

CCPS Plan for Reading Screening Transcript 2024

Hello, and welcome to an overview of Calvert County Public Schools' plan for reading screening as a result of Maryland's Ready to Read Act.

Being able to read, write, speak and listen with understanding are essential skills that impact personal and professional opportunities. Reading is the most fundamental skill children will develop in school because it is the critical tool for learning all other content. In 2019 The Ready to Read Act in Maryland passed legislation and can help districts prevent and address reading gaps for students who may be at-risk for reading difficulties.

The requirements of the Ready to Read Act and the Code of Maryland Regulations (COMAR) include:

- Screening for all Kindergarten students and identified first, second, and third grade students who may be at risk for reading difficulties;
- Provision of supplemental reading instruction for identified students;
- Annual reporting requirements; and
- Evaluation of the screening program.

So, why screen for reading difficulties? An important reason is prevention. Reading problems can be prevented with early, targeted instruction that addresses a student's specific needs. Early intervention is key to reading success. Patterns of reading development are established early once school begins and are stable over time unless targeted instruction is implemented to increase student progress. Finally, reading opportunity gaps are difficult to close once opened. Without intense interventions, struggling readers do not eventually "catch up" to their average performing peers—in fact, the gap between strong and weak readers increases over time.

It is essential that every CCPS student gains the critical reading skills they need to be successful in school and after school.

Calvert County Public Schools utilizes the i-Ready Diagnostic assessment in grades Kindergarten through Grade 5. This assessment is adaptive and computerized and measures areas related to the Maryland College and Career-Ready Standards in ELA and Math.

For students in Kindergarten through 3rd grade, CCPS also administers a Rapid Automatized Naming, or RAN, assessment. It is administered individually and measures a student's ability to retrieve a label or name for a given familiar symbol. This is a strong and robust predictor of later reading performance.

First, we'll look at the i-Ready Diagnostic assessment. CCPS students in Kindergarten through fifth grade take this assessment in the fall, winter, and spring. It assesses reading

foundational skills including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension of both literature and informational text.

Rapid Automatized Naming (RAN) is a task that involves students quickly and accurately naming repeated sets of familiar items. It is important to note that students who struggle with both Phonological Awareness and RAN have greater challenges in learning to read.

Why include a RAN assessment? It is a required component of screening for reading difficulties. The RAN is a strong and robust predictor of later reading performance. We can identify students early who may be at risk for future reading difficulties so we can target the appropriate instruction to ensure they gain critical reading skills.

As educators plan targeted and supplemental instruction among their students who have reading difficulties, the RAN provides insight into the root cause of students' challenges.

Determining which students may be at-risk for reading difficulties is important. On the i-Ready Diagnostic, domain-specific, criterion referenced cut scores are used to determine which students are at-risk for reading difficulties and require supplemental instruction. A cut score is also used for the RAN assessment.

Parent notification is a required component of the Ready to Read Act. If the screening results indicate that a student is at risk for reading difficulties:

Within 30 calendar days of the screening, the local school system shall notify the parent or guardian of the student in writing of the screening results and a description of the supplemental reading instruction that shall be provided to the student.

The student's parent or guardian will receive written progress reports quarterly or upon revisions to supplemental instruction.

If the screening results indicate that a student is at risk for reading difficulties:

The local school system shall develop a supplemental reading instructional plan to address the student's identified areas of need.

The supplemental instruction shall take place within the school day.

Evidence-based supplemental Instruction shall be based on data and aligned with the specific areas of deficit for students identified at risk.

Families are a critical part of a student's reading development and when schools and families collaborate regarding the literacy and reading process, students, families, and our schools will benefit. CCPS has family resources and information available on our website under the Parents tab in the Elementary PreK to 5 section.

Thank you. Together we can ensure literacy for every Calvert County Public Schools student!