

ACT 1039 – Dyslexia Screening and Intervention

BACKGROUND

In 2013, the Arkansas Legislature passed ACT 1294 to ensure that children with the characteristics of dyslexia would have their needs met by the state's public school system.

In 2015, ACT 1268 expanded this initiative by modifying the requirements concerning dyslexia screenings, and clarifying actions required by the state, educational cooperatives, and school districts.

In October of 2016, the Arkansas Department of Education (ADE) updated the rules governing the implementation of ACT 1268. These updated rules provided further clarification, guidance, and instruction on how to meet the needs of students showing characteristics of dyslexia.

In April of 2017, the Arkansas Legislature passed ACT 1039 to further amend and clarify code provisions regarding dyslexia screening and intervention, and to add specific enforcement provisions tied to school accreditation. It also added new public posting requirements. **The information on this page meets or exceeds all posting requirements.**

DYSLEXIA PROGRAM

All Arkansas public schools must have an Intervention Program in place to assist any students identified as having characteristics of dyslexia. The Huntsville School District primarily uses a program called Phonics First which incorporates Orton-Gillingham principles to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible. This program is accredited through both IDA (International Dyslexia Association) and IMSLEC (International Multisensory Structured Language Education Council). Students needing extra practice in phonemic awareness skills will be taught using Michael Haggerty's Phonemic Awareness activities and/or 95% Group Phonological Awareness Lessons.

STUDENT DATA

During the **2018-2019** school year, the Huntsville School District identified 300 students with characteristics of dyslexia and provided dyslexia interventions for these students using Phonics First.

***Note:** These are composite totals for the 2018-2019 school year. Due to student transfers in and out of the district, these numbers may be slightly different from the final numbers on the state report.

SCREENINGS

All Arkansas public schools are required to conduct initial screening in Kindergarten through 2nd grade for indicators of dyslexia. In addition, all schools are required to screen any student in the 3rd through 12th grades who appears to be experiencing difficulty (as noted by the classroom teacher).

Screening tools used by the Huntsville School District for Level 1 Assessments may include CORE Literacy Library Phonics Survey, Phonological Awareness Screening Test (PAST), DIBELS Oral Reading Fluency, Rasinski 3-Minute Reading Assessment, Phonics First diagnostic assessments, AR-RAN (Arkansas Rapid Automatized Naming Screener). Screening tools used by the Huntsville School District for Level II Assessments may include CTOPP -2 (Comprehensive Test of Phonological Processing, second edition), PAT-2 (Phonological Awareness Test, second edition), KTEA-3 (Kaufman Test of Educational Achievement, third edition (Letter & Word Recognition, Nonsense Word Decoding, Listening Comprehension), TWS-5 (Test of Written Spelling, fifth edition), GORT-5 (Gray Oral Reading Tests, fifth edition)

DYSLEXIA RESOURCE GUIDE

The Arkansas Department of Education has created a Dyslexia Resource Guide to provide guidance for districts, schools, and teachers as they seek to effectively meet Arkansas code provisions regarding dyslexia screening and intervention. In addition to dyslexia specifics, it also outlines the relationship of Dyslexia Intervention to RTI, and how this combination meets IDEA (the federal Individuals with Disabilities Education Act). The Huntsville School District maintains full compliance with all provisions of this guide.