Submit feedback: dyslexia@tea.texas.gov
- Request from TEA: Be as specific as possible
- Accepting feedback through October 29, 2018 (5:00pm)

5 Chapters & 12 Appendices:
I. Definitions and Characteristics of Dyslexia
II. Screening (NEW)
III. Procedures for the Evaluation and Identification of Dyslexia
IV. Critical, Evidence-Based Components of Dyslexia Instruction
V. Dysgraphia (NEW)

Overview of Changes:
1. Expanded language for IDEA throughout document, including Child Find and initial evaluation pathways
2. Two New Chapters: K-1 Screening and Dysgraphia
3. Order Changes of some Appendices
4. New Appendices

Chapter I: Definitions and Characteristics of Dyslexia
- Minimal changes

Chapter II: K-1 Screening for HB 1886, p. 6
Part A – Universal Screening (Definition) and State & Federal Requirements
Part B – K-1 Universal Screening: Administration
Part C – K-1 Universal Screening: Interpretation
Part D – Best Practice for Ongoing Monitoring

- Federal and State Requirements
- Timeline for Dyslexia Screening
  o Kindergarten (end of the school year);
  o Grade 1 (no later than the middle of the school year)
- K-1 Administration
  o Selecting screening instruments – gives the criteria, refer to Commissioner’s List of approved reading instruments. May not be one instrument that meets the criteria.
  o Who can administer
  o Interpretation: Team decision; Flow Chart provided on p. 17

Chapter III: Procedures for the Evaluation and Identification of Students with Dyslexia
- Term change: “evaluation” in lieu of “assessment”
- New, expanded information (p. 26) on Initial Evaluation Pathways
- Formal Evaluation (p. 27) – expanded language; no changes to Domains to Assess
- Procedures for Identification (p. 30)
  o Figures 3.5 & 3.6 (p.31) – expanded information for characteristics of dyslexia in English & Spanish
Figure 3.7 (p. 32) – clarified language in Questions to Determine the Identification of Dyslexia
- Review of Evaluation by Section 504 Committee (p. 32)
- Review of Evaluation by ARD Committee (p. 33)
- Pathway to Identification and Provision of Instruction (p. 34);
  - Flowchart on p. 35

Chapter IV: Critical, Evidence-based Components of Dyslexia Instruction
- No changes to the Components of Instruction or Delivery of Dyslexia Instruction
- Significant new information regarding Providers of Dyslexia Instruction (p.42)
  - Figure 4.1 (p.43): Minimum Training Requirements for Educators Providing Dyslexia Services
    - “Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification; however, they must at a minimum have additional documented dyslexia training aligned to 19 TAC § 74.28(c) and must deliver the instruction with fidelity.”
- Ineffective Treatment for Dyslexia (p. 51; Figure 4.2 on p. 52)

Chapter V: Dysgraphia, p. 57
- Procedures for Evaluation and Identification follow similar process to Chapter III
  - Data Gathering
  - Initial Evaluation Pathways
  - Formal Evaluation
  - Domains to Assess
  - Procedures for Identification
- Includes Components of Instruction (similar format to Chapter IV)

Appendices
- Appendix A: Questions and Answers
  - Added Questions (including ones from TCASE Panel)
- Appendix B: Sources of Laws and Rules for Dyslexia Identification and Instruction
- Appendix C: State Laws and Rules Related to Dyslexia
- NEW Appendix D: IDEA/Section 504 Side-by-Side Comparison, p. 109
- Appendix E: Contacts for Further Information
- Appendix F: Associated Terms
- Appendix G: Bibliography
- Appendix H: Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities
- NEW Appendix J: Pathway to the Identification and Provision of Instruction for Students with Dyslexia, p. 151
- NEW Appendix K: Addressing Concerns about Dyslexia Programs, p. 153