

Alamo Heights ISD
Dyslexia Program Guide

About the Texas Dyslexia Handbook

Legislation passed in the 82nd and 83rd sessions of the Texas Legislature resulted in the need for revision of the handbook. Consequently, The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders was approved by the SBOE in July 2014. The most recent version, The Dyslexia Handbook—2018 Update: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook) implements statutory requirements added by the 85th Texas Legislature. The Dyslexia Handbook provides guidelines for school districts to follow as they identify and provide services for students with dyslexia and related disorders. Additionally, the handbook provides school districts and parents/guardians with information regarding the state’s dyslexia laws and their relation to these federal laws: the Rehabilitation Act of 1973, Section 504 as amended in 2008 (Section 504), the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA). This handbook replaces all previous handbooks and guidelines. There are also designated consultants at each regional education service center (ESC) available to assist district stakeholders with implementing state law and SBOE rules and procedures regarding dyslexia.

In addition to The Dyslexia Handbook, resources include a State Dyslexia Network, a State Dyslexia Consultant, and a helpline (1-800-232-3030) at regional Education Service Center (ESC) 10.

https://tea.texas.gov/sites/default/files/19_0074_0028-1_2021.pdf

About the Talking Book Program

The Talking Book Program (TBP) provides free library services for Texans of any age who are blind or have a visual, physical, or reading disability.

- An individual who is blind.
- An individual who has a visual impairment that makes them unable to comfortably read standard print books.
- An individual who has a physical disability that makes it hard to hold or manipulate a book or to focus or move the eyes as needed to read a print book.
- An individual who has a perceptual or reading disability.

Registered TBP patrons may borrow books and magazines in digital audio, Braille, and large print.

Materials and playback machines are mailed to your door, completely free of charge—you do not have to pay for postage when you return them. Eligible Texas residents who cannot read standard print material in the usual manner can [complete an application](#) and return it by mail. TBP will call you to set up an account after the application is approved.

<https://www.tsl.texas.gov/tbp/index.html>

AHISD Curriculum and Instruction Department

We are dedicated to the goal of providing a guaranteed and viable curriculum for all AHISD students. We believe all students deserve rigorous curriculum and engaging instruction. Our goal is to provide the leadership, resources, support and professional development necessary to lead all students to high achievement.

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Introduction

This Dyslexia Program Guide sets forth the procedures regarding dyslexia and related disorders in AHISD. The guide provides general information about dyslexia, procedures to follow when school personnel suspect a student may have dyslexia or a related disorder, and a range of intervention options for students identified with dyslexia.

The program guide gives specific information about student monitoring during participation in the Section 504 (§504) Dyslexia Program, and details criteria for exit from the program.

These procedures correspond to state and federal guidelines and were developed to provide an effective means for meeting the needs of students with dyslexia in AHISD. This Dyslexia Program Guide follows the recommendations of the Texas Education Agency as stated in "The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" (TEA, Updated 2021). This Texas Handbook can be accessed online through the TEA website at the following link.

<https://tea.texas.gov/academics/dyslexia/>

Dyslexia Program Goal

To support AHISD learners in the mastery of a broad and rich curriculum, the Dyslexia Program is designed to offer targeted instruction to students who are identified with dyslexia and related difficulties in the areas of reading, writing, and spelling.

Dyslexia Definitions

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 imperception, 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).

General Information about Dyslexia

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 that 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.

Typically, students with dyslexia will demonstrate academic underachievement. Information from parents and other sources will indicate that the student’s lack of academic progress is not primarily due to chronic absenteeism, illness, physical difficulties with sight or hearing, second-language acquisition, lack of experiential background or problems in the home.

The primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

The reading/spelling characteristics are the result of difficulty 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)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

The secondary 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

Screening for Dyslexia

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia,¹ to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

In AHISD, all students take universal screeners for reading three times a year in grades K-11. All of the assessment instruments used for reading screening are nationally normed, supported by evidence of validity and reliability, and assess multiple domains of reading.

In addition to universal reading screening, students in kindergarten and first grade are specifically screened for characteristics of dyslexia through the mCLASS or the Spanish companion assessment mCLASS Lectura. These assessments are given one-on-one to students by certified teachers and evaluate the following areas:

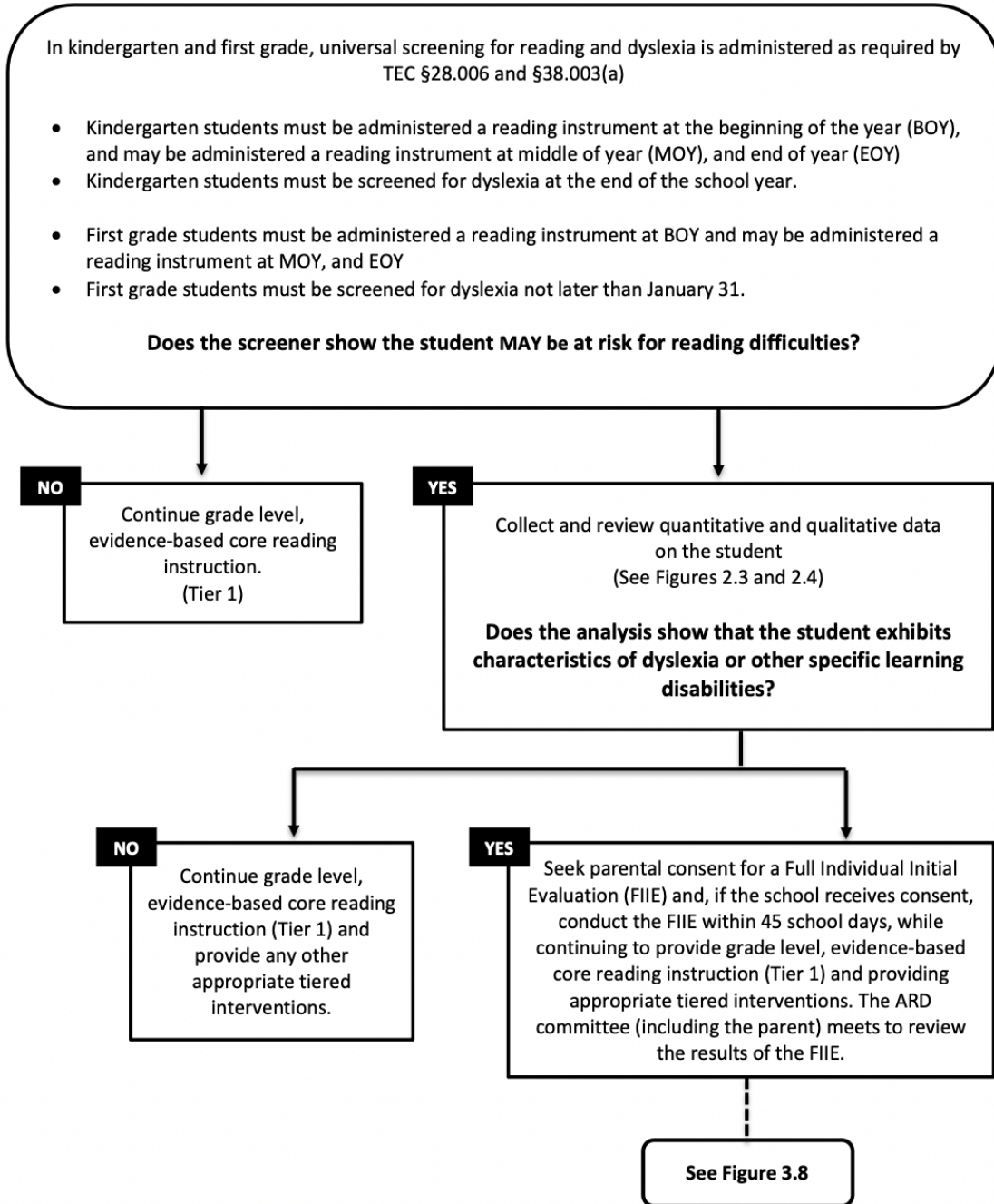
- Letter Naming Fluency
- Phonological Awareness
- Word Reading Accuracy
- Word Reading Fluency

The results from mCLASS/mCLASS Lectura are used to identify risk factors for dyslexia. Licensed School Specialists, administrators, dyslexia specialists, and homeroom teachers review the results. Students with an elevated number of risk factors are referred for further consideration for dyslexia.

Kindergarten is screened at the end of the year, and first graders are screened in January. Parents are notified of the results of the screening in writing.

The flow chart on the next page shows the procedures for the universal screening and data review for dyslexia and reading risk.

**Figure 2.5
Universal Screening and Data Review for
Reading Risk**



Procedures for the Evaluation of Dyslexia

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions. The referral process itself can be distilled into a basic framework as outlined below.

Data-Driven Meeting of Knowledgeable Persons

In Texas and throughout the country, there is a focus on a Response to Intervention (RTI) process as a vehicle for meeting the academic and behavioral needs of all students. Federal legislation calls for the use of benchmark assessments for early identification of struggling students. In fact, state law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties

Each Alamo Heights campus has a team of persons with knowledge of the students, instructional practices, and possible service options to discuss data collected and the implications of that data. These individuals include, but are not limited to, the classroom teacher, administrator, dyslexia specialist, and/or interventionist. This team may also include an educational diagnostician or licensed school specialist in psychology (LSSP) familiar with testing and interpreting evaluation results. This team may have different names on different campuses. For example, the team may be called a RTI support team, student success team, student support team, student intervention team, or even something else.

This team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee, although many of these individuals may be on a future committee if the student is referred for an evaluation and qualifies for services and/or accommodations. under IDEA or Section 504.

Dyslexia Consideration Process

In addition to the process of screening and RTI used to provide intervention to at-risk or struggling students, any parent, teacher, or other staff member may refer a student for consideration of dyslexia at any time during the school year. This Consideration Process gathers relevant and historic data to present to the campus data-driven meeting of knowledgeable persons to consider whether referral for a Full and Individual Initial Evaluation under IDEA is merited. The Consideration Process may include informal screening of a student by an interventionist but does not involve formal evaluation, which requires parental consent.

When the Data Does Not Lead to a Suspicion of Dyslexia or a Related Disorder

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, included within the IDEA, the team must refer the student for a Full Individual and Initial Evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time the district receives parental consent. The student will continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

Parental Request for Evaluation

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. This request should be made in writing to the campus principal. Once a parent request for dyslexia evaluation has been made, AHISD will review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability.

If a disability is suspected, the student will be evaluated for dyslexia. IDEA and Section 504 have different requirements that must be followed if the school does not suspect a disability and determines that evaluation would not be warranted. Under IDEA, schools must give parents prior written notice of a refusal to evaluate, including an explanation of why the school refuses to conduct an initial evaluation, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Section 504 does not require prior written notice.

Notification and Permission for Evaluation

When evaluation for dyslexia is recommended, the evaluation process must be completed as outlined by IDEA. The notices and requests for consent will be provided in the native language of parents/guardians or other mode of communication used by parents/guardians, unless it is clearly not feasible to do so.

Tests and Other Evaluation Materials

In compliance with IDEA and Section 504, all test instruments and other evaluation materials meet the following criteria:

- Used for the purpose for which the evaluation or measures are valid or reliable
- Include material(s) tailored to assess specific areas of educational need and not merely material(s) that are designed to provide a single, general intelligence quotient
- Selected and administered 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, achievement level, or whatever other factor the test purports to measure rather than reflecting the student’s impaired sensory, manual, or speaking skills
- 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 evaluations, results of informal reading inventories, classroom observations)
- Administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- 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.

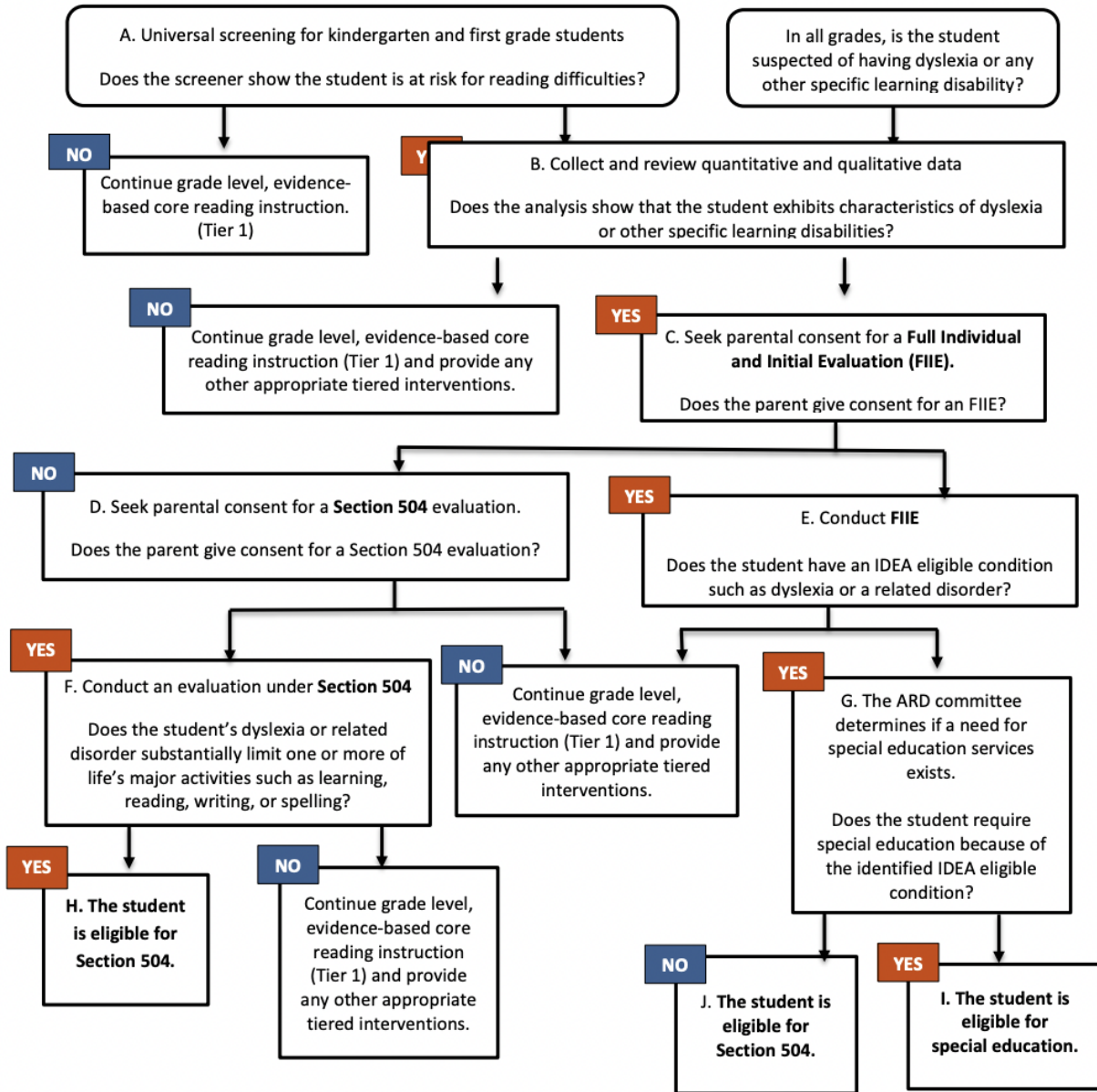
Areas to Assess

In alignment with guidance from Texas Education Agency, AHISD will assess students in the following areas academic skills and cognitive processes:

Figure 3.4. Areas for Evaluation		
<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"> • Letter knowledge (name and associated sound) • Reading words in isolation • Decoding unfamiliar words accurately • Reading fluency (rate, accuracy, and prosody are assessed) • Reading comprehension • Spelling 	<ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<ul style="list-style-type: none"> • 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

Chart of Multiple Pathways to Identification of Dyslexia

Pathways for the Identification and Provision of Instruction for Students with Dyslexia



Procedures for the Identification of Dyslexia

Following completion of the formal evaluation, the ARD Committee- will determine if the student has the condition of dyslexia or a related disorder:

- A campus administrator or their designee
- Parents/guardians
- One or more general education teachers
- A special education teacher
- Educational diagnostician or Licensed Specialist in School Psychology

A person or persons who have specific knowledge regarding the reading process, dyslexia and related disorders, and dyslexia instruction should provide input to the ARD committee.

Language Proficiency Assessment Committee (LPAC) maintains documentation that is necessary to consider when identifying English Learners with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student’s linguistic needs. Since the identification and service delivery process for dyslexia must be aligned to the student’s linguistic environment and educational background, involvement of the LPAC is required in the 504 meeting.

The list of questions in Figure 3.7 below must be considered when making a determination regarding dyslexia.

Figure 3.7. Questions to Determine the Identification of Dyslexia
<ul style="list-style-type: none">● Do the data show the following characteristics of dyslexia?<ul style="list-style-type: none">○ Difficulty with accurate and/or fluent word reading○ Poor spelling skills○ Poor decoding ability● Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.)● Are these difficulties unexpected for the student’s age in relation to the student’s other abilities and provision of effective classroom instruction?

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If, through the evaluation process, it is established that the student has the condition of dyslexia then the student meets the first prong of eligibility under the IDEA (identification of condition). The identification of dyslexia meets the criterion for the condition of a specific learning disability in basic reading and/or reading fluency. However, the presence of a disability condition alone, is not sufficient to determine if the student is a student with a disability under the IDEA. Eligibility under the IDEA consists of both identification of the condition and a corresponding need for specially designed instruction as a result of the disability.

Once the condition of dyslexia has been identified, a determination must be made regarding the most appropriate way to serve the student. If a student with dyslexia is found eligible for special education (i.e., student requires specially designed instruction), the student’s IEP must include appropriate reading instruction. Appropriate reading instruction includes the components and delivery of dyslexia instruction.

If—based on the data—the student is identified with dyslexia, but is not eligible for special education, the student may receive dyslexia instruction and accommodations under Section 504. For students eligible for Section 504, a Section 504 committee will develop the student’s Section 504 Plan, which must include appropriate reading instruction to meet the individual needs of the student. Appropriate reading instruction includes the components and delivery of standard protocol dyslexia instruction identified in Chapter IV of the 2021 TEA Dyslexia Handbook: Critical, Evidence-Based Components of Dyslexia Instruction.

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 a student is currently receiving special education services and is later identified with dyslexia, the ARD committee should include in the IEP goals that reflect the need for dyslexia instruction and determine the least restrictive environment for delivering the student’s dyslexia instruction.

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).

Emergent Bilingual Learners (EB)

A professional involved in the evaluation, interpretation of evaluation results, and identification of EBs with dyslexia must have the following training/knowledge:

- Knowledge of first and second language acquisition theory
- Knowledge of the written system of the first language
- Knowledge of the student’s literacy skills in native and second languages
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret TELPAS (Texas English Language Proficiency Assessment System) results
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors.

Although data from previous formal testing of the student’s oral language proficiency may be available, as required by TEC §29.056, additional assessment of oral language proficiency should be completed for a dyslexia evaluation due to the importance of the information for—

- consideration in relation to academic challenges,
- planning the evaluation, and
- interpreting evaluation results.

If there is not a test in the native language of the student, informal measures of evaluation such as reading a list of words and listening comprehension in the native language may be used.

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 components of phonological 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.
- 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.
- Parents/guardians of students eligible under §504 or Individuals with Disabilities Education Act (IDEA) 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).

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.

Standard Protocol and Specially Designed Instruction

Standard protocol dyslexia instruction includes the critical, evidence-based components of and delivery methods for dyslexia instruction. Components of this instruction include, among other things, phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. Principles for effective delivery of content must be consistent with research-based practices, including a multisensory, systematic, cumulative, and explicit approach. Standard protocol dyslexia instruction is not specially designed instruction. Rather, it is programmatic instruction delivered to a group of students.

Specially designed instruction is defined under IDEA as “adapting . . . the content, methodology, or delivery of instruction” to a child eligible under IDEA. This instruction must address the unique needs of the child that result from the child’s disability and must ensure access to the general curriculum so that the child can meet the state’s educational standards. In some cases, the data may suggest that the unique needs of a student suspected of having dyslexia require a more individualized program than that offered through standard protocol dyslexia instruction. When this is the case, there is reason to suspect that special education services are necessary for the student.

Elementary School Dyslexia Services

Universal Screening

Students in grades K-5 are assessed three times a year with Istation, and mCLASS/ NWEA. Supplemental assessment with mCLASS/ NWEA is used in grades K-2.

Progress Monitoring

Student progress is monitored monthly through program-specific assessment tools and tasks. This information is used by teachers to design instruction and by students to set individual goals.

Parent Communication

Parent information sessions are provided at least once a year. Parents receive a Dyslexia Report Card once nine weeks with their child’s academic report card. Additionally, parents can conference with the dyslexia teachers twice a year during conference weeks. Dyslexia teachers are also available for additional conferences by appointment.

Professional Development

Dyslexia Teachers attend local and state trainings specific to the assessment and instruction of students identified with dyslexia. General Education Teachers attend a foundational Dyslexia 101 training once a year to ensure all teachers are aware of characteristics of dyslexia, AHISD screening and evaluation, instructional service models, and available supports.

Program Design

A summary of the interventions used within the AHISD Dyslexia Program is summarized in the chart below.

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Elementary Dyslexia 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; mCLASS; 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 everyday ; Istation	Rate 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 Comprehension addresses vocabulary development, metacognitive questioning strategies, narrative skills and strategies for literature; expository skills and strategies for textbooks (Fluency and Comprehension)
Reading By Design	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.
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.

Junior School Dyslexia Services

AHJS Screener Description

All students take the NWEA MAP Growth Screener (at the beginning, middle, and end of year) to get a baseline and progress monitoring snapshot of their skills. Screeners are standards-based, computer-adaptive assessments that measure reading comprehension and math computation skills, allowing us to monitor achievement and areas of growth. These screeners are then used to form RtI groups for students not already receiving services. Tier 2 intervention happens during Advisory period and tier 3 intervention is a scheduled course. Parents are notified after screening is completed through direct communication from teachers as well as an email that includes a score report, the process to request additional evaluations, as well as information about school and state support resources.

AHJS Course Descriptions & Monitoring Support

Grade Level Reading : This course is recommended for students who have completed two or more years of a Dyslexia program, show strong comprehension skills, who are passing classes & STAAR. Students are monitored by Dyslexia teacher and core content teacher, to target accommodations and add additional supports when needed.

Dyslexia Reading : This course is a small group (10-12), accommodations focused class for students who have completed less than 2 years of a Dyslexia program, need additional support, different pacing and use of individualized learning strategies. This course is targeted to students who are building comprehension but struggling to perform at grade level without supports. This class replaces grade level Reading but covers all grade level TEKS and novels.

Dyslexia Intervention : This course is a small group (5-10), intervention based class (use of a scripted Dyslexia program) and is recommended for students who have had less than one year of Dyslexia intervention, or have not received services before. This course is targeted to students who are struggling with comprehension/fluency and are performing 1-2 years below grade level. This class replaces an Elective, not grade level Reading.

AHJS Advisory Period

Advisory Flex is a study hall/intervention enrichment period at the Junior School, in which students are placed into RtI groups for specific skills, Reading/Math intervention with their core content teachers, and/or receive

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homework help in the content area of their choice. Study Hall is also available after school Tuesday- Thursday, as well as a scheduled Lunch Bunch (homework help) with all core content teachers and Dyslexia Teacher.

AHJS Parent Communication

Clusters (parent/teacher meetings) can be called at any time, for changes to a 504 plan, to share class concerns or make testing changes. Dyslexia teacher acts as a liaison for parents/teachers if there are accommodation or class concerns.

AHJS Teacher Training

Annual training for all teachers on accommodations, 504 plans and IEPs. Core Content Teachers have ongoing communication with Dyslexia and Special Ed teachers, especially when/if there is an accommodation concern or student who is struggling. Case Managers (Dyslexia Teacher and SpEd teachers) monitor students each Nine Weeks and make suggestions or recommendations as needed to ensure student success.

High School Dyslexia Services

AHHS Dyslexia Services for Students currently serviced for Dyslexia under IDEA or Section 504

In determining the specific services provided for a student with dyslexia, a staffing is held comprised of the student’s guardian(s), the student’s counselor, the student’s Academic Dean, the student’s teachers, and the student. Through data-based discussions the team will consider:

- the impact a student’s reading difficulties may have on participation in curriculum
- the types of interventions/accommodations necessary to appropriately serve the student
- the significance of the gap between current and expected performance
- a plan for progress monitoring

Instructional strategies include, but are not limited to: Simultaneous, multisensory (VAKT), Systematic and cumulative, Explicit instruction, Synthetic instruction, Analytic instruction.

Accommodations and modifications can be made to; Textbooks and Curriculum, Books/Reading, Classroom Environment, Instruction and Assignments, Directions, Writing, Math, Grading, Testing and Homework.

If it is determined that a student needs are greater than what a general education teacher can provide with accommodations and interventions, a Dyslexia program will be established for the student during the school day at Alamo Heights High School. A reading dyslexia teacher offers an elective class for students identified needing more comprehensive services to include program instruction.

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, state 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
- State assessment data
- Benchmarks
- Universal screening
- Teacher checklists/reports
- Parent checklists/reports
- Counselor reports

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Consideration to discontinue direct instruction will be based on an individual basis according to the student's performance, student growth, behavior, and achievement. Dismissal is determined by the 504 committee, or ARD committee. Dismissal from direct dyslexia instruction will not impact the student's eligibility for accommodations under 504 or through Special Education. The committee considers the following factors when recommending exiting or reduction of dyslexia 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

