

Gadsden City Schools
MTSS/RtI/PST Guidelines Regarding Reading Deficiencies and Dyslexia
Grades K - 3

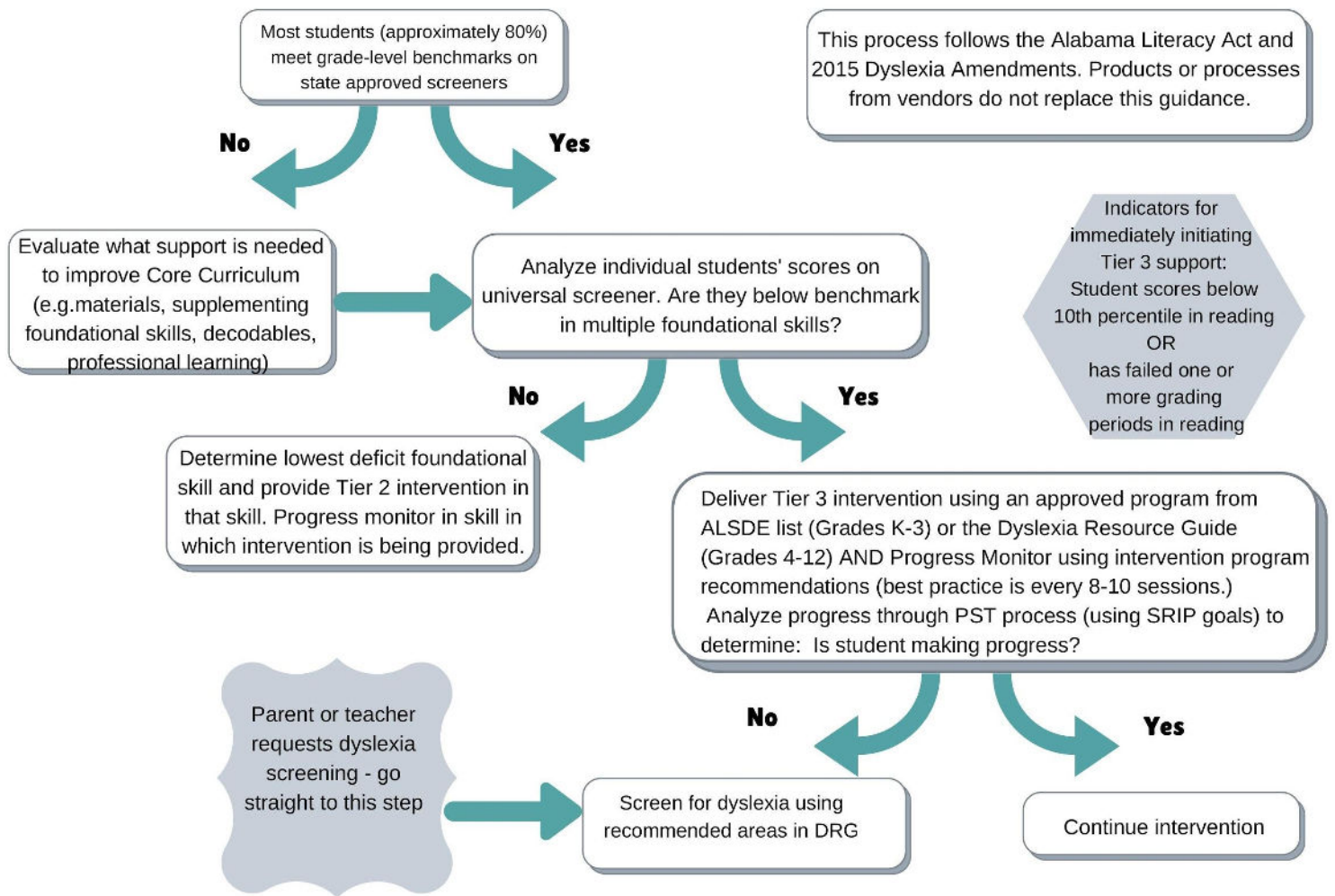
ALL STUDENTS in K-3 will be given the universal screener: mCLASS with DIBELS 8th

IF	THEN
If the student scores below benchmark (based upon the publisher's guidelines) on universal reading screener...	...then written notification will be provided to the parent/guardian within 15 school days after identification of deficiency(ies), and the student will receive a Student Reading Improvement Plan (SRIP) within 30 days after identification of the deficiency (as defined in the Alabama Literacy Act).
<p>If the student's individual scores on the universal screener is below benchmark in multiple foundational skills...</p> <ul style="list-style-type: none"> • Letter naming fluency (LNF) • Letter sound fluency (LSF) • Nonsense word fluency (NWF) • Sight words (WRF - Word Reading Fluency) • Oral reading accuracy and fluency (ORF) • Vocabulary • Comprehension (Maze) 	<p>... then deliver Tier 3 intervention from an ALSDE-approved *dyslexia-specific intervention program.</p> <ul style="list-style-type: none"> - Place student in MTSS/RtI for Tiered instruction and develop SRIP - Kindergarten Only: Students in kindergarten who have not previously been retained, <u>will not have an SRIP or be referred for MTSS/RtI support until after the MOY Universal Screener has been administered.</u> Students scoring "intensive" (red) on the composite score on the MOY Universal Screener will be referred to for Tier 3 Intervention. - 1st Grade Only: Students in 1st grade scoring "intensive" (red) on the composite score on the BOY Universal Screener will be referred for Tier 3 Intervention.
If students placed in MTSS/RtI for Tier 3 instruction are not making progress according to the progress monitoring data using the *dyslexia-specific intervention program's recommendations (best practice is every 8-10 sessions)...	<p>...then administer Dyslexia-Specific Screener to allow an opportunity for the student to demonstrate his/her competence or deficits in:</p> <p>Kindergarten & First Grade</p> <p>Step 1: Letter Naming Skill</p> <p>Step 2: Letter Sound Skill</p> <p>Step 3: Phonemic Awareness</p> <p>Step 4: Nonsense Word Fluency Skill</p> <p>Step 5: Alphabet Skills Fluency</p> <p>2nd grade & up</p> <p>Step 1: Accuracy of Word Reading In On-Grade-Level Text</p> <p>Step 2: Spelling Skills</p> <p>Step 3: Phonemic Decoding Efficiency skills (Decoding Nonsense Words)</p> <p>Step 4: Sight Word Reading Efficiency Skills</p> <p>Step 5. Alphabet Skills Fluency</p>

<p>If the student demonstrates deficits in at least three of the five areas on the dyslexia-specific screener, they will be considered to display characteristics of dyslexia...</p>	<p>...then the PST will review the following:</p> <ol style="list-style-type: none"> 1.) Characteristics of Dyslexia 2.) Details of the SRIP 3.) Response to Earlier Interventions 4.) Provision of Effective Classroom Instruction <p>This analysis will determine the student's intervention needs and will equip the team to intensify or change the intervention, add accommodations and/or assistive technology, or refer for special education services.</p>
<p>If a parent or teacher requests dyslexia screening...</p>	<p>... administer Dyslexia-Specific Screener</p> <p><i>Kindergarten & First Grade</i></p> <p>Step 1: Letter Naming Skill</p> <p>Step 2: Letter Sound Skill</p> <p>Step 3: Phonemic Awareness</p> <p>Step 4: Nonsense Word Fluency Skill</p> <p>Step 5: Alphabet skills fluency</p> <p><i>2nd grade & up</i></p> <p>Step 1: Accuracy of Word Reading In On-Grade-Level Text</p> <p>Step 2: Spelling Skills</p> <p>Step 3: Phonemic Decoding Efficiency skills (Decoding Nonsense Words)</p> <p>Step 4: Sight Word Reading Efficiency Skills</p> <p>Step 5. Alphabet Skills Fluency</p>
<p>If the student demonstrates deficits in at least three of the five areas in the dyslexia-specific screener, they will be considered to display characteristics of dyslexia...</p>	<p>...then the PST will review the following:</p> <ol style="list-style-type: none"> 1.) characteristics of dyslexia 2.) details of the SRIP 3.) response to earlier interventions 4.) provision of effective classroom instruction <p>This analysis will determine the student's intervention needs and will equip the team to intensify or change the intervention, add accommodations and/or assistive technology, or refer for special education services.</p>
<p>If a student has a diagnosis of Dyslexia from an outside agency...</p>	<p>...then administer Dyslexia-Specific Screener, provide dyslexia-specific intervention, and create SRIP to describe the evidence-based reading intervention.</p>

***Dyslexia Specific Intervention** must be provided by a teacher or individual that has completed training in the appropriate implementation of the evidence based, dyslexia-specific intervention being provided, or have successfully completed a certification training course. Examples of evidence based, dyslexia-specific interventions approved and recommended by ALSDE and used in our district are Sonday System and S.P.I.R.E. Other dyslexia-specific intervention programs approved by ALSDE and used in our district are IMSE Orton Gillingham. Contact your administrator or program area specialist to locate a trained teacher in your school.

Dyslexia Screening Decision-Making Flow Chart



Link for flowchart found on pg. 16 of *Alabama Dyslexia Resource Guide (2020 Revision)*

Gadsden City Schools Dyslexia Screening Tools

Kindergarten and 1st Grade				
Letter Naming Skill	Letter Sound Skill	Phonemic Awareness	Nonsense Word Fluency Skill	Alphabet Skills Fluency
Easy CBM Letter Names: Form 1	DIBELS 8th NWF- CLS: PM Form 20	DIBELS 8th PSF: PM Form 20	DIBELS 8th NWF-WRC: PM Form 20	Kindergarten Alphabet Skills Fluency Screening from Alabama Dyslexia Resource Guide
Kindergarten Student Copy Kindergarten Assessor Copy 1st Grade Student Copy 1st Grade Assessor Copy	Kindergarten Student Copy and Scoring Copy 1st Grade Student Copy and Scoring Copy	Kindergarten Scoring Copy 1st Grade Scoring Copy	Kindergarten Student Copy and Scoring Copy 1st Grade Student Copy and Scoring Copy	Alphabet Skills Fluency Screening

2nd Grade and Up:				
Accuracy of Word Reading in On-Grade-Level Text	Spelling Skills	Phonemic Decoding Efficiency Skills (decoding nonsense words)	Sight Word Reading Efficiency Skills	Alphabet Skills Fluency
DIBELS 8th ORF: PM Form 20	Diagnostic Spelling Test from <i>Spell to Write and Read</i>	CORE Phonics Survey from Assessing Reading: Multiple Measures (Revised 2nd Edition)	CORE Graded High Frequency Word Survey from Assessing Reading: Multiple Measures (Revised 2nd Edition)	Kindergarten Alphabet Skills Fluency Screening from Alabama Dyslexia Resource Guide

2nd Grade Student Copy and Scoring Copy	Diagnostic Spelling Test	Student Material and Teacher Record Form	Student Material and Teacher Record Form	Alphabet Skills Fluency Screening
3rd Grade Student Copy and Scoring Copy				