



Increasing Support for Special Education, Improving Reading Outcomes, and the Dyslexia Allotment



Presentation Agenda

- 3/4 HB 3 Increased Supports for Special Education**
 - 3/4 Mainstream weight
 - 3/4 Advisory Committee
 - 3/4 Autism stipend authority
 - 3/4 CCMR SPED Bonus
- 3/4 Improving Reading Outcomes**
 - 3/4 Science of Teaching Reading
- 3/4 Dyslexia & Related Disorders**
- 3/4 HB 3 Dyslexia Allotment**
 - 3/4 Dyslexia TSDS PEIMS Reporting
- 3/4 SB 2075 Dyslexia Monitoring**
- 3/4 Next Steps**



Key TEA
Personnel

TEA Staff

Leo Lopez

Associate Commissioner for School Finance

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State Director of Special Education

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State Dyslexia Coordinator

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Increases Mainstream Special Education weight from 1.1 to 1.15

- The weighted funding for students served by special education who are coded as mainstream has increased by an average of **\$970 per student** (Title III, 2002-03)



Requires the Commissioner to establish the Special Education Allotment Advisory Committee and provide a report by May of 2020 regarding recommendations for improving systems for funding special education services.

- For more information regarding this committee, and how to express interest in participation, please see [the To the Administrator Addressed letter dated August 1, 2019](#)



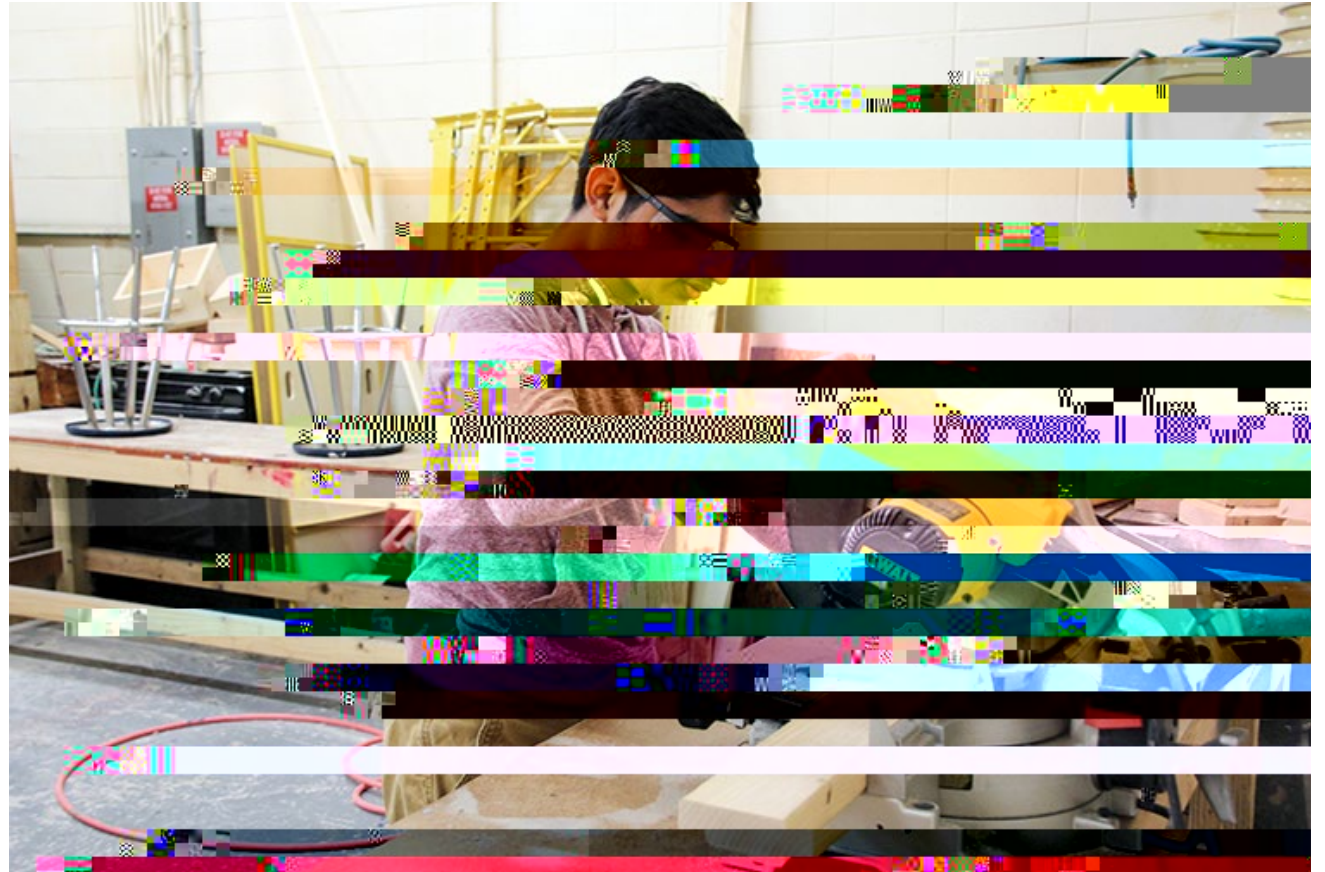
Encourages districts and charters to provide an incentive for teachers who complete training on Autism provided by a regional Education Service Center

- TEA provides training related to effective services for students with autism through a project with ESC Region 13 titled [Texas Statewide Leadership for Autism Training \(TSLAT\)](#)
 - In addition to several other training opportunities, online TSLAT courses include 8 Basic trainings and 12 courses on Strategies for Working with Students With Autism in the General Education Setting.



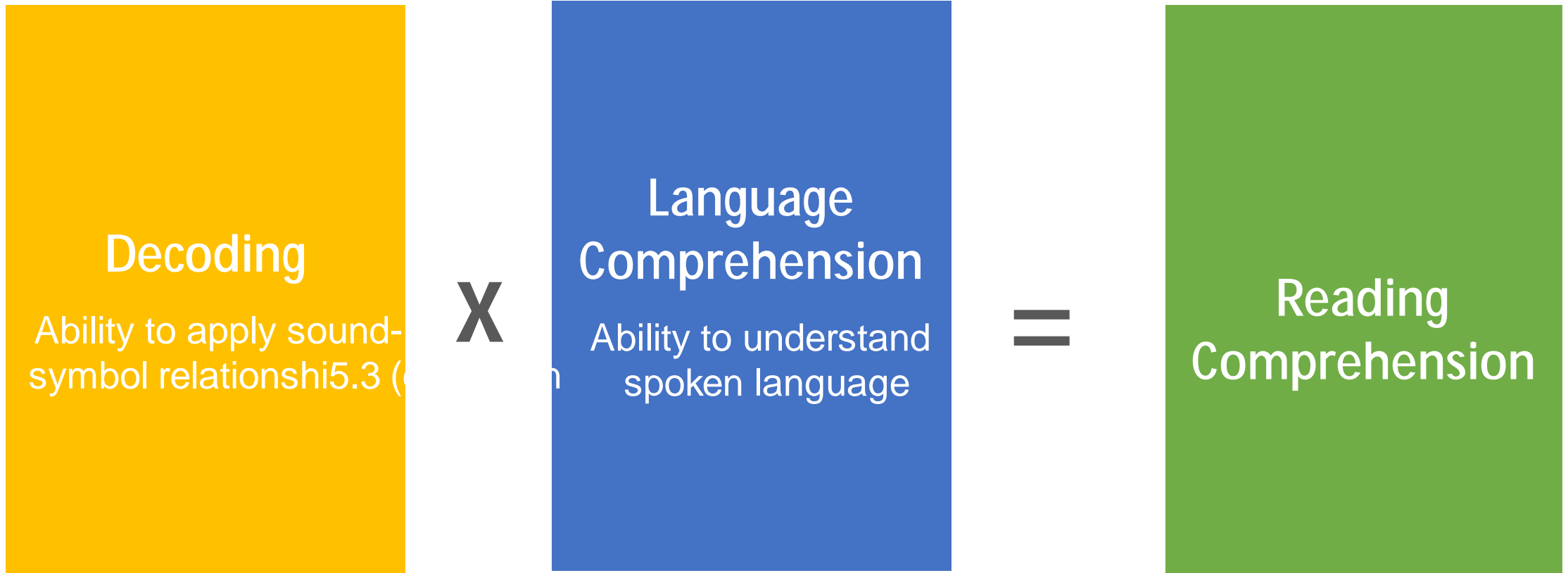
Provides College Career Military-Readiness bonuses for each annual graduate

- \$2,000 for each CCMR Ready annual graduate served by special education
 - For more information about this bonus, see the [August 8, 2015 HB 3 in 30](#) video regarding CCMR bonuses to LEAs



Background Information: Dyslexia & Related Disorders

Simple View of Reading (Gough & Tunmer)



Scarborough's Reading Rope (2001)

Language Comprehension

Ability to understand spoken language

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Decoding

Ability to apply sound symbol relationships to read words

Decoding

Reading Comprehension

Dyslexia

is defined as brain-based learning disability that makes reading and spelling words accurately and automatically difficult. Dyslexia is not caused by a lack of intelligence or effort, nor is it caused by seeing the letters in words backwards.

Primary Difficulties:

- Phonological awareness
- Decoding words in isolation
- Reading unfamiliar words
- Reading fluency
- Spelling

Dyslexia can impact:

- Access to higher level text
- Vocabulary acquisition
- Reading comprehension
- Written expression
- Selfconfidence

Scarborough's Reading Rope (2001)

Language
Comprehension

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Word
Recognition

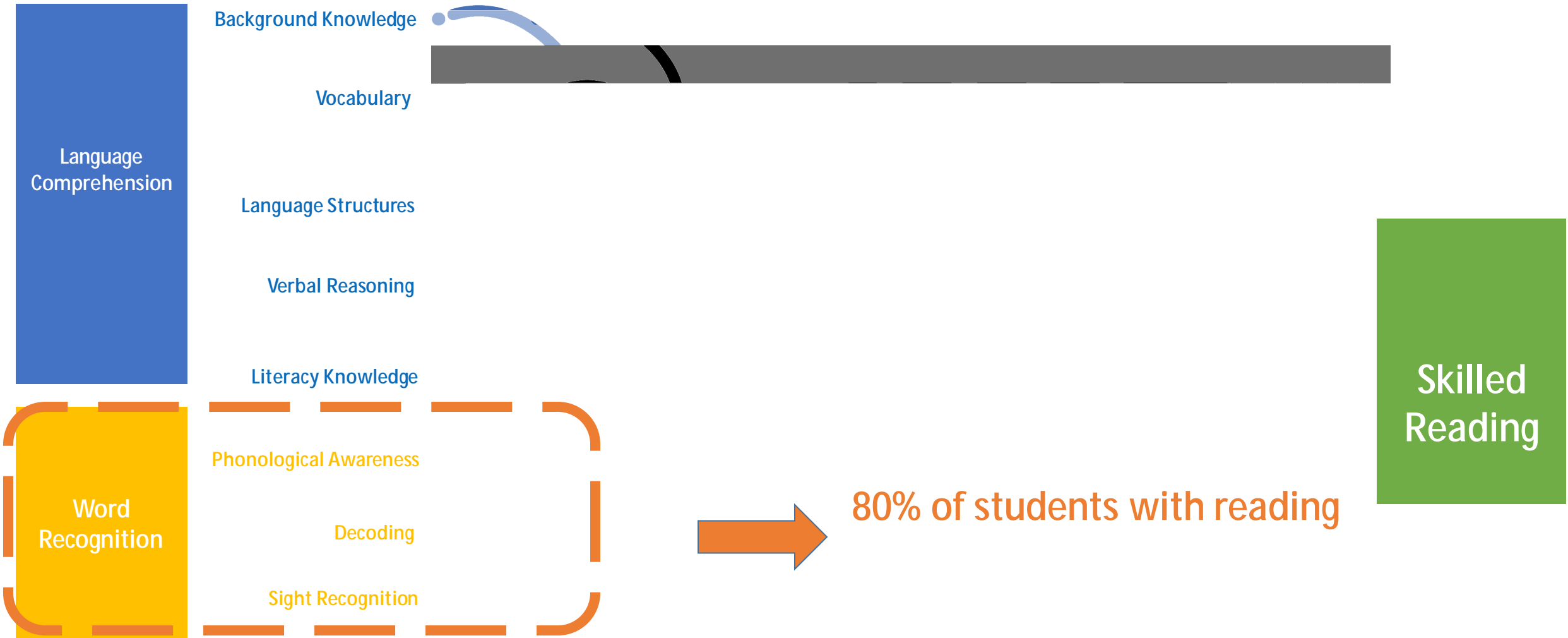
Phonological Awareness

Decoding

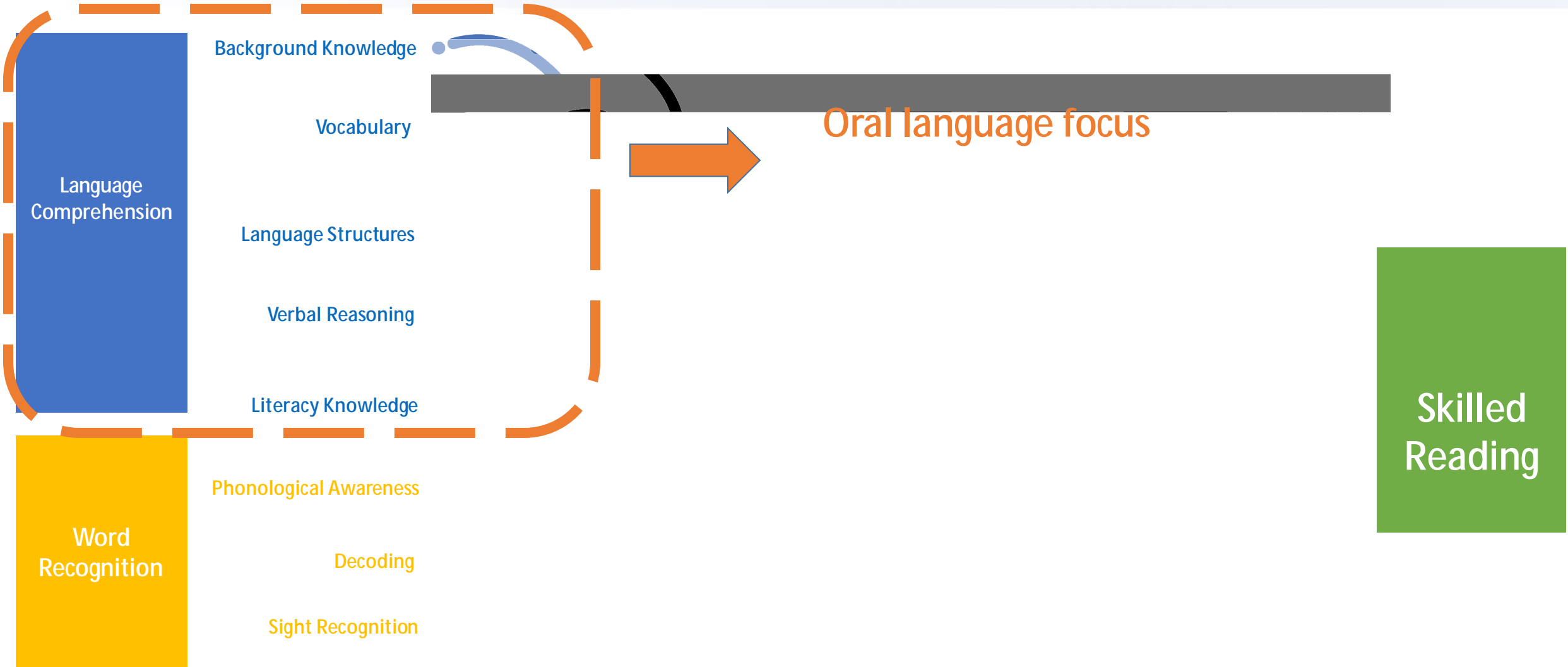
Sight Recognition

Skilled
Reading

Scarborough's Reading Rope (2001)



Scarborough's Reading Rope (2001)



Related Disorders to Dyslexia

Related disorders include disorders similar to or related to dyslexia, • μ Z • W 2

- Developmental auditory processing disorder
- Developmental dyscalculia
- Developmental dysgraphia
- Developmental spelling disability

Dysgraphia

is defined as a brain-based learning disability that is characterized by difficulties with handwriting and spelling. Although students will have primary difficulties in basic transcription skills, written expression is typically compromised.





District Responsibilities 19





Resources



Dyslexia
Screening



Referral for
Evaluation



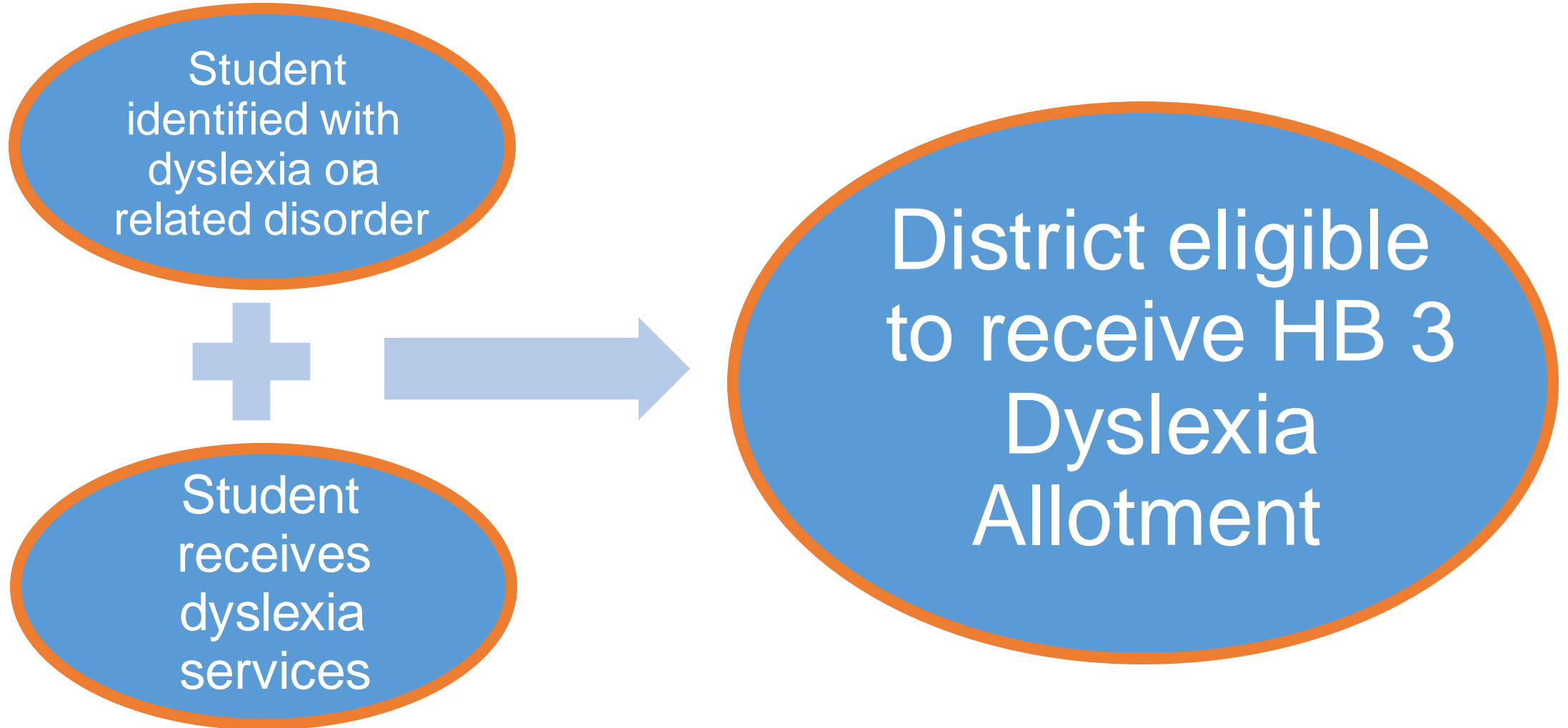
Dyslexia
Services

HB 3 Dyslexia Allotment

Key points

- HB 3 establishes a new Dyslexia Allotment of 0.10 per student (\$616.00)
- To receive the HB 3 Dyslexia Allotment, districts must
 - accurately identify a student with dyslexia or a related disorder
 - provide appropriate services

TAA House Bill 3 (HB 3) Implementation: Allotment for Students Identified with Dyslexia or Ta26 u el(e)-6.5 d(D)12.4 tisorders) sent(o)1.5 ((



These educators meet the requirements:

- Licensed Dyslexia Therapist (LDT)
- Licensed Dyslexia Practitioner (LDP)
- Certified Academic Language Therapist (CALT)
- Certified Academic Language Practitioner (CALP)
- Certified Structured Literacy/Dyslexia Specialist
- Certified Structured Literacy/Dyslexia Interventionist
- Wilson Level II Certification/Therapist
- Wilson Level I Certification/Practitioner
- AOGPE Fellow Level, Certified Level, or Associate Level

These educators meet the requirements, so long as they have additional documented dyslexia training aligned to 19 TAC §74.28:

- Reading specialists
- Legacy master reading teachers
- General education classroom teachers
- Special education teachers



For more details including licensing body, degree requirements, course contact and practicum hours, direct observations, certification exams, and continuing education requirements see p. 44 of the Dyslexia Handbook.

Frequently Asked Question (FAQ)

Question

Answer

Districts are entitled to the HB 3 Dyslexia Allotment if the student is identified with dysgraphia only and receives one or more of the services noted in TSDS PEIMS.

Dyslexia Allotment:

The district is entitled to an annual

Frequently Asked Question (FAQ)



Question



Answer

HB 3 Dyslexia Allotment does not come with specific spending requirements, but it does stipulate that districts may use an amount not to exceed 20 percent of the allotment

Districts should carefully consider how to spend HB 3 Dyslexia Allotment funds to maximize benefit to students identified with dyslexia or a related disorder.

Districts will be initially flowed funding starting in September 2019

Frequently Asked Question (FAQ)



Question



Answer

The Dyslexia Allotment does not supplant IDEA-B funding. Districts and open-enrollment charter schools are entitled to receive IDEA-B special education funds and the HB 3 Dyslexia Allotment for students receiving special education and dyslexia services.

Frequently Asked Question (FAQ)

Question

Answer

Districts may use HB 3 Dyslexia Allotment funds spent on students served by special education towards meeting the MOE requirement that specifies they must spend at least the same amount of state and local funds to provide services to students with disabilities spent in the previous fiscal year.

Dyslexia TSDS PEIMS Reporting

Existing TSDS PEIMS Requirement

Beginning with the 2013-14 school year districts have been required to report the number of students enrolled in the district who are 2] v š] (] Á] š Z Ç • o Æ] } Œ Œ o š TSDS } Œ PEIMS.

Reporting Updates for 2019-2020

When a student is coded with dyslexia or related disorder in TSDS PEIMS, districts will now indicate whether dyslexia services are provided.

Schools report the following (for a student identified with dy.5 (l)64ac5 (i)6.

Frequently Asked Question (FAQ)

Question

Answer

Districts are entitled to receive the HB 3 Dyslexia Allotment when a student is identified with dyslexia or a related disorder and receives dyslexia services any time during the school year as indicated in TSDS PEIMS.

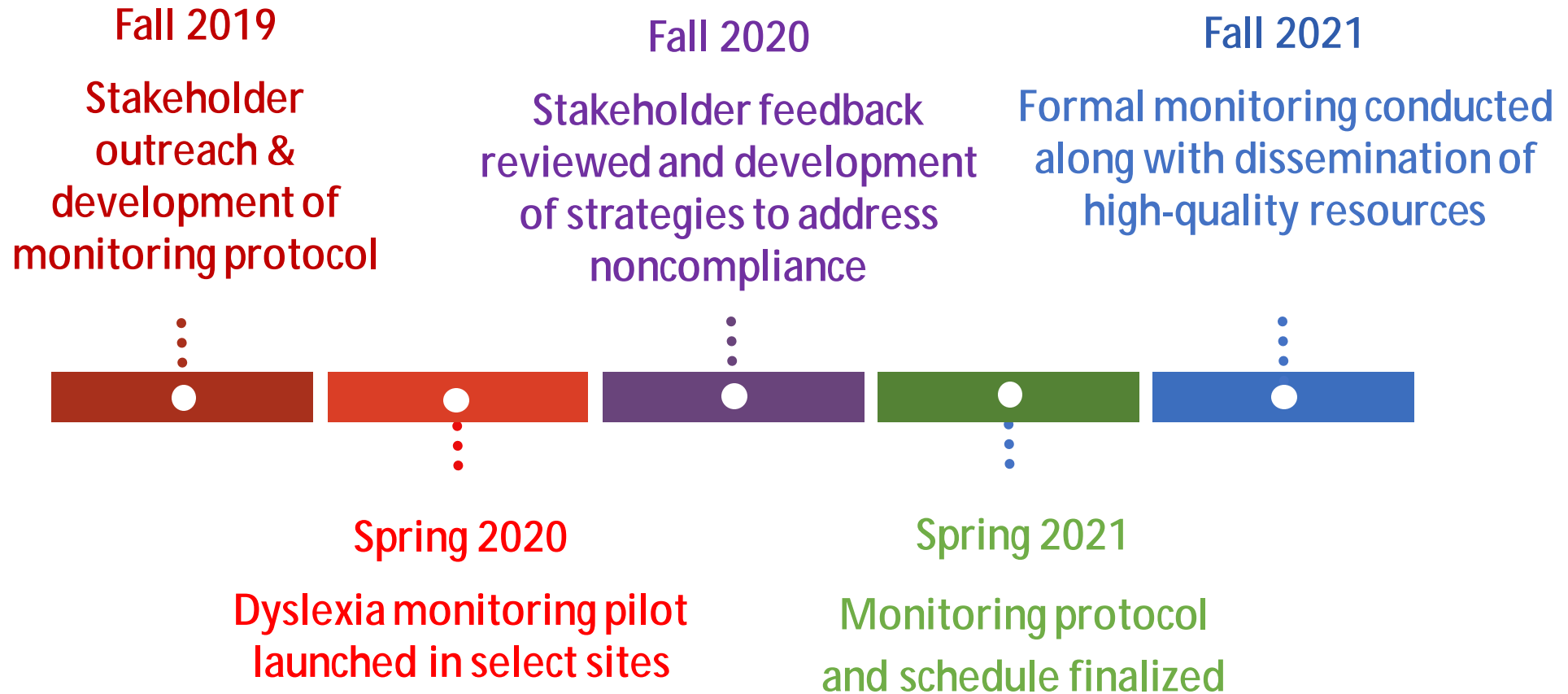
Dyslexia Monitoring

Dyslexia Monitoring per SB 2075: Overview

SB 2075 effectively audit, monitor, and periodically conduct site visits of all school districts to ensure that districts are complying with this section, including the program approved by the SBOE

SB 2075 identify any problems school districts experience in (a)-8.9 (t)8.4 (d)4.9

Dyslexia Monitoring per SB 2075: Timeline



Next Steps

$\frac{3}{4}$ Determine best use of funds

$\frac{3}{4}$

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



tea.texas.gov/HB3

Visit tea.texas.gov/HB3 for the most up-to-date information

HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions



Thank you!

For Additional Questions:

HB3info@tea.texas.gov

Include the topic name (Special Education or Dyslexia Allotment)
in the subject line