



## Decoding Dyslexia Maryland

Testimony in Support of House Bill 1372 with Amendment

House Ways and Means Committee

March 15, 2021 1:00 PM

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Decoding Dyslexia Maryland supports House Bill 1372 but would like to offer an amendment to **align Transitional Supplemental Instruction with the Ready to Read Act** (SB 734, 2019) for struggling students in grades Kindergarten-3.

Transitional Supplemental Instruction is part of the prevention framework established by Ready to Read. Additionally, Ready to Read Act funding is connected to TSI funding by law and it is critical to districts, families and students that the requirements be aligned.

MSDE is preparing Implementation guidance and COMAR regulations for local school systems, that include supplemental reading instruction. It makes sense to use the universal reading screener, as the “pre-standardized” assessment to determine which students should receive TSI and to measure student progress. Progress monitoring, which districts already should be conducting, can be used as the “post-standardized” assessment.

In other words, Ready to Read requires reading screening for grades K and grade 1 and proposed COMAR will add grades 2 and 3. There’s no sense requiring additional standardized assessments for K-3 on top of the screening and progress monitoring that is already part of schools’ prevention framework under Ready to Read.

Aligning these laws will save the Department and local school systems time and money - they won’t have to buy or develop new assessments specifically for TSI. A universal screener must be valid, reliable and normed or criterion referenced. Another benefit of using the Ready to Read screening measures instead of introducing new measures is that the screening does not count toward the time limitations for assessment. The point of screening is to tell schools which students are struggling and to provide them help as soon as possible.

**Proposed Amendment:**



**Strike: page 10, lines 22-25, (b)(5)** → “(b)(5) Each Student who receives transitional supplemental instruction shall receive a pre- and post-standardized assessment to evaluate the student’s progress before and after receiving transitional supplemental instruction under this section.”

**And replace with:**

“(b)(5) Each county board of education shall identify Kindergarten - Grade 3 students for transitional supplemental instruction in reading using the screening instrument and assessments required by the Ready to Read Act of 2019 and COMAR. Each student who receives transitional supplemental instruction shall receive progress monitoring in six week intervals to measure the student’s response to screening and instruction and if the data shows a student is not making progress, the instruction or intervention shall be adjusted.”