



GCA Universal Screener Implementation Guide {K-8}

Georgia Early Literacy Act {HB538}

Georgia Dyslexia Bill {SB48}

2024-2025 Academic Year

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Universal Screeners

| Assessment | Grade Level | Dates | Platform |
|--------------------------|-------------|------------------------------|----------|
| BOY Universal Screener | K-8th Grade | August 5-16, 2024 | iReady |
| Additional Literacy Task | K-3rd Grade | August 19-September 20, 2024 | |
| MOY Universal Screener | K-8th Grade | November 11-22, 2024 | |
| Additional Literacy Task | K-3rd Grade | November 18-December 6, 2024 | |
| Additional Dyslexia Task | K-3rd Grade | November 18-December 6, 2024 | |
| EOY Universal Screener | K-8th Grade | March 24-April 11, 2024 | |
| Additional Literacy Task | K-3rd Grade | April 7-18, 2024 | |

Purpose

Universal screening measures student mastery of skills required for engaging in grade-level content. Georgia has requirements for Universal Reading and Dyslexia screening for students in Grades K-3. Per Georgia HB538 and SB48, students should be assessed three times yearly for Universal Reading Screening and at least once yearly for Dyslexia Risk Screening. The goal of Universal Reading Screening and Dyslexia Risk Screening is to measure foundational literacy skills and identify students displaying characteristics of dyslexia. The data from the universal screeners is designed to:

- Identify skills the student has mastered.
- Provide data on the progression of skills needed to accelerate growth.
- Assist teachers with planning Tier I instruction, intervention, and acceleration.

Scheduling Universal Screeners

The Universal Screeners are untimed tests. It should take approximately 50 minutes in grades K-1 and 90 minutes in grades 2-8. Research indicates that students who complete

the diagnostic in segments have the most accurate data. All students test at their own pace, so there may be some variation in these testing times.

Best practices in scheduling the universal screener include:

- Before the screener, have conversations with students about the test's purpose, how the data will be used, and the importance of the testing data.
- Administering the diagnostic in their classroom/class period rather than a special schoolwide testing schedule.
- Allocating two 40- to 45-minute class periods per subject for students to take the diagnostic.
- Younger students or students served in special education may need shorter testing segments spread throughout the testing window

iReady Diagnostic

When a student begins the assessment, iReady will first check if the student has previously taken a diagnostic. If the student has previously taken a Diagnostic, the assessment will begin at the student’s proficiency level based on the previous assessment. Students must do their best on each assessment so the test starts at an appropriate point. If a student has not yet completed an iReady Diagnostic, the assessment starts from an initial score considered one grade level below the student’s chronological grade. The assessment will then adjust as the student responds to items.

The diagnostic is designed such that students should answer roughly 50 percent of the questions correctly and 50 percent incorrectly. This helps enable a precise determination of student proficiency.

iReady Diagnostic Reports

The following reports, while not an exhaustive list, will assist with the analysis of data after the diagnostic administrations:

| BOY Diagnostic | MOY Diagnostic | EOY Diagnostic |
|---|--|------------------------------------|
| Diagnostic Results | Diagnostic Results | Diagnostic Results |
| Projected Proficiency Report | Projected Proficiency Report | |
| Grade Level Scaffolding {ELA} | Diagnostic Growth Report | |

iReady Personalized Pathway at GCA

The personalized pathway generates personalized learning paths for each student based on their diagnostic performance. These paths include specific lessons and activities tailored to address areas where students need improvement, allowing teachers to provide targeted instruction. Teachers can track student progress through the platform and adjust

their teaching strategies accordingly. This feature enhances the ability to differentiate instruction, ensuring each student receives the support they need to succeed.

- The goal for students is to pass at least two personalized pathway lessons per week in iReady Reading
- Students should **not** spend entire instructional or intervention blocks completing iReady lessons on the computer
- The personalized pathway of students receiving EIP support **should not be adjusted or altered** at Tier 1; these pathways are monitored by MTSS Intervention Specialists at Tier 2 and Tier 3 to collect specific progress monitoring data

Steps to Effectively Utilize the iReady Personalized Pathway at Tier 1

Teachers can support their students in using personalized pathways and maximizing the use of the platform to help students meet their stretch growth goals and close academic gaps. Teachers who see the most growth in students complete the following actions consistently:

1. **Review Diagnostic Data:** After every diagnostic, review student results to understand student strengths and weaknesses. This understanding can assist you in tailoring instruction for differentiation, remediation, and acceleration.
2. **Encourage Student Agency:** Conference with students to help them understand the purpose of the assessments and what the data says about their learning. Empower them by helping them to set personal goals, track their progress, and reflect on their growth. Empower them to advocate for themselves and seek help when needed.
3. **Monitor Progress:** Regularly monitor student progress through the personalized pathway. Examine time on task and lesson passing percentage, and provide remediation for inactive domains.
4. **Provide Feedback:** Offer constructive feedback to students as they work through the personalized pathway. Encourage them to track their progress, celebrate their success, and provide support to help them continue to move toward mastering skills.
5. **Celebrate Success:** Celebrate growth, lessons passed, and skills mastered.

Personalized Pathway (My Path) vs. Teacher-Assigned Lessons at Tier 1

There may be an occasion in which a teacher may utilize the teacher-assigned lesson feature. The chart below indicates the differences between My Path lessons and teacher-assigned lessons.

| | My Path Lessons | Teacher-Assigned Lessons |
|-----------------------------|--|--|
| Personalization | Personalized to each student's needs based on iReady assessment results. | Assigned by the teacher based on specific learning goals or needs. Should be on-grade level. |
| Targeted Instruction | Targets specific areas for improvement identified by the assessment. | Can serve various purposes, such as extra practice, reinforcement, or enrichment based on a skill taught in class |
| Primary Focus | The main focus of personalized instruction in iReady. | Offered as supplemental and should not replace My Path lessons |
| Flexibility | Pre-selected based on diagnostic results. | Based on specific, identified needs by the teacher. |
| Purpose | Address individual learning needs and support growth in targeted areas. | Provide additional support, practice, or enrichment beyond the personalized pathway. Can also be used to gather data for MTSS process. |

Reminder: When a teacher assigns a lesson, the student's progress in their personalized pathway (My Path) is interrupted/delayed. Teachers should consider this carefully when assigning lessons outside of the personalized pathway. **Due dates should be set within**

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the class period. While teacher-assigned lessons can provide valuable support, reinforcement, or enrichment, they should be used strategically to complement and support the student’s learning goals.

iReady Literacy Tasks

As part of the *iReady Assessment* suite, *iReady Literacy Tasks* provide information on how students perform in phonological awareness, encoding, and fluency-related reading skills. Teachers administer the tasks one-on-one and enter scores into an intuitive platform in *iReady Connect* for data collection and analysis.

To meet both Universal Literacy and Dyslexia Risk Screening requirements, administer the tasks listed in the table below to all students in Grades K–3.

| | Fall {BOY} | Winter {MOY} | Spring {EOY} |
|---|--|--|--|
| K | Letter Naming Fluency of Mixed-Case Letters Task | Letter Naming Fluency of Mixed-Case Letters Task | Letter Naming Fluency of Mixed-Case Letters Task |
| 1 | Grade 1 Word Recognition Fluency Task | Grade 1 Passage Reading Fluency Task | Grade 1 Passage Reading Fluency Task |
| 2 | Grade 2 Passage Reading Fluency Task | Grade 2 Passage Reading Fluency Task | Grade 2 Passage Reading Fluency Task |
| 3 | Grade 3 Passage Reading Fluency Task | Grade 3 Passage Reading Fluency Task | Grade 3 Passage Reading Fluency Task |

All administered Literacy Task scores must be entered in the iReady System to receive student placement levels. From the *iReady Early Literacy Benchmark*, students will receive placements of **Below Benchmark, On Benchmark, or Approaching Benchmark**. From the iReady Dyslexia Risk Indicator, students will receive placements of **At Risk, Some Risk, or No Observed Risk**.

Do we have to administer both the Literacy Tasks and the Diagnostic in the same week?

You do not have to administer the Literacy Tasks and the Diagnostic in the same week. It is recommended that you spread the assessments over a short period, ideally within two weeks. Our guidance for identifying risk factors consistent with state requirements assumes that results from the same testing window are used when determining risk. Also, note that students assessed at the beginning of the norming window may perform differently than at the end of the window as a result of instruction and subsequent academic growth.

For additional guidance on iReady Universal Screening in Georgia, click [here](#).

Parent Notification

No later than fifteen days after identification of a possible reading deficiency, Georgia Cyber Academy shall provide written notification of the possible deficiency to the parent or guardian of any student in kindergarten through third grade who exhibits a significant reading deficiency at any time during the school year. This written notification shall include:

- That the student has been identified as exhibiting a significant reading deficiency
- That a tiered reading intervention plan will be implemented by the student's teacher;
- Results of the student's performance on the universal reading screeners administered to date;
- A description of the proposed evidence-based reading interventions and supplemental instructional services and supports to be provided to the student that are designed to remedy the identified area or areas of significant reading deficiency to ensure the student becomes proficient in foundational literacy skills;
- Notification that the parent or guardian will be informed in writing of the student's progress toward grade level reading; and
- Strategies for parents to use at home to help their child succeed in reading.

The Instructional Support Services Department will notify parents and guardians of all kindergarten through third grade students three times per year, following the diagnostic and literacy task window using the [SY2425 Universal Screener Notification Letter](#) .

Tiered Reading Plans

Georgia Cyber Academy shall implement tiered reading intervention plans for students in kindergarten through third grade who, at any time during the school year, exhibit a significant reading deficiency, as measured by performance on the iReady Diagnostic and iReady Literacy Tasks.

- Each tiered reading intervention plan shall be implemented no later than 30 days after a student has been identified as exhibiting significant reading deficiency.
- The tiered reading intervention plan shall describe the evidence-based reading intervention services the student will receive to remedy the reading deficit and ensure the student becomes proficient in foundational literacy skills.
- Tiered reading intervention plans may be incorporated into and included as part of the school's existing multi-tiered system of support or response-to-intervention frameworks.
- Each student identified as exhibiting a significant reading deficiency shall receive intensive reading intervention until the student is no longer identified as exhibiting a significant reading deficiency.

The Instructional Support Services Department will implement and monitor all Tiered Reading Plans for students served in EIP. The grade band Instructional Support Services Assistant Principal will monitor any students receiving Tiered Reading Plans who do not qualify for EIP due to no additional qualifying data points.

Sample Tiered Reading Plans

[SY2425 GCA Tiered Support Reading Plan {Tier 1}](#)

[SY2425 GCA Tiered Support Reading Plan {Tier 2}](#)

[SY2425 GCA Tiered Support Reading Plan {Tier 3}](#)