Specialized Reading Instruction, Identification of Students with Dyslexia Program Review

Conducted by Capitol Region Education Council (CREC)

Spring 2025

Intention of the Review

- Voluntarily engaged in the review with CREC following the due process decision
- CREC "developed the approach to the reading program reviews that aims to continuously improve programs and services for students. The review process is intended to:
  - Assess the quality of an educational institution's services for students with SLD/Dyslexia.
  - Determine priority need areas; and
  - Detail recommended goals and activities that will change practices and improve outcomes for students."

Goals of the Review

- Analysis and recommendations related to the effectiveness of services and support provided to students identified with SLD/Dyslexia at the elementary schools

- Review district alignment with best instructional practices based on current research.

Domain 1: Resources

Questions:

- Do the programs and materials match the essential elements of Structured Literacy instruction?
- What training does the district personnel currently have in evidence based reading intervention?

Commendations:

The district has sufficient materials and resources to meet the instructional needs of students

The district has sufficient assessment materials approved by CSDE to complete a comprehensive evaluation to determine SLD/Dyslexia

The district has an outlined MTSS structured approach to providing academic and social emotional support for students

Domain 2: Organizational Structures/Processes

Questions:

- Is there alignment between special and general education goals and instruction?
- Does the district have an evaluation process that results in the accurate identification of student strengths and needs?

Commendations:

Multiple special education teachers have dual certification

Special education and related services demonstrate a commitment to ongoing professional development

Special education staff are appropriately trained to provide reading instruction using specific Structured Literacy programs

Domain 3: Student Learning

Questions:

- Are students learning plans appropriately aligned with student needs?

Commendations:

Region 18 staff are improving the development of IEPs that are reasonably calculated to result in educational benefit

Structured Literacy programs implemented with fidelity

Essential elements of Structured Literacy were implemented effectively and accurately in special and general education classrooms

Diagnostic lesson planning of Structured Literacy lessons was evident

Special education staff go above and beyond to meet the needs of students with disabilities

Recommendations and Response

Recommendations	Response
Finalize MTSS Handbook with the updated language	MTSS Handbook has been updated by MTSS District Team
Professional learning on topics related to the educational determination of SLD/Dyslexia	Engaged with outside consultant to support more in-depth understanding of specific assessments for SLPs/special education staff reviewed CSDE modules
Educational Benefit Session/Refine IEPs with more in-depth data	Full day training conducted in November 2025
Establish a Professional Learning Plan for new hires	All new hires engage in Structured Literacy overview and most engage in specific reading program training within the first two years of hire/Review of CT Competencies
Use of a template for evaluation decisions	CREC provided a template for district use
Increase progress monitoring/data collection during lesson instruction	Has been an on-going process and practice
Ensure special and general education teachers have opportunities for collaboration	District practice

Questions?

Thank you