



Students at Risk for Reading Difficulties

COMAR 13A.03.08

Evaluation of LEA Programs

COMAR 13A.03.08 requires local education agencies (LEAs) to evaluate their supplemental reading programs for students at risk for reading difficulties. This is a sample of the considerations and data LEAs should be reviewing to evaluate their programs for student at risk for reading difficulties.

Evaluation Considerations

Goals, Outcomes, Processes:

- What are the measurable goals?
- What are the expected outcomes?
- What are the key performance indicators for meeting the goals/outcomes?
- What structures/process have been created to support and sustain the supplemental instruction, including both student and teacher support structures?

Supplemental Instruction:

- What percentage of students identified on the screener as “at risk” were given targeted supplemental instruction?
- How are you ensuring that the supplemental instruction is aligned to meet individual student needs?

Overall Data Collection:

- What types of data is being collected?
- How is the data disaggregated?
- How is the data being used?

Progress Monitoring

- What process for progress monitoring is being followed?
- What is the frequency of the progress monitoring?
- How is the data from the progress monitoring used?
- How is supplemental instruction modified based upon student needs?
- What data is being used to determine how students are moved between multiple tiers of instructional support?
- What data is being used to determine how students will exit the supplemental instruction?



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Student Progress:

- Of the students who were identified as “at risk” for reading difficulties at the beginning of the year, what percentage of students were able to exit the program or achieve grade level progress by the end of the year?
- Of the students who were identified as “at risk” for reading difficulties at the middle of the year, what percentage of students were able to exit the program or achieve grade level progress by the end of the year?

Impact:

- What key performance indicators and outcomes of the original goals were met? What indicators were not met?
- According to the data, how has the supplemental reading program impacted students across various student populations, including all students; students with disabilities; English Learners; economically disadvantaged; race; and gender?
- What other factors are influencing the students’ outcome data (dosage of supplemental instruction, teacher training, student engagement, student attendance, etc.)?
- Based upon the impact data, what changes need to be made to the program for the 2022-2023 school year including data collection, progress monitoring, supplemental instruction, dosage of delivery, tiered systems of support, teacher training, etc.?