

## Including Reading Screener Scores with Student Report Cards

### T.C.A. § 49-6-903

[T.C.A. § 49-6-903](#) outlines requirements for universal screening scores and dyslexia screening results to be sent home on or with student report cards. This resource is designed to support local education agencies (LEAs) and public charter schools in designing policy to meet these updated requirements.

#### ***How will we communicate required information to parents?***

- Printed or included directly on the report card, **or**
- Summarized in an accompanying letter or resource

#### ***Exactly what information are we required to include under Public Chapter 330?***

- The student's score on the most recently administered universal reading screener.
- The results of the dyslexia screener, if one has been administered to the student.

#### ***What does "most recently administered" mean?***

##### **Universal Reading Screener (URS)**

- URS is administered during three specific assessment windows in grades K – 6, and during at least one assessment window in grades 7 – 8, typically at the beginning of the year. "Most recently administered" refers to the score result from the most recent administration window prior to the date the report card is provided.
- For students who enroll after regular administrative windows, the most recently administered assessment may be outside of standardized, department-set administrative windows.

Including the date of administration can ensure that the most accurate information is provided and to account for students that may not have a growth score due to the assessment date being outside the URS administration window or to only participating in one screening window.

##### **Dyslexia Screener**

- T.C.A. § 49-1-229 requires LEAs to screen, as part of the universal screening process, in the areas of phonological awareness, phonemic awareness, alphabet knowledge, sound symbol recognition, decoding skills, encoding skills, and rapid naming (RAN), as necessary and appropriate, to determine if a student flags with characteristics of dyslexia and requires a dyslexia-specific intervention.. See T.C.A. § 49-1-229(a)(1) and (3).
- T.C.A. § 49-1-229 outlines that a screener can be requested at any time, but screening most often happens in the same windows as universal screening. LEAs should have records of how and when they are screening students for characteristics of dyslexia to be able to identify the "most recently administered" screener.
- Unlike URS, dyslexia screening might only occur once a year, or if there are no risk indicators, not at all.

#### ***What does "score on the universal reading screener" mean?***

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“Score,” in this context, refers to the composite score earned by the student during the most recent (Fall, Winter, or Spring) URS administration window. The department utilizes nationally normed percentiles when reporting URS scores. Percentile scores are utilized in legislative reporting, decisions regarding promotion and retention, and prioritization for summer programming. At minimum, the nationally normed percentile should be included in the fulfillment of Public Chapter 330.

***What is “a dyslexia screener” and what constitutes the “results” of a dyslexia screener?***

There is not a single “dyslexia screener.” In essence, the “results” of a dyslexia screener are whether the pattern of deficits found through screening warrant dyslexia-specific intervention as defined by T.C.A. § 49-1-229(f)(1) in order to close learning gaps.

Some potential options for reporting “results” of a dyslexia screener might include:

- A “yes” or “no” indication of whether the student was found to have said pattern of deficits warranting a dyslexia-specific instructional approach through intervention
- A summary of the data collected that illustrates a pattern of deficits in foundational literacy skills (e.g., attaching subtest data, written narrative, etc.)

***Can we utilize our existing Home Literacy Reports and letters for students with characteristics of dyslexia to meet these requirements?***

If Home Literacy Reports (HLRs; applicable to K – 5) and characteristic of dyslexia letters are used, LEAs would need to send these notices both with the report card AND at the designated times defined in § 49-1-905(e) and § 49-1-229(c).

***How do Individualized Learning Plans for characteristics of dyslexia (ILP-Ds) fit into these new requirements?***

Public Chapter 330 requires LEAs and public charters to report on the results of the most recent dyslexia screener, if applicable, not on whether a student meets criteria for an ILP-D.

***What could an exemplar look like for reporting this information either on or with the report card?***

| Date of Most Recently Administered Universal Reading Screener: | Score on the Most Recently Administered Universal Reading Screener: | Did the student receive additional screening for characteristics of dyslexia? | Did the student flag for risk for characteristics of dyslexia? |
|--|---|---|--|
| [DATE]   | [SCORE, including percentile]                                       | Yes or No   | Yes or No  |

**Additional information with narrative or attached documentation suggested for most recent URS score data and dyslexia screening (if applicable).**

**Note:** LEAs should consider what other letters, reports, or narratives could be included to clarify the meaning of score and screener results. Also, it is important to note that these requirements do not replace other parent notification requirements, such as but not limited to, informing parents about Response to Instruction and Intervention for Academics and Behavior (RTI<sup>2</sup> A+B) tiered intervention placement decisions and progress monitoring of students in intervention supports.