

# Dyslexia Accommodations

Mississippi Guidance

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## VISION

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION  
**STRATEGIC PLAN GOALS**

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



# Today's Schedule

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- State Accommodations
- Evaluations
- Child Find
- IDEA

# Dyslexia Accommodations

## State Assessments

### Allowable Accommodations

- This information pertains to students with a documented diagnosis of dyslexia on file that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (Miss. Code 37-173-1 et seq.)
- There may be other accommodations that are needed as related to a students' disability.
- See the [Mississippi Testing Accommodations Manual \(2017\)](#) for additional information.

- Mississippi Academic Assessment Program (MAAP)
  - ✓ MAAP ELA and Math - Grades 3-8, English II, Algebra I
  - ✓ MAAP Science - Grades 5 and 8, Biology I
  - ✓ MAAP U.S. History
- Mississippi K-3 Assessment Support System (MKAS2)
- American College Testing (ACT)
- English Language Proficiency Test (ELPT)

# Assessments

#	Accommodation	MAAP*	MKAS2	ACT	ELPT
20/23	Extended time until the end of the school day.	Yes	Yes	Yes	Yes
24	Administer the test over several sessions, specifying the duration of each session.	Yes	Yes	Yes	Yes
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes	Yes	Yes	Yes



# Dyslexia Accommodation Documentation

## Mississippi Testing Accommodations for Students with Dyslexia

Student Name: \_\_\_\_\_

MSIS #: \_\_\_\_\_

Test Date: \_\_\_\_\_

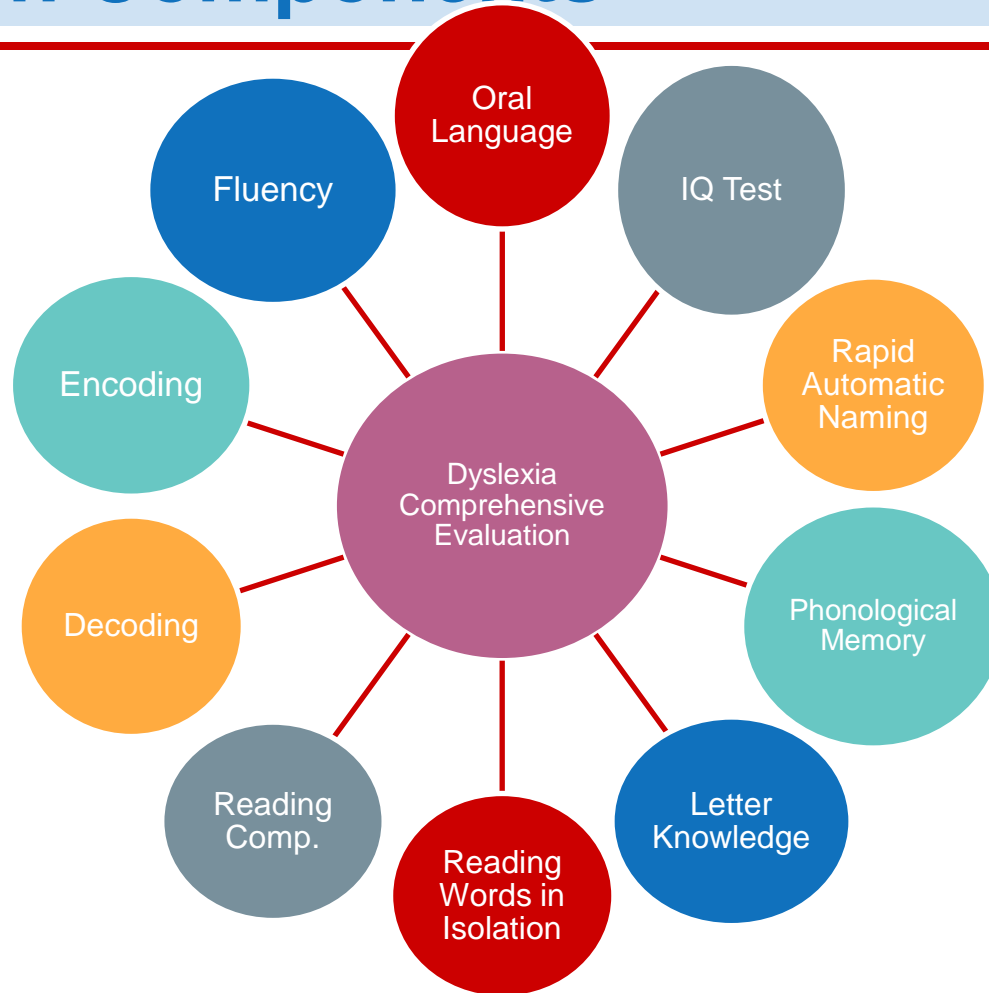
#	Accommodation	MAAP		MKAS <sup>2</sup>		ACT (Prior Approval Required from ACT)		ELPT			
		___ ELA ___ Math ___ 5/8 Science ___ USH	___ ENGI ___ ALG I ___ BIO I	Allowable	Used	Allowable	Used	Allowable	Used	Allowable	Used
20/23	Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.	Yes		Yes		Yes		Yes		Yes – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	Yes		Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes		Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	

For the above listed assessments, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) may be afforded these extended time accommodations. These accommodations must be listed in the student's IEP or Section 504 Plan and specified for these assessment areas or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.

- Retain the student's dyslexia diagnosis in the **classroom** and in the **cumulative record**
- Complete the **MS Testing Accommodation for Students with Dyslexia**
- Maintain the **MS Testing Accommodation for Students with Dyslexia** documentation form in the **classroom** and in the **cumulative record**

# Evaluating for Dyslexia

# Evaluation Components



# Other Considerations

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- Family history / genetics
- Rote memory, such as alphabetic sequence
- Auditory discrimination
- Cognitive ability
- Educational history
- Behavior and attention

# Evaluation Requirements

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- Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist. (Miss. Code 37-173-1 et seq.)

# Child Find

# Follow Child Find Procedures

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**Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

*Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.*



# District Considerations

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- Recognize that some students already have an official diagnosis
- Recognize that some students may qualify for Special Education Services under the eligibility category of Specific Learning Disability (SLD)
- Consider additional Red Flags (chronic medical problems, low academic performance, absenteeism, parent history, parent request etc.)

# District Considerations

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- Recognize that students suspected of having a disability continue to receive Tier I High Quality Classroom Instruction and supports
- Understand that the Special Education does not require all students go through the MTSS process prior to a comprehensive evaluation
- Realize that the MTSS can not be used to deny or to delay the appropriate evaluation of a child suspected of having a disability
- Acknowledge that the student may have a disability

# District Considerations

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- How many students that failed the screener were referred to MTSS?
- How many students who failed the Dyslexia Screener were referred to MET?
- How many of those students were found eligible for Special Education Services?
- How many students failed the screener in Kindergarten and First Grade?
- Are you considering multiple sources of data?
- Has the parent been notified and expressed concern?

# IDEA

# Dyslexia Diagnosis

District Guidance

# District Responsibilities

- Examine your district policies and procedures to ensure that they fully align with the state and federal regulations
- Consider implementing policies that allow for the use of the terms dyslexia, dyscalculia, and dysgraphia on IEP's, if the child's comprehensive assessment supports the use of these terms, if dyslexia is the condition that is the basis for the determination of the child's disability.
- Address the unique educational needs of children with SLD resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings with parents under IDEA

# Resources

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- [www.dyslexiasw.com](http://www.dyslexiasw.com)
- [www.dyslexia.com](http://www.dyslexia.com)
- <http://dyslexiahelp.umich.edu>
- <http://dyslexia.yale.edu>
- [www.dyslexicadvantage.org](http://www.dyslexicadvantage.org)

# Dyslexia Website

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<https://mdek12.org/OAE/OEER/Dyslexia>

# Student Intervention Supports

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## **Bureau Director**

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## **Academic Intervention Specialist**

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## **Behavior Specialist**

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## **English Learner Specialist**

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## **Gifted Specialist**

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## **Technology Specialist**

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