McGregor I.S.D.

District Dyslexia Plan

Fall 2014

Reviewed Fall 2017

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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 imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The definition of the International Dyslexia Association states:

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).

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are **unexpected** for the student's age, educational level, or cognitive abilities. Additionally, there is often a **family history** of similar difficulties.

II. Procedures for Formal Assessment
In accordance with TEC §28.006, McGregor ISD administers early reading instruments in kindergarten, first, and second grades to determine students' reading development and comprehension. 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. Should students continue to struggle with reading, writing, and spelling during the intensive reading

instruction, then McGregor ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

III. Referral Process

At any time that a student continues to struggle with one or more components of reading, McGregor ISD will collect additional information about the student.

Data Gathering:
Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information **should** include data that demonstrates the student was provided appropriate instruction and data-based documentation of repeated assessments of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student progress during instruction. Additional information to be considered includes the results from some or all of the following:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Basal reading series assessment
- Accommodations provided by classroom teachers
- Academic progress reports and/or report cards
- Samples of school work
- Parent conferences
- Testing for limited English proficiency
- Speech and language screening through a referral process
- The K-2 reading instrument as described in TEC §28.006
- State student assessment program as described in TEC §39.002

Data must support that the student has received conventional (appropriate) instruction and that the difficulties are not primarily the result of sociocultural factors which include language differences, irregular attendance, or lack of experiential background.

Among the actions that McGregor ISD has available for the student is a recommendation that the student be assessed for dyslexia. McGregor ISD may recommend 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, and

- Characteristics of dyslexia.

Primary Reading/Spelling Characteristics of Dyslexia:
- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:
- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- Learning the names of letters and their associated sounds
- Rapid naming of familiar objects, colors, or letters of the alphabet

Secondary consequences of dyslexia may include the following:
- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- A limited amount of time spent in reading activities

The §504 committee will evaluate the collected data and make a recommendation for further assessment when these criteria are met.

IV. Assessment for Dyslexia

Students enrolling in McGregor 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). Students can be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

The procedures followed for assessment include:
1. Notify parents or guardians of proposal to assess student for dyslexia
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).

Domains to Assess
- Reading real and nonsense words in isolation (decoding)
- Phonological awareness
- Letter knowledge (name and associated sound)
- Rapid naming
- Reading fluency (rate and accuracy)
- Reading comprehension
- Written spelling

Additional areas that can be assessed:
- Vocabulary
- Written expression
- Handwriting
- Mathematics
- Listening comprehension

English Language Learners

The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. In McGregor ISD, the LPAC (Language Proficiency Assessment Committee) will be involved in the decision making process.

Additional data to be gathered when assessing English Language Learners:
- Language Proficiency Assessment Committee (LPAC) documentation which may include the following:
  - Home language survey
  - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests)
  - STAAR documentation when available
  - Texas English Language Proficiency system (TELPAS) information
  - Instructional interventions provided to address language needs
  - Information regarding previous schooling inside and/or outside the U.S.

V. Identification of Students with Dyslexia

The 504committee determines whether the student has dyslexia. The team must be 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

This committee determines the identification of dyslexia after reviewing all accumulated data including the following areas:

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

Committee Decision Points for Dyslexia Identification:

1.The student's difficulties in the area of reading will reflect one or more of the primary characteristics of dyslexia with **unexpectedly** low performance for the student's age and educational level in the following areas:

- Reading real words in isolation
- Decoding nonsense words
- Reading fluency (both rate and accuracy)
- Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

2. The **unexpectedly** low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological awareness
- Rapid naming
- Phonological memory

3. There should be documented evidence of unexpectedness: Unexpectedness is considered in relation to the student's other abilities, age, or educational level. This may include an average ability to learn in the absence of print or in other academic areas.

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

The committee of knowledgeable persons will also consider the following guidelines from TEC §38.003 and 19 TAC §74.28 in decision making:

- 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.

If the committee determines that the student has dyslexia, the committee of knowledgeable persons also determines whether the student has a disability under §504. Not all students with dyslexia are automatically eligible for §504. A student is considered to have a disability under §504 if the condition substantially limits one or more of life activities, such as the specific activity of reading. Students with additional factors that complicate their dyslexia identification may require additional support or referral to special education.

VI. Program Description & Options

Once it has been determined that a student has dyslexia, McGregor ISD shall provide an appropriate instructional program for the student (TEC §38.003). The following procedures will be followed:

- Instructional decisions for a student with dyslexia are made by the §504 committee that is knowledgeable about the instructional components and approaches for students with dyslexia.
- McGregor ISD shall purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in the state Dyslexia Handbook 2014 and is taught with fidelity
- McGregor ISD will provide each identified student access at his/her campus to the services of a teacher trained in dyslexia and related disorders.
- Parents/guardians of students eligible under §504 will be informed of all services and options available to the student under that federal statute.
- Teachers who provide the appropriate instruction for students with dyslexia will be trained in the professional development activities specified by the district and/or campus decision making committee. As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction for students with dyslexia must be trained and be prepared to implement instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components.

Components of Instruction

As appropriate, the instructional program will be offered in a small class setting and include reading, writing, and spelling. The major instructional strategies will utilize individualized, intensive, and multisensory methods. Components of instruction for the reading needs of the student include:

- Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing
- Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- Linguistic instruction directed toward proficiency and fluency with patterns of language so that words and sentences are carriers of meaning

- Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers

Instructional approaches, as appropriate to meet the instructional needs of the student, include:
- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level and contains all of the *Components of Instruction* mandated in 19 TAC §74.28
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the components of instruction mandated in 19 TAC §74.28
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition
- Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice

VII. Timeline for Assessment
The following timeline applies to students in regular education programs, or who may qualify as §504:
- Upon receipt of parent permission to assess until assessment is completed shall be within a reasonable timeframe.
- From the completion of the assessment to the 504 committee meeting for determination of dyslexia and program placement shall be within a reasonable timeframe.

VIII. Student Monitoring and Program Exit Criteria

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

Students that have completed the McGregor ISD dyslexia program will receive ongoing monitoring throughout their MISD enrollment.

Monitoring may include, but is not limited to the collection/evaluation of:
- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

Students qualifying for dyslexia services that are identified as §504 will follow monitoring/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 consensus of the committee of knowledgeable persons. The committee considers the following factors when recommending exiting or reduction of dyslexic services:
- Completion of the district dyslexia program;
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards;
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher;
- The student passed the reading portion of the state assessment (suggested two consecutive years);
- Committee recommendation;
- Parent request in writing that the student exit the program.

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

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254-840-2828
Superintendent Mr. James Lenamon

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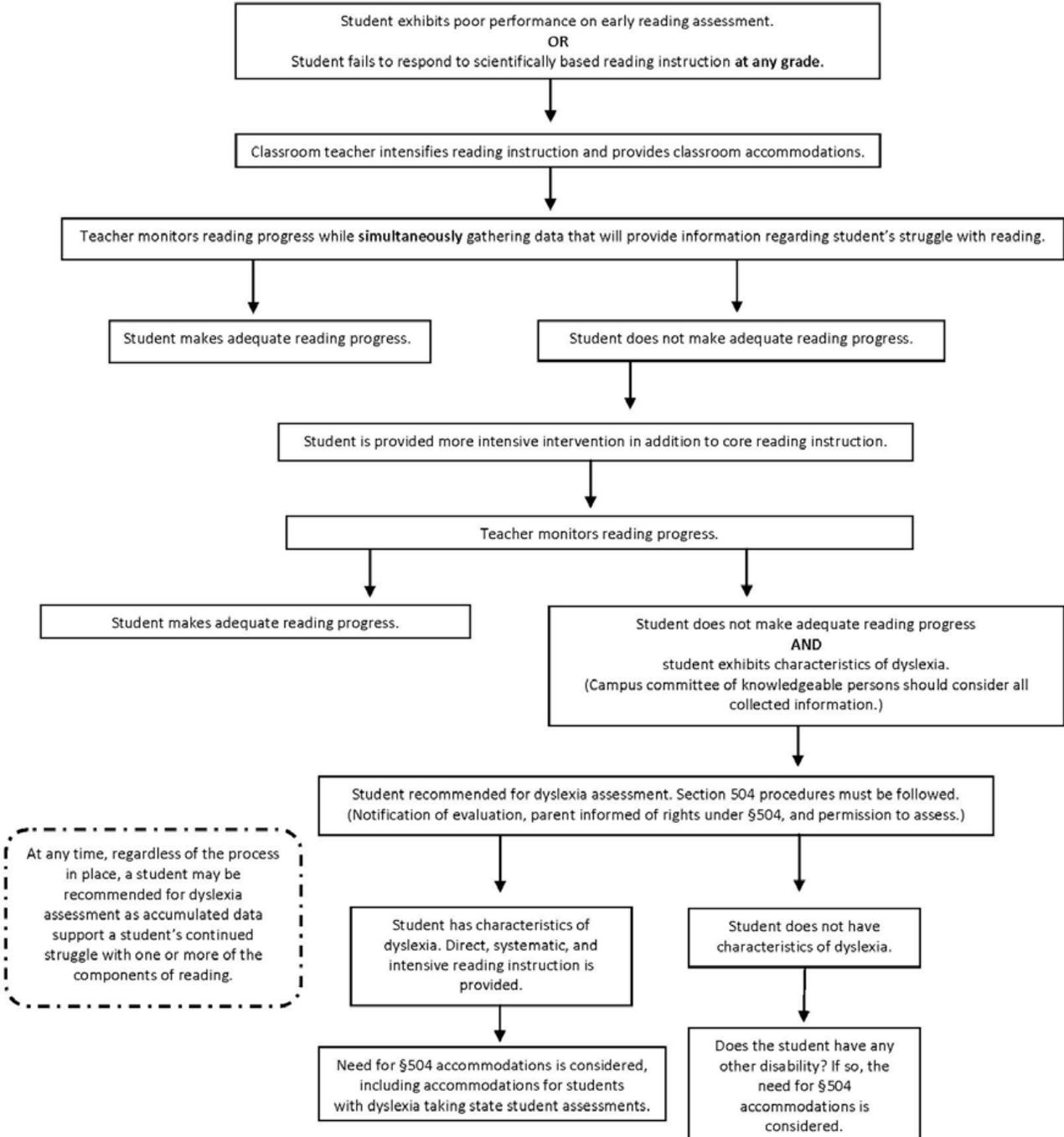254-840-2853
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254-840-3251
Principal Mr. Brian Tharpe

McGregor Elementary School
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Principal Mrs. Tonya Burgess

McGregor Primary School
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Principal Mrs. Cheri Zacharias

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

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

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

↓

Classroom teacher intensifies reading instruction and provides classroom accommodations.

↓

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

↓   ↓

Student makes adequate reading progress.   Student does not make adequate reading progress.

↓

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

↓

Teacher monitors reading progress.

↓   ↓

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

↓

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

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

↓   ↓

Student has characteristics of   Student does not have
dyslexia. Direct, systematic, and   characteristics of dyslexia.
intensive reading instruction is
provided.

↓   ↓

Need for §504 accommodations is considered,   Does the student have any
including accommodations for students   other disability? If so, the
with dyslexia taking state student assessments.   need for §504
                                                    accommodations is
                                                    considered.

Simple definition: Dyslexia is a learning disorder characterized by difficulty reading. Also called specific reading disability, dyslexia is a common learning disability in children. Dyslexia occurs in children with normal vision and intelligence. It is hereditary and tends to run in families.

Underlying cause: Insufficient phonological processing abilities - Phonological Awareness, memory, and rapid naming.
What is Phonological Processing: Phonological processing refers to understanding of sounds used in our language, ranging from big chunks of sound (words), to smaller chunks (syllables) and eventually to phonemic awareness (every sound within a syllable). Both phonemic awareness and phonological processing are auditory processing skills.

Characteristics: *appears bright, intelligent, and articulate but unable to read, write, or spell on grade level *tests well orally, but not written *confused by letters, numbers, words, sequences, or verbal explanations *reading or writing shows repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words *complains of feeling or seeing non-existent movement while reading, writing, or copying *reads and rereads with little comprehension *spells phonetically and inconsistently

Outcome: Dyslexia is manifest by varying difficulty with different forms of language, often including deficiency in reading, writing and spelling.

Cognitive/Academic Ability: It is often unexpected in relation to other cognitive and academic abilities. (intelligence, problem solving, reasoning, listening comprehension, and/or mathematics.)

Complications:
difficulty learning - Because reading is a skill basic to most other school subjects, a child who has dyslexia is at a disadvantage in most classes and may have trouble keeping up with peers.
social problems - Left untreated, dyslexia may lead to low self-esteem, behavior problems, anxiety, aggression, and withdrawal from friends, parents and teachers.

Assets: Dyslexia is surrounded by these strengths of higher cognitive and linguistic functioning, reasoning, conceptual abilities, and problem solving. There are many positive areas in dyslexia and so many strengths. People with dyslexic characteristics are highly creative. They often find alternative ways of gathering knowledge and innovate strategies to learn, work, and achieve success in life.

Websites:
http://learningability.org/dyslexia/what-are-the-strengths-of-dyslexia

http://www.dyslexia.com/famous.htm

   A few people with dyslexia: Walt Disney, Mohammad Ali, Nolan Ryan, Tommy Hilfiger, Leonardo DiVinci, John F. Kennedy, Thomas Edison, Albert Einstein, Jay Leno

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