

Alamo Heights ISD - Curriculum and Instruction Department



Alamo Heights ISD
Dyslexia Program Guide

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, outlines allowable accommodations on state student assessment, 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 2018). 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 learner 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 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 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 accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell
- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words

The reading/spelling characteristics are the result of difficulty with the following:

- Learning the names of letters and their associated sounds
- Phonological memory (holding information about sounds and words in memory)
- Rapid naming of familiar objects, colors, or letters of the alphabet
- Variable difficulty with aspects of reading comprehension

The secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of written composition; and/or
- A limited amount of time spent in reading activities

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 Texas Primary Reading Instrument (TPRI) or the Spanish companions assessment Tejas Lee. These assessments are given one-on-one to students by certified teachers and evaluate the following areas:

- Book and Print Awareness
- Phonological Awareness
- Phonemic Awareness
- Graphophonemic Knowledge and Word Reading
- Reading Accuracy
- Reading Fluency
- Listening Comprehension
- Reading Comprehension

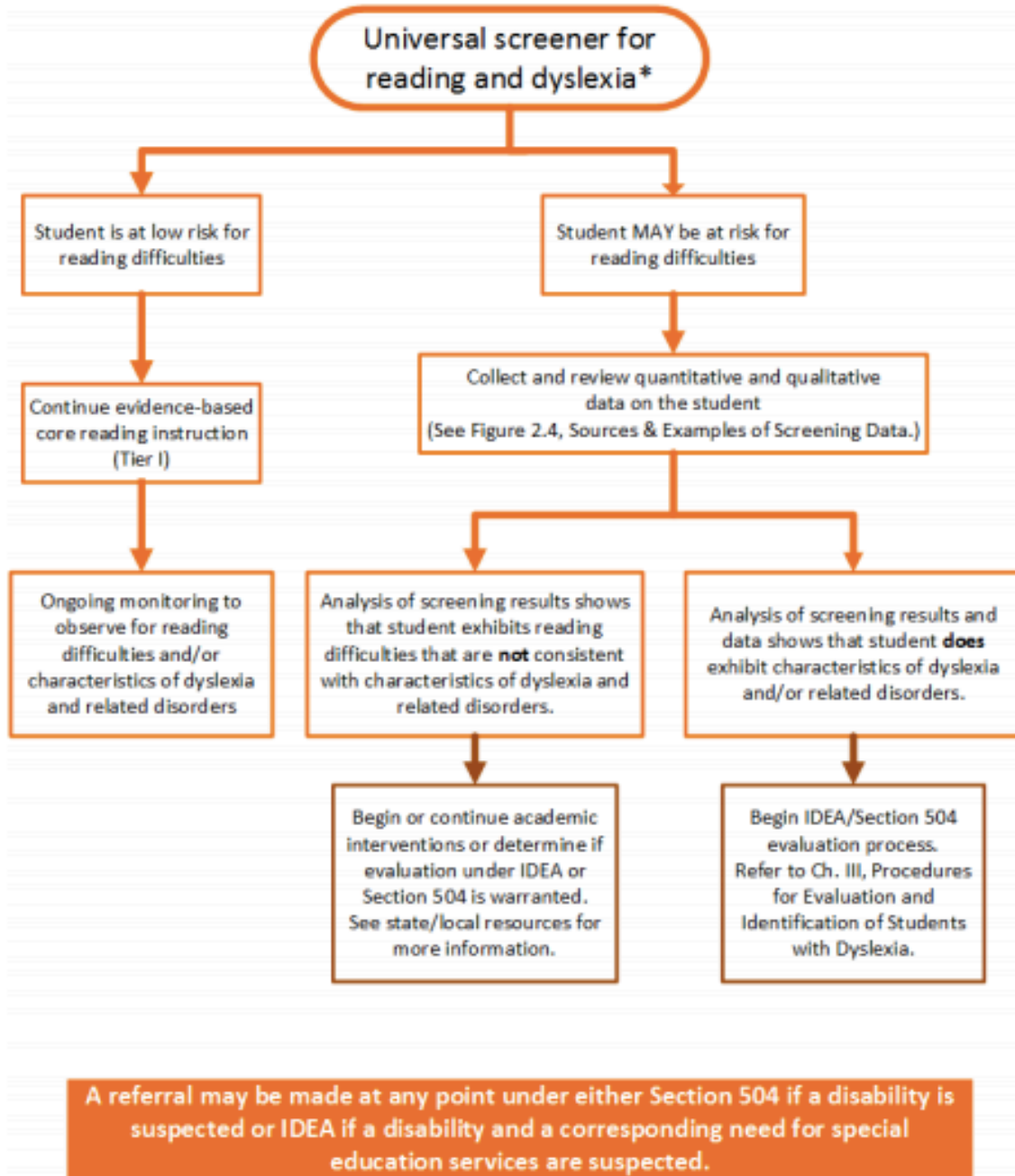
The results from TPRI/Tejas Lee are used to identify risk factors for dyslexia. Licensed School Specialists, administrators, dyslexia specialists, and homeroom teachers review the results. Students with an elevated number of risk factors are referred for further consideration for dyslexia.

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



*Testing and screening in accordance with TEC §28.006 and §38.003(a)

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, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The law that applies to an individual student is determined by data and the student's individual needs.

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.

Dyslexia Consideration Process

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. All required documents for this consideration process are included at the end of this program guide.

Data-Driven Meeting of Knowledgeable Persons

Each Alamo Heights campus has a team of persons with knowledge of the students, instructional practices, and possible service options meet 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 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 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.

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, the team may decide to provide the student with additional support in the classroom or through the RTI process. However, the student is not referred for an evaluation at this time.

When the Data Lead to a Suspicion of Dyslexia or a Related Disorder

If the team determines that the data does give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, student is referred for a full evaluation for dyslexia.

If—based on the data—the team suspects that a student has dyslexia or a related disorder but does not believe that special education is necessary to meet the student’s needs, the team must refer the student for an evaluation under Section 504. If the student qualifies as a student with dyslexia, the student may receive standard protocol dyslexia instruction and accommodations under Section 504.

If the team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA.

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

The individual needs of the student will determine the appropriate evaluation/identification process to use. 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.

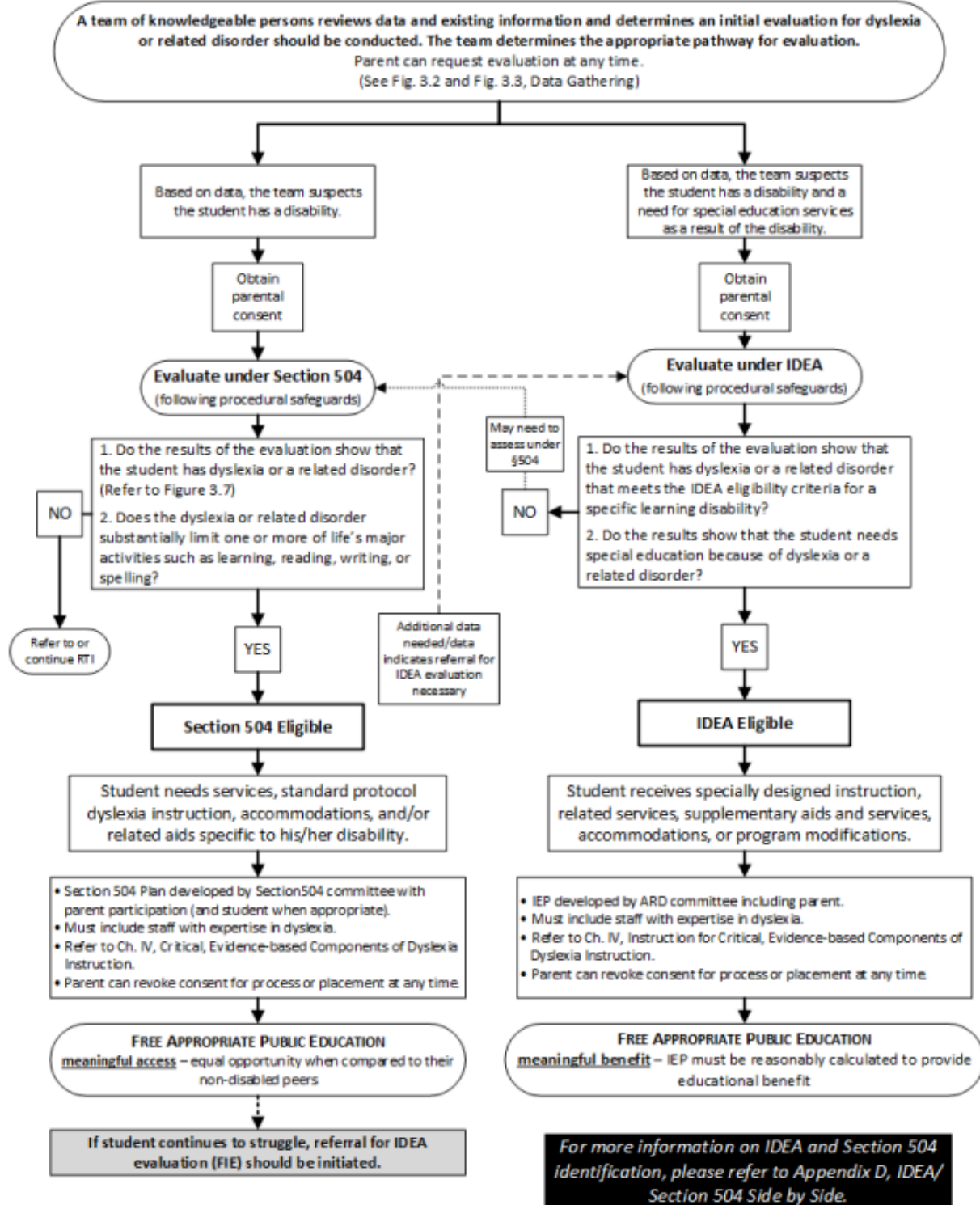
Areas to Assess

In alignment with guidance from Texas Education Agency, AHISD will assess students in the following areas:

Figure 3.4. Areas for Evaluation		
<p><u>Academic Skills</u></p> <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 	<p><u>Cognitive Processes</u></p> <ul style="list-style-type: none"> • Phonological/phonemic awareness • Rapid naming of symbols or objects 	<p><u>Possible Additional Areas</u></p> <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

Figure 3.8
Pathways for the Identification and Provision of Instruction for Students with Dyslexia



Procedures for the Identification of Dyslexia

Following the formal evaluation, the 504 Committee will meet.

- A campus administrator/504 campus coordinator or their designee
- Parents/guardians
- One or more regular education teachers

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 504 committee must consist of at least three persons knowledgeable about the student, the interpretation of the evaluation results, and instructional components and approaches for students with dyslexia. This team will consider all the data and determine whether the student qualifies for the AHISD Dyslexia Program by answering the following two questions. The 504 Committee must answer both questions in the affirmative to qualify a student for the AHISD Dyslexia Program.

1. Does the student have dyslexia?

The student has unexpected lack of appropriate academic progress;

The student exhibits characteristics associated with dyslexia;

The student has adequate intelligence, the ability to learn;

The student has received conventional instruction; and

The student's lack of progress is not due to sociocultural factors such as language difference, irregular attendance, and lack of experiential background.

2. Does the condition of dyslexia substantially limit the student in the major life activity of learning?

This is usually demonstrated by either low grades, or teacher/parent/guardian/student reports that the student is only able to achieve adequate grades when he/she spends an inordinate amount of time on schoolwork at home and/or at school in comparison to the teacher's stated expectations regarding time for completion and student's performance in relation to peers.

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).

Second Language and Dyslexia

Native English Learners in Spanish Immersion and Dual Language

Native English students in Spanish Immersion and Dual Language need time to develop second language 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.

English Learners

We can assess native Spanish students for dyslexia before third grade.

A professional involved in the evaluation, interpretation of evaluation results, and identification of ELs 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.

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 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.
- 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 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. Supplemental assessment with TPRI/Tejas Lee is used in grades K-2.

Progress Monitoring

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

Parent Communication

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

Teachers attend local and state trainings specific to the assessment and instruction of students identified with dyslexia.

Program Design

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

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; 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 everyday ; 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)
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.
Read Naturally	3-5	15-30 min.	Ongoing	Fluency rate graph and Quiz Results graph every lesson; iStation	Fluency and Comprehension

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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.

Junior School Dyslexia Services

AHJS Screener Description

All students take the Renaissance Star 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 (during Flex period).

AHJS Course Descriptions & Monitoring Supports

Grade Level Reading 6: 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 6: 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 6: 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 Flex Options

Flex is a study hall/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 homework help in the content area of their choice. Several study hall options are available, as well as free choice enrichment classes. Study Hall is also available in the Library before/after school, as well as 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 go between 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 Screening for Students identified through RtI

The identification and intervention process for dyslexia can be multifaceted. These processes involve both state and federal requirements that must be followed. The evaluation, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The law that applies to an individual student is determined by data and the student’s individual needs. (*Watts, Dianne. “Dyslexia and Related Disorders.” The Texas Education Agency, 24 Apr. 2019, tea.texas.gov/academics/dyslexia/.)*

Students who have been identified through the RtI process as having a potential reading disorder may be screened for dyslexia. The screening is conducted by our district Dyslexia Specialist, who is trained in valid, evidence-based assessments and who is trained to appropriately evaluate students for dyslexia. If the student is determined to have dyslexia, a staffing will be held identical to one held for students who currently are serviced for dyslexia, with additional parent and student training and resources.

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. The team will consider, through data-based discussions:

- 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.

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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. To remain prepared for this event, two (2) Reading teachers are trained in Reading by Design, the newest research-based practices for developing literacy.

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. 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