Local Literacy Plan

Reading well by third grade is one of many developmental milestones in a child's educational journey. Literacy development and growth begin at an early age and are foundational for all academic success. A continual effort to create a quality literacy environment in all schools and programs from birth to beyond grade 12 supports academic success.

The plan must:
- ❖ Have every child reading at or above grade level not later than the end of third grade.
- ❖ Include a process to assess students' level of proficiency.
- ❖ Notify and involve parents.
- ❖ Intervene with students who are not reading at or above grade level.
- ❖ Identify and meet the professional development needs of staff.

Sauk Rapids-Rice Public School's Vision, Mission, and Strategic Commitments

Mission: A path for every student

Vision: The Sauk Rapids-Rice School District prepares students to positively contribute to their communities through these six attributes:
- ○ Diverse Thinking
- ○ Empathy
- ○ Flexibility
- ○ Responsibility
- ○ Collaboration
- ○ Communication

Read Well By Third Grade Literacy Plan

Sauk Rapids-Rice Public Schools is committed to the success of all students. This literacy plan describes current goals, practices, and supports for students in early childhood through third grade so all students are reading at, or above grade level no later than the end of third grade. Students in third grade or above who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia unless a different reason for the reading difficulty has been identified. If a student is not reading at or above grade level by the end of third grade the district must continue to provide reading support until the student is reading at grade level. A personal learning plan for a student who is not able to demonstrate grade-level proficiency, as measured by the statewide reading assessment in third grade, will be monitored for growth toward proficiency.

This literacy plan meets the requirements of Minnesota Statute 120B.12 more commonly referred to as "Read Well by Third Grade" or "Reading Proficiently No Later Than the End of Grade Three".

Statement of Goals and Objectives

We believe that lifelong learners will:
- ❖ Demonstrate proficiency in literacy skills through a variety of assessments
- ❖ Read and respond to a variety of literary genres and multiple perspectives
- ❖ Expand vocabulary and knowledge base through independent and guided reading opportunities as well as high-quality student experiences
- ❖ Develop and use creative and critical thinking skills
- ❖ Communicate effectively through writing and speaking

To ensure the attainment of the goal of all students reading proficiently by the end of third grade, the Sauk Rapids-Rice Literacy Plan will:
- ❖ Align with the district's [Strategic Commitments](#)
- ❖ Include strategies to support quality pre-k learning across the district
- ❖ Target early learners who are at-risk
- ❖ Support staff in professional growth and development opportunities that increase and strengthen their reading instruction capacity
- ❖ Analyze data to determine the progress of all pre-k-grade 12 students and respond to the data in a timely and intentional manner
- ❖ Ensure teachers use comprehensive, scientifically-based reading instruction

Updated 06.22.2023

Sauk Rapids-Rice Public Schools involves a variety of stakeholders and teams to support the work detailed in this plan and promote literacy across the district. Leadership at the district and building level work to promote family-school-community partnerships.

District
- ❖ District Superintendent
- ❖ Director of Teaching and Learning
- ❖ Director of Technology
- ❖ Data, Research, and Assessment Specialist
- ❖ Special Education Coordinator
- ❖ Core Team (The Sauk Rapids-Rice Core Team consists of district directors and school administrators)

Building
- ❖ Site Leadership Teams
- ❖ Elementary Principals
- ❖ Teachers who represent early education, intervention services, and multilingual learners

Parents
- ❖ District Curriculum Advisory Committee
- ❖ American Indian Education Parent Advisory (as available)
- ❖ Early Childhood Family Education Advisory
- ❖ Community Education Advisory

Reading Proficiency

At Sauk Rapids-Rice Public Schools, we believe that literacy is essential to students' ability to learn. The ability to read, write, listen, speak, view, think and communicate is foundational to a student's success both in and out of the classroom. Sauk Rapids-Rice Public Schools is committed to ensuring all students are proficient in reading and believe the core curriculum, aligned to Minnesota state standards in English Language Arts, and intervention in place are aligned to achieve this goal.

Reading proficiency is the level at which students are able to successfully understand and make meaning of text. This is based on the reading achievement levels on the Minnesota Comprehensive Assessment (MCA).

Exceeds (Advanced Reading Proficiency)
Students at the advanced level generalize ideas and information in the text they read and evaluate texts critically.

<u>Meets (At Reading Proficiency)</u>
Students at the proficient level identify ideas and information suggested by, but not specifically stated in, the text they read.

<u>Partially Meets (Basic Reading Proficiency)</u>
Students at the basic level understand the overall literal meaning of the text they read.

<u>Does Not Meet (Below Basic Reading Proficiency)</u>
Students at the below basic level do not meet the reading level standard for basic achievement.

Sauk Rapids-Rice Elementary Schools provide students and families with a subject and skill progress report each trimester (this report replaces the traditional report card). The district recognizes that all standards identified by the Minnesota Department of Education need to be taught and have gone through a process to determine which standards at each grade level are "essential" based on the following criteria:

- *Teachers spend considerable amount of time teaching it.*
- *Teachers spend time assessing it.*
- *Teachers have data-driven conversations about it.*
- *Teachers intervene on it.*
- *A student can't move on without it.*

The subject and skill progress report provided each trimester, reflects these Essential standards in the form of "I can" statements that are student and family-friendly. Similar to the proficiency scale for the MCAs, the reporting key reflects where the student is with each standard in terms of proficiency.

- 3-Met Standard
- 2-Approaching Standard
- 1-Needs Support

Curriculum and Instruction

Sauk Rapids-Rice Public Schools is a results-based system that believes in continuous improvement. Student assessments are aligned to state, national, and local standards delivered by a highly-qualified staff using instructional strategies defined by effective practice and research.

Sauk Rapids-Rice Early Childhood programming aligns instruction to the Early Indicators of Progress (ECIPs) which are the shared expectations set forth by the Minnesota Department of Education. The content focuses on early numeracy, early literacy, and social-emotional learning. Progress is measured by the Teaching Strategies Gold (TS Gold) and an ECIPs aligned progress report.

From guidance set in district curriculum maps, Sauk Rapids-Rice teachers utilize a variety of resources that align with the Minnesota State Academic Standards. Currently, the K-3 primary resource for reading is Benchmark Advanced and Lucy Calkin's Units of Study for writing. In addition, K-3 teachers utilize a specific phonics/phonimc awareness resource (varies between 95% Group and UFLI depending on the school). School media centers and classroom libraries provide additional high-interest, ability and content-appropriate books for students to access above and beyond the resources available within Benchmark Advance. Pre-K-grade 1 teachers also reinforce phonemic awareness through the use of Heggerty Phonemic Awareness done as a whole class. Phonemic awareness focuses on the child's ability to understand that spoken words are made up of individual sounds called phonemes, and research supports it is one of the best early predictors for reading success.

In addition, there are numerous teachers across the district being trained in Language Essentials for Teachers of Reading and Spelling (LETRS). LETRS was developed by Dr. Louisa Moats and Dr. Carol Tolman and provides teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

The framework for literacy development is structured in its approach and supported by a Multi-Tiered Systems of Support (MTSS) allowing for a tiered model of instruction and support for all students. MTSS provides a system of support that allows for the growth and development of all students. Key components of MTSS include: identifying students' needs, designing a tiered system of support that is grounded in strong core instruction, frequent monitoring of students that are not proficient in literacy skills, and modifying interventions when students are not progressing to their expected level. In addition to differentiated core instruction, interventions, and instructional supports are available to students who are reading below and above grade level. Through strategic and intentional instruction all students can achieve success.

K-3 Tier One Instruction: Core

The first tier is core instruction provided to all students. All classroom staff are expected to utilize effective instructional practices, methodology, and literacy resources with fidelity. All students engage with developmentally appropriate text as a foundation of strong reading skills, rich comprehension strategies, and critical thinking about what they are reading.

To ensure reading proficiency, students will be exposed to reading material that is aligned to:
- ❖ Current academic standards
- ❖ Address benchmarks at each level

❖ Build background knowledge

While engaging in reading text and instruction, students will:
❖ Experience a variety of writing, text genres, and language models
❖ Engage in discussions that build language and vocabulary
❖ Engage with informational text
❖ Participate in activities with teachers and peers that require them to think critically

K-3 Tier Two Instruction

The second tier of instruction includes targeted interventions for students who are not making adequate progress in reading proficiency. Interventions are research-based and include areas of phonemic awareness, phonics/word study, vocabulary, phonics, and/or comprehension. While benefiting from the whole class and flexible grouping instruction, students in these interventions may receive support in the form of additional time, differentiated instruction, and/or materials that help to accelerate their growth in reaching grade level benchmarks and proficiency. To monitor the effectiveness and impact of the intervention, staff will monitor students using a Formative Assessment System for Teachers (FASTbridge) or other district measures. Tier Two interventions may be done by the classroom teacher or an interventionist.

K-3 Tier Three Instruction

Tier Three Instruction occurs when students are not making sufficient growth with classroom and differentiated instruction and they are in need of more intensive support. This tier supports students who are significantly below level and are in need of additional interventions and more specific instructional programming. Trained staff administers instruction and interventions multiple times a week and the time of the intervention may also increase. To monitor the effectiveness of the specific interventions in tier three, staff will use FASTbridge or other measures.

K-3 Interventions and Instructional Support

Intervention programming in either Tier Two or Three may include the following services outside the classroom teacher.

Possible Intervention	Purpose	Frequency	Provider
ADSIS	A pull-out or push-in literacy support for students at-risk that may include small group or one-on-one instruction, and/or interventions	2-4 times per week	Reading interventionist or trained reading paraprofessional
Special Education	Instruction and interventions targeted to students' individual needs as indicated by an Individual Education Plan (IEP) and qualification guidelines.	Determined by IEP	Special Education Teacher
Minnesota Reading Corps	Research-based early-literacy effort	2-4 times per week	Minnesota Reading Corps Volunteer
Extended School Year	Targeted instruction after school and during the school year for students at-risk	Varies	Licensed Teacher
WIN "What I Need"	Targeted instruction during the school day for students at-risk	1-9 months (based on student need)	Licensed Teacher
Title I	Pull-out or push-in literacy support for students at-risk that may include small group or one-on-one instruction, and/or interventions	Based on the model and student need	Licensed Teacher

K-3 High Potential Instruction

Opportunities for students who have successfully met the standards and benchmarks are differentiated to engage each student in meaningful and challenging learning experiences. Teachers are encouraged to use MTSS strategies within the classroom to reach, stretch and engage students who have already mastered core skills and

Updated 06.22.2023

concepts. Instructional coaches and the high potential teacher can also be accessed to help teachers plan for the diverse student needs in the classroom. Tier Three intervention could include extension pull-out services, specialized programming, subject/grade level acceleration, curriculum compacting, or other services provided at the school.

Student Support System for Multilingual Learners

Licensed educators provide services for multilingual students. The district believes multilingual learners come with the incredible asset of knowing two languages but also recognizes the multilingual student may need additional support in the area of English language acquisition. To support this need, certified English learner teachers develop, implement and evaluate research-based language instruction educational programs for English learners to attain English proficiency and achieve state academic content standards.

Use of Data

At the completion of each benchmarking period, student results are analyzed at the school level to determine which students are in need of additional support. In addition, student results from trimester progress reports are to confirm the need for continued and/or additional reading interventions. Using a list of district interventions, the needs of individual students are matched to an intervention that is designed to support and address the student's reading deficit. Progress monitoring occurs based on what is set in the intervention and the needs of the student. Data may also show that the intervention is working but there is a need to increase the time or frequency of the intervention provided.

Students who receive interventions are progress monitored until they exceed the determined target for at least three successive progress-monitoring experiences.

Assessment Process

School readiness preschool students are benchmarked twice per year using assessments from Teaching Strategies Gold.

Students in grades K-5 are benchmarked three times per year (fall, winter, spring) using reading assessments from FASTBridge. The assessments are administered by trained teachers, and data is gathered through the use of technology. Students in kindergarten and first grade are assessed using Earlyreading, which includes a set of foundational skills for reading to ensure that literacy building blocks are firmly established. Skills assessed include Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, and High-Frequency Words. Students in grades two and three use CBM

Reading, which measures fluency and accuracy along with aReading, which measures comprehension and vocabulary.

Following each benchmarking period, student scores are analyzed to determine the risk level of reading below proficient. The Targets for risk levels are identified by FastBridge and are modified each year based on the recommendation by FastBridge. The current year targets for math and reading can be accessed by grade level in this folder. Students identified as high risk receive intervention support and are monitored weekly or bi-weekly. Students who are identified as being at *Some Risk* are provided intervention support and are progress monitored once or twice a month.

Additional assessments may be administered to students who are at *Some Risk* or *High Risk* to help identify the root cause of difficulty for the individual students. The additional assessments are typically part of the FastBridge system and are aligned with foundational components of reading; however, there are times that assessments outside the FastBridge system are used if they are better able to help the teacher determine the next steps in supporting the student.

Benchmark Assessments

Students in grades K-5 are benchmarked in reading three times during the year (fall, winter, and spring) using the FastBridge system. In addition, students are benchmarked on local essential standards at the end of each trimester.

 According to the Minnesota Deparment of Education, "Early identification of struggling readers is one of five requirements described in Minnesota Statutes, section 120B.12 Minnesota's reading intervention law states that each school district must screen students identified as not reading at grade level for characteristics of dyslexia.

It is not necessary to create a separate screening process to identify students with characteristics of dyslexia. Dyslexia screening is embedded within the district Multi-tiered System of Support (MTSS). "Integrating data from screening, progress monitoring and response to evidence-based instruction and intervention provides the greatest accuracy for identifying struggling readers as well as students with characteristics of dyslexia" (Minnesota Department of Education).
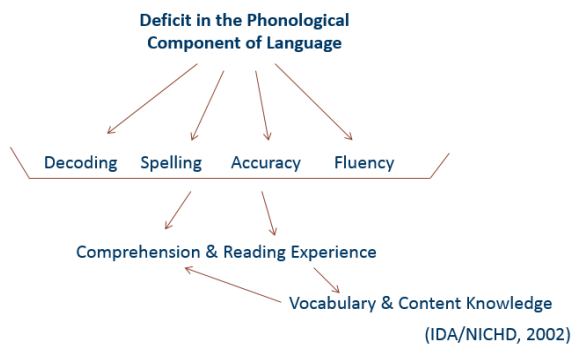
District Assessments

Updated 06.22.2023

The chart below includes the district assessments

Assessment	Description	Why we do this assessment...	Format of test	Amount of time	Who	When
Teaching Strategies (TS) Gold	Teacher administered assessment to determine benchmark data in the subtests as well as look at growth in the same subtests over time. This assessment looks at social/emotional, literacy, language, math, cognitive and physical development	·Instructional planning ·Student programming	Teacher observation; Paperless administration enables teachers to complete the scale anywhere, anytime using a web-connected computer or mobile device.	Data collected through observation	PreK students enrolled in 3 year old and 4-5 year old School Readiness	*Fall Winter Spring *Assessment benchmarking is subject to change based on local and state guidance
FAST(EarlyReading, CBM Reading)	Screening test of early literacy skills and curriculum-based measurements. The subtests given vary from fall, winter, and spring, so as to best match reading skill development and reliably assess which students are meeting benchmarks and which students need additional assistance	Screening and Benchmark to compare student performance to expected grade level performance ·Instructional needs ·Progress monitoring to monitor intervention effectiveness	Assessments are individually administered. The teacher (or other staff) mark student responses electronically as the student completes the brief assessment	The subtests given each test period are administered individually and are typically completed in 5-10 minutes per student	Grades K-5	*3x/year (September, January, May) • September-October • January • May *Assessment benchmarking is subject to change based on local and state guidance.

FAST aReading and aMath	Computer adaptive testing of general reading and math abilities	Screening & Benchmark to compare student performance to expected grade level performance ·Instructional needs ·Progress monitoring to monitor intervention effectiveness	Administered in the classroom on an iPad	Approximately 30 minutes	Grades 2-9 and other high school students as needed	*3x/year (September,, January, May) *Assessment benchmarking is subject to change based on local and state guidance

Screening and Identifying Characteristics of Dyslexia

Dyslexia is a Language-Based Learning Disorder that is neurological in origin:

Deficit in the Phonological Component of Language

Decoding   Spelling   Accuracy   Fluency

Comprehension & Reading Experience

Vocabulary & Content Knowledge
(IDA/NICHD, 2002)

"As defined in the statute, and illustrated by the graphic to the left, the reading difficulties experienced by students with dyslexia stem from a, "deficit in the phonological component of language" (Minnesota Department of Education). Difficulties with phonological processing, including the ability to distinguish and manipulate the sounds in words, are linked with persistent difficulties with decoding, spelling, accuracy, and fluency. These difficulties lead to reduced reading experience and comprehension, which in turn have a negative impact on students' vocabulary and content knowledge further reducing reading experience and comprehension (Minnesota Department of Education).

The Sauk Rapids-Rice School District recognizes that when a student is identified as being unable to read at grade level under section 120B.12, "they must be provided with alternate instruction under this subdivision that is multisensory, systematic, sequential, cumulative, and explicit." For a student with dyslexia or characteristics of dyslexia, the effect of early explicit and systematic instruction/intervention to address foundational reading deficits in phonemic awareness and phonics can be significant to their literacy development.

The following list, adapted from Louisa Moats and Carol Tolman the co-authors of LETRS, is one source used to identify characteristics of dyslexia. This list of characteristics of dyslexia or "word-level reading problems" at each grade span is utilized as a guide to identifying reading difficulties.

Preschool: Getting Ready to Read
- ❖ Is late learning to talk
- ❖ Is slow to learn new words
- ❖ Mixes pronunciations of words longer and more frequently than other students (for example says "aminal" for *animal* or "spusgetti" for *spaghetti*, even after numerous corrections
- ❖ Has persistent trouble with difficult speech sounds such as /th/, /r/, /l/, and /w
- ❖ May not enjoy looking at or following print books when read aloud

Kindergarten and First Grade: Beginning Reading Instruction
- ❖ Has difficulty remembering names and letters and recalling them quickly
- ❖ Struggles to recall sounds letters represent

- Has difficulty breaking simple words apart (example zoo, cheese) into separate speech sounds
- Has trouble recognizing common words (example family names, common words used in writing) automatically or by sight
- Does not spell words in a reasonable way so the reader can recognize them

Second and Third Grade
- Is not able to recognize important and common words by sight, or quickly without having to strenuously sound them out
- Struggles during the sounding out of words or letter-sound association (decoding)
- Is a poor speller, with speech sounds omitted, wrong letters for sounds used and poor recall for common words (example when, went, they their, been to, does, said, what)
- Reads slowly and lacks appropriate expression, defined by, many decoding or word-recognition errors
- Loses the gist of meaning of the passage when reading is slow and/or inaccurate
- Guesses at unknown words on the basis of pictures, the theme of the story or one or two letters in the word
- Has excessive difficulty with writing or completing written work

Transition to "Reading to Learn"
- Is easily overwhelmed by reading and writing demands
- Misreads directions or word problems
- Struggles to keep up, taking unfinished work home in addition to regular assigned practice/work
- Remains a poor speller and struggles to produce written work

Intermediate Grades (Fourth to Sixth Grade)
- Needs additional time on timed oral reading tests
- Will typically do poorly when asked to read lists of single, common words that are taken out of context
- Has poor spelling
- Appears to have a comprehension problem on a reading assessment, but when comprehension is measured through a test that does not require reading, the student is often more successful
- May avoid reading and writing at any costs

If teachers identify multiple characteristics this should be included in the screening and identifying characteristics criteria. The school may need to initiate a dyslexia discussion with families based on classroom observation, screening or evaluation data, or the student's response to instruction. Schools may also need to respond to conversations initiated by the family based on their concerns. The primary goal of these discussions is to provide the best possible support for all students to be successful readers.

Because there is a genetic link to reading difficulty, the district also considers the student's family history of literacy learning when getting a better understanding of the student as a reader.

See Appendix A for additional screening and identifying characteristics criteria.

Parent Notification and Engagment

Family engagement is a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise, and cultural knowledge of all stakeholders--students, teachers, staff, families, and communities. ([Minnesota Department of Education](#))

Family and Community Engagement Initiatives will be…
- Equitable
- Reciprocal
- Open partnership between educators and families

Purpose and Structure of Communication of Learning

Communication of learning encourages continuous, timely, accurate and meaningful feedback between the home and the school to support student learning and growth in all areas. The primary purpose of communication of learning is to encourage and support continuous learning and development. This communication is both informal and formal.

Informal Communication of Learning- is communication between the school and home that occurs on an as-needed basis. It can be initiated by either the teacher or the parent/guardian(s) and may include face-to-face conversations, phone calls, or email. Teachers also share updates about learning across the school year. Examples of this informal communication of learning from teachers may include:

- Updates about upcoming learning posted in Schoology or Seesaw
- Links to photos or videos
- Inviting parents/guardians to view a presentation
- Emails or phone calls
- Sharing assignments with feedback

Formal Communication of Learning-is scheduled communication between the school and home that provides specific information about a student's strengths, areas for

improvement, next steps, academic/social emotional progress and final achievement. Formal communication of learning at Sauk Rapids-Rice Public Schools may include:

- Parent-(student)-teacher learning conferences
- Written reports
- Student-led conferences/sharing

Tiers of Informal and Formal Communication of Learning

Tier I supports are available to all and are linked to the whole child may include family teacher conferences, whole school surveys, etc

Tier II Tailored-programs and strategies for groups of families with similar needs or interests for additional support or engagement--may include home visits, virtual visits, specific follow up from a Tier I whole school survey

Tier III Intensive-very limited in the number of students receiving this level of intervention. This might include a monthly check in between the family and school counselor. Tier III includes highly individualized and intensive support not all families want or need.

Sauk Rapids-Rice Public School staff will notify and involve parents in their child's literacy development in the following ways:
- Email, phone, district notification system, and newsletters
- District/School websites (including a [Helping at Home](#) page on the district website)
- Parent/Guardian-Teacher Conferences

Welcoming Kindergarteners
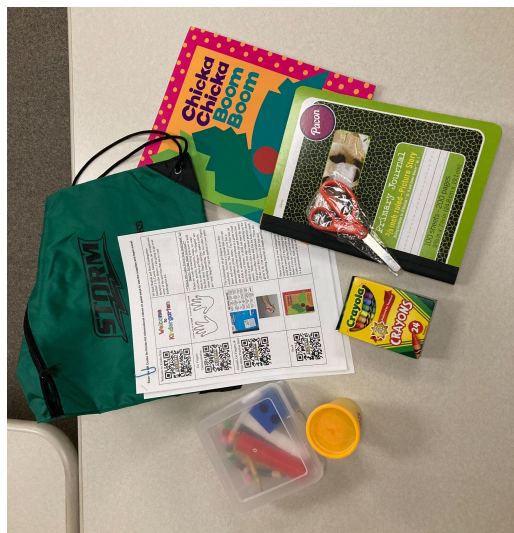
Parents/Guardians of kindergarten-eligible students are invited to attend an informational session to learn about kindergarten and receive a kinder kit. This kit includes a variety of resources to help prepare students for kindergarten through fun activities. Included with the kit is a document with QR codes linked to videos demonstrating how to use resources included in the kits. Information about transportation, food and health services is also available for families at this event.
Photo to left: Example of Kinder Kits

During the first weeks of school, students and parents/guardians are welcomed back to the school to meet the teacher and learn more about kindergarten. The hope for this time is that the parent/guardian and teacher begin to build a bond with each other that fosters communication and a partnership in supporting students.

Professional Development on Scienctifically-Based Reading Instruction

Professional development is data-guided, ongoing, and inclusive of all teachers. It is delivered in a variety of ways and aligned with state standards and the district's strategic commitments. Professional development opportunities may include:
- Designated professional development days for teachers that focus on district and building level goals
- Consistent Professional Learning Community (PLC) team meetings that focus the four critical questions of PLCs.
    - What do we want students to know and be able to do?
    - How will we know when they have achieved it?
    - How will we respond when they don't know?
    - How will we respond when they already know?
- Instructional coaches and teacher leaders provide job-embedded professional development that support best practices in literacy instruction.
- Assessment planning meetings (data review teams) convene at least three times a year to review school-wide and grade level screening data using FastBridge assessments to determine achievement and growth.
- Site and district level Multi-Tiered System of Support (MTSS) teams review progress monitoring, curriculum-based, attendance, behavior and other data on a monthly or bimonthly basis.
- Currently over 90 teachers across the district have been or are in the process of being trained in Language Essentials for Teachers of Reading and Spelling (LETRS), a science of reading training developed by Dr. Louisa Moats and Dr. Carol Tolman. This training provides teachers with the skills they need to master the fundamentals of reading instruction-phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- Teams from each building will be provided additional training to support the implementation of Professional Learning Communities in the summer of 2023.
- Building leadership teams have been implemented in all schools and these teams help guide and lead the professional development aligned to and supporting building site plans.

Communication System for Annual Reporting

The Sauk Rapids-Rice Literacy Plan will be posted on the Sauk Rapids-Rice District website. This plan will be reviewed and updated annually by a team consisting of

teachers, administrators, and the director of teaching and learning. This team will determine the usefulness of the document, look at what is working and what might need to altered or added.

Appendix A
Screening and Identifying Characteristics of Dyslexia: A resource adapted from the Minnesota Department of Education

Screening and Identifying Characteristics of Dyslexia Early identification of struggling readers is one of five requirements described in Minnesota Statutes, section 120B.12. Minnesota's reading intervention law states that each school district must screen students identified as not reading at grade level for characteristics of dyslexia. This document provides guidance on how Sauk Rapids-Rice (SRR) Public Schools use universal screening results (FASTBridge Early Reading) with additional data to identify characteristics of dyslexia It is important to note that screening scores alone **do not** identify which students have characteristics of dyslexia.

Screening Guidance

Step 1: Universal Screening. In addition to identifying students who are not reading at grade level, or who demonstrate foundational reading deficits, the universal screener measures skills relevant to identifying characteristics of dyslexia. Specifically, school teams should look at student performance in the following areas:
- **Letter Naming Fluency** is an approximation of Rapid Automatized Naming (RAN), which is a strong predictor of reading fluency. 15%
- **Phonemic Awareness** segmenting sounds in words.
- **Word Reading Fluency** using a word list, especially nonsense words, is a strong indicator of decoding skill as it eliminates the student's ability to rely on memory or context clues.
- **Oral reading fluency** is highly correlated with decoding skills but does not provide sufficient information about phonemic awareness or decoding deficits.

K-not fall, 1-5 winter benchmarking
Kinder at the 15%-check preschool screening

The skills listed above will be appropriate at different ages and stages of development. Most of the screeners listed will have their own formula for cut-offs and decision rules. Regardless of the specific cut-off points for any single screener, students must be able to perform the skills listed with *accuracy and automaticity* in order to become proficient readers. Automatic is defined as effortless or the ability to respond in under three seconds.

Universal screening is the first step in identifying students who are not reading at grade level and require intervention. However, scores alone cannot distinguish students with limited exposure to print from students with dyslexia. If students are flagged as having difficulty with one or more of the skills listed above, schools are encouraged to collect additional diagnostic information to verify the characteristics of dyslexia (as described in Step 2).

Step 2: Collect Additional Diagnostic Information to verify which students demonstrate characteristics of dyslexia. This additional data should provide sufficient verification that

universal screening scores are valid indicators of risk. This step requires school teams to collect additional data through other means as suggested below:

    A. The teacher assembled assessment data such as:
- Skill Inventories include oral language, phonemic awareness, phonics, and spelling.
- Error analysis informs which skill inventories are needed.
- Rapid Automatized Naming (RAN).
- Teacher observations of learning.
- The list of "word-level reading problems" at each grade span is utilized as a guide to identifying reading difficulties (identified on pages 9-10 of the literacy plan)
- Standards-based reporting

    B. Response to Instruction
- Response to prior instruction and/or intervention.
- Response to other services (early childhood special education, speech-language services, private tutoring, etc.).

    C. Child and Family History

- The child has been evaluated or diagnosed with dyslexia.
- A close relative has reading difficulties or is diagnosed with dyslexia. This is one of the strongest predictors that a student presenting with low performance on screening needs both differentiated core instruction and intensive interventions regardless of age.

    D. For students in Grade 2 (and higher)

- For students in **grade two or higher** who demonstrate a reading difficulty, teachers should assess students' accuracy and automaticity in phonemic awareness, decoding and word recognition as well as oral reading fluency and spelling.
  - These may include earlyReading assessments (K-1) or PAST, Heggerty

Step 3: Integrate Data The number of students identified with the characteristics of dyslexia will be specific to each district's locally determined process. The integration of data will inform not only reporting of characteristics, but also the intensity of instruction that will be needed. A student identified with characteristics of dyslexia will need explicit, systematic instruction in one or more of the following areas: phonemic awareness, phonics and spelling. Studies have shown that interventions delivered with sufficient intensity at the earliest possible stage reduce the need for long-term services as well as costs for interventions.

The following table illustrates how screening data is integrated to determine which students have characteristics of dyslexia and the appropriate level of intervention. This table provides some guidance; however, not all possible data configurations are represented.

Corroborating Data	Tier 1	Tier 1 and Monitor	Tier 2 and Monitor	Tier 2 or 3	Tier 3 Refer for Evaluation
Universal screening results	● (green filled)	◑ (half)	◑ (half)	◑ (half)	◑ (half) ○ (open)
Family history (lack of data is not definitive)	NA	● (green filled)	● (green filled)	◑ (half)	○ (open)
Child tested or diagnosed	NA	● (green filled)	● (green filled)	Unknown or ○ (open)	Unknown or ○ (open)
Teacher data collaborates low screening scores	NA	● (green filled)	◑ (half)	◑ (half)	○ (open)
Poor response to intervention and history of prior services Progress Monitoring trendline will not meet grade goal	NA	NA	NA or ◑ (half)	◑ (half)	○ (open)
Screener trendline is getting farther from the goal					
Which students are reported as having characteristics of dyslexia in Read Well by Grade 3 Report	Not reported	Not reported	Not reported if student responds to instruction If student is not responding, report	Report	Report

● (green filled) No concerns, scores at or above expectations   ◑ (red/white half) A mix of concerns, scores above and below expectations   ○ (green open) Clear concerns with multiple scores falling below expectations

Screening and Identifing Students with Convergence Insufficiency Disorder

If a student states that he or she gets headaches or eye strain while reading for extended periods of time, the information is shared with the parent/guardian for possible further screening by the family's eye care professional. A teacher of blind/visually-impaired students would not serve a student with convergence insufficiency alone.