

Dyslexia/ILP-D Information Hub

Table of contents

Table of contents	1
Post 5th grade screening action steps	1
ILP-D Agenda (10/17)	2
State Rule	4
Universal Screener Guidelines: (per p.22 of the Dyslexia Guide)	8
Correspondence up to mid-September	10

Post 5th grade screening action steps

KM's proposed next steps for the team:

- This team (Meghan, Tess, Holland, Michelle) reviews the components of an ILP-D and makes proposals for how we can staff the writing of these documents (I personally have never written an IEP or ILP, so I don't have a frame of reference for how much of an ask this would be of teachers) **before Thanksgiving break**
 - Based on this team's feedback, KM makes a draft timeline for the writing of ILP-Ds for 5th grade **by mid-week after Thanksgiving break**
- KM shares what she learns from the state about ILP-Ds and EL students **as soon as I hear back**

I've learned the following after reviewing the ILP-D resources on the state website:

1. From my understanding, it appears that a parent meeting is *not* required, but the notification through TN Pulse *is* required.
2. TN Pulse generates templates of all documents, but we will need to put in the dyslexia-specific interventions and indicate which deficit area the intervention corresponds to in writing ILP-Ds.
3. We did not pull active EL students or students with IEPs for the first round of screening, but I think we will need to screen them based on this information: Additionally, districts must have a plan for how to seamlessly coordinate the service of students with disabilities and English learners with IEPs, ILPs, or both. (pg. 29 of the Dyslexia Resource Guide).

Components of an ILP-D (in order)--taken from Dyslexia Resource Guide:

- Data

- Parent notification
- Grade-appropriate skills deficits
- Targeted skills for intervention
- Interventions and intervention history
- Classroom access: supports and accommodations
- Instructional Scaffolds and Accommodations within Tier I Instruction
- Team Members
- Exit Criteria

Links:

[Full ILP-D Manual with screenshots of TN Pulse](#)

[Quick guide to TN Pulse for ILP-Ds](#)

[RTI2 for ESL document](#)--I am working to find time to meet with Jessica Dainty to learn about how we should treat the screening information we have about EL students. Our main question is--how do we determine that a student has characteristics of dyslexia or is still acquiring English?

[Dyslexia Resource Guide](#)

ILP-D Agenda (10/17)

Agenda Topic	Notes
1) Hi :) & Goals of this meeting: (7 min) <ul style="list-style-type: none"> ● Align on the legal requirements, accepted screeners ● Agree on proposed next steps & owners 	
2) ILP-D legal requirements (30 min) <ul style="list-style-type: none"> ● Review state rule and summarize critical components relevant to our schools ● Review universal screener information and summarize takeaways 	<p>Below 25% on universal screener for MS; identified in EWS for HS triggers you into additional data collection. Collect additional data based on dyslexia screeners and if they have deficits in 50% of the criteria, they qualify for ILP-D.</p> <p>We'd then communicate with parents to get approval for ILP-D.</p> <p>EL students can have an ILP-D and ILP, while SWD have an ILP-D only if they don't also have an IEP for specific reading disability</p> <p>As a school we need an oversight plan that outlines our process.</p> <p>We need to have a plan for dyslexia specific interventions and access to GL content in non-reading classes.</p>

	<p>A student may be identified as a student with the unique learning need of characteristics of dyslexia through the universal reading screener process and subsequent analysis of data if they meet 2 of the 3 criteria for ILP-D.</p> <p>Questions about State Rule:</p> <ul style="list-style-type: none"> -What do we call deficit? (defined in sept doc) -What is services hierarchy? Do we make this decision or is there rule? -How do our current systems match/not match this? -Clarify the services needed? -Are we required to do this by state law? (MM follows up with Sam) <p>Questions about second round screening:</p> <ul style="list-style-type: none"> -When will the encoding metric be available? -
<p>3) Proposal: (10 min)</p> <ul style="list-style-type: none"> ● We prioritize 5th grade, then 6-8 and deprioritize 9-12 ● We have two primary chunks of work to figure out: <ul style="list-style-type: none"> a. Logistics of screening and notification for parents b. Determining actual supports to put in place for ILP-D ● We split into two teams to figure out the supports <ul style="list-style-type: none"> ○ Logistics team: KM, MM, JG ○ Instructional team: TL, HW, MB ○ Meet bi-weekly to move work forward in sub teams and bi-weekly updates in full teams ● LOGISTICS: (KM is primary owner in partnership with MM and JG) Prioritize ILP-D screening at MS for Q2; Consider ILP-D screening at HS in Q3 <ul style="list-style-type: none"> ○ Complete for 5th grade first; Use fall testing as the cutoff and implement screeners in i-block for those under 25th percentile to determine who 	<p>Need to confirm the legality piece of the “slow roll”; see what happens with 5th grade and then decide what makes sense in 9-12 as we plan for Q3 Maybe means we start with 9-12 in Q3? OR wait for 24-25 SY</p> <ul style="list-style-type: none"> ● Could be worth looking at the % of students below 25th percentile on 8th Spring MAP in Reading who aren't already being served with IEP ● Narrow to 5th grade would allow us to zoom in support a set of students who clearly need support.

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|---|--|
| <ul style="list-style-type: none"> ○ qualifies for ILP-Ds ○ Use December MAP testing as the cutoff for 6th - 8th and do follow up testing in i-block post full MAP testing using same process we did for 5th graders.
 ● SUPPORTS: (TL is primary owner in partnership with HW & MB) <ul style="list-style-type: none"> ○ Review the resources for what supports might look like for students with dyslexia (see dyslexia manual) ○ Consider how we could fold this into our current i-block structures in Q3 ○ Draft proposal by end of November for supports we could include in i-block in Q3 for students qualifying for an ILP-D (it's possible that our phonics intervention is sufficient and who qualifies for it shifts). | |
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State Rule

(1) In accordance with T.C.A. § 49-1-229 and Tennessee Department of Education Rule 0520-12-05-03:

(a.) A Student in grades Kindergarten through eight (K-8) is determined to have Characteristics of Dyslexia if the Student:

1. Falls below the 25th percentile on the composite score on the Tennessee universal reading screener provided by the Department or on a universal reading screener approved by the State Board as set forth in State Board Rule 0520-01-03-15; and
2. Displays deficits in fifty percent (50%) or more of the grade-appropriate subtests identified by the state's Minimum Universal Screening Matrix for grades K-4 and grades 5-8 which could include the following areas:
 - (i) Phonological awareness;
 - (ii) Phonemic awareness;

- (iii) Sound symbol recognition;
- (iv) Alphabet knowledge;
- (v) Decoding skills;
- (vi) Rapid naming; or
- (vii) Encoding skills.

(b.) A Student in grades nine through twelve (9-12) is determined to have Characteristics of Dyslexia if:

- 1. The LEA's or public charter school's Early Warning System detects that the Student may be at-risk for a reading deficiency; and 2. The Student displays deficits in fifty percent (50%) or more of the grade appropriate subtests identified by the state's Minimum Universal Screening Matrix for grades 9-12 which could include the following areas:
 - (i) Phonological awareness;
 - (ii) Phonemic awareness;
 - (iii) Sound symbol recognition;
 - (iv) Alphabet knowledge;
 - (v) Decoding skills;
 - (vi) Rapid naming; or
 - (vii) Encoding skills.

(c.) Each LEA and public charter school shall:

- 1. Develop for Students with Characteristics of Dyslexia in grades Kindergarten through three (K-3), a language-focused ILP-D that provides appropriate tiered dyslexia-specific interventions in accordance with T.C.A. § 49-1-229, Tennessee Department of Education Rule 0520-12-05-03 and the Tennessee Investment in Student Achievement (TISA) Guide created by the Department, and designed to provide access to instruction aligned to grade-level academic standards;
- 2. Develop for Students with Characteristics of Dyslexia in grades four through twelve (4-12), an ILP-D that provides appropriate tiered dyslexia specific intervention in accordance with T.C.A. § 49-1-229, Tennessee Department of Education Rule 0520-12-05-03 and the Tennessee Investment in Student Achievement (TISA) Guide created by the Department, and designed to provide access to instruction aligned to grade-level academic standards and access to assistive technology supports;
- 3. At least annually, review and revise each Student's ILP-D;
- 4. Notify the parent(s) or legal guardian(s) of a Student with Characteristics of Dyslexia in writing:
 - (i) Before implementing the Student's ILP-D;
 - (ii) Of progress monitoring data;
 - (iii) Regarding the special education referral process; and

- (iv) Of the parent's or legal guardian's right to decline an ILP-D for Characteristics of Dyslexia and that declining an ILP-D does not constitute a waiver of RTI2 services; and
5. Adopt and implement an oversight plan that outlines the development, implementation, and monitoring of ILP-Ds for Students with Characteristics of Dyslexia in accordance with Tennessee Department of Education Rule 0520-12-05-.03 and the Tennessee Investment in Student Achievement (TISA) Guide. At a minimum, ILP-D oversight plans shall include procedures regarding:
- (i) The development of ILP-Ds for all students with characteristics of dyslexia in the LEA or public charter school;
 - (ii) The monitoring of student progress on ILP-Ds quarterly;
 - (iii) Annual review and revision of ILP-Ds;
 - (iv) Parental communication and notification regarding ILP-Ds;
 - (v) The special education referral process and how the LEA will ensure RTI2 is not used to delay or deny special education evaluations;
 - (vi) The seamless coordination of services and supports for Students with Characteristics of Dyslexia who are also English Learners and/or students with disabilities;
 - (vii) Identification of school-based staff who are responsible for developing and implementing ILP-Ds;
 - (viii) Training for appropriate staff regarding ILP-D requirements, development, and implementation; and
 - (ix) The sufficient staffing and resources required to support the development and implementation of all ILP-Ds across the LEA or public charter school.
- (x) LEAs shall monitor authorized public charter schools to ensure compliance with this Chapter.

(d) A Student with Characteristics of Dyslexia shall not have an ILP-D if:

- 1. A parent or legal guardian declines an ILP-D;
- 2. The Student with an ILP-D is subsequently determined eligible for special education and related services support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension
- 3. The Student has a primary or secondary eligibility category on the Student's finalized IEP to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension.

(e) LEAs shall ensure that English Learner students suspected of having Characteristics of Dyslexia are screened and served in accordance with T.C.A. § 49-1-229 and the State Board Rule Chapter 0520-01-19. In addition to an ILP-D developed pursuant to this Chapter, an LEA shall provide to an English Learner student identified as having Characteristics of Dyslexia an individualized learning plan (ILP) in accordance with the State Board Rule Chapter 0520-01-19. The English Learner student's ILP and ILP-D shall be coordinated to ensure the seamless provision of coherent and complete services and supports.

Name	Major Takeaways
KM	<ul style="list-style-type: none"> • We need a process around the second step of testing for students who may qualify (e.g., phonemic awareness, etc.). • We need a process around writing and implementing ILP-Ds. • We need to “implement an oversight plan that outlines the development, implementation, and monitoring of ILP-Ds for Students with Characteristics of Dyslexia”. • Questions remaining: timing for all of the above? How would/should students with ILP-Ds be treated differently than...students in reading RTI and/or students in reading resource? How much of a lift is this on the SPED team?
TL	<p>Students in grade 5-8 (in our case) are determined to have characteristics of dyslexia if they meet BOTH sets of criteria - below 25% on a screener and display deficits in more than half of the key reading skills. 9-12 qualify using the Early Warning System</p> <p>These students are entitled to an Individualized Learning Plan- Dyslexia that outlines the reading supports and academic access supports they are entitled to.</p> <p>Communicate with families for all students who qualify – review these plans and policies annually.</p> <p>Valor needs to provide dyslexia support interventions for students who qualify</p> <p>(questions related to this: - does our current screening process cut off at the 25th percentile for PGL? Does PGL meet the dyslexia requirements? What happens to students who get math interventions but qualify for dyslexia supports? What happens to EL students who get EL supports but qualify for dyslexia? What “access” to content are we providing for these students? Who is writing these ILP-Ds/contacting families? Are there models?)</p>
GC	<ul style="list-style-type: none"> • Valor needs to determine exactly what our Early Warning Systems are and whether there are any additional warning systems needed • Valor needs to determine what interventions are needed should they have students with ILP-Ds • Valor needs to determine the system for developing, implementing, and monitoring ILP-Ds • Additional questions- <ul style="list-style-type: none"> ◦ I'm actually still unclear if ILP-Ds are required or not- not saying we shouldn't do them just based on whether or not they are

	<p>required...but on the call with the state ILP-D person awhile back she made it sound like it was up to the school to determine</p> <ul style="list-style-type: none"> ○ Who would own creation/implementation? ○ Creation of ILP-Ds won't mean much if we don't have meaningful dyslexia-based interventions- so what all do we need to do as a school/network to ensure if we do have lots of students with ILP-Ds that we are providing training or hiring staff with dyslexia-specific training? ○ How do services work?
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Universal Screener Guidelines: (per p.22 of the [Dyslexia Guide](#))

Grades 5 – 8

For students in grades 5 – 8, all districts must administer the measures listed on the Minimum URS Matrix in the Fall, Winter, and Spring. Please note some measures are only administered during certain screening periods.

In grades 5 – 8, the grade-appropriate subtests provide information on foundational literacy skills, primarily in the areas of decoding and encoding. See notes on encoding above for administration guidance and see URS Decision-making Crosswalks for detailed rubrics for each approved URS. Guidance on which subtests relate to which skills areas is explicitly detailed for districts on the URS Decision-making Crosswalks.

Grades 9 - 12

For students in grades 9 – 12, the Early Warning System indicates risk. As it is functioning as the equivalence of the URS for earlier grades, all districts must administer the measures listed on the Minimum URS Matrix in the windows indicated only for those students whose EWS indicates risk of academic reading failure. Please note some measures are only administered during certain screening periods.

In grades 9 – 12, the grade-appropriate subtests provide information on foundational literacy skills, primarily in the areas of decoding and encoding. See notes on encoding above for administration guidance and see URS Decisionmaking Crosswalks for detailed rubrics for each approved URS. Guidance on which subtests relate to which skills areas is explicitly detailed for districts on the URS Decision-making Crosswalks.

Summary

A student may be identified as a student with the unique learning need of characteristics of dyslexia through the universal reading screener process and subsequent analysis of data. URS Decision-making Crosswalks for each approved screener at each grade/band are available to aid

districts in accurately analyzing and interpreting student performance after taking all assessments listed on the corresponding Minimum Matrix.

See the Matrix [here](#) (NWEA) and [here](#) (AimsWeb)

[HS](#)

Correspondence up to mid-September

Links:

- **Jan. 2022 Rule:** [Rules of the State Board of Education Chapter 0520-01-22 Dyslexia ILPs](#)
 - Describes new requirements for K-12 (rather than just K-3)
- **Rule on Universal Reading Screeners:** [Rules of the State Board of Education Chapter 0520-01-03 Academic and Instructional Requirements](#)
 - Specifies requirements for what is an allowable Universal Reading Screener
 - [TN Universal Reading Matrix](#)
- [Reading 360 Initiative Landing Page](#)
- [Reading 360 One-Pager](#)
- [TN PULSE: Individualized Learning Plan -for Students with Characteristics of Dyslexia Manual \(ILP-D\)](#)

GC will connect with MB and let us know about any decisions they make around ILP-Ds/next steps

9/7/23: KM and MM coaching

- Likely follow up: screening students in Q2 for these characteristics
- MM will also chat with TL next week in coaching or in academics team meeting (Monday 9/18)
- We can either add on MAP or aimsWeb assessments on ([URS decision-making crosswalk for AimswebPlus](#) and [URS decision-making crosswalk for NWEA MAP](#))

9/5/23: met with Jessica Dainty and Haley Richardson (TN DOE): Grace Campbell, Holland White, Katie Mead, and Tess Lantos ; notes from the call + our follow up
Resources shared on the call:

- [RTI2 Landing Page](#)
 - [URS decision-making crosswalk for AimswebPlus](#)
 - [URS decision-making crosswalk for NWEA MAP](#)
 - [RTI Listserv sign up](#) (they send all new documents here first!)

GC summary:

- From a compliance perspective, what still matters most is that we are screening, identifying, and serving kids. Not necessarily whether all kids are getting ILP-Ds although this is something we need to narrow the focus on more of course

- If the school decides a student does need an ILP-D (which they may or may not decide on depending on the situation/student), they do need to make sure there is an appropriate dyslexia intervention
- HS guidance seems a lot more LEA-specific meaning the school can decide the parameters to screen based on student's attendance, behavior, and academic competencies determined by the school (THEN would follow state guidance for dyslexia such as looking at decoding and encoding)
- MS guidance seems a little more detailed and might need more changes but I could be wrong. For example, to qualify for an ILP-D students need to score below 25th in SRF, be administered an ORF probe and score below 90% accuracy, and/or perform at a certain level on a state provided encoding assessment (which the state is providing shortly). My primary questions for MS are more around a) how do we determine who all gets screened, b) roughly how many students are scoring below the 25th in SRF, and c) do we have phonics/dyslexia interventions in place currently at the MS and if so, do we have capacity at the moment to create more pending the influx of new students that might qualify?
- So the good things: we are already doing aimsweb screeners and are doing the specific tests she mentioned. I think from the HS perspective the rules feel a little looser in terms of the school being the ones to make parameters around who to screen.
- the things I have questions on: how are we deciding who gets screened at the MS? Is it from MAP testing data? Also, we may have to change the "ORF" criteria we use (at least at the MS) for the marker to be 25th percentile instead of 10th percentile

HW added: We do have at least one phonics RTI class at each of the middle schools, but I'm not sure that just phonics would necessarily serve students that might qualify.

8/29: KM Scheduled meeting w/ Jessica in [this email chain](#)

6/28/23-8/8/23: KM took notes/screenshots on webinars shared with us in [this email chain](#)



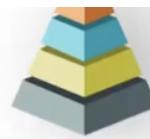
1. Let's review **student groups** supported by Unique Learning Needs (ULN) funding in the TISA formula.
2. How do I ensure that each of these student groups has an **assessment and a plan** to qualify for Unique Learning Needs funding?
3. What are the **new plans** for students with ULNs and how do I document these plans?
4. What are the expectations for **Individualized Learning Plans (ILPs)** for English learners?
5. How is a **student with Characteristics of Dyslexia** similar to or different than a student who has an IEP for specific learning disabilities in reading?
6. Where do I receive **supports** as I implement this process?

TN PULSE



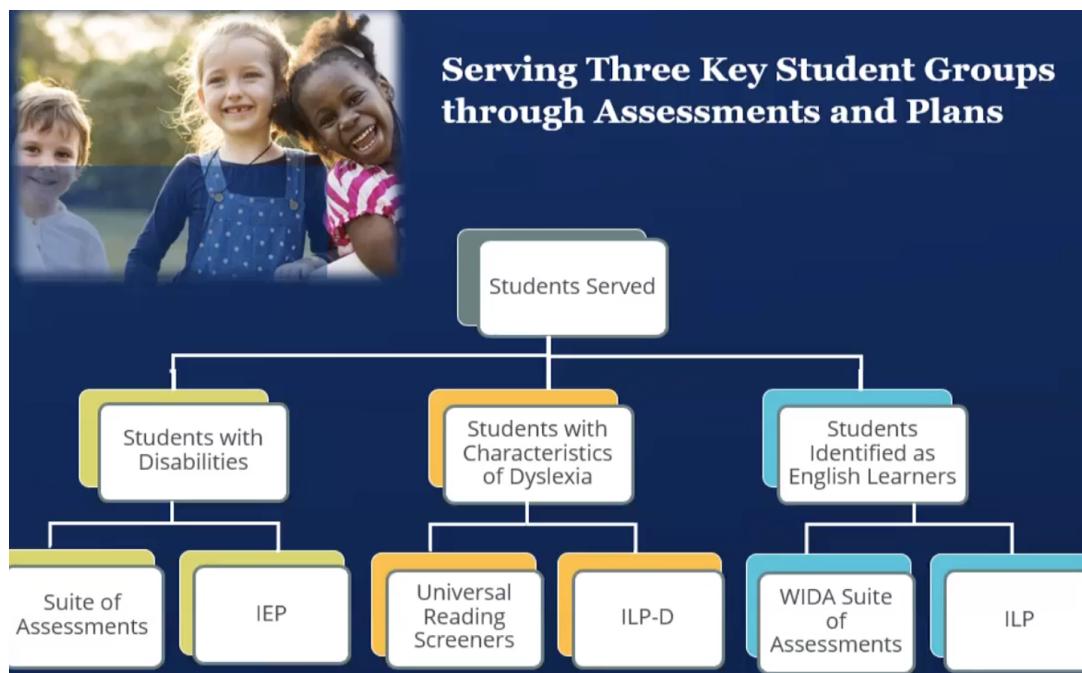
- TN PULSE is the new Data Management and Monitoring System that will fulfill the department's need to provide a standardized, web-based solution to school districts, public charter schools, and state-operated programs (SOPs) to support data collection, records creation, and progress reporting for students with disabilities (IEP), English learners (ILP), and students with characteristics of dyslexia (ILP-D).
- Section 504 plans will be developed and housed in TN PULSE but will not generate weighted TISA funding.
- TN PULSE will replace Easylep and will include enhanced features and expanded functionality.
- TN PULSE will go live on July 1, 2023.

How does the law define student groups for ULNs?



- **Students with Disabilities** – a student eligible for special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1400 et seq.); T.C.A. § 49-10-108; and the State Board rules for special education.
- **Students with Characteristics of Dyslexia** - a student in kindergarten - grade 8 and falls below the 25th percentile on the composite score on the Universal Reading Screener or is in grade 9 - 12 and the LEA's Early Warning System detects that the student may be at-risk for a reading deficit; AND displays deficits in fifty percent (50%) or more of the grade-appropriate subtests identified by the state's Minimum Universal Screening Matrix.
- **Students with English Learner Status** - a Non-English Language Background (NELB) student who qualifies for ESL services via a Department-approved English Language Proficiency screener and qualifies as a Tier I, II, or III student.

*As a note, the law **does not include students with Section 504 plans** as a ULN student group. Therefore, the law does not allow the department to add students receiving services under **Section 504 as an additional ULN**.*



How will special education option codes align to ULN weighted allocations?



A student may generate up to four ULN weighted funding allocation(s) based on the student's individual needs.

- **ULN one (1)** – weighted at fifteen percent (15%) for a student with **Special Education Consultation Services**, **Option Code:1**
- **ULN two (2)** – weighted at twenty percent (20%) for a student with:
 - o (i) Minimal **Special Education Direct Services**, **Option Code: 2**
 - o (ii) **Characteristics of Dyslexia**, and/or
 - o (iii) English Learner **Tier I Services**

How will special education option codes align to ULN weighted allocations?, cont.



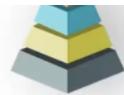
- **ULN three (3)** – weighted at forty percent (40%) for a student with **Limited Special Education Direct Services**, **Option Code: 3**
- **ULN four (4)** – weighted at sixty percent (60%) for a student with **English Learner Tier II Services**, **Option Code: N/A**
- **ULN five (5)** – weighted at seventy percent (70%) for a student with **English Learner Tier III Services**, **Option Code: N/A**

How will special education option codes align to ULN weighted allocations?, cont.



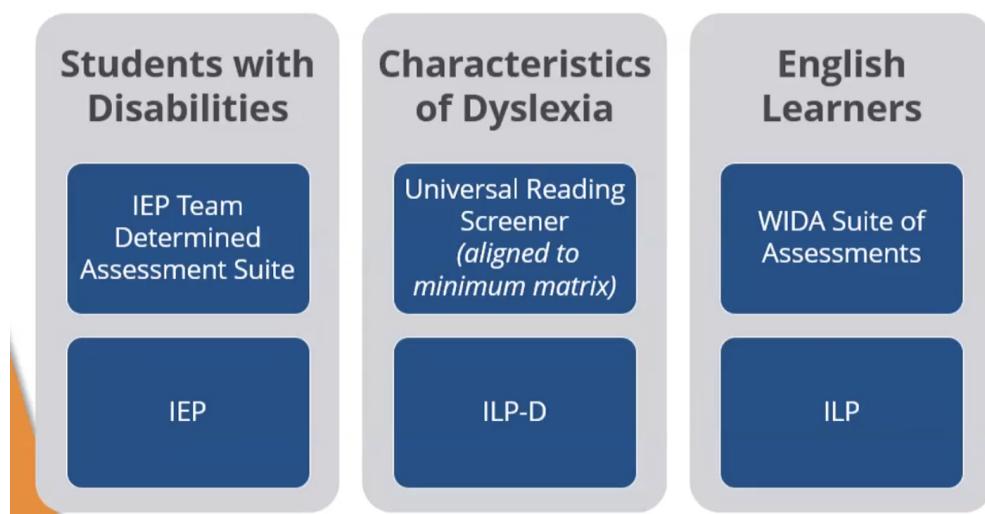
- **ULN six (6)** – weighted at seventy-five percent (75%) for a student with **Moderate Special Education Support Direct Services**, Option Code: 4
- **ULN seven (7)** – weighted at eighty percent (80%) for a student with **High-Support Special Education Direct Services**, Option Code: 5
- **ULN eight (8)** – weighted at one hundred percent (100%) for a student with **Ancillary Special Education Direct Services**, Option Code: 6
- **ULN nine (9)** – weighted at one hundred twenty-five percent (125%) for a student with **Most Intensive Special Education Support Direct Services**, Option Code: 7 or 8
- **ULN ten (10)** – weighted at one hundred fifty percent (150%) for a student with **Special Education Residential/Homebound/Hospital Services**, Option Code: 9 or 10

Assessment Plus a Plan

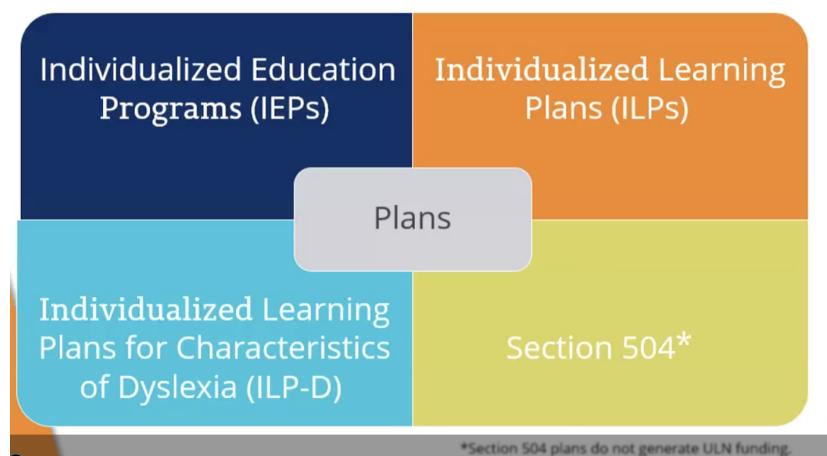


A student can generate up to 4 weighted funds for ULNs.

Implementation Requirements for ULN Funding



TN PULSE Student Plans



Special Education Individualized Education Program (IEP)



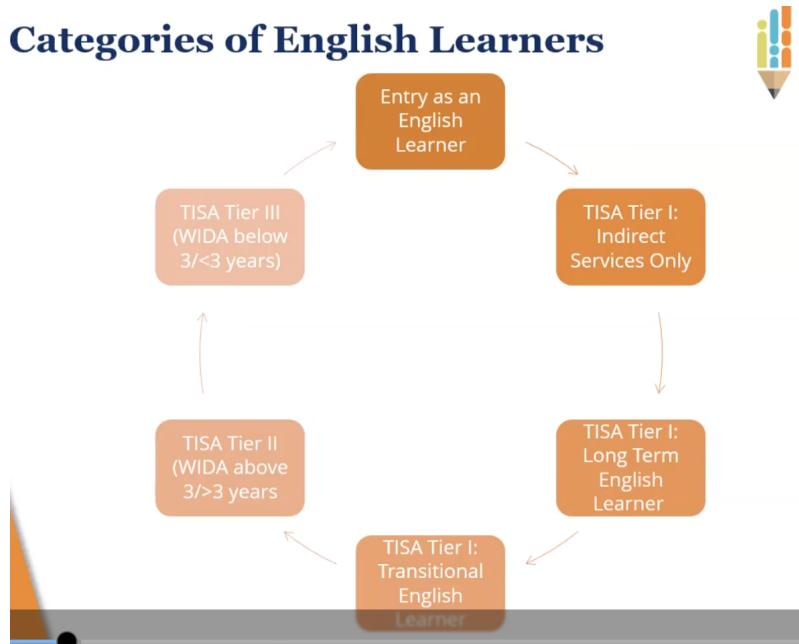
An IEP is developed by an IEP team. An IEP team consists of a parent and/or guardian, regular education teacher, special education teacher, a representative of the public agency (LEA), an individual who can interpret evaluation results, and others with knowledge or expertise regarding the child.

An IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. §§ 300.320 through 300.324.

An IEP identifies a student's disability, outlines clear goals and objectives, and explains how the student will be supported.

An IEP guides how a school configures its special education resources in order to provide opportunities for a student with disabilities to achieve desired outcomes.

Categories of English Learners



English Learner Alignment to ULN Tiers



English Learner	Assessment Determination	Type of Plan
Initial EL Determination	Step 1: Home language survey Step 2: WIDA Screening	N/A
TISA Tier I: Indirect Services	WIDA (parents have waived ESL service)	ILP Grade K-3 or 4-12
TISA Tier I: Long Term EL	WIDA (over 6 years of non-proficiency)	ILP Grade K-3 or 4-12
TISA Tier 1: Transitional Student	WIDA Proficiency Met/Exited EL Student (Year 1 and Year 2 only)	ILP (T1-T2)
TISA Tier II	Score above 3 overall composite on WIDA ACCESS for ELLs OR score below 3 overall composite on WIDA ACCESS for ELLs for 3 years or more	ILP Grade K-3 or 4-12
TISA Tier III	Score below 3 overall composite on WIDA ACCESS for ELLs for less than 3 years	ILP Grade K-3 or 4-12

Providing Statewide ILP System for English Learners



Why do we have common ILPs?

- Stakeholder feedback collected during the department's 2022 EL listening tour indicated the need for a uniform system for the development of ILPs across the state.
- TN PULSE will be the state's system of record (SOR) for ILPs required for EL students generating ULN funding.

There are three ILPs

- Grade K - 3
- Grade 4 - 12
- Transitional Year 1 and Year 2 (T1-T2)

Why isn't there an ILP type for every category?

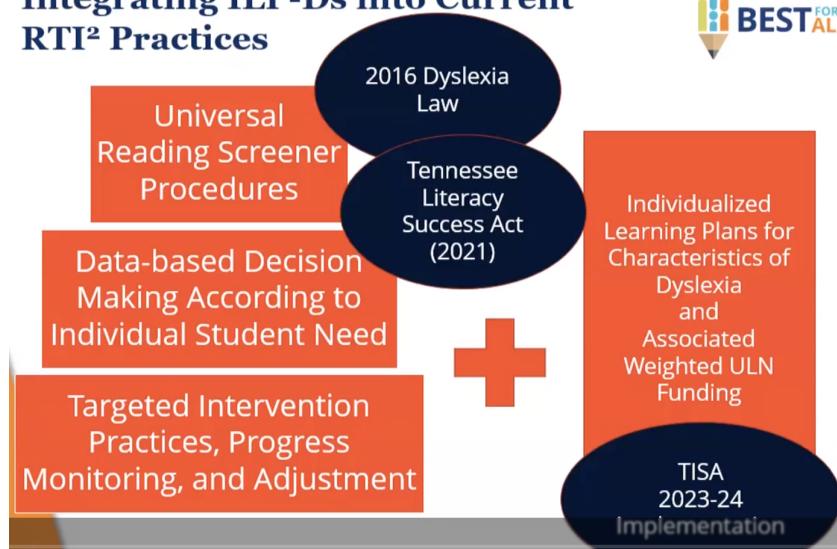
- Within TISA, there are three Tiers of support for English learners. In [State Board of Education Chapter 0520-01-19](#) for ESL, there are three ILPs required to meet the needs of grade K - 3, grade 4 - 12, and Transitional EL exited students.

What are the focal points for an ILP?

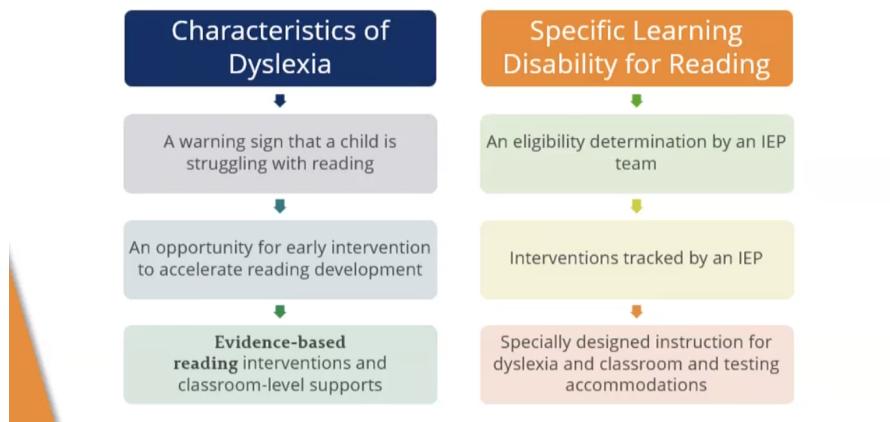
- Specific language focused supports for English Learners providing access to classroom instruction for grade K - 12.
- For grade 4 - 12, the focus of academic and career-readiness supports.
- Classroom supports for transitional English Learners who have met the exit criteria for the ESL program in accordance with [State Board of Education Chapter 0520-01-19](#).

Training pt. 2:

Integrating ILP-Ds into Current RTI² Practices



What are the similarities and differences between characteristics of dyslexia and a specific learning disability in reading?



How are Characteristics of Dyslexia (CoD) defined in K-8?



Students are identified as having **Characteristics of Dyslexia** by demonstrating significant reading challenges as defined through the Universal Reading Screening process required through the Tennessee Literacy Success Act (TLSA).

The **analysis** of universal reading screening data includes **two steps**.

Step One:

- Identify grade K – 3 students scoring below the 25th percentile on a state-board approved reading screener (existing process under TLSA).
- Identify grade 4 - 8 students scoring below the 25th percentile on a nationally-normed Universal Reading Screener (existing process under screening process required through the RTI² Framework).

Step Two:

- Identify grade K - 8 students who **also** display deficits in 50% or more of the grade-appropriate subtests using the state's grade K - 3 and grade 4 - 8 Minimum Universal Screening Matrices.

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Exceptions for Receiving an ILP-D



According to [Chapter 0520-12-05 of the Department of Education Rules](#), a student would **not** meet criteria for an ILP-D if:

- the student with an ILP-D is subsequently determined eligible for special education and related services to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension; **OR**
- the student has a primary or secondary eligibility category on the student's finalized IEP to support deficiencies in the area(s) of basic reading, reading fluency, or reading comprehension.
- Parents can also decline an ILP-D. Parent agreement is required to develop an ILP-D, and a finalized ILP-D is required for securing ULN 2 funding for characteristics of dyslexia.
- Declining an ILP-D does not constitute a waiver of RTI².

What is an ILP-D?



- Individualized Learning Plan to support struggling readers with Characteristics of Dyslexia.
- TN PULSE will be the state's system of record (SOR) for ILP-Ds required for students with characteristics of dyslexia generating ULN funding.
- Opportunity for early and targeted intervention and aligned classroom supports.
- Includes
 - Dyslexia-specific intervention aligned to identified areas of struggle
 - Classroom access considerations, including instructional scaffolds and accommodations
 - Assistive technology considerations (grade 4 - 12)

ILP-D Grade K - 3



Grade K-3 ILP-D

Student Name:	District:
Grade:	School:
State Student ID:	Date of Birth:

Check here if:

- Student is an English Learner
- Student has an active Section 504 Plan
- Student has an active Individual Education Program (with a disability other than a specific learning disability in an area related to reading)

Parent Notification and Agreement

This section will link to the parent agreement/decline form within the TN PULSE platform. As noted in [Chapter 0520-12-05 of the Rules of the Department of Education](#), the Tennessee Investment in Student Achievement. If the parent/guardian declines the ILP-D, this child will be served through the general RTI² process.

- Please click here if the parent or guardian and teacher determine that the student will not be provided an ILP-D. If an ILP-D is declined, the child will not generate a weighted allocation for Unique Learning Needs (ULN) as a student with characteristics of dyslexia.

[See updated Dyslexia Resource Guide for additional information.](#)

ILP-D Grade 4 - 12



Grade 4 - 12 must address the consideration of assistive technology (AT).

Classroom Access: Support and Accommodations

Some students with characteristics of dyslexia may need additional considerations in the classroom, including the use of assistive technology to support access to grade-level standards and high-quality instructional materials (HQIM). See updated Dyslexia Resource Guide for additional guidance and evidence of research-based practices one-pager.

Assistive Technology

When integrating assistive technology as an access tool for students with characteristics of dyslexia, it is important to train students in proper use and functionality of the tools they will be using.
Person responsible for ensuring student understanding of AT tools used: _____

<input type="checkbox"/> Consistent access to text-to-speech and speech-to-text capabilities	<input type="checkbox"/> Use of headphones
<input type="checkbox"/> Use of microphone	<input type="checkbox"/> Other

What is a Minimum Universal Reading Screening Matrix?



"Minimum Universal Reading Screening Matrix" means a state-designed tool that identifies the subtests of skills required at each grade level for all state-approved universal reading screeners and determines the grade appropriate subtests necessary for the screening process for Characteristics of Dyslexia.

- The minimum matrices for grades K - 3 and 4 - 8 outline the assessments districts must administer to meet the minimum requirements for screening done three times per year.
- The grades 9 - 12 matrix outlines the minimum areas that must be addressed through the Early Warning System (EWS) and follow-up assessments for students who flag for risk.

Grade K - 3 Matrix Snapshot



Minimum URS Matrix

KINDERGARTEN

Reading Measure	aimswebPlus	i-Ready Suite	DIBELS 8th Edition	easyCBM	MAP Suite	Star Assessment Suite	FastBridge Suite/FAST
Basic Reading Skills: The ability to identify and manipulate individual sounds in language, identify printed letters and their associated sounds, and decode written language.	(F)	Diagnostic Phonics and Phonological Awareness Domains (F, W, S)	Letter Naming Fluency (F, W, S)	Letter Name Letter Sounds (F, W, S)	MAP Growth Reading K-2 Outcome: Overall RIT Score (F, W, S)	Star Early Literacy: Phonics and Phonological Awareness Domain (F, W, S)	earlyReading Concepts of Print (F)
Basic reading skills relate to the foundational skills of phonological and phonemic awareness, sound-symbol correspondence,	Letter Naming Fluency (F, W, S)	Letter Word Sound Fluency (F, W, S)	Phonemic Segmentation (F, W, S)	Nonsense Word Fluency (F, W, S)	Phoneme Segmenting (F, W, S)		earlyReading Onset Sounds (F, W)
	Phoneme Segmentation (W, S)						earlyReading Letter Sounds (F, W, S)

Technical Assistance For Implementation of ULNs and TN Planning for Learning Success and Excellence (PULSE)

PULSE "First Look" Video Modules

Unique Learning Needs Regional Overview Sessions

PULSE On-Demand Videos and LEA Certification Regional Trainings

- PCG and the department have produced short, on-demand videos providing district and school personnel a "first look" of the PULSE platform.
- The videos provide a high-level overview of what is the same within the platform and the much-awaited enhancements.
- The regional ULN Overview Training Sessions will be recorded to allow for on-demand access to be shared with other practitioners.
- PCG released 20+ training modules in June for open access prior to offering regional train-the-trainer sessions in July.
- Training modules will be content/plan specific and available on demand.
- Twelve in-person LEA certification trainings for 2-3 district representatives to serve as certified trainers within their LEA will be offered in July.

2023 – 24 School Year

Office Hours

- Targeted Office Hours for technical support of developing and implementing learning plans.
 - Opportunities for Q & A
 - Stakeholder engagement to determine additional

- Schedule 1:1 district supports

Communities of Practice

- Implementation of federal/state guidance and programmatic supports will be provided through monthly communities of practice (COPs).
 - ESL Practitioners: ILP
 - RTI² Leads: ILP-D
 - SPED: IEP
 - CDE³: Assessment Specialists

Specialists

PULSE Help Desk

- The PULSE Help Desk will utilize Zendesk software to intake, message, and respond to "inquiries" or tickets.