Dyslexia Program

Guidelines

And

Procedures

June 2016

North East Independent School District
8961 Tesoro Drive
San Antonio, TX 78217
Dyslexia Office (210) 407-0283
ASSURANCE OF NONDISCRIMINATION

North East ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1972, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

    Tammy Gomez, ADA Coordinator
    Gerard Cortez, Executive Director of Special Education
    Janice Greer DeHaven, Director for §504 Services

If you need assistance of the Office of Civil Rights (OCR of the Department of Education, the address of the OCR Regional Office that covers Texas is:

    Dallas Office for Civil Rights, U.S. Department of Education
    1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810
    Telephone: (214) 661-9600 Fax: (214) 661-9587
    Email: OCR.Dallas@ed.gov
North East Independent School District

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Ms. Brigitte Perkins Vice-President
Ms. Sandy Hughey Secretary
Mr. Tony Jaso Member
Ms. Sandi Wolff Member
Mr. Jim Wheat Member
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Dr. Pauline Dow Associate Superintendent for Instruction and Technology Services, Chief Instructional Officer
Dr. Donna Newman Associate Superintendent Division of Campus Administration and Human Resources
Mr. Dan Villarreal Associate Superintendent / Chief Financial Officer, Division for Business Services
Mr. Ron Clary Associate Superintendent for Operations

Department of Special Education: Section 504 Supports
Gerard Cortez Executive Director
Janice Greer DeHaven Director
Janet Tracy Program Coordinator
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North East ISD Dyslexia Program Compliance

The North East ISD Dyslexia Program follows the structure as set forth in Texas Education Code (TEC) §38.003 and Chapter 19 of the Texas Administrative Code (TAC) §74.28. In addition, guidelines in The Dyslexia Handbook, Revised 2014 are followed in establishing district procedures for assessment, identification, and placement of students. Procedures for assessing students for dyslexia, and for identification and placement of these students have been established under §504 guidelines. Procedures are implemented when it is determined that dyslexia substantially limits learning for the identified student.

Definition and Characteristics of Dyslexia: Texas Education Code §38.003

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

The current definition from the International Dyslexia Association states:

“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 related reading experience that can impede growth of vocabulary and background knowledge. (Adopted by the International Dyslexia Association 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 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.
The following are the reading/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation;
- Difficulty accurately decoding nonsense or unfamiliar 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;
- Phonological memory (holding information about sounds and words in memory); and/or
- 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

**Procedures Required by State and Federal Law Prior to Formal Assessment**

TEC §28.006 requires school districts and charter schools to administer early reading instruments to all students in kindergarten, grade 1, and grade 2 to assess their reading development and comprehension. If, on the basis of the reading instrument results, students are determined to be at risk of dyslexia or other reading difficulties, the district must inform parents of results and implement an accelerated (intensive) reading program that appropriately addresses the students' reading difficulties and enables them to “catch up” with their typically performing peers. School districts implement reading programs using scientifically based reading research in accordance with NCLB requirements. The most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEIA), passed in 2004, is consistent with NCLB in emphasizing the quality of instruction and documentation of student progress. A process based on the student’s response to scientific, research-based intervention is one of the criteria used to determine whether a student has a specific learning disability including dyslexia (The Dyslexia Handbook, Texas Education Agency, 2010). The definition of dyslexia adopted by the International Dyslexia Association (IDA) indicates that the unexpected difficulties that students demonstrate in the area of reading are seen despite the provision of effective, scientifically based, classroom instruction.
Response to Intervention
The interventions provided to students who are reported to be at risk for dyslexia or other reading difficulties should align with the requirements of NCLB legislation that requires that districts and charter schools implement reading programs using scientifically based reading research (SBRR). Additionally, the most recent reauthorization of the federal Individuals with Disabilities Education Act (IDEIA), passed in 2004, is consistent with NCLB in emphasizing quality of instruction and documentation of student progress. A process based on the student’s response to scientific, research-based intervention is one of the criteria included in IDEIA 2004 that States may use in determining whether a student has a specific learning disability, including dyslexia. Districts and charter schools are strongly recommended to implement an RTI process for students who are at risk for dyslexia or other reading difficulties, as they would with any student exhibiting learning difficulties. Ongoing assessment and progress monitoring of reading achievement gains are required for students at risk for dyslexia or other reading difficulties. Additional information pertaining to initiatives that support the reading achievement of Texas students is available on TEA’s website: www.tea.texas.gov Regardless of the process in place, the parents or guardians always have the right to request a referral for assessment at any time.

“Students enrolling in public school in this RTI shall be assessed for dyslexia and related disorders at appropriate times.” The appropriate time depends on multiple factors including the student’s reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction; teachers’ input; and input from the parents or guardians. (Texas Education Code 38.003 (a))

District Process for Determinations for Students with Dyslexia
In NEISD, students may be referred for a dyslexia evaluation at any time during the year up to the 35th day before the last day of instruction. When a student is referred for dyslexia evaluation, the campus dyslexia contact will begin the data gathering process outlined in The Dyslexia Handbook, Revised 2014. All information related to the student, such as vision and hearing screenings, report cards, work samples K-2 reading assessment data, state assessment scores and language proficiency data will be considered. The campus 504 committee will follow all processes and procedures to notify parents of the recommendation to assess, inform parents of their rights under 504 law and obtain permission for formal dyslexia assessment.

In the event that a referral is made by the ARD committee, special education processes, procedures, and policies will be followed. If a student has IEP (individualized education plan)
content goals, the campus dyslexia contact or district dyslexia designee will conduct the
dyslexia assessment and the ARD committee will make the identification decision according to
the criteria specified in The Dyslexia Handbook, Revised 2014 and recorded on the district
report form. All special education processes, policies, and procedures will be followed.

**Dyslexia Assessment Procedures**

1. The teacher uses intervention strategies with students struggling with reading and
   spelling
2. If the student continues to struggle and is not making appropriate progress, the
teacher begins collecting data and refers the student to Response to Intervention
   Team (RTI). Information to be considered includes the following:
   - Vision and hearing screening;
   - Teacher reports of classroom concerns;
   - Class and/or district reading assessments;
   - RTI interventions and progress monitoring data provided by teacher(s);
   - Academic progress reports (report cards);
   - Testing for limited English proficiency (Home Language Survey);
   - Speech and language screening or services;
   - TPRI/TEJAS LEE, Istation, STAAR scores;
   - Results of special education evaluation, if applicable;
   - Other standardized testing; and
   - Samples of student’s work
3. Formal Assessment
   As stated in Texas Education Code 38.003 (a):
   “Students enrolling in public school in this state shall be assessed for dyslexia and
   related disorders at appropriate times.” The appropriate time depends on multiple
   factors including the student’s reading performance, reading difficulties, poor
   response to supplemental, scientifically based reading instruction; teachers’ input;
   and input from the parents or guardians.
   When formal assessment is recommended, the district completes the evaluation
   process as outlined in §504 using the following procedures:
   - Notify parents or guardians of proposal to assess student for dyslexia (§504)
   - Inform parents or guardians of their rights under §504
   - Obtain permission from the parent or guardian to assess the student for
dyslexia
• 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)

The notices and consent must be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless it is clearly not feasible to do so.

4. RTI committee gathers all relevant information and meets to make suggestions and recommendations according to RTI guidelines. The campus dyslexia contact should be consulted and become a member of RTI at the time a student is being considered for possible dyslexia assessment.

5. If RTI concludes that dyslexia assessment is appropriate, campus will email compliance specialist with student’s legal first and last name, ID number, and campus to be added into E504 program. Complete eSped screens 1-4.

6. The following forms must be sent home for completion by parent/guardian:
   • 504 Notice and Consent for 504 Evaluation (eSped)
   • Notice of Parent & Student Rights Under Section 504 (504 Intranet site)
   • Parent Checklist (DYS1)
   • Page 2 of Notice and Consent and Parent Checklist must be completed and returned.

7. All information and data gathered is forwarded to the Instructional Intervention Teacher (IIT) at elementary or the dyslexia coordinator at RAMEC for secondary.

8. The student is assessed for dyslexia using appropriate tests and assessment measures by a trained professional in accordance with procedures as outlined in The Dyslexia Handbook (Texas Education Agency, 2014). Appendix B contains a list of tests and informal measures used in NEISD for dyslexia assessment.

9. After completion of the assessments, a report will be written summarizing all scores, observations, and recommendations of the assessor.

10. Upon receipt of the completed report, the §504 committee, including the parent or guardian, meets to consider all information and determines if the student has dyslexia. §504 committee also determines placement, interventions, and/or accommodations. All decisions regarding identification of a student as dyslexic should adhere to §504 guidelines.

11. Following the §504 committee meeting, parents/guardians must receive a copy of the report and the §504 plan. Placement, interventions, and/or accommodations should
be implemented immediately. The §504 campus designee will be responsible for overseeing implementation.

12. All dyslexia data and student profile sheet will be placed in the student’s §504 folder in the front of the cumulative folder.

**Parent Requests for Dyslexia Assessment**

Parents may request that a student be assessed for dyslexia. When such a request is received by the campus, the §504 committee will review relevant student data and decide whether assessment is warranted. The campus §504 coordinator will notify the parent of the decision within fifteen school days. If the student will be tested, the §504 campus coordinator will provide the parent with the Notice and Consent for Evaluation. The evaluation will be conducted following the §504 process.

**Students in Special Education**

Students receiving special education services may be considered for dyslexia assessment. All recommendations and decisions must be made by the Admission, Review, and Dismissal Committee (ARDC). This includes students who receive Speech as their only Special Education Program. It is recommended that the campus dyslexia contact person become a member of the ARDC if dyslexia may be a matter for consideration. A copy of special education evaluations will need to be made available with the recommendation for dyslexia assessment from an ARD committee along with other pertinent data.

**Assessment Tests and Measures**

The student is assessed for dyslexia using appropriate tests and assessment measures by a trained professional as outlined in *The Dyslexia Handbook* (Texas Education Agency, 2014). A list of tests and informal assessments used in NEISD is in Appendix B. After completion of the assessments, a report will be written summarizing all scores, observations, and recommendations of the assessor. The following are required areas of assessment in determining whether a student has dyslexia.

1. **Academic Assessment**
   - Letter knowledge (letter and sound)
   - Reading words in isolation
   - Decoding unfamiliar words accurately
   - Reading fluency (both rate and accuracy)
   - Reading comprehension
   - Spelling
2. Cognitive Processes
   - Phonological/Phonemic Awareness
   - Rapid naming of symbols or objects

3. Additional Areas for Consideration
   - Vocabulary
   - Listening comprehension
   - Verbal expression
   - Written expression
   - Handwriting
   - Orthographic processing
   - Mathematical calculation/reasoning
   - Phonological memory
   - Verbal working memory
   - Processing speed

**English Language Learners**

Students served in Bilingual, Dual Language, and/or ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services are considered under the category of English Language Learners. Since the identification and service delivery process for dyslexia must be aligned to the student’s linguistic environment and educational background, involvement of the LPAC is required.

**Required Additional Data Gathering**

Language Proficiency Assessment Committee (LPAC) documentation TEC §89.1220 (g, h, i) that is necessary to consider when identifying ELLs with dyslexia.

- Home Language Survey;
- Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests);
- STAAR when available;
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Previous schooling in and outside of the United States
- Type of language program model provided and language of instruction;
- Linguistic environment and second-language acquisition development;

**Students who struggle to read in their native language**

Similar measures to previously discussed assessments, in the student’s native language, are used. This may require that dyslexia personnel work with the bilingual
staff to administer the measure and determine if student performance is lower than would be expected for the student’s age/grade. Additional assessment of oral language proficiency should be completed for the dyslexia evaluation due to the importance of the information for consideration in relation to academic challenges, planning the assessment, and interpreting assessment results.

**Required Additional Assessment:**

- Comprehensive oral language proficiency testing should be completed in English and the student’s native language, whenever possible.
- If the student has received academic instruction in his/her native language as well as English, assessments are completed in both languages to the appropriate extent.

**Considerations for Native English Speakers in a Dual Language Environment**

English dominant students participating in the Dual Language program are exposed to a second language (Spanish) for their core academic instruction. These students will develop their skills in Spanish over time in the following sequence listening, speaking, reading, and then writing. Students may need linguistic accommodations in the classroom.

**Identification of Students with Dyslexia**

The identification of an eligibility under dyslexia is made by the §504 committee or in the case of a special education referral, the admission, review, and dismissal (ARD) committee.

The Committee must be knowledgeable about:

- the student being assessed
- the assessments used, and
- the meaning of the collected data

The committee members should also have knowledge about

- the reading process
- dyslexia and related disorders
- dyslexia instruction
- district, state, and federal guidelines for assessment

The §504 committee or ARD committee must first determine if a student’s difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary
characteristics of dyslexia with unexpectedly low performance for the student’s age and educational level in some or all of 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)

This unexpectedly low reading performance will be the result of a deficit in phonological processing, including the following:

- Phonological Awareness
- Rapid Naming
- Phonological Memory

The §504 or ARD committee must examine the student’s data to determine whether these difficulties are unexpected for the student in relation to the student’s other cognitive abilities and unexpected in relation to the provision of effective classroom instruction. The student’s lack of progress not being due to sociocultural factors such as language differences, irregular attendance, and lack of experiential background. The following questions are to be considered by the §504 or ARD committee when making a determination:

- Do the data show a pattern of low reading and spelling skills that is unexpected for the student in relation to the student’s other cognitive abilities and provision of effective classroom instruction?
- Does this pattern indicate the student has dyslexia?
- Does the student have a disability under §504?

**Identification Categories for Students with Dyslexia**

While there are no automatic qualifying conditions under §504, an identification of dyslexia may mean that a student is 504 eligible. Section 504 defines an individual with a disability as one whom “(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

An identification of dyslexia is NOT an automatic qualification for §504 services. Not all students referred for dyslexia assessment are necessarily eligible for §504. A student is considered to have a disability under §504 if he or she has a condition that substantially
limits a major life activity. Students with additional factors that complicate their dyslexia may require additional support or referral to special education.

There are three categories of dyslexia identification. It is the responsibility of the campus §504 committee to make an appropriate identification or referral.

- Dyslexic, but NOT eligible under §504
- Dyslexic and §504 eligible
- Dyslexic and Special Education eligible (NOTE: Eligibility for Special Education services is an ARD committee decision.) A §504 committee may refer a student for consideration of Special Education, following all NEISD processes and procedures regarding a referral to Special Education.

**Placement and Progress Monitoring**

After a student has been identified with dyslexia, the committee determines the appropriate placement to meet the student’s individual needs. Services may be provided as follows:

- If a student is NOT identified with dyslexia, the student will be referred to the campus RTI team. The team will identify appropriate interventions following procedures outlined in the *NEISD Rt² Handbook*.
- If a student is determined to have dyslexia but NOT eligible under §504, the student is referred to the RTI team for program placement (which may include placement into the district’s dyslexia program) and monitoring of progress toward grade level goals.
- If a student is determined to have dyslexia AND to be §504 eligible, the §504 committee will develop an individualized plan according to NEISD’s §504 Manual. This plan will include any intervention services, instructional accommodations and accommodations for statewide assessment.
- If a student is determined to have dyslexia and is also eligible for special education services, the ARD committee will develop an individualized education program (IEP) for the student. The IEP will include instructional goals, instructional accommodations, and statewide assessment decisions and accommodations.

The progress of students in the dyslexia program will be reviewed annually by the campus RTI team, §504 committee, or ARD committee respectively. Consideration of all available data shall be given when determining a student’s progress toward grade level goals.
Intervention Services: The Components of Instruction for Students with Dyslexia

Components of instruction, as appropriate for the reading needs of the student, include the following:

- Phonemic awareness
- Graphophonemic knowledge (phonics)
- Language structure that emphasizes morphology
- Linguistic instruction directed towards proficiency and fluency
- Strategy-oriented instruction in decoding, encoding, word recognition, fluency, and comprehension

Instructional approaches, as appropriate to meet the individual needs of the student, include the following as outlined in 19 TAC §74.28:

- Explicit, direct instruction that is systematic, sequential, and cumulative
- Individualized instruction that meets the specific learning needs of each student in a small group setting
- Intensive, highly concentrated instruction that maximizes student engagement
- Meaning-based instruction
- Multisensory instruction

Qualifications of Teachers of Students with Dyslexia

All teachers should receive basic training in the characteristics and identification of dyslexia, and in working with dyslexic students in the regular classroom with appropriate accommodations. The district provides opportunities for teachers to attend professional development related to dyslexia on Super Saturdays and other staff development days. Campus based training may also be available for teachers.

As stated in 19 TAC, §74.28, the teachers who provide appropriate instruction or intervention 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.

Teachers trained in the appropriate instruction for dyslexia may serve as consultants in the area of dyslexia and related disorders to general education, remedial, and special education teachers.
Appendix

Parent Checklist
Teacher Checklist
Dyslexia Testing Profile (English)
Dyslexia Testing Profile (Spanish)
NEISD Board Policy: Education Code 38.003; 19 TAC 74.28
PARENT CHECKLIST

The difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, reading comprehension, spelling and/or written composition. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities.

The following are the reading/writing/spelling characteristics of dyslexia:
- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense or unfamiliar words
- Slow, inaccurate, or labored oral reading
- Difficulty with learning to spell

Characteristics of Dyslexia: √ items observed with your student

- Difficulty learning the names and/or sounds of letters
- Difficulty with learning and reproducing the alphabet in correct sequence (oral and/or written form)
- Difficulty rhyming
- Difficulty learning to read
- Poor awareness of sounds in words: sound order or sequence of syllables
- Difficulty blending sounds into words
- Difficulty reading familiar sight words
- Difficulty accurately decoding unfamiliar words
- Inaccurate, slow, and labored oral reading (word-by-word reading)
- Omission of small words or word endings when reading
- Difficulty with reading comprehension
- Difficulty with rapid naming of familiar objects, colors, or letters of the alphabet
- Difficulty with handwriting and/or written composition
- Poor spelling
- Reversals, inversions, transpositions of letters and/or numbers
- Significant difference between verbal and nonverbal abilities (nonverbal significantly higher than the verbal) or verbal significantly higher than achievement demonstrations
- Good listening comprehension with good oral participation;
- Avoidance of tasks requiring reading and/or writing
- Confusion with directionality, space, & time (before/after, right/left, yesterday/tomorrow)
- Talents in fine arts, science, mathematics, mechanical skills, and/or other abilities not dependent on reading/writing proficiency
- Family history of reading difficulties
Consideration for Dyslexia Evaluation: Teacher Checklist

Student: ___________________________ DOB______________ Grade_______
Teacher:_________________ Subject:___________ School:___________

Does student wear glasses? __________ If yes, correction for □ near □ far vision
Date Checklist Completed: ____________

Please √ YES or NO to the following questions.

☐ Y ☐ N has adequate intelligence, ability to learn
☐ Y ☐ N has inconsistent performance on academic tasks
☐ Y ☐ N is unable to read satisfactorily in spite of adequate intelligence and opportunity
☐ Y ☐ N exhibits frequent letter reversals, rotations, and transpositions in reading, writing, & spelling
☐ Y ☐ N demonstrates reading comprehension significantly below grade level
☐ Y ☐ N demonstrates better reading comprehension when reading aloud than silently
☐ Y ☐ N reads unfamiliar words better in context than in isolation
☐ Y ☐ N has good/excellent listening comprehension
☐ Y ☐ N has difficulty with written expression, but does well with oral evaluations
☐ Y ☐ N has difficulty reciting (not singing) the alphabet correctly in sequence
☐ Y ☐ N has difficulty writing the alphabet correctly in sequence
☐ Y ☐ N has difficulty associating sounds with letters
☐ Y ☐ N demonstrates weak sound blending ability when reading
☐ Y ☐ N has difficulty with spelling

☐ Y ☐ N demonstrates poor overall coordination
☐ Y ☐ N has difficulty with handwriting
☐ Y ☐ N has difficulty with copying
☐ Y ☐ N has difficulty with drawing
☐ Y ☐ N mispronounces some speech sounds
☐ Y ☐ N is or has been in speech therapy
☐ Y ☐ N has difficulty expressing him/herself.
☐ Y ☐ N has difficulty remembering or following directions
☐ Y ☐ N is easily distracted
☐ Y ☐ N has a short attention span
☐ Y ☐ N exhibits signs of frustration
☐ Y ☐ N forgets or loses papers
☐ Y ☐ N lacks organizational skills
☐ Y ☐ N has difficulty with math computations
☐ Y ☐ N is successful with computation but has difficulty with math word problems
☐ Y ☐ N has poor sense of direction and/or time
☐ Y ☐ N has difficulty with before/after, left/right, etc.
☐ Y ☐ N demonstrates low self esteem
# Dyslexia Testing Student Profile

Student: ___________________  DOB: ___________________  ID: _____________  Grade: ____

Date of Test: ___________________  Examiner: ___________________

## 1A. Primary Characteristics

<table>
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<tr>
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<th>Standard Scores</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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<td>Word Decoding</td>
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<td>Spelling</td>
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<td>Fluency</td>
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<td>Rate</td>
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## 1B. Secondary Characteristics

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<th>Assessment</th>
<th>Standard Scores</th>
<th>Below Average</th>
<th>Average</th>
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<td>Reading Comp.</td>
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<td>Written Composition</td>
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## 2. Phonological Processing/Phonemic Awareness

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<th>Assessment</th>
<th>Standard Scores</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
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<tr>
<td>Phonological Awareness</td>
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<tr>
<td>Phonological Memory</td>
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<tr>
<td>Rapid Naming</td>
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<tr>
<td>Letter Knowledge</td>
<td></td>
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</tr>
</tbody>
</table>

## 3. Is there evidence of unexpectedness?

- Data shows that student has received effective classroom instruction  
  - Yes  
  - No
- Data shows that student has academic difficulties in reading and written spelling  
  - Yes  
  - No
- Data shows that student exhibits one or more of the primary characteristics  
  - Yes  
  - No
- Data shows that student has a deficit in phonological/phonemic awareness  
  - Yes  
  - No
- Data shows that the student has adequate intelligence (ability to learn in absence of print)  
  - Yes  
  - No

**Data shows that the student’s lack of progress is NOT due to:**

- The student has a primary language other than English  
  - Yes  
  - No
- Irregular attendance (including tardiness)  
  - Yes  
  - No
- Lack of experiential background  
  - Yes  
  - No
- Brain injury, disease, surgery or other health factor that would interfere with learning  
  - Yes  
  - No

Comments: ___________________
A. Is the student’s listening comprehension stronger than deficits from Q 1A and Q2?  □ Yes □ No

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Area Evaluated</th>
<th>Standard Score</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

B. Is listening comprehension stronger than the student’s reading comprehension?  □ Yes □ No

<table>
<thead>
<tr>
<th>Assessment</th>
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</table>

Attention or memory issues may impact (lower) the listening comprehension score.

C. Is the student’s reading comprehension stronger than deficit areas in Q1 and Q2?  □ Yes □ No

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Area Evaluated</th>
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<td></td>
<td>Reading</td>
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</tbody>
</table>

D. Is the student’s verbal ability stronger than deficit areas in Q1A and Q2?  □ Yes □ No

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Area Evaluated</th>
<th>Standard Score</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral Language</td>
<td></td>
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</tbody>
</table>

Co-Existing Factors/Complications:

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
</tr>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td>Vision</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Family History of Reading Difficulties</td>
</tr>
<tr>
<td>Behavior Issues</td>
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<tr>
<td>Motivation</td>
</tr>
<tr>
<td>Speech Issues</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

__________________________________________         __________________________________________
Instructional Intervention Teacher                     Program Coordinator for Dyslexia

Adapted from Region 10 ESC
Dyslexia Testing Student Profile: Spanish

Student: ___________________ DOB: _______________ ID: _______________ Grade: __________
Date of Test: __________________________________________ Examiner: ____________________

Oral Language Proficiency & Dominance
LAS Results Listening ______ Speaking ______ Composite ______ Years in US schools: ______

1A. The pattern of weaknesses in a student with dyslexia will reflect variable difficulties with low performance for the student’s age and education level in the following academic skills:

<table>
<thead>
<tr>
<th>Primary Characteristics</th>
<th>Assessment</th>
<th>Composite Scores</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Reading</td>
<td></td>
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<tr>
<td>Word Decoding</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Fluency</td>
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<tr>
<td>Rate</td>
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<tr>
<td>Accuracy</td>
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</tbody>
</table>

Note: While decoding, word recognition, accuracy, and spelling are important dyslexia indicators in the English orthography, in more transparent orthographies, such as Spanish, it has less influence. Poor reading rate and reading comprehension appear to be more decisive characteristics in the identification process of dyslexia in a phonetic language.

1B. Is there a deficit in one or more of the Secondary Consequences of dyslexia?

<table>
<thead>
<tr>
<th>Secondary Characteristics</th>
<th>Assessment</th>
<th>Composite Scores</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comp.</td>
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<tr>
<td>Written Composition</td>
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</tbody>
</table>

2. Is there a deficit in Phonological Processing/Phonemic Awareness? (Underlying causes of Dyslexia)

<table>
<thead>
<tr>
<th>Phonological Processing/Phonemic Awareness</th>
<th>Assessment</th>
<th>Composite Scores</th>
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3. Is there evidence of unexpectedness?
- Data shows that student has received effective classroom instruction? □ Yes □ No
- Data shows that student has academic difficulties in reading and written spelling? □ Yes □ No
- Data shows that student exhibits one or more of the primary characteristics? □ Yes □ No
- Data shows that student has a deficit in phonological/phonemic awareness or rapid naming? □ Yes □ No
- Data shows that the student has adequate intelligence (ability to learn in absence of print)? □ Yes □ No

Data shows that the student’s lack of progress is NOT due to:
• Lack of consistent instruction in an ELL program? □ Yes □ No
• Irregular attendance (including tardiness)? □ Yes □ No
• Lack of experiential background? □ Yes □ No
• Brain injury, disease, surgery or other health factor that would interfere with learning? □ Yes □ No

Comments:

A. Is the student’s listening comprehension stronger than deficits from Q 1A and Q2? □ Yes □ No

Is listening comprehension stronger than the student’s reading comprehension? □ Yes □ No

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Attention or memory issues may impact (lower) the listening comprehension score.

B. Is the student’s reading comprehension stronger than deficit areas in Q1 and Q2? □ Yes □ No

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C. Is the student’s verbal ability stronger than deficit areas in Q1A and Q2? □ Yes □ No

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<td>Oral Expression;</td>
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<td>OR Vocabulary Knowledge</td>
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<td>Math Reasoning</td>
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Co-Existing Factors/Complications:  Comments

Attention
Handwriting
Vision
Hearing
Attendance
Family History of Reading Difficulties
Behavior Issues
Motivation
Speech Issues
Other:

Instructional Intervention Teacher

Program Coordinator for Dyslexia

NEISD Board Policy: Education Code 38.003; 19 TAC 74.28
DYSLEXIA AND RELATED DISORDERS

The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education’s Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.

IDENTIFICATION AND TESTING

Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student’s parent or guardian or another person standing in parental relation to the student.

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia Handbook.

TREATMENT

Each school shall provide each identified student access at his or her campus to instructional programs required at READING PROGRAM below and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student’s parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus.

READING PROGRAM

The District shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the Dyslexia Handbook.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the District- and/or campus-level committees shall include these instructional strategies.

REASSESSMENT

Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student’s need for accommodations until the District reevaluates the information obtained from previous testing of the student.

NOTICE TO PARENTS

The District shall inform parents and guardians of students eligible under Section 504 [see FB] of all services and options available to the student under that statute.

PARENT EDUCATION

The District shall provide a parent education program for parents and 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 modifications, especially modifications allowed on standardized testing.