


State reporting guidance for school websites as of 5/23/2022.

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

*The dyslexia intervention program(s) used during the previous school year to support students with dyslexia, the number of students who received dyslexia intervention during the previous school year, and the number of students identified with dyslexia during the previous school year.*

## Clifty Creek

 In accordance with Indiana state guidance, Clifty Creek Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.	
<b>Kindergarten - 2nd Grade Students Screened = 301</b>	
6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener	
Phonological & Phonemic Awareness Alphabet Knowledge Sound/Symbol Recognition Decoding Skills Encoding Skills Rapid Naming Skills	
Reading Interventions Used	Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM
Number of students who received an intervention based on an “at risk” or “at some risk” identification	27
The number of students diagnosed with dyslexia while school was in session.	Less than 10

**CSA Fodrea**



In accordance with Indiana state guidance, CSA Fodrea students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

**Kindergarten - Grade 2 Students Screened = 134**

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

- Phonological/Phonemic Awareness
- Alphabet Knowledge
- Sound/Symbol Relationship
- Decoding
- Encoding
- RAN

Reading Interventions Used	Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM
Number of students who received an intervention based on an “at risk” or “at some risk” identification	16
The number of students diagnosed with dyslexia while school was in session.	Less than 10

**CSA Lincoln**



In accordance with Indiana state guidance, CSA Lincoln students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

**Kindergarten - Grade 2 Students Screened = 140**

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

- Phonological/Phonemic Awareness
- Alphabet Knowledge
- Sound/Symbol Relationship
- Decoding
- Encoding
- RAN

Reading Interventions Used	Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM
Number of students who received an intervention based on an “at risk” or “at some risk” identification	0
The number of students diagnosed with dyslexia while school was in session.	Less than 10

## Mt. Healthy



In accordance with Indiana state guidance, Mt. Healthy Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 192

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an “at risk” or “at some risk” identification

27

The number of students diagnosed with dyslexia while school was in session.

Less than 10

## Parkside



In accordance with Indiana state guidance, Parkside Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 300

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an “at risk” or “at some risk” identification

37

The number of students diagnosed with dyslexia while school was in session.

Less than 10

## Richards



In accordance with Indiana state guidance, Richards Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 231

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
 Alphabet Knowledge  
 Sound/Symbol Relationship  
 Decoding  
 Encoding  
 RAN

Reading Interventions Used	Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM
Number of students who received an intervention based on an “at risk” or “at some risk” identification	14
The number of students diagnosed with dyslexia while school was in session.	Less than 10

## Rockcreek



In accordance with Indiana state guidance, Rockcreek Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten Students Screened = 136

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
 Alphabet Knowledge  
 Sound/Symbol Relationship  
 Decoding  
 Encoding  
 RAN

Reading Interventions Used	Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM
Number of students who received an intervention based on an “at risk” or “at some risk” identification	2
The number of students diagnosed with dyslexia while school was in session.	Less than 10

## Schmitt



In accordance with Indiana state guidance, Schmitt Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten- Grade 2 Students Screened = 337

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an “at risk” or “at some risk” identification

29

The number of students diagnosed with dyslexia while school was in session.

Less than 10

## Smith



In accordance with Indiana state guidance, Smith Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 201

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an “at risk” or “at some risk” identification

48

The number of students diagnosed with dyslexia while school was in session.

Less than 10

## Southside



In accordance with Indiana state guidance, Southside Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 363

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an "at risk" or "at some risk" identification

48

The number of students diagnosed with dyslexia while school was in session.

Less than 10

## Taylorsville



In accordance with Indiana state guidance, Taylorsville Elementary students in grades kindergarten through second grade participated in a Universal Screening process that identifies deficits in six components of reading.

Kindergarten - Grade 2 Students Screened = 224

6 subsets of the Universal Screener - NWEA MAP Reading Fluency: Foundational Skills with Dyslexia Screener

Phonological/Phonemic Awareness  
Alphabet Knowledge  
Sound/Symbol Relationship  
Decoding  
Encoding  
RAN

Reading Interventions Used

Multi-sensory instructional strategies included some but not all of the following: Orton Gillingham, Read By Three, Heggerty, HD Word Kits, Phonics Dance, NWEA, HMM

Number of students who received an intervention based on an "at risk" or "at some risk" identification

14

The number of students diagnosed with dyslexia while school was in session.

Less than 10