

The learning characteristics of dyslexia intervention program(s) used during the previous school year to support students with dyslexia.

During the previous school year, students with dyslexia received intervention through an Orton-Gillingham-based instructional approach. Orton-Gillingham is a structured, sequential, cumulative, explicit, and multisensory method designed to address the learning needs of students with dyslexia. Instruction emphasized phonological awareness, phonics, sound-symbol relationships, decoding, encoding (spelling), syllable patterns, morphology, reading fluency, vocabulary, and comprehension. Through regular progress monitoring, we identified individual student needs and provided interventions in small groups, with frequent review and opportunities for mastery.

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” 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.

District:

At Risk	At Some Risk
102	81

By School:

School	At Risk	At Some Risk
Paramount Brookside	23	19
Paramount Cottage Home	17	20
Paramount Englewood	0	0
Paramount Online Academy	5	1
Paramount South Bend	34	14
Paramount Lafayette	11	5
Girls in STEM Academy	2	4
Andrew J. Brown Academy	10	18

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.

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