

# Board Information Item

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Consent

05/18/2026

**Subject:** Consider Really Great Reading, reading intervention resource

**Contact Person:** Lindsey Fuentes, Executive Director of Special Services

**Policy/Code:** EHAA(LEGAL), EFA(LEGAL)

**Priority and Performance Objective:** Priority: 1 Student Achievement and Post Secondary Preparedness  
Objective 1.1: Academic Growth and Development

**Summary:** The Special Education Department has identified a need for a cohesive, vertically aligned reading intervention that can be implemented by resource teachers consistently across grade levels, K-12.

**Attachments:** Special Services Reading Resource Intervention

**Recommendation:** The recommendation is for the Board of Trustees to approve Really Great Reading.

## **Background**

The Special Education Department has identified a need for a cohesive, vertically aligned reading intervention that can be implemented by resource teachers consistently across grade levels. Current intervention resources and implementation vary by campus, leading to inconsistencies in instructional delivery and student outcomes.

## **Needs**

- Establish a unified approach to reading intervention within special education grounded in the science of reading to streamline offerings throughout the district.
- Improve student outcomes in decoding, fluency, and overall reading proficiency for all readers.
- Ensure alignment with the Texas Dyslexia Handbook while supporting a broader population of struggling readers.

## **Benefits of Really Great Reading**

- Streamlined offerings for reading intervention in the special education resource setting for all grade levels (K-12)
- Simplified training with ongoing support for Special Education teachers
- Flexibility to serve both dyslexic students who have not been successful with other interventions as well as students with other reading disabilities.
- Built in application of foundational reading skills that are explicitly taught
- Strong explicit vocabulary instruction with built in application which is critical for Emergent Bilingual learners.
- Embedded assessments to determine appropriate placement within the program to target specific needs for each student

## **Budget Impact**

- Estimated initial cost is approximately \$42,840.38 funded through federal funds (IDEA-B, Fund 224)