

**NORTHWEST INDEPENDENT**

**SCHOOL DISTRICT**

**DYSLEXIA PROGRAM REVIEW**

**February 8, 2016**

**Acknowledgements:**

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**Dyslexia Program Evaluation:**

Northwest Independent School District’s dyslexia program seeks to ensure proper identification of students with dyslexia and provide appropriate academic support to gain the skills and strategies in reading, writing and spelling to build a strong academic foundation for success. To meet this goal, each campus in the District offers services to students with dyslexia. Many students receive services from a specially trained teacher, who uses intensive small group and individual activities to provide services to students with dyslexia. Interventions incorporate the components of a dyslexia program outlined in the Dyslexia Handbook published by the Texas Education Agency. The dyslexia program also utilizes strategies appropriate for struggling readers as well as students identified with dyslexia.

The purpose of this program evaluation in the Northwest Independent School District is multi-faceted and shall ensure results in findings, recommendations, and/or conclusions that:

* Ensure program alignment with district mission, vision, and goals;
* Assess strengths and weaknesses of the program;
* Measure the success of the program in meeting its expressed goals; and/or
* Result in improvements in or revisions to the program.

**Research Questions:**

This evaluation is composed of data from the 2012-2013, 2013-2014, and 2014-2015 school years and will attempt to answer the following questions:

* **What is the identification and referral process for the dyslexia program?**
* **What is the continuum of services for students receiving services for dyslexia?**
* **What are the instructional support strategies for students with dyslexia currently in place?**
* **What level of progress are students in the dyslexia program making?**

**Background:**

Dyslexia is estimated to impact between 5-17% of the general population depending on the reporting source and the working definition of the term dyslexia. (Siegel, 2006). The purpose of Northwest Independent School District’s dyslexia program is to correctly identify students with dyslexia and provide academic support.

In the 2015-2016 school year, 745 students have been identified as receiving dyslexia services. This number is approximately 3.5% of the total student population of Northwest ISD (21,047).

Traditionally, the majority of dyslexia students have been identified and served through a pull-out program at the elementary level. The instruction is generally done by the campus STAR teacher, who receives annual training on reading instruction and monitors the progress of the students. Secondary campuses offer a course for increased intervention, although most students receive services through accommodations from their classroom teachers as part of their individual 504 plan.

**Legal Requirements**

Texas Administrative Code Pertaining to serving students with dyslexia and related disorders:

§74.28. Students with Dyslexia and Related Disorders

(a) The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency with on-site visits conducted as appropriate.

(b) A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.

(c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each district and/or campus planning and decision making committee shall include these instructional strategies.

(d) Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing in parental relation to the student.

(e) Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.

**§74.28. Students with Dyslexia and Related Disorders (continued)**

(f) Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.

(g) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district as outlined in "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."

(h) Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include: awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006, 31 TexReg 6212; amended to be effective August 24, 2010, 35 TexReg 7211.

**Texas Education Code pertaining to screening and treatment:**

**Texas Education Code §38.003 (State Law)**

**§38.003. Screening and Treatment for Dyslexia and Related Disorders**

1. Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.
2. In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
3. The State Board of Education shall adopt any rules and standards necessary to administer this section.
4. In this section:

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

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

**The Dyslexia Handbook (2014) (see Appendix A) further clarifies dyslexia:**

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

Northwest ISD parents may obtain this information from campus dyslexia teachers, the campus website, and the Dyslexia Handbook published by the Texas Education Administration.

**Scope of the Study**

**Research Question 1: What is the identification and referral process for the Dyslexia program?**

*Screening (Grades K-2)*

Students in kindergarten, first, and second grade are screened through the use of the DRA-2 at three different points in the year. Parents/Legal guardians of students who demonstrate reading difficulties and/or may be at risk for dyslexia receive written notification in compliance with Texas Education Code 28.006. This level of screening does not identify students as dyslexic, but does identify potential risk and correlation with dyslexia. Students in second grade are administered the CogAT and Iowa Test of Basic Skills (ITBS) in the Spring semester. These are used as another screening layer for the purposes of identifying students with underlying reading difficulties.

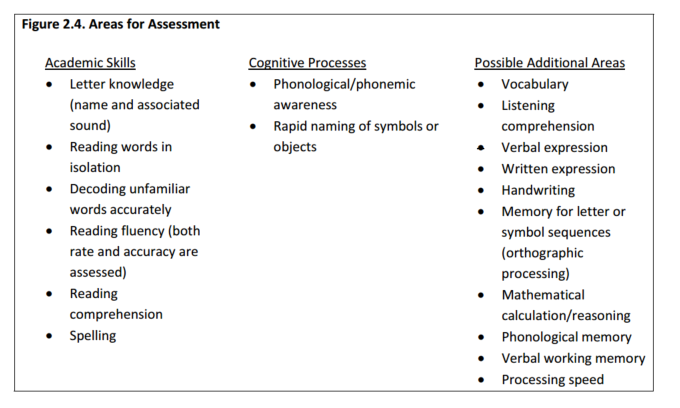
*Response to Intervention*

Northwest ISD focuses on the use of Response to Intervention (RtI), a tiered intervention process to support individual student learning and behavior needs. This focus drives teachers and interventionists to identify and provide additional supports for students before the student fails. Campus teams document evidence of learning difficulties, use ongoing, formative assessment, and monitor student reading progress for reading difficulties despite intensive support.

*Referral Process (All Grades)*

Referrals for dyslexia assessment are generated by teachers, Student Support Teams (SST), or parent request. Teachers who observe early reading difficulties will first initiate academic interventions through the RtI process, focus on targeted interventions, and document student reading achievement progress while implementing the targeted interventions. When the teacher suspects dyslexia, the teacher refers the student to the SST.

When an SST meets on the campus and suspects that a particular child is displaying characteristics of dyslexia, a Section 504 referral process begins. The evaluation for dyslexia will assess the child's ability and achievement using a battery of tests. According to the Texas Dyslexia Handbook, areas of assessment include:



Currently, the formal assessments Northwest ISD uses include: GORT-5, CTOPP-2, KBIT-2, TWS, , and WRMT-III. The results of these assessments are recorded on the “NISD Campus-Based Assessment Profile Packet.” (see **Appendix B**). These assessments are explained below:

***Gray Oral Reading Tests-5 (GORT-5):*** From Multi-health Systems Inc. (2015): “The GORT–5 tests provide an objective measure of oral reading and growth for individuals between the ages of 6 and 23. Results aid in the diagnosis of oral reading difficulties and can be used to measure change in oral reading levels over time.”

***Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2):*** From Mayer-Johnson (2015): “The CTOPP-2 has four principal uses: (1) to identify individuals who are significantly below their peers in important phonological abilities, (2) to determine strengths and weaknesses among developed phonological processes, (3) to document individuals' progress in phonological processing as a consequence of special intervention programs, and (4) to serve as a measurement device in research studies investigating phonological processing.”

***Kaufman Brief Intelligence Test, Second Edition (KBIT-2)***: From WPS Publishing (2015): “The KBIT-2 is composed of two separate scales. The Verbal Scale contains two kinds of items—Verbal Knowledge and Riddles—both of which assess crystallized ability (knowledge of words and their meanings). Items cover both receptive and expressive vocabulary, and they do not require reading or spelling.

The Nonverbal Scale includes a matrices subtest that assesses fluid thinking—the ability to solve new problems by perceiving relationships and completing analogies. Because items contain pictures and abstract designs rather than words, you can assess nonverbal ability even when language skills are limited. Full-color items appeal to children, particularly those who are reluctant to be tested.

The KBIT-2 provides Verbal and Nonverbal Scores, plus a composite IQ. Test items are free of cultural and gender bias.”

***Woodcock Reading Mastery Tests, Third Edition, (WRMT™-III*):** The WRMT-III is used to evaluate reading skills strengths and weaknesses, screen for reading readiness, and help identify reading strategies to support students. (Pearson, 2015).

***Test of Written Spelling, Fifth Edition, (TWS-5):* “**The Test of Written Spelling–Fifth Edition (TWS-5) is an accurate and efficient instrument that uses a dictated-word format to assess spelling skills in school-age children and adolescents.” (Pro-ed, 2015).

**Additional Assessment Sources include:**

***Developmental Reading Assessment (DRA-2***): From Pearson Education Inc. (2015): “The DRA2 Benchmark Assessment measures each student’s reading proficiency through systematic observation, recording, and evaluating of performance. By following the straightforward, four-step process, the DRA2 Benchmark Assessment pinpoints student strengths, abilities, and needs.”

***Iowa Test of Basic Skills (ITBS):*** ITBS is a skills-based, norm referenced test that provides educators a diagnostic view of student progress in the areas of vocabulary, word analysis, listening, reading comprehension, language, mathematics, social studies, and science. (Riverside, 2015).

***Cognitive Abilities Test, (CogAT):*** From Riverside Publishing (2011): “The Cognitive Abilities Test (CogAT) measures students’ learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.”

In addition to assessment data, the Section 504 committee collects qualitative data. This qualitative data includes classroom work samples in reading, sight word recognitions, math performance, writing assessments, and strengths in written and oral vocabulary, oral expression, and classroom observation.

Upon the completion of the formal assessments by the Dyslexia Assessment and Support Facilitator, a campus forms a Section 504 committee of knowledgeable persons which is at least, but not limited to, persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data. The Section 504 committee will meet to review the assessment results of the child. Based on the evaluation data, the Section 504 committee will determine if the child's quantitative and qualitative data shows characteristics of dyslexia. If such characteristics are noted in the Section 504 evaluation, the child may qualify for Northwest ISD’s dyslexia program.

The percentages of referrals for assessment have increased as the district has grown. Of those referred for assessment, between 60% and 63% are identified for services. The percentage of identified students remains consistent.  **In the 2015-2016 school year, 745 students have been identified as receiving dyslexia services. The number is approximately 3.5% of the total student population of Northwest ISD (21,047).**

The following tables show referral data over the past three school years:

**Figure 1 – Total Number of Referrals and Total Number of Students who Qualified for Services**

|  |  |  |
| --- | --- | --- |
| School Year | Total # of Referrals | Total # of Qualified |
| 2012-2013 | 137 | 86 |
| 2013-2014 | 181 | 109 |
| 2014-2015 | 233 | 148 |

**Figure 2- Number of Referrals and Number of Students Who Qualified for Services by Campus**

More students are referred and identified in elementary school. This is appropriate and to be expected to ensure compliance with early identification. **In the 2015-2016 school year, 745 students have been identified as receiving dyslexia services. The number is approximately 3.5% of the total student population of Northwest ISD (21,047).**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School** | **2012-2013**  **# of Referrals** | **2012-2013**  **# of Qualified** | **2013-2014**  **# of Referrals** | **2013-2014**  **# of Qualified** | **2014-2015**  **# of Referrals** | **2014-2015**  **# of Qualified** | **% of Total Student Population for 2015-2016** |
| **Beck** | 6 | 4 | 14 | 6 | 12 | 5 | 2.6% |
| **Cox** | - | - | 7 | 3 | 9 | 4 | 1.75% |
| **Granger** | 8 | 5 | 10 | 7 | 16 | 10 | 2% |
| **Haslet** | 12 | 7 | 11 | 8 | 12 | 7 | 4.43% |
| **Hatfield** | 6 | 3 | 2 | 2 | 9 | 6 | .73% |
| **Hughes** | 13 | 11 | 15 | 11 | 17 | 11 | 3.29% |
| **Justin** | 5 | 2 | 13 | 11 | 20 | 15 | 3.56% |
| **Lakeview** | 11 | 8 | 10 | 9 | 11 | 9 | 4.20% |
| **Love** | 11 | 8 | 12 | 5 | 15 | 9 | 2.61% |
| **Nance** | 8 | 3 | 14 | 6 | 18 | 10 | 1.97% |
| **Peterson** | 5 | 2 | 12 | 4 | 13 | 8 | 1.04% |
| **Prairie View** | 12 | 6 | 6 | 5 | 13 | 8 | 2.65% |
| **Roanoke** | 7 | 6 | 4 | 2 | 5 | 2 | 1.37% |
| **Schluter** | 6 | 2 | 10 | 6 | 8 | 5 | 2.86% |
| **Sendera Ranch** | 11 | 9 | 7 | 4 | 13 | 11 | 3.51% |
| **Seven Hills** | 5 | 4 | 6 | 5 | 8 | 4 | 1.25% |
| **Thompson** | 4 | 2 | 8 | 4 | 5 | 5 | 1.52% |
| **CTMS** | 0 | 0 | 1 | 0 | 3 | 3 | 4.89% |
| **Medlin** | 1 | 1 | 0 | 0 | 0 | 0 | 3.15% |
| **Pike** | 0 | 0 | 6 | 3 | 4 | 3 | 4.71% |
| **Tidwell** | 2 | 0 | 2 | 1 | 6 | 3 | 2.77% |
| **Wilson** | 0 | 0 | 5 | 3 | 3 | 3 | 4.03% |
| **BNHS** | 4 | 3 | 5 | 3 | 6 | 3 | 2.27% |
| **NHS** | 0 | 0 | 1 | 1 | 7 | 4 | 2.51% |
| **Eaton** | N/A | N/A | N/A | N/A | N/A | N/A |  |
| **Steele** | N/A | N/A | N/A | N/A | N/A | N/A | 4.17% |
| **Total** | **137** | **86** | **181** | **109** | **233** | **148** | **3.5%** |

**Figure 3 – Number of Referrals and Number Qualified with Percentage of Identification by Grade**

Due to increased early identification awareness, more students are identified prior to fifth grade.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | 2012-2013  # of Referrals | 2012-2013  # of Qualified | 2013-2014  # of Referrals | 2013-2014  # of Qualified | 2014-2015  # of Referrals | 2014-2015  # of Qualified |
| KDG | 0 | 0 | 2 | 0 | 2 | 1 |
| First | 12 | 8 | 22 | 14 | 38 | 24 |
| Second | 41 | 26 | 51 | 36 | 71 | 51 |
| Third | 38 | 27 | 44 | 26 | 51 | 31 |
| Fourth | 26 | 13 | 23 | 13 | 25 | 15 |
| Fifth | 13 | 8 | 19 | 9 | 17 | 7 |
| Sixth | 0 | 0 | 5 | 3 | 5 | 4 |
| Seventh | 1 | 1 | 5 | 2 | 6 | 5 |
| Eighth | 2 | 0 | 4 | 2 | 5 | 3 |
| Ninth | 2 | 1 | 3 | 1 | 6 | 1 |
| Tenth | 2 | 2 | 1 | 1 | 4 | 4 |
| Eleventh | 0 | 0 | 2 | 2 | 1 | 1 |
| Twelfth | 0 | 0 | 0 | 0 | 2 | 1 |
| Total | **137** | **86** | **181** | **109** | **233** | **148** |

**Figure 4 - Number Parent Referrals and Qualified Parent Referrals by Campus**

Northwest ISD campuses currently offer an annual parent training on dyslexia characteristics, identification and the referral process.

Based on three years of data, students are more likely to be referred for dyslexia assessment by a parent. Student Services began differentiating the percentages of parent referrals that result in dyslexia service identification in 2014-2015. 2012-2013 and 2013-2014 reflect approximate counts of parent referrals based on end of year reports.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School | 2012-2013 Ratio of parent referrals to total referrals | 2012-2013  Number of Qualified Parent Referrals | 2013-2014  Ratio of parent referrals to total referrals | 2013-2014  Number of Qualified Parent Referrals | 2014-2015  Ratio of parent referrals to total referrals | 2014-2015  Number of Qualified Parent Referrals |
| Beck | 3/5 | 2 | 8/14 | 3 | 10/12 | 5 |
| Cox | NA | NA | 7/7 | 3 | 6/9 | 3 |
| Granger | 5/8 | 3 | 7/10 | 5 | 9/16 | 4 |
| Haslet | 10/12 | 6 | 7/11 | 5 | 12/12 | 7 |
| Hatfield | 4/6 | 2 | 1/2 | 1 | 9/9 | 6 |
| Hughes | 5/13 | 3 | 2/15 | 1 | 9/17 | 8 |
| Justin | 5/5 | 2 | 5/13 | 3 | 13/20 | 9 |
| Lakeview | 3/11 | 2 | 5/10 | 4 | 6/11 | 4 |
| Love | 5/11 | 4 | 8/12 | 4 | 10/15 | 6 |
| Nance | 4/8 | 1 | 4/14 | 2 | 10/18 | 4 |
| Peterson | 1/5 | 0 | 6/12 | 1 | 7/13 | 4 |
| Prairie View | 8/12 | 3 | 4/6 | 4 | 10/13 | 5 |
| Roanoke | 7/7 | 6 | 2/4 | 0 | 4/5 | 1 |
| Schluter | 6/6 | 2 | 6/10 | 5 | 6/8 | 4 |
| Sendera Ranch | 7/11 | 5 | 3/7 | 1 | 9/13 | 7 |
| Seven Hills | 4/5 | 3 | 5/6 | 4 | 8/8 | 4 |
| Thompson | 4/4 | 2 | 3/8 | 2 | 5/5 | 5 |
| CTMS | 0/0 | NA | 2/2 | 0 | 3/3 | 3 |
| Medlin | 1/1 | 1 | 0/0 | NA | 0/0 | NA |
| Pike | 0/0 | NA | 5/6 | 2 | 4/4 | 3 |
| Tidwell | 2/2 | 0 | 2/2 | 1 | 5/6 | 3 |
| Wilson | 0/0 | NA | 4/5 | 2 | 1/3 | 1 |
| BNHS | 4/4 | 2 | 2/5 | 1 | 4/6 | 2 |
| NHS | 0/0 | NA | 1/1 | 1 | 7/7 | 4 |
| Total | **88/137** | **49** | **98/181** | **55** | **167/233** | **102** |

**Figure 5 - Number Parent Referrals and Qualified Parent Referrals by Grade Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | 2012-2013  Ratio of parent referrals to total referrals | 2012-2013  Number of Qualified Parent Referrals | 2013-2014  Ratio of parent referrals to total referrals | 2013-2014  Number of Parent Referrals | 2014-2015  Ratio of parent referrals to total referrals | 2014-2015  Number of Parent Referrals |
| Kindergarten | 0/0 | NA | 2/2 | 0 | 2/2 | 1 |
| First | 8/12 | 4 | 17/22 | 10 | 26/38 | 16 |
| Second | 24/41 | 15 | 24/51 | 18 | 49/71 | 32 |
| Third | 21/38 | 13 | 20/44 | 11 | 37/51 | 23 |
| Fourth | 19/26 | 8 | 9/23 | 5 | 17/25 | 10 |
| Fifth | 10/13 | 6 | 11/19 | 4 | 12/17 | 4 |
| Sixth | 0/0 | NA | 5/5 | 3 | 4/5 | 3 |
| Seventh | 1/1 | 1 | 3/5 | 0 | 4/6 | 4 |
| Eighth | 2/2 | 0 | 4/4 | 2 | 5/5 | 3 |
| Ninth | ½ | 0 | 2/3 | 1 | 5/6 | 1 |
| Tenth | 2/2 | 2 | 1/1 | 1 | 4/4 | 4 |
| Eleventh | 0/0 | NA | 0/2 | NA | 1/1 | 1 |
| Twelfth | 0/0 | NA | 0/0 | NA | 1/2 | 0 |
| Total | **88/137** | **49** | **98/181** | **55** | **167/233** | **102** |

**Research Question 2: What is the continuum of services for students receiving services for dyslexia?**

Students identified for dyslexia services receive interventions in a variety of ways. There are levels of services that students may need at different points in time. Students receive pull-out/direct service of dyslexia services through the campus dyslexia teacher until the student demonstrates on grade level reading performance. Dyslexia teachers use the district **Dyslexia Program Exit Criteria** (see **Appendix C**) to assess readiness to move to monitor only status. This guide sets examples of appropriate assessment measurements in SIPPS, DRA 2, QRI 5, and STAAR scores. Teacher input is also used as a qualitative data point to determine continued need for direct service. Dyslexia teachers reported, through the dyslexia program survey, that they use classroom performance, assessments, and the district exit criteria to determine if a child is ready to move from pull-out services to monitoring services. According to the Northwest ISD Dyslexia Handbook, students receiving pull-out services follow the following recommendations:

**The Integrated Curriculum recommendations are as follows:**

* The lessons were written for 30-45 minutes, but most choose to do 30 minutes four days a week.
* Recommend no more than five to a group.

**The Take Flight (Clara Love Elementary and Hughes Elementary) recommendations are as follows:**

* The lessons are written for 45 minutes five days a week or one hour four days a week.
* The Scottish Rite Hospital recommends no more than 6 per group. Most of Northwest ISD groups are 2-3 because of scheduling.

**Figure 6: Dyslexia Students being served through pull-out services by an interventionist:**

|  |  |
| --- | --- |
| **Level** | **Number of Students** |
| Elementary | 322 |
| Middle School | 6 |
| High School | 0 |

**Figure 7 - Dyslexia service program teachers refer to this chart to determine when a student is ready to exit pull-out services:** Students are typically served through the pull-out dyslexia program for two to three years, depending on individual progress. If continued services are necessary, the dyslexia pull-out program may continue.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EOY DRA2 Text Level** | **SIPPS Beginning (Specify ending lesson # or mark with a check mark if completed all lessons.)** | **SIPPS Extension (Specify ending lesson # or mark with a check mark if completed all lessons.)** | **SIPPS Challenge (Specify ending lesson # or mark with a check mark if completed all lessons.)** | **STAAR Reading Met from current year (Satisfactory is required)** | **Met EOY EXIT Criteria for 2015-2016 School Year from Pull-Out Program** |
| Must be EOY level to Exit | Must complete appropriate level of program to Exit | Must complete appropriate level of program to Exit | Must complete appropriate level of program to Exit | Y or No \*If BARELY met passing, carefully consider EXIT. (Satisfactory is required) | **Y or N** |

**Research Question #3: What are the instructional support strategies currently in place for students with dyslexia?**

Figures 8-10 show a list of resources in which dyslexia teachers are provided and trained to use. Following the charts are an explanation and purpose of each resource. Dyslexia teachers were also asked to take a survey in April 2015 to gauge the usage of each resource.

**Figure 8: Elementary Resources and Services**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Components of Instruction*** | | | | | | | | **K** | **1** | **2** | **3** | **4** | **5** |
|  | **Phonological Awareness** | **Sound-Symbol Association** | **Syllabication** | **Orthography** | **Morphology** | **Syntax** | **Reading Comprehension** | **Reading Fluency** |  |  |  |  |  |  |
| **SIPPS Beginning** | **X** | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **SIPPS Extension** | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **SIPPS Challenge** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **SIPPS Plus -** Developmentally appropriate for older readers | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |  |  |  | **X** | **X** |
| **Take Flight** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |
| **Rite Flight Instant Words** |  |  |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Rite Flight Reading Rate/Comprehension**  *(\*Must have completed SIPPS Beginning Level)* |  |  |  |  |  |  | **X\*** | **X** | **X\*** | **X\*** | **X\*** | **X\*** | **X\*** | **X\*** |
| **Leveled Literacy Intervention Texts with Jan Richardson lesson plans** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| ***Meadows - Word Recognition and Fluency*** |  |  | **X** | **X** | **X** |  |  | **X** |  |  | **X** | **X** | **X** | **X** |
| **Meadows - Vocabulary and Comprehension** |  |  |  |  |  |  | **X** |  |  |  | **X** | **X** | **X** | **X** |

**Figure 9: Secondary Resource and Services**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Components of Instruction*** | | | | | | | | | | | | | | | | | | | **6** | | **7** | | | **8** | | | **9** | | | **10** | | | | | **11** | | | | | | | **12** | | |
|  | **Phonological Awareness** | | **Sound-Symbol Association** | | **Syllabication** | | **Orthography** | | **Morphology** | | | **Syntax** | **Reading Comprehension** | | | | **Reading Fluency** | | |  | |  | | |  | | |  | | |  | | | | |  | | | | | | |  | | |
| **SIPPS Challenge** |  | |  | | **X** | | **X** | | **X** | | | **X** | **X** | | | | **X** | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| **SIPPS Plus -** Developmentally appropriate for older readers | **X** | | **X** | | **X** | | **X** | |  | | |  | **X** | | | | **X** | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| *\*SIPPS Beginning or Extension, if needed* | *X* | | *X* | | *X* | | *X* | |  | | | *X-Ext* |  | | | | *X* | | | *X* | | *X* | | | *X* | | | *X* | | | *X* | | | | | *X* | | | | | | | *X* | | |
| ***SIPPS Fluency Library*** |  | |  | |  | |  | |  | | |  |  | | | |  | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| ***Meadows - Word Recognition and Fluency*** |  | |  | | **X** | | **X** | | **X** | | |  |  | | | | **X** | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| **Meadows - Vocabulary and Comprehension** |  | |  | |  | |  | |  | | |  | **X** | | | |  | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| **Comprehension Toolkit** |  | |  | |  | |  | |  | | | **X** | **X** | | | |  | | | **X** | | **X** | | | **X** | | | **X** | | | **X** | | | | | **X** | | | | | | | **X** | | |
| *Literacy Navigator, if needed for SSI Reading Comprehension* |  | |  | |  | |  | |  | | |  | *X* | | | | *X* | | | *X* | | *X* | | | *X* | | | *X* | | | *X* | | | | | *X* | | | | | | | *X* | | |
| **Figure 10: Resources for K-12 Students** |  |  | |  |  | | |  | |  |  | | |  |  |  | |  |  | |  | |  |  | | |  | | |  | | |  | |  | | |  | | | |  | | | |
| **ALL** | |  | | **ALL** | | | | | | | | | |  | **ALL** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| ***Instructional Strategies for Delivery of Dyslexia Programming*** | |  | | ***Classroom Accommodations- Based on Need (including but not limited to the following)***  ***When students no longer have need of pull-out program, they qualify for 504 accommodations as determined by the 504 committee. Below is the continuum of potential services and accommodations a student receiving dyslexia services may receive.*** | | | | | | | | | |  | ***State Testing Accommodations- Based on Individual Eligibility (including but not limited to the following)*** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Simultaneous, Multisensory**  **(VAKT-Pathways in the Brain)** | |  | | **Extended Time** | | | | | | | | | |  | **Individualized Structured Reminders** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Systematic and Cumulative**  **(organized in flow of language)** | |  | | **Oral Tests** | | | | | | | | | |  | **Amplification Devices** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Explicit Instruction (explained and demonstrated one print concept at a time with guided practice and immediate feedback)** | |  | | **Use of a Computer** | | | | | | | | | |  | **Projection Devices** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Diagnostic teaching to automaticity (prescriptive for individual student needs until student has direct access without conscious awareness** | |  | | **Reduced Assignments** | | | | | | | | | |  | **Oral Administration** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Synthetic instruction (parts of alphabetic language/ word parts to form whole word, i.e., base word, derivative)** | |  | | **Avoid Counting Off for Spelling Errors (except on Spelling Test)** | | | | | | | | | |  | **Spelling Assistance- (Refer to TEA's "Accommodations Triangle")** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
| **Analytic instruction (whole, i.e., base word, derivative and component parts, i.e., base word, prefix, root, suffix)** | |  | | **Use a Tape Recorder / Dictate Response to Scribe** | | | | | | | | | |  | **Math Manipulatives** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Audio Books / Textbooks on Tape** | | | | | | | | | |  | **Calculation Devices (Grade 5-8)** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Supplemental Aids - Mnemonic Devices, Graphic Organizers, Math Charts, Graphics, List of Grammar/Mechanics Rules** | | | | | | | | | |  | **Basic Transcribing** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Clarification/Reteach of Directions or Concepts** | | | | | | | | | |  | **Supplemental Aids - Mnemonic Devices, Graphic Organizers, Math Charts, Graphics, List of Grammar/Mechanics Rules** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Breakdown/Chunking of Multiple Step Directions** | | | | | | | | | |  | **Extra Time** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Check for Understanding** | | | | | | | | | |  | **Dictionary** | | | | | | | | | | | | | | | | | | | | | |  | | | |  | | | | |
|  |  |  | | **Study Guides** | | | | | | | | | |  |  |  | |  |  | |  | |  | | |  | | |  | | |  | |  | | |  | | |  | | | | |  |
|  |  |  | | **Read Aloud to Self** | | | | | | | | | |  | **\*\*Refer to TEA's "Accommodation Triangle" for information and documentation regarding ALL accommodations for students with dyslexia.** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | |  | |
|  |  |  | | **Copy of Class Notes** | | | | | | | | | |  |  | | | | |  | |
|  |  |  | | **Alternative Assignments / Smaller Units** | | | | | | | | | |  |  | | | | |  | |
|  |  |  | |  | |  | |  | |  |  | | |  |  | | | | |  | |
|  |  |  | |  | |  | |  | |  |  | | |  |  | | | | |  | |

Currently, dyslexia teachers refer to the Dyslexia Instructional Intervention Tools and Accommodations (see **Appendix D**) as a guide for implementing interventions and making accommodations. Each component that a dyslexia teacher may use is defined below:

***Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS)***: From the Center for the Collaborative Classroom (2015), “The SIPPS program is based on the premise that beginning literacy is best taught through two distinct strands, one focusing on decoding and the other on comprehension. Although comprehension is relatively grade-level specific, students differ dramatically in their decoding skills. To address these differences, decoding instruction must be flexible and multi-leveled, both across and within grades.

Theoretical work and research findings form the scientific basis for the program. Research shows that the program has a significant impact on students.

The SIPPS program uses a unique process and content to help students develop reading fluency quickly and effectively.”

SIPPS progresses through four levels of instruction:

*Beginning*: when students work through the beginning level of SIPPS, they will understand and use short vowels, know 81 sight words, and use these skills to be able to read and spell newly encountered words.

*Extension*: students entering at this level should know at least 50 sight words and be able to read and spell simple short-vowel-pattern words. Through the extension level students will be able to read single syllable words with complex vowels and read 184 high-frequency sight words.

*Challenge*: This level is designed for students that have mastered single-syllable phonics and many high-frequency irregular sight words. Students will master reading polysyllabic words with increasing accuracy and fluency.

SIPPS Plus: Students at this level will be able to read single-syllable words with complex vowels and more than 190 high-frequency irregular sight words. This level focuses on reading stories that match student reading level and interest.

Students may enter SIPPS at any level depending on individual need.

***Meadows - Word Recognition and Fluency*:** From the Meadows Center for Preventing Educational Risk (2015): Developed with funds from The Meadows Foundation, this resource book presents lessons that teach word recognition skills and strategies in a systematic and cumulative way. Students build knowledge as lessons progress from easy to difficult skills. Previously learned skills are reviewed, linked to newly presented content, and included in the new lesson’s practice activities. The example words in practice activities were selected to be useful in students’ school and home lives. As lessons progress, students learn the skills and strategies to read an increasing number and variety of words—thus allowing students to read more sentences and longer texts. A lesson structure is also presented for teaching irregular words. This lesson structure can be used daily from the beginning to teach new irregular words for student reading.”

***Meadows Vocabulary and Comprehension***: From the Meadows Center for Preventing Educational Risk (2015): “Developed with funds from The Meadows Foundation, this guide provides a set of reading comprehension strategies that upper-elementary students can learn to use before, during, and after reading. Teachers often report that when students learn a routine for reading comprehension, they are better able to actively engage in reading. The set of strategies provided in this guide offer a routine for reading and understanding text, based on current research in effective reading strategies for struggling readers (e.g., National Institute of Child Health and Human Development, 2000).”

***Leveled Literacy Intervention (LLI)***: From Houghton Mifflin Harcourt (2015): “The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

Lessons across the seven systems progress from level A (*beginning reading in kindergarten*) through level Z (*represents competencies at the middle and secondary school level*) on the F&P Text Level Gradient™.

*LLI* is designed to be used with small groups of students who need intensive support to achieve grade-level competency.

Each Level of *LLI* provides:

* Combination of reading, writing, and phonics/word study.
* Emphasis on teaching for comprehending strategies.
* Explicit attention to genre and to the features of nonfiction and fiction texts.
* Special attention to disciplinary reading, literature inquiry, and writing about reading.
* Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
* Close reading to deepen and expand comprehension.
* Explicit teaching of effective and efficient strategies for expanding vocabulary.
* Explicit teaching for fluent and phrased reading.
* Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
* Built-in level-by-level descriptions and competencies from *The Continuum of Literacy Learning, PreK-8* (2011) to monitor student progress and guide teaching.
* Communication tools for informing parents about what children are learning and how they can support them at home.
* Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
* Detailed analysis of the characteristics of text difficulty for each book.”

***Rite Flight***: From Texas Scottish Rite Hospital for Children (2015): “Rite Flight: A Classroom Reading Rate Program is a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. Rite Flight: Rate equips teachers and reading specialists to help students increase their reading rate and fluency.

Rite Flight: Rate was designed to be a **Tier II intervention** for use by classroom teachers, reading specialists and special education teachers with first through eighth grade students. It can be used as supplemental or intervention instruction for individuals, small groups or the whole classroom.

When used as a supplement, *Rite Flight: Rate* should be integrated into a core reading program to adequately address fluency. As a fluency component of primary grade reading remediation and instruction, *Rite Flight: Rate* should be introduced early in the course of instruction in letter-sound recognition and should not be delayed until after phonics has been taught.

The program can be used in conjunction with a variety of core reading curricula that employ evidence-based components in phonemic awareness and phonics. *Rite Flight: Rate* may be used for more intensive instruction within the framework of a Response-to-Intervention (RtI) model.”

*Rite Flight: Comprehension* is designed to be implemented with students with “difficulties with accurate and fluent word recognition, limited vocabulary or background knowledge, weaknesses in verbal reasoning skills, deficiencies in the use of text structure, failure to employ strategies to reflect on the meaning of text.

*Rite Flight: Comprehension* specifically addresses:

* Vocabulary development
* Metacognitive questioning strategies
* Narrative skills and strategies for literature
  + Story elements
  + Inferencing
  + Word relationships
  + Paraphrasing
  + Asking and answering questions
  + Listening
* Expository skills and strategies for textbooks
  + Figurative language
  + Main idea and supporting facts
  + Sequence of events
  + Cause and effect
  + Compare and contrast
  + Fact and opinion”

In 2015, Northwest ISD began to train a limited number of STAR teachers in Texas Scottish Rite’s *Take Flight* program. To manage the financial impact on the implementation, two teachers are being trained each year. Each teacher who is trained in Take Flight commits to two years of training, which includes a summer commitment. To qualify for this professional development, the teacher must have earned a Master’s degree.

***Take Flight***: From Texas Scottish Rite Hospital for Children (2015): *Take Flight: A Comprehensive Intervention for Students with Dyslexia* is a two-year curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program and TSRH Literacy Program.

*Take Flight* was designed for use by Certified Academic Language Therapists for children with dyslexia ages 7 and older. The two-year program is designed to be taught four days per week (60 minutes per day) or five days per week (45 minutes per day). It is intended for one-on-one or small group instruction with no more than six students per class.

*Take Flight* addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive **Tier III intervention** for students with dyslexia.

* Phonemic Awareness - following established procedures for explicitly teaching the relationships between speech-sound production and spelling-sound patterns
* Phonics - providing a systematic approach for single word decoding
* Fluency - using research-proven directed practice in repeated reading of words, phrases and passages to help students read newly encountered text more fluently
* Vocabulary - featuring multiple word learning strategies (definitional, structural, contextual) and explicit teaching techniques with application in text

Reading Comprehension - teaching students to explicitly use and articulate multiple comprehension strategies (i.e., cooperative learning, story structure, question generation and answering, summarization and comprehension monitoring)”

At the secondary level, schools approach pull-out instruction for students differently. The most common are:

* A separate class of called REI (Reading Enrichment Initiative), if the Section 504 committee has put this option in the student’s plan.
* An SSI class with other students that aren’t necessarily dyslexia only students, but with students that have also failed the previous year’s STAAR Reading test.
* Some campuses have a similar version of a STAR teacher, like they have at each elementary campus. These teachers take on the role of the RtI/ 504/ELL/Dyslexia contact in addition to teaching 1 or 2 ELA classes. These teachers sometimes pull the student out for instruction, and sometimes they push in, depending on the campus’ master schedule.

**Teacher Survey:**

In April 2015, 30 dyslexia teachers were sent a survey comprised of open ended questions related to their instructional practices for students receiving dyslexia services. (See Appendix E). Twenty-two teachers responded to the survey.

Twenty-two teachers responded to the question “Which dyslexia interventions are you using?” All 22 answered with more than one intervention as an instructional tool for students receiving services for dyslexia.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention** | **SIPPS** | **Meadows** | **Level Literacy Instruction** | **Literacy Navigator** | **Jan Richardson** | **“Scottish Rite”** | **“Multi-Sensory Approaches”** | **Reading A to Z** | **Dolche** |
| Numbers answering | 21 | 10 | 17 | 1 | 4 | 1 | 2 | 1 | 1 |

Twenty-one teachers responded to the question “What strategies within those dyslexia interventions are you finding most impactful?” All but three teachers cited using phonics/phonemic awareness strategies as one strategy that had the most impact. Many cited decoding strategies, comprehension strategies, spiraling, spelling strategies, and guided writing as being beneficial to students. All 21 who answered this question reported multiple strategy use as being most impactful.

Dyslexia teachers were asked to “Describe a situation in which a student was not making adequate progress with dyslexia interventions. What did you do?” Nineteen of the 22 responding teachers answered this question. Their answers varied from bringing in additional instructional methods to re-teaching the concept. Teachers who mentioned adding additional instructional methods did not mention re-teaching, while those who mentioned re-teaching did not mention bringing in additional instruction methods. Two mentioned the need to assess a student not making progress for special education services. Most mentioned conferencing and discussing with the classroom teacher.

Conversely, dyslexia teachers were asked to “Describe a time when you knew a student was experiencing success in the dyslexia program. What measures did you use to determine the student was successful?” Twenty-one of the 22 respondents answered this question. All mentioned artifacts related to classroom performance: DRA-2, curriculum based assessments, writing samples, oral reading, teacher created classroom assessments, classroom teacher feedback, and running records.

Dyslexia teachers in Northwest ISD use multiple data points to evaluate student progress. Much of this can be tracked quantitatively. SIPPS tests appear to be given periodically for students in pull-out services. Tracking SIPPS more formally might give the district more valid data relating to progress, allowing for small victories and celebrations. As SIPPS tests seem to be given periodically, this might provide the progress measure without adding to the duties already assigned to the dyslexia teacher.

**Research Question #4: What level of progress are students in the dyslexia program making?**

Dyslexia teachers were asked in the April 2015 survey “How do you measure progress of the students you serve through the dyslexia program?” All 22 responding teachers reported using more than one progress measure to validate student growth. Thirteen reported using SIPPS tests. 12 reported using running records. Twelve reported using classroom performance and/or curriculum based assessments. Six reported using spelling tests and/or inventories. Six reported reviewing DRA scores. One reported reviewing student writing samples.

The district records student DRA data in the Eduphoria Aware data warehouse. One measure of student growth is students reading at or above grade level on DRA. The chart below demonstrates the percentage of students receiving services for dyslexia scoring at or above grade level on the DRA. In the 2014-2015 school year, students were expected to score higher on the end of year assessments to be considered “on grade level.”

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **2011-2012**  **% Scoring On/Above Level BOY DRA Text Level** | **2011-2012**  **% Scoring On/Above Level EOY DRA Text Level** | **2012-2013**  **% Scoring On/Above Level BOY DRA Text Level** | **2012-2013**  **% Scoring On/Above Level EOY DRA Text Level** | **2013-2014**  **% Scoring On/Above Level BOY DRA Text Level** | **2013-2014**  **% Scoring On/Above Level EOY DRA Text Level** | **2014-2015**  **% Scoring On/Above Level BOY DRA Text Level** | **2014-2015**  **% Scoring On/Above Level EOY DRA Text Level** |
| K | \* | \* | \* | \* | \* | \* | \* | \* |
| 1 | \* | \* | \* | \* | \* | \* | \* | \* |
| 2 | 15% | 30% | 4.17% | 15.38% | 6.25% | 87.5% | 4% | 16% |
| 3 | 23.08% | 25.93% | 15.38% | 30.77% | 16.98% | 26.33% | 25.86% | 31.58% |

\* Kindergarten and first grade had fewer than 10 students receiving services. Therefore, scores were masked to ensure student anonymity. Cells are color coded by cohort.

Students in grades 3-8 take the STAAR Reading Test each year. The state holds students accountable to pass the reading test in grades 5 and 8 under a rule known as the Student Success Initiative (SSI). Students in grades 5 and 8 who do not pass the STAAR on the first administration must retake the test in May and June, if they do not pass in April. The chart below demonstrates the percentages of students receiving any level of dyslexia services and scored a met standard or commended rating. Percentages in grades 5 and 8 reflect the first administration of the STAAR Reading Test.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **2011-2012**  **% Scoring Met STAAR** | **2011-2012**  **% Scoring Commended STAAR** | **2012-2013**  **% Scoring Met STAAR** | **2012-2013**  **% Scoring Commended STAAR** | **2013-2014**  **% Scoring Met STAAR** | **2013-2014**  **% Scoring Commended STAAR** | **2014-2015**  **% Scoring Met STAAR** | **2014-2015**  **% Scoring Commended STAAR** |
| 3 | 56% | 0% | 75% | 0% | 64.15% | 1.89% | 70.21% | 6.38% |
| 4 | 60.53% | 7.89% | 70% | 6.67% | 58.33% | 4.17% | 59.92% | 4.62% |
| 5 | 61.11% | 2.78% | 67.57% | 5.56% | 69.7% | 9.09% | 73.44% | 10.87% |
| 6 | 60.61% | 6.06% | 63.41% | 4.88% | 72.88% | 3.39% | 71.7% | 13.21% |
| 7 | 58.82% | 11.76% | 71.88% | 0.00% | 76.74% | 6.98% | 75.41% | 4.92% |
| 8 | 70.37% | 0.00% | 85.29% | 8.82% | 96.88% | 9.38% | 79.55% | 4.55% |

* Students receiving services may qualify for 504 accommodations on STAAR as outlined by TEA. Cells are color coded by cohort.

Another measure of student success relates to reading growth on DRA-2 Text Level measurements from beginning-of-year to the end-of-year growth comparisons. To test the hypothesis that students receiving dyslexia services would demonstrate different levels of growth than those not receiving services, an independent t-test was performed. In 2012-2013, students receiving dyslexia services in grades k-3 (N=72) were associated with text level growth M=9.11 (SD=5.039), while students not receiving dyslexia services (N=2844) were associated with a text level growth M=8.33 (SD=4.96). However, no statistically significant difference was found between the groups, t=1.31, p=.19. (p is the level of significance with < 0.5 being significance threshold). In 2013-2014, students receiving dyslexia services in grades k-3 (N=97) were associated with text level growth M=10.19 (SD=7.73), while students not receiving dyslexia services (N=3052) were associated with a text level growth M=10.16 (SD=5.18). However, no statistically significant difference was found between the groups, t=.03, p=.98. (p is the level of significance with < 0.5 being significance threshold). In 2014-2015, students receiving dyslexia services in grades k-3 (N=136) were associated with text level growth M=9.54 (SD=4.52), while students not receiving dyslexia services (N=4328) were associated with a text level growth M=9.77 (SD=5.33). However, no statistically significant difference was found between the groups, t=.52, p=.61. (p is the level of significance with < 0.5 being significance threshold). The conclusion of this analysis is there is no statistically significant difference in DRA-2 growth scores between the two student populations**. Students identified as receiving any level of dyslexia services were as likely to demonstrate growth between beginning-of-the-year to end-of-the-year DRA-2 as students not receiving dyslexia services.** This analysis has some obvious limitations: the DRA was not validated to perform metrics of growth between sub-pops and there are very large standard deviations and degrees of freedom in both cohorts.

**Findings:**

**Research Question 1: What is the identification and referral process for the dyslexia program?**

While the referral process in Northwest ISD has not changed significantly in the past three years. The number of students being referred and qualifying for services has increased dramatically. In 2011-2012, Northwest ISD was serving 402 students. In the three year timespan of the study, 551 students were referred and 343 students have qualified for services bringing the total of identified dyslexic students in Northwest ISD to 745. This is a 46% increase in the number of students receiving services for dyslexia. Northwest ISD has absorbed this number and services without adding additional staffing for dyslexia teachers.

The study also showed that parent referrals have increased significantly over the last three years. When a student is referred for dyslexia testing by Northwest ISD, they have completed the RtI process at the campus level. The RtI process in Northwest ISD includes a review of student work, documented interventions, committee reviews and a series of interventions before testing is recommended. However, by TEA guidelines, a parent can also request dyslexia testing be conducted on their child. This request can be made without completing the RtI process. As a result, Northwest ISD has seen a significant increase in parent referrals. In 2012-2013 there were 88 parent referrals and in 2014-2015 that number had increased to 167. Of the 167 students referred by parents in 2014-2015, 102 students qualified for services.

**Research Question 2: What is the continuum of services for students receiving services for dyslexia?**

At the elementary level, students receiving pull out services are served through an Integrated curriculum; however, a self-reporting survey of teacher respondents show that the majority of dyslexia teachers (21/22) have relied almost exclusively on the SIPPS resource and the primary mode of instruction. This survey will be given again in April 2016 to determine if this ratio has changed based on the added professional development and resources provided during the summer of 2015 and throughout the school year. Recommendations for the two primary pull-out modes are listed below.

**The Integrated Curriculum recommendations are as follows:**

* + The lessons were written for 30-45 minutes, but most choose to do 30 minutes four days a week.
  + Recommend no more than five to a group.

**The Take Flight (Clara Love Elementary and Hughes Elementary) recommendations are as follows:**

* + The lessons are written for 45 minutes five days a week or one hour four days a week.
  + Delivering one hour of instruction four days a week.
  + The Scottish Rite Hospital recommends no more than 6 per group. Most NISD groups are 2-3 because of scheduling.

At the secondary level, very few students (only 6 middle school students) accept offered pull-out serviced for dyslexia. Most of the secondary dyslexia students are serviced through 504 accommodations by their classroom teachers.

**Research Question #3: What are the instructional support strategies currently in place for students with dyslexia?**

All of the elementary dyslexia teachers were trained in the summer of 2015 at the Scottish Rite Hospital on the Rite Flight program. This training is designed to increase teacher knowledge on dyslexia and provide additional strategies to use within their instruction. It has been incorporated during the school year as part of the Integrated Curriculum plans that teachers are using. In addition, two teachers have been trained on the more intensive Take Flight program and are currently piloting it on two campuses. The results of both of these models will be assessed both through an additional teacher survey as well as annual literacy assessment comparisons.

At the secondary level, very few students (6) received direct instruction from a dyslexia teacher. However, students identified with dyslexia may receive accommodations through an individual 504 plan. The scope of this study did not review the number and/or types of interventions given to individual students other than the chart provided teachers with examples that may be provided.

**Research Question #4: What level of progress are students in the Dyslexia program making?**

Students identified with dyslexia tend to score lower than the general population of students on standardized assessments such as the Reading STAAR and the DRA2; however, the tracking of cohort groups does show an increase in the passing rate. For example, when tracking the students that took the grade 3 reading test in the 2011-2012 school year, only 56% passed, but at the time these students took the grade 6 reading assessment in 2014-2015, the pass rate had increased to 71%. Similar numbers persist in grade 4 from 2011-2012 (60%) to grade 7 in 2014-2015 (75%) and in grade 5 from 2011-2012 (61%) to grade 8 in 2014-2015 (79%).

**Recommendations:**

1. Further study regarding the identification/referral process for dyslexia including the overall RtI program for the District. RtI is designed to develop intervention plans for students at the earliest signs of need. With approximately 40% of students being referred for dyslexia screening not qualifying for services, a review of their needs is a next step in the evolution of student services.
2. Conduct a second survey of dyslexia teachers to determine their perceptions of the implementation of new trainings and resources as well as look at the results of their students for the 2015-2016 school year.
3. Further study at the secondary level is needed to monitor and assess the progress of dyslexia students that are receiving accommodations through 504 plans. A determination of professional development needs that would allow teachers to provide more effective accommodations may be needed.
4. At the elementary level, Northwest ISD is using a growth measure for DRA2 during the 2015-2016 school year. A review of the progress made by dyslexia students receiving services and the general population will allow Northwest ISD to determine if students are increasing their reading levels at the same pace as their peers.
5. There is a need to compare the growth each year of dyslexia students in reading compared to the general population’s growth. Northwest ISD would benefit from determining if the reading gap is getting larger or smaller between the two groups.
6. A recommendation of a primary resource and training for elementary pull-out services should be made after end-of-year assessments. The SIPPS program, the Rite Flight, and the Take Flight programs are the programs being most frequently implemented and a concentrated area is needed to bring consistency and fidelity to the program.

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Appendices

Appendix A:

A link to the [NISD Dyslexia Handbook](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/)

Appendix B:

NISD Campus-Based Dyslexia Assessment Profile Packet

**NISD Campus-Based**

**Dyslexia Assessment Profile Packet**

\*In order to complete the evaluation for dyslexia, highlighted items *must be* completed by the campus committee.

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB:\_\_\_\_\_\_\_\_\_\_\_\_ I.D.#:\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_

Campus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Assessment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definition of Dyslexia**

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 IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD).*

The alignment of the profile should consider all 5 areas below in correlation to the definition of dyslexia:

1. Underlying Cause – Deficiency in phonological awareness is most common; other deficits may include difficulty in phonological memory and rapid naming.

2. Characteristics – Difficulty reading words in isolation, decoding, oral reading fluency, and spelling.

3. Outcomes – Variable difficulty with reading comprehension, vocabulary and background knowledge, and written composition.

4. Unexpected Relation – Unexpected in relation to age, cognitive ability, and response to effective classroom intervention.

5. Coexisting Complications or Assets – Complication or assets include level of oral language, attention, handwriting, mathematics, behavior and emotions.

**Evaluation Summary and Profile:**

🞧 Domains required being assessed – *The Dyslexia Handbook – Revised 2014, - Procedures for the Assessment and Identification of Students with Dyslexia –* pp. 20-21. TEA, Austin, TX.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1A. The pattern of weaknesses in a student with dyslexia will reflect one or more difficulties with low performance for the student’s age and educational level in the following academic skills: | | | | | | | | | | | | | |
| Primary Characteristics | | Assessment Instrument Applied | | Composite  or  Subtest | | Standard  Error of  Measure | | Below  Average  (Below 90) | | Average  (90-109) | | Above  Average  (110+) | |
| 🞧Word Reading –  [Reading *“real”* words in isolation] | | WRMT-III | |  | |  | |  | |  | |  | |
| 🞧Word Decoding | | WRMT-III | |  | |  | |  | |  | |  | |
| 🞧Written Spelling  [Difficulty learning to spell.]  [Note: An isolated deficit in spelling would NOT be sufficient to identify dyslexia.] | | TWS-5 | |  | |  | |  | |  | |  | |
| 🞧Fluency\*  Slow, inaccurate, or labored oral reading.  Note: A deficit in reading rate alone would NOT be sufficient to identify dyslexia unless there is evidence in the student’s history that indicates difficulties with reading accuracy at the word level. | | | | | | | | | | | | | |
| Assessment Instrument Applied |  | | Standard  Error of Measure | | Below  Average  (Below 90) | | Average  (90-109) | | Above  Average  (110+) | | WCPM\* | | Level\* |
| GORT-5 | Rate | |  | |  | |  | |  | |  | |  |
| GORT-5 | Accuracy | |  | |  | |  | |  | |  | |  |
| GORT-5 | Fluency | |  | |  | |  | |  | |  | |  |

\*Fluency scores obtained through curriculum based measures. Rate (words correct per minute) and accuracy level are based on the percent of words read correctly (independent, instructional, frustration).

**Qualitative Data (*Information from classroom, work samples, etc.) -***

* ***Sight Word Recognition (Kindergarten)***
* ***Spelling within unedited writing samples (consider: omission of syllable or sound, representation of a sound by a letter not associated with that sound, letter sequence not reflecting spoken sound sequence)***
* ***DRA levels/other informal reading inventories***

**Qualitative Data- *Information from classroom, work samples, etc.***

* ***Math Performance***
* ***Levels of Reading Skill as noted on DRA, informal reading inventories, STAAR, benchmarks, etc.***
* ***Reduced reading experience that limits vocabulary growth and background knowledge***
* ***District writing assessment scores, STAAR, etc.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2. Is there a deficit in phonological processing/phonemic awareness? (**Underlying causes of Dyslexia\*)  Is there an indicator documented in the low average range? The standard error of measure for scores that fall within the lower limits of the average should be considered. See note below for specific considerations related to phonological awareness. | | | | | |
| **Assessment Instrument Applied** | **Composite**  **or**  **Subtest** | **Standard**  **Error of Measure** | **Below**  **Average**  **(Below 90)** | **Average**  **(90-109)** | **Above**  **Average**  **(110+)** |
| CTOPP-2 | **🞧Phonological Awareness\*\*** |  |  |  |  |
| CTOPP-2 | **Phonological Memory** |  |  |  |  |
| CTOPP-2 | **🞧Rapid Naming** |  |  |  |  |
|  | **🞧Letter Knowledge\*\*\*** |  |  |  |  |

**\*\***If phonological awareness is within the average range, please consider the following:

* If a cluster score is used, look at the individual subtests to determine consistency of scores; and
* Has the student received intervention that may have normalized the score? *If so, there should be evidence of a prior weakness in phonological awareness.*

(Because previous effective instruction in phonological/phonemic awareness ***may*** remediate phonological awareness skills in isolation, average phonological awareness scores alone, do ***not*** rule out dyslexia.) – *The Dyslexia Handbook – Revised 2014, - Procedures Concerning Dyslexia and Related Disorders –* pg. 22. TEA, Austin, TX, Revised 2014.

**\*\*\***Letter Knowledge – K-1 only; name and associated sound are key to learning how to read; these are not of and by themselves indicators of dyslexia.

**Qualitative Data- *Information from classroom, work samples, etc.***

* ***Performance on letter-sound relationships/phonograms (Consider: early history of phonological awareness, skill development on early reading assessments, phonological awareness reflected in spelling)***
* ***Levels of reading skill as noted on DRA2, informal reading inventories, etc.***

\*If the reading and spelling difficulties ARE the result of weak phonological processing, continue with identification process. If not, dyslexia can usually be ruled out as the explanation for the reading and spelling difficulties. *That is not to say that the student doesn’t need an appropriate intervention to address the deficit. Consider strategies within your RtI process and/or tutoring options on your campus.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. Is there evidence of *“unexpectedness”*?**    Unexpectedly low performance for the student’s age and educational level subject to:   * Data show that student has received effective classroom instruction; * Data show that student has academic difficulties in reading and written spelling; * Data show that student exhibits one or more of the primary characteristics of Dyslexia – see Question #1A above; * Data show that student has/had a deficit in phonological/phonemic awareness – see Question #2A above; * Data show that student has adequate intelligence (the ability to learn in the absence of print);   Data shows that the student’s lack of progress is NOT due to:   * The student’s primary language is not English * Irregular attendance * Lack of experiential background * A brain injury, disease, surgery or other health factor that would interfere with learning   *The Dyslexia Handbook – Revised 2014 - Procedures Concerning Dyslexia and Related Disorders*. Texas Education Agency, Austin, TX. February 2007, Updated 2010.  [Assessment data must be considered in conjunction with the other “variety of data”. Are the deficits indicated in the primary characteristics of dyslexia **AND** in phonological/phonemic awareness ***“unexpected”***?] | | | | | |
| **Assessment Instrument Applied** | **Area Evaluated** | **Standard**  **Error of Measure** | **Below**  **Average**  **(Below 90)** | **Average**  **(90-109)** | **Above**  **Average**  **(110+)** |
| KBIT-2\* | **Cognitive/Academic Ability** |  |  |  |  |

\*The KBIT-2 is a brief assessment reflecting a quick, cognitive snapshot and should be carefully considered by comparing other qualitative data below:

**Qualitative Data- *Information from classroom, work samples, etc.***

* ***Math Performance/Reasoning***
* ***Vocabulary and Oral Strengths***
* ***Response to effective classroom instruction***
* ***Listening Comprehension (WRMT-III)***
* ***ITBS/CoGAT***

\*\* *If the student’s cognitive ability is such that the student is challenged in learning across all areas, the difficulties may not be attributable to dyslexia. Consider strategies within your RtI process and/or tutoring options on your campus.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4A. Is the student’s listening comprehension (ability to comprehend what he or she is listening to) stronger than deficit areas indicated in Question 1A (Primary Characteristics) and Question 2 (Phon. Proc/Awareness)?  ❑ Yes ❑ No  4B. Is listening comprehension stronger than the student’s reading comprehension? ❑ Yes ❑ No | | | | | |
| **Assessment Instrument Applied** | **Area Evaluated** | **Standard**  **Error of Measure** | **Below**  **Average**  **(Below 90)** | **Average**  **(90-109)** | **Above**  **Average**  **(110+)** |
| WRMT-III | **Listening Comprehension\*** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4C. Is the student’s reading comprehension (1B.) stronger than deficit areas indicated in Question 1 (Primary Characteristics) and Question 2 (Phon. Processing/Awareness)?  ❑ Yes ❑ No | | | | | |
| 4D. Is the student’s verbal ability stronger than deficit areas indicated in Question 1A and Question 2?  ❑ Yes ❑ No | | | | | |
| **Assessment Instrument Applied** | **Area Evaluated** | **Standard**  **Error of Measure** | **Below**  **Average**  **(Below 90)** | **Average**  **(90-109)** | **Above**  **Average**  **(110+)** |
|  | **Oral Language;**  **Oral Expression; OR**  **Vocabulary Knowledge**  **Math Reasoning** |  |  |  |  |

**Qualitative Data: *Information from the classroom, work samples, speech (if applicable)***

*. \*Attention or memory issues may impact (lower) the listening comprehension score; additional data can help substantiate possible difficulties such as teacher observations, parent observations, report card, etc.*

|  |  |  |
| --- | --- | --- |
| 5. Coexisting Factors/Complications as observed by Evaluator and/or documentation submitted from classroom teacher. | Comments **+/-** | |
| Attention |  |  |
| Handwriting |  |
| Vision |  |
| Hearing |  |  |
| Attendance |  |
| Family History of Reading Difficulties |  |
| Behavior Issues |  |
| Motivation |  |  |
| Speech Issues |  |  |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

Appendix C:

Dyslexia Program Exit Criteria Guide

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dyslexia Program Exit Criteria Guide | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| SIPPS | Completion of Appropriate  Level | Completion of Appropriate Level | Completion of Appropriate Level | Completion  of Appropriate Level | Completion of Appropriate  Level | Completion of Appropriate Level | Completion of Appropriate Level | Completion  of Appropriate Level | Completion of Appropriate Level | Completion of Appropriate Level | Completion  of Appropriate Level |
| *Example of Appropriate Level – based on Individual Response and Leveling Assessment Data* | *SIPPS Beginning Extension Challenge* | *SIPPS Beginning Extension Challenge* | *SIPPS Beginning Extension Challenge* | *SIPPS Extension Plus*  *Challenge* | *SIPPS Extension Plus*  *Challenge* | *SIPPS Extension Plus*  *Challenge* | *SIPPS Extension Plus*  *Challenge* | *SIPPS Extension Plus*  *Challenge* | *SIPPS Plus Challenge* | *SIPPS Plus Challenge* | *SIPPS Plus Challenge* |
| DRA2\* | EOY: 16 | EOY: 28 | EOY: 38 | EOY: 40 | EOY: 50 |  |  |  |  |  |  |
| \*DRA Level is subjective and may be considered with allowances in Accuracy and Comprehension per the Individual Student  The accuracy and fluency level should be developed to a point that supports the student’s comprehension. | | | | | | | | | | | |
| QRI 5\* |  |  |  |  |  | Passage  Level 6 | Upper Middle School Level | Upper Middle School Level |  |  |  |
| \*QRI Level is subjective and may be considered with allowances in Accuracy and Comprehension per the Individual Student  The accuracy and fluency level should be developed to a point that supports the student’s comprehension. | | | | | | | | | | | |
| State Assessment |  |  | Met  STAAR  Reading | Met  STAAR  Reading | Met  STAAR  Reading | Met  STAAR  Reading | Met  STAAR  Reading | Met  STAAR  Reading | Met  STAAR EOC  Eng I | Met  STAAR EOC  Eng II | Met  Eng I and Eng II STAAR previously |
| Teacher Input | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report | Successful Report |