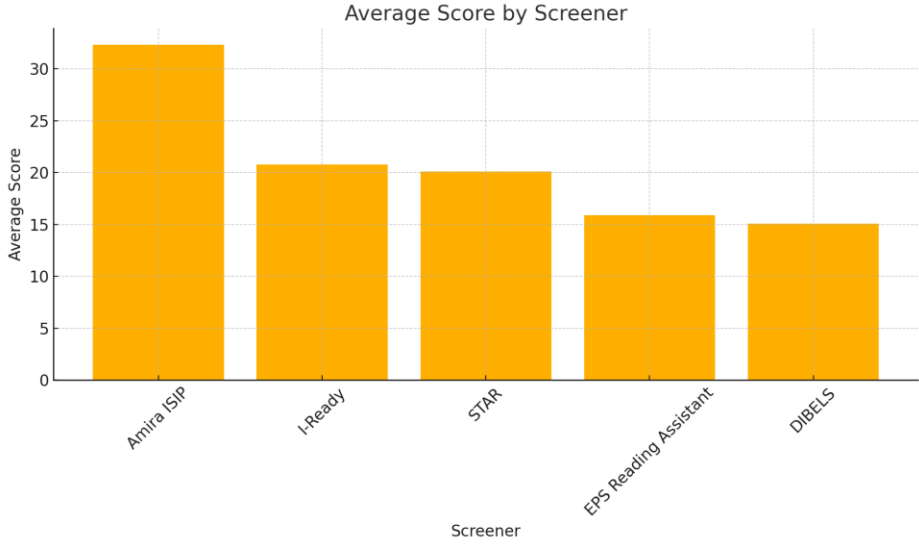


DCSD Reading and Dyslexia Universal Screener Evaluation Summary

The table below summarizes the evaluation of five universal screeners based on key performance indicators and overall reviewer feedback:

Screener	Average Score	Early Identification	Real-Time Data	Dyslexia Screening	Parent Communication	Professional Support	Scalability	Use as Primary Screener
Amira ISIP	32.3	Exceeds	Exceeds	Exceeds	Multilingual	Strong	High	Yes
I-Ready	20.8	Meets	Exceeds	Does Not Meet	Available	Strong	Moderate	Yes
STAR	20.1	Meets	Meets	Meets	Available	Moderate	Moderate	Supplemental
EPS Reading Assistant	15.9	Partially Meets	Partially Meets	Does Not Meet	Limited	Limited	Low	No
DIBELS	15.1	Meets	Meets	Does Not Meet	Limited	Limited	Low	Supplemental



DCSD Reading and Dyslexia Universal Screener Evaluation Summary

Amira ISIP

Overall, reviewers concluded that Amira ISIP is the most comprehensive and aligned screener for K–3 students. It received the highest average scores across all review criteria and stood out for its real-time diagnostic feedback, dyslexia flagging, and multilingual parent communication supports.

Summary of Strengths:

- Early Identification: Supports early identification of students at risk, exceeding expectations in most reviews.
- Real-Time Data Use: Administrators and teachers can access actionable insights for immediate intervention and acceleration planning.
- Collaboration: Encourages team-based planning through shared data systems.
- Goal Setting: Offers individualized student goal tracking.
- Parent Communication: Reports available in multiple languages for families.
- Dyslexia Screening: Flags characteristics of dyslexia based on performance patterns.
- Professional Support: Training and ongoing PD/technical support are available and sustainable.
- Scalability: The system grows with district needs and is user-friendly.
- Sustainability: Maintenance and training costs are deemed sustainable for long-term use.

Summary of Weaknesses:

- Cost Transparency: Reviewers noted a need for clearer pricing on yearly maintenance and licensing for scaling across all elementary schools.
- Limited Flexibility: Some feedback mentioned structured routines might require ongoing teacher training to ensure flexible implementation.
- Technical Access: Implementation success may depend on reliable internet access and device availability across all schools.

Additional Comments:

- Consider providing Amira’s parent reports in DeKalb County School District’s (DCSD) top five spoken languages.
- Ensure that all schools receive equitable access to digital tools to prevent resource gaps.
- Reviewers were especially impressed with Amira’s alignment to Science of Reading principles and the built-in support for dyslexia indicators, making it a well-rounded choice for universal screening.

DIBELS

Overall, reviewers found DIBELS to be a familiar screener with a history of use in many districts. It meets basic expectations for early identification and data use but lacks several key features required for comprehensive K–3 literacy support.

Summary of Strengths:

- Basic Screening: Provides foundational screening for phonemic awareness and fluency.

- Data Use: Teachers and administrators can use the assessment data to guide instructional groups.
- Low Tech Requirement: Minimal reliance on technology or devices.

Summary of Weaknesses:

- Limited Features: Does not flag dyslexia risk or support individualized goal tracking.
- Outdated Interface: Not as user-friendly or scalable compared to newer systems.
- Weak PD Support: Limited professional development and ongoing technical support.
- Low Reviewer Ratings: Received the lowest average score among all reviewed screeners.

Additional Comments:

- May still be used as a supplementary progress monitoring tool if aligned with existing instruction.

STAR

Overall, reviewers noted that STAR is a widely used assessment tool that covers a broad range of grade levels. While it has some strengths in screening and reporting, its generality limits its ability to address specific needs in early literacy development for K–3 students.

Summary of Strengths:

- Broad Coverage: Available for grades PreK–12, allowing longitudinal data tracking.
- Ease of Use: User-friendly interface and automated reporting features.
- Support Resources: Includes PD, parent communication tools, and sustainability in cost.

Summary of Weaknesses:

- Generalization: Not tightly aligned with Science of Reading or specific K–3 foundational skills.
- Dyslexia Flag: Only meets, not exceeds, expectations in identifying at-risk students.
- Less Instructional Integration: Lacks detailed instructional support for teachers.

Additional Comments:

- Could serve as a supplemental assessment tool but is not optimal as a primary universal screener.

I-Ready

Overall, reviewers recognized I-Ready as a robust digital platform with integrated intervention resources. It performs well in most evaluation categories and has strong data tools, though some gaps remain in dyslexia screening.

Summary of Strengths:

- Data-Driven: Provides real-time, actionable data for intervention planning.
- Digital Platform: Well-integrated tools for instructional use.

- User-Friendly: High usability for teachers and administrators.

Summary of Weaknesses:

- Dyslexia Limitation: Does not flag characteristics of dyslexia.
- Over-Reliance on Digital Tools: Requires consistent tech access across all students.
- Cost Considerations: May involve higher licensing and implementation costs.

Additional Comments:

- Strong overall performance but lacks targeted diagnostic support in some critical K–3 areas.

EPS Reading Assistant

Overall, EPS Reading Assistant was noted as a supportive tool for reading fluency and progress monitoring. However, it does not meet expectations in individualized goal setting, collaboration, or dyslexia screening.

Summary of Strengths:

- Student Engagement: Supports independent reading practice with voice recognition.
- Progress Monitoring: Provides student-level fluency tracking.
- Supplemental Use: May complement other screeners in a targeted intervention model.

Summary of Weaknesses:

- Goal Tracking: Does not support individualized student goal setting.
- Collaboration Limitations: Weak support for teacher planning and data sharing.
- Dyslexia Screening: No features to identify dyslexia risk indicators.
- Training: Minimal professional development or technical support options.

Additional Comments:

- Better suited as a supplemental tool, not a standalone universal screener.

Rationale for Selecting Amira ISIP:

Based on the evaluation data, **Amira ISIP** was chosen as the universal screener for the following reasons:

- It consistently **exceeded expectations** across critical areas such as early identification of students at risk, real-time data usability for administrators and teachers, and support for individualized goal setting.
- It provides strong support for **collaborative intervention planning** and includes reports that flag **characteristics of dyslexia**, a vital feature for early literacy intervention.
- The tool demonstrated **user-friendliness**, scalability with district needs, and included **sustainable training and support** models.
- Its features directly support **Science of Reading-aligned instruction**, and it offers **multilingual parent communication**, increasing accessibility across diverse student populations.