

Annual Review, Revision, and Exit Considerations

Individualized Learning Plans for Characteristics of Dyslexia

(ILP-D)

Annual Review

The State Board of Education (SBE) Rules require that local education agencies (LEAs) and public charter schools review and revise each student's ILP-D at least annually. See [SBE Rule 0520-01-22-.02\(1\)\(d\)\(3\)](#) and [0520-01-22-.02\(1\)\(d\)\(5\)\(iii\)](#). Additionally, in the development of ILP-Ds, LEAs must address exit criteria. See [SBE Rule 0520-01-22-.01\(5\)](#).

The purpose of this document is to guide LEAs and public charter schools in the annual review of ILP-Ds and the subsequent revision or exit of ILP-Ds.

When an ILP-D is created, the plan serves the student for one calendar year, unless the LEA or public charter school determines that the student has met sufficient exit criteria prior to the annual review. This document also discusses exit of ILP-Ds for other reasons throughout the life of an existing plan (see more below in "ILP-D Exit" section).

ILP-D Revision

When the ILP-D is due for annual review, in order to revise and create a new annual ILP-D, the student must meet criteria defined in SBE Rule 0520-01-22-.02(1)(a)-(c), as appropriate by grade band. The student's most recent universal reading screening (URS) benchmark data point must be utilized in determining eligibility for renewal. Both prongs of the criteria must be met to qualify for renewal, just as they were when qualifying for the initial plan. This means the student must be 1) below the 25th percentile on the nationally-normed composite (or flag on the Early Warning System in grades 9 – 12) and 2) exhibit a deficit in 50% or more of the grade-appropriate subtests.

If a student does not meet eligibility criteria upon annual review, the ILP-D must be exited, regardless of if the student will continue to be served in a dyslexia-specific intervention.

LEAs and public charter schools are not required to gain parental consent for the renewal of the ILP-D, but LEAs and public charter schools should adopt their own communication procedures regarding the renewal of these service plans.

ILP-D Exit

Upon annual review, a student must meet criteria defined in SBE Rule 0520-01-22-.02(1)(a)-(c), as appropriate by grade band to be eligible for a renewed annual plan. If a student does not meet eligibility

criteria upon annual review, the ILP-D must be exited, regardless of if the student will continue to be served in a dyslexia-specific intervention.

Additionally, LEAs and public charter schools can exit a student's ILP-D at any point based on defined exit criteria. The department has suggested the exit standard of two consecutive URS windows in which the student does not meet the two-prong criteria for an ILP-D. This suggestion stems from the need for a trajectory of growth and consistency in maintaining that growth. However, LEAs and public charters can define their own exit criteria for dismissing ILP-Ds.

Additionally, ILP-Ds are for students with characteristics of dyslexia who, pursuant to T.C.A. § 49-1-229, must be served in a dyslexia-specific intervention. If the school-based team determines the student no longer requires a dyslexia-specific intervention due to a change in the student's skills, the team should exit the student and continue to serve the student through the RTI² framework according to individualized need.

Some exceptions for who can have an ILP-D exist in rule. See [SBE Rule 0520-01-22-.02\(1\)\(f\)](#). As an example, if a student becomes eligible for special education and the IEP addresses deficiencies in reading, the student's current ILP-D should be exited.

Scenarios

Student A received an ILP-D after the fall URS administration. The student exceeds ILP-D criteria on the winter and spring URS. The school-based team, after considering all data, determines that the student has made adequate growth and no longer fits the profile of characteristics of dyslexia. The student's ILP-D is exited in Tennessee Plans for Learning Success and Excellence, or TN PULSE. The school team determines the student still requires Tier II reading support but not a dyslexia-specific intervention. The student is served through a student intervention plan and the RTI² framework according to need.

Student B received an ILP-D after the fall URS administration. The student exceeds ILP-D criteria on the winter and spring URS. The school-based team, after considering all data, determines that, while the student has shown some improvement on the URS, other data still indicates foundational skill gaps that indicate characteristics of dyslexia and warrant dyslexia-specific intervention. The team determines to leave the ILP-D in effect until the expiration of the annual plan. The team will review and determine at that time if the student re-qualifies for another annual plan or needs to be exited and served through a student intervention plan that is not an ILP-D.

Student C received an ILP-D after the fall URS administration. It has been one calendar year since the student's ILP-D was finalized. Upon reviewing the most recent URS data, the student **does not** meet criteria for the ILP-D to be renewed. The team exits the ILP-D. The team determines this student still has characteristics of dyslexia and requires dyslexia-specific intervention. The team writes a student intervention plan and continues tiered, skills-based instruction.

Student D received an ILP-D after the fall URS administration. It has been one calendar year since the student's ILP-D was finalized. Upon reviewing the most recent URS data, the student **does** meet criteria for an ILP-D. The school-based team reviews all other data to 1) determine if the student's skill gaps are still indicative of characteristics of dyslexia and 2) determine if dyslexia-specific intervention is still appropriate.

The team determines the student's current supports are still appropriate and renews the ILP-D for another calendar year in TN PULSE.

Student E received an ILP-D after the fall URS administration. It has been one calendar year since the student's ILP-D was finalized. Upon reviewing the most recent URS data, the student **does meet** criteria for an ILP-D. The school-based team reviews all other data to 1) determine if the student's skill gaps are still indicative of characteristics of dyslexia and 2) determine if dyslexia-specific intervention is still appropriate. The team determines that while the student met criteria for the ILP-D, a careful analysis of the student's data profile no longer supports characteristics of dyslexia and the provision of a dyslexia-specific intervention. The team decides to exit the ILP-D and serve the student according to need. If the student still requires tiered intervention, the team will write a student intervention plan.

Student F received an ILP-D after the winter URS administration. The student was referred for a special education evaluation in the spring and made eligible as a student with a Specific Learning Disability in basic reading. Because a student cannot have both an Individualized Education Program (IEP) for reading and an ILP-D, the team exits the ILP-D in TN PULSE. See [SBE Rule 0520-12-05-.04\(b\)\(2\)\(iii\)](#). The student will be served through the IEP under IDEA.

Student G received an ILP-D after the winter URS administration. The LEA/public charter defined its own exit criteria based on progress monitoring data, URS scores, and survey-level assessments. In the spring, the team reviews all applicable data and makes the appropriate decision. If the student still requires a dyslexia-specific intervention, the team opts to continue service through the ILP-D. If the student's reading profile is no longer indicative of characteristics of dyslexia, the team exits the ILP-D and serves the student based on data. When the student's current plan is up for renewal at the end of the calendar year, the team must use the ILP-D criteria in the SBE rule to determine if the student qualifies for a new annual plan, regardless of exit criteria the LEA or public charter school may have defined/selected.

These scenarios are not exhaustive examples of ILP-D exit possibilities. LEAs and public charter schools should create consistent practices for exiting students both during the life of the ILP-D due to exceptions and growth and at the annual review/revision/exit required in rule.