The Maryland Ready to Read Act

Equitable Practices for Reading and Dyslexia

Why Universal Screening?

Ready to Read

Maryland Dyslexia Task Force

Maryland Legislature

MSDE: MD State Dept. of Education

MSEA: MD State Education Association, Special Educator

MABE: MD Assoc. of Boards of Education

PSSAM: Public Schools Superintendent's Assoc.

MSPA: MD School Psychologists Assoc.

Literacy Specialist, Calvert CCPS

Special Educator, AACPS

Heads of Private Dyslexia Schools in MD: Jemicy, Odyssey & Summit

Decoding Dyslexia MD/parents

Task Force, Reading & Dyslexia Experts

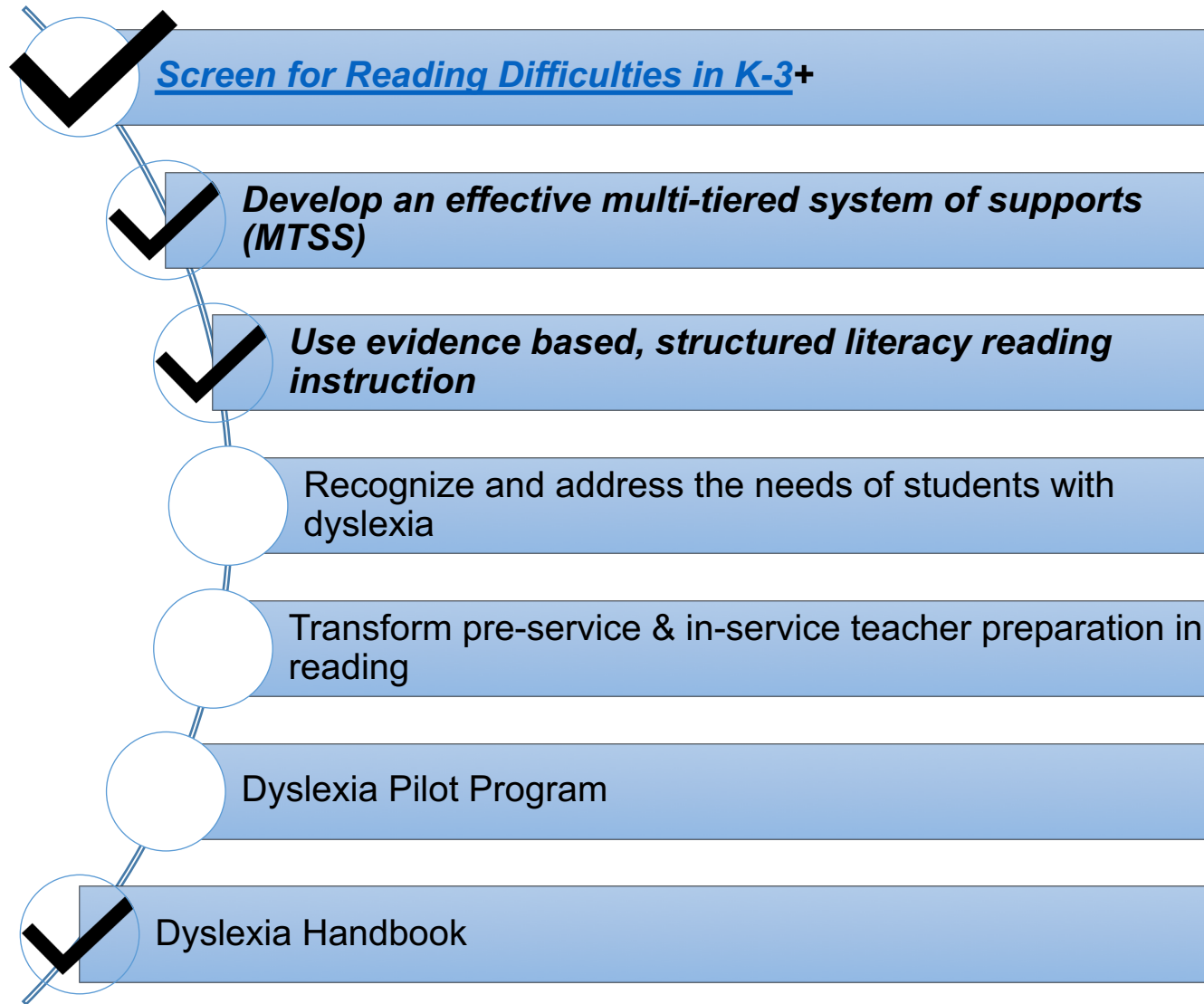| Researchers	
	Laurie Cutting, Ph.D., Vanderbilt: Professor of Education and Human Development
	William Stixrud, Ph.D., MD
	Emily Phillips Galloway, Ed.D., Vanderbilt
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	Carol McDonald Connor, CCC-SLP, Arizona State University
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	Alan Dunklow, MSDE
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	Marsye Kaplan, MSDE
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	Laura M. Hook: Education Program Specialist, English Language Learners, MSDE

Dyslexia Task Force Recommendations

- ✓ *[Screen for Reading Difficulties in K-3](#)*+
- ✓ *Develop an effective multi-tiered system of supports (MTSS)*
- ✓ *Use evidence based, structured literacy reading instruction*
- Recognize and address the needs of students with dyslexia
- Transform pre-service & in-service teacher preparation in reading
- Dyslexia Pilot Program
- ✓ Dyslexia Handbook

7 Recommendations

4 included in Ready to Read

Why Reading Screening?

PREVENT READING FAILURE

CREATE EARLY WARNING SYSTEM

ADDRESS EQUITY & OPPORTUNITY GAPS
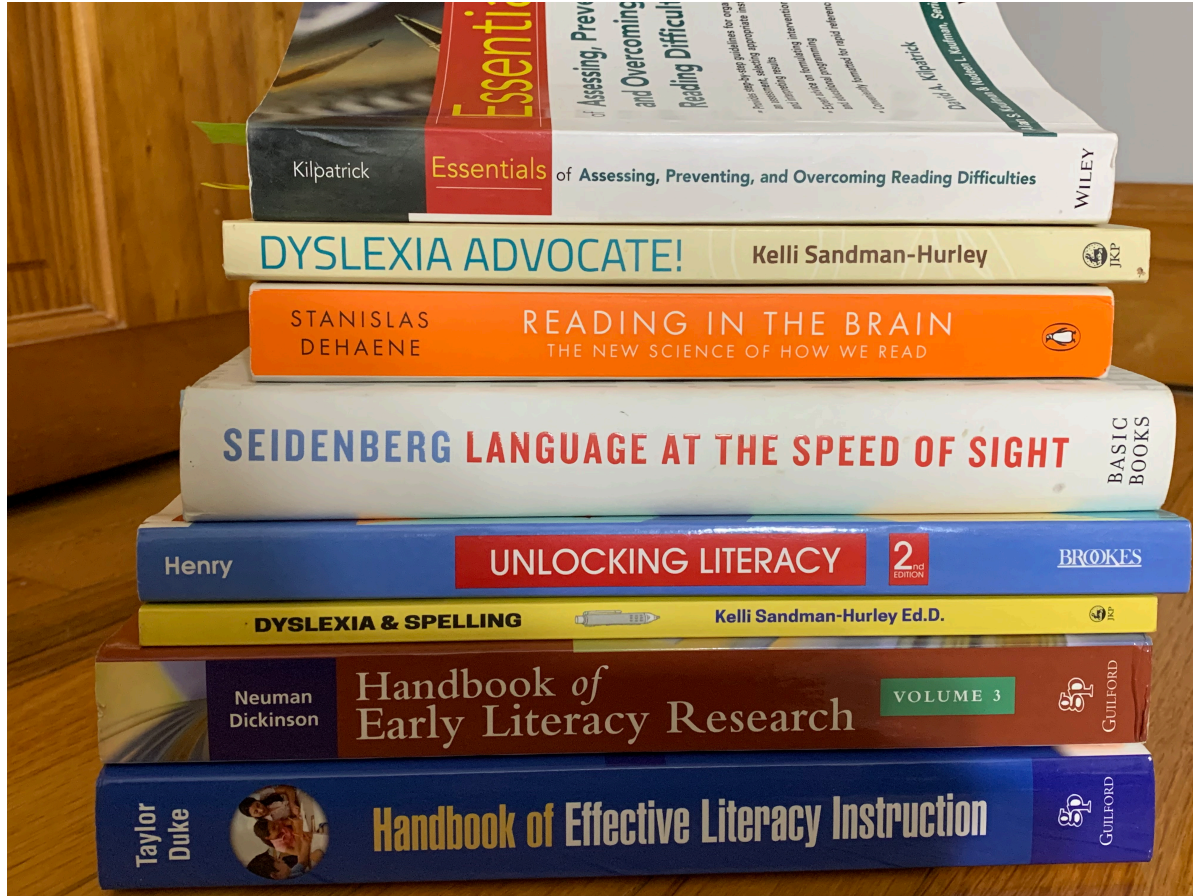
90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade.

75% of children whose help is delayed to age 9 or later continue to struggle throughout their school career."

Vellutino, F. R., Scanlon, D. M., Sipay, E. R., Small, S. G., Chen, R., Pratt, A., & Denckla, M. B. (1996).

"In 4th grade, students need 2 hours of instructional time to make the same gains as made in 30 minutes of instructional time in Kindergarten."

(Torgeson, 2004, 2007)

33 States Enacted Dyslexia Screening Laws (2019)

Sources: Decoding Dyslexia State Leaders, National Center on Improving Literacy

Ready to Read Act Screen, Intervene Early. Early. Early.

Effective 2020-2021 School Year

SCREEN

Every Maryland **Kindergarten** student shall be screened to determine which students **may be "at risk"** for reading difficulties.
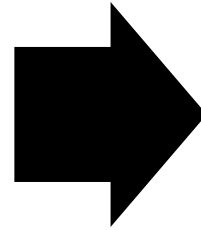
Assess

- pre-and-early literacy skills **predictive of future reading ability** for K students
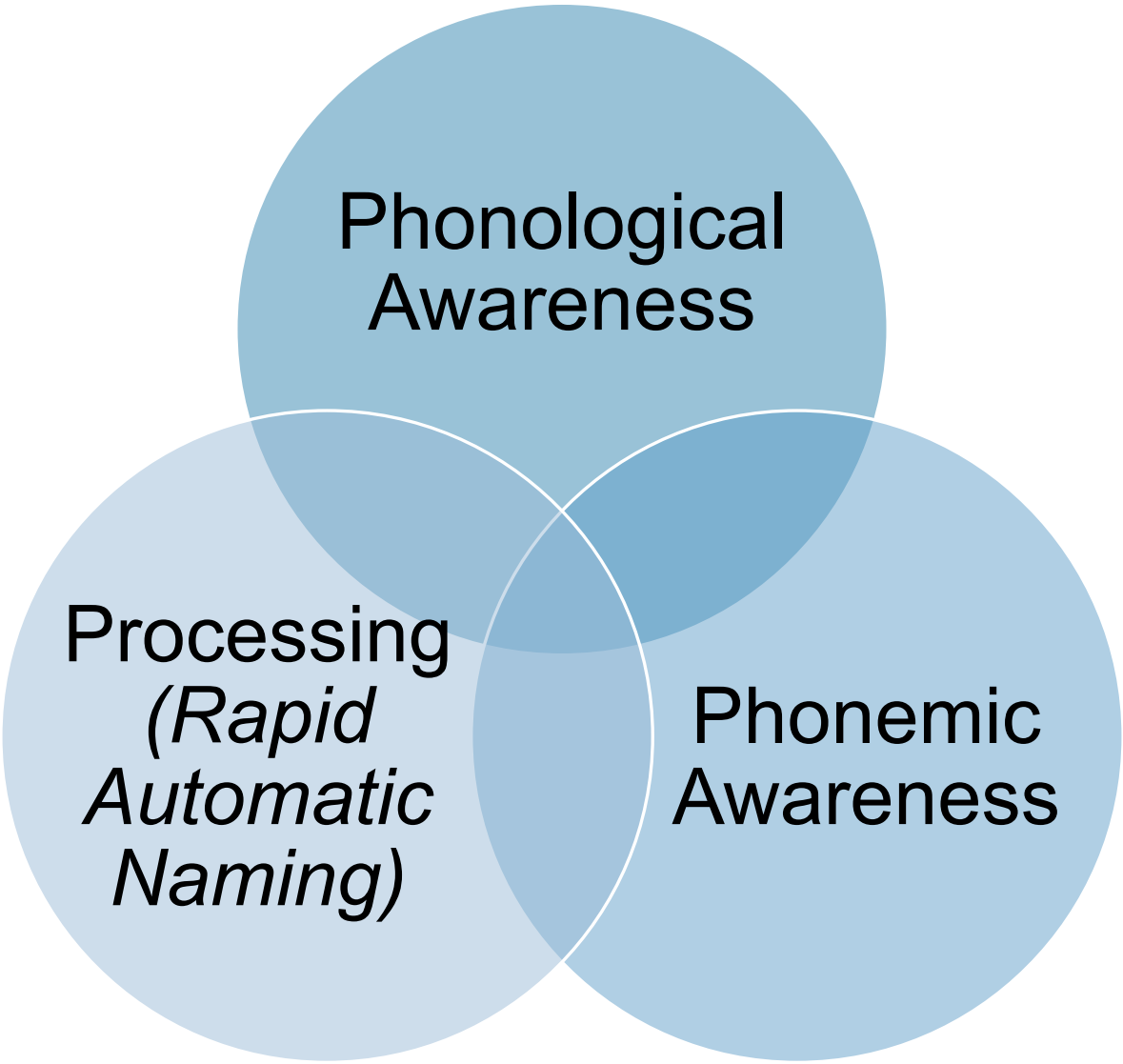
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Screener Requirements

SCREEN

Valid

Reliable

Brief

Norm/Criterion Based Scores

Developmentally Appropriate
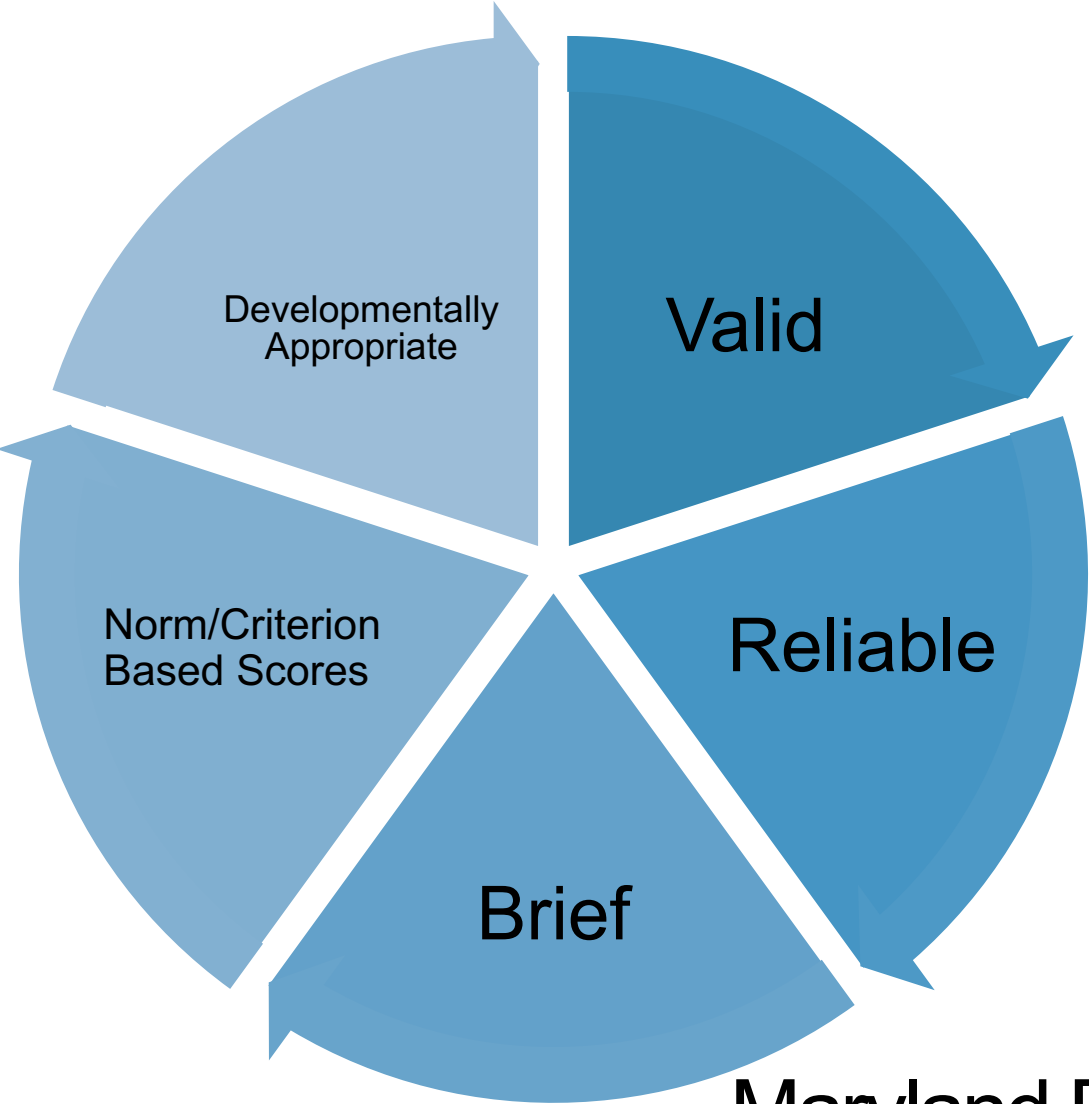
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SCREEN

Screen for Predictive Characteristics

Phonological Awareness

Processing *(Rapid Automatic Naming)*

Phonemic Awareness

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SCREEN

Frequency

- Is set by each local school board
- Best practice is for a student to be screened 2-3 times a school year

Who May Administer a Screening Instrument:

- Classroom teacher
- Special Education teacher
- A reading Specialist/Interventionist
- A Speech-Language Pathologist
- A School Psychologist
- Any other educator trained in the screening instrument and protocols

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INTERVENE

Students considered "at risk" will require:

- Parent Notification

- Intervention targeting students' area(s) of need

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INTERVENE

Supplemental Reading Instruction MUST BE:

- Evidence-based;
- Sequential;
- Systematic;
- Explicit; and
- Cumulative instruction to mastery of foundational reading skills

Foundational reading skills are defined as:

- Phonological or phonemic awareness and processing;
- Phonics; and
- Vocabulary

That support development of

- Decoding
- Spelling
- Fluency and
- Reading Comprehension skills to meet grade level curriculum

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Local School System Requirements

During K registration, A description of the screening and intervention process

If student is at risk:

Screening & other assessment results; and

Description of the supplemental reading instruction to be provided.

Website will provide:

List of reading screening instruments used by LSS

Checklist of early warning signs of reading difficulty and dyslexia by age

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Local School System Requirements

All data must be disaggregated by school district and available on the MSDE public website and updated annually (p. 8)

On or before October 1 annually, local districts REPORT:

Number of students in each grade level

Number of students screened at each grade level

Number of students identified as "at risk" in each grade level

Number of at risk students receiving supplemental reading instruction

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MSDE Requirements

On or before June 1, 2020 and once every 4 years (p. 8-9):

MSDE in consultation with parents, teachers and other interested parties, shall develop & update:

➡
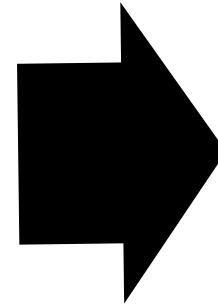
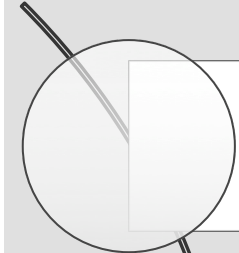Resources for use by local systems and post them on the department's website.
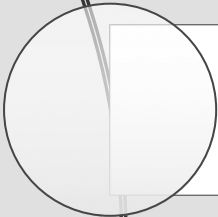
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MSDE shall provide training opportunities annually for individuals who conduct screenings and for school administrators.
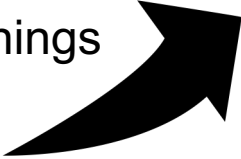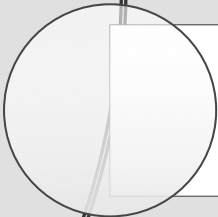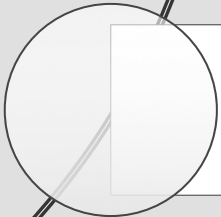
TRAINING may include

administration and interpretation of screenings, informal diagnostic assessments, progress monitoring instruments and student data;

interpreting screenings and assessments for parents;

best practices for designing and implementing supplemental reading instruction; and

the elements, principles and best practices of supplemental reading instruction.

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FUNDING

$

The 2019 "Kirwan" legislation (SB 1030) allocated $23 million each year for two years, to be divided among the school systems to use for supplemental instruction & screening.

🔑 Implementation "Look For's"

Educator Knowledge must align to the Cognitive Science of Reading

Screen PA & RAN, the most predictive indicators of Future Reading Ability for K students

Core & Supplemental Instruction must be aligned & correspond to the Science of Reading

Administrators, Principals & Educators must be empowered to use Data to Drive Instruction & Intervention

Explore Family History of Reading Difficulty

Using Universal Screening Data to Develop Specially Designed Instruction for Students with Dyslexia

Transformational Not Additive
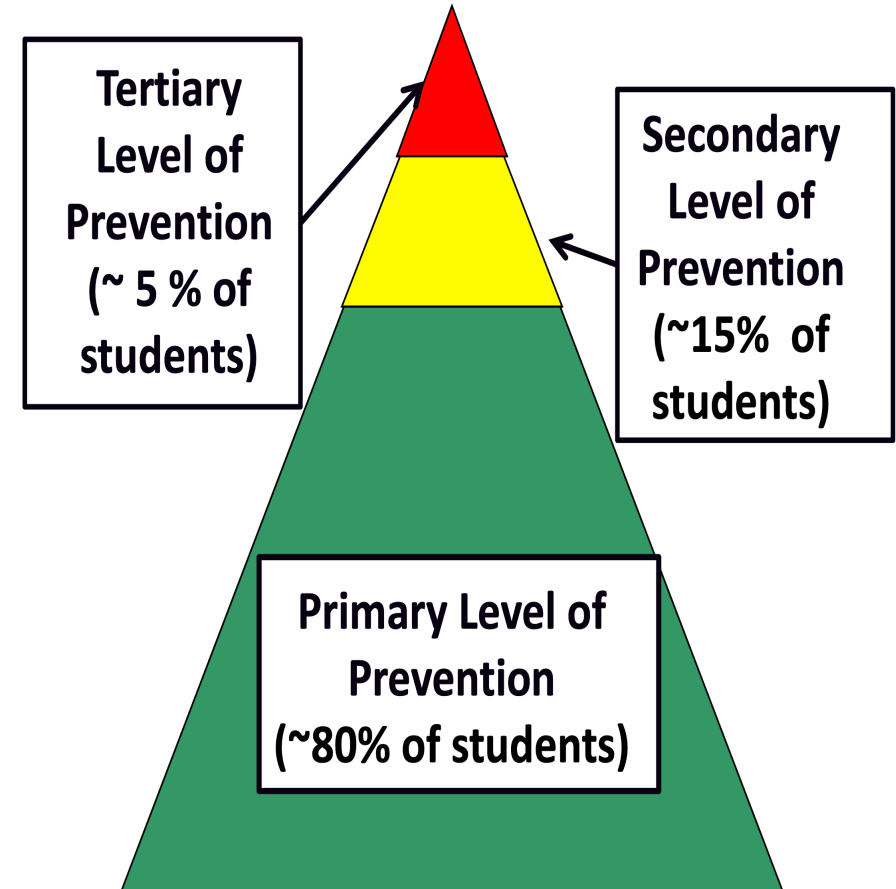
3 Key Questions that Guided the School's Transformation

❖**Leadership:** How do we create a culture of shared commitment and expectations in order to enact the systems, structures and strategies needed to produce a high-performing school?

❖**Teacher Knowledge:** What is the evidence-base of reading and how do we use that to guide our instruction, including what to do AND what to stop doing?

❖**Data:** How do we enact a laser-like focus on data and establish data-based decision making every day?

Using Universal Screening Data to Develop Specially Designed Instruction for Students with Dyslexia
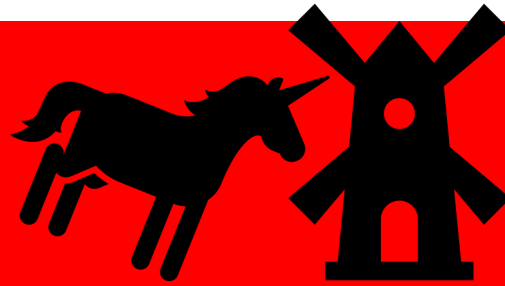
🔑 Transform Instructional Practices

If more than 10-15% of students need supplemental instruction, critically review the core curriculum and the professional learning provided to educators who teach early literacy.

Tertiary Level of Prevention (~ 5 % of students)

Secondary Level of Prevention (~15% of students)

Primary Level of Prevention (~80% of students)

Misperceptions

1. Most students who struggle to read will "outgrow" reading difficulties.

2. Signs of dyslexia can be seen only after two to three years of reading instruction.

3. Reading screening means more students will end up in special education.

4. There is no time for additional testing.

5. Screening is too costly; we can only afford to address the lowest 20%.

6. English Learners cannot be screened for risks of reading difficulties.

7. The KRA is a reading screener (It is not; See Task Force Report, 2016)

Reading Rockets, Interview Dr. Nadine Gaab, Research Studies

Research & Resources

Maryland Comprehensive Literacy Plan, MD's Response to Intervention Framework & Dyslexia Task Force Recommendations

Dr. Nadine Gaab, Boston Children's Hospital: Reading Screening Measures Compendium & Screen & Intervene Website

National Early Literacy Panel Report (NELP)

National Center on Improving Literacy, Screening for Dyslexia White Paper & Infographics

Evidence Based Reading Instruction for Grades K-5, H. Lane, CEEDAR

Phonological & Phonemic Awareness, Reading Rockets, Dr. David Kilpatrick, Equipped for Reading Success

A Conversation with Emily Hanford on Reading Instruction in the U.S.

Research & Resources

The Selection & Use of Screening & Progress Monitoring Tools in Data Based Decision Making within an MTSS Framework
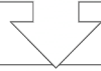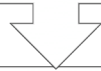
Structured Literacy & Typical Literacy Practices, Louise Spear-Swerling, CEC Journal
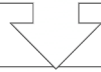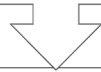
Foundational Skills to Support Reading for Understanding in K-3, Educator's Practice Guide (IES)
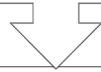
How RTI Supports Early Identification of Students with Different Reading Profiles

Promising Screeners for Early Literacy: Harvard Gaab, Boston Children's Hospital and How to Select a Screening Tool, National Center on Improving Literacy

Implementation Science, Dr. Michelle Duda

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