

Dyslexia District Effectiveness Report 2026



October 12, 2026

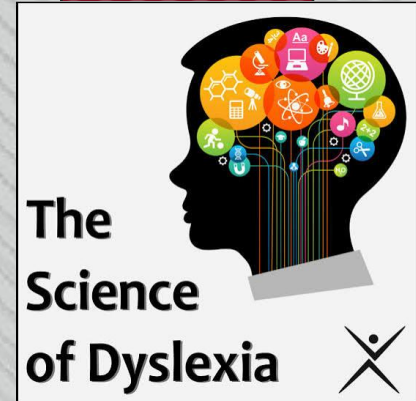
Kris Kelly, Executive Director of Special Education



DYSLEXIA

“Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual’s peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.”

-Adopted by the IDA Board of Directors on October 22, 2025



NISD Dyslexia Programs and Services

- NISD serves **3,308 total students** identified with dyslexia. Their program/service breakdown includes:
 - a. **Special Education Services:** 2,008 students
 - b. **Section 504 Accommodations:** 827 students
 - c. **No Services:** 473 students

The district continues to utilize targeted interventions for enrolled students:

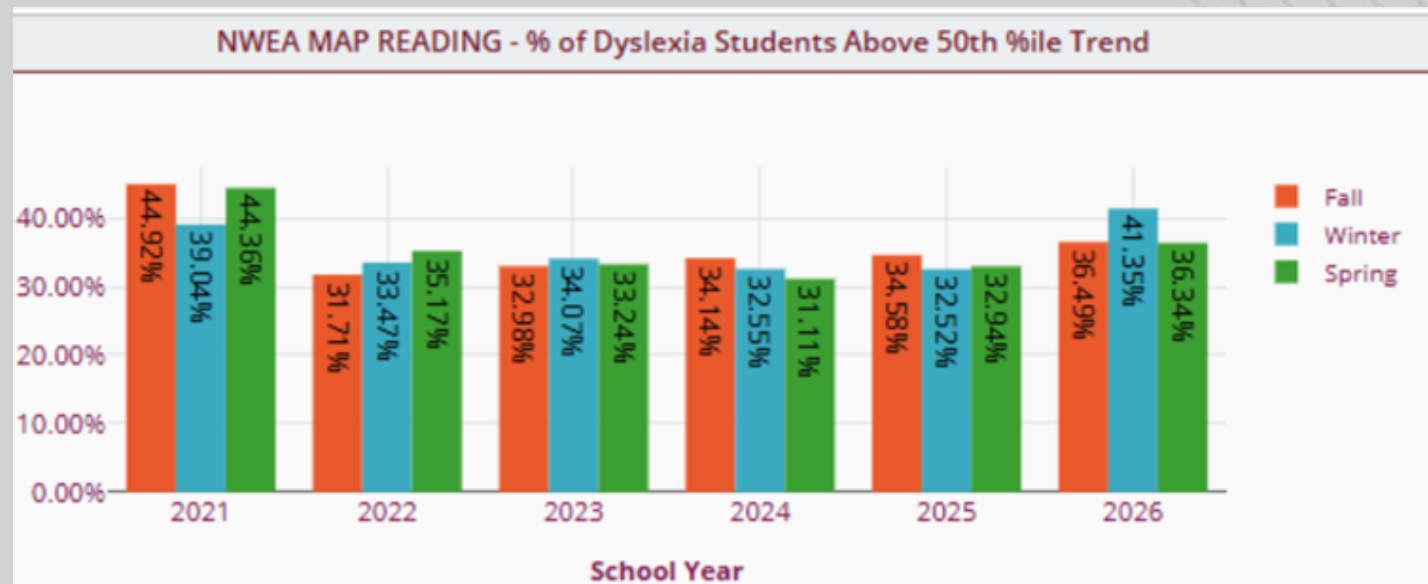
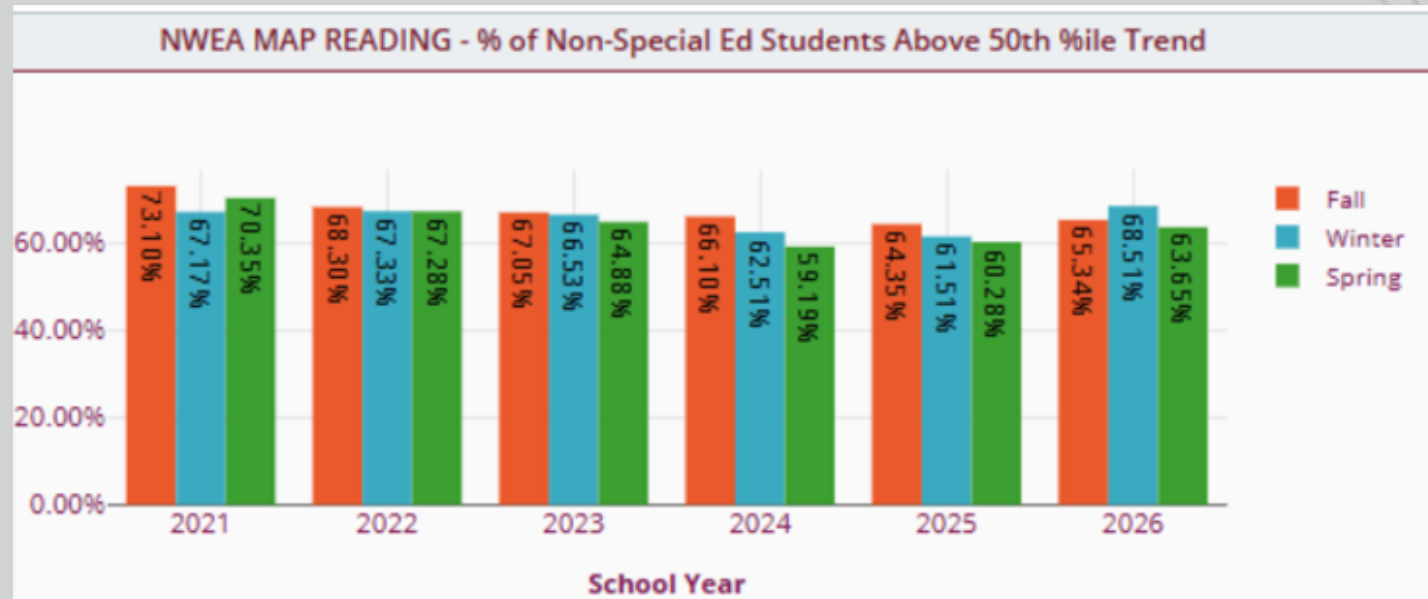
- **MTA (Multisensory Teaching Approach):** 1,207 students
- **Reading By Design:** 213 students
 - **Methodology:** Employ systematic, multisensory approach using visual, auditory, kinesthetic, and tactile pathways to teach decoding, comprehension, spelling, and handwriting.
 - **Instructional Frequency:** Classes meet **4–5 times per week** for **45 minutes**.
 - **Group Size Limits:**
 - **Elementary:** Maximum 6 students per group
 - **Secondary:** Maximum 8 students per group
 - **Teacher Qualifications:** Instructors must be trained by a Qualified Instructor (QI).



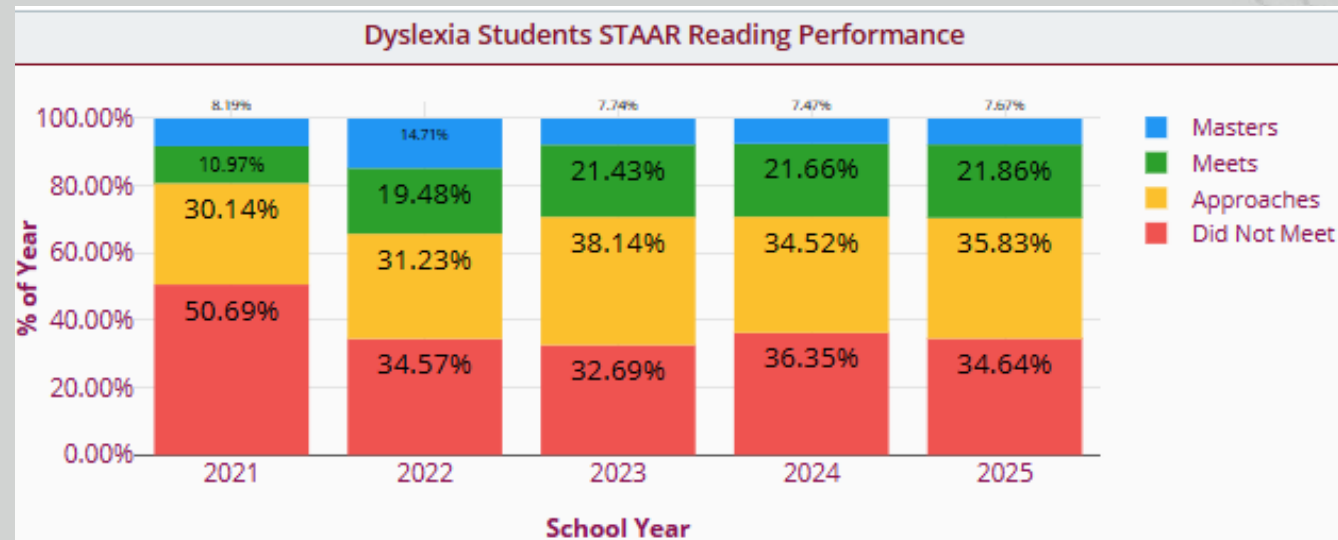
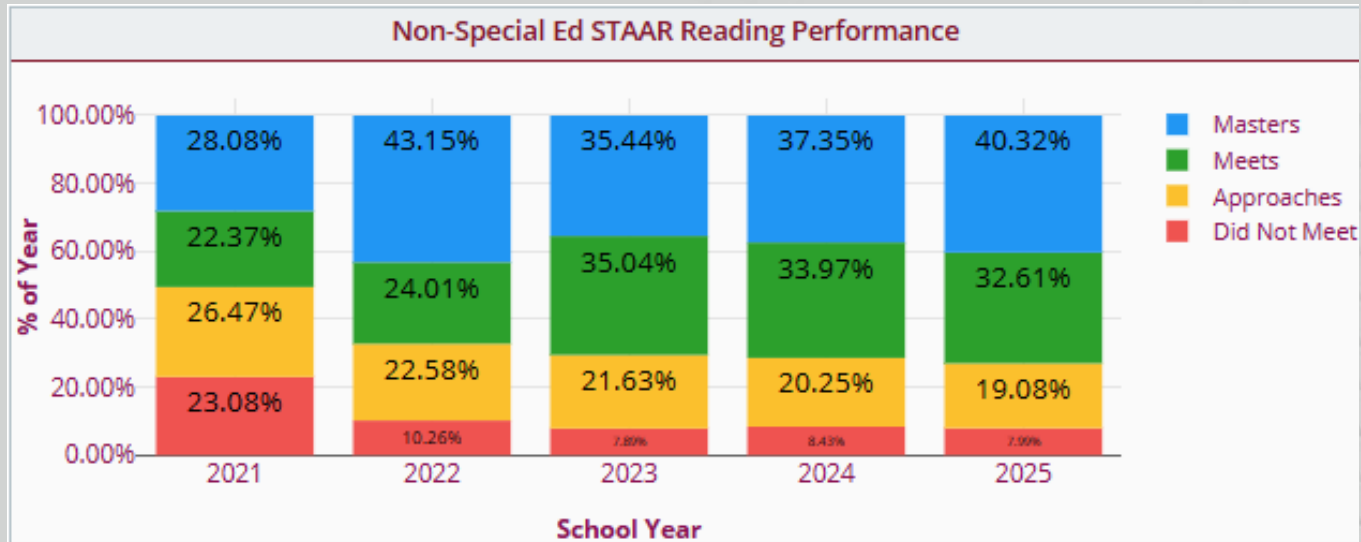
Screeners and Early Identification

- Kindergarten screener: April-May 2026
 - 2,567 students screened
- First Grade screener: December 2025
 - 962 students screened
- Diagnosticians
 - New C-SEP Model for evaluations - more focused and streamlined model
 - Weekly ART (Assessment Review Team) committees review 24 cases/week for all initials, including specific learning disabilities.

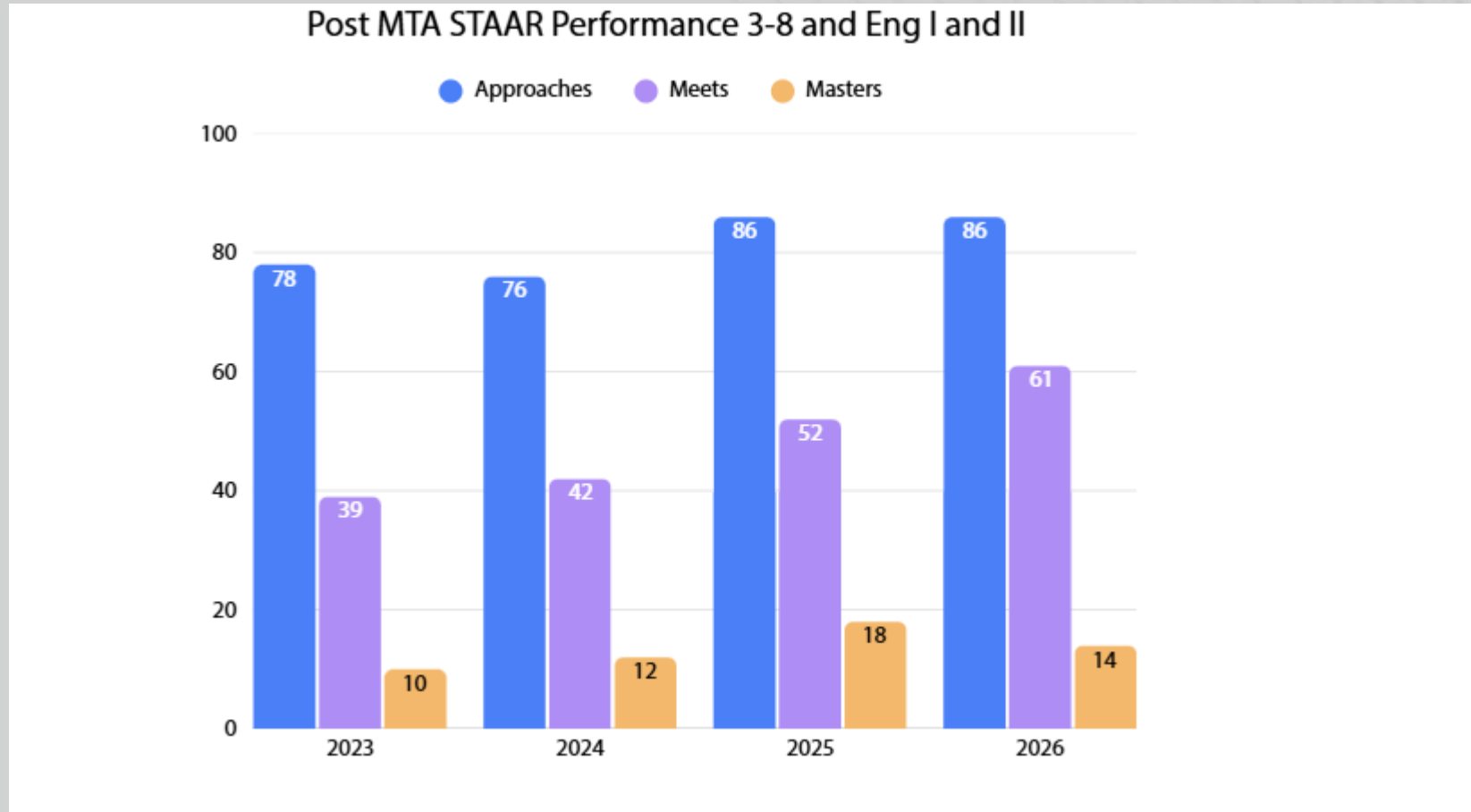




Dyslexia STAAR Performance



Post MTA STAAR Performance Reading 3-8 and English I and II EOCs



Professional Learning Opportunities

Continue learning and support for:

- “New” Special Education teachers of Dyslexia (58)
 - Moving through curriculum more quickly
 - Monthly District/Campus Special Education PLCs
- 25 of our 58 Dyslexia teachers have completed Year 1 or 2 of Academic Language Therapy Training = **CALT** or **CALP** or **are in training**
- Instructional coaching and support from Special Education Coordinators and Coaches
- Next steps when students do not respond to instruction



Areas of Focus & Challenges

- Adding newly qualified students to already full schedules
- Starting all students at Kit 1, per curriculum
- Varied pacing of students
- The new language in the evaluation- taking out the verbiage “unexpected” has students qualifying who previously DNQ



Celebrations

- ★ 100% of our dyslexia teachers have obtained their special education certification
- ★ Scheduling efficiently and effectively
- ★ Most students with dyslexia are making *at least* a full-year of growth
- ★ Taking on caseloads with the increase in Special Education numbers
- ★ Our 4th annual **NISD Parent Dyslexia Simulations** were held for each feeder pattern in October and November. This gives a true “glimpse” of what it is like to be a learner with dyslexia. We had approximately 100 parents attend and received very positive feedback.





Questions?

[Dyslexia Handbook 2024 Update](#)