



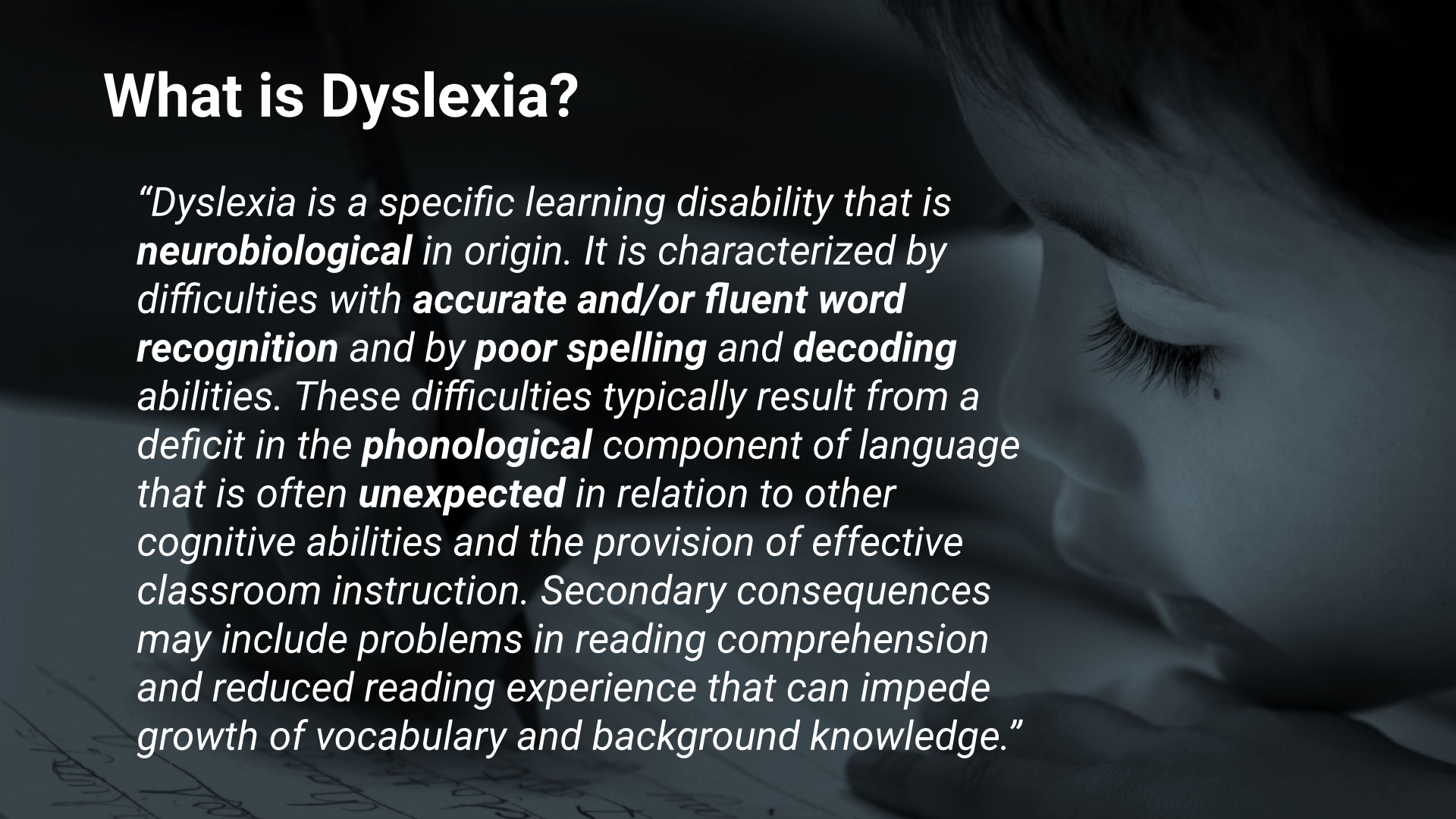
**BOULDER VALLEY**  
SCHOOL DISTRICT

Board of Education | October 22, 2019

# Dyslexia Screener Pilot

# What is Dyslexia?

*“Dyslexia is a specific learning disability that is **neurobiological** in origin. It is characterized by difficulties with **accurate and/or fluent word recognition** and by **poor spelling** and **decoding** abilities. These difficulties typically result from a deficit in the **phonological** component of language that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*



# Dyslexia and Colorado

## **Dyslexia Advisory Team created out of concerns for students' needs not being met**

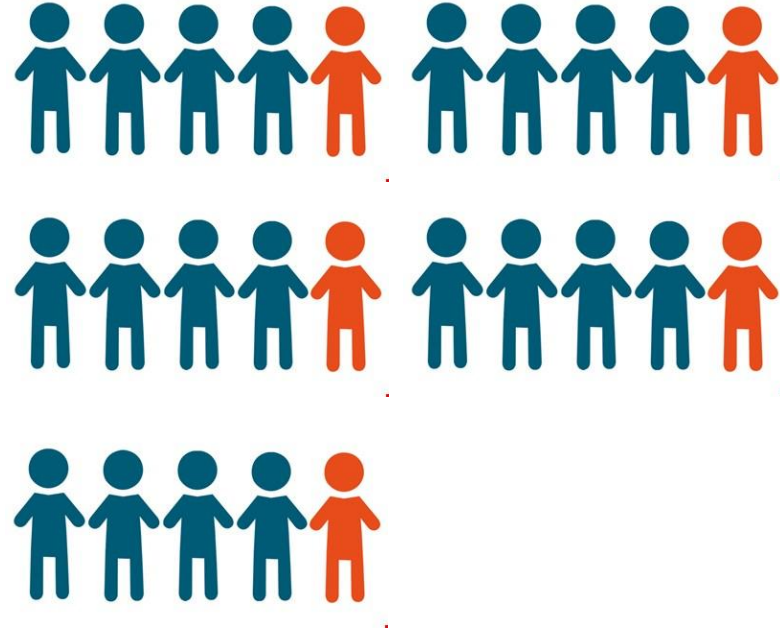
- Partner with BVKid to start the conversation
- Created goals together
- Dyslexia screener is one of them
- Members include staff, administrators, parents and community

## **COKids brings dyslexia awareness to legislature**

- Dyslexia Working group created
- Screenings will likely come out of this work

# Why do we need a screener?

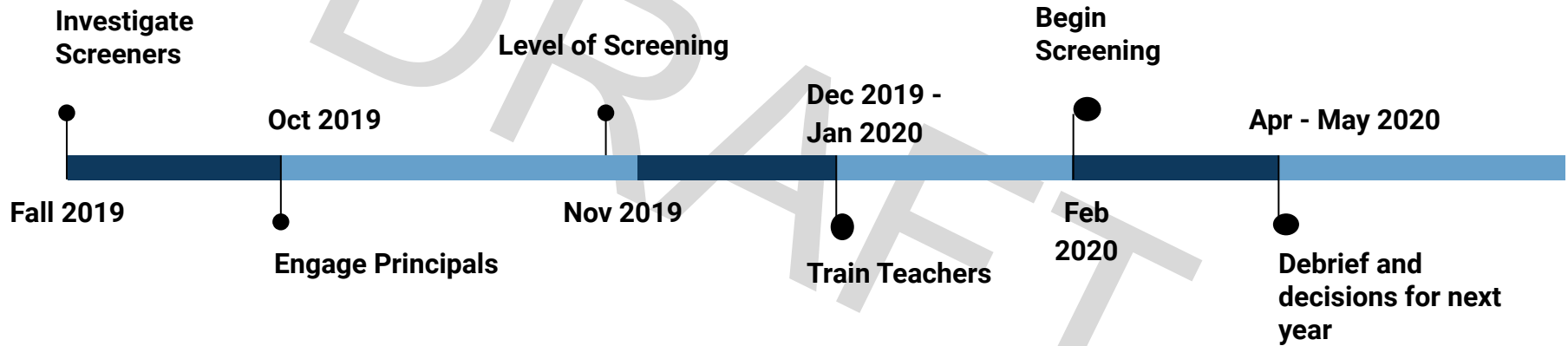
1 in 5



# Current Practices

- iReady or iStation interim assessments
- BAS
- Spelling assessment
- Foundations, K-2

# Timeline



# What needs to be in the screener?

- Difficulty identifying the separate speech sounds within a word (Phonemic Awareness)
- Identifying letter names – biggest indicator of later reading difficulty
- Letter-sound correspondence
- Poor spelling
- Rapid naming

# Recommendations for pilot

## Mississippi Dyslexia Screener

- Encoding, letter naming, nonsense word fluency, phoneme segmentation fluency, and rapid naming
- 1:1 with scores input immediately into computer so results given immediately
- Reports that are easy to understand generated but not saved by company
- 15 minutes to administer
- No financial cost other than FTE cost



# Recommendation for administration

- **Spring of Kindergarten**
- **Fall of 1st Grade**
- **Two-tiered approach (dynamic screening)**
  - Prescreener at end of Kindergarten and dyslexia screener fall of 1st grade
  - Prescreener indicates potential for reading difficulty but doesn't screen specifically for dyslexia
  - Follow up screener in 1st grade would be specific to dyslexia for kids flagged by prescreener



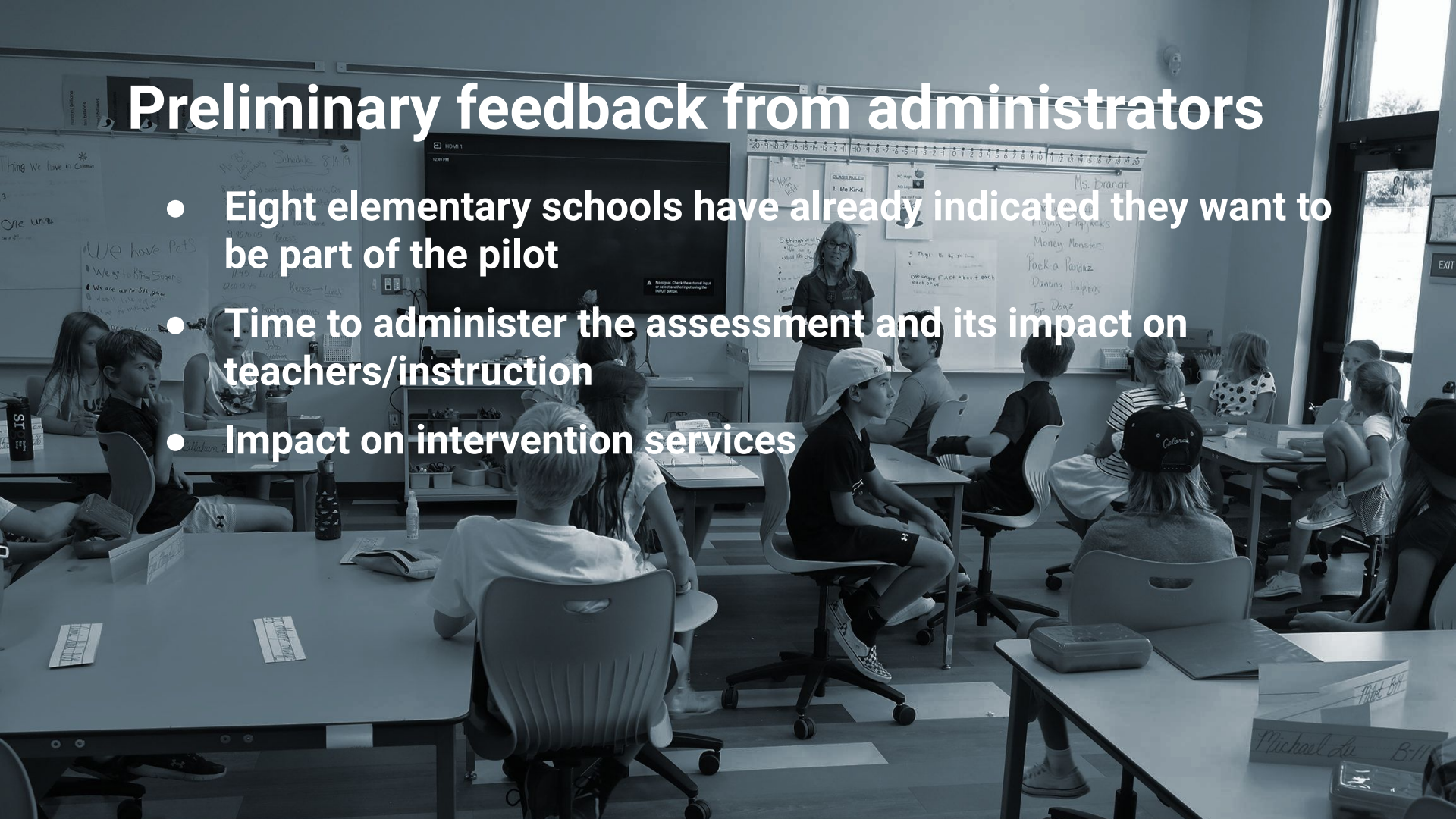
# Choosing schools to pilot

- 10-15 schools for pilot
- All geographic areas represented
- Variety of demographics represented
  - Dyslexia does not discriminate
  - SES levels
  - Include dual language schools



# Preliminary feedback from administrators

- Eight elementary schools have already indicated they want to be part of the pilot
- Time to administer the assessment and its impact on teachers/instruction
- Impact on intervention services



# Evaluating success and next steps

- **Internal evaluation process engaging Student Assessment and Program Evaluation Department**
- **Direct, explicit, systematic, multisensory instruction that breaks down the structure of the English language**
  - Foundations K-2 universal instruction
  - Orton Gillingham
  - Wilson in SPED

