



CISD Reads & Writes and Dyslexia Services

School Board Workshop
February 7, 2023

CISD Panelists

- **Teaching and Learning Department**
 - Dr. Hedith Saucedo-Upshaw, Assistant Superintendent
 - Dayren Carlisle, Director of Curriculum, Instruction and Professional Learning
 - Mark Smith, Coordinator of Elementary Language Arts
- **Student Support Services Department**
 - Dr. Tamika Taylor, Assistant Superintendent
 - Dr. Kendra Wiggins, Director of Special Education and Section 504
 - Dr. Sharon Henry, Coordinator of Dyslexia



Workshop Components

- **CISD Reads & Writes Components**
 - Ongoing Literacy Assessment
 - When Readers Struggle
 - Ongoing Literacy Work
- **Dyslexia Services**
 - Ongoing Dyslexia Work
 - Dyslexia & Special Education Assessment
 - Ongoing Special Education Assessment Work

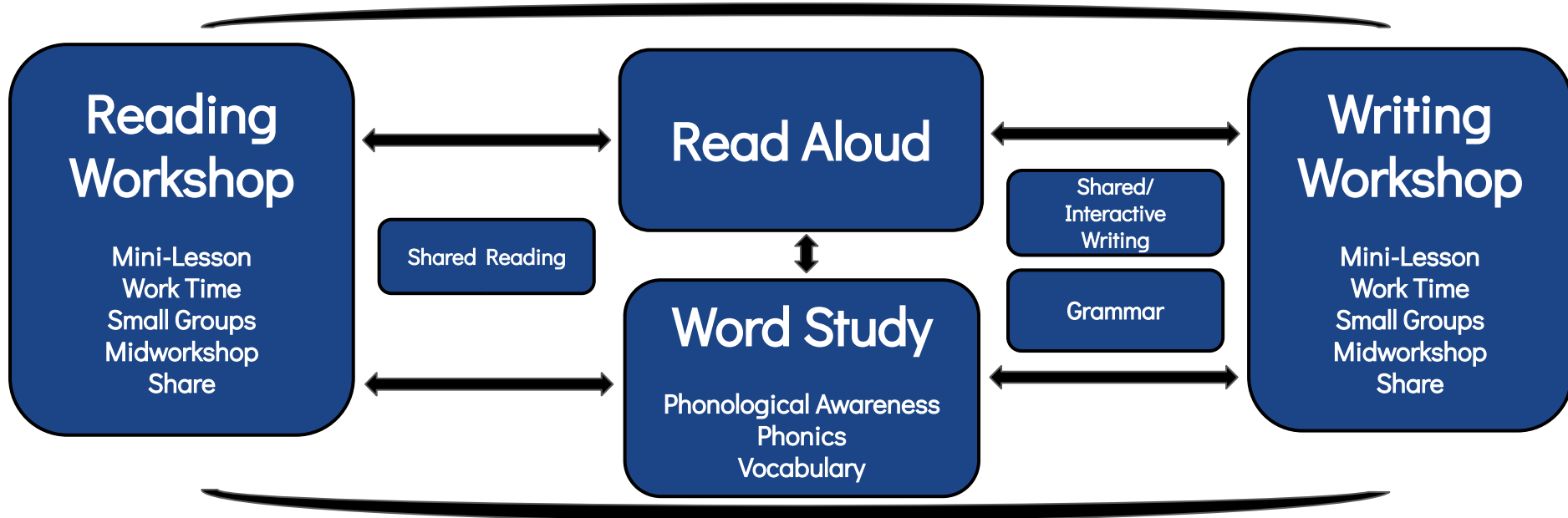




Texas Essential Knowledge and Skills



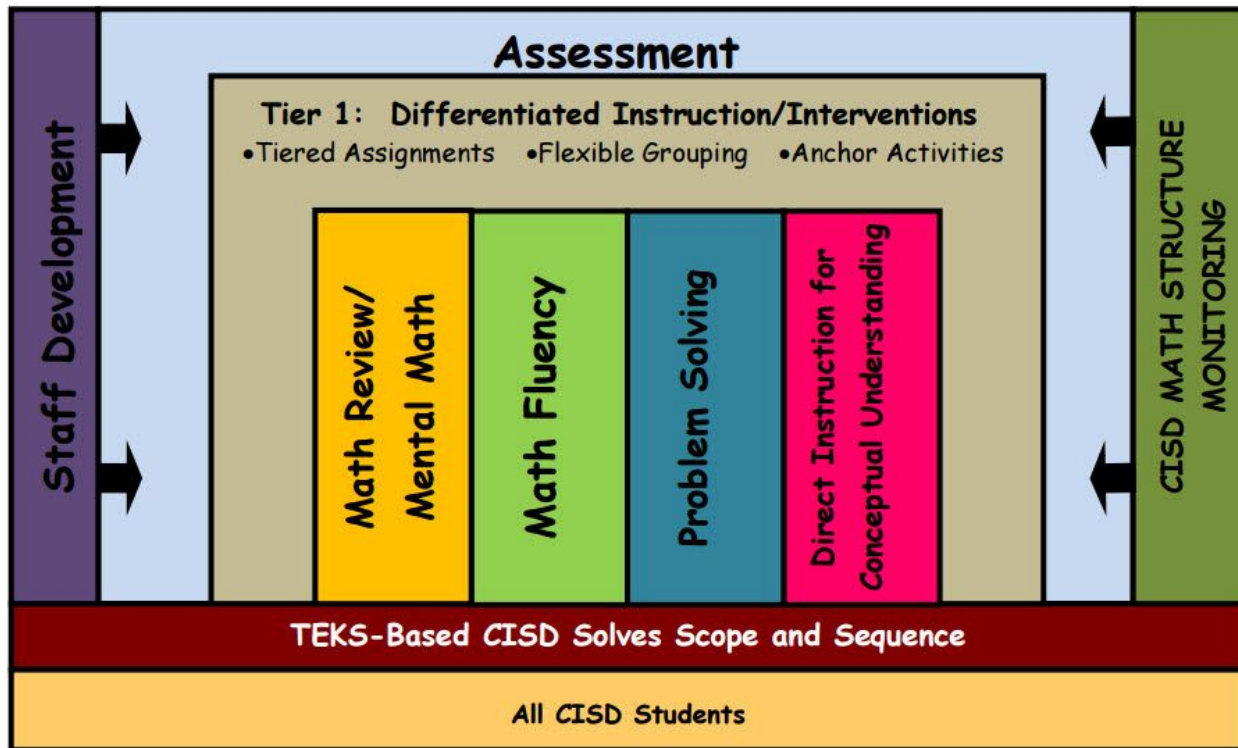
CISD Reads & Writes



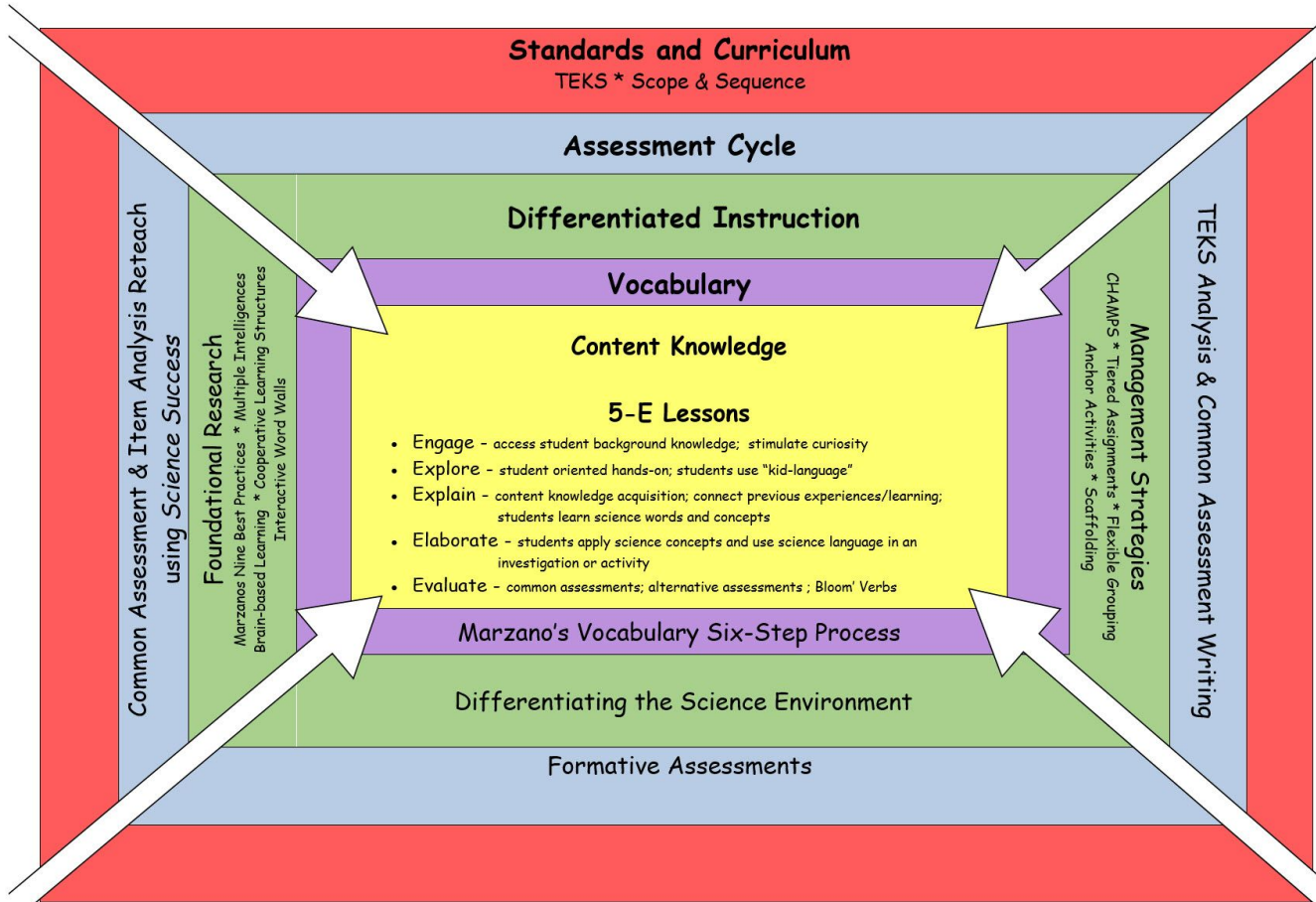
Ongoing assessment occurs in all aspects of the literacy block.

CISD Solves Mathematics Structure

In the CISD Mathematics Program assessment drives learning through differentiated instruction and interventions for all students using TEKS based CISD Solves Scope and Sequence with math review/mental math, math fluency, problem solving and direct instruction.




CISD Investigates: Science Structure



CISD Remembers


Students engage in a variety of digital and print resources to balance the gathering of knowledge with application and action.

Students engage in meaningful and challenging learning activities that address their unique interest, characteristics and needs.



Global Citizenship

Roles and responsibilities of the global citizen, with an awareness of cross-cultural understandings




Content Literacy

Integrated reading and writing instruction in grades K-12



Differentiation

Content, Process, Product
Design qualities of engagement embedded into every classroom lesson



Assessments

Common, formative and summative assessment implemented to guide instruction

Students engage in learning experiences that foster communication, collaboration, creativity, and critical thinking.

Social Studies Model

Students engage in learning experiences with a clear understanding of what they are leaning and why.

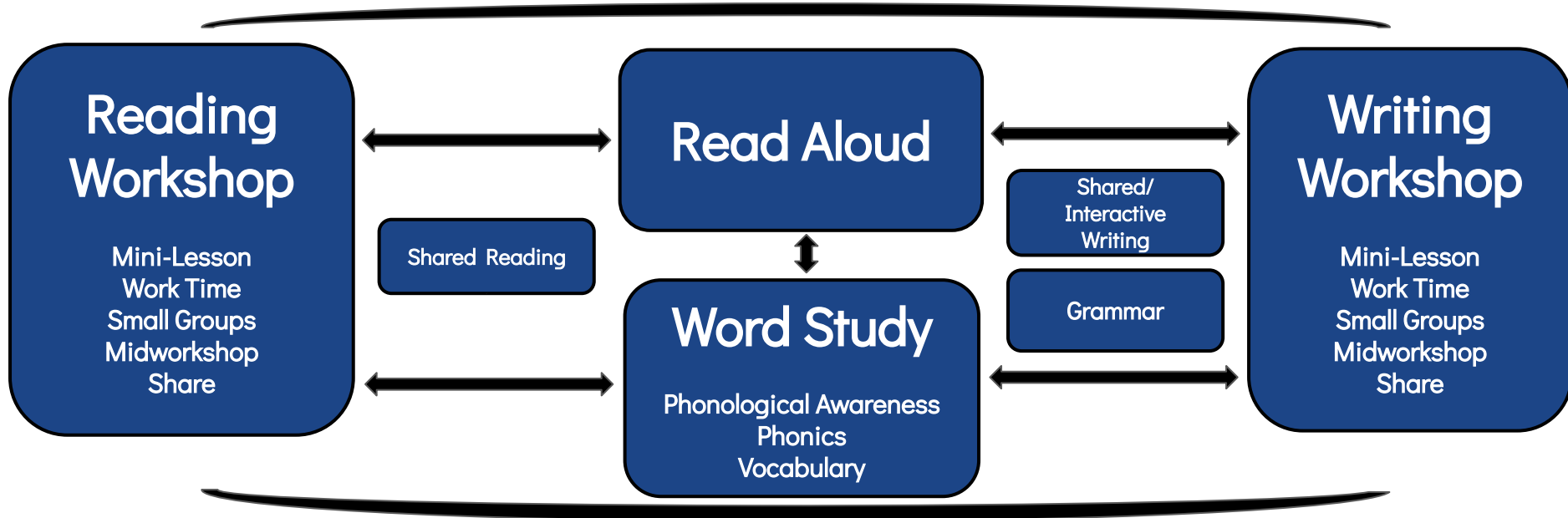
A world-class program that prepares our diverse population for living and working in a global community.



CISD Reads & Writes Components



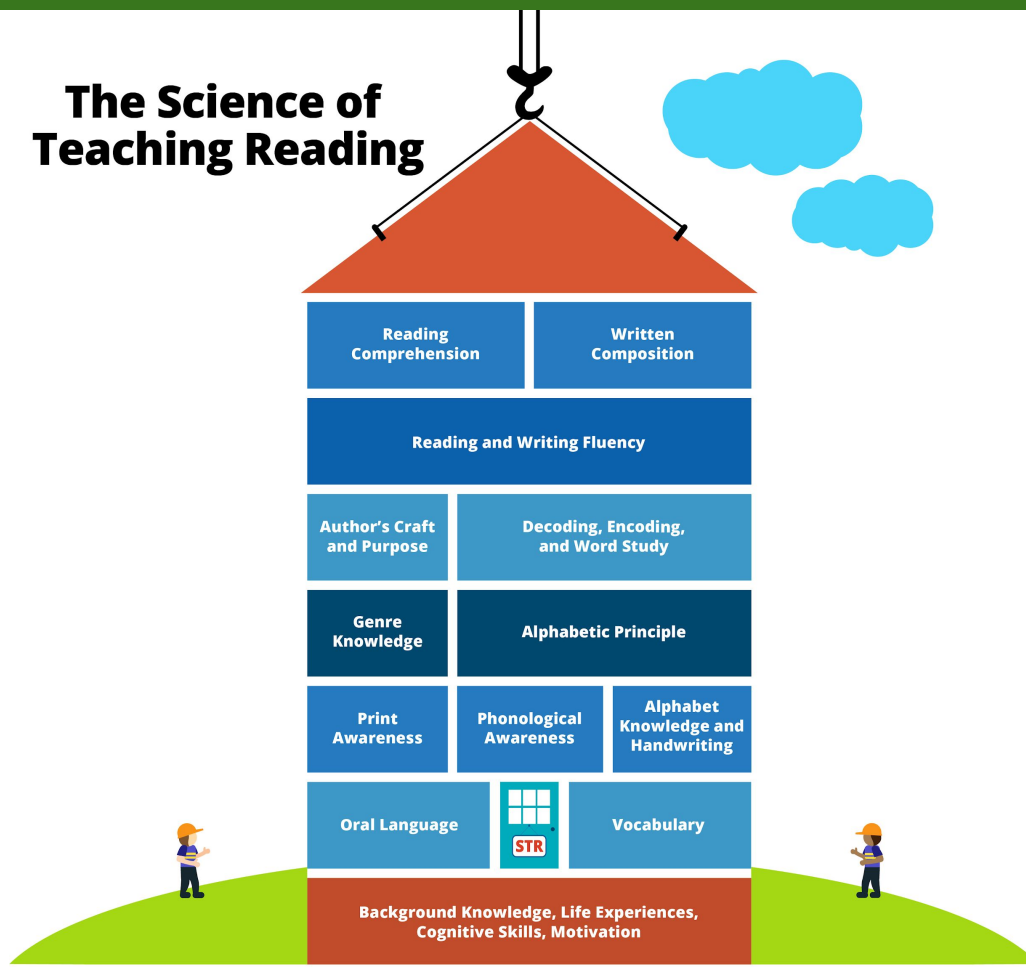
CISD Reads & Writes



Ongoing assessment occurs in all aspects of the literacy block.

The Science of Teaching Reading

The Science of Teaching Reading



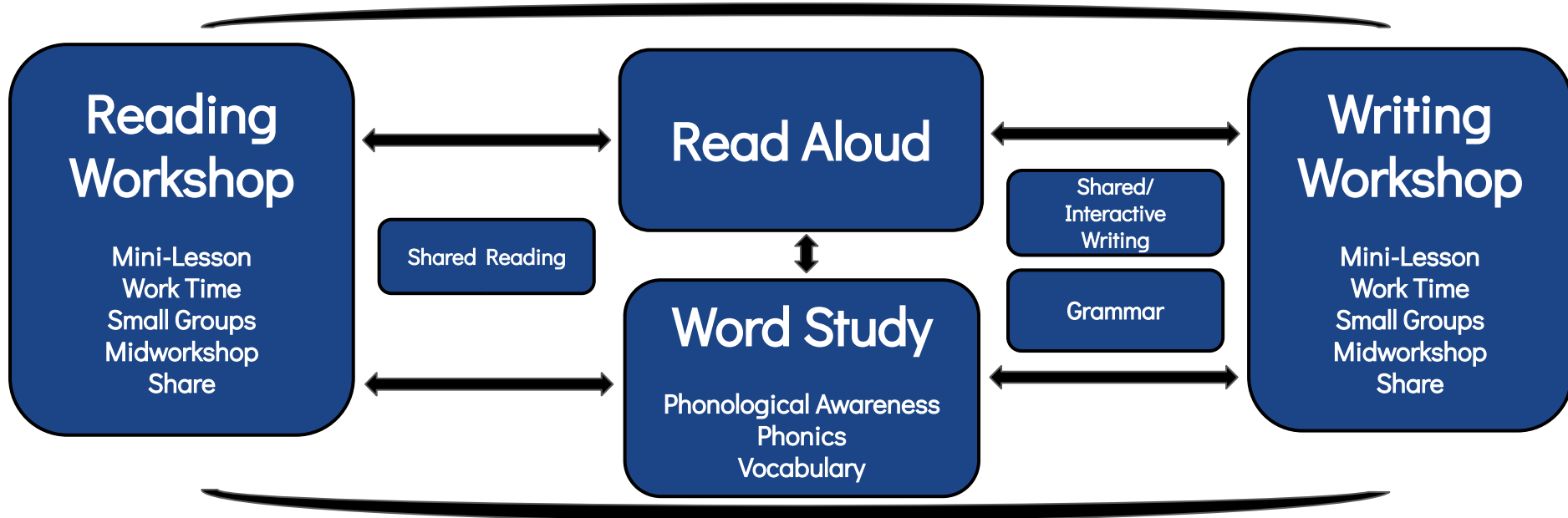
Texas Reading Academies

The purpose of the Texas Reading Academies is directly linked to House Bill (HB) 3, which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott in June of the same year. The bill requires that each teacher and principal in grades K-3 attend reading academies (TEC Sec. 28.0062(a)). Your successful participation in the Reading Academies will fulfill this mandate.

- **Conroe ISD is 1 of 16 districts in Texas granted Authorized Provider status by the Texas Education Agency.**
- **From 2020-2022, 835 CISD learners completed the Academy.**
- **CISD maintains a 100% passing rate.**
- **74 CISD instructional coaches and administrators have passed TEA's cohort leader screener in grades K-6.**



CISD Reads & Writes



Ongoing assessment occurs in all aspects of the literacy block.

Our Literacy Model

- We are not a single literacy program district.
- We are in an era of develop-based reading instruction.
- Consequently, we are also in an era of specialization.
- Researchers and literacy experts develop different resources for different components of the literacy block.
- CISD recommends a range of resources.



2020-2023



Increasingly
Strategic

Increasingly
Automatic

2016-2021

2019-2022

2017-2020

2019-2021

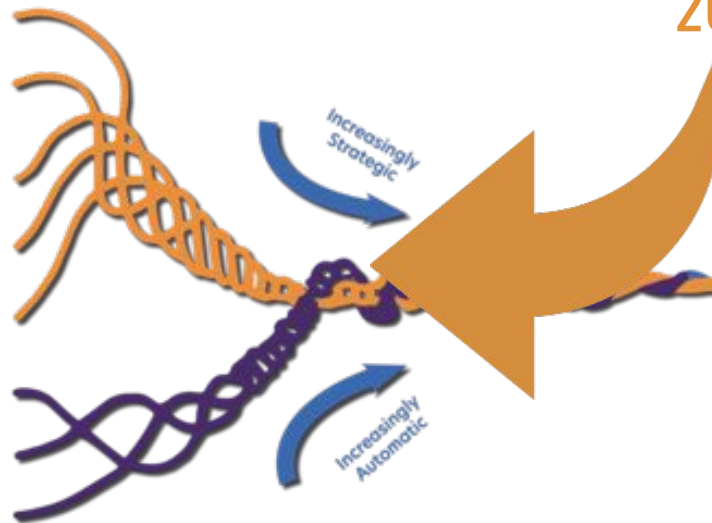
Language Comprehension

- Short, Sequenced Direct Instruction
- Independent Reading
- Differentiated Small Group Instruction
- Student Discussion & Response

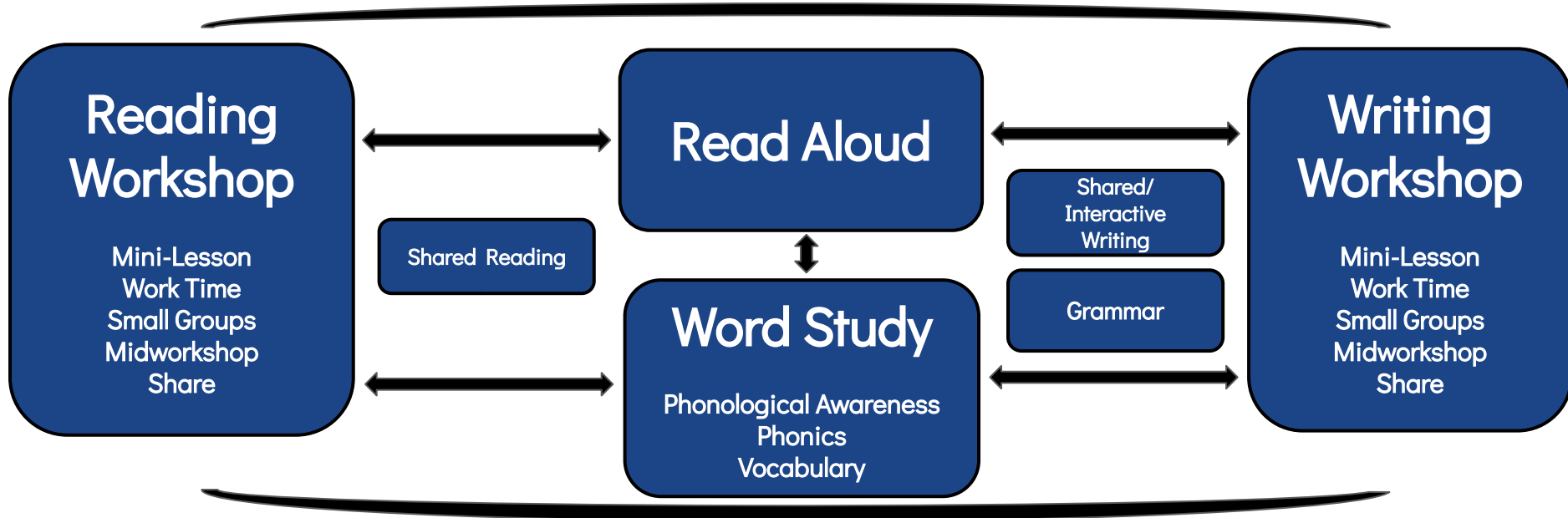
Word Recognition

- Oral Language Work
- Phonics

- Background Knowledge
- Vocabulary
- Language Conventions
- Inferencing & Text Analysis
- Knowledge of Print & Genres
- Sight Recognition
- Decoding
- Phonological Awareness



CISD Reads & Writes



Ongoing assessment occurs in all aspects of the literacy block.

Explicit, systematic
direct instruction in
phonological and
phonemic skills

CONROE INDEPENDENT SCHOOL DISTRICT Self-Contained Grades 2 Schedule 300 Daily Instructional Minutes		
	Time	Content Area
150 minutes	80 min.	Language Arts: Reading <ul style="list-style-type: none"> • Read Aloud (10 – 15 min.) • Shared Reading (not after mid-year) (10 min.) • Reading Minilesson (10 min.) • Work Time: Conferring, Small Groups (Guided Reading, Strategy Groups, etc.) (35–40 min.) • Share Time (5 min.)
	25 min.	Language Arts: Word Study <ul style="list-style-type: none"> • Phonemic Awareness: <i>Heggerly</i> (10 min.) • Phonics: <i>Phonics Units of Study</i>, <i>F&P Word Study</i>, or <i>Words Their Way</i> (15 min.)
	45 min.	Language Arts: Writing <ul style="list-style-type: none"> • Grammar and Conventions (10 min.) • Writing Workshop Mini Lesson (10 min.) • Work Time, including Conferring and Small Groups (20 min.) • Share Time (5 min.)
120 minutes	Recess	Please note: The scheduled times for these events will vary on each individual campus. Required: PE – 135 min. per week Suggested: Recess – 20 to 30 min. Library & Technology embedded in content Longer Music & Art rotations
	Lunch	
	Specials Classes	
	Transitions	
150 minutes	80-90 min.	Math: <ul style="list-style-type: none"> • Math Review & Mental Math (20 min.) • Math Fluency (10 min.) • Guided Math (50–60 min.) • Poster Method (every other week 45–60 min. in place of DMR, Fluency & Guided Math)
	30 min.	Science: <i>Teachers have flexibility to use one or more E's in a day.</i> <ul style="list-style-type: none"> • Engage (5–10 min.) • Explore (15–25 min.) with Interactive Word Wall (IWW) & Interactive Notebook (INB) • Explain (20–30 min.) with Marzano Vocabulary, IWW & INB • Elaborate (30 min.) with Marzano Vocabulary, IWW & INB • Evaluate (15–20 min.) & Marzano Vocab Games (10–15 min.)
	30 min	Social Studies <ul style="list-style-type: none"> • Hook student's curiosity (visual, a question, music, video) towards the lesson (2–5 min.) • Teacher led discussion (engaging, student participation, interactive) (5–7 min.) • Student led discovery (vocabulary development, a reading and writing component, a product, critical thinking, small groups, formative assessments) (15–20 min.) • Exit Ticket / Checking for Understanding (formative assessments) (2–5 min.)

Reinforcement of phonological and phonics skills through modeling and discussion

Reinforcement of phonological and phonics skills through modeling and discussion

Reinforcement of phonological and phonics skills through independent reading and other decoding activities

Direct instruction in phonological and phonics skills through phonics groups, decodable groups and guided reading via word work

Reinforcement of phonological and phonics skills through encoding



Ongoing Literacy Assessment



							6th Grade Assessment at BOY	
Rapid Rapid Syllab Onset Alliter	Letter Na Phonemic Fluency Nonsense Word Rec	Letter Namir Phonemic Se Fluency Nonsense W Word Reading Oral Reading	Nonsen Word Oral R Basic C Conne	Nonsense Word Rec Oral Rea Basic Cor Connecte	Foundat Patterns Phonics Diphtho Phonics	Foundational P Patterns Phonics - Digra Diphthongs Phonics - Morp	Foundational Phonics Patterns Phonics - Digraphs and Diphthongs Phonics - Morphology	Connected Text Fluency Decoding Literal Comprehension Inferential Comprehension Analytical Comprehension
							6th Grade Assessment at MOY	
Rhymi Words ABC N ABC S	Letter Na Phonemic Fluency Nonsense Word Rec	Letter Namir Phonemic Se Fluency Nonsense W Word Reading Oral Reading Listening Co	Nonsen Word Oral R Basic C Conne	Nonsense Word Rec Oral Rea Basic Cor Connecte	Foundat Patterns Phonics Diphtho Phonics	Foundational P Patterns Phonics - Digra Diphthongs Phonics - Morp	Foundational Phonics Patterns Phonics - Digraphs and Diphthongs Phonics - Morphology	Connected Text Fluency Decoding Literal Comprehension Inferential Comprehension Analytical Comprehension
							6th Grade Assessment at EOY	
Rapid Rapid Syllab Onset Alliter	Letter Na Phonemic Fluency Nonsense Word Rec Listening	Letter Namir Phonemic Se Fluency Nonsense W Word Reading Oral Reading Listening Co	Nonsen Word Oral R Basic C Conne	Nonsense Word Rec Oral Rea Basic Cor Connecte	Foundat Patterns Phonics Diphtho Phonics	Foundational P Patterns Phonics - Digra Diphthongs Phonics - Morp	Foundational Phonics Patterns Phonics - Digraphs and Diphthongs Phonics - Morphology	Connected Text Fluency Decoding Literal Comprehension Inferential Comprehension Analytical Comprehension





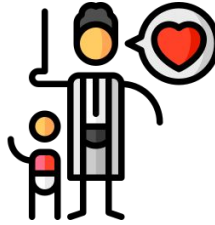
When Readers Struggle

What Do We Do When Readers Struggle?

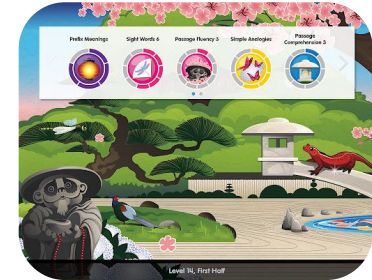


Differentiated
Small Group Instruction

Special
Education
Services



Amplify K-2 for
Phonics Remediation



Rtl (e.g. Leveled Literacy
Intervention, Lexia)

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
JULY/AUGUST 2021

Dyslexia
Intervention

Imagine Learning for
Emergent Bilingual



Ongoing Literacy Work

- A dedicated literacy coach on each K-6 campus
- More reading interventionists to assist teachers in identifying students
- A unified district-wide systematic phonics resource
- With anticipated growth, the ability to provide a full suite of literacy resources to new staff





Dyslexia Services

What is Dyslexia?

- Neurobiological
- Word-level disability
- Phonological Awareness
- Phonemic Awareness
- Phonics
- Automaticity of sounds, letters, and words
- Fluency



Texas Dyslexia Handbook Required Components

- Phonological Awareness
- Sound-symbol Association
- Syllabication
- Orthography
- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency



Dyslexia Programs Past and Present

2009 - Neuhaus Basic Language Skills

Neuhaus Multisensory Reading and Spelling

Students were pulled **120** minutes per week. Fridays were used for testing.

2019 - Reading by Design

Students were pulled **150** minutes per week.

2021 - Reading by Design and Take Flight

2022 - Students are now pulled **180 or **225** minutes per week.**



Components of Dyslexia Instruction

Reading by Design Lesson Cycle

-  Phonological Awareness
-  Alphabet
-  Review Decks
-  New Learning
-  Reading Practice
-  Handwriting Practice
-  Spelling Practice
-  Extended Reading Practice
-  Components of Language



Delivery of Dyslexia Instruction

- **Small Groups**
- **Pull-out**
- **Grouped by skill/lesson**
- **Progress Monitoring**



Dyslexia - Past and Present

School Year	Number of Dyslexia Students	CISD %	State %
2014-2015	1,700	3.02%	2.40%
2015-2016	2,181	3.74%	2.66%
2016-2017	2,342	3.90%	2.88%
2017-2018	2,575	4.20%	3.13%
2018-2019	3,021	4.80%	3.58%
2019-2020	3,421	5.26%	4.09%
2020-2021	3,772	5.77%	4.49%
2021-2022	4,167	6.08%	4.99%



Dyslexia Comparison to Other Districts (2022 School Year)

Austin ISD	7.60%
Garland ISD	6.74%
Humble ISD	6.42%
Conroe ISD	6.08%
Katy ISD	5.95%
Aldine ISD	5.50%
Spring Branch ISD	5.18%
Klein ISD	5.10%
STATE	4.99%
Pasadena ISD	4.85%
Fort Worth ISD	4.72%

Dallas ISD	4.71%
Clear Creek ISD	3.86%
North East ISD	3.76%
Fort Bend ISD	3.58%
Northside ISD	3.51%
El Paso ISD	3.36%
Alief ISD	3.15%
Arlington ISD	2.89%
Houston ISD	2.85%
Cypress-Fairbanks ISD	2.69%
Spring ISD	1.51%



Dyslexia Interventionists - Past and Present

2009 - 11 Interventionists serving elementary and intermediate campuses

1 Dyslexia/Section 504 Specialist

2023 - 47 Interventionists serving elementary and intermediate campuses (1 CALT)

(15 currently in training to be a CALT, 1 Bilingual CALP)

2 Lead Interventionists (serving students and coaching)

1 Dyslexia Specialist (currently unfilled)

1 Dyslexia Coordinator



Dyslexia Expenditure Trends

	Payroll	General Supplies	Travel	Grand Total
2017	\$2,304,236.95	\$12,645.51	\$10,177.46	\$2,327,059.92
2018	\$2,547,814.43	\$16,763.53	\$9,340.23	\$2,573,918.19
2019	\$2,724,597.65	\$15,649.73	\$9,064.86	\$2,749,312.24
2020	\$3,026,126.41	\$38,725.43	\$5,802.93	\$3,070,654.77
2021	\$3,857,903.21	\$18,322.06	\$7,014.04	\$3,883,239.31
2022	\$4,279,300.24	\$15,302.82	\$6,938.88	\$4,301,541.94



Dyslexia Expenditure Trends

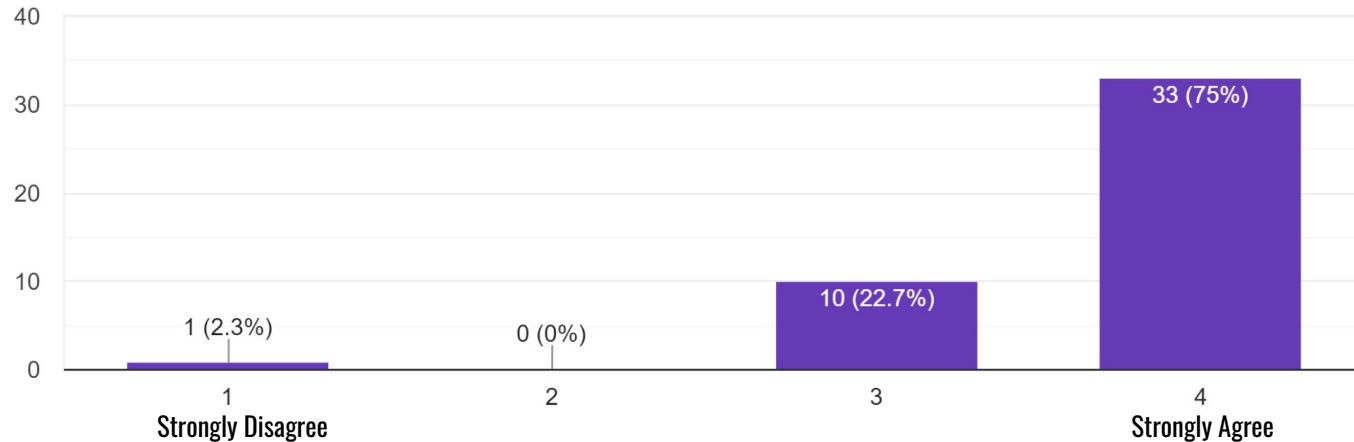
	Conroe ISD	State Allotment
2020-2021	\$3,883,239.31	\$2,401,784
2021-2022	\$4,301,541.94	\$2,632,784



Dyslexia Staff Survey Results

I feel valued in my current job.

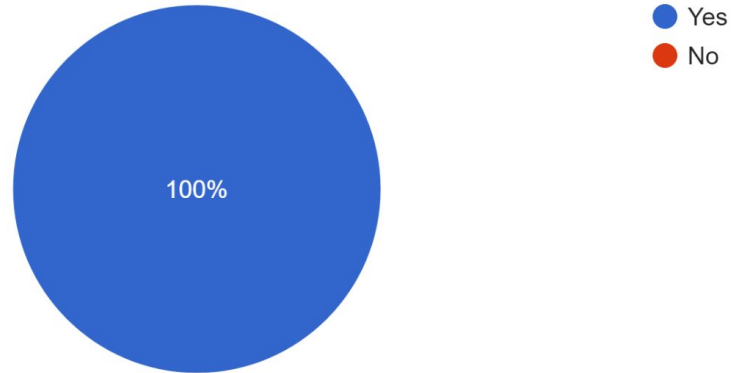
44 responses



Dyslexia Survey Results

I have been adequately trained on the Dyslexia Handbook, 2021 Update.

44 responses



Dyslexia Survey Results

Hire more interventionists, which would also help with scheduling reasonable group sizes and working around SE services and Specials.

Better communication between campus Problem Solving Team, Special Education staff, campus administration, and the dyslexia interventionist.

I am satisfied with my work environment.

Adequate teaching spaces (not closets or grade level rooms) with dry erase boards and classroom supplies.

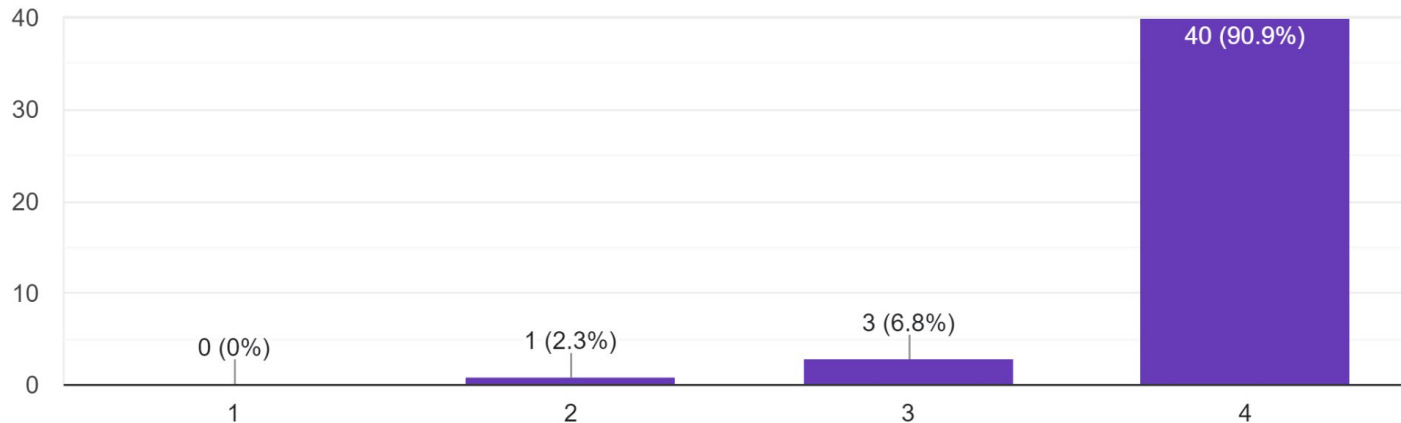
**Meet as a dyslexia team
more often to
collaborate with one
another and receive
more training.**



Dyslexia Survey Results

My direct supervisor treats me fairly and provides the support needed to do my job effectively.

44 responses



Ongoing Dyslexia Work

- Additional dyslexia interventionists
- CALT Training and Retention
- Adequate teaching spaces





Dyslexia & Special Education Assessment



Dyslexia Screeners

In 2018, TEA updated *The Dyslexia Handbook* to require proactive screening of students in first grade and Kindergarten for early identification of reading difficulties, including dyslexia and related disorders.

Screening: a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties.

Screening is not a formal evaluation.

Texas Education Agency (2021). *The Dyslexia Handbook, 2021 Update: Procedures Concerning Dyslexia and Related Disorders*



Dyslexia Screeners in Conroe ISD

- First grade students were screened for dyslexia during Conroe ISD's middle of the year literacy assessment window from December 12 to January 27.
- Kindergarten students will be screened for dyslexia during Conroe ISD's end of the year literacy assessment window from April 17 to May 19.
- CISD uses mCLASS, an approved TEA literacy assessment and dyslexia screener.



Dyslexia Assessment

- *The Dyslexia Handbook, 2021 Update* on evaluation for dyslexia and related disorders has required a proactive approach to the identification of dyslexia under the Individuals with Disabilities Education Act (IDEA) in order to evaluate in all areas, not just reading.
- This change means that anytime the Local Education Agency (LEA) suspects that a student has dyslexia or a related disorder, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.
- If a parent refuses the FIIE, the LEA can request a Section 504 evaluation.



Current Assessment Data

Special Education Dyslexia Evaluations		Section 504 only Evaluation for Dyslexia	
Specific Learning Disability	277	Dyslexia/Dysgraphia	21
Did Not Qualify	78	Did Not Qualify	10
Total SE Evaluations Completed	1142	Total Evaluations Completed	31
Current SE Evaluations Pending	1006	Current Evaluations Pending	17



Special Education Testing Time

*Time in hours unless noted	Total Time (English only)	Total Time (Bilingual)	Testing, observations, and interviews	Consent for testing	Write ups & Interpretation	ARD Prep, Staffing, or Delivering information & reports	ARD Meeting	Review of testing with parent	Bilingual additions - Language dominance, Spanish testing
Speech Only	12	14	3.5 to 4	1	3	2	45 min. to 1	1	2
LD and/or ID	20	26	5 to 6	1	7 to 8	2 to 3	1	1	1
Psychological	23	24	6 to 7	1	9 to 10	2 to 3	1	1	1
Dyslexia	6	7	2	1	2	-	-	1	1
Early Childhood	14	16	3 to 4	1	6	1 to 2	-	1	2



Special Education Assessment Staff Status

	Current	Vacancies
Speech Language Pathologists	65	5.5 service 10.5 assessment
Speech Language Pathologist Assistants	18	
Diagnosticians	93	6
ARD Facilitators	2	
Licensed Specialist School Psychologists	37	2.6
Physical Therapists	5	
Occupational Therapists	15	
Certified Occupational Therapist Assistants	3	



Special Education Assessment Staff Survey Results

What is the bulk of your day spent doing?

Most reported answers:

- Paperwork (IEP Paperwork Prep, Evaluation writing, other required paperwork)
- Assisting Campus (meeting with campus staff or students)
- IEP meetings
- Therapy (speech, counseling, physical therapy, occupational therapy)



Special Education Assessment Staff Survey Results

What could the district do to improve work environment?

- **More staff to reduce workload**
- **Increased salary**
- **Increased workspace/office space or private workspace on campuses**
- **ARD Facilitators to allow more time for evaluation writing**
- **More clerical help**



Special Education Assessment Staff Survey Results

What could we eliminate from your required tasks to free you up to evaluate/write reports and provide services?

- **Sharing office spaces**
- **Having to run IEP meetings**
- **Large caseloads**
- **Campus duties (car duty/bus duty/cafeteria duty)**



Special Education Assessment Staff Survey Results

Which of these could make you feel the most valued?

- **Better compensation- 86%**
- **Location of uninterrupted work time to complete paperwork- 44%**
- **Recognition of good work - 29 %**
- **Better communication within my department- 23 %**
- **More clerical assistance- 23 %**
- **Additional support from administration - 19 %**



Special Education Assessment Staff Survey Results

Please share any other ideas you think would help recruit and retain assessment staff.

- **Additional retention stipends for assessment staff**
- **Allow for work-from-home some days for report writing**
- **Flexible work hours**



Diagnostician Salaries-Neighboring Districts

District	SpEd Population	Contract Days	Min	Mid	Max	Stipend
Conroe	7,608	197	\$71,716	\$87,458	N/A	N/A
Clear Creek	N/A	192	\$59,915	\$75,057	\$90,088	\$4,000
Fort Bend	8,788	190	\$63,054	\$76,945	N/A	\$1,500 retention
Magnolia	1,748	202	\$83,005	N/A	N/A	N/A
Humble	4,980	195	\$64,921	N/A	N/A	N/A
Klein	6,177	202	\$64,100	\$77,467	N/A	\$2,000
Katy	11,921	197	\$67,003	\$79,822	\$92,641	N/A



LSSP Salaries-Neighboring Districts

District	SpEd Population	Contract Days	Min	Mid	Max	Stipend
Conroe	7,608	197	\$71,716	\$87,458	N/A	\$4,000
Clear Creek	N/A	192	\$59,915	\$75,057	\$90,088	\$4,000
Fort Bend	8,788	190	\$63,054	\$76,945	N/A	\$1,500 retention/ \$5,000 stipend
Magnolia	1,748	202	\$84,776	N/A	N/A	N/A
Humble	4,980	195	\$64,921	N/A	N/A	N/A
Klein	6,177	202	\$64,100	\$77,467	N/A	\$4,000
Katy	11,921	197	\$67,003	\$79,822	\$92,641	N/A



Ongoing Special Education Assessment Work

- Additional retention stipends
- Increase of pay
- Additional assessment positions to reduce caseloads
- Additional ARD Facilitators to allow more assessment time
- Additional clerical support





Thank you

