



Mountain View
Whisman
School District

Reading Difficulty Risk Screener

April 3, 2025



Connection to Strategic Plan 2027

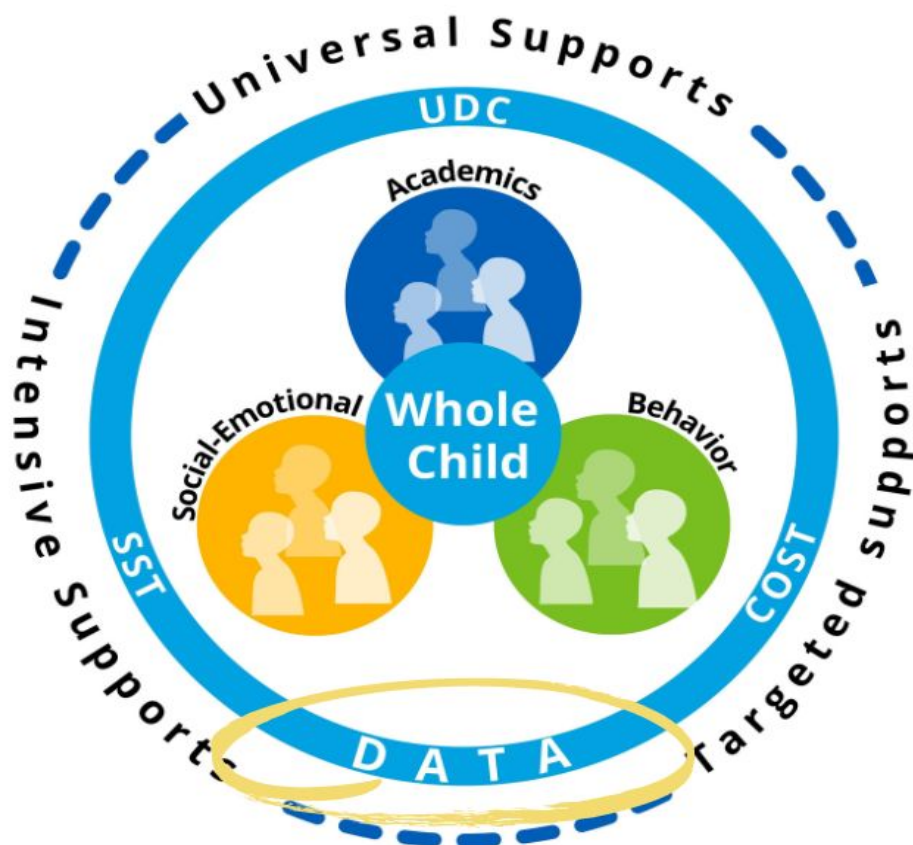
- Goal Area #1: Effective and consistent instructional practices that meet the needs of all students
 - Initiative 1b: Fully develop MVWSD's Multi Tiered System of Support to improve instruction, differentiate learning, and align systems



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Universal Screening

MTSS & Universal Screening



- Universal screening is a key component of MTSS as a data point to understand students' needs
- A variety of universal screeners exist from the whole child lens

“Universal screening consists of brief assessments focused on target skills that are highly predictive of future outcomes.”

California Comprehensive State Literacy Plan

Screening students for risk of reading difficulties, including dyslexia, is **one of many tools** that educators can employ to **gain information about how to support their students' learning**. Screening should be considered part of a school's comprehensive instructional strategy and should be used by educators like other types of formative and summative assessments: **to inform instruction, measure a student's progress, identify student learning needs, and enable parents and educators** to discuss student needs in a more informed way. Screening results shall be used as a flag for potential risk of reading difficulties and to provide supports and services. Screening is for all students to determine risk and who needs additional assessment and early intervention.

Instructional response is the KEY!

California Comprehensive State Literacy Plan

MVWSD Universal Screening Journey

- 2022-23:
 - i-Ready Dyslexia Screener for all K-3 students
 - UCSF's Multitudes research project at CA, MI
- 2023-24
 - i-Ready Dyslexia Screener for all K-3 students
 - UCSF's Multitudes research project at CA, MI, ML, TH
 - Spanish language screener
- 2024-25
 - i-Ready Reading Difficulty Screener for all K-3 students
 - Amplify mCLASS & DIBELS Reading Difficulty Screener at Castro

California Senate Bill 114

- All districts must adopt a screener from the state approved list by June 2025
- Screen every K-2 student annually
- Consider English language proficiency
 - Screen in home language to the extent possible
 - Consider developmental and educational history, literacy progress
- Develop a process to notify families of screening process and results
- Provide support to identified students, which may include:
 - Systematic instruction
 - Small group intervention or tutoring
 - Further assessment



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RDRS Selection Process

RDRS Selection Process

- RDRS Committee included 28 members, representing every elementary school site:
 - General education teachers (K-4)
 - Reading interventionists
 - Newcomer teachers
 - Special education teacher
 - School psychologist
 - Principals
 - Director

RDRS Selection Process (continued)

- RDRS Committee Meetings:
 - Professional development on assessments, universal screening, reading difficulty and dyslexia, and MTSS
 - Data dive and needs analysis
 - Reviewed and piloted approved screening tools
 - Rated on rubrics recommended by Sacramento County Office of Education
 - Make recommendations:
 - Screener tool for Board approval
 - MVWSD Screening Process

RDRS Selection Process (continued)

- RDRS Focus Groups:
 - Open invitation to community members and MVWSD parents/guardians
 - Met twice to elicit feedback
 - Overview of universal screening and CA SB 114 requirements
 - What should MVWSD consider
 - when choosing a reading difficulty risk screener?
 - with regards to parent communication and collaboration?
 - when revising our response to reading difficulty risk screener data?

MVWSD Community Focus Group Feedback

- Screen several times a year, including in 3rd grade
- Human proctored--students should not be screened solely by a computer program
- Provide families with information about what the results mean and how to support
- Schools provide additional reading support for identified students
- Educate educators, families, and communities about reading difficulties
 - not a measure of intelligence
 - resources at school and at home

CA State Approved Screeners

Organization	Title	Grades	Languages
Amira Learning, with HMH as distribution partners	<u>Amira</u>	K, 1, 2	English and Spanish
Amplify Education	<u>mCLASS with DIBELS Edition 8 and mCLASS Lectura</u>	K, 1, 2	English and Spanish
University of California San Francisco (UCSF) Dyslexia Center	<u>Multitudes</u>	K, 1, 2	English and Spanish
Stanford University, Brain Development and Education Lab	<u>Rapid Online Assessment of Reading (ROAR)</u>	1, 2	English only

Committee Review Process

- Eliminated Stanford's ROAR in the first round
 - Only grades 1-2 and English were validated for use
- Reviewed and piloted Amplify mCLASS DIBELS
- Reviewed HMH Amira and UCSF Multitudes
 - Not available for pilot
 - Received demonstration from publishers



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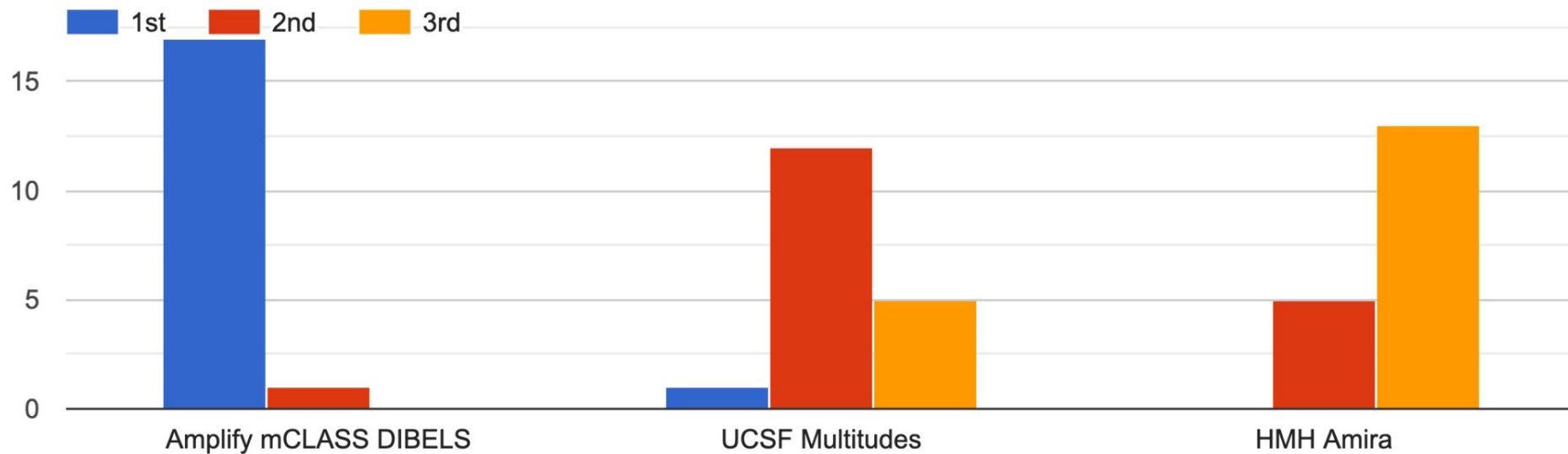
RDRS Committee Recommendations

RDRS Committee Recommendation

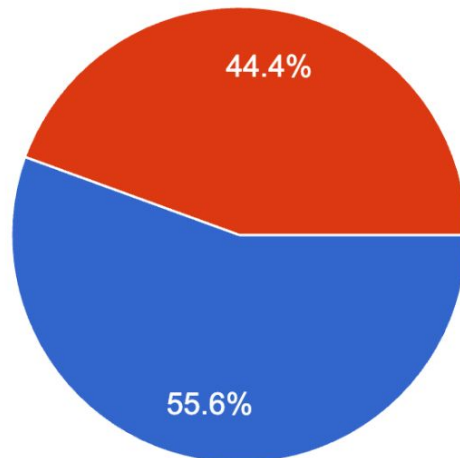
- Committee strongly recommends that the Board adopt the Amplify mCLASS DIBELS and Lectura (Spanish) reading difficulty screeners
 - DIBELS is a reputable, highly validated early literacy assessment tool
 - In addition to being used as an annual screener, mCLASS DIBELS and Lectura can be used as benchmark and progress monitoring assessments
 - Provides intervention and instruction links to our Amplify CKLA core curriculum

RDRS Committee Recommendations

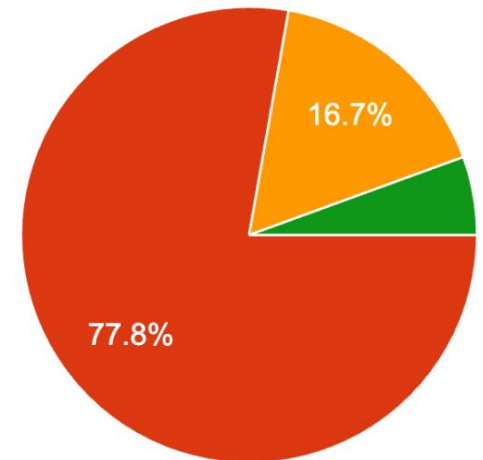
Rank order



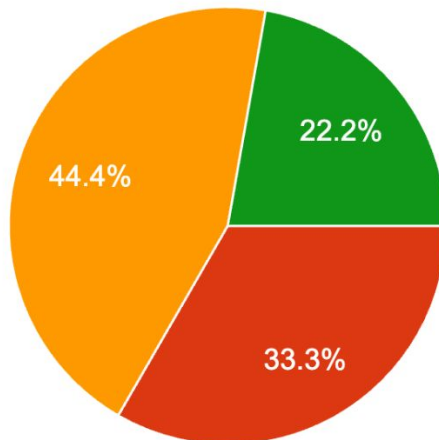
Amplify mCLASS (DIBELS) and Lectura



UCSF Multitudes



HMH Amira



- I strongly agree with this screener and can support it.
- I can support this screener. I am willing to go along with this choice.
- I have concerns and cannot support this screener.
- I abstain because I didn't learn enough about this screener to have an opinion.



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Next Steps

Considerations

- Universal screeners are *predictors* of future outcomes
 - In K-2, students are still receiving foundational skills instruction
 - “At risk for reading difficulties” means that without additional evidence-based reading instruction, a student is likely to have later reading difficulties
 - With evidence-based instruction, it is possible for students “at risk for reading difficulties” to learn how to read
 - In 3-5, students have already received the majority of their foundational skills instruction
 - Universal screening as a *predictor* is no longer needed
 - Other benchmark and assessment data indicate that a student *has* reading difficulties

Considerations (continued)

- Universal screeners are necessary, but not sufficient
 - Additional assessments are needed to pinpoint needs to tailor interventions and to measure progress towards grade level benchmarks
 - Schools need to design their master schedules to provide dedicated time for core reading instruction and small group intervention

Next Steps

- Pending Board approval of Amplify mCLASS DIBELS and Lectura, RDRS Committee will revise MVWSD's early literacy assessment suite
- Implement updated screening process Fall 2025
- Increase reading intervention support across all school sites
- Continue providing evidence-based core instruction aligned to the Science of Reading
- Continue educating the whole child within our MTSS