

Decision Tree

Suggested Guidance

This document was created to provide schools, districts, and their staff with guidance, ideas, and support as they implement the Early Screening of Dyslexia statute.

This document is not a checklist of steps; it is not an absolute process or a comprehensive resource.

The Early Screening of Dyslexia statute, resources, and guidance including this document do not supplant Child Find and IDEA.

Student is at or above benchmark on the academic screening tool AND is making progress toward grade level standards and expectations.

- Evidenced-based and science of reading core instruction continues in general education classroom.
- Formative assessment, progress monitoring, and regular data reviews continue based on system expectations.
- Communicate and collaborate with parents and caregivers about student's academic progress and the next steps for instruction in the general education classroom.

Collaboration with families and caregivers should be an ongoing and evolving partnership.

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Student is at benchmark on the academic screening tool BUT is not making progress toward grade level standards and expectations.

- Deliver evidence-based and science of reading core instruction in general education classroom.
- Collaborate with colleagues and student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
- Communicate and collaborate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom, and the proposed intervention, if applicable. *Consider using the Educator/School Discussion Guide with Families and Caregivers.*
- Deliver interventions with increased intensity and differentiation of method based on the data collected. Monitor and determine rate of student improvement toward meeting the grade level standards.
- **If the student is making grade level progress and met their intervention goals, the intervention may be discontinued with monitoring.**
 - Communicate and collaborate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom.
 - Collaborate with colleagues and student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
- **If the student is not making progress toward grade level expectations or has not met their intervention goals:**
 - Communicate and collaborate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom, and the proposed intervention. *Consider using the Educator/School Discussion Guide with Families and Caregivers.*
 - Collaborate with colleagues and the student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
 - Adjust intervention with a focus on method, frequency, duration, and intensity.
 - Consider administering additional academic screening assessments.

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Student is below the benchmark on the academic screening tool AND is not making progress toward grade level standards and expectations.

- Deliver evidence-based and science of reading core instruction in general education classroom.
- Collaborate with colleagues and student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
- Communicate and collaborate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom, and the proposed intervention. *Consider using the Educator/School Discussion Guide with Families and Caregivers.*
- Collaborate with colleagues and the student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
- Deliver interventions with increased intensity and differentiation of method based on the data collected through progress monitoring.
- Monitor and determine rate of student improvement toward meeting the grade level standards.
- **If student is making grade level progress and met their intervention goals, the intervention may be discontinued.**
 - Communicate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom. *Consider using the Educator/School Discussion Guide with Families and Caregivers.*
 - Collaborate with colleagues and the student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
- **If the student is not making progress toward grade level expectations or has not met their intervention goals:**
 - Communicate and collaborate with parents and caregivers about student's academic progress, the next steps for instruction in the general education classroom, and the proposed intervention, if applicable. *Consider using the Educator/School Discussion Guide with Families and Caregivers.*
 - Collaborate with colleagues and the student support team to discuss the quantitative and qualitative data collected regarding the student's progress toward grade level expectations.
 - Adjust intervention with a focus on method frequency, duration, and intensity.
 - Make a referral for special-education evaluation and supports.