

Annual Dyslexia Report
Hackett School District
June 2018

In accordance with ACT 1294 of Arkansas law, Hackett School District has implemented practices that will allow the identification and service of students that display characteristics of dyslexia. The Arkansas Dyslexia Resource Guide uses the following definition provided by the International Dyslexia Association:

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (2002).

Students are identified through the use of screening tools and norm-referenced assessments. If it is determined that a student displays the characteristics described in the definition above, the student will begin receiving dyslexia intervention. The intervention program used by the Hackett School District to meet the needs of students identified with characteristics of dyslexia is the Sonday System (1 and 2). Please see the table below for data concerning the number of students identified with characteristics of dyslexia and the number of students receiving dyslexia intervention services in the 2017/2018 school year.

2017/2018 School Year	# of Students
Students Identified	27
Students Receiving Dyslexia Intervention	40

Resources:
[Arkansas Dyslexia Resource Guide](#)
[International Dyslexia Association](#)