

Dyslexia Procedures and Timeline

Greater Jasper Consolidated Schools

All students Grades K-2 are required to be screened for dyslexia, (according to Senate Enrolled Act No. 217) beginning in the 2019-2020 school year.

Early identification of students “at some risk” or “at risk” for dyslexia is critical for the development of early and appropriate interventions to support the student before they begin to fall behind their peers.

The universal screener is an assessment for understanding students’ literacy performance, both strengths and areas of concern. Universal screeners focus on specific areas and are typically brief, but determined those students who are “at some risk” or “at risk. Universal screeners, which are used for the initial screening of students, shall include the following, as determined to be developmentally appropriate for each student:

1. Phonological and phonemic awareness;
2. Sound symbol recognition;
3. Alphabet knowledge;
4. Decoding skills;
5. Rapid naming; and
6. Encoding skills.

Screening and Identification Timeline

DECEMBER

Each December the universal screener for dyslexia will be administered to all students in Kindergarten, first, and second grade in accordance with SEA 217.

The universal screener will consist of three different assessments

1. The “Ready Reading” Diagnostic tool will be administered to all students and meet required components: Phonological and Phonemic Awareness, Alphabet Knowledge, Sound Symbol Recognition, and Decoding Skills
2. The “Arkansas Rapid Automatized Naming Screener” will be administered to all students and meet required component: Rapid Naming
3. The “Words Their Way: Primary Spelling Inventory” will be administered to all students and meet required component: Encoding

JANUARY

The Dyslexia Data team consisting of teacher(s) from both buildings, building principals, and the reading specialist trained in Dyslexia will meet to analyze results from the universal screener given in December. The Data team will compare student data with cut score norms for each of

the three assessments and factor in teacher input as necessary. Students who are identified as having signs or characteristics of dyslexia will:

1. Have parent contact made informing them of the “at risk” identification.
2. Dialogue between the reading specialist trained in Dyslexia and the classroom teacher will occur to discuss classroom work and potential remediation plan.
3. Student will be referred for level one screener administration.

Administering the “Level One Screener”

The “Level One Screener” will consist of the following four components.

1. CORE’s “Assessing Multiple Read Measures 2nd Edition” for Phonological and Phonemic Awareness, Sound Symbol Recognition, and Decoding Skills
2. Alphabet knowledge be assessed by referring back to and reviewing errors on the initial screening for alphabet knowledge.
3. Rapid Naming will be assessed by referring back to errors on the Arkansas Rapid Naming tool from the Universal Screener.
4. Encoding will be assessed by reviewing unedited writing samples or dictated spelling from the student.

FEBRUARY

After administering the “Level One Screener” the identification team will reconvene to evaluate the data. Parent contact will again be made. Teachers of students who have been identified will meet with the Authorized Reading Specialist Trained Dyslexia to put a learning plan together for identified students to begin with potential remediation.

The “Level Two Screener” is optional and Greater Jasper does not plan to administer this as a third step, but will instead of focus on remediation of students who identify as “at risk” for dyslexia after the Universal and Level One screeners.

Ongoing Remediation

Greater Jasper will utilize rigorous and relevant remediation tools to assist students who are “at risk” for dyslexia through targeted instruction supported by the classroom teacher, assistants, and the reading specialist trained in Dyslexia. Schools will progress monitor those students on a regular basis.

During the 2018-19 School year GJCS Identified “0” students at risk for dyslexia.