

**E3063-C344 Student Characteristic 04 (Dyslexia) - TEC §48.009**

School districts and open enrollment charter schools are required to indicate the number of students enrolled in the district or charter school who are identified as having dyslexia or a related disorder. This indicator is reported two times each year. The first report is based on student snapshot (last Friday in October) and is submitted to TEA in the PEIMS Fall Submission ([PEIMS Submission Timelines](#)). The second report is based on the last day of school (or student's last day of enrollment) and is submitted to TEA in the PEIMS Summer Submission ([PEIMS Submission Timelines](#)).

**Dyslexia or a  
related disorder  
(C344 - 04)**

Indicate if the student is participating in special education or receiving assistance under Section 504.

In TSDS PEIMS Report Student Special Education  
Program Association Extension (i.e., primary disability)

**Student Characteristic -12  
(Section 504)**

**E1650-C224 Dyslexia Services Descriptor - TEC §48.103**

This data is submitted to TEA in the PEIMS Summer Submission ([PEIMS Submission Timelines](#)).

**Services 04\***

IEP Dyslexia and Related Disorder Services: student receives instruction, services, or accommodations for dyslexia or a related disorder in accordance with an individualized education program developed for the student under Section [§29.005](#).

**Services 05\***

Section 504 Dyslexia and Related Disorder Accommodation Services: student receives accommodations for dyslexia or a related disorder in accordance with a plan developed for the student under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

**Services 06\***

General Education Dyslexia Supports: student is permitted, based on the identification of dyslexia or a related disorder, to use modifications in the classroom or accommodations in the administration of assessment instruments under Section [§39.023](#) without an individualized education program (IEP) or a Section 504 plan.

\*Students who are identified as having dyslexia and/or a related disorder and who receive protections under Section 504 or IDEA should have written documentation that outlines the determination of Free Appropriate Public Education (FAPE). Each student's unique, appropriate education should be described in terms of aids, accommodations, and services so that the assigned service descriptor is supported by documentation. While Section 504 regulations do not require a written plan, practical requirements such as documentation of evaluation sources, the impairment and substantial limitations, committee discussion and decisions, and accommodations create the necessity of putting the plan in writing. In addition, should a disagreement take place, the written document may provide clear information regarding the intent of the local education agency (LEA) to provide FAPE.

**(Note: Evidence-based dyslexia instruction is only available to students who are served under IDEA/special education).**

**E1644-C222 Dyslexia Risk Descriptor - TEC §38.003(a)**  
**Kindergarten (End of Year) and First Grade (January 31st)**

This data is submitted to TEA in the PEIMS Summer Submission ([PEIMS Submission Timelines](#)).

**01**

Screened and determined to be not at risk for dyslexia or related disorders

**OR**

**02**

Screened and determined to be at risk for dyslexia or related disorders

**OR**

**03**

Not screened for dyslexia or related disorders



**E1732 - C231 Dyslexia Screening Exception Reason**

When a student is not screened in kindergarten or Grade 1 during the required screening window, 03 is reported along with one of the 11 reasons indicating why dyslexia screening did not occur.

| Descriptor | Translation                                                                                                                                             |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01         | Grade 1 Student Withdrew from the LEA On or Before January 31st (Grade 1 Dyslexia Screening Period End Date)                                            |
| 02         | Kindergarten Student Withdrew from the LEA On or Before the Last Instructional Day of the School year (Kindergarten Dyslexia Screening Period End Date) |
| 03         | Grade 1 Student Enrolled in the LEA After January 31st (Grade 1 Dyslexia Screening Period End Date)                                                     |
| 04         | Student Currently Identified and Receives Dyslexia Services                                                                                             |
| 05         | Dyslexia Screening Inappropriate for the Child (Documented by ARD)                                                                                      |
| 07         | Parent or Child Repeated Refusal for Dyslexia Screening (Documentation Required)                                                                        |
| 08         | Student Absent During the Designated Dyslexia Screening and No Make-Up Provided During Screening Window (Constitutes Non-Compliance)                    |
| 09         | No Appropriately Trained and/or Qualified Individual in the LEA, as Required, to Conduct Dyslexia Screening (Constitutes Non-Compliance)                |
| 10         | Technology Access or Failure (e.g., Software) Prevented the LEA from Screening the Student for Dyslexia (Constitutes Non-Compliance)                    |
| 11         | No Dyslexia Screening Instrument Available or No Screening Instrument Adopted by District-Level Committee (Constitutes Non-Compliance)                  |
| 12         | Other (Reason Not Listed Above; Documentation Required, Potential Non-Compliance)                                                                       |