

## **Dyslexia Screening Procedure Navarro Independent School District**

### **INTRODUCTION**

The guidelines provided with the Dyslexia Handbook established timelines for screening students for being “at-risk” for Dyslexia in the Kindergarten and 1<sup>st</sup> grade years. Navarro ISD has adopted the following procedure based on guidance established within the Dyslexia Handbook for meeting the requirement to complete the screenings yearly based on a standardized timeline. 1<sup>st</sup> grade students are to be screened for “at-risk” identifiers no later than January 31 of each school year. Kindergarten students are to be screened no later than the last instructional day of the Kindergarten year.

### **SCREENING TOOLS**

Screening tools use norm-referenced criteria to establish cut points derived by the publisher of the tool. Cut points are used to group students into categories (e.g., at risk or not at risk) based on the results of the screening tool. Criterion-referenced assessments may not be used to determine at-risk characteristics. Districts must adhere to the cut points established by the published screening document.

Students scoring below the publisher-determined cut points are considered “at-risk” for dyslexia, while those who score above the cut points are considered “not at-risk” for dyslexia. Districts are to be cognizant of the potential for false positive or false negative results in that risk may fall on a continuum. Therefore, the use of multiple tools is recommended although not required.

### **SCREENING PROCESS**

The following norm-referenced assessment will be used as the initial screening instrument for students based on the following guidelines.

- Measures of Academic Progress (MAP) Reading
  - Fall and Winter RIT scores will be reviewed for all 1<sup>st</sup> grade students.
  - Winter and Spring RIT scores will be reviewed for all Kindergarten students.
    - Cut points are determined by the publisher.
    - Students falling below the cut points for their grade level will be reviewed for possible screening.

Students identified as falling below the cut points on the MAP Reading Assessment will be placed on a potential screening list. Teachers will be provided the listing of students and a request for additional data will be included prior to determining if a student is at-risk for dyslexia. The following data points will be collected and included by the classroom teacher:

- MAP Fluency Measures for Word Recognition and Phonological Awareness
- Lexile Score
- Tier 2 or Tier 3 services (this measure should indicate if the student is already receiving intervention services through RtI)
- Isip Overall Reading Score
- Rigby Level
- If applicable, teachers may present additional information or data concerning the student's reading performance.
  - Cut scores are used for the MAP measures and Isip measure

- Rigby levels are considered based on grade level reading expectations and as an additional measure for fluency.

All data points must be reviewed and considered by the Student Support Intervention Team and the classroom teacher prior to recommending a student for Dyslexia testing.

All data points must be reviewed and considered by the following team members:

- Dyslexia Therapist
- Campus Principal or designee
- Response to Intervention Teacher
- LSSP or Special Education designee
- Classroom teacher

Students selected for screening does not result in automatic testing for Dyslexia. All data points must be considered prior to recommendation. The committee may suggest potential interventions or removal from the list based on conflicting data or teacher input.

Students may be identified for review by the classroom teacher provided there are sufficient testing scores that fall below cut points provided through one of the norm-referenced assessments. Students may score above the cut point for MAP Reading, but may fall below cut points for MAP Fluency and/or ISIP. Therefore, teachers may recommend that students be reviewed by the committee based on supporting data that may be missed by the initial review of MAP Reading Cut Points.