



Henrietta ISD Dyslexia Plan

2025- 2026

Table of Contents

1. Mission Statement
2. Introduction
3. Definition of Dyslexia
4. Screening
5. Procedures for Evaluation and Identification of Students with Dyslexia
6. Review and Interpretation of Data and Evaluation
7. Identification of Students with Dyslexia
8. Timeline for Dyslexia Assessment
9. Instructions for Students with Dyslexia
10. Exiting Dyslexia Intervention
11. Monitoring Exited Students

1. Mission Statement

The mission of the Henrietta ISD Dyslexia Program is to provide specialized instruction to the individual needs of students with dyslexia and related disorders to provide opportunities for these students to develop their potential as learners.

2. Introduction

In the state of Texas, students who continue to struggle with reading, despite appropriate or intensified instruction, are provided organized systems of reading support. Some students struggle during early reading acquisition while others do not struggle until the later grades, even at the postsecondary level. Here they face more complex language demands (i.e. reading textbooks, academic texts, and other print material). For many struggling readers, the difficulty may be due to dyslexia. Dyslexia is found in all student populations and languages. Some students with dyslexia may be Emergent Bilingual students (EBs) who struggle with reading not only in English, but in their native language as well.

The purpose for this plan related to dyslexia is to provide guidelines and procedures in early identification of and instruction for students with dyslexia.

3. Definition of Dyslexia

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays the ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

TEC §38.003 defines dyslexia and related disorders in the following way:

“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.

TEC §38.003(d)(1)-(2) (1995)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The International Dyslexia Association defines “dyslexia” in the following way:

“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 International Dyslexia Association, 2025

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.

[The Dyslexia Handbook 2024 Update](#)

4. Screening

(Chapter 2 in The Dyslexia Handbook 2024 Update) (TEC §38.003) (TAC §74.28)

Kindergarten students will be screened at the end of the year. A letter explaining the results will be sent home to parents.

First grade students will be screened by January 31. A letter explaining the results will be sent home to parents.

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in Figure 2.2 below

Figure 2.2. Criteria for English and Spanish Screening Instruments	
Kindergarten	First Grade
<ul style="list-style-type: none">• Letter Sounds Knowledge or Letter Naming Fluency• Phonological Awareness	<ul style="list-style-type: none">• Word Reading Accuracy or Fluency• Phonological Awareness

Interpretation of Data

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia. This team must consist of individuals who have knowledge of the student, are appropriately trained in the administration of the screening tool, are trained to interpret the quantitative and qualitative results from the screening process, and can recognize characteristics of dyslexia. The team may consist of the student's classroom teacher, provider of dyslexia instruction, reading interventionist, the individual who administered the screener, a special education teacher, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

5. Procedures for Evaluation and Identification of Students with Dyslexia

(Chapter 3 in The Dyslexia Handbook 2024 Update)

Data Gathering

HISD will gather data as required in Figures 3.2 and 3.3 in The Dyslexia Handbook.

Cumulative Data:

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians. Sources and examples of cumulative data are provided in Figure 3.2.

Figure 3.2. Sources and Examples of Cumulative Data
<ul style="list-style-type: none">• Vision screening• Hearing screening• Teacher reports of classroom concerns• Classroom reading assessments• Accommodations or interventions provided• Academic progress reports (report cards)• Gifted/talented assessments• Samples of schoolwork• Parent conference notes• Results of kindergarten-grade 1 universal screening as required in TEC §38.003• K-2 reading instrument results as required in TEC §28.006 (English and native language, if possible)• 7th-grade reading instrument results as required in TEC §28.006• State student assessment program results as described in TEC §39.023• Observations of instruction provided to the student• Previous evaluations• Outside evaluations• Speech and language assessment• School attendance• Curriculum-based assessment measures• Instructional strategies provided and student's response to the instruction• Screening data• Parent survey

Language Proficiency:

Much diversity exists among Emergent Bilingual students. A student's language proficiency may be impacted by any of the following: native language, English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience with formal schooling, immigration status, community demographics, and ethnic heritage (Bailey, Heritage, Butler, & Walqui, 2000). EBs may be students served in bilingual and English as a Second Language (ESL) programs as well as students designated Limited English Proficient (LEP) whose parents have denied services. In addition to the information discussed in the previous section of this chapter, the Language Proficiency Assessment Committee (LPAC) maintains documentation (TAC §89.1220(g)-(i)) that is necessary to consider when identifying EBs with dyslexia. The LPAC is required to meet annually to review student placement and progress and consider instructional accommodations and interventions to address the student's linguistic needs. 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. Additional data sources for EBs are provided below in Figure 3.3.

Figure 3.3. Additional Data Sources for Emergent Bilingual Students
<ul style="list-style-type: none">• Home Language Survey• Designation of the student's level of language proficiency• Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)• Instructional interventions provided to address language needs• Information regarding previous schooling inside and/or outside the United States• Type of language program model provided and language of instruction

Procedures for Assessment of Dyslexia:

Permission for a formal evaluation will be obtained through Special Education. When formal evaluation is recommended, the school must complete the evaluation process as outlined in the IDEA. Procedural safeguards under IDEA must be followed. For more information on procedural safeguards, see TEA's Parent Guide to the Admission, Review, and Dismissal Process (Parent's Guide) and the Notice of Procedural Safeguards.

Domains to Assess:

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate, accuracy, and prosody) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition. Based on the student's academic difficulties, characteristics, and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed. Areas for evaluation are provided below in Figure 3.4

Figure 3.4. Areas for Evaluation		
Academic Skills	Cognitive Processes	Possible Additional Areas
<ul style="list-style-type: none">• Letter knowledge (name and associated sound)• Reading words in isolation• Decoding unfamiliar words accurately• Reading fluency (rate, accuracy, and prosody are assessed)• Reading comprehension• Spelling	<ul style="list-style-type: none">• Phonological/phonemic awareness• Rapid naming of symbols or objects	<ul style="list-style-type: none">• Vocabulary• Listening comprehension• Verbal expression• Written expression• Handwriting• Memory for letter or symbol sequences (orthographic processing)• Mathematical calculation/reasoning• Phonological memory• Verbal working memory• Processing speed

6. Review and Interpretation of Data and Evaluation

The Referral Process for Dyslexia and Related Disorders

The determination to refer a student for an evaluation must always be made on a case-by-case basis and must be driven by data-based decisions.

Data-Driven Meeting of Knowledgeable Persons (Multidisciplinary Team): These individuals would include the classroom teacher and other individuals who can review and analyze the student's data, such as a campus administrator, special education teacher, reading interventionist, and provider of dyslexia instruction, and a diagnostician familiar with testing and interpreting evaluation results. Unless the student is already being served under IDEA or Section 504, this team of knowledgeable persons is not an Admission, Review, and Dismissal (ARD) committee or a Section 504 committee,

although many of these individuals may be on a future committee if the student is referred for an evaluation.

To appropriately understand evaluation data, the ARD committee must interpret test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

The 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 words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

Another factor to consider when interpreting test results is the student's linguistic background.

7. Identification of Students with Dyslexia

If the student's difficulties are unexpected in relation to other abilities, the ARD committee must then determine if the student has dyslexia. For EBs, an LPAC representative must be included on the ARD committee. The list of questions in Figure 3.7 below must be considered when making a determination regarding dyslexia.

Figure 3.7. Questions to Determine the Identification of Dyslexia
<ul style="list-style-type: none">• Do the data show the following characteristics of dyslexia?<ul style="list-style-type: none">○ Difficulty with accurate and/or fluent word reading○ Poor spelling skills○ Poor decoding ability• Do these difficulties (typically) result from a deficit in the phonological component of language? (Please be mindful that average phonological scores alone do not rule out dyslexia.)• Are these difficulties unexpected for the student's age in relation to the student's other abilities and provision of effective classroom instruction?

Assessment of Students Identified Outside of HISD:

Students identified as having dyslexia or related disorders from an outside source (independent source, another Texas school district, school district outside of Texas) will be evaluated for eligibility in the district's program. HISD may choose to accept the outside assessment or may reassess the student. In either situation, the committee will determine the identification status of a student enrolled in HISD and the placement of the student in the dyslexia programs.

8. Timeline for Dyslexia Assessment

When a referral for dyslexia assessment is made, HISD will ensure the evaluation procedure is followed in a reasonable amount of time. HISD will follow the timelines Texas has established for the completion of initial special education evaluations through TEC §29.004(a).

9. Instruction for Students with Dyslexia

(Chapter 4 in The Dyslexia Handbook 2024 Update)

Once it has been determined that a student has dyslexia, HISD shall provide an appropriate instructional program for the student as required in Texas Education Code (TEC) §38.003 (b).

HISD uses the following standard protocol Dyslexia Instructional program:

Reading By Design

The Region 4 ESC Reading by Design Program is a systematic, multisensory curriculum developed from the Foundations for Literacy: Structures and Techniques for Multisensory Teaching of Basic Written English Language Skills by Aylett Royall Cox (1980). This program is aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. Reading by Design includes all of the components of instruction and instructional approaches supported through research as cited in the The Dyslexia Handbook 2024 Update.

- Volume 1 - Alphabetic Principle
- Volumes 2-4 - six syllable types, digraphs, diphthongs, and other sound/symbol correspondences
- Volume 5 - Greek and Latin Roots/Morphology

At least once a grading period, a progress report showing progress as a result of the student receiving instruction will be sent home.

10. Exiting Dyslexia Intervention

Decisions to exit a student from dyslexia intervention will be made by an ARD committee. When considering discontinuation criteria, it is important to ensure that an intervention does not end prematurely. No one factor is sufficient to warrant exiting a student from direct dyslexia services. The ARD Committee should consider the following:

- The student successfully completes the entire intervention program (Mastery Checks and progress monitoring)
- The re-evaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards (progress reports or report cards)
 - (NOTE: Re-evaluation does not mean reassessing to establish the identification of dyslexia, but rather viewing data that supports student progress and achievement.)
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment
 - (NOTE: passing the reading portion of the state assessment is never the sole source for exiting dyslexia services)
- Committee recommendation
- Parent request in writing that the student exit the program

If a student has shown substantial progress and the committee determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services.

11. Monitoring Students

Students qualifying for dyslexia services and that have been exited from the dyslexia intervention program will be monitored by a dyslexia trained staff member as follows:

Time After Exit	Monitoring Interval
1st Year	Once per grading period
2nd Year	Once per semester

Students can be placed back in dyslexia intervention by an ARD committee if a need is indicated throughout the dyslexia monitoring period and beyond. After the 2nd year of monitoring, students will be monitored through their annual ARD meeting or periodic Section 504 meetings for students who no longer qualify for Special Education services.

Monitoring may include, but is not limited to the collection/evaluation of:

- Progress reports/Report cards
- Progress monitoring
- State assessment data
- Teacher reports/checklists
- Parent reports/checklists
- Other program reports
- Additional assessment data