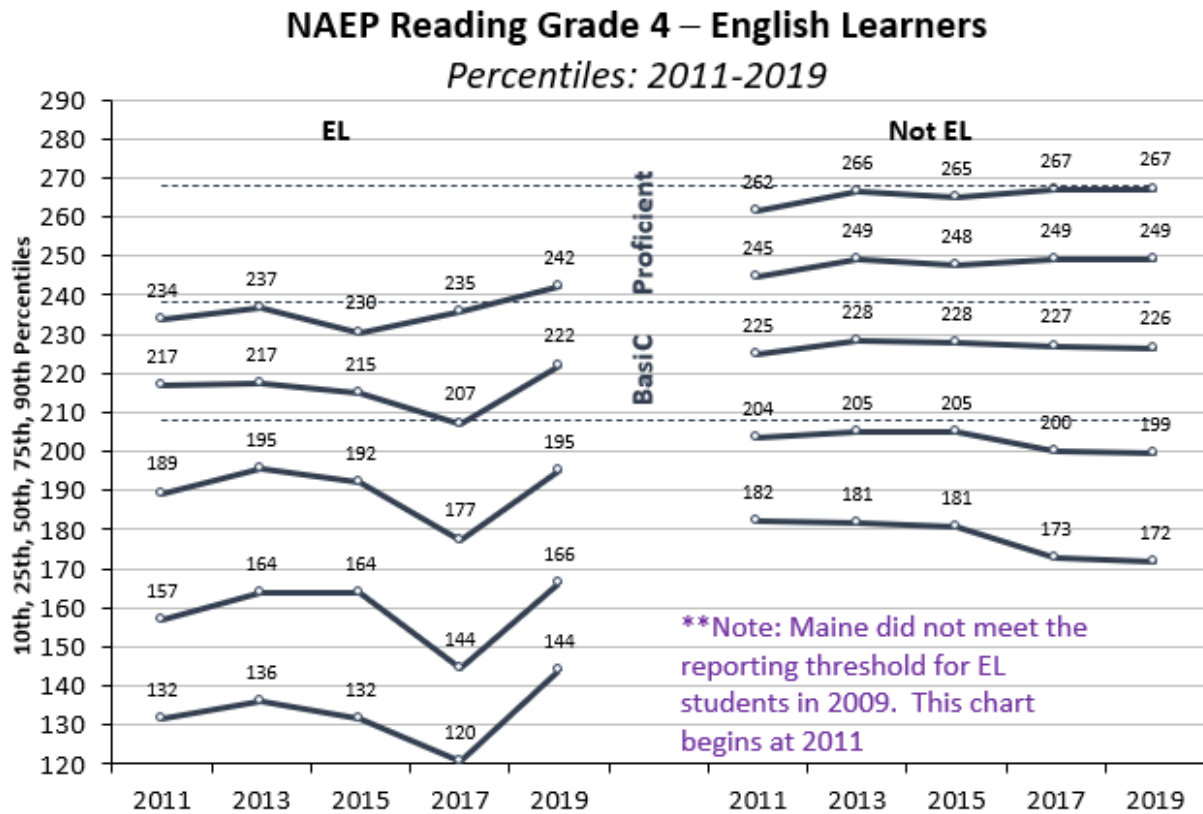
Figure 8 **NAEP Reading Grade 4 – English Learners**

Average Scale Score: 2009-2019



A more depth examination of Grade 4 Maine EL student performance, from 2011 to 2019, reveals that the growth between the 2017 and 2019 NAEP Reading assessment demonstrated by EL students was exhibited at each percentile level. Despite declines in performance over the previous years in the period, an over growth in performance was demonstrated. The non-EL Grade 4 Students in Maine did not demonstrate the same measure of growth. When examining the performance of students not designated as ELLs, one finds that there was slight improvement at the 90th, and 75th percentiles, no significant improvement at the 50th percentile and a decrease in performance at the 25th and 10th percentiles. In 2019, Maine Grade 4 EL student performance at the 90th percentile was within the NAEP Proficient achievement level, while performance at the 75th percentile for this student group was within the NAEP Basic level. Figure 9 illustrates the differences in performance of the two student groups, including the most recent increase of EL student score at every percentile level.

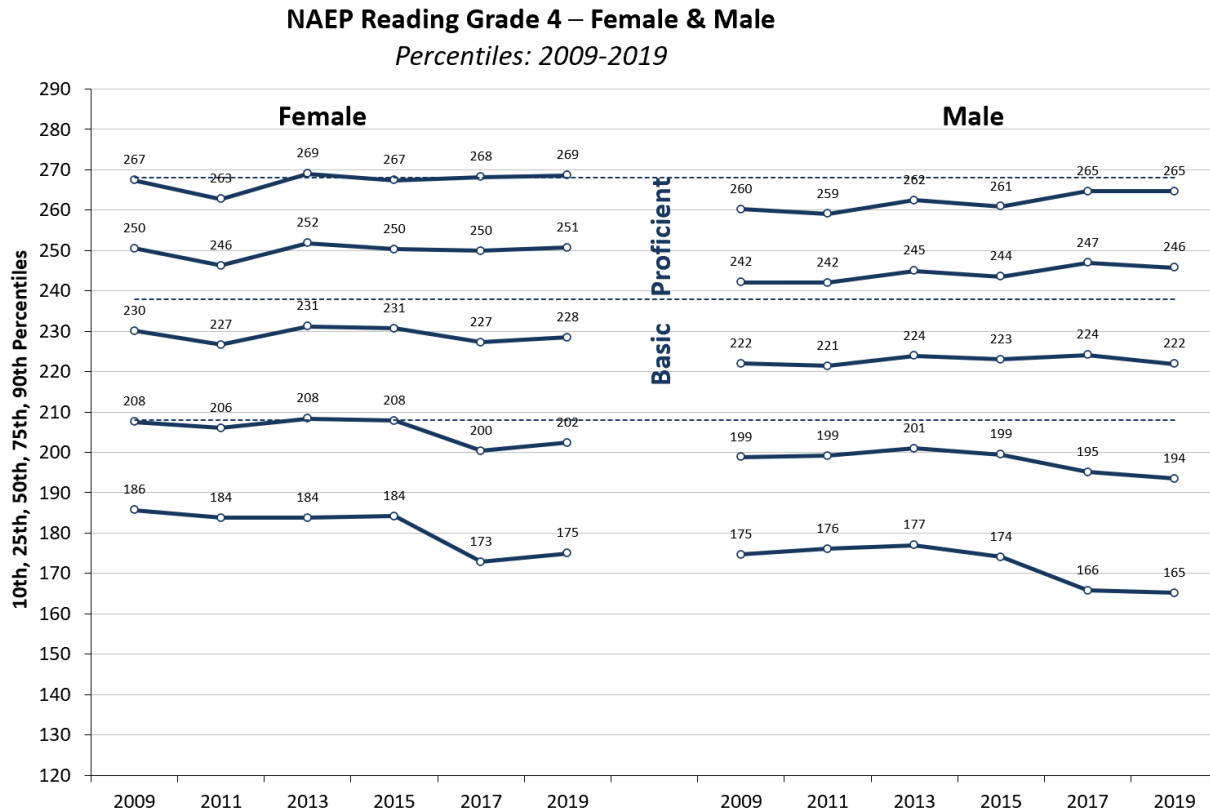
Figure 9



Gender/sex

Maine Grade 4 Male students and female students generally score higher than the National Public male and Female students. When examining the performance of the two groups within Maine, females have generally outperformed male grade 4 students on the NAEP Reading assessments. Female grade 8 students in Maine at the 90th and 75th percentiles have demonstrated no significant change in reading score. While male students have made slight gains in score over this period. At the 50th percentile, female students scores declined slightly while male student scores remained approximately the same. Student scores for both groups declined at the 25th and 10th percentile levels as illustrated in Figure 10.

Figure 10

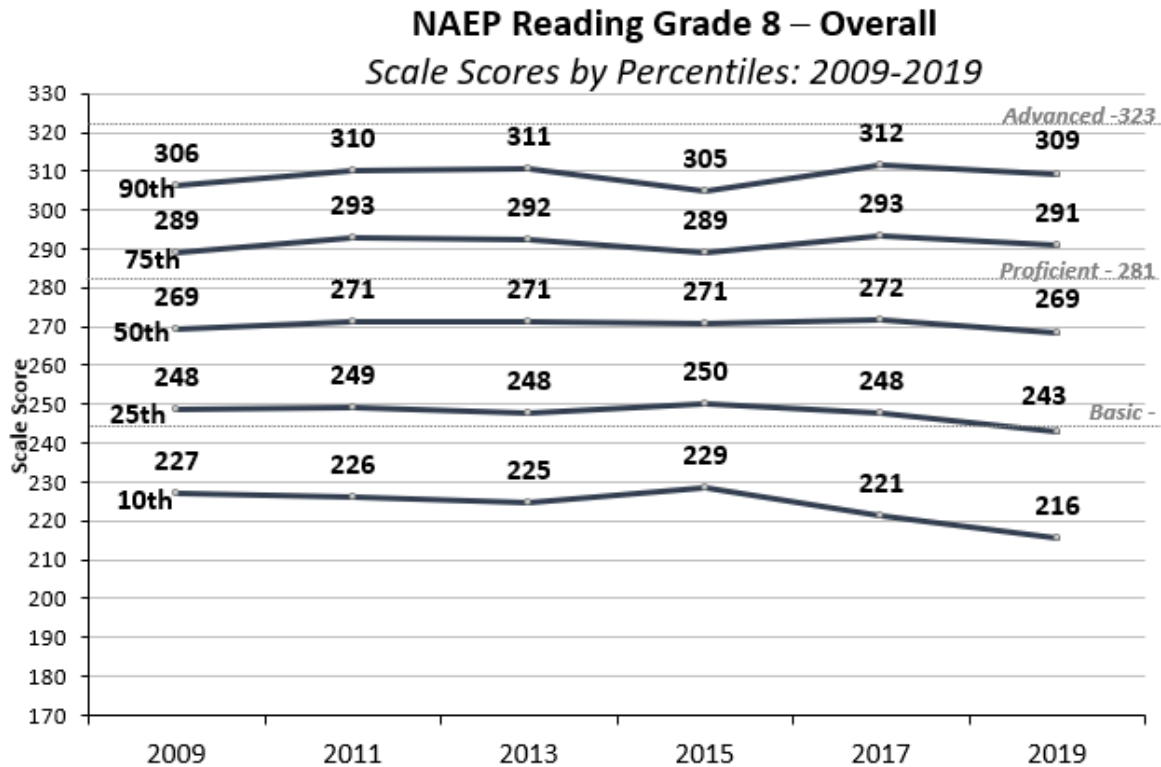


Grade 8

The average scale score of all Maine Grade 8 students on the NAEP Reading Assessments demonstrates a slight decline. Overall, the scores have varied from a high of 270 to the most recent low of 265. When examining Maine grade 8 student performance versus NP student performance, Maine students have consistently outperformed the NP students but both groups have demonstrated a decline in performance from 2009 to 2019. This same slight decline in average scale score is exhibited among the grade 4 student scores.

When examining the overall performance of the Grade 8 students by percentiles, the slight decline of all groups from 2017 to 2019 is evident. Since 2009 only the 90th and 75th percentiles have demonstrated growth (2 -3 points). The 50th percentile had demonstrated slight growth until 2017, but that was mitigated by the decline since. The 25th and 10th percentile groups have demonstrated an overall decline in performance since 2009 and especially since their peak performance in 2015. The examination by percentile groups allows for the investigation of performance across the distribution of students to determine if growth and/or decline in performance is being masked by the other percentile groups. While there is only slight improvement in performance in the upper percentiles, the greater decline in the performance of the 10th and 25th percentile groups is a factor in the decline of the overall state representative group of grade 4 students. An investigation of other student groups was conducted to provide insight for further investigation using available state assessment data when sufficient data was available. Figure 11 illustrates the performance of grade 8 Maine students at the percentile levels from 2009 – 2019.

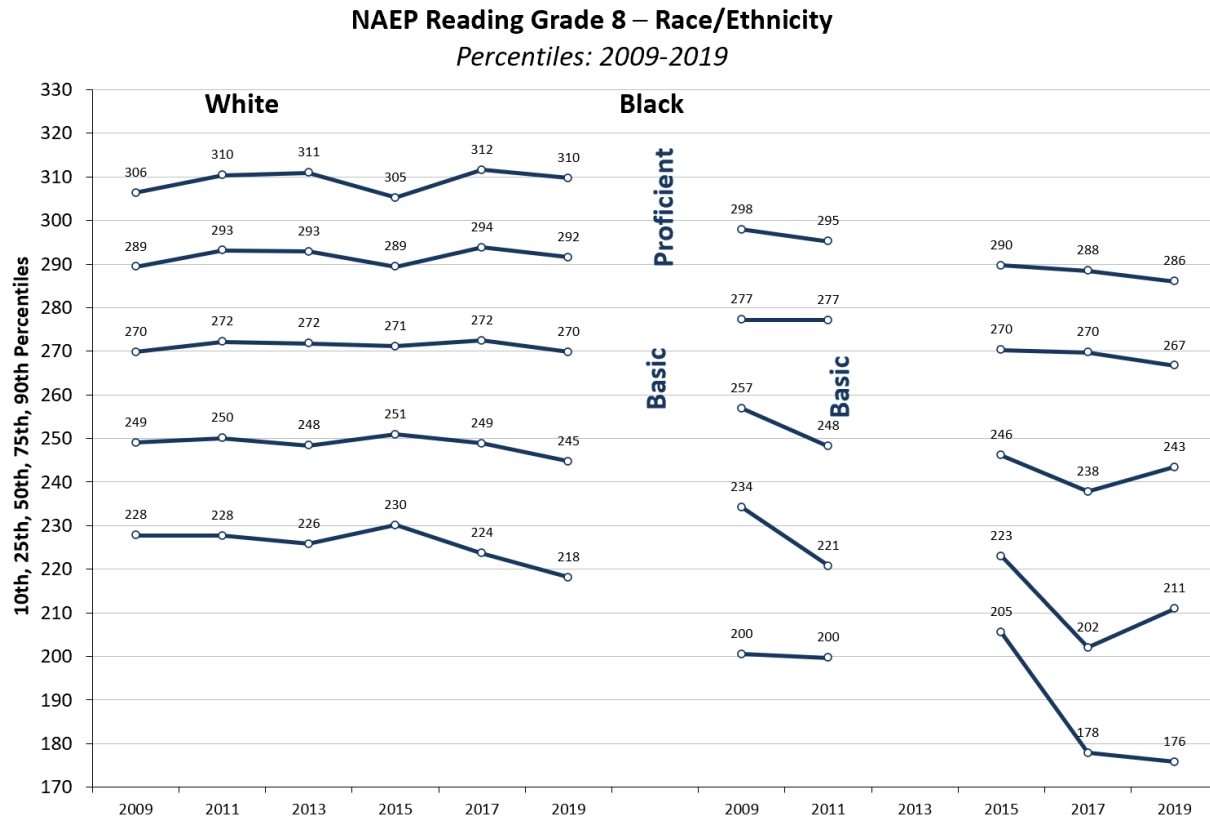
Figure 11



Due to Maine not meeting the reporting thresholds for all groups for each racial group, the only comparison available is white student performance vs. black student performance. Black students in Maine have underperformed white students in Maine on the NAEP Grade 8 Reading Assessments throughout the period of 2009 – 2019. As observed in the chart below, the gap has grown over time. Due to the low number of black students participating on the NAEP Reading Assessment in 2013, the threshold was not met for public reporting and the data could not be provided.

Just as seen in the grade 4 student performance, grade 8 white students in Maine have also consistently scored lower than the NP white students. When compared to the NP black students, Maine’s students have decreased in performance over time by 18 points, while the NP students have demonstrated no significant change in performance on the NAEP Reading assessment. In 2009, Maine’s Grade 8 black students outperformed the NP students. In 2015, Maine’s black student began to score lower than the NP students in the same group. The decrease in performance is notable at every percentile level. Figure 12 provides the evidence of the decrease in student scores. Although the missing 2013 data point creates a disruption in the graph, the three most recent data points illustrate the decline in assessment scores as described.

Figure 12



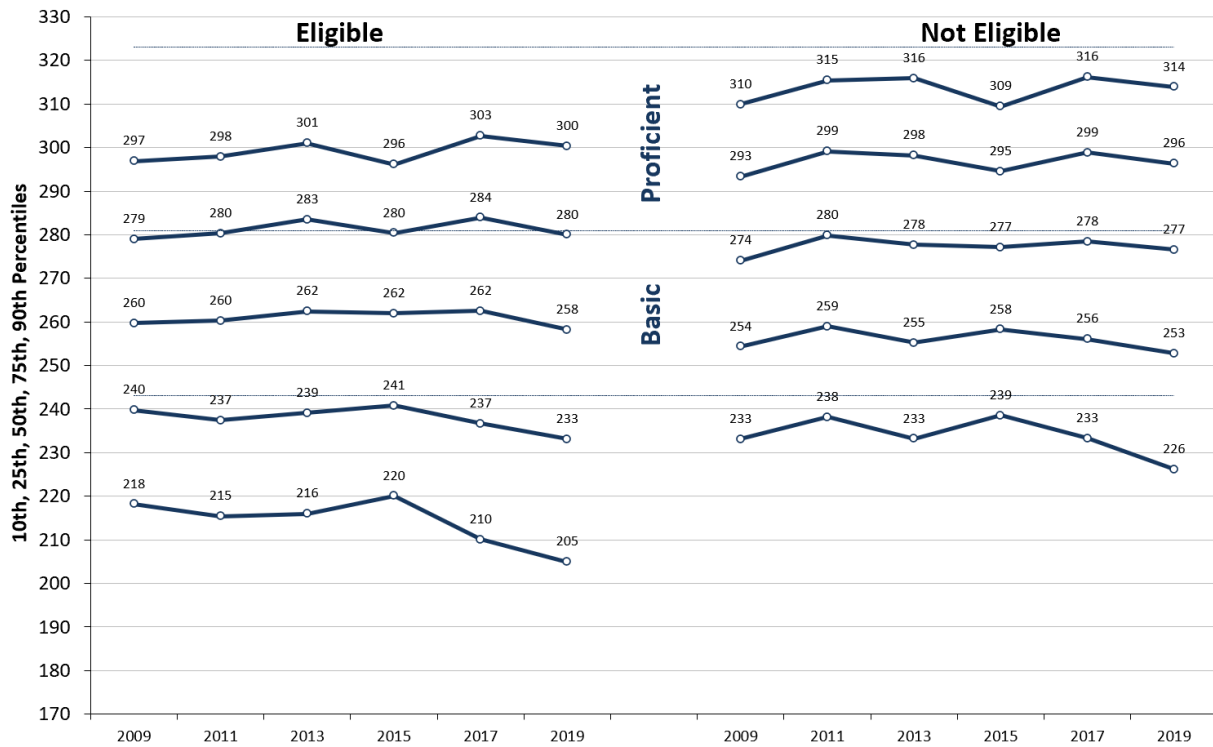
Maine grade 8 students that are eligible for NSLP have performed slightly above the National Public students who are NSLP eligible on the NAEP Grade 8 Reading Assessments. However, the opposite is generally true when examining the performance of the students not eligible for NSLP. When examining the two groups of grade 8 students within Maine, the students not eligible for NSLP have consistently scored higher than the students that are eligible. The performance of the students not eligible for NSLP has changed very little in the period of 2009-2019. The eligible students have demonstrated a slight decline in scale score.

Examination of the percentile level student groups shows the gap in performance level. Maine students not eligible for NSLP have consistently outperformed students that qualify for the NSLP. The students at the 90th, 75th, and 50th percentiles that are not eligible for NSLP have demonstrated a small improvement in performance. Groups have demonstrated improvement in performance at the 90th and 75th percentiles. Students not eligible for NSLP at the 25th percentile have demonstrated no significant change. Only students not eligible at the 10th percentile had a decrease in performance.

For NSLP eligible students, only the students at the 90th percentile demonstrated an increase in performance. Students at the 75th percentile demonstrated no significant change in performance. The 50th percentile group demonstrated no significant change. The 50th, 25th and 10th percentile levels in the NSLP eligible group demonstrated a decrease in performance over the period of 2009 to 2019, with the greatest decline taking place at the 10th percentile. Figure 12 provides a picture of student performance of students eligible and not eligible for NSLP on the grade 8 NAEP Reading Assessment.

Figure 12

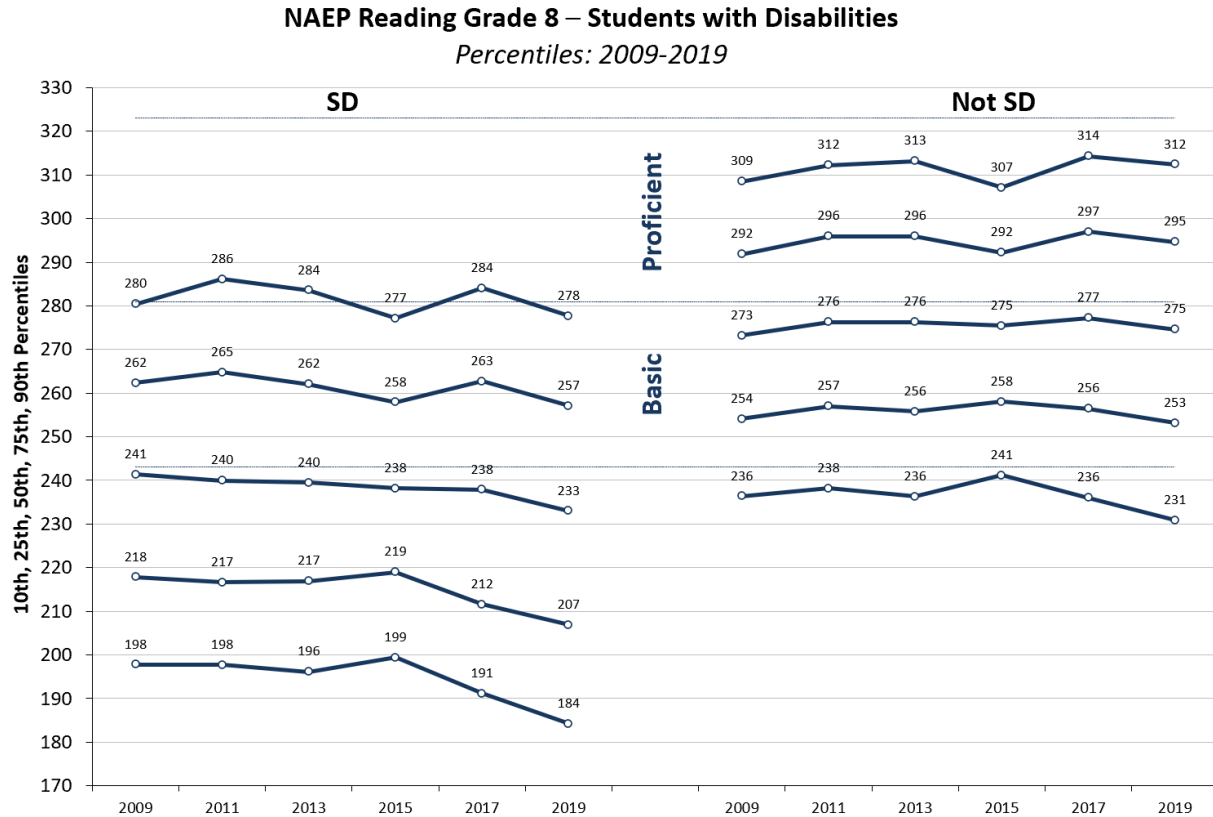
NAEP Reading Grade 8 – National School Lunch Program
Percentiles: 2003-2019



Maine grade 8 students with disabilities have demonstrated a similar decline in overall performance from 2009 – 2019 to that of Maine grade 4 students. The National Public students have demonstrated no significant change in average reading scale score. Maine students scored higher than the NP students throughout this period although the gap is growing smaller due to a greater decline in Maine student score.

When examining the two groups of students in Maine, one sees that the students without disabilities have experienced little or no change in performance, while the performance of Maine Grade 8 students with disabilities has decreased on the NAEP Reading Assessments. Investigation of student performance at the percentile levels reveals that students without disabilities improved in performance at the 90th and 75th percentiles. While the 50th and 25th percentiles demonstrated no significant change. The 10th percentile had a decline in performance during the period of 2009 – 2021. The students with disabilities experienced declines in performance at all levels. Figure 13 summarizes these differences in performance.

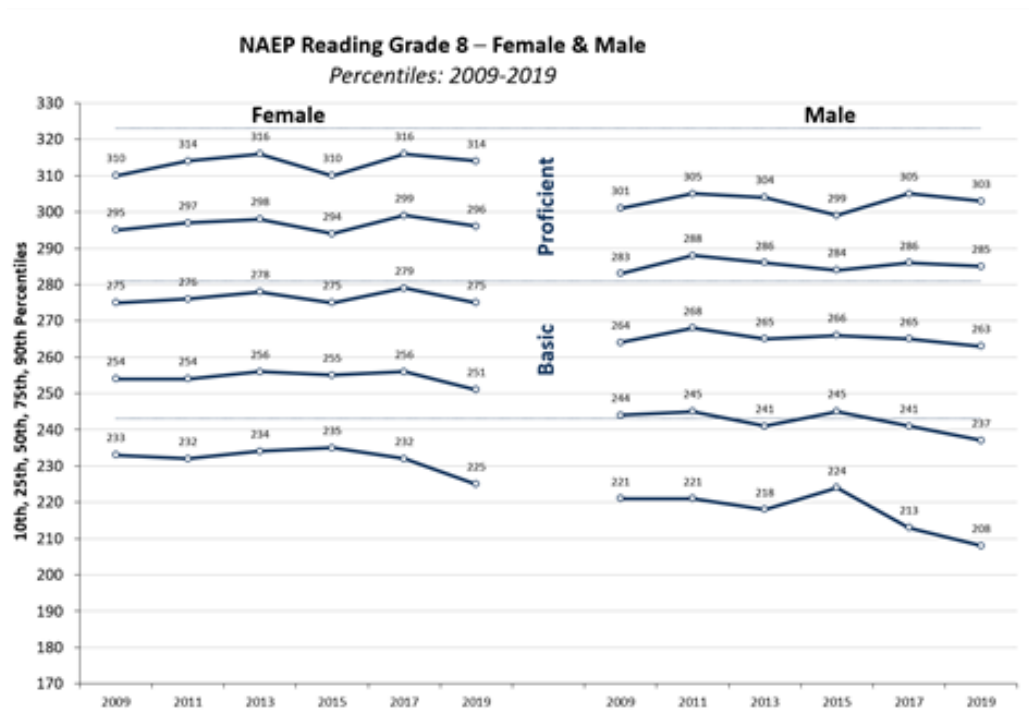
Figure 13



Maine has not had consistent representation in grade 8 for English Learners participating in the NAEP Reading Assessment. There is not enough reportable data to compare trends. However, in 2019 the average of EL Maine student scale scores in grade 8 scored was 40 points below the average of students that were not EL.

When examining the differences in grade 8 student performance between female and male students, one finds that there is no significant change in female student score from 2009 – 2019 among both Maine students and the NP students. Among the male students both the Maine students and the NP have demonstrated a slight decline in average scale score since 2009. Figure 14 demonstrates the differences between female student scores and male student scores.

Figure 14



Bulleted List of findings/concerns

- Maine student scores on the NAEP Reading Assessment for both grades 4 and 8 are decreasing.
- Overall performance gap for all students at grade 4 between 90th and 10th percentile is growing
- Maine black students and Maine white students have lower average scores than students in the sample groups in National Public schools across the nation
- Performance gap between the 90th percentile and the 10th percentile for White Maine students is growing at grade 4 (upper percentile scores increasing & lower percentile scores decreasing)
- Performance gap between the 90th percentile and the 10th percentile for Black Maine students is growing at grade 4 (although all percentiles are on an upward trend in most recent years)
- The gap in performance between Maine grade 4 black and white students has decreased from 27 points in 2009 to 19 points in 2019.
- Maine ED students scored higher than NP NSLP students
- Maine not ED students scored lower than NP NSLP ineligible students
- Maine grade 4 ED students score 20 – 27 points below students that are not ED
- The gap in student scores between the 90th percentile of grade 4 ED Maine students and the 10th percentile has widened from 2009 – 2019
- The scores of Maine students with disabilities have decreased from 2009 – 2019
- The scores of Maine students without disabilities have not changed significantly from 2009 – 2019
- The gap in grade 4 student scores between students with disabilities and those without out has widened from 2009 – 2019
- The gap in performance between the 90th percentile and 10th percentile of Maine students with disabilities has widened from 2009-2019.
- The gap in performance between the 90th percentile and 10th percentile of Maine students without disabilities has widened by only 3 points from 2009-2019.
- Maine grade 4 EL students scored 5 points higher in 2019 than in 2011 on the NAEP Reading Assessment
- Maine grade 4 students that are not EL scored 2 points lower in 2019 than in 2011.
- Maine grade 4 EL student scores increased across all percentiles from 2017 to 2019.

- Maine grade 4 not EL students had no significant change in score from 2017 to 2019.
- Maine male and female student generally scored a few point higher than NP students from 2009 to 2019.
- Maine grade 4 female students scored 5-8 points higher than male counterparts from 2009-2019
- Overall score performance gap for all students at grade 8 between 90th and 10th percentile has widened from 2009 – 2019
- Scores of Maine grade 8 black students have decreased from 2009 – 2019 and the performance gap between the 90th percentile and the 10th percentile has widened during that period.
- Maine grade 8 white students scored lower than the NP students from 2009-2019 and their scores did not change significantly during that period
- The performance gap between the 90th percentile and the 10th percentile of Maine white grade 8 students has widened from 2009-2018.
- The gap in performance between Maine grade 8 black and white students has increased from 14 points in 2009 to 27 points in 2019.
- Maine grade 8 ED students generally score higher (6-10 points) than their NP counterparts.
- Maine grade 8 not ED students generally score lower (0-2 points) than their NP counterparts.
- The gap in performance between Maine grade 8 ED students and those who are not ED has widened from 2009-2019.
- The gap in student scores between the 90th percentile of grade 8 ED Maine students and the 10th percentile has widened from 2009 – 2019
- The gap in student scores between the 90th percentile of grade 8 not ED Maine students and the 10th percentile has widened from 2009 – 2019
- Scores of Maine grade 8 students with disabilities have decreased from 2009-2019 (8 points).
- Scores of Maine grade 8 students without disabilities have not significantly changed form 2009-2019.
- The performance gap between Maine grade 8 students with disabilities and those without widened from 2009 – 2019.
- Scores of Maine grade 8 students with disabilities at all percentile levels have decreased from 2009 – 2019. The performance gap between the 90th percentile and the 10th percentile of this group has widened during this period.
- Scores of Maine grade 8 students without disabilities at the 90th, 75th, and 50th percentiles have increased while the scores at the 25th and 10th percentiles of this group have decreased. The performance gap between the 90th percentile and the 10th percentile of this group has widened during this period.
- Very little NAEP data for Maine grade 8 students exists for English Learners.
- Maine grade 8 female students generally score higher than NP female students (4-7 points)
- Maine grade 8 male students generally score higher than NP male students (4-6 points)
- Maine grade 8 female students generally score (9-14 points) higher than grade 8 male students.
- The gap in student scores between the 90th percentile of grade 8 female Maine students and the 10th percentile has widened from 2009 – 2019
- The gap in student scores between the 90th percentile of grade 8 male Maine students and the 10th percentile has widened from 2009 – 2019

Appendix B: State Conversation Questions

LD 138—Beginning Reading Study in Maine State Interview

State:

Date:

Team Members:

Part 1: Reading/Literacy Programming Requirements/Guidance for Pre-K to Grade 3

Please describe any state required instructional programs/practices for reading/literacy in the Pre-K-3 grade span? If there are no required instructional programs/practices, does the state provide guidance for selection and/or use of programs/practices?	
Please describe any state required reading/literacy assessments used in Pre-K-3, including state summative measures and locally administered measures? What assessments are required? How frequently are they administered? Does the state collect/analyze the data? If there no locally required assessments, does the state provide guidance for selection and/or use of assessments and/or assessment practices?	
Are school systems required to have data-based decision-making systems in place that utilize assessment data? If so, please describe these requirements.	
Are school systems required to have literacy related leadership teams in place? Is so, what are their responsibilities?	
If not already shared, does your state have any “Grade 3 Reading Legislation”? If so, please describe what led to this and when it was implemented, a summary of the legislation, what supports have been put in place for schools/educators, and what impact/results have been noted so far. Was the legislation directed by legislature, the field, parents, etc.?	

Part 2: Instruction, Interventions and Accommodations

Does your state have specific requirements and/or guidance related to reading/literacy interventions in Pre-K-3 as part of Multi-tiered Systems of Support/Response to Intervention requirements?	
Are school systems required to have literacy specialists/literacy coaches on staff to support children and/or teachers in the Pre-K-3 span?	
What accommodations are available to learners with IEP/504 plans?	
What programs/supports for literacy are available to multilingual learners?	

What measures of primary/home language literacy and supports for its development are used?	
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Part 3: Teacher Preparation and Certification

What reading/literacy coursework is required for initial teaching licensure (Pre-K-3) in your state (general and special education)?	
What, if any, reading/literacy coursework is required for recertification for Pre-K-3 teachers?	
What certification options exist for teachers working in the Pre-K-3 span in your state?	
What, if any, certification requirements exist around general or literacy-specific strategies for multilingual learners?	

Part 4: Growth/Successful Practices/Challenges/Equity

What are some of the areas of strength/growth you've seen in your state's reading/literacy achievement over the past 5-10 years? What has led to that growth?	
What are some of the challenges related to reading/literacy achievement that your state currently (or consistently) faces? What steps are you taking to address these challenges?	
What issues of equity exist in your state related to reading/literacy achievement? What practices have been employed or are being planned to address issues of equity?	

Key Take Aways:

Appendix C: School Survey

LD 138 - Reading/Literacy

Comprehensive Literacy Programming in a Multi-Tiered System of Support Framework

A Multi-tiered System of Support (MTSS) is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based instructional supports and strategies with increasing intensity to sustain and/or accelerate student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or school administrative unit are layered together to ensure a high-quality education for all students. As part of an effort to better understand the successes and challenges of layered instruction and learning in the areas of reading and early literacy, the Maine DOE is asking for your help in describing the pieces of your school's MTSS related to beginning reading/literacy. You will be asked to provide information about shared leadership, professional development, core instruction, data-based decision making, layered supports, and family and community engagement.

Select your School Administrative Unit and School (a separate survey will need to be completed for each PK-3 school within your SAU)

SAU Name

School Name

▼ Dropdown Selection of SAU and School Name

Full name of survey contact person (The contact person is a key point of contact that the Maine DOE may reach out to in order to follow up or answer additional questions)

Title of survey contact person _____

Email of survey contact person _____

Are you the Literacy Leader? (The Literacy Leader in your school is the individual with the primary role of literacy programming and decision making. This may be a specialist, coach, lead teacher or curriculum director. Some schools may not identify a person in this role.)

Yes

No

Name of Literacy Leader _____

Title of Literacy Leader _____

Were additional stakeholders consulted to complete this information? (i.e., Special Ed Director, EL Coordinator/Teacher, Classroom Teacher, Reading Interventionist, etc.)

No - contact person completed the survey without consultation

Yes - contact person completed the survey in consultation with colleagues

What additional stakeholders were consulted to complete this information? (i.e., Special Ed Director, EL Coordinator/Teacher, Classroom Teacher, Reading Interventionist, etc.)

Full Name & Role/Title _____

o Full Name & Role/Title _____

o Full Name & Role/Title _____

Shared Leadership and Professional Development

Strong structures of shared leadership distribute responsibility and decision-making across school, SAU, and community members (e.g., students, families, generalists, specialists, SAU administrators, etc.) to organize coordinated systems that support student learning and ensure ongoing and targeted professional learning for all educators

Does your school have a leadership team that focuses on literacy programming?

o Yes, we have literacy leadership team that meets regularly

o Yes, we have literacy leadership team that meets as needed

o No, we do not have a formal or informal literacy leadership team

o If none of the choices above best describe shared leadership, please feel free to provide additional information: _____

Does your school have a schoolwide agreement that guides literacy programming (i.e., instruction and assessment)?

o Yes, we have a written agreement

o Yes, we have informal agreements that guide literacy programming

o No, we do not have a formal or informal agreement

Which positions, other than classroom teachers, does your school have to support literacy instruction and assessment?

Literacy Coach

Literacy Specialist

Interventionist

Special Education Teacher

Reading Recovery Teacher

Title I Teacher

English Language (ESOL) Teacher

Educational Technicians

Other: _____

Professional Learning

Does your school offer school-based/SAU-based professional literacy learning opportunities for educators?

o Yes

o No

Please indicate how professional literacy opportunities are provided? (Check all that apply)

In-house experts

Contracted outside experts

Maine DOE Content Specialists

Recorded webinars or videos

- Live webinars
- Online learning modules
- Other _____

Are Ed Techs included in professional learning opportunities?

- Yes
- No

How are professional learning opportunities planned? (Check all that apply)

- Schoolwide in response to a SAU plan
- Schoolwide in response to a building plan
- Schoolwide based on teacher request
- Schoolwide based on data
- Individual teacher professional learning based on data
- Individual teacher requests
- Other: _____

Does your school require teachers to have any reading and/or literacy specific training when teaching in PreK-Grade 3?

- No
- Yes - Please describe: _____

Evidence Based Core Instruction

The base layer of a MTSS system is core or universal instruction in which all students participate. Core/universal instruction should include strategic use of evidence-based instructional programs and/or practices for all students. Research shows that implementation of strong instructional programming and strategies improve outcomes for all students.

Do you utilize reading and/or literacy program(s) at your school for universal instruction? (For example: Kindergarten: Calkins Units of Study for Writing, Phonics to Reading, and Wonders Reading Program)

- Yes
- No

Please indicate the program(s) (For example: Kindergarten: Calkins Units of Study for Writing, Phonics to Reading, and Wonders Reading Program)

- PreK: _____
- Kindergarten: _____
- Grade 1: _____
- Grade 2: _____
- Grade 3: _____

How are students regularly organized for core/universal reading/literacy instruction? (Please indicate all that apply in each grade by checking the boxes that apply in each grade level.)

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3
--	------	--------------	---------	---------	---------

Whole Group Instruction					
Small Group Instruction					
Individual One on One Instruction					
Centers or Learning Stations					
Independent Practice Opportunities in Class					

Which of the following components of reading/literacy instruction are regularly addressed as part of core/universal reading/literacy instruction? (Please indicate all that apply in each grade by checking the boxes that apply in each grade level.)

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3
Concepts About Print					
Phonological/Phonemic Awareness					
Phonics					
Fluency					
Vocabulary					
Comprehension					
Writing (composing/grammar)					
Spelling					
Handwriting					

Content Area Instruction and Approximate Time by Subject

	Frequency of Science and/or Social Studies Instruction				Approach to Science and Social Studies Instruction		
	Daily	3-4 days a week	1-2 days a week	Never	Direct instruction	Integrated into literacy instruction	Both
Pre-K							
Kindergarten							
Grade 1							
Grade 2							
Grade 3							

Do you have a school library?

- Yes
- No

Which grades have a regularly scheduled school library time?

- PreK
- Kindergarten
- Grade 1
- Grade 2
- Grade 3

Does your library staff include a certified librarian?

- Yes
- No

Is your library staff overseen by a certified librarian?

- Yes
- No

Which grades have formal programming and instruction provided by the library staff?

- PreK
- Kindergarten
- Grade 1
- Grade 2
- Grade 3

Data-Based Decision Making

Data informed decision making is used by teams to gather and analyze student assessment data to support student instruction and system outcomes. In this section, please consider how data is collected, shared, and used for planning and decision making.

Which of the following types of assessment are regularly used at each grade level to inform and monitor reading/literacy development?

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3
Formative Classroom Assessments					
Universal Screening					
Progress Monitoring					
Interim/Benchmark					

Please identify any commonly used screening, progress monitoring, and/or benchmark assessments that are used at each grade level. For each assessment, please indicate the benchmarks level at the corresponding grade level. (Example: Grade 1: Aims-web: Word reading fluency: Fall-12, Winter-30, Spring-50, DRA: Fall-Level 3, Winter-Level 12, Spring-18, NWEA Reading: Fall-RIT score 160, Spring-RIT score 177)

- PreK: _____
- Kindergarten: _____
- Grade 1: _____
- Grade 2: _____
- Grade 3: _____

Does your school hold regular grade level data meetings?

- Yes
- No

How frequently are grade level data meetings held?

- Weekly
- Monthly
- Quarterly
- Other _____

Uses of Assessment Data

- Evaluate the effectiveness of reading/literacy instructional programming
- Student diagnostic purposes
- To inform instruction
- To assign letter grades to students
- To align curriculum
- To monitor progress

Layered Supports

Comprehensive systems of layered supports are matched to students’ needs and developed through layers that increase in intensity from core instruction to targeted supports and intensive interventions. Please consider how decisions are made related to time, delivery method and intervention programs. Please describe the layered supports/intervention system (beyond tier 1/universal core instruction) used to support literacy/reading development for selected students at each grade level:

Average time per day (minutes) that selected students receive interventions

- PreK _____
- Kindergarten _____
- Grade 1 _____
- Grade 2 _____
- Grade 3 _____

	Intervention delivery models most commonly used			Intervention delivery models
	Push into classroom	Pull out small group	Pull out one on one	OTHER
PreK				
Kindergarten				
Grade 1				

Grade 2				
Grade 3				

Who delivers interventions (check all that apply)?

	Who delivers interventions (check all that apply)?						Who delivers interventions?	Commonly Used Interventions
	Literacy Specialist	Special Education Teacher	Interventionist	Ed Tech	Classroom Teacher	OTHER	Name program(s) or describe if school/teacher designed	
PreK								
Kindergarten								
Grade 1								
Grade 2								
Grade 3								

Demographic Student Groups

English to Speakers of Other Languages (ESOL)

Which of the following supports are in place to facilitate collaboration between classroom teachers, literacy specialists, and ESOL teachers?

- Collaborative planning time
- Co-teaching
- PLCs
- Instructional coaching
- Joint professional learning
- Professional learning on ESOL strategies for classroom teachers
- None of the above

Are supports in place to encourage the development of first-language literacy skills?

- Yes
- No

What culturally responsive, inclusive practices are in place to support literacy development?

- Book collections that are reflective of students' diverse identities
- ESOL classes for adult family members
- Multilingual options in reading programs offered
- Targeted outreach to multilingual families (including but not limited to translation/interpretation)

Thinking across PK-3, what are some instructional programs that are used for English learners?

Special Education

How many identified students have a reading goal on their IEP? (Pre-k to Grade 3)

Which of the following supports are in place to facilitate collaboration between classroom teachers, literacy specialists, and special education teachers?

- Collaborative planning time
- Co-teaching
- PLCs
- Instructional coaching
- Joint professional learning
- Professional learning on inclusion strategies for classroom teachers
- None of the above

Are supports in place for the inclusion of special education students in general classroom literacy instruction?

- Yes
- No

Thinking across PK-3, what are some literacy related instructional programs that are used for special education students?

Family and Community Engagement

What family engagement strategies are regularly employed?

- Family literacy night
- Home reading programs
- Reading incentives
- Community reading programs
- Summer reading programs
- Family input on schoolwide literacy practices
- Clear communication about student performance
- Clear communication about student supports

Strengths, Challenges, and Innovative Practices

As you think about all the aspects of your literacy instruction that you have shared including programs, instruction, assessment, data analysis and family engagement – what areas of strength do you identify for your school?

As you think about all the aspects of your literacy instruction that you have shared including programs, instruction, assessment, data analysis and family engagement – what areas of improvement and support do you identify for your school?

What instructional practices/resources and/or innovative strategies are leading to the most growth for the students in your school?
