SameGoal Dyslexia Process

• Administer a tier 1 dyslexia screening measure to all students in grades K-3.

• Administer a tier 1 dyslexia screening measure to students in grades 4-6 whose parent, guardian or custodian request, or teacher requests and the student's parent, guardian or custodian grants permission for the screening measure to be administered.

• Administer a tier 1 dyslexia screening measure to each kindergarten student who transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within 30 days after the student's enrollment if the screening already has been completed.

• Administer a tier 1 dyslexia screening measure to each student in grades 1-6 who transfers into the district or school midyear within 30 days of the student's enrollment.

Order / Document	Parent Signature Required	Ohio's Dyslexia Guidelines
1-Notification of At-Risk Determination for Dyslexia	**No**	Parent, guardian or custodian of students who are determined to be at risk from the universal screener must be notified.
2-Dyslexia Monitoring Progress Report	**No**	Students determined to be at risk from the tier 1 dyslexia screening measure will be progress-monitored for up to six weeks.

• Students who do not demonstrate progress will be administered a tier 2 dyslexia screening measure. The district may administer a tier 2 screening measure to any student for whom the district administered a tier 1 screening measure.

• Districts must administer a tier 2 dyslexia screening measure in a timely manner to a transfer student identified as at risk on a tier 1 dyslexia screening measure. The Ohio Dyslexia Committee recommends this take place within 30 days of completing the tier 1 dyslexia screening.

3-Notification of Dyslexia Tier II Assessment	**No**	Parent, guardian or custodian of students who are progress-monitored and do not demonstrate progress within the six-week period must be notified that an intervention based diagnostic assessment (tier 2 screener) will be administered.
4-Tier II Dyslexia Screener Results	**No**	• Parent, guardian or custodian must receive the results of the tier 2 screening measure within 30 days of administration. If the student is identified as having dyslexic tendencies, the parent, guardian or custodian must be provided with information about reading development, the risk factors for dyslexia and descriptions for evidence-based interventions. • If a student demonstrates markers for dyslexia, the parent, guardian or custodian must be provided a written explanation of the district or school's structured literacy program.

5-Tier 2 RTI Progress Plan	**Yes**	
6-Tier 2 RTI Progress Report	**No**	• Intervention-based diagnostic assessment (tier 2 dyslexia screener) as needed• Progress monitoring at least every other week, determined by grade-level team
7-Tier 2 RTI Follow-Up	**Yes**	

Students who are not making progress, or who need more resources to make progress, may be considered for more intensive intervention within tier 3.

Tier 3 intensive intervention is individualized structured literacy instruction that is provided in addition to tier 1 instruction, and in addition to or in place of tier 2 intervention, depending on the needs of the student.

8-Tier 3 RTI Plan	**Yes**	
9-Tier 3 RTI Progress Report	**No**	• Intervention-based diagnostic assessment (tier 2 dyslexia screener) as needed • Progress monitoring weekly
10-Tier 3 RTI Follow-Up	**Yes**	

When faced with students who are not progressing with intensive tier 3 intervention, school teams need clear decision rules about intensification of support and suspecting a disability. In the absence of clear guidelines, teams may revert to the old refer-test-place model of service delivery. The old model relied on high-inference assessment practices. Too often, special education was seen as a generic cure-all and implemented without targeted intensive instruction to specific student needs. Not all students who need intensive support in reading are students with disabilities such as dyslexia. Not all students with dyslexia and other reading disabilities need intensive support in reading (Shaywitz, 2003).