

IDOE Dyslexia Screener and Progress Monitoring Guidance Document

Due to the spread of COVID-19, Indiana schools are choosing close to slow the spread of the disease. As a result, planned screening, progress monitoring, and interventions related to IC 20-35.5 *et. seq.*, as created by SEA 217 (2018) or “the dyslexia law” are likely to be affected by a school’s extended closure.

Below are guidelines for school corporations and charter schools to consider as they move forward.

| IF | THEN |
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| If you have not screened all students in kindergarten, first, and second grade; | Then review what grade levels and subsets have not been screened yet and move the testing window based on when your school plans to return. |
| If your school has completed SOME but not ALL of the six required subsets; | Then review what subsets still need to be given and move the testing window based on when your school plans to return. |
| If your school has completed the universal screening, but needs to receive parent permission prior to giving the level I screener; | Then continue to hold until school is back in session. Consider mailing or emailing the permission form home prior to the level I screener so parents have given permission and level I screening may occur upon returning to school. |
| If your school has given the level I screener and is prepared to start the intervention for student “at risk” or “at some risk” for the characteristics of dyslexia; | Then keep the results of the level I screener and intervention plan ready. When students return to school please move forward with the planned intervention. |
| If your school is implementing the intervention for students “at risk” or “at some risk” for the characteristics of dyslexia; | Then resume these interventions when students return to school. Remember that your lessons are diagnostic in nature, so you are using student performance data to check their mastery of skills. |
| If your school is utilizing e-learning during this time period; | Then review the list of available English Language Arts created by Indiana Department of Education. This list may be found at https://www.doe.in.gov/elearning/2020-covid-19-remote-learning |
| If your school is not utilizing eLearning and providing work packets or resources or families; | Then consult the list of English Language Arts created by Indiana Department of Education. This list may be found at https://www.doe.in.gov/elearning/2020-covid-19-remote-learning . There are resources available on this list that may be printed, presented, or played at home. |

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| <p>If your school is performing the intervention through the Response to Intervention (RTI) process.</p> | <p>Then resume the progress monitoring and benchmark assessments when students return to school. Please hold any RTI data meetings upon returning to make data-based decisions about your students' performance.</p> |
| <p>If a student in kindergarten, first, or second grade transfers to an Indiana school while the schools are closed</p> | <p>Then your school will give the student the universal screener upon their return to school.</p> |

If Schools Are Closed For an Extended Period

If schools are closed for an extended period of time and schools are unable to complete the universal screener please complete the following steps:

- 1) Have teachers compile the universal screener data collected, level I data (if applicable), level II data (if applicable), diagnostic intervention data, progress monitoring data, and additional benchmark data and follow local guidelines for the transfer of student data from one grade to another or one school to another.
- 2) Look at all benchmark data and see if any data may be applied to the dyslexia screening. If so use the data to ensure all or as many as possible of the six subsets have been screened.
- 3) Have teachers note which students were below benchmark in which subsets when transferring data to the student's new school and/or teacher.
- 4) If students in second grade during the 2019-2020 school year were below benchmark on a locally set benchmark on the screeners that were given, it is best practice to give these students a universal screening during the start of the 2020-2021 school year. This will provide useful data for teacher to decide if additional screening and interventions are needed or ensure these students are no longer "at risk" or "at some risk" for the characteristics of dyslexia.
- 5) For students in kindergarten and first grade that scored below benchmark the 2019-2020 school year follow the plan laid out in the dyslexia flowchart available on IDOE's dyslexia website for the 2020-2021 school year. Remember that all students in kindergarten, first, and second grade are universally screened in all six subsets regardless of previous year's data.
- 6) Review your universal and level I screeners to decide if your school corporation or charter school will continue to use these screeners or switch next year. IDOE is planning to release a revised list of screeners prior to the start of the 2020-2021 school year.
- 7) Review your school corporation or charter school dyslexia plan and make any changes from this year.
- 8) Report data on your school corporation or charter school website and in your school's reading plan, see below.
- 9) **If** a student in kindergarten, first, or second grade transfers to an Indiana school while the school corporation or charter school is closed for an extended period of time and it is not possible for schools to screen these students during the 2019-2020 school, ensure that these students are screened at the start of the 2020-2021 school year. If the transfer student is in second grade during the 2019-2020 school year, it is best practice to give a universal screener to this student at the start of the 2020-2021 school year to ensure the student is not "at risk" or "at some risk" for the characteristics of dyslexia. If the student's universal screener scores

are below benchmark please follow the process outlines on the dyslexia flowchart available on IDOE's dyslexia website.

School Corporation Website Reporting

If schools return at the planned time, complete all six subsets for all required students and report numbers as outlines Indiana Code 20-35.5-5-1.

If schools are closed for an extended time and there is no time available to give additional screeners or time for interventions to take place during the remainder of the 2019-2020 school year, then schools will report the data they have collected so far.

If schools are closed for an extended period of time and schools are unable to complete the universal screener, level 1 screener, or implement the intervention please complete the following steps when reporting data on the school corporation or charter school website:

- 1) State the grade(s) and subset(s) in each grade that **WERE administered** prior to the period your school corporation and charter school was not in session. Please state the dates your school was NOT in session.
- 2) State the intervention program(s) used, or your school corporation or charter school planned to use, during the previous school year.
- 3) State the number of students who received an intervention, or planned to receive, during the previous school year.
- 4) State the number of students diagnosed with dyslexia up until the time your school corporation or charter school was in session.

Reading Plan Reporting

If schools are closed for an extended time and there is no time available to give additional screeners or time for interventions to take place during the remainder of the school year, then schools will report the data they have collected so far.

If schools are closed for an extended period of time and schools are unable to complete the universal screener, level I screener, level II screener, or implement the intervention please complete the following steps when reporting data in your school reading plan:

- 1) State the number of students **that received ANY** of the six subsets of the universal screener.
- 2) State the number of students found to be "at risk" and "at some risk" for the characteristics of dyslexia. This number is based on the locally set benchmark AND the number of students who received ALL six required subsets.
This means that students who DID NOT receive all six subsets are NOT reported because the data is incomplete.
Please review all data collected throughout the year and see if data that was collected complies with universal screening requirements and may be applied.
- 3) State the intervention program(s) used, or were planned to be used, during the previous school year.
- 4) State the number of students who received an intervention, or planned to receive an intervention, during the previous school year.

Please note that students in kindergarten, first, and second will be screened during the 2020-2021 academic year. Students who were in second grade during the 2019-2020 school and were found to be “at risk” or “at some risk” for the characteristics of dyslexia and were receiving an intervention please use the final progress monitoring, benchmark, and level I screener results when deciding the tiered system of support for these students at the start of the 2020-2021 school year. It is best practice to consider screening student who were found to be “at risk” or “at some risk” for the characteristics of dyslexia in second grade during the 2019-2020 school be given the universal screener at the start of the 2020-2021 school year to monitor their progress.

Please note that Indiana Code states that that students in grades third through 12th grade may receive a universal screener if the teacher notices a deficit in the student’s performance in any of the six subsets.