Dyslexia Screener and Supports

August 3, 2020

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jbrantley@mdek12.org
VISION
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
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

• Dyslexia Defined
• Key Legislation
• State Approved Screeners
• Accommodations
• Supports
Dyslexia Defined
Definition of Dyslexia

- Dyslexia is defined as a **specific learning disability** that is **neurological in origin**, characterized by difficulties with accurate and fluent word recognition and **poor spelling and decoding abilities**, which typically result from a deficit in the **phonological component** of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and secondary consequences which may include problems in **reading comprehension** and reduced reading experience that can impede growth of **vocabulary** and **background knowledge**.
Taking a Closer Look

• Impairment of learning that may affect one or more academic area, but not others
• Structural and functional difference in the brain
• Difficulties with reading print accurately with a rate that supports comprehension
• Difficulty using phonics and structural analysis to spell and read unknown words automatically
Taking a Closer Look

- Core deficit in phonological processing skills, speech sounds are poorly processed
- Unexpected difficulties in relation to intelligence, opportunities, and instruction
- Exists in individuals with talents and abilities that enable them to be successful in many domains
- Coexists with other developmental difficulties and disabilities, including problems with attention, memory, and executive function
Key Legislation

Improving State Supports
Key Legislation

- Extends grant opportunities to public schools
- Tuition reimbursement for Masters in Dyslexia Therapy
- Tuition assistance to attend special-purpose non-public schools
- $6,000 salary supplement for acquiring CALT certification

Dyslexia Grants to Public Schools 1996
Scholarships for Students with Dyslexia 2012
Critical Needs Scholarship 2013
Certified Academic Language Supplements 2013
## Legislative Priorities

### Dyslexia Grants (est. 1996)

- 3 year grant to public school districts
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments
- Pays up to 80% of the dyslexia therapist salary
- Funds professional development related to dyslexia for teachers, administrators, and parents
## 2018-2021 Grant Awards

<table>
<thead>
<tr>
<th>District</th>
<th>Program</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lauderdale</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Barton</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>George County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Neshoba County</td>
<td>Dyslexia Therapist, Alphabetic Phonics, Take Flight</td>
<td>45,000. x 3 = 135,000.</td>
</tr>
<tr>
<td>Lamar County</td>
<td>Dyslexia Therapist, Neuhaus: Basic Language Skills</td>
<td>40,550. x 3 = 121,650.</td>
</tr>
</tbody>
</table>
Scholarship for Students with Dyslexia
### Scholarship for Students with Dyslexia

**Scholarship for Students With Dyslexia (est. 2012)**

- Provides the option to attend a public school other than the one to which assigned.
- Funds students to attend qualified special purpose non-public school that offers Orton-Gillingham based instruction provided by a licensed dyslexia therapist 5 days a week.
- Re-distributes public school funds from the public school to the special purpose non-public school selected.
- Total funds awarded to date: $6,096,358.70
Approved Special Purpose Non-Public Schools

- Magnolia Speech School: Jackson
- New Summit School: Jackson
- North New Summit: Greenwood
- South New Summit: Hattiesburg
- Oxford University School: Oxford
- Petal 3D School: Petal
<table>
<thead>
<tr>
<th>Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)</th>
<th>Requires the administration of a SBE approved Dyslexia Screener in the Spring of Kindergarten and the Fall of First grade that addresses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• phonological awareness and phonemic awareness,  • sound symbol recognition,  • alphabet knowledge,  • decoding skills,  • encoding skills, and  • rapid naming</td>
<td></td>
</tr>
</tbody>
</table>
Public School Dyslexia Screener Requirements
1. Adopt a local board policy about screening students for dyslexia.

2. Screen all students during the 2nd semester of Kindergarten and during the 1st semester of First Grade using a State Board of Education approved Dyslexia Screener.

3. Ensure that the screener addresses the following components:
   - Phonological awareness and phonemic awareness
   - Sound symbol recognition
   - Alphabet knowledge
   - Decoding skills
   - Encoding skills
   - Rapid naming
4. Notify parents if a student fails the dyslexia screener.

5. Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.

6. Determine whether a student diagnosed with dyslexia qualifies under IDEA before proceeding to the development of a 504 Plan. If a student's diagnosis of dyslexia does not result in a disability determination, then in developing the written 504 Plan, there shall be a presumption that proficiency in spelling, reading and writing are essential for the student to achieve appropriate educational progress.
7. Develop interventions and strategies to provide accommodations to enable the student to achieve appropriate educational progress. The interventions and strategies developed shall include, but not be limited to, the use of the 3-Tier Instructional Model and the utilization of provisions of the IDEA and Section 504 to address those needs.
8. Screen first grade students by October 23, 2020
9. Screen kindergarten students by April 9, 2021
10. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at dyslexiadata@mdek12.org by April 23, 2021.
* Screener Information and Forms can be accessed at http://www.mde.k12.ms.us/ESE/dyslexia
State Approved Dyslexia Screeners

• We released a Request for Qualifications in April.

• The list of dyslexia screeners was approved at the June Board Meeting.
## State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>Dyslexia Screener</th>
<th>Grade Level</th>
<th>Cost</th>
<th>Admin Time</th>
<th>Test Type</th>
<th>Provides Pass/Fail Criteria</th>
<th>Provides Demo for Test Admin</th>
<th>Special Qualifications to Administer</th>
<th>Ordering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amplify Screener</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>Wayne Hebert</td>
</tr>
<tr>
<td>(New Customers) mCLASS with DIBELS 8th Edition, RAN, and Spelling</td>
<td>K – 1</td>
<td>$14.90 per student</td>
<td>8-13 minutes</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Amplify, Senior Account Executive</td>
</tr>
<tr>
<td><strong>Amplify Screener</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td><a href="mailto:whebert@amplify.com">whebert@amplify.com</a></td>
</tr>
<tr>
<td>(Returning Customers) mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures (ELM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>337-298-7833</td>
</tr>
</tbody>
</table>
# State Approved Dyslexia Screeners

<table>
<thead>
<tr>
<th>DIBELS 8th Edition</th>
<th>K – 8</th>
<th>$1.00 per student per year</th>
<th>3-7 minutes per student</th>
<th>Teacher-directed One-on-one assessment</th>
<th>Yes</th>
<th>Yes</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon Center on Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
<td>Comprehension measure is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**support@dibels.uoregon.edu**

888-497-4290
<table>
<thead>
<tr>
<th>State Approved Dyslexia Screeners</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FastBridge Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illuminate Education</strong></td>
</tr>
<tr>
<td><strong>FastBridge Learning</strong></td>
</tr>
<tr>
<td><strong>Geb Bull</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lexercise</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mississippi Dyslexia Screener</strong></td>
</tr>
<tr>
<td><strong><a href="https://www.lexercise.com/clinicians/mississippi-dyslexia-screener">https://www.lexercise.com/clinicians/mississippi-dyslexia-screener</a></strong></td>
</tr>
<tr>
<td><strong>Free online access</strong></td>
</tr>
<tr>
<td>State Approved Dyslexia Screeners</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Mississippi College</strong></td>
</tr>
<tr>
<td>Dyslexia Screener for Kindergarten, First, Second and Third Grades</td>
</tr>
<tr>
<td><a href="https://www.mc.edu/academics/education/dyslexia-therapy-program">https://www.mc.edu/academics/education/dyslexia-therapy-program</a></td>
</tr>
<tr>
<td><strong>K – 1</strong></td>
</tr>
<tr>
<td><strong>2 – 3</strong></td>
</tr>
<tr>
<td>$35.00 per school</td>
</tr>
<tr>
<td>Can be reproduced as needed</td>
</tr>
<tr>
<td>25 minutes <em>(estimated)</em></td>
</tr>
<tr>
<td>Teacher Directed and Recorded</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No, directions are explicit enough that no training will be needed</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Shirley Tipton</td>
</tr>
<tr>
<td>Mississippi College, School of Education</td>
</tr>
<tr>
<td>601-925-7667 or <a href="mailto:tipton@mc.edu">tipton@mc.edu</a></td>
</tr>
</tbody>
</table>

| **William Carey**                  |
| University/Mississippi Dyslexia Therapy Association |
| Dyslexia Screener for Kindergarten and First Grade, 2017 Edition (now available in digital format) |
| [http://msdta.org](http://msdta.org) |
| **K – 1**                          |
| $35.00 per school                  |
| Can be reproduced as needed        |
| 15 minutes                         |
| Teacher Directed and Recorded      |
| Yes                               |
| Yes                               |
| None                              |
| Cena Holifield                    |
| William Carey, School of Education |
| 601-318-6000 or cholifield@wmcarey.edu |
### MISSISSIPPI DYSLEXIA SCREENER

**Dyslexia Screener Data**  
**2020-2021**

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener. Please complete the information below and submit completed forms to the Office of Student Intervention Services at dyslexiadata@mdsks2.org by April 23, 2021. Contact Laurie Weatherby at Lweatherby@mdsks2.org for questions concerning the completion of the form.

#### DISTRICT INFORMATION

<table>
<thead>
<tr>
<th>School District</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Contact Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact E-mail</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the SBE approved screener that was used for this assessment:

- ☐ Amplify Screener nCLASS DIEBLS NEXT and Early Literacy Measures
- ☐ Leniscore
- ☐ Mississippi College: Dyslexia Screener for Kindergarten, First, Second, and Third Grade
- ☐ Mississippi Dyslexia Therapy Association Screener

#### FALL OF FIRST GRADE

**Deadline for Administration: October 23, 2020**

<table>
<thead>
<tr>
<th>Date screener was given</th>
<th>Date parents were notified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District/School Name</th>
<th>Number of students who were given the screener</th>
<th>Number of students who failed the screener</th>
<th>Percentage of students who failed the screener</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enter each school name on a separate row. Add or delete rows as necessary:
• Returning Customers: mCLASS with Acadience (formerly DIBELS Next) and the Early Literacy Measures

• New Customers: mCLASS with DIBELS 8\textsuperscript{th} Edition, RAN, and Spelling
• K-1 Screener
• $14.90 per student
• 8-13 minutes to administer
• Teacher Directed and Recorded
Wayne Hebert
Amplify, Senior Account Executive
whebert@amplify.com
337-298-7833
DIBELS 8th Edition
DIBELS

- Kindergarten to 8th grade
- Several subtests that measure the Big Ideas in Reading (as key indicators)
- Standardized and efficient assessments
DIBELS

• Fluency based (one-minute assessments)
• Benchmark screening 3 times per year
• Progress monitoring- 20 alternate probes per measure
• Predictive of future reading performance
DIBELS 8th Edition

- Advanced form design with easier items at beginning
- New item creation and selection to ensure equivalent forms
- Equated scores for next year
## What’s new in DIBELS 8th?

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Grades</th>
<th>Content changes</th>
<th>Other changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNF</td>
<td>K-1</td>
<td>Dropped W, w, and lower-case L</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>PSF</td>
<td>K-1</td>
<td>Words restricted by frequency and age of acquisition</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>NWF</td>
<td>K-3</td>
<td>Expanded coverage of grade-appropriate spelling patterns; only legal spelling patterns</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>WRF</td>
<td>K-3</td>
<td>All new! Words restricted by frequency and age of acquisition</td>
<td>Progressive difficulty</td>
</tr>
<tr>
<td>ORF</td>
<td>1-8</td>
<td>Only ONE passage per benchmark period</td>
<td>Written by published and aspiring authors; reviewed by parents and former teachers</td>
</tr>
<tr>
<td>Maze</td>
<td>2-8</td>
<td>Research-based creation of distractors</td>
<td>Research-based formatting; extended to Grade 2</td>
</tr>
</tbody>
</table>
DIBELS - How is it administered?

- One on one  
  (advantageous for younger students)
- Paper/pencil
- 5-8 minutes per student
Phonemic Segmentation Fluency (PSF)

- PSF measures phonological awareness
- Students are asked to segment words into phonemes
- For example, if the assessor says “sat,” the student says /s/ /a/ /t/
- In Kindergarten, the first 20% of items have two phonemes
- Credit for each correct phoneme or word segment
Letter Naming Fluency (LNF)

- LNF measures rapid naming skills and letter name knowledge
- Students are presented with an 8.5 x 11 sheet of paper with upper- and lower-case letter
- Each form begins with the 20 most frequently seen letters
- Targeted exclusions to improve LNF for RAN screening
  - Upper- and lower-case W and lower-case L are not included.
  - W is the only 3-syllable letter and take longer to say.
  - Lower-case L can be confused with upper-case I or the number 1
- Font is similar to that used by eye doctors
- Credit is given for each correct letter name
Nonsense Word Fluency (NWF)

• NWF measures correspondence between sounds and letters/Sound-symbol recognition
• Pseudo-words are presented on an 8.5 x 11 sheet of paper (e.g., tib, sorm)
• Easier items at the beginning of forms
• More complex spelling patterns used beyond Kindergarten
• Credit is given for correct letter sounds and words read correctly for a better picture of student skills
NWF patterns

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Grade introduced</th>
<th>Example non-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVCe</td>
<td>1</td>
<td>bace</td>
</tr>
<tr>
<td>CVr(C)C</td>
<td>1</td>
<td>zart</td>
</tr>
<tr>
<td>CVCC</td>
<td>1</td>
<td>melb</td>
</tr>
<tr>
<td>CCVC</td>
<td>1</td>
<td>scap</td>
</tr>
<tr>
<td>CCVCC</td>
<td>1</td>
<td>brold</td>
</tr>
<tr>
<td>(C)CVVC(C)C</td>
<td>2</td>
<td>geap</td>
</tr>
<tr>
<td>CVCCy</td>
<td>2</td>
<td>foddy</td>
</tr>
<tr>
<td>(C)V</td>
<td>CVC(C)C</td>
<td>3</td>
</tr>
<tr>
<td>(C)V</td>
<td>CVC(C)C</td>
<td>3</td>
</tr>
</tbody>
</table>
Word Reading Fluency (WRF)

- WRF measures correspondence between sounds and letters/Sound-symbol recognition, and sight word reading skills
- Combination of WRF and NWF creates a better safety net
- Words are presented on an 8.5 x 11 sheet of paper
- Easier words are at the beginning of forms
- Targets words based on age of acquisition and frequency in text
- Credit is given for each word read correctly
Oral Reading Fluency (ORF)

- ORF measures oral reading fluency with connected text and phonics skills
- A grade-level passage is presented on an 8.5 x 11 sheet of paper
- One passage is used for benchmark screening at the beginning, middle and end of year
- Passages are written by published authors and elementary and middle school teachers
- Blend of narrative and informational passages
Maze

- Maze measures reading comprehension
- A grade-level passage is presented on an 8.5 x 11 sheets of paper and students are asked to read silently for 3 minutes
- Every 7th word of the passage is removed and there is a maze of options (3 words choices); only 1 word is correct
- Students select the word that is correct for the passage
- Passages are written by published authors and elementary and middle school teachers
- Blend of narrative and informational texts
Spelling

- Three letter words based on letter pattern frequency
- Administrator completes a practice item
- Then speaks 10 words aloud to the student
- Credit is given for each correct letter in the correct position
Online DIBELS training

• Online module with 8 hours of instruction and practice

Phonemic Segmentation Fluency (PSF) Overview

• Examiner orally presents words and student produces the sound segments in the words for 60 seconds.
FastBridge
Dyslexia Screening with FastBridge

For Mississippi Department of Education
July 23, 2020
<table>
<thead>
<tr>
<th>Grade</th>
<th>FAST Measure</th>
<th>Time required</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>earlyReading Composite</td>
<td>5 minutes</td>
</tr>
<tr>
<td>1</td>
<td>earlyReading Composite</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2-6</td>
<td>CBMreading</td>
<td>4 minutes</td>
</tr>
<tr>
<td>Grade</td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>K</td>
<td>Concepts of Print</td>
<td>Onset Sounds</td>
</tr>
<tr>
<td></td>
<td>Onset Sounds</td>
<td>Letter Sounds</td>
</tr>
<tr>
<td></td>
<td>Letter Names</td>
<td>Word Segmenting</td>
</tr>
<tr>
<td></td>
<td>Letter Sounds</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sight Words-150</td>
<td>Word Segmenting</td>
</tr>
<tr>
<td></td>
<td>Word Segmenting</td>
<td>Nonsense Words</td>
</tr>
<tr>
<td></td>
<td>Nonsense Words</td>
<td>Sight Words-150</td>
</tr>
<tr>
<td></td>
<td>Sentence Reading</td>
<td>CBMreading</td>
</tr>
</tbody>
</table>
Assessments are Teacher-Administered

Composite

  4 subtests

Individual administration with each student

  Teacher uses system to administer and score

  Student uses printed materials

Some assessments timed for 1 minute while others are untimed
✓ Group Screening
✓ Detailed Group
✓ Individual Skills

Dyslexia Reports
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Fall (FALL)</th>
<th>Winter (WINTER)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Composite</td>
<td>Composite</td>
</tr>
<tr>
<td>Almendarez, Fred</td>
<td>39</td>
<td>46</td>
</tr>
<tr>
<td>Anderson, Lisa</td>
<td>31 !</td>
<td>35 !!</td>
</tr>
<tr>
<td>Bradley, JAY</td>
<td>38</td>
<td>66</td>
</tr>
<tr>
<td>Cox, Myrna</td>
<td>27 !!</td>
<td>63</td>
</tr>
<tr>
<td>Driscoll, Philip</td>
<td>37</td>
<td>44 !!</td>
</tr>
<tr>
<td>Emch, Ruby</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>Giovannini, Anna</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Huffman, Dylan</td>
<td>35</td>
<td>40 !!</td>
</tr>
<tr>
<td>JACOB, Stephen</td>
<td>31 !</td>
<td>68</td>
</tr>
<tr>
<td>Kestyn, Blake</td>
<td>35</td>
<td>40 !!</td>
</tr>
<tr>
<td>Kleinschmidt, Jack</td>
<td>31 !</td>
<td>46 !</td>
</tr>
<tr>
<td>Lane, Sophie</td>
<td>31 !</td>
<td>47 !</td>
</tr>
<tr>
<td>Lloyd, Skylar</td>
<td>38</td>
<td>56</td>
</tr>
<tr>
<td>Lozano, Garcia</td>
<td>37</td>
<td>46 !</td>
</tr>
<tr>
<td>Morgan, Hannah</td>
<td>29 !!</td>
<td>30 !!</td>
</tr>
<tr>
<td>Mortell, Seth</td>
<td>31 !</td>
<td>38 !!</td>
</tr>
</tbody>
</table>

**Composite Scores Show the Risk of Dyslexia**

Shows which students are at risk:

! = Some risk of Dyslexia

!! = High risk of Dyslexia
Individual Skills Report

Onset Sounds Report

Items correct out of 15: 94% accuracy | Some Risk

The subtest assesses a student’s phonemic awareness, which is generally defined as the ability to identify and manipulate the smallest units of sound in spoken language. During the Onset Sound subtest, examiners ask the student to identify the final sound in a pictured word.

Word Segmenting Report

Items correct out of 34: 65% accuracy | High Risk

The subtest assesses a student’s ability to separate a spoken word into individual sounds.

Letter Sounds Report

Items correct out of 15: 60% accuracy | 9 correct per min. | High Risk

The subtest assesses a student’s ability and automaticity saying the sounds of lower case letters in isolation.

Correct Items: e c r d k x f y a

Incorrect Items: n i h j q u

Not Attempted: v w i t z g o m u b e a l o g o

Items After Mark Last Letter

Nonsense Words Report

Sounds correct out of 35: 60% accuracy | 21 correct per min. | 4 words correct | 4 words correct per min. | High Risk

The subtest assesses a student’s ability to read phonetically regular words that students (e.g., ‘tie’), and whether or not students can decode strings of letters and read them fluently.

Attempted: k l v h o z r u c e f b l x g u e v i t z u f j e p j i n m o f s e e

Not Attempted: w u d y f f o l p e y n e z f a z s e d d a t k o v w y e z z a f r a p k u k k e f h l u m n e p b o v t o v t u s h u x b u v j e x b a z g u f m u b y j u v t e f f a h g s y b z m r f z f g d e b c r b

Shows Individual Student Skill Deficits
For information about how to purchase the FastBridge Dyslexia screener, contact Geb Bull at gbull@illuminateed.net or email sales@fastbridge.org

https://www.illuminateed.com/
Lexercise
Opportunities for Participation:
Lexercise Dynamic Dyslexia Screening
How is Dynamic Screening Different from Traditional Screening?

Lexercise is Developing a New Dyslexia Screener

Lexercise developed the Mississippi Dyslexia Screener, which is widely used in Mississippi and across the U.S..

The COVID-19 pandemic has emphasized the need for a different type of dyslexia screener, with all three of these characteristics:

1. Has strong reliability and validity
2. Can be administered efficiently, either on-site or online
3. Identifies students who are on the dyslexia spectrum per se versus those who lack instruction/experience.

To address this need, Lexercise is developing a new type of dyslexia screener, using a specific type of procedure called dynamic screening.

School districts will have the opportunity during the 2020-2021 school year to be involved in the development of the Lexercise Dynamic Dyslexia Screener for Kindergarten, 1st & 2nd grades.
How is Dynamic Screening Different from Traditional Screening?

**Traditional/Static Screening**

- Assesses student’s prior knowledge/experience of reading.
- Difficult to discriminate poor performance in students who will have difficulty in developing reading skills from those who are disadvantaged due to inadequate or poor prior exposure to reading.
- Often results in inflated false positive rates, and can lead to misallocation of resources.

**Dynamic Screening**

- Assesses student’s ability to acquire specific knowledge and skills, a.k.a learning potential*.
- Is potentially a more sensitive measure of students at risk for dyslexia, and more capable of discriminating between poor performance due to learning difficulty versus lack of exposure.
- Has the potential to reduce false positive rates, and save schools money from misallocated resources.

*Fuchs et al., 2007
How is Dynamic Screening Done?

Dynamic screening procedures generally involve:

1. a pre-test phase, where a student is tested on what is assumed to be novel information,
2. a teaching phase, where a student is explicitly taught the novel information,
3. a post-test phase, where the student is again tested on the novel information they were taught (e.g., Fuchs et al., 2007; Petersen, et al., 2018).

The core element of dynamic screening is integrating teaching into the assessment to see how a student responds to the teaching (Grigorenko, 2009).

It is similar to response to intervention (R-t-I), however, performance does not hinge on semester-long instructions, thereby allowing at-risk students to be identified earlier.
What’s Next?

We are currently in the piloting phase of the dyslexia dynamic screener before we begin testing in schools. We are working with data scientists from the UNC-Greensboro Department of Educational Research Methodology to develop the research protocol and analyze the data.

Things to know about the Dynamic screener. It will:

1. Test kindergarten, 1st and 2nd graders,
2. Be completed fully online, with instructions and scoring completed by the computer,
3. Be administered class-wide (not individually),
4. Take approximately 15 minutes,
5. Follow the pre-test, teach, post-test format.

If your district is interested in participating in this exciting study, please email us at support@lexercise.com, and we will provide you with more information and details about participation.

In exchange for participation, districts will get a large discount on a Lexercise for Schools subscription.
References


Mississippi College

- Dyslexia Screener for Kindergarten, First, Second, and Third Grades all in one packet
- K-1
- 2-3
- Directions are explicit enough that no training is needed
<table>
<thead>
<tr>
<th>Cost</th>
<th>Administer Time</th>
<th>Components Measured</th>
<th>Test Type</th>
<th>Provides Pass/ Fail Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35.00</td>
<td>25 minutes (estimated)</td>
<td>Phonological Awareness, Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding, Encoding, Rapid Naming</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
</tr>
</tbody>
</table>
All proceeds from the sale of the MC screener go to the MC Dyslexia Education and Evaluation Center for those children whose parents cannot afford an evaluation.

In memory of Maxwell and Dr. Melissa McMahan.

Dr. McMahan received her M.Ed. in Dyslexia Therapy from MC.

Her son Max was dyslexic and Melissa did research in the field before passing away earlier this year.
https://www.mc.edu/academics/education/dyslexia-therapy-program

Contact Shirley Tipton at 601-925-7667 or email at tipton@mc.edu
William Carey
<table>
<thead>
<tr>
<th>Cost</th>
<th>Administer Time</th>
<th>Components Measured</th>
<th>Test Type</th>
<th>Provides Pass/Fail Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35.00</td>
<td>15 minutes</td>
<td>Phonological Awareness, Phonemic Awareness, Sound</td>
<td>Teacher Directed and Recorded</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symbol Recognition, Alphabet Knowledge, Decoding,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encoding, Rapid Naming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Requires a face to face teacher/student evaluation
• Students are given a copy of the printed materials
• Screener comes with a CD modeling administration of the screener
• Teachers record the assessment information on the summary sheet
Available in digital format beginning September 1, 2020.
Julie Lee
jlee@wmcarey.edu
601-318-6000
Notifying Parents

Sample Letter
Dyslexia Screener SAMPLE
Parent Notification Letter

Dear Parent/Guardian:

According to Mississippi Code 37-173-1, all students in grades kindergarten and first grade are required to be screened for dyslexia using a Mississippi State Board of Education approved screener. Kindergarten students must be screened during the spring semester and first grade students must be screened during the fall semester.

The screener is designed to identify the areas of concern and components of reading that may suggest characteristics of dyslexia. The screener will be used to identify your child’s strengths and weaknesses and may be used to design specialized instruction (i.e., individual support using learning styles, student interests, and visuals), interventions (intentional instruction that is aimed at a specific identified area), and classroom supports for your child which may include the three tiers of support.

This is not a comprehensive dyslexia assessment designed to diagnose your child with dyslexia.

On (enter date), (enter child’s name) was administered the (enter screener name) dyslexia screener and did not pass the following components of the screener:

- Phonological awareness and phonemic awareness (rhyming, syllabication, manipulation)
- Sound symbol recognition (letter sounds)
- Alphabet knowledge (letter identification)
- Decoding skills (reading)
- Encoding skills (spelling)
- Rapid naming (letter, color, or object naming)

Your child’s performance indicates that additional instructional support may be needed. The following supports will be provided for your child:

- Extra classroom reading supports that target the identified areas that have been identified on the screener
- Resources and supports that can be used at home to support your child

Also, an Individualized Reading Plan (IRP) may be developed to plan extra supports. If you would like more information concerning this notification feel free to contact your child’s teacher at his/her school.

Phone Number:
Email address:

Sincerely,
Determining Intervention Supports

While the law specifically states that interventions, strategies, and accommodations must be provided to enable the student to achieve appropriate educational progress, the interventions and strategies are determined locally.
Today’s Schedule

• State Accommodations
• Student Supports
• IDEA
• Child Find
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.
Assessments

- Mississippi Academic Assessment Program (MAAP)
  - MAAP ELA and Math - Grades 3-8, English II, Algebra I, Algebra II
  - 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)
<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP*</th>
<th>MKAS2</th>
<th>ACT</th>
<th>ELPT</th>
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<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>
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</table>
## Mississippi Testing Accommodations for Students with Dyslexia

<table>
<thead>
<tr>
<th>#</th>
<th>Accommodation</th>
<th>MAAP</th>
<th>MKAS²</th>
<th>ACT (Prior Approval Required from ACT)</th>
<th>ELPT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>ELA</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Math</td>
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<td>5/8 Science</td>
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<td>USH</td>
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<td>ENGI</td>
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<td>ALG I</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>BIO I</td>
<td></td>
<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>Yes</td>
<td>Yes</td>
<td>Yes – The test is untimed</td>
<td></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 (Excludes the Speaking Domain)</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 (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.
• 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
Providing Supports
• Phonological Awareness

- Refers to a student’s awareness of speech and speech segments that are larger than a phoneme

- Students are able to manipulate units of oral language (syllables, onset and rime, phonemes)
Phonological awareness encompasses a wide range of skills that lead to and include phoneme awareness.
Phonological Awareness and Phonemic Awareness

• Phonemic Awareness
  
  • A conscious awareness of the identity of speech sounds in words and the ability to manipulate those sounds
  • It does not require the use of printed words or letters
  • Increases a student’s awareness of the features of speech

Being sensitive to rhyme
Phonological Awareness and Phonemic Awareness

- Onset and rime-recognition and production of rhyming words depend on the ability to break any syllable into two parts

<table>
<thead>
<tr>
<th>cat</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>fog</td>
</tr>
<tr>
<td>hat</td>
<td>log</td>
</tr>
<tr>
<td>rat</td>
<td>hog</td>
</tr>
</tbody>
</table>
Phonological Awareness and Phonemic Awareness

- **Phonemes** - the individual speech sounds that distinguish words
  - /s/ /m/ /ar/ /t/
  - /ē/ /t/
Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks
  - Compare or match sounds in words
    - Which word does not begin with /h/?
      - hat, hair, wind, house
  - Isolate and pronounce separate speech sounds
    - Say the last sound in rich.
  - Put words together from their separate sounds (blending)
Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks
  - Break words apart into their component phonemes (segmentation)
  - Say the sounds in crash.
    - (/k/, /r/, /a/, /sh/)
  - Add, change, or delete phonemes from words (phoneme manipulation)
    - Say fish - /f/ = “ish”
    - rake - /r/ + /l/ = lake?
Sound Symbol Recognition

- Sound Symbol Recognition - students link the look of the letter (visual) with its sound (auditory)
- Producing the accurate sound of each letter
Alphabet Knowledge

- Alphabet Knowledge - Recognizing the 26 letters of the alphabet
- Letter Recognition - Identifying the accurate name of each letter according to its shape and structure
Decoding

- Process of translating print into speech by rapidly matching a letter to its sound
- Recognizing sound-symbol correspondence in order to pronounce a word correctly
- Accurate word reading depends on the ability to decode unknown words by recognizing the sounds the letters represent
Decoding real words or nonsense words

- pon
- bat
- fib
- sap
- lut
Encoding Skills

- The foundation of reading and the greatest component of writing
- Involves translating auditory sounds into visual symbols
- Speech to print
Encoding Skills

- Spelling
- Constructing of words
- Reverse of Decoding
  - cat
  - lip
  - met
  - pot
Rapid Naming

- The reading of names and pictures or random letters presented in rows quickly
- This can be assessed through colors, printed objects, letters, or numerals
- The process of moving from letters and symbols to word reading
- It can be used to predict future reading skills
Rapid Naming

- The ability to retrieve easily and rapidly verbal (phonetic) information that is held in the long-term memory

- To get the best information the evaluator should only test items the child knows well
District Considerations
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?
Next Steps
Next Steps

• We are in the process of updating the dyslexia handbook

• Dyslexia Conference Planning:

• Sending out a link for you to share topics that you would like to have covered in upcoming dyslexia webinars

Dyslexia Webinar Topics
Any Questions
Resources

- www.dyslexiasw.com
- www.dyslexia.com
- http://dyslexiahelp.umich.edu
- http://dyslexia.yale.edu
- www.dyslexicadvantage.org
https://mdek12.org/OAE/OEER/Dyslexia
Student Intervention Supports

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**Gifted Specialist**  
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