

## For the 2025-2026 Annual K-8 School Reading Plan

From the Dyslexia Guidance Document:

Each school corporation or charter school must also report dyslexia related information on their public website no later than July 15 each year. The information must include (but does not have to be limited to):

- The learning characteristics of dyslexia intervention program(s) used during the previous school year to support students with dyslexia.
- The number of students who received learning characteristics of dyslexia intervention during the previous school year. This indicator represents the number of students who were identified as at some risk and at risk for learning characteristics of dyslexia during the previous school year and who received the appropriate interventions. It does not represent the number of students who were officially diagnosed with dyslexia.
- The number of students identified with dyslexia during the previous school year. This indicator represents the number of students who were officially diagnosed with dyslexia and may differ from the number of students who received dyslexia intervention under the guidelines within this document.

Currently the information is on the School Website under the Information Center Tab- SEA 217 Dyslexia Report. The information was given to Brandon Cox since Geoff was no longer working for MV. I am not sure that it was ever updated with the 2023-2024 data.

**Here is the new information that will need to go there to be reported for the 2024-2025 School Year before July 15. I have added the information below as well that is more school specific rather than in a table.**

Number of students administered initial (universal) screener during the previous school year	Farmersville: 104 Marrs: 136 West: 171
Number of students found to be “at risk” or “at some risk” for the characteristics of dyslexia during the previous school year	Farmersville: 26 Marrs: 25 West: 51
The number of receiving Dyslexia Interventions during the previous school year	Farmersville: 26 Marrs: 25 West: 51
The number of students identified with dyslexia during the previous school year	Farmersville: 2 Marrs: 3 West: 7
Dyslexia Intervention Program(s) used during the previous school year	<ul style="list-style-type: none"><li>• Roxie Reading</li><li>• Orton-Gillingham</li><li>• Heggerty Phonological &amp; Phonemic Awareness</li><li>• Activities from the Florida Center for Reading Research (FCRR)</li><li>• Readworks</li><li>• Secret Stories</li></ul>

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Also the link needs to be fixed for the IDOE Dyslexia Resources.

Here is a new link to use: <https://www.in.gov/doe/files/Dyslexia-FAQ-2023.docx.pdf>

## **FARMERSVILLE to report for the 2024-2025 School Year**

- 104 students were administered the universal screener
- 26 students were determined to be "at-risk" or "at some risk" to have characteristics of dyslexia
- 26 students received dyslexia interventions during the previous school year
- 2 students identified with Dyslexia during the previous school year

Dyslexia Intervention programs used in the previous school year: Roxie Reading, Orton-Gillingham, HELPS Reading Program, Heggerty Phonological & Phonemic Awareness, and Activities from the Florida Center for Reading Research **This is what was previously listed. Feel free to add other current programs**

According to Senate Enrolled Act 217: Beginning the 2019-2020 school year ALL kindergarten through second-grade students will be given an Indiana Department of Education approved Universal Screener to assess for characteristics of dyslexia. The universal screener does not identify dyslexia, only the areas of weakness in phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

## Dyslexia Resources

- Is the link that no longer works <https://www.doe.in.gov/literacy/dyslexia>
- <https://dyslexiaida.org/> This one is fine.

I think this is the link that can be added to replace the broken link for resources:

<https://www.in.gov/doe/files/Dyslexia-FAQ-2023.docx.pdf>

## **MARRS to report for the 2024-2025 School Year**

- 136 students were administered the universal screener
- 25 students were determined to be "at-risk" or "at some risk" to have characteristics of dyslexia
- 25 students received dyslexia interventions during the previous school year
- 3 students were identified with Dyslexia during the previous school year

Dyslexia Intervention programs: Roxie Reading, Orton-Gillingham, HELPS Reading Program, Heggerty Phonological & Phonemic Awareness, and Activities from the Florida Center for Reading Research. **This is what was previously listed. Feel free to add other current programs**

According to Senate Enrolled Act 217: Beginning the 2019-2020 school year ALL kindergarten through second-grade students will be given an Indiana Department of Education approved Universal Screener to assess for characteristics of dyslexia. The universal screener does not identify dyslexia, only the areas of weakness in phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

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## WEST to report for the 2024-2025 School Year

- 171 students were administered the universal screener
- 51 students were determined to be "at-risk" or "at some risk" to have characteristics of dyslexia
- 60 students received dyslexia interventions during the previous school year
- 7 students were identified with Dyslexia during the previous school year

Dyslexia Intervention programs: Roxie Reading, Orton-Gillingham, HELPS Reading Program, Heggerty Phonological & Phonemic Awareness, and Activities from the Florida Center for Reading Research. This is what was previously listed. **Feel free to add other current programs**

According to Senate Enrolled Act 217: Beginning the 2019-2020 school year ALL kindergarten through second-grade students will be given an Indiana Department of Education approved Universal Screener to assess for characteristics of dyslexia. The universal screener does not identify dyslexia, only the areas of weakness in phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

## Dyslexia Resources

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