



GREENVILLE ISD
LESSONS FOR WHEREVER LIFE LEADS

**Dyslexia
Handbook
2021-2022**

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I. Definition of Dyslexia

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

As defined in Texas Education Code §38.003

(1) “*Dyslexia*” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.

(2) “*Related disorders*” includes disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The definition of Dyslexia by the International Dyslexia Association states:

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. (Adopted by the International Dyslexia Board of Directors, November 12, 2002).

The primary difficulties of a student identified as having dyslexia occur in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level, and are not primarily the result of language difference factors. Additionally, there is often a family history of similar difficulties.

II. Procedures Required by State Law Prior to Formal Assessment

In accordance with TEC §28.006, Greenville ISD administers early reading instruments in kindergarten, first, and second grades to determine students’ reading development and comprehension. Additionally, a reading instrument from the Commissioner’s approved list will be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the reading assessment administered under TEC §39.023(a). If, on the basis of the reading

instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the students' parents/guardians are notified. In addition, an accelerated (intensive) reading program that appropriately addresses students' reading difficulties and enables them to "catch up" with their typically performing peers is implemented. Should students continue to struggle with reading, writing, and spelling during the intensive reading instruction, then Greenville ISD will initiate procedures to recommend these students for assessment for dyslexia. The information from the early reading instruments will be one source of information in deciding whether or not to recommend a student for assessment for dyslexia. Other sources may include, but are not limited to: performance on state mandated test(s), a student's grades/performance in reading and written spelling, and teachers' observations of the characteristics of dyslexia.

III. Referral Process

At any time that a student demonstrates poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade, or demonstrates characteristics and risk factors of dyslexia indicated in Definitions of Dyslexia and Primary Reading/Spelling Characteristics of Dyslexia, Greenville ISD will collect additional information about the student. Progression through tiered intervention is not required in order to begin the identification of dyslexia.

Parents/guardians always have the right to request a referral for a dyslexia assessment at any time. Once a parent request for dyslexia assessment has been made, Greenville ISD will review the student's data history (both formal and informal data) to determine whether there is a reason to believe the student has a disability. If a disability is suspected, the student will be evaluated following the guidelines outlined in this Handbook and the State Dyslexia Handbook. If Greenville ISD does not suspect a disability and determines that an evaluation would not be warranted, the parents/guardians will be notified of the reasons an evaluation is denied including documentation that the denial is based on data and given a copy of their due process rights.

Data Gathering:

Information will be used to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance. This information should include data that demonstrates the student was provided appropriate instruction and 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. Sources and examples of cumulative data are:

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns

- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports and/or report cards
- Gifted and Talented assessments
- Samples of school work
- Parent conference notes
- Speech and language assessment
- The K-2 reading instrument as required in TEC §28.006 (English and native language, if possible)
- State student assessment program results as described in TEC §39.002
- 7th-grade reading instruments results as required in TEC §28.006
- Observations of instruction provided to the students
- Full Individual Evaluation (FIE)
- Outside evaluations
- School attendance
- Curriculum-based assessment measures
- Instructional strategies provided and student's response to the instruction
- Universal screening

Data that support that the difficulties are not due to cultural factors or environmental or economic disadvantage. Having data related to these factors may help in determining whether the student's struggles with reading are due to a lack of opportunity or a reading disability, including dyslexia.

Among the actions that Greenville ISD has available for the student is a recommendation that the student be assessed for dyslexia. Greenville ISD recommends assessment for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and the related area of spelling that is unexpected for the student's age/grade, and;
- Characteristics of dyslexia.

Primary Reading/Spelling Characteristics of Dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

It is important to note that individuals demonstrate differences in degree of impairment.

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)

- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written composition
- Limited vocabulary growth due to reduced reading experiences

When a referral for dyslexia assessment is made, Greenville ISD will ensure that evaluation procedures are followed in a reasonable amount of time.

IV. Assessment for Dyslexia

Students enrolling in Greenville ISD shall be assessed for dyslexia and related disorders at appropriate times (TEC §38.003(a)). The appropriate time depends upon multiple factors including the student's reading performance, reading difficulties, poor response to supplemental, scientifically based reading instruction, teachers' input, and parents' or guardians' input. Additionally, the appropriate time for assessing is early in a student's school career (19 TAC §74.28), the earlier the better. While earlier is better, students will be recommended for assessment for dyslexia even if the reading difficulties appear later in a student's school career.

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. Findings from the formal assessment will be different for each child. Professionals conducting assessment for the identification of dyslexia will look beyond scores on standardized assessments alone and examine the student's classroom reading performance, educational history, and early language experiences to assist with determining reading and spelling abilities and difficulties.

Greenville ISD will complete the evaluation process as outlined in §504 or IDEA 2004. At times, students will display additional factors/areas (e.g., oral language deficits, written expression difficulties, math difficulties) that complicate the identification of dyslexia through the §504 process and will require a referral for special education and possible identification as a child with a disability with the meaning of IDEA 2004 (20U.S.C. §1400 et seq.).

Through the §504 process, the school completes the evaluation as outlined using the following procedures:

1. Notify parents or guardians of proposal to assess student for dyslexia (§504)
2. Inform parents or guardians of their rights under §504
3. Obtain parent or guardian permission to assess the student for dyslexia
4. Assess student, being sure that individuals/professionals who administer assessments have training in the evaluation of students for dyslexia and related disorders (19 TAC §74.28).

Tests, assessments, and other evaluation materials will meet the following criteria in compliance with §504 and IDEA 2004:

- Be validated for the specific purpose for which they are used
- Include material tailored to assess specific areas of educational need and not merely materials that are designed to provide a single general intelligence quotient
- Be selected and administered so as to ensure that, when a test is given to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills
- Be selected and administered in a manner that is not racially or culturally discriminatory

Include multiple measures of a student's reading abilities such as informal assessment information (e.g., anecdotal records, district universal screenings, progress monitoring data, criterion-referenced assessments, results of informal reading inventories, classroom observations)

- Be administered by trained personnel and in conformance with the instructions provided by the producer of the evaluation materials
- Be used for the purpose for which the assessment or measures are valid or reliable
- Be provided and administered in the student's native language or other mode of communication and in the form, most likely to yield accurate information regarding what the child can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer

Domains to Assess

The school administers measures that are related to the student's educational needs. Difficulties in the areas of letter knowledge, word decoding, and fluency (rate and accuracy) may be evident depending upon the student's age and stage of reading development. In addition, many students with dyslexia may have difficulty with reading comprehension and written composition.

Academic Skills

- Letter knowledge (name and associated sound)
- Reading words in isolation
- Decoding unfamiliar words accurately
- Reading fluency (both rate and accuracy are assessed)
- Reading comprehension
- Spelling

Cognitive Processes

- Phonological/phonemic awareness
- Rapid naming of symbols or objects

Possible Additional Areas

- Vocabulary
- Listening comprehension
- Verbal expression
- Written expression
- Handwriting
- Memory for letter or symbol sequences (orthographic processing)
- Mathematical calculation/reasoning
- Phonological memory
- Verbal working memory
- Processing speed

English Language Learners (This refers to students served in Bilingual and ESL programs as well as students designated Limited English Proficient (LEP) whose parents have denied services.)

Much diversity exists among English Language Learners (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). The identification and service delivery process for dyslexia must be in step with the student's linguistic environment and educational background. In Greenville ISD, the LPAC (Language Proficiency Assessment Committee) will be involved in the decision-making process.

Additional data to be gathered when assessing English Language Learners:

- Language Proficiency Assessment Committee (LPAC) documentation which includes the following:
 - Home language survey
 - Assessment related to identification for limited English proficiency (oral language proficiency tests and norm-referenced tests - all years available)
 - Texas English Language Proficiency System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
 - Type of language program model provided and language of instruction
 - Instructional interventions provided to address language needs
 - Previous schooling inside and/or outside of the United States.

A professional involved in the assessment, interpretation of assessment results, and identification of ELLs with dyslexia needs to have the following training/knowledge:

- Knowledge of first and second language acquisition theory

- Knowledge of the written system of the first language – transparent (Spanish, Italian, German), syllabic (Japanese-kana), Semitic (Arabic, Hebrew) and morpho syllabic (Chinese-Kanji)
- Knowledge of student’s literacy skills in native and second language
- Knowledge of how to interpret results from a cross-linguistic perspective
- Knowledge of how to interpret the TELPAS (Texas English Language Proficiency Assessment System)
- Knowledge of how to interpret the results of the student’s oral language proficiency in two or more languages in relation to the results of the tests measuring academic achievement and cognitive processes as well as academic data gathered and economic and socioeconomic factors.

If there is not a test in the native language of the student, information measures of evaluation such as reading a list of words or listening comprehension in the native language may be used.

V. Identification of Students with Dyslexia

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
- The reading process
- Dyslexia and related disorders
- Dyslexia instruction
- District or charter school, state, and federal guidelines for assessment
- The assessments used
- The meaning of the collected data

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 area 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)

Should the committee (§504 or ARD) determine that the student exhibits weaknesses in reading and spelling, the committee will then examine the student's data to determine whether these difficulties are unexpected in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. It is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.

If the student's difficulties are unexpected in relation to the student's other abilities, the committee 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. A student is disabled under §504 if the physical or mental impairment (dyslexia) substantially limits one or more major life activities, such as the specific activity of reading (34 C.F.R. §04.3(j)(1)). Additionally, the committee must not consider the ameliorating effects of any mitigating measures that student is using. If the committee does not identify dyslexia, but the student has another condition or disability that substantially limits the student, eligibility for §504 services related to the student's other condition or disability should be considered. The committee will also consider whether the student is eligible for accommodations. This is a separate determination from the determination that the student has dyslexia.

Questions to Be Considered When Making a Determination

- Does the data show a pattern of low reading and spelling skills that is unexpected for the student in relation to the student's other cognitive abilities and provision of effective classroom instruction?
- Does this pattern indicate the student has dyslexia?
- Does the student have a disability under §504?

Based on the data, if the committee determines that weaknesses are indicated in reading and spelling, the committee, based on the student's pattern of performance over time, test profile and response to instruction, will determine the intervention plan. Refinement of that plan will occur as the student's response to instruction is observed.

Review of Data by the Admission, Review, and Dismissal (ARD) Committee

At any time during the assessment for dyslexia, identification process, or instruction related to dyslexia, students may be referred for evaluation for special education services. At times, student will display additional factors complicating their dyslexia and will require more support than what is available through the general education dyslexia program. At other times, students with severe dyslexia or related disorders will be unable to make a sufficient rate of academic progress within any of the programs described in the procedures related to dyslexia. In such cases, a referral to special education for evaluation and possible identification as a child with a disability within the meaning of IDEA 2004 (20 U.S.C. §1400 et seq.) should be made.

If the student with dyslexia is found eligible for special education services in the area of reading, and the ARD committee determines that the student's instructional needs for reading are most appropriately met in a special education placement, the student's individualized education program (IEP) must include appropriate reading instruction. If a student has previously met special education eligibility, the ARD committee should include goals that reflect the need for dyslexia instruction in the IEP and determine the least restrictive environment for delivering the student's dyslexia intervention.

Assessment of Students Identified Outside the District

Students identified as having dyslexia or related disorders from an outside source will be reviewed for placement in the district's program. After Greenville ISD's evaluation of the information obtained from the previous testing of the student, Greenville ISD may choose to accept the outside assessment, or may re-assess the student. In either situation, the §504 committee (this is recommended since the evaluation is conducted through a §504 process) will determine the identification status of a student enrolled in Greenville ISD, and the placement of the student in the dyslexia program(s).

VI. Instruction for Students with Dyslexia

Once it has been determined that a student has dyslexia, the school district shall provide an appropriate instructional program for the student as required in TEC §38.003(b):

In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

Each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction.

Instruction decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28 (c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates all the components of instruction and instructional approaches in the following sections.

Components of Instruction

The instructional program should be offered in a small group arrangement (e.g., 1:3 – 1:6) and include reading, writing, and spelling as appropriate. The major instructional strategies should utilize individualized, intensive, and multisensory methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student with dyslexia, include all of the following:

- **Phonological awareness** -- The understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be distinct from other sounds. The ability to segment spoken words into their component phonemes is an important aspect of phonological awareness. (Birsh, 2001, p.19).
- **Sound-symbol association** – The knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode). (Birsh, 2011, p.19).
- **Syllabication** – A unit of oral or written language with one vowel sound. The six basic types of syllables in the English language are: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). (Birsh, 2001, p.19).
- **Orthography** – written spelling patterns and rules in a given language. The instruction should be integrated with phonology and sound-symbol knowledge.
- **Morphology** – The study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language. (Birsh, 2011, p.19).
- **Syntax** – The sequence and function of words in a sentence in order to convey meaning. (Birsh, 2011, p.19).
- **Reading comprehension** – The process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader's skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development, background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader's interest in what he or she is reading and motivation to comprehend its meaning. (Birsh, 2011, pp. 9 and 368; Snow, 2002).
- **Reading fluency** – The ability to read text with sufficient speed and accuracy to support comprehension. (Moats & Dakin, 2008, p. 52).

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

Principles of effective intervention for students with dyslexia include all of the following:

- **Simultaneous, multisensory (VKAT)** – Utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning. (Birsh, 2001, p.19).
- **Systematic and cumulative** – Requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts, with each step based on elements previously learned. (Birsh, 2011, p. 19).
- **Explicit instruction** – Explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. (Moats & Dakin, 2008, p. 58).
- **Diagnostic teaching to automaticity** – Knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. (Birsh, 2001, p. 19).
- **Synthetic instruction** – Presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole. (Birsh, 2011, p. 19)
- **Analytic instruction** – Presents the whole and teachers how the whole word can be broken into its component parts. (Birsh, 2011, p. 19).

As appropriate intervention is provided, students with dyslexia make significant gains in reading. Effective instruction is highly-structured, systematic, and explicit, and it lasts for sufficient duration. In addition, because effective intervention requires highly structured and systematic delivery, it is critical that those who provide intervention for students with dyslexia be trained in the program used and that the program is implemented with fidelity.

Instructional Intervention Consideration for English Language Learners (ELLs) with Dyslexia

Learning to read, write, and spell in two languages can be facilitated by building on a student's native language knowledge and helping to transfer that knowledge to a second language. While direct, systematic instruction is still required for all aspects of reading, additional explicit instruction will be needed to address the similarities and differences in sounds, syllable structure, morphology, orthography, and syntax between the first and second languages.

Direct and systematic instruction of the cross-linguistic correlations is beneficial for ELLs. Instruction can subsequently include those sound-symbol correlations that partially overlap or present a slight variation from the native language to the second language. Unfamiliar phonemes and graphemes then can be presented.

In addition to all the components of effective instruction previously mentioned, intervention for ELLs also must emphasize oral language development. The similarities of words in the native language and English must be explicitly taught.

It is also necessary to incorporate ESL strategies during the intervention process and in all content areas. In Texas, school districts are required to implement the English Language Proficiency Standards (ELPS) as an integral part of each subject area in the required curriculum (TAC §74.4). Dyslexia instruction for ELLs must incorporate the ELPS. A few strategies to consider include:

- Establish routines so that ELLs understand what is expected of them
- Provide native language support when giving directions or when students do not understand the task.
- Provide opportunities for repetition and rehearsal so that the new information can be learned to mastery.
- Adjust the rate of speech and the complexity of the language used according to the second language proficiency level of each student.
- Provide extra time for the ELL to process the English language. This is especially necessary during the early stages of second language development.
- Provide extra time for the ELL to formulate oral and written responses.
- Emphasize text that includes familiar content, and explain the structure of the text.

Instructional Accommodations for Students with Disabilities

By receiving specialized instruction that contains the components described in this chapter, the student with dyslexia is better equipped to meet the demands of grade-level or course instruction. In addition to specialized instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not a one size fits all; rather, the impact of dyslexia on each individual student determines the accommodation. Listed below are examples of reasonable classroom accommodations:

- Copies of notes (teacher or peer provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word Banks
- Formula charts

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia should not be limited by whether an accommodation is allowable on a state assessment.

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction. The use of accommodations occurs primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year or over several years.

In order to make accommodation decisions for students, educators should have knowledge of the Texas Essential Knowledge and Skills (TEKS) and how a student performs in relation to them. Educators should also collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports) so that informed educational decisions can be made for each student. By analyzing data, an educator can determine if the accommodation becomes inappropriate or unnecessary over time due to the student's changing needs. Likewise, data can confirm for the educator that the student still struggles in certain areas and should continue to use the accommodation.

Access to Instructional Materials for Students with Disabilities

Accessible instructional materials (AIM) are textbooks and related core instructional materials that have been converted into specialized formats (e.g., Braille, audio, digital text, or large print) for students who are blind or have low vision, have a physical disability, or have a reading disability such as dyslexia. Digital books or text-to-speech functions on computers and mobile devices provide access to general education curriculum for students with dyslexia. TEA provides helpful links and resources regarding accessible instructional materials for students with disabilities at <http://www.tea.state.tx.us/index2.aspx?id=2147487109>.

Texas State Student Assessment Program Accommodations for Students with Disabilities

Educators, parents, and students must understand that accommodations provided during classroom instruction and testing might differ from accommodations allowed for use on state assessments. The state assessment is a standardized tool for measuring every student's learning in a reliable, valid, and secure manner. An accommodation used in the classroom for learning may invalidate or compromise the security and integrity of the state assessment; therefore, not all accommodations suitable for instruction are allowed during the state assessments. It is important to keep in mind that the policies for accommodation use on state assessments should not limit an educator's ability to develop individualized materials and techniques to facilitate student learning. Instruction comes first and can be customized to meet the needs of each student.

For the purposes of the statewide assessments, students needing accommodations due to a disability include the following:

- Students with an identified disability who receive special education services and meet established eligibility criteria for certain accommodations.

- Students with an identified disability who receive §504 services and meet established eligibility criteria for certain accommodations.
- Students with a disabling condition who do not receive special education or §504 services but meet established eligibility criteria for certain accommodations.

For students who receive special education or §504 services the decisions for student use of accommodations during the statewide assessments is made by the ARD committee or §504 placement committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disability condition, the decision about using accommodations on the state-wide assessments is made by the appropriate team of people at the campus level, such as the Rtl team or student assistance team.

Enrollment in Gifted/Talented and Advanced Academic Programs

A student who has been identified with dyslexia can also be a gifted learner, or a twice-exceptional learner. A twice-exceptional learner is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high-performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field (TEC §29.121) and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA 2004) (300.8) (§504) criteria such as learning disabilities, speech and language disorders, emotional/behavioral disorders, physical disabilities, sensory disabilities (hearing impaired, visually impaired, blind-deaf), traumatic brain injury, autism spectrum disorder, or other health impairments such as ADHD.

Assessment and identification of twice-exceptional learners can be challenging and requires those vested in the education of these learners to be knowledgeable of the unique characteristics and behaviors demonstrated by these learners. Often the disability masks the giftedness, which places emphasis on barriers to learning instead of the potential that the learner has as a result of the gifted attributes. Conversely, the giftedness may mask the disability, which may result in the learner's experiencing gaps in learning compounded by the disability, thus affecting how the learner perceives his or her abilities.

Twice-exceptional students must be provided access to all service and course options available to other students. The US Department of Education's Office for Civil Rights offers information for addressing students with disabilities seeking enrollment in advanced academic programs (e.g., Advanced Placement and International Baccalaureate). For more information, see <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-20071226.pdf>.

Additional support, information, and resources are available through the Equity in Gifted/Talented (G/T) Education website at www.gtequity.org/index.php. The *Texas State Plan for the Education of Gifted/Talented Students*, available at www.tea.state.tx.us/index2.aspx?id=6420, mandates that once any student is identified as

gifted, he/she must be provided gifted/talented services that are commensurate with his/her abilities (1.4C, 1.6C, 2.1C, and 3.3C). Additionally, due to the disability, twice-exceptional learners should have an IEP through special education services or a §504 plan through 38 DRAFT general education. Additional support for districts serving twice-exceptional students is available at www.gtequity.org/twice.php.

Legislative Action to Assist Teachers

Even though students with dyslexia are to receive extensive and intensive intervention according to the district-selected program, two pieces of Texas legislation require additional attention by districts.

Technology Integration for Students with Dyslexia (TEC §38.0031)

The research is definitive regarding technology and instruction for students with dyslexia. When students have access to effective technology, their overall educational performance improves. One of the best ways to use technology is in combination with instruction in reading strategies and processes (Pisha & O’Neill, 2003). Technology is not intended to take the place of quality reading instruction. It should be used in combination with teacher-directed instruction and intervention. Technology should never be used as a substitute for quality instruction; it is intended to supplement, not supplant. In fact, technology shows mixed results in improving phonemic awareness, phonics, and vocabulary, with computer-mediated approaches having no clear advantage over teacher-directed instruction (Hecker & Engstrom, 2011).

The *Technology Integration for Students with Dyslexia* online tool (TEC §38.0031) is a resource developed to support instructional decisions regarding technology that benefits students with dyslexia.

Professional Development Relative to Dyslexia for All Teachers

Research consistently confirms the impact that a knowledgeable teacher can have on the success or failure of even the best reading programs (Shaywitz, 2003). To ensure that teachers are knowledgeable about dyslexia, TEC §21.054(b) and TAC §232.11(e) require educators who teach students with dyslexia to be trained in new research and practices related to dyslexia as a part of their continuing professional education (CPE) hours.

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm>

Teachers of students with dyslexia must be prepared to use the techniques, tools, and strategies outlined in the previous sections of this chapter. They may also serve as trainers and consultants in the area of dyslexia and related disorders for regular, remedial, and special education teachers.

VII. Student Monitoring and Dyslexia Program Exit Criteria

Upon successful completion of the district dyslexia program(s), as measured by program mastery checks (assessments) completed at regular intervals, students will be exited from the district dyslexia program(s). Additional criteria for exit may include but is not limited to:

- grades from progress reports or report cards
- state assessment data
- benchmarks
- progress monitoring data
- teacher and/or parent observations/checklists
- individual dyslexia program requirements

Students that have completed the Greenville ISD dyslexia program will receive regular monitoring during the first year.

Monitoring may include, but is not limited to the collection/evaluation of:

- progress reports
- report cards
- state assessment data
- teacher reports/checklists
- parent reports/checklists
- counselor reports
- other program reports
- additional assessment data

Students qualifying for dyslexia services that are identified as §504 or Special Education will follow monitoring requirements outlined in federal law. A student determined to have dyslexia during testing under TEC §38.003(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.

No one factor is sufficient to warrant exiting a student from direct dyslexia services. Dismissal is determined by consensus of the committee of knowledgeable persons, §504 committee, or ARD committee. The committee considers the following factors when recommending exiting or reduction of dyslexic services:

- Completion of the district dyslexia program
- The reevaluation and/or post-testing of student shows student growth to be closer to grade level proficiency standards
- The student demonstrates self-monitoring/self-correction behaviors as evidenced through informal observation by teacher and/or dyslexia teacher
- The student passed the reading portion of the state assessment
- Committee recommendation
- Parents request in writing that the student exit the program

If a student has shown substantial progress and the committee of knowledgeable persons determines the student is ready to be dismissed completely from the program, the committee may recommend monitoring services instead of direct services. When a child is exited from the dyslexia program, a dismissal form will be completed and placed in the child's cumulative folder.