Dyslexia Accommodations

Mississippi Guidance

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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

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
Every Child Has Access to a High-Quality Early Childhood Program

Every School Has Effective Teachers and Leaders

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

Every School and District is Rated “C” or Higher
Today’s Schedule

- State Accommodations
- Evaluations
- Child Find
- IDEA
Dyslexia Accommodations

State Assessments

Allowable Accommodations
Dyslexic Student 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 2017 Testing Accommodations Manual for additional information.
Assessments

- 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

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP*</th>
<th>MKAS2</th>
<th>ACT</th>
<th>ELPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/23</td>
<td>Extended time until the end of the school day.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>24</td>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>25</td>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Mississippi Testing Accommodations for Students with Dyslexia

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP</th>
<th>ENGI</th>
<th>MKAS²</th>
<th>ACT (Prior Approval Required from ACT)</th>
<th>ELPT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ALG I</td>
<td>BIO I</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>USH</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>5/8 Science</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>20/23</td>
<td>Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.</td>
<td>Allowable</td>
<td>Used</td>
<td>Allowable</td>
<td>Used</td>
<td>Allowable</td>
</tr>
<tr>
<td>24</td>
<td>Administer the test over several sessions, specifying the duration of each session.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes – The test is untimed</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Administer the test over several days, specifying the duration of each day’s sessions.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (Excludes the Speaking Domain)</td>
<td></td>
</tr>
</tbody>
</table>

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.
Documentation for Accommodations

- 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

- Oral Language
- IQ Test
- Rapid Automatic Naming
- Phonological Memory
- Letter Knowledge
- Reading Words in Isolation
- Reading Comp.
- Decoding
- Encoding
- Dyslexia Comprehensive Evaluation

Components:
- Dyslexia
- Comprehensive Evaluation
- Oral Language
- IQ Test
- Rapid Automatic Naming
- Phonological Memory
- Letter Knowledge
- Reading Words in Isolation
- Reading Comp.
- Decoding
- Encoding
Other Considerations

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

• 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

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

- 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

• 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

- 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

- www.dyslexiasw.com
- www.dyslexia.com
- http://dyslexiahelp.umich.edu
- http://dyslexia.yale.edu
- www.dyslexicadvantage.org
Dyslexia Website

https://mdek12.org/OAE/OEER/Dyslexia
Student Intervention Supports

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