

Orland School District 135

Identification and Support for Students with Reading Disabilities

Identification and Support for
Dyslexia

“Special thanks to Orland School District 135
parents for providing communication and
information.”

–Orland School District 135

Identification

- ❖ Orland School District 135 continues to develop and refine its Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) to meet the instructional needs of our students.
- ❖ Orland School District 135's RTI process includes research-based assessments for universal screening to identify student who may be in need of additional support.
- ❖ Measures of Academic Progress (MAP), Fountas & Pinnell, Easy CBM

Identification

- ❖ Student data from screening assessments is analyzed by school problem solving teams and District Administration.
- ❖ Cut-scores for identification are established based on norm-referenced criteria.
- ❖ District 135 continues to refine the identification process by establishing norms and cut scores with new national norms for assessments.

Identification

- ❖ In ongoing efforts to meet students' needs and work with families, District 135 is addressing the need to add staff training and a more viable early screening tool for Dyslexia.
- ❖ Orland School District 135 is expanding Easy CBM to its universal screening tools for Kindergarten and utilizing the Individual Growth and Developmental Indicators of Early Literacy (IGDI) for early childhood students.
- ❖ Easy CBM is recognized as a "Top Five" common Dyslexia screening tool (Hart & Hodack).

Identification

- ❖ Easy CBM is norm-referenced and based on national norms and percentiles.
- ❖ Easy CBM assessments for screening include letter names, letter sounds, phoneme segmenting, word reading fluency, and passage reading fluency.
- ❖ All District 135 certified staff will complete training on Dyslexia.
- ❖ Reading Specialists will continue to be included on building problem solving teams analyzing data.

Support

- ❖ Orland School District 135 problem solving teams and families will work together to to identify students in need of additional support.
- ❖ Students in need of additional support will continue to learn with research-based core curriculum and receive support with additional research-based instruction and resources.
- ❖ Students receiving additional support will have their progress monitored with research-based assessments (Easy CBM and Fountas & Pinnell Leveled Literacy Intervention.)

Support

- ❖ Additional support includes instruction and assessment in reading, writing, and phonics.
- ❖ Student progress and instructional decision making will continue to be a collaborative effort shared with Orland School District 135 educators and families.
- ❖ In the Spring of 2016, Orland School District 135 will host a parent night for Dyslexia education and awareness.

References

- ❖ Hart, M. (2015). Dyslexia screening in schools: Supporting our teachers by doing it right.
- ❖ Hodack, T. (2015). Dyslexia screening in schools: Supporting our teachers by doing it right.