

Alamo Heights ISD District Dyslexia Plan



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I. 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 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 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.

II. Laws 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, Alamo Heights 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.

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, Alamo Heights ISD will implement reading programs using scientifically based reading research as well as evidence proven effective results.

Under the Equal Education Opportunity Act (EEOA), Alamo Heights 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 (ELL), regardless of their proficiency in English.

III. Procedures for Assessment

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

Dyslexia Consideration Process:

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. Additional information to be considered includes the results from some or all of the following:

- Vision and hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/Talented assessments
- Samples of schoolwork
- Parent conference notes
- Testing for limited English proficiency (all years available)
- Speech and language screening through a referral process (English and native language)
- The K-2 reading instrument as required in TEC §28.006 (English and native language)
- 7th-grade reading instrument results as required in TEC§28.006
- Student assessment program as described in TEC §39.002
- Full Individual Evaluation (FIE)
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

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

Among the actions that Alamo Heights ISD has available for the student is a recommendation that the student be assessed for dyslexia. Alamo Heights 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

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. Alamo Heights 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 must be followed.

IV. Procedures for Assessment of Dyslexia

Students enrolling in Alamo Heights 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. 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, Alamo Heights ISD completes the evaluation process as outlined in §504 unless a referral to special education is indicated.

Through §504 process, Alamo Heights 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).

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

Alamo Heights 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 should be assessed:

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are measured)
- Reading comprehension
- Spelling

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

English Language Learners: This refers to students served in Bilingual and 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)
 - Student assessment data results when available
 - Texas English Language Proficiency system (TELPAS) information (Reading Proficiency Test in English (RPTE))
 - 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.

Assessment for Native English Speakers in Spanish Language Programs:

Students need time to develop 2nd Language Academic Skills. This requires a minimum of three years of explicit language instruction. Students can begin instructional interventions (Esperanza, Estrellita, and Read Naturally) as soon as deficits are identified, but identification for dyslexia will not occur until second semester of the 3rd grade for Native English speakers in Spanish Immersion and Dual Language Learners.

V. Dyslexia Screening K-1 Information for Teachers

State Requirement: House Bill 1886 requires screening for dyslexia and related disorders for all students in kindergarten and at the end of first grade.

Alamo Heights Goal: Identify students at-risk for dyslexia at an early age to determine the need for early reading intervention and additional evaluations.

Procedures: Screening will consist of two parts to provide a broad range of data.

Part A – Dyslexia Screener in TPRI

Three times a year all students reading below grade level and students who were placed on a dyslexia monitor list due to previous risk factors, will be evaluated using the TPRI dyslexia screening tool. Results will be monitored over time.

Part B – Student Data

Istation and TPRI Scores are reviewed. In Istation, careful consideration is given to letter knowledge, phonemic awareness, alphabetic decoding, and spelling subtest scores. In TPRI, careful consideration will be given to phonemic awareness, graphophonemic awareness, and word reading subtest scores.

Data Collection – A Google spreadsheet will be used to evaluate student data over time to ascertain dyslexia risk factors.

Student Follow-Up Action

1. A team of qualified educators and administrators review campus data to determine best follow up. Students with low scores demonstrating growth are placed on a monitor list and included in Tier 1b for the upcoming school year.
2. Students with **below grade level expectations** (<20% Istation and Still Developing in TPRI), are considered at-risk for dyslexia.
 - Parents informed
 - Complete dyslexia consideration packet
 - Consider dyslexia evaluation during fall of next school year

Dyslexia Screening K-1 Information for Teachers

Action	Notes and To Do
<p>SB 1886 SECTION 2. Amends Sections 38.003(a) and (b-1), Education Code, as follows:</p> <p>(a) Requires students enrolling in public schools in this state to be screened or tested, as appropriate, rather than tested, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. Requires that the program include screening at the end of the school year of each student in kindergarten and each student in the first grade.</p> <p>All Alamo Heights students in grades K-1 are screened during the spring semester. Students identified with dyslexia in grades 1-2 are offered services through Pre-Flight. They Dyslexia program is from Scottish Rite.</p>	
<p>Screening Plan- 2-Step Assessment</p> <p><u>Teacher Observation-</u> BOY TPRI Screener – All Kinder All students on the dyslexia monitor list from previous years, and all grade 1 students not “Developed” on TPRI screener.</p> <p><u>Student Data-</u> Tier 3 Scores in 2 or more identified sub sections of Istation.</p> <p><u>Student Data-</u> At Risk on TPRI Dyslexia Screener</p>	
<p>Screening Next Steps</p> <p><u>Modified Dyslexia Consideration Form</u> completed by Amy and dyslexia teachers for students who are below expectations on either Teacher Observational Screener or Student Data.</p> <p><u>May Support Meeting</u> go through Screening Data and determine if full evaluation is needed or begin the year in RtI and monitor.</p>	
<p>Communication Plan</p> <p><u>Parents-</u> Letter describing screening in March before conferences <u>Parents-</u> Phone calls if additional evaluation needed <u>Parents-</u> Letter with report card if child is Not At Risk</p>	
<p>Screening Considerations</p> <p>Students in K-1 in Spanish Immersion and Dual Language -1st grade compare data in both languages and we offer dyslexia services in 2 languages. Look back at K data.</p> <p>-Kinder when student slated for language program through lottery. Prioritize those evaluations so parents have complete information to make educational decisions for student and so all DL/SI slots can be filled.</p>	



Alamo Heights Independent School District
7101 Broadway • San Antonio, TX • 78209

K-1 Dyslexia Screening Form

Student: _____ School: _____ Date: _____
Grade: _____ Teacher: _____

School Program

☐ English ☐ Immersion ☐ Dual Language ☐ ESL

Current Level of Response to Intervention Services for Reading _____

RTI Committee Recommendations

- ☐ Continue with RTI/Tier Interventions at this time
☐ More Information Needed _____
☐ Start Additional Support(s) _____
☐ Refer for Dyslexia Assessment

Data Source	Score Below Expectations	Score as Expected	Notes
*Vision and Hearing Screening <i>from Nurse</i>			
Overall Attendance	<95%	95% or higher	
Tejas Lee Dyslexia Screener	50 or higher	Below 50	
Istation Overall <i>Current Year EOY Score, ENG & SPA</i>	< 39%	> 40%	
Istation Overall- 1st Grade ONLY <i>Previous Year EOY Score</i>	< 39%	> 40%	
Istation Letter Knowledge	< 39%	> 40%	
Istation Phonemic Awareness	< 39%	> 40%	
Istation Alphabetic Decoding	< 39%	> 40%	
Istation Spelling	< 39%	> 40%	
Istation Text Fluency	< 39%	> 40%	
Reading Grade <i>Current report card</i>	Overall Developing or Independent	Overall Needs Reinforcement	
Writing Grade <i>Current report card</i>	Overall Developing or Independent	Overall Needs Reinforcement	
Family history of dyslexia, If known	Yes	No	
Other			

RTI Committee Recommendations

- ☐ Continue with RTI/Tier Interventions at this time
☐ More Information Needed _____
☐ Start Additional Support(s) _____
☐ Refer for Dyslexia Assessment

VI. 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 or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

The (§504 or ARD) committee 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 or charter school 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
 - 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 require 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 these 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. Alamo Heights 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 Alamo Heights ISD, and the placement of the student in the dyslexia program(s).

VII. Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, Alamo Heights 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 must be followed:

- Instructional decisions for a student with dyslexia are 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.
- Alamo Heights ISD shall purchase or develop a reading program for students with dyslexia and related disorders that 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 Alamo Heights ISD plan.
- Alamo Heights ISD must 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. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus (19 TAC §74.28).
- Parents/guardians of students eligible under §504 must 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 must 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 must be trained in the professional development activities specified by Alamo Heights ISD, and/or campus planning and decision making committee which shall include the instructional strategies indicated above (19 TAC §74.28).

Instructional decisions for a student with dyslexia must 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), districts shall purchase or develop a reading program for students with dyslexia and related disorders that 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 (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 should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

VIII. Letters to K-1 Parents



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Dear Parents:

Learning to read and write is one of life's most fundamental achievements. A student's success in literacy development creates a love of learning, enhances content and skill mastery in all subject areas, and paves the way for future success and a rewarding life. At AHISD, we are committed to providing high-quality curriculum, supportive relationships, and differentiated instruction to ensure that every child is able to reach their full potential in the area of literacy.

Throughout the year, teachers in grades K-1 have provided ongoing information to parents about reading progress and appropriate developmental literacy milestones through Checklists, Progress Reports, and conferences. At the end of the year, we are required by the state of Texas to screen all students in grades K-1 for dyslexia. This screening information will be used to help design academic supports and identify students that might need additional evaluation.

The results of the dyslexia screening will be shared in the final report cards. You will be contacted directly by the end of the school year if additional evaluation is needed. These evaluations will take place in the beginning of the next school year. A parent may request an evaluation for special education or Section 504 services at any time.

Dyslexia refers to a pattern of specific learning difficulties which mainly affects the development of reading and spelling skills. People with dyslexia have trouble matching the letters they see on the page with the sounds those letters and combinations of letters make. And when they have trouble with that step, all the other steps are harder. An estimated 10% of the population are affected by dyslexia.

If you have additional questions about the dyslexia screening process, please contact [Administrator], [Title] at [email].

Sincerely,

[Administrator]



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Queridos Padres:

Uno de los logros más fundamentales de la vida es aprender a leer y escribir.

El éxito de un alumno en el desarrollo de la lectoescritura crea amor por el aprendizaje, mejora el dominio del contenido y las habilidades en todas las materias y prepara el camino para el éxito en el futuro y para una vida gratificante. En AHISD, nos comprometemos a proporcionar un plan de estudios de alta calidad con relaciones de apoyo e instrucción diferenciada para garantizar que todos los niños puedan alcanzar su máximo potencial en el área de lectoescritura.

A lo largo del año, los maestros en los grados K-1 han proporcionado información continua a los padres sobre el progreso de la lectoescritura y el desarrollo apropiado de las etapas de alfabetización a través de reportes, informes de progreso y conferencias. Al final del año, el estado de Texas nos exige que examinemos a todos los estudiantes en los grados K-1 por dislexia. Esta información selectiva se usará para ayudar a diseñar apoyos académicos e identificar a los estudiantes que puedan necesitar una evaluación adicional.

Los resultados de la detección de dislexia se compartirán en las cartas de calificaciones finales. Nos contactaremos directamente con usted al final del año escolar si se necesita una evaluación adicional. Estas evaluaciones se llevarán a cabo al comienzo del próximo año escolar. Los padres pueden solicitar una evaluación para servicios de educación especial o Sección 504 en cualquier momento.

La dislexia se refiere a un patrón de dificultades específicas de aprendizaje que afecta, principalmente, el desarrollo de las habilidades de lectura y deletreo. Las personas con dislexia tienen problemas para emparejar las letras que ven en la página con los sonidos que hacen esas letras y combinaciones de letras, y cuando tienen problemas con ese paso, todos los demás pasos son más difíciles. Se estima que el 10% de la población está afectada por la dislexia.

Si tiene preguntas adicionales sobre el proceso de detección de la dislexia, comuníquese con [Administrador], [Título] y [correo electrónico].

Sinceramente,

[Administrador]

IV. Dyslexia Consideration Elementary Process

Dyslexia Assessment Consideration Form

Student: _____ School: _____ Date: _____
Grade: _____ Teacher: _____ DOB: _____ ID: _____

*School Program

☐ English ☐ Immersion ☐ Dual Language ☐ ESL

*Person Making Consideration Request _____

☐ Classroom Teacher ☐ Interventionist ☐ Parent

*Was student reviewed at an RtI/1b/Tier Transition meeting?

☐ Yes ☐ No

*Current Level of Response to Intervention Services for Reading _____

*Has parent been contacted about dyslexia consideration process?

☐ Yes ☐ No

☐ Parent Contacted by _____ Date: _____

Next Step

The next step is for the Dyslexia Teacher to meet with the person filing the request to complete the data gathering, and bring the information to the next RTI Support Meeting for consideration for dyslexia assessment.

Point of Contact _____

(Dyslexia Teacher, Interventionist)

RTI Grade Level Administrator _____

(Principal, AP, or Counselor)

RTI Committee Recommendations Date: _____

- ☐ Continue with RTI/Tier Interventions at this time
☐ More Information Needed _____
☐ Start Additional Support(s) _____
☐ Refer for Dyslexia Assessment

* Completed by Classroom Teacher

Data Source	Score Below Expectations	Score as Expected	Notes
*Vision and Hearing Screening <i>from Nurse</i>			
*Istation Overall <i>Current Score</i>	< 39%	> 40%	
*Istation Overall <i>Previous Month Score</i>	< 39%	> 40%	
*Istation Text Fluency <i>Current Score</i>	< 39%	> 40%	
*Istation Spelling <i>Current Score</i>	< 39%	> 40%	
*Reading Grade <i>Current report card or progress report</i>	< 70% or N	> 70% or D and I	
*Writing Grade <i>Current report card or progress report</i>	< 70% or N	> 70% or D and I	
*Teacher Checklist <i>Risk Factors Associated with Dyslexia</i>	Over ½ Responses Frequently/Sometimes	Over ½ Responses Frequently/Sometimes	
TPRI /Tejas Lee <i>Current Year (1st/2nd)</i> <i>Overall Screening Status</i>	Still Developing	Developed	
TPRI/Tejas Lee <i>Previous Year</i> <i>Overall Screening Status</i>	Still Developing	Developed	
DRA/ EDL <i>If available</i>	Below grade level	At/Above grade level	
Family history of dyslexia <i>If known</i>	yes	no	
Work Samples <i>Describe evidence of characteristics of dyslexia</i>			
Dyslexia Screener <i>Decoding</i>	Below grade level	At/above grade level	
Dyslexia Screener <i>Encoding Phonetically Irregular Words</i>	Mildly, Moderately, Markedly Below	Borderline, Normal, Above Normal	
Dyslexia Screener <i>Encoding Unknown Words</i>	Mildly, Moderately, Markedly Below	Borderline, Normal, Above Normal	
Other			

*** Completed by Classroom Teacher**



Alamo Heights Independent School District
7101 Broadway • San Antonio, TX • 78209

**ALAMO HEIGHTS INDEPENDENT SCHOOL DISTRICT
VISION AND AUDITORY SCREENING**

Student _____ Campus: H W C JS HS Grade: _____ Teacher: _____

Date of Screening: _____ Screened by: _____

VISION

Visual Acuity

Right Eye: ____/ ____

Left Eye: ____/ ____

Both eyes together: _____ (optional)

Glasses Worn: ☐ Yes ☐ No

Test/equipment used to determine acuity:

TITMUS/HOTV/SNELLEN/ALLEN

(Circle One)

** RECOMMENDED FOR REFERRAL FOR FURTHER TESTING: ☐ Yes ☐ No*

HEARING

	250	500	1000	2000	4000	6000	8000
5							
10							
15							
20							
25							
30							
35							
40							
50							
60							
70							
80							

Sweep
check _____

Threshold _____
(not required)

Hearing appears to
be adequate and
within normal
speech range

☐ Yes ☐ No

**Note: If this screening
has been conducted as
information for a
special education
referral and the results
indicate a need for
further testing, reports
from evaluations
completed by vision or
hearing specialists must
be included with the
referral.*

** RECOMMENDED FOR REFERRAL FOR FURTHER TESTING: ☐ Yes ☐ No*

***Information to Communicate to Parents (Reasons, Steps, Support)**

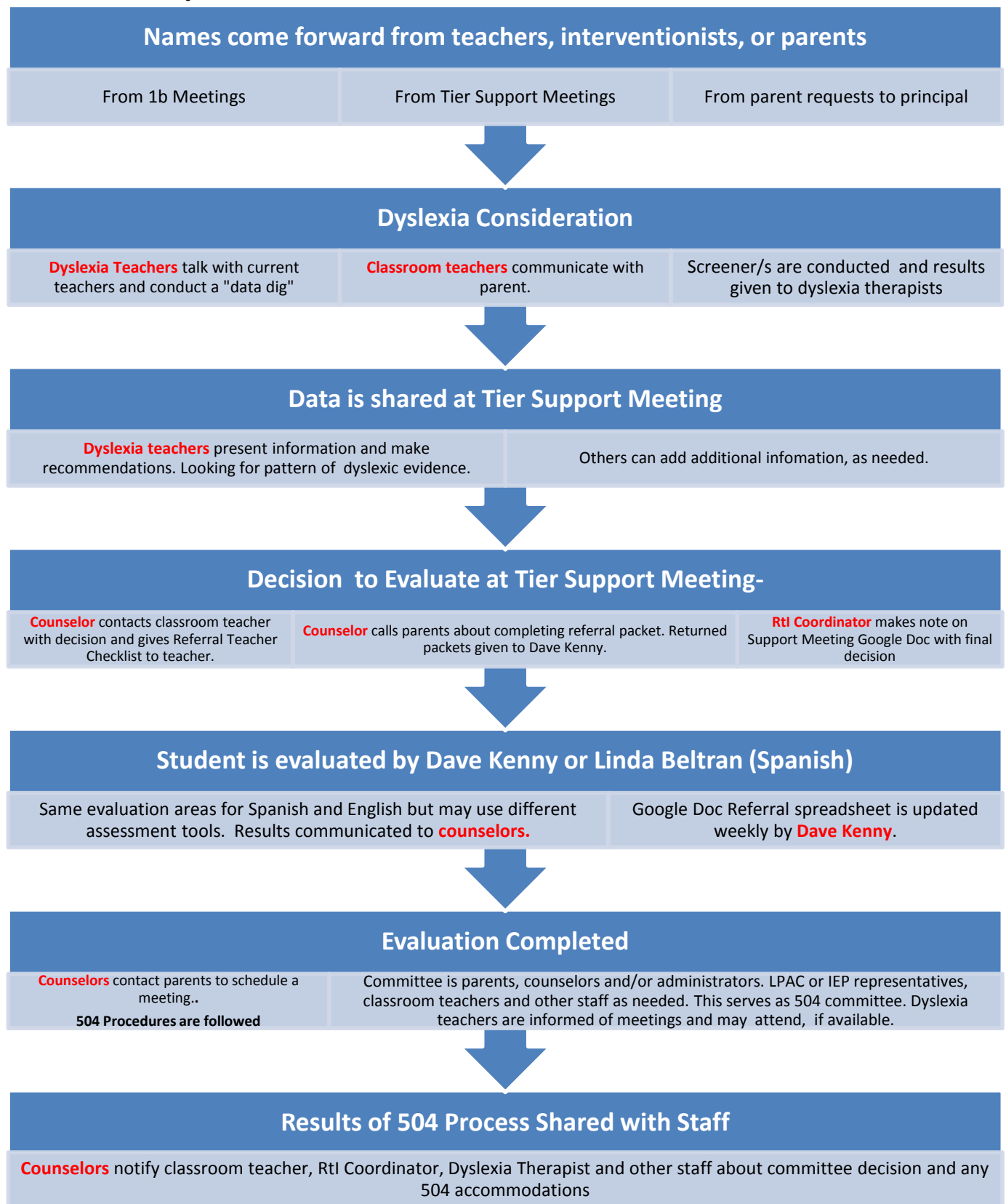
1. Reason for suspicion of dyslexia (scores, work samples, etc.)
2. Current level of RtI Support
3. We will be looking back at reading progress in previous years to see if there is a history of slow progress with reading or difficulties with learning to read.
4. We will be checking hearing and vision to make sure there is not a health-related reason for slow reading progress.
5. We will be doing a short screener (15 minutes) for dyslexia. This is not an assessment or formal evaluation and does not provide specific diagnostic information. It does look at reading decoding and spelling to see if further evaluation is necessary. It compares the encoding (spelling) scores to a normed sample from other students to see if the scores are out of the normal range.
6. It will take several weeks to complete the dyslexia consideration process. I will contact you with results and next steps.
7. If you have questions about the dyslexia consideration process, please contact our campus dyslexia teachers. They have significant training and experience with dyslexia and can answer any specific questions about the dyslexia consideration process.
8. Even if the dyslexia consideration process does not suggest a need for formal dyslexia evaluation, we will continue to support the student through RtI small group instruction and progress monitoring every two weeks.
9. If the dyslexia consideration process does suggest formal dyslexia testing, you will be contacted for permission for evaluation and to complete additional family history information. Campus counselors and licensed specialists in school psychologists (LSSP) will be available to answer questions about testing and timelines.

*** Completed by the Classroom Teacher**

X. Dyslexia Elementary Interventions

NAME OF INTERVENTION	Grades	DURATION OF SESSION	LENGTH OF INTERVENTION	Progress Monitoring	SUMMARY
Pre-Flight (Scottish-Rite)	K-2	30 - 45 minutes	36 Lessons	Phonological Awareness Skills Test; TPRI (K-1); Istation	Appropriate for students in grades K-2 who have difficulty distinguishing sounds, who have limited vocabulary, and who fail to employ strategies to reflect on the meaning of text. (Letter Recognition, Phonological awareness and Comprehension)
Take Flight (Scottish-Rite)	2-5	45 minutes	2.5 - 3 years (Cohort Grouping)	Single Word Decoding every 6-9 weeks; After lesson 36 every other day fluency and rate packet; Istation	Contains five components of effective reading instruction: Phonemic awareness, Phonics, Vocabulary, Fluency and Comprehension while integrating Spelling.
Rite Flight Rate and Comprehension (Scottish-Rite)	3-5	30-45 minutes	Ongoing	Fluency rate graph every day ; Istation	<i>Rate</i> differs from standard reading fluency instruction by using a method of instruction designed to promote the recognition of letter clusters within words. Students follow a repeated reading schedule that introduces the same words in isolation, in phrases and finally in stories <i>Comprehension</i> addresses vocabulary development, metacognitive questioning strategies, narrative skills and strategies for literature; expository skills and strategies for textbooks (Fluency and Comprehension)
Dyslexia Intervention Program	2-12	30-45 minutes	1-2 years	Single Word Decoding every 6-9 weeks; After lesson 36 every other day fluency and rate packet; Istation	Contains five components of effective reading instruction: Phonemic awareness, Phonics, Vocabulary, Fluency and Comprehension while integrating Spelling.
Read Naturally	3-5	15-30 min.	Ongoing	Fluency rate graph and Quiz Results graph every lesson; iStation	Fluency and Comprehension
Esperanza	3-5	45-60 minutes	1 ½ years	Esperanza progress monitoring every 10th lesson; Includes Pretest screener; iStation Espanol	The Esperanza program is a Spanish multisensory structured language approach for reading, writing, and spelling.
Istation	1-5	30 minutes per week	Ongoing	ISIP assessment each month	Istation is an online resource that offers computer adaptive technology and reading instruction in core areas: phonological awareness, phonics, alphabetic decoding, fluency, comprehension, vocabulary and spelling.

XI. AHISD Dyslexia Consideration Process Flow Chart



XII. Exit Criteria

Upon successful completion of AHISD program as measured by program mastery checks completed at regular intervals, students will be exited from the district dyslexia program. Additional criteria for exit may include, but is not limited to, grades from progress reports or report cards, assessment data, benchmarks, universal screening and progress monitoring data, teacher and/or parent checklists and individual dyslexia program requirements.

Students that have completed the AHISD dyslexia program will receive regular monitoring during the first year. Monitoring may include, but is not limited to the collective evaluation of:

- Progress reports
- Report cards
- Assessment data
- Benchmarks
- Universal screening
- Teacher checklists/reports
- Parent checklists/reports
- Counselor reports

Students qualifying for dyslexia services that are identified as 504 or special education will follow monitoring and re-evaluation requirements outlined in federal law.

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:

- **Program Participation-** Completion of the district dyslexia program
- **Student Growth-** Student growth shows the student approaching or at grade level expectations
- **Student Behaviors-** The student demonstrates self-monitoring self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher.
- **Student Achievement-** Passing grades

XIII. Frequently Asked Questions

Dyslexia Considerations: What happens when there are suspicions of a dyslexia disability?

The dyslexia consideration flow chart is followed for all general education students. The Dyslexia consideration process begins in October of each year and runs through April. Students in grades 1-5 can go through the consideration process. NES in Language programs can go through the consideration process beginning in 2nd semester of third grade.

Parent Requests: What happens when a parent requests dyslexia testing?

When a general education parent asks for a dyslexia evaluation, it must be a written request to the principal (email is fine). The principal will initiate the dyslexia consideration process by contacting a dyslexia teacher. The student will be discussed at the Campus Support Meeting. The principal will follow up with the parent. The consideration process **does not** always result in a full dyslexia evaluation.

504 Meetings: Who should attend a 504 Meeting?

The committee should include people knowledgeable about:

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

Committee is parents, counselors and/or administrators. LPAC or IEP representatives, classroom teachers and other staff as needed. This serves as the 504 committee. Dyslexia teachers are informed of meetings and may attend, if available.

The campus counselors are the 504 Coordinators and will determine the needed representation at a 504 meeting.

Test Interpretation: How are parents informed about the results of the consideration process and/or evaluation results.

Consideration- Counselors contact parents about findings and next steps after the Support Meeting.

Evaluation- Ideally, parents would be able to discuss the results of a full evaluation during a face-to-face 504 meeting with both the LSSP and counselor. At times, scheduling may require a phone call to parents to go over testing. Parents should be informed of the rights under 504 and have adequate time to ask questions about the evaluation.

Second Language and Dyslexia- Are there special provisions for identifying students participating in a language program as dyslexic?

Native English students in SI and DL need time to develop 2nd Language academic skills. This requires a minimum of three years of explicit language instruction. Students can begin instructional interventions (Esperanza, Estrellita, and Read Naturally) as soon as deficits are identified, but identification for dyslexia will not occur until second semester of the 3rd grade for Native English speakers in Spanish Immersion and Dual Language Learners. This aligns with when students begin formal English reading and phonics instruction.

We will take any student through the consideration process but the results must be viewed through the lens of language acquisition.

We can assess native Spanish students for dyslexia before third grade. Special instructions about bilingual evaluations on pages 9-10 of AHISD Dyslexia Manual.

Outside Testing: What happens when a student has an outside evaluation for dyslexia?

Students identified as having dyslexia or related disorders from an outside source will be evaluated for eligibility in the district's program. Alamo Heights 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 Alamo Heights ISD, and the placement of the student in the dyslexia program(s). **Parents bringing in outside testing should be directed to the campus counselors.**

XIV. Student and Parent Rights

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction

Phone Number: (210) 832-5954

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction

Phone Number: (210) 832-5954

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)