



Carlisle School District

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Dyslexia Program

During the 2020-2021 school year, Carlisle Public School District used the following evidenced-based dyslexia intervention programs in small group interventions to address the deficit areas of students identified as exhibiting the characteristics of dyslexia:

- **Phonics First (Brainspring)**
- **Structures (Brainspring)**
- **95% Phonological Awareness Lessons all using Orton-Gillingham strategies.**

Equipped for Reading Success by David Kilpatrick and [ACT 1268](#) was used to create a guide for implementing Phonological Awareness. The phonological awareness implementation guide addresses teaching phonological awareness in which instruction is explicit, systematic, sequential, and cumulative using multisensory and gradual release of responsibility. Teachers and/or interventionists will be trained and coached for implementing phonological awareness instruction.

The Right to Read Act, amended by the Arkansas Legislature in 2019, requires “curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including without limitation: (1) dyslexia programs that are evidence based and aligned to structured literacy or grounded in the Orton-Gillingham methodology, (2) evidence-based reading intervention programs, and (3) evidence-based reading programs that are grounded in the science of reading.” Pursuant to Ark. Code Ann. § 6-17-429(f), the Arkansas Division of Elementary and Secondary Education shall identify and create a list of approved materials, resources, and curriculum programs for public school districts and open-enrollment public charter schools that are supported by the science of

reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including dyslexia programs, evidence-based reading intervention programs, etc.

Based on DESE's findings for Brainspring; phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language was not submitted for approval by Brainspring. Phonemic awareness is essential to students becoming proficient readers and must be addressed. Per DESE, the district must supplement phonemic awareness content and instruction within this dyslexia program to ensure that this component is aligned to the expectations in the law.

WDMESC created a literacy planning team for districts using Brainspring to address the phonemic awareness component. The planning team used Equipped for Reading Success by David Kilpatrick and [ACT 1268](#) to create a guide for implementing Phonological Awareness. The phonological awareness implementation guide addresses teaching phonological awareness in which instruction is explicit, systematic, sequential, and cumulative using multisensory and gradual release of responsibility.

The RITE flight program will be trained and implemented. In addition, teachers will be trained and supported in moving from form to function in regards to the structure of the English language that includes morphology, semantics, syntax, and pragmatics.

Number of Students Who Received Dyslexia Intervention

During the 2020-2021 school year, **40** students attending Carlisle Public School District **received** dyslexia intervention services from a trained dyslexia interventionist.

Total Number of Students Identified as Exhibiting the Characteristics of Dyslexia

During the 2020-2021 school year, **51** students attending Carlisle Public School District are **identified** as exhibiting the characteristics of dyslexia.