

K-3 | Reading Screener GUIDANCE

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INTRODUCTION

The purpose of this document is to provide districts with guidance on the selection and administration of approved universal screeners. State statute requires that the Mississippi Department of Education shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3. (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5)

The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts in grades K-3.

Additionally, Mississippi law currently requires a dyslexia screener in spring of Kindergarten and fall of 1st grade from a list approved by the Mississippi Board of Education. Data is collected from Early Learning Collaboratives and public pre-K programs in the fall and spring semester of each year using the Brigance comprehensive early learning observational screener. The Renaissance Star Early Literacy assessment is given statewide as a Kindergarten Readiness Assessment in public pre-K and Kindergarten classrooms in the fall and spring of each year.

REQUIRED SCREENERS AND ASSESSMENTS Grades PK-3					
Screener	PK	K	1 st	2 nd	3 rd
Universal Screener		✓	✓	✓	✓
Dyslexia Screener		✓	✓		
Brigance	✓				
Kindergarten Readiness Assessment	✓	✓			
Mississippi Academic Assessment Program					✓

APPROVED SCREENERS

The Center on Response to Intervention at American Institutes for Research has a comprehensive list of literacy and numeracy screeners. Each tool has been reviewed for technical rigor and efficiency of implementation. The Mississippi Reading Panel applied this research to identify screeners that meet the Panel's established minimum requirements.

The following screeners are approved for use in Mississippi schools:

- FAST: Adaptive Reading, CBMReading, and earlyReading English (suite of three administered together) (Grades K-12)
- i-Ready (Grades K-12)
- Istation Indicators of Progress (ISIP) (Grades K-5)
- mCLASS Reading 3D (Grades K-3)
- Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
- STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12).

NOTE: Contingent upon availability of funds, districts may be reimbursed on a per-pupil basis for the administration of screeners. To be reimbursed, districts must submit the K-3 Reading Screener Selection Notification and Grant Application for Approved Screeners, as well as beginning-of-year, middle-of-year, and end-of-year data, in accordance with the established timeline and process.

APPLICATION FOR APPROVAL OF OTHER SCREENERS

For a district to submit an additional screener for approval, the Application for Approval of Other K-3 Screeners must be submitted for review in accordance with the established timeline.

The Mississippi Reading Panel adopted the following minimum technical, administration, and content criteria for screeners, including domains to be assessed at each grade level.

K-3 Reading Screener Technical Criteria – based on the Center on Response to Intervention at American Institutes for Research [Screening Tools Chart Rating System](#)

- **Classification Accuracy:** partially convincing evidence *or* convincing evidence
- **Generalizability:** moderate low, moderate high, *or* broad
- **Reliability:** partially convincing evidence *or* convincing evidence
- **Validity:** partially convincing evidence *or* convincing evidence
- **Disaggregated Reliability, Validity, and Classification Data for Diverse Populations (recommended, but not required):** partially convincing evidence *or* convincing evidence

K-3 Reading Screener Administration Criteria

- Screeners must be designed to be administered at least three times annually (beginning-of-year, middle-of-year, and end-of-year).

K-3 Reading Screener Content Criteria – based on [International Dyslexia Association guidance](#)

- **K-3:** alignment to Mississippi College- and Career-Readiness Standards; focus in PK and K on foundational skills that lead to early reading success in grades 1 to 3
- **Kindergarten:** phonological awareness, including phoneme segmentation and blending; letter naming fluency; letter-sound association; listening comprehension (recommended); vocabulary (recommended)
- **1st Grade:** phoneme manipulation, segmentation, and blending; letter naming fluency; letter-sound association; phonological memory; vocabulary (recommended); word recognition fluency (accuracy and rate); oral reading fluency (accuracy and rate)
- **2nd Grade:** word identification (real and nonsense words); oral reading fluency; reading comprehension; vocabulary (recommended)
- **3rd Grade:** word identification; oral reading fluency; reading comprehension; vocabulary

K-3 Reading Screener Required and Recommended Domains

DOMAIN	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE
Phonological / Phonemic Awareness	Required	Required	n/a	n/a
Letter Naming Fluency	Required	Required	n/a	n/a
Phonics	Required	Required	Required	Required
Word Recognition Fluency	<i>Recommended</i>	Required	Required	Required
Listening Comprehension	<i>Recommended</i>	n/a	n/a	n/a
Reading Comprehension	n/a	Required	Required	Required
Oral Reading Fluency	n/a	Required (mid-year)	Required	Required
Vocabulary	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>

UNIVERSAL SCREENER CONSIDERATIONS

Universal screeners are valid and reliable data collection tools and processes used to assess students' current level of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not. Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.

Local Implementation

To ensure fidelity of implementation, screeners must be administered in accordance with the selected program's recommended protocol. Districts should also consider what professional development or other training may be needed to accompany the implementation of screeners and effective use of screener data.

How to Use Universal Screeners

Screeners should be used to:	Screeners should NOT be used to:
<ul style="list-style-type: none">• Gather data on all students three times each school year (within 30 days of start of school; middle-of-year; end-of-year) to identify need for intervention (Mississippi Code § 37-177-1)• Determine whether each student is likely to meet, not meet, or exceed academic benchmarks• Determine need for tiered support• Measure effectiveness of overall curriculum and instruction for all students, as well as subgroups of students, through the use of aggregated and disaggregated data	<ul style="list-style-type: none">• Promote or retain students (Mississippi Code § 37-23-16)• Determine student grades• Determine <u>specific</u> reading deficiencies; diagnostic tools are needed to determine the appropriate starting place for individual intervention

NOTES:

1. Some screeners may only measure phoneme identification, and not require phoneme production.
2. The assessment of oral expressive and receptive language (including vocabulary, syntax, and listening comprehension) provides key information in an individual's reading profile and is predictive of reading outcomes.

FREQUENTLY ASKED QUESTIONS

1. What should be done if screener data indicate a student needs support?

- Notify parents/guardians of reading deficiencies (Mississippi Code § 37-177-3).
- Administer a diagnostic assessment to determine specific reading deficiencies.
- Reference an evidence-based scope and sequence of reading skills to identify an appropriate intervention to address reading deficiencies.
- Develop an [individual reading plan](#), including progress monitoring as required by the *Literacy-Based Promotion Act*.
- Maintain regular [communication with parents/guardians](#) as required by the *Literacy-Based Promotion Act*.

2. What must a district do to have a screener added to the approved list?

Districts can complete the Application for Approval of Other Screeners to have other screeners reviewed for possible inclusion on the approved list. If planning to use a screener not listed above for the 2018-2019 school year, districts must submit required minimum evidence of administration, content, and technical criteria for the proposed screener. Approval requests are due on or before May 15, 2018, for the 2018-2019 school year. Beginning in the Spring of 2019, the approval request must be submitted on or before April 15 to be considered for the upcoming school year.

3. Can districts use a locally-selected screener that has not been approved? In accordance with Mississippi Code § 37-23-16, each local school district shall use screeners in Kindergarten through 3rd Grade. Screeners shall be locally selected and approved by the Mississippi Department of Education.

4. What if a screener submitted for review is not approved? In addition to the required use of approved screeners, districts may administer other screeners at local discretion; however, districts are encouraged to consider the amount of time devoted to assessments and the impact on instructional time.

5. Are districts required to inform the MDE of screener selection regardless of reimbursement? Yes. Every district must complete and submit the K-3 Reading Screener Selection Notification and Grant Application for Approved Screeners.