

Welcome Coordinators!

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**NO FEE**

**Audience:**  
Dyslexia Teachers,  
Assessment Personnel,  
Teachers, ESL Teachers,  
Administrators

Questions? Call 956-984-6000

## Texas Dyslexia Identification Academy Statewide Training

Summer 2017 Academy

This is the final opportunity to attend the modules in a live format and for free.

Texas Dyslexia Identification Academy is an exciting new training initiative to help district and charter school teachers, administrators, dyslexia specialists, and assessment personnel with the challenges of identifying students with dyslexia. This training offers five modules where participants can customize their professional development path by attending one or any combination of the five. TAC §232.11 requires educators who teach students with dyslexia to have CPE training in new research and practices in educating students with dyslexia.\*

\*Successful completion of Module 1 may satisfy this requirement, per local district policy.

**July 19, 2017 WS #62330** The objectives of **Module 1** are to define dyslexia and related disorders, explore the characteristics and common risk factors of dyslexia at varying age and grade levels, explore elements of reading, and review associated academic difficulties and conditions that may co-exist with dyslexia. **Hidalgo Rooms**

**July 20, 2017 WS #62342** The objectives of **Module 2** are to review the why and when for assessing dyslexia. We will also review the processes for dyslexia assessment and related disorders as outlined in *The Dyslexia Handbook, 2014*. **Starr Room**

**July 21, 2017 WS #62343** The objectives of **Module 3** are to review the process of second language acquisition, research on the relative effectiveness of different language programs, the various types of orthography that exist around the world, and the benefits of bilingualism. Data gathering and formal evaluation, as well as, instructional programming for ELLs will also be reviewed. **Starr Room**

**July 24, 2017 WS #62345** The objectives of **Module 4** are to provide the knowledge necessary to interpret both quantitative (formal) and qualitative (informal) data used, in compliance with federal and state guidelines, to identify students with dyslexia. Specifically, the participant will understand the significance of quantitative data from normed assessment scores. The role that qualitative data plays when used with quantitative test scores in helping a Section 504 committee determine the identification of dyslexia, will also be reviewed. **Starr Room**

**July 28, 2017 WS #62344** The objectives of **Module 5** are to enable participants to (1) know how to analyze and evaluate collected data and then use findings for report writing, (2) be familiar with a framework for documenting evaluation results, and (3) provide hands-on practice in using the framework of a written report to inform a §504 or ARD committee. **Hidalgo Room**

All sessions are from 8:30 to 4:00 at Region One Education Service Center

Register online at [www.esc1.net/staffdevelopment/](http://www.esc1.net/staffdevelopment/)

You must bring your own copy of the Dyslexia Handbook (to each session) available at <http://tea.texas.gov/curriculum/dyslexia/>



 **Texas Dyslexia Identification Academy: Dyslexia Found...**

go to course

Intended Audience: **Administrators,  
Professional Service Providers, Teachers**

Subject:

CPE Credits: **6**

CPE Provider: **Region 10 (057950): Texas  
Education Service Center**

**DESCRIPTION**

The information presented during this foundation module course of the Texas Dyslexia Identification Academy will explore the elements of reading, what dyslexia is and is not, and the process for dyslexia evaluation.



- 1.) Do we need to have a district dyslexia handbook in place or can we use the Texas Dyslexia Manual as our policy and procedures manual?

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2<sup>nd</sup> Paragraph

The purpose of *The Dyslexia Handbook* is to provide procedures for school districts, charter schools, campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia. This handbook will be used by districts and charter schools as they develop their written procedures regarding students with dyslexia. It will also serve as a resource for educator preparation programs and other entities seeking guidance in serving students with dyslexia.

2.) Who is primarily responsible for ensuring that dyslexia programs are in place in a district or charter school?

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3<sup>rd</sup> Paragraph

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates testing students for dyslexia and providing instruction for students with dyslexia, and gives the State Board of Education (SBOE) authority to adopt rules and standards for administering testing and instruction. **TEC §7.028(b) relegates the responsibility for school compliance with the requirements for state educational programs to the local school board.** Chapter 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Finally, The Rehabilitation Act of 1973, §504, establishes assessment and evaluation standards and procedures for students (34 C.F.R. Part 104).

### 3.) May a student be reevaluated if the diagnostician misidentified him with dyslexia?

#### Identification of a Student with Dyslexia

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##### 30. Who ultimately identifies the student as dyslexic and makes the placement decision?

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Identification and placement decisions for dyslexia must be made by the §504 committee of knowledgeable persons formed at the district, charter school, or campus level. Under federal law, the committee must be knowledgeable of the child, the meaning of the evaluation data, and the placement options. For dyslexia program eligibility decisions, the committee of knowledgeable persons should also include knowledge of the student being assessed; the reading process; dyslexia and related disorders; dyslexia instruction; district, charter school, state, and federal guidelines for assessment; the assessments that were used; and the meaning of the collected data. In addition, while not required under §504, it is suggested that the parents/guardians of the student be a part of the identification and placement process. If the student is limited English proficient (LEP), the committee should also include a member of the Language Proficiency Assessment Committee (LPAC) knowledgeable in second language acquisition.

The first step in the assessment process, **data gathering**, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties.

### *Cumulative Data*

The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrates that the student was **provided appropriate instruction** and include **data-based documentation of repeated assessments** of achievement at reasonable intervals (progress monitoring), reflecting formal assessment of student **progress** during instruction. This cumulative data also includes **information from parents/guardians**.



### *Environmental and Socioeconomic Factors*

Information regarding a **child's early literacy experiences, environmental factors, and socioeconomic status** must be part of the data collected throughout the data gathering process.

### *Language Proficiency*

Much diversity exists among ELLs. A **student's language proficiency** may be impacted by any of the following: native language, **English exposure, parent education, socioeconomic status of the family, amount of time in the United States, experience of formal schooling, immigration status, community demographics, and ethnic heritage** (Bailey, Heritage, Butler, & Walqui, 2000).

## Formal Assessment

After data gathering, the next step in the evaluation process is formal assessment. This is not a screening; rather, it is an individualized assessment used to gather evaluation data. Formal assessment includes both formal and informal data. **All data will be used to determine whether the student demonstrates a pattern of evidence for dyslexia.** Information collected from the parents/guardians also provides valuable insight into the student's early years of language development.

## Procedures for Identification

The identification of dyslexia is made by a **§504 committee** or, in the case of a special education referral, the admission, review, and dismissal (ARD) committee. In order to make an informed determination, either committee must include members who are knowledgeable about the

- student being assessed,
- assessments used, and
- meaning of the collected data.

Additionally, the committee members should have knowledge regarding

- the reading process;
- dyslexia and related disorders;
- dyslexia instruction; and
- district or charter school, state, and federal guidelines for assessment.

## Review and Interpretation of Data and Assessments

To appropriately **understand** evaluation data, **the committee** of knowledgeable persons (§504 or ARD) must **interpret** test results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.

**The committee** (§504 or ARD) must first determine if a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

Reading words in isolation

- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (both rate and/or accuracy)
- Spelling (An isolated difficulty in spelling would not be sufficient to identify dyslexia.)

## ***Dyslexia Identification***

If the student's difficulties are unexpected, in relation to other abilities, **the committee** (§504 or ARD) must then determine **if the student has dyslexia**. If the student has dyslexia, **the committee** also determines whether the student has a disability under §504.

## Reevaluation for Dyslexia Identification and Accommodations

“Dyslexia is a lifelong condition. However, with proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life.”

—The International Dyslexia Association

<http://www.interdys.org/ewebeditpro5/upload/DyslexiaBasicsREVMay2012.pdf>

TEC §38.003(a) was passed in 1995 to ensure that students enrolling in public schools in this state are tested for dyslexia and related disorders. In 2011, Senate Bill 866 added into law Subsection (b-1) to ensure that districts consider previously collected data before reevaluating students already identified as having dyslexia.

TEC §38.003(b-1) reads as follows:

Unless otherwise provided by law, a student determined to have dyslexia during testing under Subsection (a) or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student’s need for accommodations until the district reevaluates the information obtained from previous testing of the student.

# Roel Garza

Early Literacy Specialist/Dyslexia

Region One ESC

956-984-6182

[rogarza@esc1.net](mailto:rogarza@esc1.net)



Happy  
Easter







☺ Happy Summer