



ANNUAL DYSLEXIA REPORT

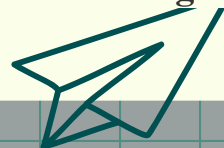
South Vermillion Community Schools



IC 20-35.5-1-3: Dyslexia Program

■ Indiana Code defines a "Dyslexia program" as explicit, direct instruction that follows a logical plan of presenting the alphabetic principle that targets the specific needs of a student. The program should include the following:

- (A) phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
- (B) graphophonemic knowledge for teaching the letter sounds of English;
- (C) the structure of the English language that includes morphology, semantics, & syntax;
- (D) linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
- (E) strategies that a student uses for decoding, encoding, word recognition, fluency, and comprehension.



Our Dyslexia Intervention Program



WHAT: Orton-Gillingham Approach


- a multisensory phonics technique for remedial reading instruction that is direct, explicit, cognitive, and cumulative

WHEN: Daily RTI time and Title I sessions

Dyslexia Reporting



Indiana Code (IC) 20-35.5 as created by Senate Enrolled Act (SEA) 217 (2018), requires all public and charter school organizers to report data to IDOE regarding dyslexia screening and the number of students who were determined to be “at risk” or “at some risk” for learning characteristics related to dyslexia.

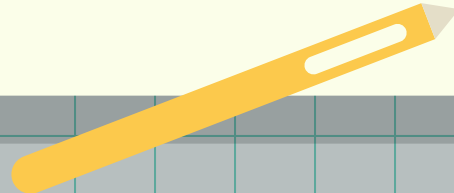



2022-2023

District Dyslexia Data



Number of students who were administered the universal screener	379
Number of students who were determined to be at risk for dyslexia	67
Number of students who are receiving interventions	221



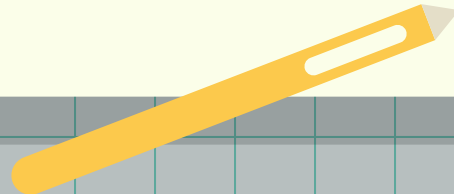



2021-2022

District Dyslexia Data



Number of students who were administered the universal screener	379
Number of students who were determined to be at risk for dyslexia	41
Number of students who are receiving interventions	81






2020-2021

District Dyslexia Data



Number of students who were administered the universal screener	377
Number of students who were determined to be at risk for dyslexia	36
Number of students who are receiving interventions	267



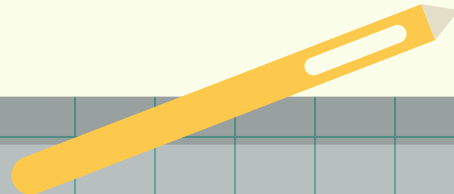



2019-2020

District Dyslexia Data



Number of students who were administered the universal screener	391
Number of students who were determined to be at risk for dyslexia	25
Number of students who are receiving interventions	26





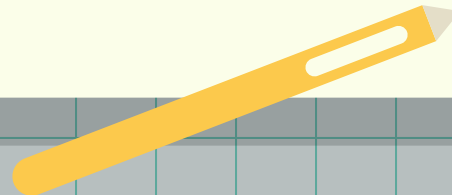
2018-2019

District Dyslexia Data



Number of students who were administered the universal screener	n/a
Number of students who were determined to be at risk for dyslexia	n/a
Number of students who are receiving interventions	n/a

This year is before the legislation required the data collection.



Universal Screener

- All students in kindergarten, grade one, and grade two are screened each school year for learning characteristics related to dyslexia.
- Universal screeners are brief, designed for all students, and provide an indicator if students may be at risk for learning characteristics related to dyslexia. T

Level I Screener: mCLASS DIBELS 8th Edition

Level I Dyslexia Screening

If a student is determined to be at-risk after the administration of the universal screener:

1. Parent/s will be notified of the screening results.
2. Parental consent will be requested to complete Level I Screening (permission may be declined)..
3. Parents will be given information about dyslexia.
4. The Level I Screener will be administered, if parental consent is obtained. If denied, the student will still receive interventions.



Level I Screener: PALS / S.P.I.R.E Diagnostic



Level II Dyslexia Screening

If the school believes more information is needed to support interventions following the Level I diagnostic assessment,

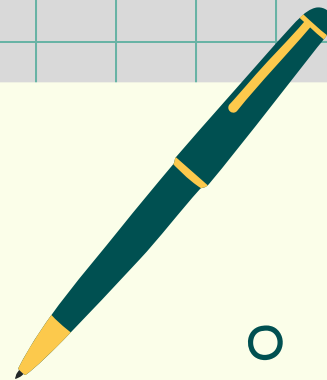
1. the school may administer a Level II diagnostic assessment for learning characteristics related to dyslexia.
2. Level II diagnostic assessments provide greater detail of information related to characteristics of dyslexia and student knowledge and skills.

Level I Screener: The KTEA-3

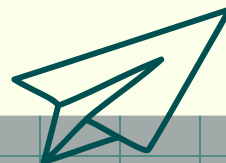
(must be administered Title I Reading Specialists who hold an advanced degree)



Dyslexia Resources



- [IDOE Dyslexia Toolkit](#)
- [IDA Dyslexia Handbook: What Every Family Should Know](#)
- [Dyslexia Institute of Indiana](#)
- [Dyslexia Resources by PATINS](#)
- [Decoding Dyslexia - Indiana](#)





Dyslexia Contacts:

- **Rhonda Mumaw: Dyslexia Program Coordinator**

- Title I Reading Specialist
- Trained in Orton Gillingham Methods

- **Alisa Van Deusen: Dyslexia PD Coordinator**

- Title I Reading Specialist
- Trained in Orton Gillingham Methods

- **Dr. Melanie Beaver: Curriculum Director**

- Title I Program Director
- Trained in Orton Gillingham Methods

