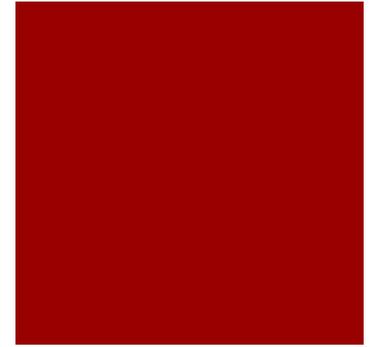


Ready To Read 2019

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January 30, 2019

Ready to Read Goal

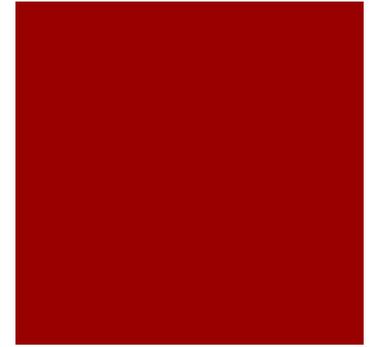
Apply Current Scientific Knowledge To:



- Establish a statewide standard for science-based strong screening practices.
- Assess the foundational skills that underlie reading for each Maryland student before reading instruction begins.
- Identify students who may be at-risk for difficulty acquiring reading skills.
- Support appropriate instruction and progress monitoring to promote reading success for all.

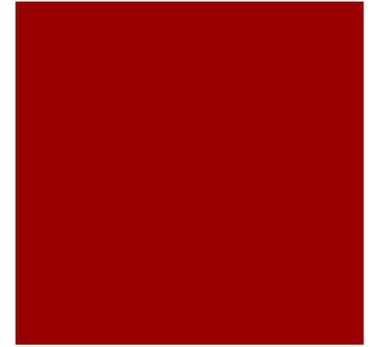
What is Screening?

- Historically, screening was a method of identifying individuals experiencing difficulties (e.g., developmental delay, academic struggles, emotional difficulty).
- More recently, screening is thought of as a way to **assess the match** between an individual's needs and their environment, and **make needed adjustments**.

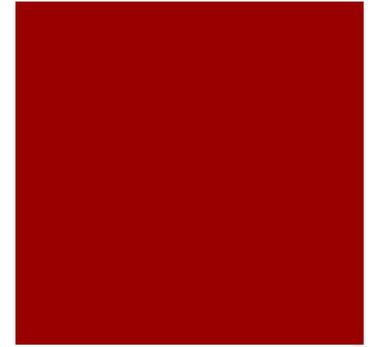


What is Screening

- The key difference –
current approaches to screening focus on opportunities for proactive planning.



Strong Screening Practices



- Efficient in time and cost.
- Clearly defined and identified “targets” of screening.
- Use of strong instruments – reliable, valid, predictive.
- Plan for applying the results and monitoring progress.

Reliable, Valid, Predictive

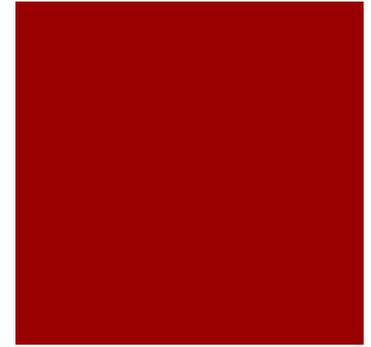


- Reliability – how **consistent** a measure – how well it measuring what it is supposed to measure over time.
- Validity – how well a measure **actually measures what it says it measures.**
- Predictive validity – the degree to which the results of a measure can predict related outcomes.



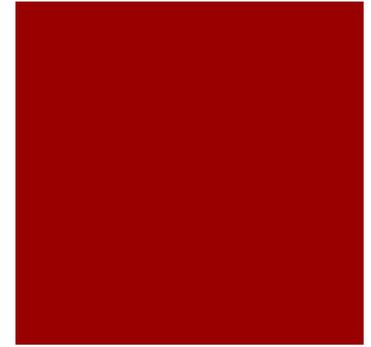
How the Ready To
Read Act Reflects
Good Screening
Practice

Efficient, Reliable, Valid and Predictive Measurement



- In the definitions - "Screening" means a **brief, valid, reliable measurement procedure** conducted **to identify or predict students who may be at risk** for poor learning outcomes.
- In the requirements - **A county board shall select appropriate screening instrument or instruments that are economical in time and cost, accurately and reliably identify at-risk students, are developmentally appropriate and use norm-referenced or criterion-based scores.**

Clearly defined and identified “targets” of screening



- Foundational Reading Skills based on developmental level
 - Pre-K Level
 - Phonological Awareness/Phonemic Awareness
 - Kindergarten Level **add**
 - Rapid Automatic Naming/Speeded Naming
 - Letter names and letter/sound association
 - First Grade or Above **add**
 - Automatic Word Recognition
 - Oral Reading Fluency

Plan for applying the results



- For students identified as at-risk, requires further assessment to specify areas of need.
- Requires supplemental reading instruction must in identified areas of need.
- Requires parent/caregiver notification of identified needs and planned instruction.
- Requires progress monitoring and reporting to the parents/caregivers.

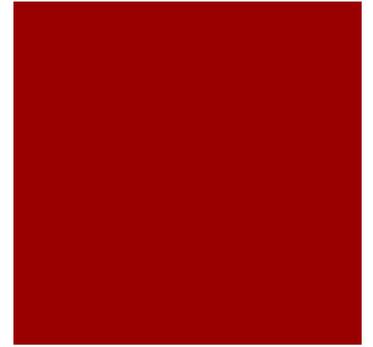


FREQUENTLY ASKED QUESTIONS

And answers

What is the goal?

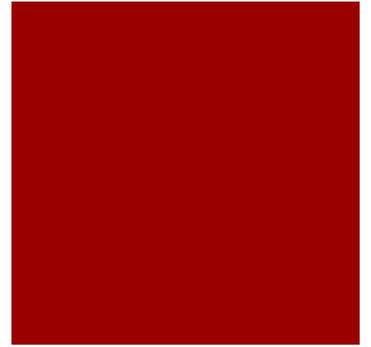
- To assess every Maryland student for the foundational skills that support reading development using a strong screening process, and ensure access to reading instruction that will promote reading proficiency for all.



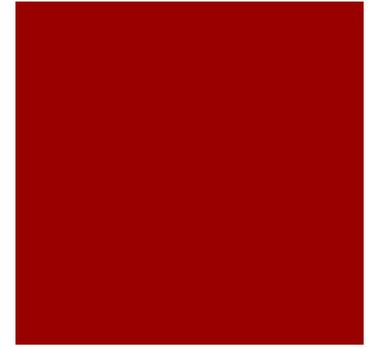
Overall Goals

- Is this a screener for dyslexia?

- Answer: **NO.**

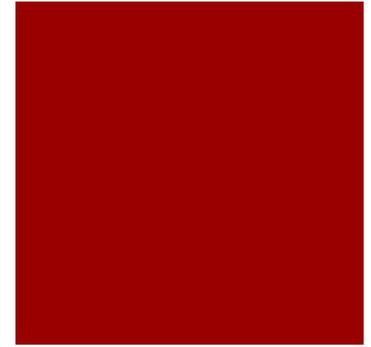


Overall Goals



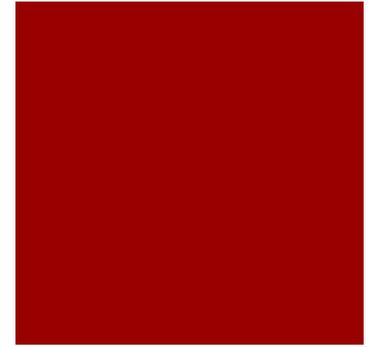
- Why isn't it a screening process for dyslexia?
 - Because dyslexia is a complex issue that is best assessed using a multi-method, multi-trait, diagnostic process.
 - Because ultimately we want all kids to be able to read – and so we are screening for the **FOUNDATIONAL READING SKILLS** that all kids need.
 - The goal is to promote **universal access to reading and success for all.**

Screening Tool Selection



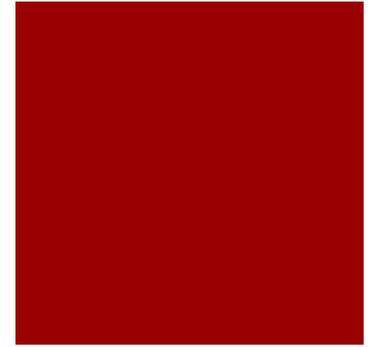
- Why the “reliable, valid and predictive” requirements?
 - These are accepted markers for good measurement within the science community. If we don’t know what the measure is measuring (validity), if we don’t know whether it’s measuring that consistently (reliability) and we don’t know whether the skill its measuring is connected to the outcome we are looking at (predictive) then what would be the point?
- Are there really tools out there that meet that standard? Do schools have to use a specific tool?
 - Yes. There are many options schools can choose from and that information is readily available to districts.

Skills to be Assessed



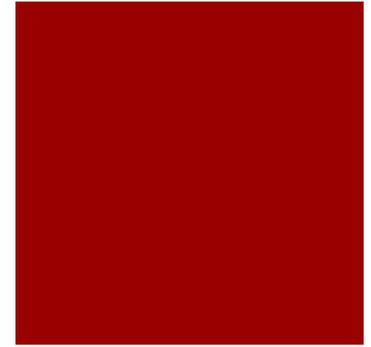
- Why these specific skill areas?
 - These specific skill areas have the most robust support in the science as indicators of a student's readiness for reading instruction.
- Why not other skills that we know are related to reading?
 - Many other important skills are related to reading success, such as vocabulary knowledge and abstract thinking. However, in terms of screening, these skills are more difficult to assess quickly and accurately. They should be considered when further assessment is needed.

Who is screened?



- Why screen all kids?
 - Because all kids receive reading instruction, and so all kids need to have the foundational skills that will help them benefit from that instruction.
- We're not really missing a "lot" of struggling readers, are we? They can catch up later, right?
 - According to 2018 PARCC results, 57% of Maryland students did not meet the "proficient" standard in reading.
 - According to the same data, 75% of fourth grade students in poverty did not meet the "proficient" standard.
 - 75% of children whose reading help is delayed to age 9 or later, continue to struggle throughout their school career (Vellutino, Scanlon, Sipay, Small, Pratt, Chen & Denckla, 1996).

Overlap with current processes



- Aren't we already screening kids for reading?
 - Some districts are doing some of these things, but not all, and not always with fidelity/consistency.
 - Not all are using measures that meet reliability and validity standards.
 - Some districts are not doing formal screening but are relying on watch and wait.
 - We would like to see a statewide science based process so every Maryland student has equal opportunity to benefit from reading instruction.
- Does anyone else/any other states do this?
 - 22+ states have some type of screening process in place. For a list of current state statutes see the National Center on Improving Literacy at improvingliteracy.org.

Take-Aways

- We believe every Maryland student should have **an equal opportunity to benefit from reading instruction.**
- A statewide, **science-based** and well-designed screening protocol is needed to ensure that **foundational reading skills** and/or supplemental instruction is offered to meet this goal.
- Every Maryland student – including dyslexic students – will benefit from ensuring that **every student is Ready to Read.**

