2025-2026 Dyslexia Program Reporting –
as per Ark. Code of 1987 (2024)
DYSLEXIA & RELATED DISORDERS
(§§ 6-41-609)

Question #1: During 2025-2026 the Huntsville School District used the evidence-based **SPIRE** and **Phonics First** Dyslexia Intervention Programs to address the deficit areas of students identified as exhibiting characteristics of dyslexia through small group intervention.

Question #2: During 2025-2026 the Huntsville School District, **155** students received Dyslexia Intervention from a trained Interventionist.

Question #3: During 2025-2026, a total of **212** students currently attending the Huntsville School District were identified as exhibiting characteristics of dyslexia.

During the 2025-2026 school year, the Huntsville Schools continued use of the SPIRE Program (Specialized Program Individualizing Reading Excellence) developed by Sheila Clark-Edmands with EPS School Specialty. At Watson Primary School from grades K-2 the Phonics First curriculum and other supplementary materials for intensive intervention. Students at St. Paul, and in grades 3-12 at Huntsville Intermediate, Middle, and High Schools began the year with the SPIRE Curriculum. Both the SPIRE and Phonics First programs are evidence-based, state approved, rely on the Orton-Gillingham approach, and address needs specific to students displaying markers of dyslexia.

In addition to Phonics First and SPIRE instruction, many identified students also received supplementary support through UFLI, IXL, Learning Ally, Building Vocabulary from TCM, Lexia Learning's Core 5 and Power Up. IXL is a comprehensive K-12 Curriculum software designed to enhance student learning in the areas of math, language arts, science, social studies, etc.

During 2025-2026 five additional HSD Interventionists were trained by EPS School Specialty on the SPIRE program specifics and implementation. All Interventionists providing Tier 3 Dyslexia Intervention through SPIRE or Phonics First have been trained by the appropriate publisher.

During the 2025-2026 school year several identified students moved in, withdrew from the program at the parent's request, exited, or moved away all contributing to adjustments in enrollment. A total of 36 new students were identified and placed during the year. All students in K-3 were monitored regularly for reading progress. A total of 54 students received Level 2 Dyslexia Diagnostic Screenings by the Huntsville School District. In all 152 students attending the Huntsville School District received dyslexia intervention services provided by a trained Dyslexia Interventionist during the 2025-2026 for all or a significant part of the school year.