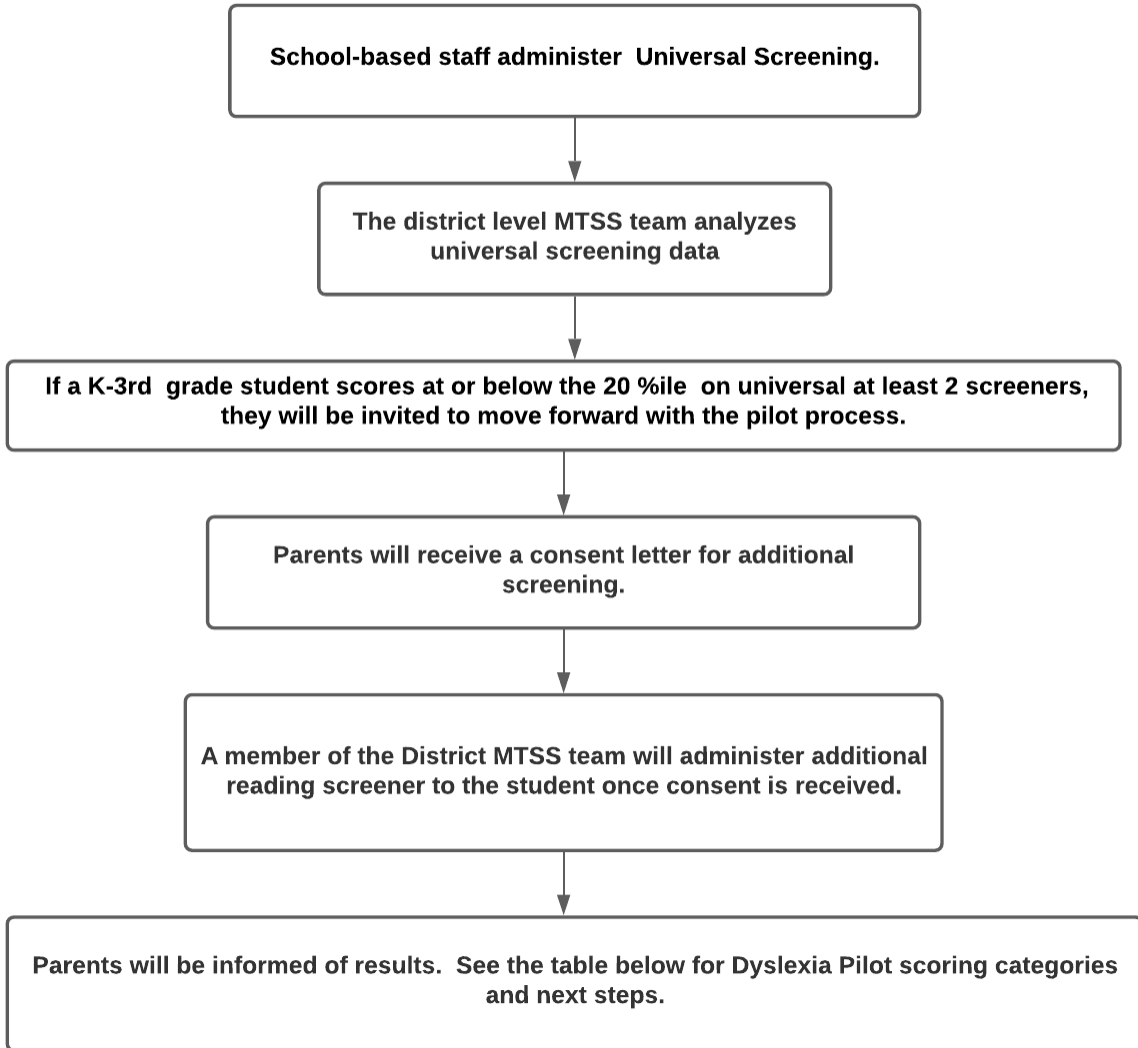


**The Dyslexia Pilot is part of the MTSS process**

<b>Essential Components of MTSS</b>	<b>Essential Components of Dyslexia Pilot</b>
<p><b>Screening-</b> Universal screeners are given to identify students that are at risk for poor learning and/or behavior outcomes.</p>	<p>An additional layer of screening (KTEA-3) is given to students that fall in the “at risk” category.</p>
<p><b>Progress Monitoring-</b> The purpose of progress monitoring is to monitor students’ response to primary, secondary, or tertiary intervention to estimate rates of improvement, identify students who are demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction.</p>	<p>Progress is monitored over time to see how students respond to reading interventions.</p>
<p><b>Data Based Decision Making</b> a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system</p>	<p>Next steps are determined using the second layer of screening in addition to universal screening data.</p>
<p><b>Multi-Level Prevention System-</b> consists of three levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports. The levels are Tier I: Primary Level – Instruction/Core Curriculum; Tier II: Secondary Level – Intervention; and Tier III: Tertiary Level - Intensive Intervention.</p>	<p>Interventions are implemented at the intensity appropriate for the students’ needs.</p>
<p><b>Infrastructure</b> Infrastructure is the organizational structure necessary to fully operationalize all components of Georgia’s Tiered System of Supports for Students in a unified system to meet the established goals. It sets the foundation to ensure effective implementation. In a tiered system of supports for students, district and school leadership strategically allocate resources necessary to create and maintain a reliable infrastructure that includes the following elements: leadership, professional learning, effective teaming, and family and community engagement.</p>	<p>Resources and training are given to teachers to support students with characteristics of dyslexia.</p>

# Dyslexia Pilot Flow Chart



KTEA -3 Risk Level for Dyslexia	Action Step
Very Low Risk	Continue EIP and classroom supports
Low Risk	Continue EIP and classroom supports
Elevated Risk	Continue EIP and classroom supports Move to Tier 3 (if the student is currently receiving Tier 2 supports) Convene a data review to review interventions
Moderate Risk	Continue EIP and classroom supports Move to Tier 3 (if the student is currently receiving Tier 2 supports) Convene a data review to review interventions
High Risk	Continue EIP and classroom supports Move to Tier 3 (if the student is currently receiving Tier 2 supports) Convene a data review and consider steps necessary for further evaluation
Very High	Continue EIP and classroom supports Move to Tier 3 (if the student is currently receiving Tier 2 supports) Convene a data review and consider steps necessary for further evaluation