



# DYSLEXIA PILOT PROGRAM



## GEORGIA SENATE BILL 48

On May 2, 2019, Governor Kemp signed into law SB 48 (Dyslexia Bill) which is the first of its kind in the state of Georgia.

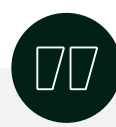
The key components of this groundbreaking law:

- Definition of Dyslexia
- Establish a Dyslexia Pilot
- Teacher training and informational handbook
- Establish a Dyslexia Endorsement for teachers
- Universal Screening for kindergarteners through third grade starting the 2024-2025 school year

## MCS D ONE OF EIGHT DISTRICTS IN STATE LAUNCHING PILOT PROGRAM

Muscogee County School District was selected as one of eight counties in the state of Georgia to participate in the three year Dyslexia Pilot starting in the 2020-2021 school year. There are three elementary schools that will be participating this first year: Gentian Elementary, Hannan Magnet Academy and Lonnie Jackson Academy in grades kindergarten through third grade. This pilot will provide early intervention to students who display characteristics of dyslexia once parent permission is obtained.

Source: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Dyslexia.aspx>



*Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.*

## SCREENING PROCESS

The Dyslexia Pilot will begin with a mass screening of K-3 students using the Star Early Literacy or Star Reading Universal Screener. The students who do not meet the cut-score in Star Reading or Star Literacy will then be given the Star Curriculum Based Measurement (CBM) once parental consent is provided.

Students that do not meet the cut-score on the CBM will then be provided targeted interventions and monitored by the classroom teachers. Data will be reviewed frequently to see how the student is progressing with the targeted interventions. Screening for characteristics of dyslexia is a proactive way to address skill deficits through appropriate interventions. Screening results that reflect characteristics of dyslexia do not mean a student has dyslexia nor can dyslexia be diagnosed through a screening alone.



## YEAR ONE GOALS

- Establish clear process of using the Universal Screener
- Implement research-based interventions
- Use a data-based decision-making process
- Provide professional development related to dyslexia

*The dyslexia program will focus on the following basic reading skills:*

- Phonological and phonemic awareness
- Sound symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming
- Encoding skills