Decision Support *for* Implementing TX Dyslexia Handbook Screening Requirements

How do you go from a list of skill areas to risk for dyslexia?

Whether it's the Handbook's 7 criteria for Kindergarten or the 9 criteria for First Grade, you have support in your Pearson Texas team to help you navigate the requirements according to best practice and the best understanding of the science of reading and dyslexia.

5 steps to successful implementation

step 1

Administer all required aimswebPlus measures for compliance with <u>TX Dyslexia Handbook criteria</u>.

step 2

Identify moderate to high academic risk level on one or multiple aimswebPlus measures from Step 1.

aimswebPlus composite scores are associated with risk tiers and are color coded as yellow for moderate and red for high risk. These risk tier parameters are set by the customer based on target percentiles. Students who are academically at risk on these measures can be identified using the moderate and high risk tiers (coded yellow and red), or by using national percentiles, following the guidelines provided next for the Spelling and Listening Comprehension measures.

For Spelling and Listening Comprehension (English): Risk tiers are not provided; however, the percentile ranks use the same color coding parameters as the percentile ranks in the traditional aimswebPlus measures: Below the 26th percentile are orange (lowest) and yellow, and above the 25th percentile are green, light blue, and dark blue (highest). Students with percentile ranks *below the 26th percentile* (coded orange and yellow) can be identified as moderate to high academic risk on the Spelling and Listening Comprehension measures.

For Listening Comprehension (Spanish): Until normative data are available for this new measure, raw scores are reported. Interpretation of raw scores is limited; however, raw scores from students in the same grade who took the same form can be rank ordered to determine the highest and lowest

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performers in a school or class. When the sample includes a range of raw scores from low to high, approximating a normal curve distribution, the rank ordered scores can be split into quartiles. Students with raw scores in the lower quartile (lowest 25% of scores) can be identified as academically at risk on the Spanish Listening Comprehension measure.

Note: Listening Comprehension is a relative strength for many individuals with dyslexia, so moderate to high risk on this measure is not necessarily indicative of dyslexia. However, moderate to high risk on this measure might suggest dyslexia with comprehension impairment (language learning disability) or comorbid conditions such as ADHD.

Complete the Shaywitz DyslexiaScreen for those students who showed academic risk in Step 2. Multiple measures in screening is best practice.

step 3

Not all students struggling with reading have dyslexia. Academic risk on aimswebPlus measures are not necessarily indicative of risk for dyslexia. A true dyslexia screener must provide evidence that the results differentiate between individuals with and without dyslexia. These clinical studies are not yet available for aimswebPlus. Interpreting academic risk results from aimswebPlus measures alongside a dyslexia screening test like the Shaywitz DyslexiaScreen provides a balanced, evidence based approach to dyslexia screening that incorporates multiple sources of information.

The Shaywitz DyslexiaScreen is a clinically valid dyslexia screening test. This teacher rating scale of language and academic risk factors indicates whether a student is at risk for dyslexia. The results of the Shaywitz DyslexiaScreen alone are not sufficient to diagnose or rule out dyslexia; however, the results provide a reliable and valid indication of risk for dyslexia based on the teacher's ratings.
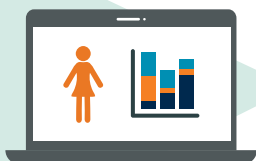
Note: "Dyslexia screening recommended" is a red alert icon that will display on the Shaywitz DyslexiaScreen Administration Screen for students with an Early Literacy Reading composite score that is below average or well below average (i.e. below 25th national percentile). This alert is not specific to the TX Dyslexia Handbook requirements.

Report risk status.

step 4

Risk status is provided in three reports. From the Students screen, run the (1) Benchmark Comparison report, (2) Spelling report, and (3) Listening Comprehension report. From the Groups screen, run the (3) Shaywitz Risk Report (pdf). A list of students designated "At Risk" for Dyslexia using the Shaywitz DyslexiaScreen can be exported using the "Manage" tab." Screenshots of each report are provided in the appendix.

step 5

Submit these reports to your local administrator.

Benchmark Comparison Report

Screen:

Export:

Spelling Report

Screen:

Export:

Report	Grade	Measure	Period
Benchmark Comparison	K	Spelling	Spring '19

Roster: Delta School Elementary

1-10th 11-25th 26-74th 75-89th 90-99th

Student (5)	SP		
	Raw Score	%ile	Vertical Score
XXXXX, XXXXXX	3	14	84
XXXXX, XXXXXX	12	88	118
XXXXX, XXXXXX	18	99	149
XXXXX, XXXXXX	6	42	97
Students Without Score (1 Students)			20 % of students
XXXXX, XXXXXX			

Listening Comprehension Report – Spanish

Screen:

Export:

Shaywitz DyslexiaScreen Administration Report

Screen:
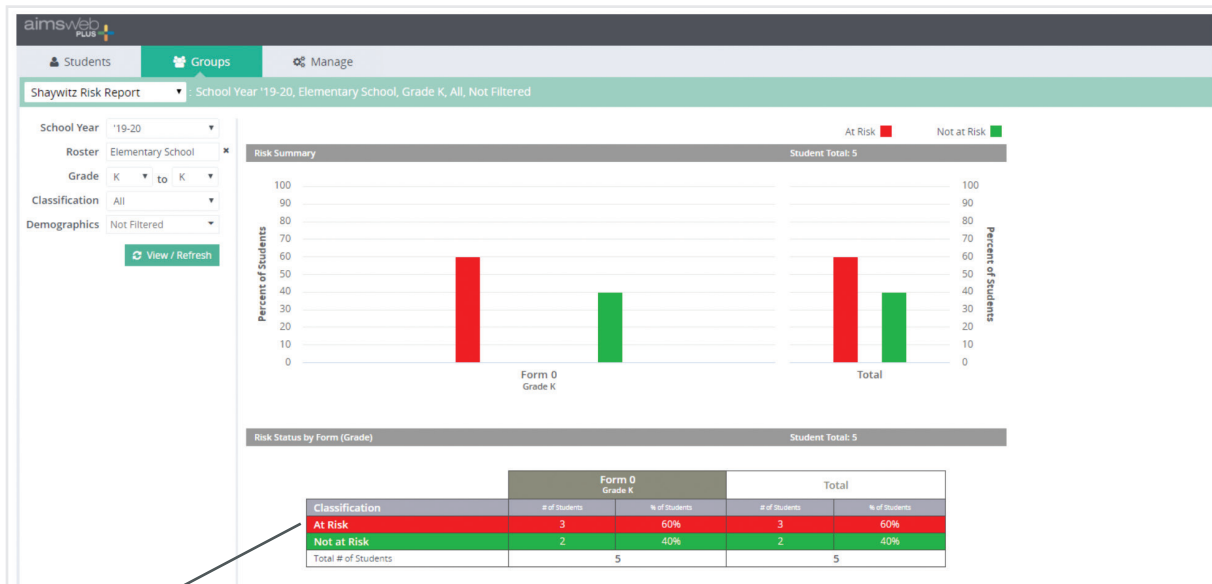
Click the red alert:
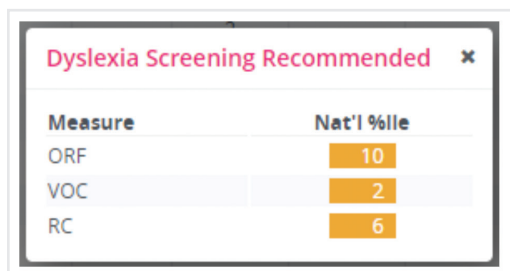
Shaywitz DyslexiaScreen Risk Report

Screen:

Shaywitz DyslexiaScreen Risk Report *(continued)*

Export:

Print Date: 08/14/2019   Pg. 1 of 1

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Shaywitz DyslexiaScreen

Report	School Year	Roster
Shaywitz Risk Report	'19-20	Elementary School

Grade: K Classification: All Demographics: Not Filtered

Risk Summary	Student Total: 5

Risk Status by Form (Grade)	Student Total: 5

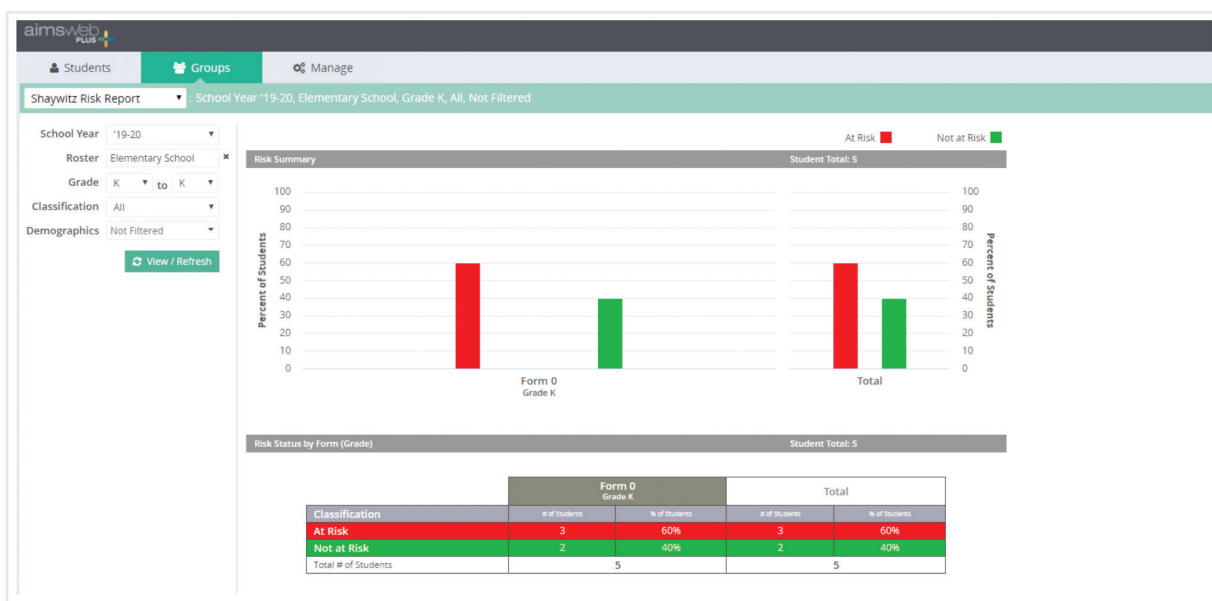| Classification	Form 0 Grade K		Total	
	# of Students	% of Students	# of Students	% of Students
At Risk	3	60%	3	60%
Not at Risk	2	40%	2	40%
Total # of Students	5		5	

Summary Results

The Shaywitz Dyslexia Screen™ assesses the risk of dyslexia based on the teacher's observations and ratings of student behaviors. This group report both summarizes classroom data and illustrates student performance by roster and screening form. Each illustration provides a different view of the group's performance to help make instructional or other assessment decisions.

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