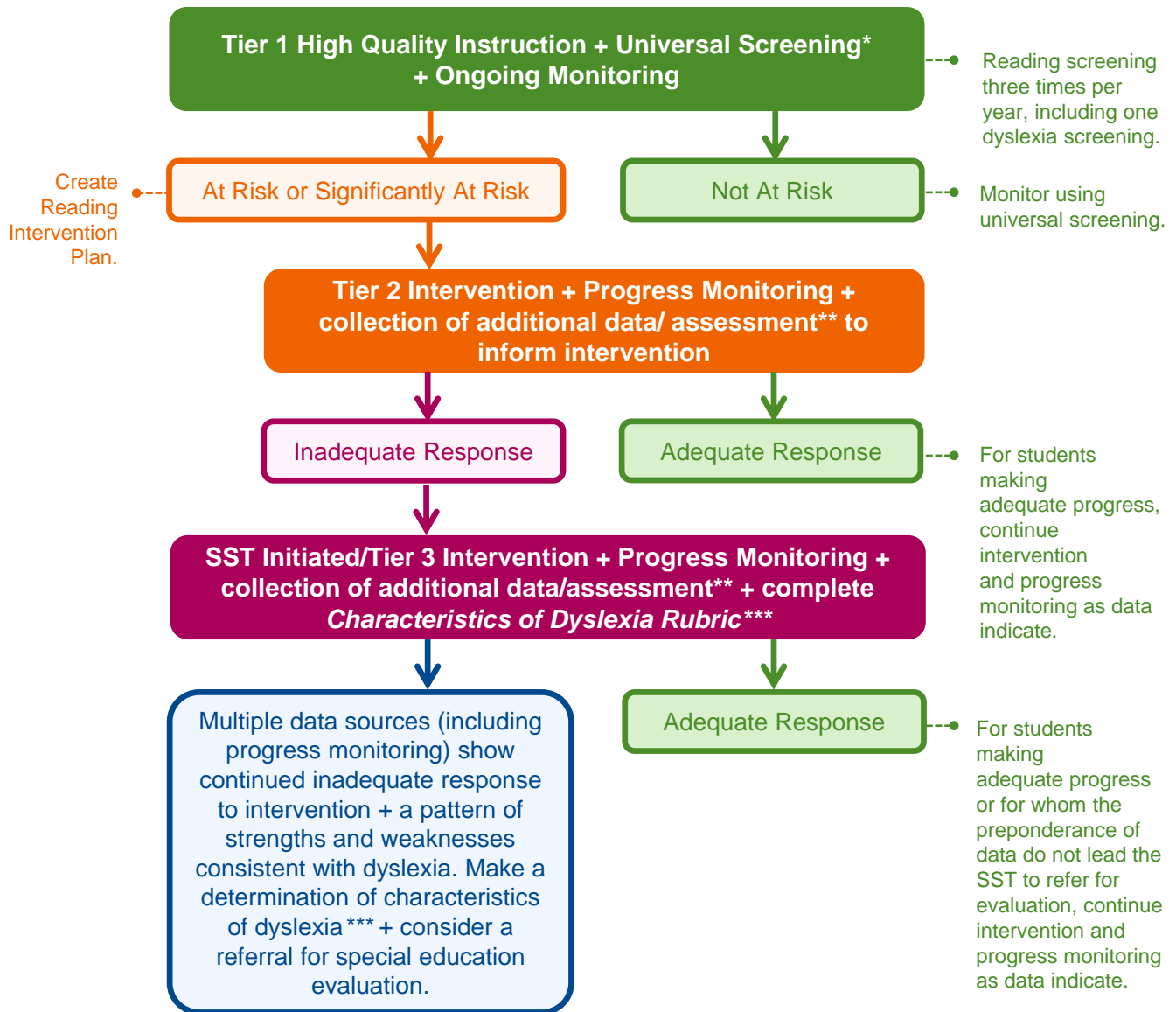


Georgia Reading and Dyslexia Screening Process

This flowchart incorporates SB 48 requirements and HB 538 requirements. All components must be implemented with fidelity.



* If more than 20% of students in the grade level are at risk, evaluate what support may be needed to improve Tier 1 Instruction (e.g., additional instructional materials, supplementation of foundational skills, decodable readers, professional learning, coaching).

** As data dictate and the school team determines appropriate. The collection of additional data may include work sample analysis, criterion-referenced assessments, norm-referenced measures, and/or other classroom data the team determines necessary to inform instructional planning and intervention and/or determine level of risk.

*** The determination that a child “may have characteristics of dyslexia” can occur at this point in the process if the SST/Tier 3 Team has adequate data over a period of time. However, districts may also defer this determination until additional assessment has been completed as part of a special education evaluation should the SST/Tier 3 Team agree that a disability, as defined by the Georgia Special Education Guidelines, is suspected and that this designation is necessary to meet a student’s needs. School Teams are encouraged to complete and utilize the [Characteristics of Dyslexia Rubric](#)*** to provide guidance in making this determination

