

Early Reading Difficulties Screener Committee Update

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Early Reading Difficulties (ERD) Screener

“Screening measures, by definition, are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students.”

[Universal Screening K-2 Reading](#), International Dyslexia Association

Early Reading Difficulties Screener Background

- ❖ Legislation that requires Kindergarten, 1st, and 2nd grade students be screened for reading difficulties, including risk of characteristics of dyslexia, from an approved list of screeners. School districts are required to adopt one of the approved screeners by June 30, 2025 (Ed Code Section 53008) for implementation in the 2025-26 school year.
- ❖ In AUSD, we have been piloting a practical, valid, and reliable reading difficulties screener, STAR CBM, for the last 2 years with high participation and usage of the data to inform supports for students. It remains unclear why Star CBM was not approved.
- ❖ The approved screeners include: [mCLASS Dibels](#), [Amira](#), [ROAR](#), & [Multitudes](#).

Screeners Committee Members

Site	Grade	Representative
Bay Farm	1	Kim Clocksin
Earhart	2	Paige Rodriguez
Edison	2	Regina Chan
Love	K	Kim Hare
Maya Lin	1	Anne Levy
Maya Lin	SDC	Cory Spells
Otis	K	Esperanza Mendez
Otis	K-5 Admin	Brian Dodson
Paden	1	Jacki Smith
Ruby Bridges	K-5 Coach	Deveny Dawson
All sites	N/A	Erin Ashworth (PK-3 Coach), Lindsey Jenkins-Stark (RAD), Chandini Stanley (SPED)



Pictured (L to R): Brian Dodson, Chandini Stanley, Assia Day*, Erin Ashworth, Esperanza Mendez, Deveny Dawson, Anne Levy, Regina Chan, Paige Rodriguez, Jacki Smith, and Kim Clocksin

Not pictured: Cory Spells, Kim Hare, Lindsey Jenkins-Stark

* *Pictured but no longer on committee*

State ERD Screener Vetting Process

All Approved Screeners...

- **Meet reliability, and validation requirements for the state of California**
- Are normed with a **large and diverse sample of pupils**, whose home language is a language other than English as well as those who are native English speakers
- **Supports evidence-based instruction**, and is **culturally, linguistically, and developmentally appropriate** for K-2 students
- Measures domains that may predict reading difficulties

Approved ERD Screeners

The state has released 4 approved ERD screeners. For capacity, continuity, and progress monitoring reasons, AUSD will be considering 2 of the 4 screeners.

Capacity & Continuity: ROAR only assesses Grades 1-2. If we adopted ROAR, we would have to adopt an additional screener from the list for K. Due to the size and capacity of AUSD, and the lack of continuity through the grade levels, ROAR will not be considered.

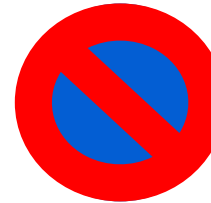
Progress Monitoring: Multitudes can only be used 1x year and therefore cannot be used to progress monitor which is essential for all students in the learning to read process, and particularly crucial for underserved students including but not limited to English Learners and Students with IEPs.



Amira



mCLASS with DIBELS Edition 8



Rapid Online Assessment of Reading
(ROAR)



Multitudes

Some Differences Between Amira and mCLASS DIBELS*

Amira	mCLASS DIBELS
<ul style="list-style-type: none">• Computer administered, teacher can observe• Can be 1:1 or small group• 5 Mins per Student minimum x 25 students = 125 mins• 9-11 skills assessed• Family reports offered in 7 languages	<ul style="list-style-type: none">• Teacher administered• 1:1 only• 15-20 Mins Total, 5 groups of 5= 90 mins• 4-6 skills assessed• Family reports offered in 2 languages

* This chart represents some of the differences between Amira and mCLASS DIBELS, but is not an exhaustive list

Amira SFUSD Site Visit



ERD Screener Selection Process

February	March	April	May	June - Aug
<ul style="list-style-type: none"> • Outline commitment for committee participation • Communicate to all K-2 teachers and site leaders update on ERD screener and opportunity to participate in committee • Solidify committee participation 	<ul style="list-style-type: none"> • Schedule vendors to present at April committee meeting and provide sandbox or demo accounts • Meeting 1: Develop District Lens & Investigate system alignment ie: common understanding of purpose, current conditions, resources, data, scope of assessment, barriers and access, multilingual learners, etc. • Meeting 2: Introduction to potential screeners pilot until meeting in April 	<p>WE ARE HERE</p> <p>SPRING BREAK</p> <ul style="list-style-type: none"> • Meeting 3: Review and provide input on evaluation too 	<ul style="list-style-type: none"> • Meeting 4: Use refined evaluation tool to begin to evaluate screeners. Piloting and information progress check: What additional questions are coming up for you? What other information do you need to make a decision? • Meeting 5: Make a Recommendation: come to consensus via the gradients of agreement and make a decision on which instrument the committee recommends the board adopt • Meeting 6: Brainstorm next steps and needs once the screener has been adopted by the district including a training & maintenance plan 	<ul style="list-style-type: none"> • Present recommendation to the board • Board Adopts screener by June 30th, 2025 • Create supporting materials & trainings ex: which measures when, alignment to SIPPS, how to administer, etc • Train teachers in screener during mandatory PD

Engaging the Broader Community

Teachers	Administrators	Families
<ul style="list-style-type: none">• Feedback on evaluation tool• Updates in Teacher Newsletter including access to committee's slide deck• Email updates after every meeting to K-2 staff• Sandbox access to anyone who wants to try!• Check ins with committee members?	<ul style="list-style-type: none">• Feedback on evaluation tool• Updates in Site Admin FYI including access to committee's slide deck• Email updates after every meeting to K-2 staff• Sandbox access to anyone who wants to try!• Check ins with committee members?	<ul style="list-style-type: none">• Feedback on evaluation tool• Updates in family newsletter including access to committee's slide deck• Presentation @ CAC April 22• Sandbox access @ district with links to resources email ljstark@alamedaunified.org



K, 1st, & 2nd GRADE FAMILIES

**Help us
evaluate
reading
screeners!**



AUSD

ALAMEDA UNIFIED SCHOOL DISTRICT

EXCELLENCE & EQUITY FOR ALL STUDENTS

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Board Discussion