

SPECIALIZED INTERVENTION SERVICES DATA COLLECTION REPORT SCHOOL YEAR 2024-2025

Education Article, Section 5-111.1(b)

Kent County Public Schools

October 2025

Specialized Intervention Services Data Collection Report FY 2024-2025

Due to the Maryland legislature and the Maryland State Department of Education **December 1, 2025**

Section § 5-111.1 of the Education Article, Annotated Code of Maryland

In 2017, the Maryland General Assembly Enacted Section § 5-111.1 of the Education Article, Annotated Code of Maryland, which requires local Boards of Education to report information relating to the provision of specialized intervention services beginning with the 2018-2019 school year. The Maryland State Department of Education was required to establish guidelines for the report that each county board is required to submit to the General Assembly. The following format is provided for that use.

Specialized intervention services are services provided to students in Kindergarten through Grade 3 who meet all the following criteria:

- (1) are not currently identified as needing special education or related services;**
- (2) need additional academic and (or) behavioral supports to succeed in a core curriculum and differentiated instruction general education environment; *and***
- (3) receive additional academic and behavioral support in small groups or individual settings at least three times each week for at least 90 minutes each week for a period of at least ten weeks during a school year.**

Student Counts

	Number of Kindergarten students receiving specialized intervention services	Number of Grade 1 students receiving specialized intervention services	Number of Grade 2 students receiving specialized intervention services	Number of Grade 3 students receiving specialized intervention services
Number of students ONLY receiving ACADEMIC services	35	33	28	27
Number of students ONLY receiving BEHAVIORAL services	1	2	5	4
Number of students receiving BOTH academic and behavioral services	2	0	3	6
TOTAL number of students receiving specialized academic and/or specialized behavioral services or both per grade level	38	35	36	37

Grand total of number of students receiving any specialized intervention services	75
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Specialized Intervention Services School System Budget

Please identify expenditures related to the provision of specialized intervention services to students in grades K-3 who are not currently identified as needing special education services and who are included in your student count. Include Title I funded supports and interventions.

Guidance:

- Include each item listed below. If any item does not pertain to your school system, please insert N/A.
- Complete Charts I, II, and III

Chart I Screenings Budget

Screenings-include the name of screening tools used and the number of students screened.

Evaluations-include the name of the evaluation tools used and number of students evaluated.

Materials-Include the name of the materials used and the number of students using the materials.

Chart II Professional Development Budget

Include the title of the professional development and number of people attending each event. Included costs should cover outside speakers/consultants, materials, and other costs.

No costs should be included for local school staff if the PD is provided as part of the school day. For example, if teachers are being paid for their regular workday and attend a professional development, no costs should be included for stipends. If Central Office staff present as part of a workday for which they are being paid, no costs should be included for their presentation since this is part of the regular school day.

Chart III Staffing Budget

Include **both salary and benefits** in staffing costs. Include the percentage of time staff used for specialized intervention services. For example, if your behavior specialist worked with a student for 30 minutes three times a week for a total of 10 weeks, you should report the salary and benefits for the percent of the behavior specialist's time spent on specialized intervention services.

Chart I Screenings Budget

Screenings-include the name of screening tools used and the number of students screened.

Evaluations-include the name of the evaluation tools used and number of students evaluated.

Materials-include the name of the materials used and the number of students using the materials.

CHART I SCREENING, EVALUATION, MATERIALS								
						Source of Funds (check all that apply)		
Budget Item Include the name of screening tools, evaluation tools, and/or materials)	Total number of students by grade level				Budget Amount	Federal	State	Local
	K	Grade 1	Grade 2	Grade 3				
Screening: NWEA MAP Growth @ \$13.18 each	95	94	92	122	\$5311.54	X		
Screening: NWEA MAP Reading Fluency @ \$5 each	78	75	119	1	\$1365.00	X		
Screening: Lexia (previously funded)	7	24	29	16	\$0		X	
Screening: PAST	101	121	119	5	\$0			
Screening: WIDA					\$0			
Evaluations: Embedded in the interventions at no additional cost					\$0			
Materials: Orton Gillingham	78	75	76	53	\$3293.75	X		
Materials: Sound Partners Master Kits (previously funded)	5	0	0	0	\$0		X	
Materials: DO the Math (previously funded)	0	24	25	23	\$0		X	

<i>Materials: Happy Numbers</i>	<i>52</i>	<i>48</i>	<i>49</i>	<i>46</i>	<i>\$2900</i>	<i>X</i>		
Total by Grade Level	<i>133</i>	<i>120</i>	<i>124</i>	<i>117</i>				

Total number of students all grade levels	494
Total Budget for all screenings, evaluations, and materials	\$12,870.20

Chart II Professional Development Budget

Include the title of the professional development and number of people attending each event. Included costs should cover outside speakers/consultants, materials, and other costs.

No costs should be included for local school staff if the PD is provided as part of the school day. For example, if teachers are being paid for their regular workday and attend a professional development, no costs should be included for stipends. If Central Office staff present as part of a workday for which they are being paid, no costs should be included for their presentation since this is part of the regular school day.

CHART II Professional Development					
Budget Item (Include the title of the professional development and number of people attending each event.) Add budget details that explain expenses.			Source of Funds (check all that apply)		
Title of Professional Development	Number of staff attending event	Budget Amount	Federal	State	Local
<i>Orton Gillingham</i>	<i>17</i>	<i>\$12,750</i>	<i>X</i>		
<i>SUNY Science of Reading Fundamentals for Maryland Educators</i>	<i>11</i>	<i>\$0</i>		<i>X</i>	
<i>AIM Demystifying Dyslexia</i>	<i>2</i>	<i>\$0</i>		<i>X</i>	
<i>AIM Specialized Reading Knowledge: English Learners</i>	<i>1</i>	<i>\$0</i>		<i>X</i>	
<i>AIM Science of Reading Fundamentals for Maryland Educators</i>	<i>4</i>	<i>\$0</i>		<i>X</i>	
<i>AIM Pathways to Literacy Leadership</i>	<i>1</i>	<i>\$0</i>		<i>X</i>	

Totals	36	\$12,750
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Chart III Staffing Budget

Include **both salary and benefits** in staffing costs. Include the percentage of time staff used for specialized intervention services. For example, if your behavior specialist worked with a student for 30 minutes three times a week for a total of 10 weeks, you should report the salary and benefits for the percent of the behavior specialist's time spent on specialized intervention services.

CHART III Staffing					
			Source of Funds (check all that apply)		
Salary of staff member (Includes both salary and benefits)	Percent of time spent on specialized intervention services	Budget Amount	Federal	State	Local
<i>Title I Interventionists</i>	<i>100%</i>	<i>\$268,573.87</i>	<i>X</i>		
<i>Students Support Coaches</i>	<i>100%</i>	<i>\$146,811.72</i>		<i>X</i>	<i>X</i>
<i>Title I Tutors</i>	<i>100%</i>	<i>\$51,382.69</i>	<i>X</i>		
<i>Teacher Specialists</i>	<i>30%</i>	<i>\$110,783.79</i>	<i>X</i>		
<i>Judy Center Support</i>	<i>100%</i>	<i>\$18,408.15</i>		<i>X</i>	
Total		<i>\$595,960.22</i>			

Grand Total Budget Amounts

Grand Total Budget Amounts (Budget totals from Charts I, II and III)	\$621,580.42
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