



Dyslexia Program Review

Humble Independent School District

January 30, 2014



Humble Independent School District Dyslexia Program Review

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Program Intent

The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders contains the State Board of Education-approved procedures concerning dyslexia and related disorders. The Texas Education Agency (TEA) provides guidelines for school districts to follow as they identify and provide services for students with dyslexia.

Purpose of Program Review

Humble Independent School District (Humble ISD) requested Region 4 Education Service Center (Region 4) to conduct a program review of its dyslexia program to identify strengths, challenges, and opportunities for improvement. Region 4 conducted this program review in fall 2013. The purpose of the program review was to review the current district program policies and procedures in relation to the Texas Administrative Codes (TAC) and Texas Education Codes (TEC) pertaining to the identification and instruction for students with dyslexia.

Process

Jennifer Brock (Director of Reading/Language Arts and Social Studies Solutions) and Dr. Windy Clark (Dyslexia and Reading/Language Arts Specialist) conducted the dyslexia program review. The review consisted of the following activities:

- Initial meeting with Dr. Thomas Price (Chief Academic Officer), Dr. Robin Perez (Assistant Superintendent of Curriculum and Instruction), and Julie Brewer (Coordinator of Elementary Reading, Language Arts and Dyslexia) to discuss the process and goals of the dyslexia program review.
- Interview with the district level Coordinator of Elementary Reading, Language Arts and Dyslexia to obtain documentation and data to support

compliance of the Texas Administrative and Education Codes pertaining to the State Board of Education-approved procedures concerning dyslexia and related disorders.

- Observation of instruction for students identified with dyslexia at the following campuses (observation schedule provided by Coordinator of Elementary Reading, Language Arts and Dyslexia): Bear Branch Elementary, Elm Grove Elementary, Humble Elementary, Kingwood Middle School, Lakeland Elementary, and Timberwood Middle School.
- Interviews with the general education interventionist or Academic Lead Teacher at each campus to provide data regarding the dyslexia intervention program at their home campus.
- Random sampling of student folders to review compliance with state requirements for documentation pertaining to the identification and instruction for students with dyslexia.
- Review of attendance and progress monitoring reports pertaining to the dyslexia intervention program available at each home campus.
- Review of the following available data reports: Public Education Information Management System (PEIMS) Report and District-level report indicating the number of students identified with dyslexia at each campus.
- Review of Humble ISD's written policies and procedures pertaining to identification and intervention of students with dyslexia.
- Follow-up meeting with Dr. Robin Perez (Assistant Superintendent of Curriculum and Instruction), and Julie Brewer (Coordinator of Elementary Reading, Language Arts and Dyslexia) to discuss the findings and recommendations of the Program Review.

Students with Dyslexia and Related Disorders and The Dyslexia Handbook Revised 2007 Policies and Procedures Document

TAC §74.28 (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 (TEA) with on-site visits conducted as appropriate.

TEC §42.006 Reporting Students with Dyslexia: Students identified with dyslexia must be reported on the Public Education Information Management System (PEIMS).

Findings

The district demonstrates the following in regard to the dyslexia program:

- District level dyslexia coordinator: Julie Brewer, Coordinator of Elementary Reading, Language Arts and Dyslexia
- Written policies and procedures pertaining to identification and intervention of students with dyslexia:
 - Overview of program
 - Vision and Beliefs
 - Assessment Process
 - Instruction
 - Progress Monitoring
 - Forms and Documentation
- Method for determining the number of students in the district identified with dyslexia through the PEIMS data collection (Appendix A)
- Method for determining the number of students identified with dyslexia at each campus (Appendix B)

Recommendations

- Since it is the board of trustees who ensures the procedures for identification and intervention of dyslexia are implemented in the district, the district should report the following to the school board:
 - Review the policies and procedures for dyslexia identification in the district
 - Inform the school board of the dyslexia interventions utilized throughout the district for each grade level and campus
 - Report the number of students identified with dyslexia in the district, as reported on PEIMS
- To compile this data for the school board, the district could:
 - Collect campus level data regarding the following aspects of the program:
 - The number of students that have been identified with dyslexia
 - Number of students in an intervention

- Number of students with a §504 plan
- Number of students on “Monitor” status
- Number of students disaggregated by demographics (ESL, SPED)
- Information regarding provision of appropriate instructional services to the students
 - Trained teachers delivering the intervention program
 - Dyslexia intervention program adheres to the components and instructional methodologies as outlined in the law (i.e., intensive, small group arrangement, multisensory)
 - Progress monitoring to ensure adequate progress and learning
- Establish accountability checkpoints to ensure that district policies and procedures are met at the individual campuses

TAC §74.28 (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 "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 be done only by individuals/professionals who are trained to assess students for dyslexia and related disorders.

TAC §74.28 (g) Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorders."

Findings

The district demonstrates evidence of the following procedures as they relate to screening for early identification of students with dyslexia:

- *Humble Early Reading Screening Inventory (HERSI)* for grades K-2 and the *Humble Intermediate Literacy Screening (HILS)* for grades 3-5 in English and Spanish conducted a minimum of twice annually at the beginning and end of the year.
- *Humble Early Reading Screening Inventory* assesses the early reading development and comprehension of students in grades K-2 by measuring the following skills:
 - Letter identification
 - Concepts about print
 - Word reading
 - Writing vocabulary
 - Sentence dictation
 - Phonemic awareness
 - Text level reading
- Parents are notified when their child is found to be at-risk for dyslexia or other reading difficulties
 - Informational letter to parents
 - Parent/teacher conferences
- Data from screening is reported in Eduphoria
 - Eduphoria contains district guidelines and benchmark targets for each tested skill
 - Students not meeting benchmark scores receive an intervention plan based on data
- Intervention plan follows the district Response to Intervention (RtI) framework
 - Interventions are matched to the individual student's areas of need as identified in the intervention plan
 - Intervention and progress monitoring options are included in the *Resource Analysis* documents for five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension for English.

- Students receive interventions and progress monitoring tools as outlined in the district *Resource Analysis* documents based on their area of need
- The *Early Intervention Documentation* specifies the type, frequency, and results of the intervention
- Progress monitoring logs document student response to intervention
- *Flowchart of Student Support System and Services for the Dyslexic Student* illustrates the pathway of identification and provision of instruction for students with dyslexia
- A referral process document outlines the procedures for assessment of dyslexia. This document includes data gathering suggestions, formal assessment guidelines, identification of students with dyslexia, §504 determination, placement options, and exit criteria.
- Written procedures are outlined in the *District Dyslexia Plan* regarding the domains to assess, assessment tools used per domain, and the guidance documents for determining dyslexia identification in English.
- District Special Education personnel train dyslexia teachers on the assessment tools used to identify students with dyslexia.
- *Humble ISD'S Referral Process to Conduct a Dyslexia Bilingual Assessment* outlines the steps for a student in the bilingual classroom for dyslexia.

Recommendations

- List additional resources on the *Resource Analysis* document for each area to address the needs of students that are experiencing difficulty with phonological awareness and/or reading at the word level.
- Observe Tier II interventions in the area of phonics to ensure that explicit instruction is utilized during the use of the listed interventions, especially for students that struggle with decoding.
- Develop a parallel *Resource Analysis* document for Spanish interventions and progress monitoring in each of the five areas of reading.
- Consider using consistent measures for progress monitoring, such as fluency measures, to better establish rate of improvement and make timely, data-driven intervention decisions.
- Include assessment tool measures that specifically address the “unexpectedness” criteria for dyslexia identification, such as:
 - Listening comprehension
 - Oral vocabulary
 - Mathematical reasoning
- Based on observation, interviews, and document review, the following suggestions are made for the assessment and intervention of student in a bilingual program.
 - Currently, *Humble ISD's Referral Process to Conduct a Bilingual Dyslexia Assessment* occurs when a student reaches a 3.5 CALP score in both English and Spanish. According to TEC §38.003, students should be tested for dyslexia and related disorders at appropriate times which may warrant assessment before a

student reaches a 3.5 CALP score in English and Spanish. It is recommended that multiple measures of English and Spanish assessment data, response to intervention documentation, the student's linguistic environment, and the student's educational background are considered for the identification of dyslexia in bilingual students at appropriate times.

- Provide training opportunities for personnel involved in the identification process for students in the bilingual program and/or English Language Learners (ELL) in the mainstream classroom in bilingual/ELL assessment and interpretation procedures.
- Coordinate efforts with the CSTELL team for timely assessment, identification, and intervention for bilingual students with dyslexia.
- Develop a *Domains to Assess* document in the District Dyslexia Plan that addresses the domains to assess and the corresponding assessment tools for assessing in Spanish.
- In the *Examiner's Records for Dyslexia*, include documents that address the dyslexia assessment and interpretation procedures for bilingual students.
 - Spanish *Domains to Assess* (Step II: Formal Assessment) found in the *General Education Process for Identification of Students with Dyslexia* that list the tests used to assess the domains in a dyslexia assessment.
 - Develop a *Data Review and Recommendation for Dyslexia Assessment* document that includes formal assessment information in Spanish and information pertaining to language acquisition and second language learning factors to use in the determination of dyslexia in bilingual students.
 - When considering placement for bilingual students with dyslexia, develop a list of Spanish interventions to include as part of the student's §504 plan.
- Ensure uninterrupted instructional services and accommodations by including assessment documentation and the accommodation plan in a student's cumulative file.
- Schedule District Dyslexia Advisory meetings to effectively communicate district dyslexia procedures and policies, updates, new research, and networking among the campus dyslexia specialists.
- Consider conducting case studies with the dyslexia assessment personnel to ensure accurate and consistent identification of students with dyslexia for both English and Spanish-speaking examples.
- Schedule an End of the Year Transfer meeting to effectively communicate and transfer student intervention progress data from campus to campus.

TAC §74.28 (c) A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in “Procedures Concerning Dyslexia and Related Disorders.” 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 “Procedures Concerning Dyslexia and Related Disorders” and in the professional development activities specified by each district and/or campus planning and decision making committee.

TAC §74.28 (f) Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student’s parent or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his her campus.

TAC §232.11 (Continuing Professional Education) was approved by the SBEC on August 12, 2012. It states as follows: (e) The required CPE for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia. The required training may be satisfied through an online course approved by Texas Education Agency staff.

Findings

- Based on observational and interview data, the following dyslexia instructional programs are used in the district.
 - The Dyslexia Intervention Program (Region 4 ESC) is used at the elementary campuses.
 - The Dyslexia Intervention Program (Region 4 ESC) and Neuhaus Multisensory Reading and Spelling are used at the secondary level.
 - The Esperanza program is used with Spanish-speaking students.
- A general education interventionist or an Academic Lead Teacher is available at each campus to provide the dyslexia intervention program to students at their home campus.
- The general education interventionists and Academic Lead Teachers receive the following training:
 - Region 4 ESC Dyslexia Program Basics
 - District training on referral, assessment, and identification process

Recommendations

- Enhance the current assessment and identification district training to include an understanding of each domain assessed and how it relates to reading, especially for the identification of dyslexia, and how to interpret assessment results for a more accurate identification of dyslexia.
- Based on observational and interview data with district dyslexia teachers, consider the

following recommendations:

- Elementary Dyslexia Program
 - Address fidelity to the Dyslexia Intervention Program (i.e., lack of accelerated instruction, missing portions of the lesson cycle, and not utilizing multisensory techniques) by conducting periodic intervention observations
 - Monitor documentation of student progress through lesson plans and attendance data
 - Provide ongoing professional development in the components of instruction and the instructional strategies as defined in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007 Updated 2010*
- Middle and High School Dyslexia Program
 - Ensure that the dyslexia intervention program addresses the components of instruction and the instructional strategies as defined in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007 Updated 2010*
 - Ensure that the intervention is “intensive, highly concentrated instruction that maximizes student engagement and produces results.” Observations revealed:
 - A lesson that was not explicitly taught nor focused on a clear objective.
 - Posted objective which was reportedly unchanged for three years.
 - Heterogeneous group of students receiving three lessons at once.
 - Heterogeneous group of students (students with and without dyslexia) receiving the same intervention during the same class period.
 - Review the computer programs currently used in the dyslexia program. Per *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007 Updated 2010*, “computer instruction to teach reading is not supported by scientifically-based reading research.”
 - Use data to determine the student’s initial placement in the instructional program, as well as ongoing programming decisions, to meet the specific learning needs of the student. Observations revealed:
 - A newly transferred student to the campus started the Dyslexia Intervention Program on Lesson 2.
 - Students with dyslexia receiving the same intervention as students who had failed the state assessment. The intervention focused on comprehension and vocabulary, but did not address the decoding and encoding difficulties observed from the student with dyslexia.
 - Monitor the progress of each student in the current program to ensure program effectiveness.
 - Ensure district procedures are clearly communicated regarding transferring

student information and providing uninterrupted instructional services as students transition from one campus to another.

- Provide ongoing professional development in the components of instruction and the instructional strategies as defined in *The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, Revised 2007 Updated 2010*. Observations revealed:
 - Teachers provided incorrect feedback on syllabication rules
 - Teachers omitted multisensory methods of instruction.
- Esperanza Program
 - Ensure that one bilingual dyslexia teacher is available on each campus with a bilingual program.
 - Ensure that bilingual dyslexia teachers are trained to use the Esperanza program with fidelity.
 - Ensure that bilingual dyslexia teachers are trained in how to facilitate transfer of skills from Spanish to English.
- Provide professional development for all teachers on each campus on new research and practices in educating students with dyslexia.
- Keep records of dyslexia teacher trainings and ongoing professional development.

TAC §74.28 (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.

TAC §74.28 (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.

Findings

- *Notice of Parent and Student Rights Under §504 The Rehabilitation Act of 1973* document is available in English and Spanish.
- *Parent/Guardian Dyslexia Assessment Consent Form (Parent Copy)* and *Parent/Guardian Dyslexia Assessment Consent Form (School Copy)* is available in English.

Recommendations

- *Parent/Guardian Dyslexia Assessment Consent Form (Parent Copy)* and *Parent/Guardian Dyslexia Assessment Consent Form (School Copy)* should also be available in languages other than English to represent the student demographics, such as Spanish.

TAC §74.28 (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.

Findings

- Information for parents included on the Humble ISD website
- A brochure on dyslexia is given to parents. This brochure is available in both English and Spanish, and each campus has brochures for parents.

Recommendations

- Conduct two district-wide parent education meetings annually (fall and spring) to review the dyslexia program components as outlined in the Texas Administrative Code.

Overall Program Recommendations

- Create long and short term goals for program improvement
- Consider district funding for program materials, training, and staffing
- Consider adding the position for a District Dyslexia Coordinator based on the following:
 - a) the many recommendations for Humble ISD to consider in further improving its dyslexia program
 - b) data regarding districts with comparable enrollments and demographics with the additional position(s) of a District Dyslexia Coordinator
- Conduct periodic observations and data review of the district dyslexia program at the campus level

Region 4 Contacts

Region 4 appreciates the opportunity to conduct the Dyslexia Program Review and is available to assist Humble ISD with the implementation of the recommendations contained in the report. We look forward to our continued collaboration.

For additional information, please contact:

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References

Texas Education Agency. (Revised 2007, Updated 2010) The dyslexia handbook: Procedures concerning dyslexia and related disorders. Austin, Texas.

Appendix A

Public Education Information Management System (PEIMS) Report

**Humble ISD PEIMS Data
Snapshot on October 25, 2013**

Students identified as having dyslexia or
related disorders as defined in TEC §38.003

575

Appendix B

District Report: Number of students identified with dyslexia at each campus.

Elementary Campus	Campus Enrollment	Number of Dyslexic Students	Percentage of Dyslexic Students
Atascocita Springs Elementary	931	9	0.97%
Bear Branch Elementary	623	4	0.64%
Deerwood Elementary	550	10	1.82%
Eagle Springs Elementary	474	10	2.11%
Elm Grove Elementary	725	11	1.52%
Fall Creek Elementary	741	10	1.35%
Foster Elementary	582	4	0.69%
Greentree Elementary	735	11	1.50%
Hidden Hollow Elementary	546	9	1.65%
Humble Elementary	544	2	0.37%
Jack M. Fields Sr. Elementary	534	2	0.37%
Lakeland Elementary	762	25	3.28%
Lakeshore Elementary	911	3	0.33%
Maplebrook Elementary	668	16	2.40%
North Belt Elementary	655	3	0.46%
Oaks Elementary	544	6	1.10%
Oak Forest Elementary	685	15	2.19%
Park Lakes Elementary	657	6	0.91%
Pine Forest Elementary	694	6	0.86%
Ridge Creek Elementary	520	7	1.35%
River Pines Elementary	757	5	0.66%
Shadow Forest Elementary	577	7	1.21%
Summerwood Elementary	649	11	1.69%
Timbers Elementary	720	11	1.53%
Whispering Pines Elementary	734	5	0.68%
Willow Creek Elementary	569	11	1.93%
Woodland Hills Elementary	534	8	1.50%

Middle School Campus	Campus Enrollment	Number of Dyslexic Students	Percentage of Dyslexic Students
Atascocita Middle School	1140	39	3.42%
Creekwood Middle School	1090	27	2.48%
Humble Middle School	1151	17	1.48%
Kingwood Middle School	1038	25	2.41%
Riverwood Middle School	1097	25	2.28%
Ross Sterling Middle School	866	18	2.08%
Timberwood Middle School	1330	40	3.01%
Woodcreek Middle School	1226	21	1.71%

High School Campus	Campus Enrollment	Number of Dyslexic Students	Percentage of Dyslexic Students
Atascocita High School	3082	44	1.43%
Humble High School	1552	22	1.42%
Kingwood High School	2566	32	1.25%
Kingwood Park High School	1734	29	1.67%
Quest Early College High School	332	4	1.20%
Summer Creek High School	2284	30	1.31%



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