



**HENRIETTA ISD
DYSLEXIA PLAN**

2017-2018

Henrietta
Independent
School District

“Exemplary In All Endeavors”

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Mission Statement

The mission of the Henrietta ISD Dyslexia Program is to provide specialized instruction to the individual needs of students with dyslexia and related disorders to provide opportunities for these students to develop their potential as learners.

Introduction

In the state of Texas, students who continue to struggle with reading, despite appropriate or intensified instruction, are provided organized systems of reading support. Some students struggle during early reading acquisition while others do not struggle until the later grades, even at the postsecondary level. Here they face more complex language demands (i.e. reading textbooks, academic texts, and other print material). For many struggling readers, the difficulty may be due to dyslexia. Dyslexia is found in all student populations and languages. Some students with dyslexia may be English language learners (ELLs) who struggle with reading not only in English, but in their native language as well.

The purpose for this plan related to dyslexia is to provide guidelines and procedures in early identification of and instruction for students with dyslexia.

Definition of Dyslexia

As defined in Texas Education Code §38.003

(1) “*Dyslexia*” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

(2) “*Related disorders*” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability,

The current definition from the International Dyslexia Association states the following:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties and 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 growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

Students identified as having dyslexia typically experience primary difficulties in phonological awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning.

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (i.e. "pusgetti" for "spaghetti")
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word
- Trouble learning and naming letters and numbers and remembering the letters in his/her name
- Aversion to print (doesn't enjoy following along if book is read aloud)

Kindergarten and 1st Grade

- Difficulty breaking words into smaller parts (syllables) (i.e. "baseball" can be pulled apart into "base" "ball")
- Difficulty identifying and manipulating sounds in syllables (i.e. "man" sounded out as /m/ă/n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (i.e. "sed" for "said")

2nd and 3rd Grade

Many of the previously described behaviors remain problematic, along with the following:

- Difficulty recognizing common sight words (i.e. "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (i.e. "after" spelled "eftr")
- Difficulty reading fluently (slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

4th through 6th Grade

Many of the previously described behaviors remain problematic, along with the following:

- Difficulty reading aloud (fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (i.e. “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic, along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

State and Federal Law Regarding Early Identification and Intervention Prior to Formal Assessment

Both state and federal legislation emphasize early identification and intervention for students who may be at risk for reading difficulties, such as dyslexia. In accordance with TEC §28.006 Reading Diagnosis, Henrietta ISD administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list to be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia and other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. The information from reading instruments administered under TEC §28.006 will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia.

Because the provisions offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of Elementary and Secondary Education Act (ESEA) legislation, Henrietta ISD will implement reading programs using scientifically based reading research, as well as evidence proven effective results.

Under the Equal Education Opportunity Act (EEOA), Henrietta ISD ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including English language learners (ELLs), regardless of their proficiency in English.

Procedures for Assessment

At any time (from kindergarten through grade 12) a student continues to struggle with one or more components of reading, Henrietta ISD will collect additional information about the student.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information **shall** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction.

Additional information to be considered will include the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher dyslexia checklist
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports and/or report cards
- Gifted/Talented assessments
- Samples of schoolwork
- Parent dyslexia checklist
- Testing for limited English proficiency (all years available)
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- 7th grade reading instrument results as required in TEC §28.006
- State student assessment program as described in TEC §39.002
- Observations of instruction provided to the student
- Full Individual Evaluation (FIE)
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

Cumulative data shall demonstrate that the student received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors, which include language differences, irregular attendance, or lack of experiential background.

Among the actions that Henrietta ISD has available for the student is a recommendation that the student be assessed for dyslexia. Henrietta ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that students demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (Phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapid recalling the name of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

If a student continues to struggle with reading, the identification of reading disabilities, including dyslexia, will follow one of two procedures. Henrietta ISD will typically evaluate for dyslexia through §504. If however, a student is suspected of having a disability within the scope of IDEA 2004, all special education procedures will be followed.

Procedures for Assessment of Dyslexia

Students enrolling in Henrietta ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

When formal assessment is recommended, Henrietta ISD completes the evaluation process as outline in §504 unless a referral to special education is indicated.

Through §504 processes, Henrietta ISD will complete the evaluation using the following procedures:

1. Notify parents or guardians of proposal to assess student for dyslexia (§504).
2. Inform parents or guardians of their rights under §504.
3. Obtain parent or guardian permission to assess the student for dyslexia.
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

If the student is being assessed as part of a special education evaluation or is already served in special education and a dyslexia evaluation is requested, IDEA 2004 procedures must be followed.

In compliance with §504 and IDEA 2004, test instruments, and other evaluation materials must meet the following criteria:

- Be validated for the specific purpose for which the tests, assessments, and other evaluation materials are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory

- Include multiple measures of a student’s reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion referenced assessments, results of informal reading inventories, classroom observations)
- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment or measures are valid or reliable
- Be provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

Henrietta ISD administers measures that are related to the student’s educational needs. Depending upon the student’s age and stage of reading development, the following are the areas related to reading that shall be assessed:

Academic Skills

- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are measured)
- Reading comprehension
- Spelling
- Written Expression

Cognitive processes that underlie the reading difficulties

- ***Phonological/phonemic awareness*** (Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student’s ability to learn letters and the sounds associated with letters and letter combinations, learn the alphabetic principle, use the sounds of the letters and letter combinations to decode words and to accurately spell.)
- ***Rapid naming*** (Difficulties in rapid naming may or may not be weak, but if deficient, will impact a student’s ability to automatically name letters and read words and to read connected text at an appropriate rate.)
- ***Orthographic processing*** (Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses.)
- ***Various language processes*** (Language processes such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading.)

Based on the student's academic difficulties and characteristics, additional areas that may be assessed include the following:

- Vocabulary
- Listening comprehension
- Verbal expression
- Handwriting
- Memory for letter or symbol sequences (Orthographic processing)
- Mathematical/calculation reasoning
- Phonological memory
- Processing speed

English Language Learners: This refers to students served in Bilingual and/or ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.

Much diversity exists among English Language Learners (ELLs). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. Involvement of the Language Proficiency Assessment Committee (LPAC) in the decision making process is required.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
 - State student assessment data results when available
 - Texas English Language Proficiency System (TELPAS) information
 - Type of language programming provided and language of instruction
 - Linguistic environment and second-language acquisition development
 - Previous schooling in and outside of the United States

Additional assessment when assessing English Language Learners:

- Comprehensive oral language proficiency testing should be completed for a dyslexia evaluation due to the importance of the information for
 - consideration in relation to academic challenges,
 - planning the assessment, and
 - interpreting assessment results.

Interpretation:

Test results of English Language Learners (ELL) will be interpreted in light of the student's: language development (in both English and the student's native language), educational history, linguistic background, socioeconomic issues, nature of the writing system and any other pertinent factors that affect learning.

Identification of Students with Dyslexia

The identification of dyslexia is made by a §504 committee or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. In order to make an informed determination, either committee **must** include members who are knowledgeable about:

- The student being assessed
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District, state, and federal guidelines for assessment
- The assessment used
- The meaning of the collected data

The committee (§504 or ARD) will review all accumulated data to determine whether the student demonstrates a pattern of evidence for dyslexia. This data will include the following:

- The observations of the teacher, district staff, and/or parent/guardian
- Data gathered from the classroom (including student work and the results of classroom measures) and information found in the student's cumulative folder (including the developmental and academic history of the student)
- Data-based documentation of student progress during instruction/intervention
- The results of administered assessments
- Language Assessment Proficiency Committee (LPAC) documentation, when applicable
- All other accumulated data regarding the development of the student's learning and his/her educational needs

§504 or ARD Committee Decision Points for Dyslexia Identification:

- The pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:
 - Reading words in isolation
 - Decoding unfamiliar words accurately and automatically
 - Reading fluency for connected text (both rate and/or accuracy)
 - Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

- Based on the data, if the committee determines weaknesses are indicated in the listed academic skills, the committee will look next at the underlying cognitive processes for the difficulties seen in the student's word reading and written spelling. These difficulties will typically be the result of a deficit in phonological or phonemic awareness. Additionally, there is often a family history of similar difficulties.

The student may also demonstrate difficulties in other areas of cognitive processing, including one or more of the following:

- Rapid naming
 - Orthographic processing
 - Phonological memory
 - Verbal working memory
 - Processing speed
- If the student exhibits reading and written spelling difficulties and currently has appropriate phonological/phonemic processing, it is important to examine the student's history to determine if there is evidence of previous difficulty with phonological/phoneme awareness.

NOTE: Because previous effective instruction in phonological/phonemic awareness may remediate phonological awareness skills in isolation, average phonological awareness scores alone do not rule out dyslexia. Ongoing phonological processing deficits can be exhibited in word reading and/or written spelling.

- If the committee (§504 or ARD) determines the student exhibits weaknesses in reading and written spelling, the committee will then examine the student's data to determine whether these difficulties are unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction.

Many students with dyslexia will have difficulty with the secondary characteristics of dyslexia, including reading comprehension and written composition.

The §504 or ARD Committee will also incorporate the following guidelines from TEC §38.003 and 19 TAC §74.28:

- The student has received conventional (appropriate) instruction
- The student has an unexpected lack of appropriate academic progress (in the areas of reading and spelling)
- The student has adequate intelligence (an average ability to learn in the absence of print or in other academic areas)
- The student exhibits characteristics associated with dyslexia

- The student's lack of progress is not due to socio-cultural factors such as language differences, irregular attendance, or lack of experiential background

Assessment under Section 504

Based on the above information and guidelines, the committee first determines whether the student has dyslexia. If the student has dyslexia, the committee also determines whether the student has a disability under §504. **Whether a student is eligible for §504 accommodations is a separate determination from the determination that the student has dyslexia.** A student is disabled under §504 if the physical or mental impairment substantially limits one or more major life activities, such as the specific activity of reading. Additionally, the §504 committee, in determining whether a student has a disability that substantially limits the student in a major life activity, must **not** consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student's learning, eligibility for §504 services related to the student's other condition or disability should be considered.

Students with additional factors that complicate their dyslexia may require additional support or referral to special education. If a student is already qualified as a student with a disability under special education, the Admission, Review, and Dismissal (ARD) committee should determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment under Special Education

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education. At times, students will display additional factors/areas complicating their dyslexia that requires more support than what is available through dyslexia instruction. At other times, students with severe dyslexia or related disorders will be unable to make adequate academic progress within any of the programs for dyslexia or related disorders. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be made as needed. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

Assessment of Special Education Students

If a student is already in special education, but exhibits the characteristics of dyslexia or related disorders and is referred for assessment, assessment procedures for students under the Individuals with Disabilities Act (IDEA 2004) will be followed. Assessment data from prior special education assessments may be utilized, and/or additional assessment may be conducted by personnel trained in assessment to evaluate students for dyslexia and related disorders. In this case, the ARD committee will make determinations for those students.

If the student with dyslexia is found eligible for special education in the area of reading, and the ARD committee determines the student's instructional needs for reading are most appropriately met in a special education placement, the student's Individualized Education Program (IEP) must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction listed in The Dyslexia Handbook—Revised 2014, Chapter III, "Instruction for Students with Dyslexia."

Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Henrietta ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the committee (§504 or ARD) will determine the identification status of a student enrolled in Henrietta ISD, and the placement of the student in the dyslexia program(s).

Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, Henrietta ISD shall provide an appropriate instructional program for the student as required in TEC §38.003:

The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The following procedures shall be followed:

- Instructional decisions for a student with dyslexia will be made by a team that is knowledgeable about the student, the meaning of the evaluation information, and instructional components and delivery of instruction for students with dyslexia.
- Henrietta ISD shall utilize a trained dyslexia therapist, certified academic language therapist (CALT), or a license dyslexia therapist (LDT) for students with dyslexia and related disorders, which is aligned with the descriptors found in this handbook. The descriptors include the components of phonemic awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Instructional approaches include simultaneous, multisensory, systematic and cumulative, explicit, diagnostic teaching to automaticity, synthetic and analytic instruction (19 TAC §74.28). The components of instruction and instructional approaches are described in the next section of the Henrietta ISD plan.
- Henrietta ISD will provide each identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders.
- Parents/guardians of students eligible under §504 will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia will be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components specified in the next section of this plan. (19 TAC §74.28).

- Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by Henrietta ISD, and/or campus planning and decision making committee which shall include the instructional strategies indicated above (19 TAC §74.28).

Henrietta ISD shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders. Parents/guardians will receive resources (i.e. *Dyslexia Newsletter*, *HISD Dyslexia Plan*, and/or the *Dyslexia brochure*) as the parent education program. These resources include the following:

- Characteristics of dyslexia and related disorders
- Information on assessment and diagnosis of dyslexia
- Information on effective strategies for teaching students with dyslexia
- Awareness of information on classroom modifications and especially of modifications allowed on standardized testing (19 TAC §74.28)

Also, the *HISD Dyslexia Plan* will be posted on the district's website as a part of the parent education program.

Instructional decisions for a student with dyslexia will be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), Henrietta ISD utilizes a trained dyslexia therapist, certified academic language therapist (CALT), or a license dyslexia therapist (LDT) for students with dyslexia and related disorders, which incorporates **all** of the following components of instruction and instructional approaches.

Critical, Evidence-Based Components of Dyslexia Instruction

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension

Delivery of Dyslexia Instruction

- Simultaneous, multisensory [Visual, Auditory, Kinesthetic, Tactile **(VAKT)** Instruction]
- Systematic and cumulative instruction
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Both the teacher of dyslexia and the regular classroom teacher shall provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing will be shared by classroom teachers, reading specialists (as applicable), and teachers of dyslexia programs.

Timeline

When a referral for dyslexia assessment is made, Henrietta ISD will ensure the evaluation procedure is followed in a reasonable amount of time. Section 504 does not require specific timelines; therefore Henrietta ISD will follow the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a). The timelines are as follows:

Upon receipt of parent permission to assess until assessment is completed	45 school days or less
From the completion of the assessment to the §504 committee for determination of dyslexia and program placement	30 calendar days or less
Following the §504 committee meeting until program begins (if it is determined the student is eligible for the dyslexia program)	10 calendar days or less (unless agreed upon otherwise)

Special education students shall follow the timelines required by federal law, under IDEA 2004.

Student Monitoring and Dyslexia Program Exit Criteria

The committee (§504 or ARD) will determine when a student may be exited from the district's dyslexia program. Criteria for exit may include but is not limited to: program progress, grades from progress reports or report cards, state assessment data, benchmarks, progress monitoring data, and teacher and/or parent observations/checklists.

Students qualifying for dyslexia services that are identified as §504 or special education and have been exited from the dyslexia program will follow monitoring re-evaluation requirements outlined in federal law as follows:

Time After Exit	Monitoring Interval
1 st Year	Once per grading period
2 nd Year	Once a semester
3 rd Year	Annually

Note: The §504 committee will meet annually for all students being served in the dyslexia program, as well as monitored students.

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports/Report cards
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Counselor reports
- Other program reports
- Additional assessment data

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by the §504 committee or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Progress in the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
(NOTE: Reevaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher

- The student passed the reading portion of the state assessment (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services)
- Committee recommendation
- Parent request in writing that the student exit the program

If a student has shown substantial progress and the §504 committee or ARD committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia services, a dismissal form will be completed and placed in the student's cumulative folder.

Pathway to the Identification and Provision of Instruction for Students with Dyslexia

The following flow chart illustrates a process for determining the instructional support needed by students with dyslexia. Special education evaluation should be conducted whenever it appears to be appropriate. Some students will **NOT** proceed through all the steps before being referred for a Full Individual Evaluation (FIE). A dyslexia evaluation may be incorporated into the FIE through special education.

Student exhibits poor performance on early reading assessment. **OR** Student fails to respond to scientifically-based reading instruction at any grade.

Classroom teacher intensifies reading instruction and provides classroom accommodations.

Teacher monitors reading progress while simultaneously gathering data that will provide information regarding student's struggle with reading.

Student makes adequate reading progress.

Student does not make adequate reading progress.

Student is provided more intensive intervention in addition to the core reading instruction.

Teacher monitors reading progress.

Student makes adequate reading progress.

Student does not make adequate reading progress **AND** the student exhibits characteristics of dyslexia. (Campus committee of knowledgeable persons should consider all collected information.)

Student is reintegrated into traditional reading instruction in the classroom.

Student recommended for dyslexia assessment. Section 504 procedures must be followed. (Notification of evaluation, parent informed of rights under §504, and permission to assess.).

Student has characteristics of dyslexia. Direct, systematic and intensive reading instruction is provided.

Student does not have characteristics of dyslexia.

Need for 504 accommodations is considered, including accommodations for students with dyslexia taking state student assessments.

Does the student have any other disability? If so, the need for 504 accommodations is considered.

At any time, regardless of the process in place, a student may be recommended for dyslexia assessment as accumulated data support a student's continued struggle with one or more of the components of reading.

Associated Terms

Accelerated reading instruction: intensified, research-based reading instruction that addresses the student's reading needs that were determined by the results of the K-2 reading instruments (TEC §28.006)

This intensive, research-based instruction is provided for students determined to be at risk for dyslexia or other reading difficulties. The school district or open-enrollment charter school determines the form, content, and timing of the intensive instruction that is designed to meet students' needs (e.g., instruction in phonemic awareness, alphabetic principle, word-analysis strategies, fluency, and/or reading comprehension).

Accommodation: changing or altering the learning environment, materials, delivery method, or number of answers

Modifications/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS).

Adaptive behavior: the effectiveness with which the student meets the standards of personal independence and social responsibility expected of his or her age and cultural group

Alphabetic principle: the understanding that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words

Assistive technology: any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability (IDEA)

Assistive technology does not include a medical device that is surgically implanted or the replacement of such device (34 C.F.R. §300.5).

At risk for dyslexia: a term used to describe students who are not making adequate progress in the areas of reading and/or reading development but who have not yet been identified as students with dyslexia

The students considered at risk are at the preidentification level. These students must be provided accelerated reading instruction (intensive, research-based instruction that addresses the reading needs of the student).

Child Find: a school district's system for identifying, locating, and evaluating individuals with disabilities (birth through 21 years of age) who reside in its jurisdiction and who may need special education and related services

Cognate: a word in one language that looks and means the same as a word in another language [(family (English)/familia (Spanish)/familia (Portugese)/famiglia (Italian)/famille (French)/familia (Catalan)/familie (Romanian)]

Cross-linguistic: relating to the comparison of different language sand the influence that knowledge of one language has on an individual’s learning or use of another language

Developmental auditory imperception: the inability to receive and understand sounds and words

Developmental dysgraphia: an inability to write legibly

This may occur in addition to other difficulties in written language. Visual-motor coordination skills are frequently within the average range and are not the primary cause of dysgraphia.

Developmental spelling disorder: significant difficulty learning to spell

This occurs in the absence of reading or other written-language difficulties.

Differentiated instruction: a process used to recognize students’ varying background knowledge, readiness, language, preferences in learning, and interests

Differentiated instruction is a process used to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual successes by meeting each student where he or she is and assisting in the learning process.

Dominant language: the language of an individual that is strongest and most developed

Dyslexia: specific learning disability that is neurological in origin

It is characterized by difficulties with accurate and/or fluent word recognition and 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 growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

Dysphasia: a delay in the development of comprehension and/or expression of oral language; terms commonly used to describe this condition include “developmental language disorder” and “specific language impairment”

Evaluation: the use of multiple methods in evaluating a variety of data to guide establishment of appropriate interventions

For the identification of a student with dyslexia, the data for evaluation should include the teacher’s observations, the developmental and academic history of the student, the results of a variety of reading assessments, and all other information relevant to the identification of dyslexia.

Evidence-based reading instruction: programs or instructional practices that have a record of success

This will include reliable, trustworthy, and valid evidence suggesting that when the program is used with a given group of students, the students can be expected to make adequate gains in reading achievement. Other terms that are sometimes used to convey the same idea are “research-based instruction” and “scientifically based research.”

<http://www.reading.org/general/AboutIRA/PositionStatements/EvidencedBasedPosition.aspx>

Explicit, direct instruction: instruction that is systematic (structured), sequential, and cumulative

Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

Free Appropriate Public Education (FAPE): an educational right of a child with disabilities in the United States to be provided with an education, including specialized instruction and related services, that prepares the child for further education, employment, and independent living

In 1975, Congress passed Public Law 94-142, also known as the Education for All Handicapped Children Act, which defined and outlined that all public schools should provide all students with a free appropriate public education at public expense without additional charges to parents or students and must be under public supervision and be appropriate for the child’s needs.

Fluency: the ability to read with speed, accuracy, and proper expression

Fluency is one of several critical factors necessary for reading comprehension.

Graphophonemic knowledge (phonics) instruction: instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order

Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

Individualized instruction: instruction that meets the specific learning needs of an individual student

Materials and methods are matched to each student's ability level.

Intervention: a change in instruction in the area of learning difficulty to improve performance and achieve adequate progress

Language proficiency: the level of skill in a language

Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and nonacademic language.

Language structure instruction: instruction that encompasses morphology, semantics, syntax, and pragmatics

Linguistic instruction: instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning

Meaning-based instruction: instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition

Morpheme: a meaningful linguistic unit that cannot be divided into smaller meaningful elements, such as the word "book"

A morpheme is also a component of a word, as the letter "S" in "books."

Morphology: the study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds

Knowledge of morphemes facilitates decoding, spelling, and vocabulary development

Morphosyllabic writing systems: writing systems composed of several thousand characters that are visually complex and each represents a morpheme not a phoneme

An example of a morphosyllabic writing system is Japanese Kanji or Chinese Hanzi.

Multisensory instruction: instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice

Orthographic awareness: the ability to perceive and manipulate aspects of a writing system and the visual aspects of reading and spelling, such as letters, letter patterns, and words

Orthography: the writing system of a language, including the spelling, punctuation, and capitalization rules

Phonemic awareness: the insight that spoken words can be conceived as a sequence of sounds; the ability to manipulate the sounds within words (e.g., segmenting or blending)

Phonics: a method of teaching reading that helps students build understanding of sound-symbol relationships and spelling patterns

Phonology: the sound structure of speech and in particular, the perception, representation, and production of speech sounds

Phonological memory: passive short-term memory that briefly stores speech-based information in phonological form

Progress monitoring: a scientifically based practice used to assess students' academic progress and/or performance and evaluate the effectiveness of instruction

Progress monitoring can be implemented with individual students or an entire class. Progress monitoring is a quick (less than 5 minutes) assessment that is done frequently (weekly or biweekly) in order to make instructional changes in a timely fashion.

Recommendation for assessment for dyslexia: recommendation by the teacher, school district, or open-enrollment charter school staff, and/or the parent or guardian that a student be assessed for dyslexia

Following the recommendation, the school district or open-enrollment charter school must adhere to its written procedures and the procedures within the handbook.

Response to Intervention (RtI): a multistep, or tiered, approach to providing services and interventions at increasing levels of intensity to students who struggle with learning

The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in specialized instructional settings, or both.

Scientifically based research: the required standard in professional development and the foundation of academic instruction called for in the guidelines of the Elementary and Secondary Education Act (ESEA). Under the ESEA definition, scientifically based research must meet the following criteria:

Employ systematic, empirical methods that draw on observation or experiment

- Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions
- Rely on the measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations
- Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review

Semitic writing system: a writing system where each symbol usually stands for a consonant sound and the reader must supply the appropriate vowel sound

Examples of Semitic languages are Hebrew and Arabic.

Specific developmental dyslexia: another term for dyslexia

Strategy-oriented instruction: thoughtfully ordered step-by-step instruction in the strategies that students need to become independent readers, including strategies for decoding, encoding, word recognition, fluency, and comprehension

Syllabic writing system: writing systems in which each symbol represents a syllable

Examples of syllabic writing systems are Japanese kana, Korean, Hangul, and many of the Asian-Indian languages.

Syntax: the study of rules and patterns for the formation of grammatical sentences and phrases in a language

Universal screening: a step taken by school personnel to determine which students are at risk for not meeting grade-level standards

Universal screening can be accomplished by administering an academic screening to all students in a given grade level. Students whose scores fall below a certain cutoff point are identified as needing closer monitoring or intervention.