

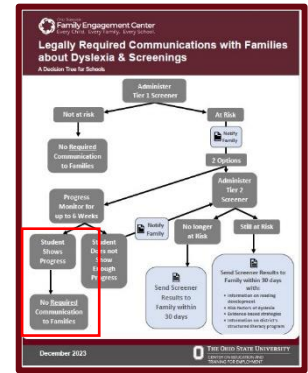


Communicating with Families about Student Literacy Progress after Monitoring

If a student is initially displaying signs or characteristics of dyslexia on a tier 1 screener and your school does 6 weeks of progress monitoring:

Ohio law requires your school or district to contact families if you will be administering a tier 2 dyslexia screening measure, in the event that the student has not made adequate progress.

However, consider the following alternative scenarios where there is no required communication:



Scenario 1
The student has made adequate progress after 6-weeks of intervention and progress monitoring.

The school or district is not legally obligated, but *should* communicate with the family that the student has made progress on the skills identified as needing support on the tier 1 screener. It's good news! Consider a simple, celebratory message about what is working, and how the school and family can continue to support the child's progress.

Scenario 2
The student has not mastered the skills that were identified as needing work on the tier 1 screener, but is responding to the intervention.

The school or district is not legally obligated, but *should* consider sharing with the parent or guardian:

- 1) The good news that the student is responding well to the intervention.
- 2) Specific progress and remaining literacy gaps toward reading skills;
- 3) The interventions that are currently being used;
- 4) The plan to continue addressing the student's needs; and
- 5) The rationale for not administering the tier 2 dyslexia screening measure.

The school or district might also consider sharing the link between the proposed intervention plan and (if applicable) the student's IEP or RIMP. If the student is an English learner, then the school or district should consider connecting the proposed intervention with other interventions being done to help the student.

[Link to Related Resource](#)



Sample Letters to Families

Scenario 1 Letter Example

Dear Mrs. Ali,

We're writing to share good news! Jamal has made so much progress with reading these past 6 weeks. He has made gains in all of the specific reading skills that were identified as needing more support on the dyslexia screening we did in [month].

Based on his progress, another dyslexia screening is not needed.

We will continue to have him work with Mrs. Martinez during the school day using the [intervention name] and Mr. Carter after school, since that seems to be working well. We will also send home more short decodable books to build on this progress.

What changes are you seeing in his reading at home? Feel free to flip this page over and write any notes/ideas you have for us on the back of this letter, and send it back to me in Jamal's backpack. Or, send me an email.

Thanks!

Mr. Jackson

Scenario 2 Letter Example

Dear Mrs. Andrews,

We're writing to share good news about Evelyn's progress with reading these past 6 weeks! We have 4 updates:

1. Biggest gains: [skill name here, like knowing which short and long vowel sound to use]. We are starting to see that spark of happiness when she is understanding better what she reads!
2. New focus area: [skill name here]. Mrs. Martinez will continue to work with Evelyn for 30 minutes per day using the [intervention name], and Mr. Carter will work with her after school. More short books will be sent home for extra practice.
3. Further Screening: We do not think another screening for dyslexia is needed at this time. We will continue to monitor Evelyn's progress, and will send you another update next month.
4. Keep in touch: What changes are you seeing in her reading at home? I would like to talk with you via email or phone sometime in the next week.

Thanks!

Mrs. Jones

For more information on the importance of routinely sharing progress with families, visit GoBeyondGrades.org

