In response to TEA’s Special Education Strategic Plan, these considerations may apply to students who are already receiving services through dyslexia, Section 504, and/or RtI. Students who are not making adequate progress but are not receiving any specific services may also be considered.

### Progress-Based Model

**Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):**

Consider evaluating students who are currently:
- Served in dyslexia programs, but are not making adequate progress.
- Served in Section 504 for reading difficulties, but are not making adequate progress.
- Receiving reading interventions, but are not making adequate progress.

For students who are not evaluated, consider continuing progress monitoring for students who are currently:
- Served through dyslexia programs, Section 504 and/or receiving reading interventions and are demonstrating adequate progress.
- Served through, Section 504 for reading difficulties and/or receiving reading interventions and are demonstrating adequate progress.

### Hybrid Model

**Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):**

Consider evaluating students who are currently:
- Served in dyslexia program, but are not making adequate progress.
- Served in dyslexia program and making progress, but only due to specialized dyslexia intervention.
- Served in Section 504 for reading difficulties, but are not making adequate progress.
- Receiving reading interventions, but are not making adequate progress.
- Receiving reading interventions, but are not making adequate progress only due to specialized intervention.

### Service-Based Model

**Students Previously Identified with Dyslexia, Served by Section 504, and/or Receiving Intervention(s):**

Consider evaluating all students who are currently:
- Identified with dyslexia and related disorder(s) to determine if special education services are necessary to meet the student's needs.
- Served in Section 504 for reading difficulties to determine if special education services are necessary to meet the student's needs.
- Receiving reading interventions to determine if special education services are necessary to meet the student's needs.

### Past

**New Referrals for Students Suspected of Having Dyslexia or Related Disorder(s):**

- Review the data, including any available documentation of interventions, for each individual student to determine whether to proceed with Section 504 or IDEA procedures.

### Present/Future

**Resources/Tools to Reference:**
- Systemic data analysis process (i.e., I-CASED Framework, DBI, etc.)
- Interactive Tool for Dyslexia and Child Find Considerations

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**New Referrals for Students Suspected of Having Dyslexia or Related Disorder(s):**

- Review the data, including any available documentation of interventions, for each individual student to determine whether to proceed with Section 504 or IDEA procedures.
- Consider incorporating evaluation for dyslexia and related disorder(s) into a Full and Individual Initial Evaluation (FIIE).

### Resources/Tools to Reference:
- Systemic data analysis process (i.e., I-CASED Framework, DBI, etc.)
- Interactive Tool for Dyslexia and Child Find Considerations
- Specially Designed Instruction Decision-Making Guide

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**New Referrals for Students Suspected of Having Dyslexia or Related Disorder(s):**

- Incorporate evaluation for dyslexia and related disorder(s) into a Full and Individual Initial Evaluation (FIIE).

### Resources/Tools to Reference:
- Specially Designed Instruction Decision-Making Guide