

Understanding the Process: Reading and Dyslexia Screening and Intervention Plans Fall 2025

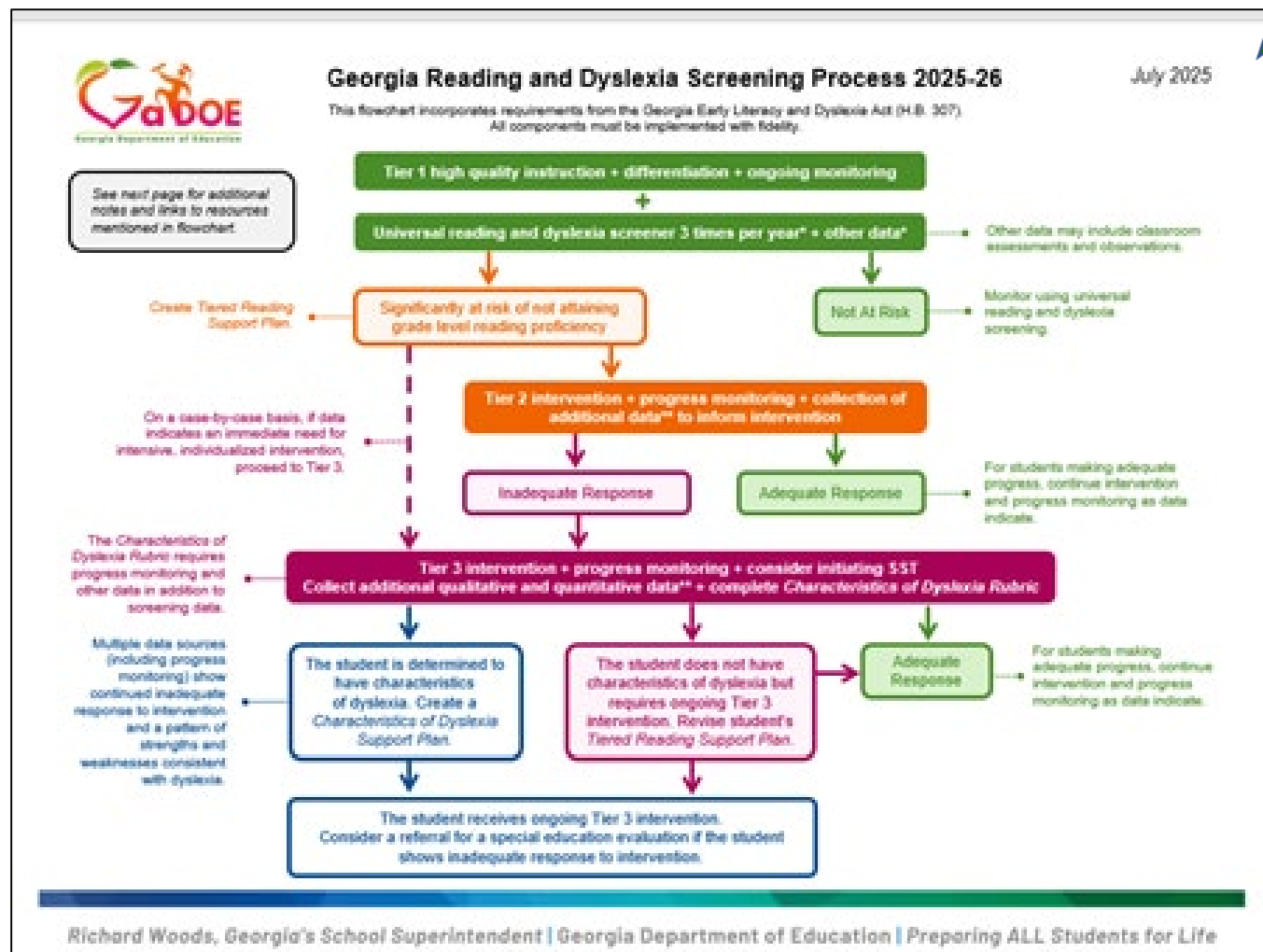
Key Considerations

- Universal screening and Tier 1 high-quality instruction is ongoing and is provided for all students.
- If more than 20% of students in a grade level are at risk, evaluate what support may be needed to improve Tier 1 instruction (e.g., additional instructional materials, supplementation of foundational skills, decodable readers, professional learning, coaching).
- Teachers are an integral part of the screening process and development and implementation of the support plans.
- All screening and intervention must be implemented with fidelity.

Understanding the K-3 Reading and Dyslexia Screening Process

The reading and dyslexia screening process is iterative and fluid.

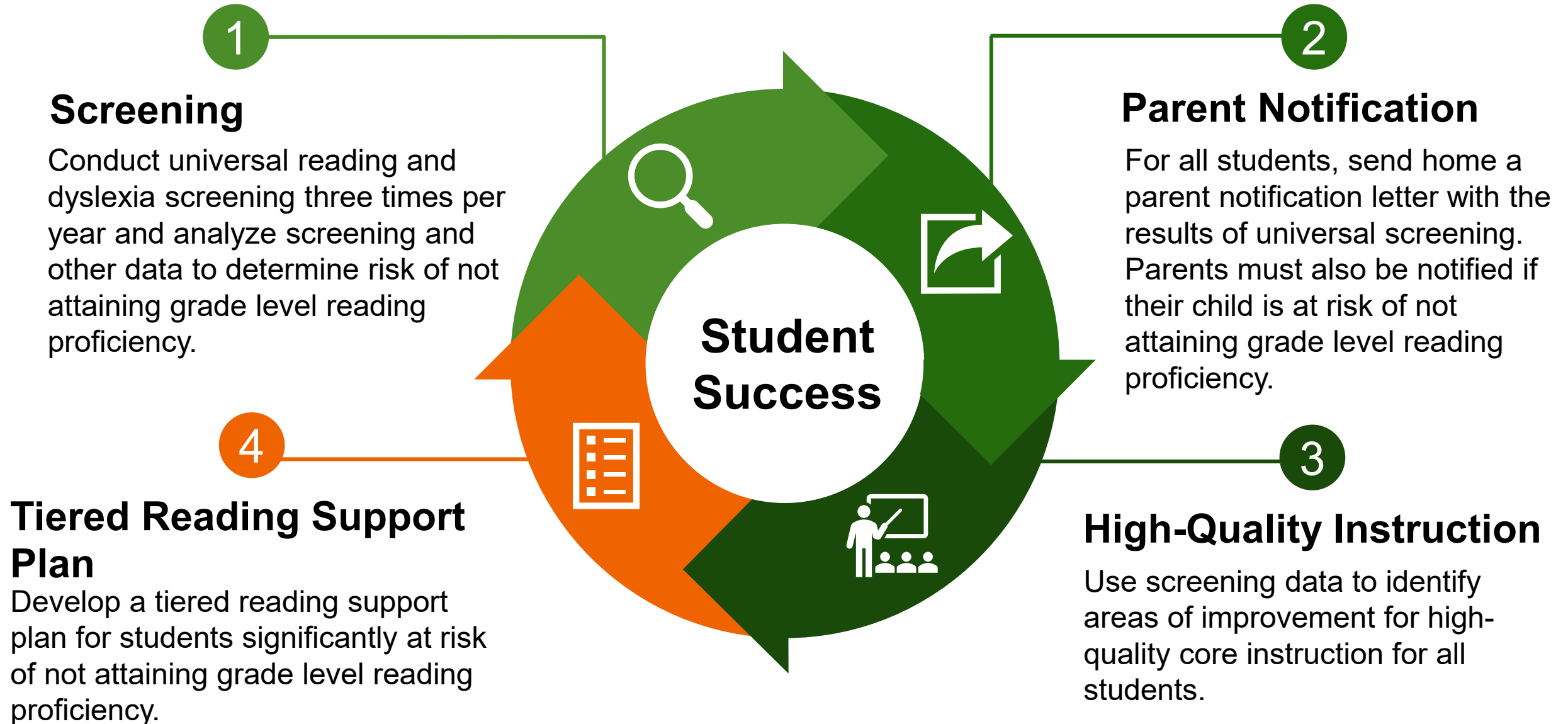
LEAs must administer a universal reading and dyslexia screener from the approved list of tools at least three times per year. The approved universal reading tools meet legislative requirements as both reading and dyslexia screening tools.



The definition of *foundational literacy skills* includes phonological awareness, phonemic awareness, alphabet knowledge, phonics, oral reading fluency, spelling, vocabulary, reading comprehension, and rapid automatized naming.



Supporting Students Through the Georgia Early Literacy and Dyslexia Act



Supporting Students Through the Georgia Early Literacy and Dyslexia Act

1

Screening

Conduct universal reading and dyslexia screening three times per year and analyze screening and other data to determine risk of not attaining grade level reading proficiency.



- Decide who will conduct the screener and who will be involved in data analysis.
 - Decision-making should include classroom teachers, assessment teams, interventionists, etc.
- Decide when to screen – create a timeline for each screening window.
 - The Georgia Early Literacy and Dyslexia Act requires that the first screening be completed within 30 school days of the first day of school.
- Establish a timeline for data analysis.

Supporting Students Through the Georgia Early Literacy and Dyslexia Act

1

Screening

Conduct universal reading and dyslexia screening three times per year and analyze screening and other data to determine risk of not attaining grade level reading proficiency.



- Administer the universal reading and dyslexia screener three times per year. A separate dyslexia screener is not required.
- Triangulate data using all available information.
- As soon as practicable, determine whether a student is **significantly at risk of not attaining grade level reading proficiency** based on screener data and other data sources.

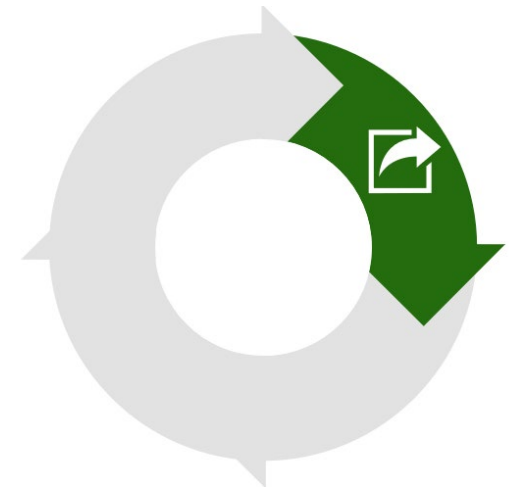
Supporting Students Through the Georgia Early Literacy and Dyslexia Act

- Local school systems must report universal screener results to parents and guardians.
- When a student in K-3rd grade is determined to be significantly at risk of not attaining grade level reading proficiency, parents must be notified in writing no later than 15 **school** days after the determination.
- Parents must be informed in writing of the student's progress toward grade level reading.
- Parents must be provided with strategies to use at home to help their child succeed in reading.

2

Parent Notification

Send home a parent notification letter with the results of universal screening.



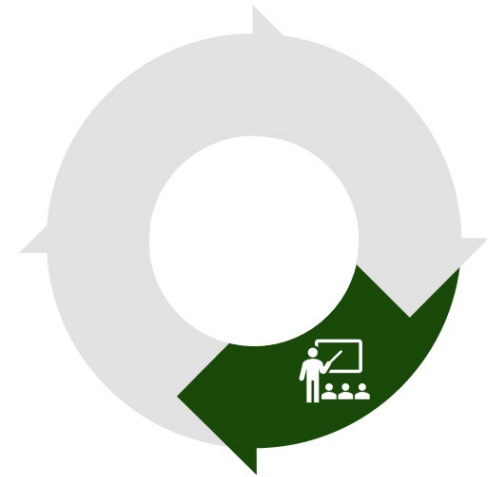
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- **High-quality instruction** allows educators to rule out inadequate instruction as a reason for poor reading performance.
 - If more than 20% of students in a grade level are at risk, evaluate what support may be needed to improve Tier 1 instruction.
- **Structured literacy** is an evidence-based approach to teaching that is characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.

3

High-Quality Instruction

Use screening data to identify areas of improvement for High-Quality core instruction for all students.



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4

Tiered Reading Support Plan

Develop a support plan for students significantly at risk of not attaining grade level reading proficiency.



- Schools must implement tiered reading support plans for students in K-3 who are significantly at risk of not attaining grade level reading proficiency.
- Each plan must be implemented no later than 30 **school** days after a student has been identified.
- The plan must describe the evidence-based reading intervention(s) the student will receive, including:
 - Specific skills being targeted
 - Frequency and duration of intervention
 - Structure
 - Group size
 - Who provides the intervention
 - Level of tiered support (e.g., Tier 2 or Tier 3)
 - Description of how progress will be monitored (e.g., tools, skills, measurable goals)

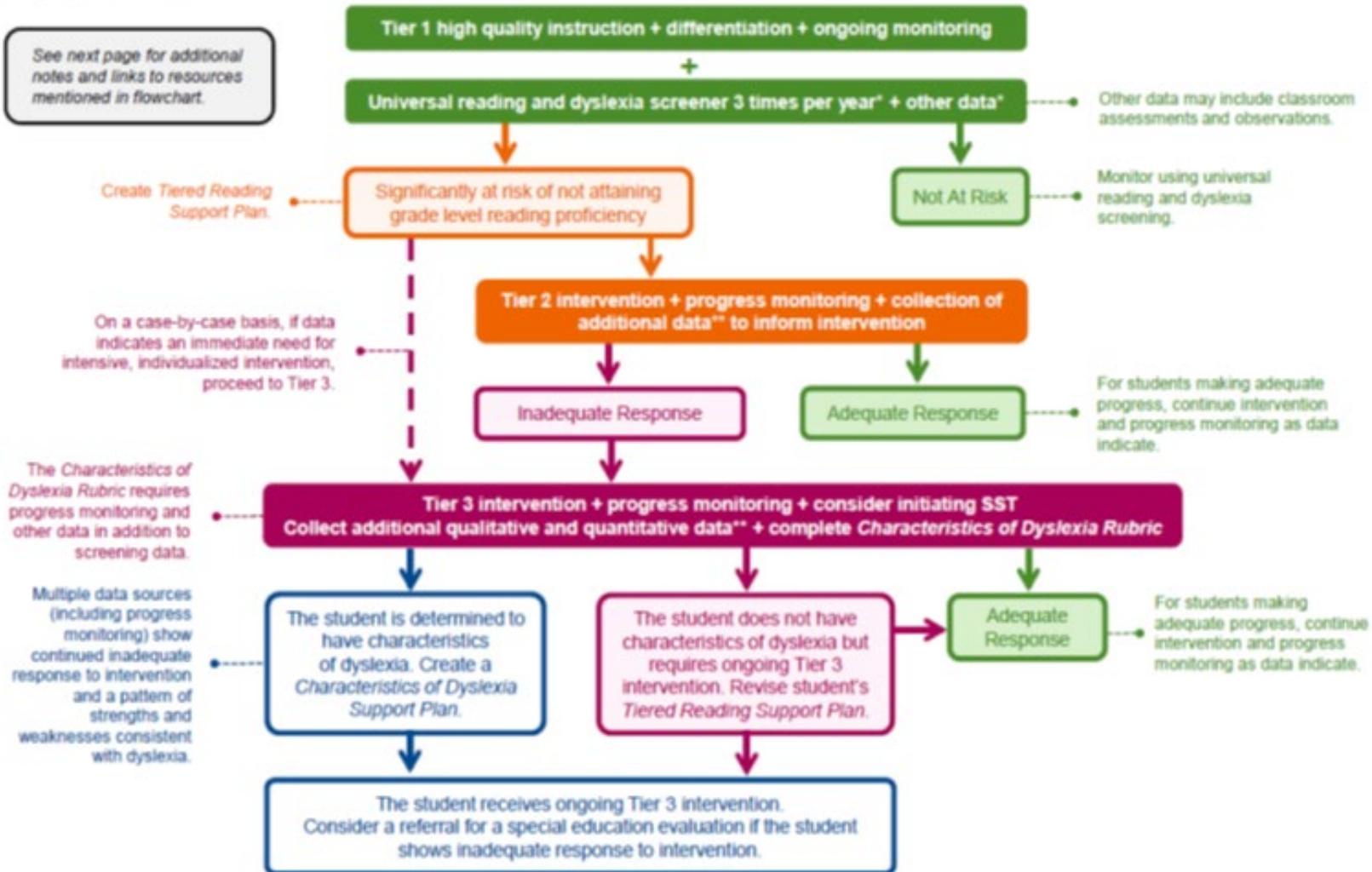
Supporting Students with Characteristics of Dyslexia



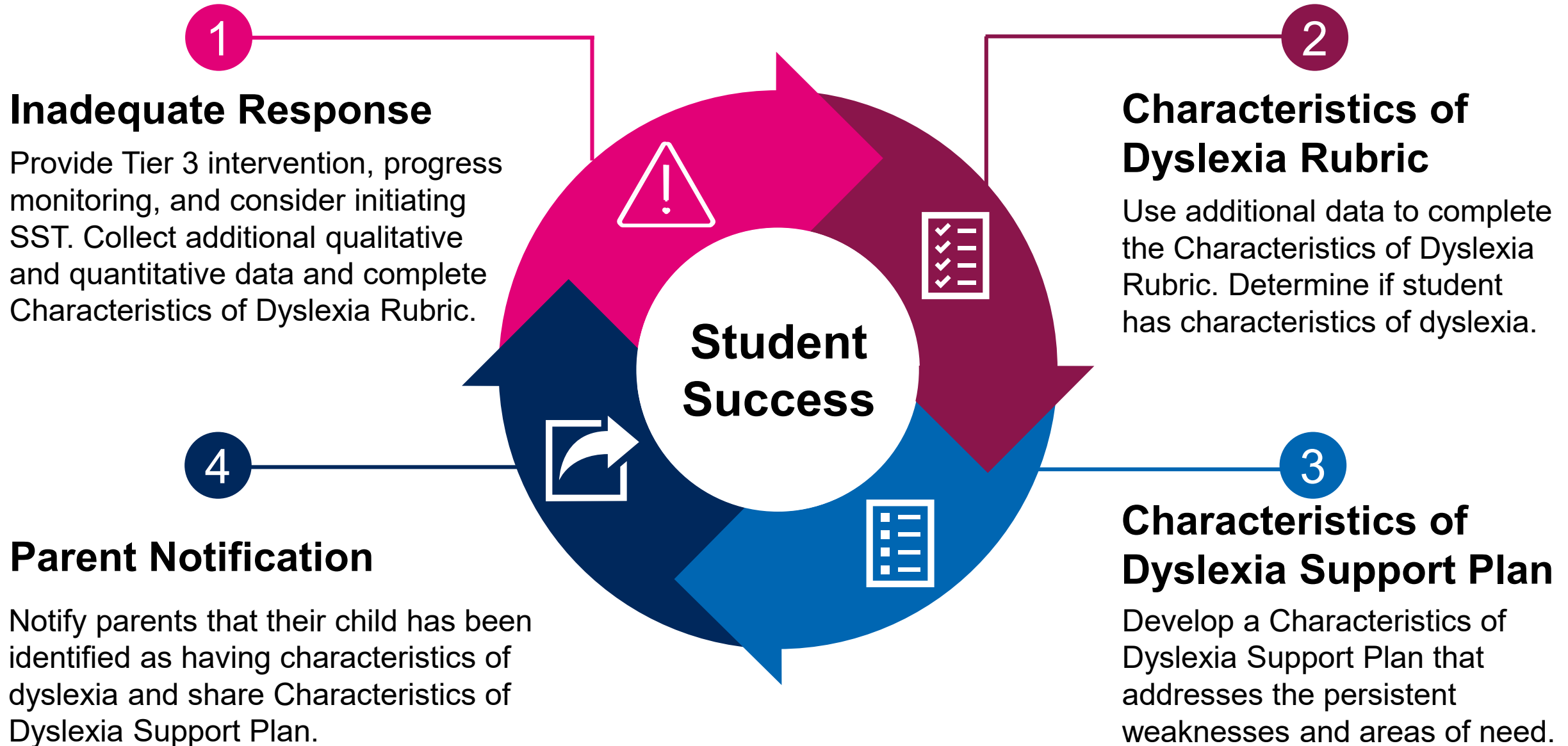
Georgia Reading and Dyslexia Screening Process 2025-26

July 2025

This flowchart incorporates requirements from the Georgia Early Literacy and Dyslexia Act (H.B. 307).
All components must be implemented with fidelity.



Supporting Students with Characteristics of Dyslexia

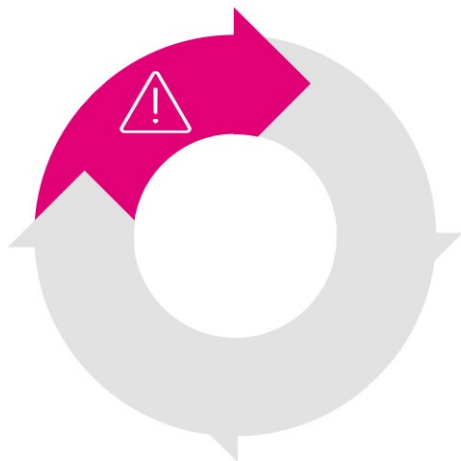


Supporting Students with Characteristics of Dyslexia

1

Inadequate Response

Provide Tier 3 intervention. Progress monitor and consider initiating SST. Collect additional qualitative and quantitative data and complete Characteristics of Dyslexia Rubric.



- Key differences between Tier 2 and Tier 3 interventions lie in the intensity, duration, group size, and customization of the intervention.
- Use progress monitoring data to determine the effectiveness of the intensified intervention(s); adjust, as needed.
- Additional data may include work sample analysis, diagnostic assessments, and/or other classroom data the team determines necessary.
- The team should examine all available data and consider SST if it has not already been initiated.
 - SST does not always lead to referral for Special Education.

Supporting Students with Characteristics of Dyslexia

- The determination that a child “may have characteristics of dyslexia” can occur if/when the team has collected adequate data over a period of time.
- The team should use the Characteristics of Dyslexia Rubric and any other relevant information to make this determination.
- **Universal screening data alone is not sufficient to determine characteristics of dyslexia.**
- Districts may also defer this determination until additional assessment has been completed.
- This may be part of a special education evaluation should the SST agree that a disability is suspected and that this designation is necessary to meet a student’s needs.

2

Characteristics of Dyslexia Rubric

Use additional data to complete the Characteristics of Dyslexia Rubric. Determine if student has characteristics of dyslexia.



Supporting Students with Characteristics of Dyslexia

- Characteristics of Dyslexia Determination

- “Yes”

- Create Characteristics of Dyslexia Support Plan
 - Notify parents
 - Provide parents with resources, information, and materials regarding dyslexia

- “No”

- Other factors are impacting progress
 - Continue communicating with parents and providing appropriate level of support

2

Characteristics of Dyslexia Rubric

Use additional data to complete the Characteristics of Dyslexia Rubric. Determine if student has characteristics of dyslexia.



Supporting Students with Characteristics of Dyslexia

3

Characteristics of Dyslexia Support Plan

Develop a Characteristics of Dyslexia Support Plan that addresses the persistent weaknesses and areas of need.



- The Characteristics of Dyslexia Support Plan must outline supports that are more intensive than those included in the Tiered Reading Support plan.
 - Group size may decrease
 - Frequency and duration may increase
- Dyslexia-specific interventions should use structured literacy practices.
- Interventions should provide ample opportunity for practice and review and address identified skill area(s).

Supporting Students with Characteristics of Dyslexia

- Parents must be notified in writing no later than **15** school days after the identification that their child has been identified as having characteristics of dyslexia.
- Share Characteristics of Dyslexia Support Plan with parents.

4

Parent Notification

Notify parents that their child has been identified as having characteristics of dyslexia and share Characteristics of Dyslexia Support Plan.



GaDOE Literacy and Dyslexia Resources



Search collection content

- ▶▶ The Georgia Early Literacy & Dyslexia Act (HB 307) Resources (30)
- ▶ Georgia Literacy Academy Resources (213)
- ▶ Dyslexia Resources (25)
- ▶ Georgia Adolescent Literacy Academy Resources (68)
- ▶ Adolescent Literacy (4-12) Resources (20)
- ▶ Literacy Coaching Resources (15)

▶▶ The Georgia Early Literacy & Dyslexia Act (HB 307) Resources

Resources

⌵ ⌶ **TILE VIEW** LIST VIEW

📁 Policies and Practices (4) ⌵

Aligning State Literacy Policies & Practices 2.0

HB 307 Georgia Early Literacy & Dyslexia Act Summary

Structured Literacy Coaching in Georgia's Highest-Need Elementary Schools: Initial Rollout and Early Impacts

Correlating Georgia's K-12 ELA Standards with the Georgia Early Literacy & Dyslexia Act

📁 The Georgia Early Literacy & Dyslexia Act (HB 307) Resources (23) ⌵

📁 Screening and Support Plans (10) ⌵

Universal Reading and Dyslexia Screening Information

Universal Reading & Dyslexia Screeners (SBOE Approved for 2025-26)

Georgia Reading & Dyslexia Screening Process

Characteristics of Dyslexia Rubric

Tiered Reading Support Plan Template

Characteristics of Dyslexia Support Plan Template

Understanding the Process: Reading and Dyslexia Screening and Intervention Plans

The IDEA and Georgia's Literacy & Dyslexia Legislation

From Policy to Practice: Supporting English Learners' Literacy Journeys

GaDOE Diagnostic Assessment One-Pager

📁 High-Quality Instructional Materials (2 resources) ⌵

📁 Professional Learning (3 resources) ⌵

📁 Reporting (1) ⌵

The Georgia Early Literacy & Dyslexia Act Reporting Requirements

📁 Family Resources (7 resources) ⌵



<https://url.gadoe.org/breew>

Dyslexia Resource Guide for Georgia Families



<https://lor2.gadoe.org/gadoe/file/596a0f6c-fe19-451d-8a6a-65b448c9ca8b/1/Dyslexia-Resource-Guide-for-Georgia-Families.pdf>



Educating Georgia's Future

DYSLEXIA RESOURCE GUIDE FOR GEORGIA FAMILIES

What is dyslexia? The definition of dyslexia adopted by the International Dyslexia Association (IDA) states: "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."

Dyslexia is one of the most common learning disabilities. People with dyslexia have many strengths, but also have unexpected trouble learning to read. These difficulties are not related to a person's intelligence or motivation. Families, early childhood teachers, and kindergarten teachers are often the first to notice children having difficulty with reading skills or learning at school. It is important to pay attention to potential signs that a child may have dyslexia.

According to the [Georgia Early Literacy and Dyslexia Act](#) (H.B. 307), "characteristics of dyslexia" means persistent weaknesses in one or more areas of foundational reading skills and inadequate response to targeted intervention that indicates a need for more intensive intervention." The following table provides examples of signs that may indicate a child is at risk for dyslexia. While any one sign does not necessarily mean your child has dyslexia, it is important to talk with your child's teachers if you have concerns. Children with characteristics of dyslexia can learn to read with the right instruction, especially when that instruction is provided as early as possible.

Characteristics of Dyslexia

- Characteristics of dyslexia include persistent difficulties with:
- Phonological awareness tasks (for example, rhyming, phoneme segmentation, blending, letter naming fluency)
 - Learning letter names and letter sounds
 - Learning sound-symbol association
 - Phonological memory (for example, non-word repetition)
 - Word recognition fluency
 - Spelling
 - Oral vocabulary

Richard Woods, Georgia's School Superintendent

An Equal Opportunity Employer



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