



HB 3
in



30



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



Presentation Agenda

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



Key TEA Personnel

TEA Staff

Leo Lopez

Associate Commissioner for School Finance

Al McKenzie

Director of Forecasting & Fiscal Analysis

Justin Porter Ed.D.

State Director of Special Education

Cherry Lee

State Dyslexia Coordinator

Increasing Support for Special Education



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 ADA**.
- It's important to note that mainstream weighted funding is not based on contact hours like other special education weighted amounts. For more information on how special education weighted funding works, please see the [Special Education Funding Weights](#) presentation to the Commission on Public School Finance.
- Support for LEAs serving students with disabilities in inclusive settings is available from the Inclusive Services Network made available by TEA through a grant to ESC Region 20.



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 the [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

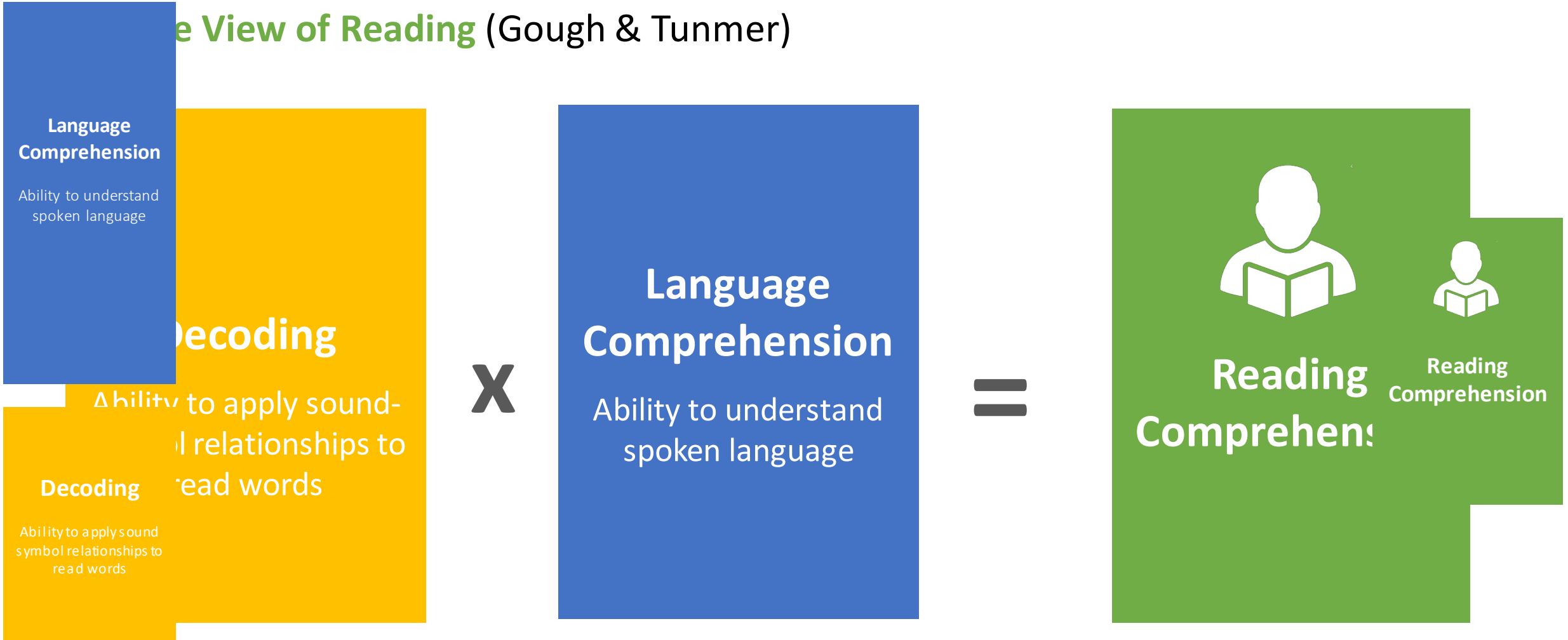
- \$2,000 for each CCMR-Ready annual graduate served by special education
 - For more information about this bonus, see the [August 8th HB 3 in 30](#) video regarding CCMR bonuses to LEAs



Background Information: Dyslexia & Related Disorders

Simple View of Reading (1986)

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

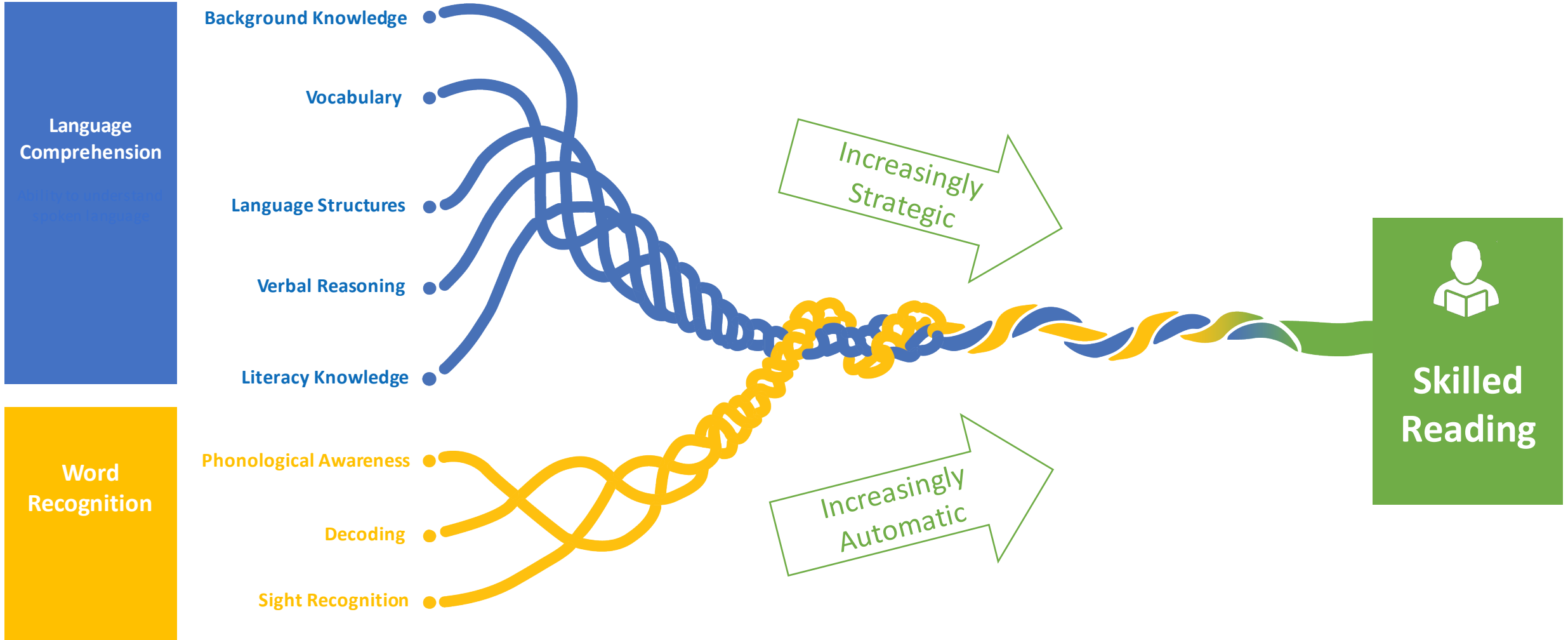
Decoding
Ability to apply sound symbol relationships to read words

Decoding



Reading Comprehension

Scarborough's Reading Rope (2001)



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.



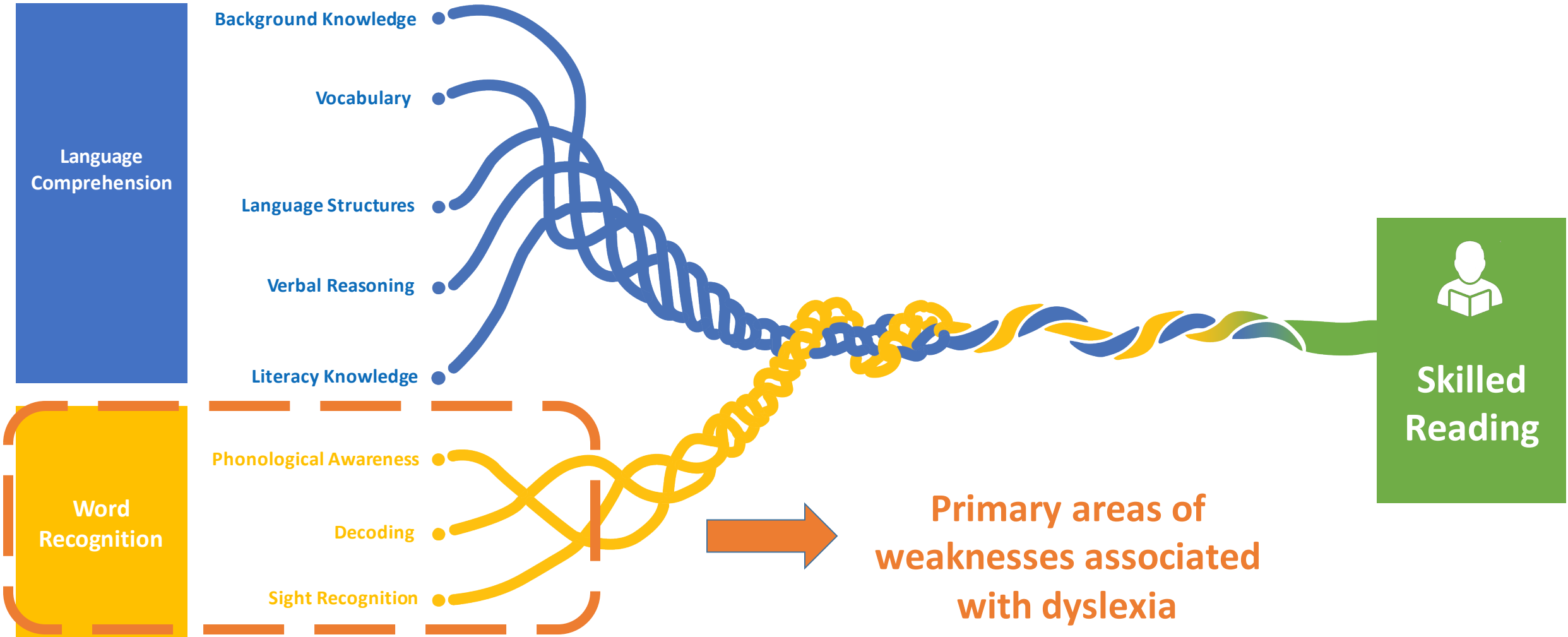
Primary Difficulties:

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

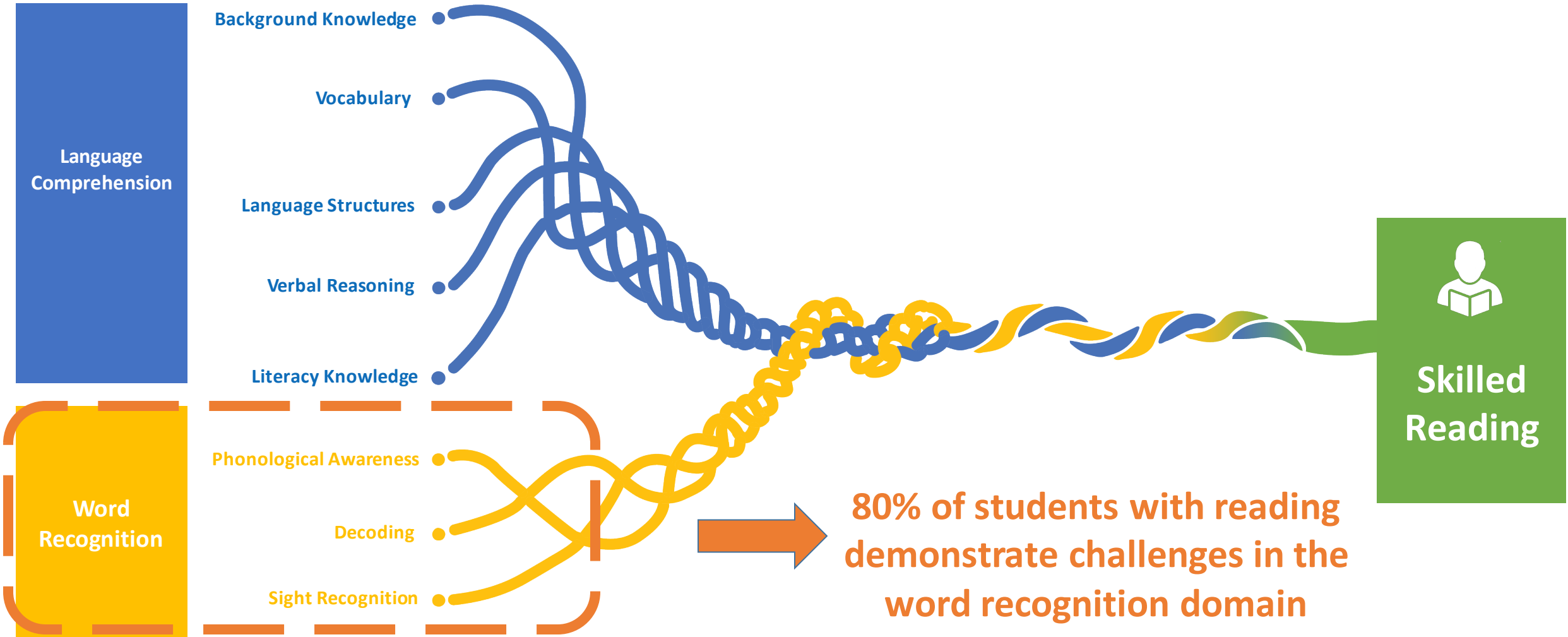
Dyslexia can impact:

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

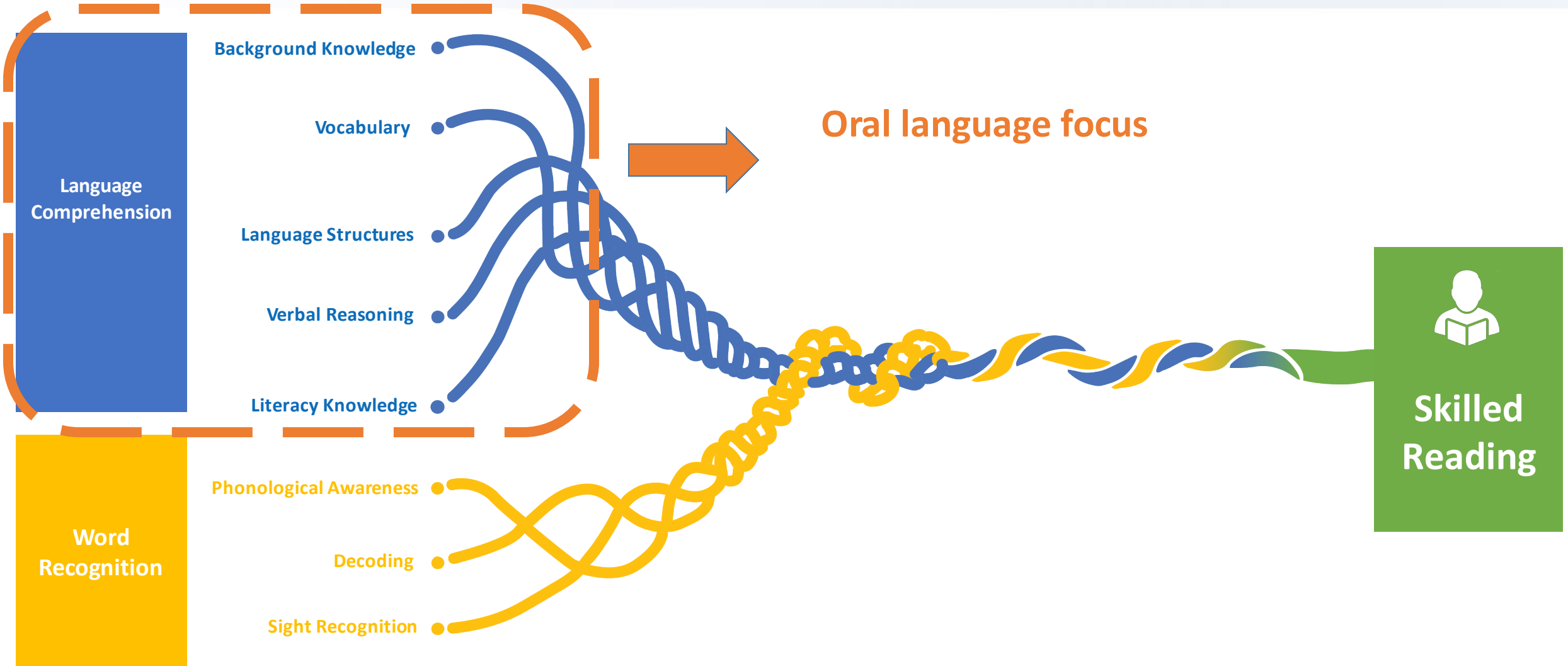
Scarborough's Reading Rope (2001)



Scarborough's Reading Rope (2001)



Scarborough's Reading Rope (2001)



High-Quality
Core Instruction

Evidence-Based
Intervention

Accommodations
and/or
Modifications

Assistive
Technology

Related Disorders to Dyslexia

Related disorders include disorders similar to or related to dyslexia, such as:

- Developmental auditory imperceptions
- Dysphasia
- 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

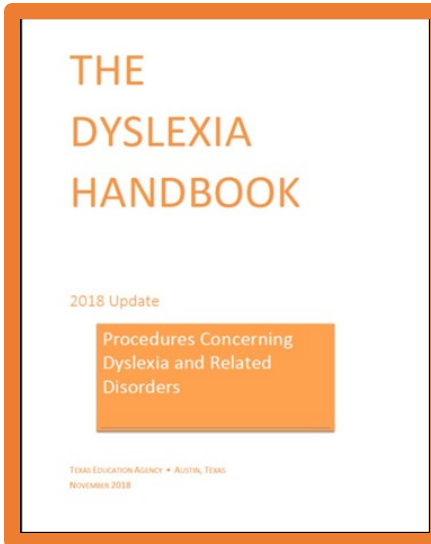
When disability and a need for special education is suspected,

districts should refer students for evaluation under the Individuals with Disabilities Education Act

to determine eligibility for special education, as well as develop recommendations for supports and services.

- **Special Education**
<https://tea.texas.gov/texasped>
- **TEKS Guides**
<https://www.teksguide.org>
- **State Dyslexia Hotline**
800-232-3030
- **Accessible Instructional Materials**
https://tea.texas.gov/Academics/Instructional_Materials/Accessible_Instructional_Materials
- **Talking Book Program**
<https://www.tsl.texas.gov/tbp/index.html>

- **Dyslexia and Related Disorders**
<https://tea.texas.gov/academics/dyslexia/>



The Dyslexia Handbook (2018) provides procedures regarding early identification, instruction, and accommodations for students with dyslexia and related disorders.

Dyslexia Handbook (2018): Processes



Dyslexia
Screening



Referral for
Evaluation



Dyslexia
Services



Progress
Monitoring

HIGH QUALITY, EVIDENCE BASED CORE READING and WRITING INSTRUCTION

HB 3 Dyslexia Allotment

Key points

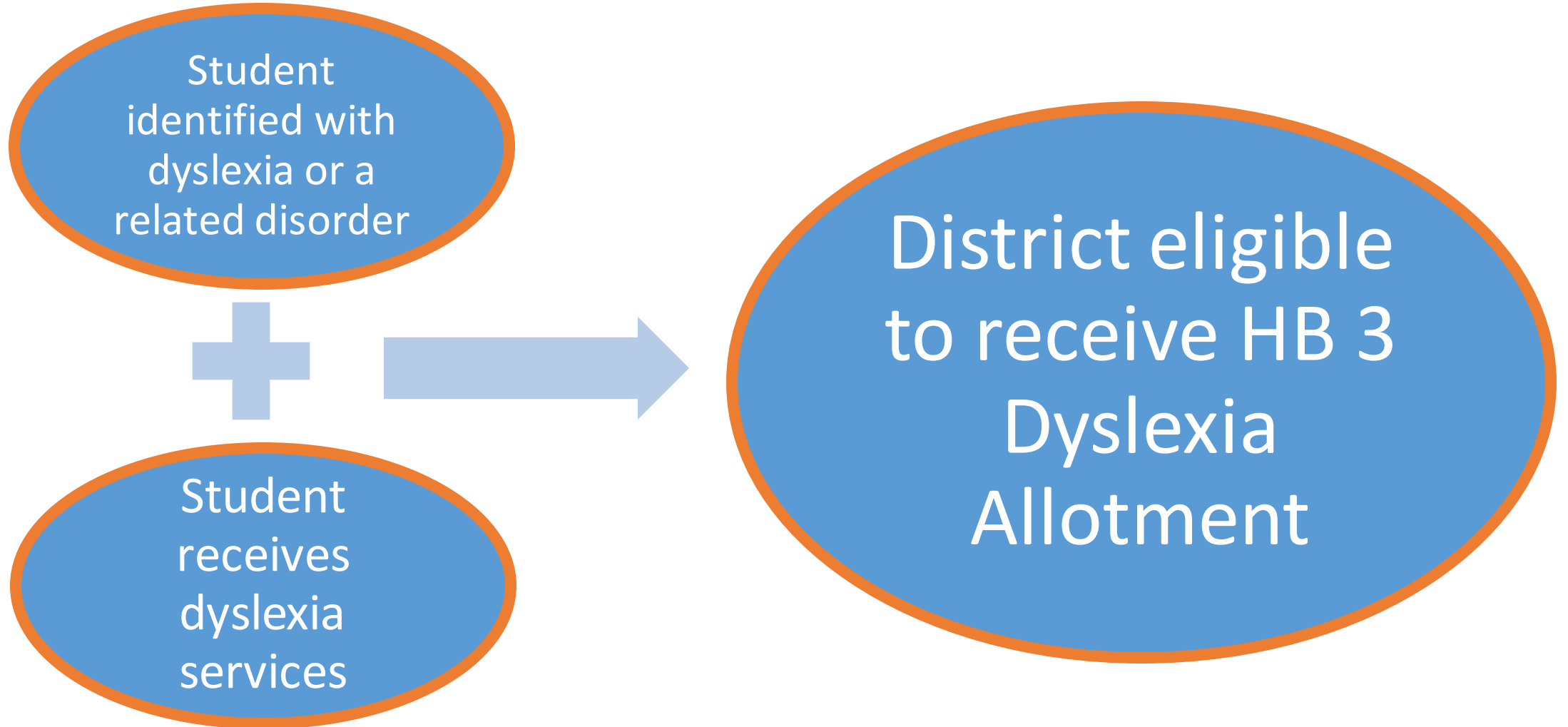
- HB 3 establishes a new Dyslexia Allotment of 0.10 per student (**\$616.00**)
- To receive the HB 3 Dyslexia Allotment, districts must **both**
 - accurately identify a student with dyslexia or a related disorder **and**
 - provide appropriate services

TAA House Bill 3 (HB 3) Implementation: Allotment for Students Identified with Dyslexia or a Related Disorder(s), sent on September 4



In Statute

TEC Sec. 48.103 ALLOTMENT FOR STUDENT WITH DYSLEXIA OR RELATED DISORDER.



Required Dyslexia Services

Per 48.103(b) “dyslexia services” refers to 48.103:

1. **Receiving services for dyslexia or a related disorder** through the **Individuals with Disabilities Education Act** or **Section 504** (as determined by ARD or Section 504 Committees) and/or
2. **Receiving instruction** that meets applicable dyslexia program criteria established by the SBOE and is provided by a **person with specific training** (as described in the Dyslexia Handbook (2018)) and/or
3. **Permitted to use modifications** in the classroom or **accommodations** in the administration of assessments on the basis of having dyslexia or a related disorder

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

Should a student identified with dysgraphia (but not dyslexia) be coded in TSDS PEIMS as having dyslexia or a related disorder?



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.

Frequently Asked Question (FAQ)



Question

Is dyscalculia a related disorder to dyslexia?



Answer

Although a student identified with dyscalculia may be eligible to receive special education or Section 504 services, dyscalculia is not one of the dyslexia related conditions identified in TEC §38.003(d)(1TSDS PEIMS)-(2) (1995). As such, a student with dyscalculia should not be coded under the Dyslexia or a Related Disorder Indicator and districts are not eligible for the HB 3 Dyslexia Allotment (unless the student has also been identified with dyslexia or a related disorder).



Dyslexia Allotment:

The district is entitled to an annual allotment equal to the basic allotment multiplied by 0.10 for each eligible student with dyslexia or a related disorder who is receiving dyslexia services and is coded as such in TSDS PEIMS.

Example:

Basic Allotment (BA)

$$\$6,160 \text{ (BA)} \times 0.10 = \$616.00$$

HB 3 Dyslexia Allotment = \$616.00



Frequently Asked Question (FAQ)



Question

Does the HB 3 Dyslexia Allotment come with spending requirements?



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 provided for a qualifying student to contract with a private provider to provide supplemental academic services. Moreover, a qualifying student may not be excused from school to receive supplemental academic services provided under this subsection.



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



- ✓ Dyslexia therapist training for teachers
- ✓ Dyslexia screening, progress monitoring, and/or evaluation tools
- ✓ Evidence-based dyslexia intervention materials and/or curriculum
- ✓ Dyslexia identification training for evaluation personnel
- ✓ Evidence-based early intervention programs in reading
- ✓ Professional development in the science of teaching reading
- ✓ Dyslexia specialist positions
- ✓ Stipends for dyslexia therapists



Districts will be initially flowed funding starting in September 2019 based on the number of students identified with dyslexia or a related disorder in the 2018-2019 school year.

Final funding will be adjusted during settle-up based on actual counts of students receiving dyslexia services based on the data districts submit in the TSDS PEIMS Summer/Submission 3.

Frequently Asked Question (FAQ)



Question

Does the HB 3 Dyslexia Allotment supplant or supplement IDEA-B (special education) funding?



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

Can districts use HB 3 Dyslexia Allotment funds towards meeting the Maintenance of Effort (MOE) requirement?



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 identified with dyslexia or related disorders to TEA through TSDS 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 dyslexia or a related disorder):

- ✗ **00** Does not receive services for dyslexia or a related disorder
or is
- ✓ **01** Receiving services for dyslexia or a related disorder under special education through IDEA or Section 504 **or**
- ✓ **02** Receiving instruction that meets applicable dyslexia program criteria established by the SBOE and is provided by a person with specific training **or**
- ✓ **03** On the basis of having dyslexia or a related disorder, is permitted to use modifications in the classroom or accommodations in the administration of assessments

Frequently Asked Question (FAQ)



Question

How long must a student receive dyslexia services before districts are entitled to receive the HB 3 Dyslexia Allotment?



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

Section 38.003, Education Code (Screening & Treatment for Dyslexia & Related Disorders) is amended to read as follows –

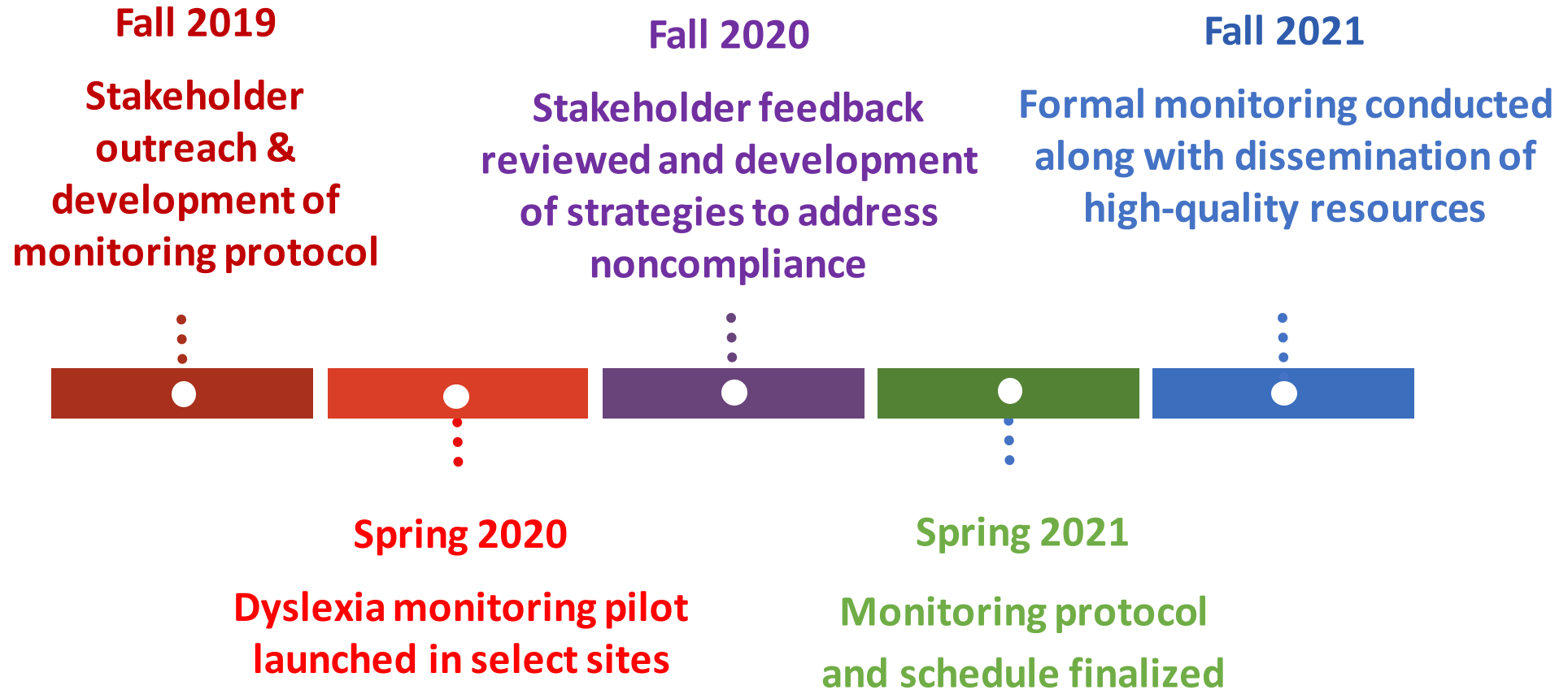
The agency by rule shall develop procedures designed to allow the agency to:

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 complying with this section, including the program approved by the SBOE under this section; and

SB 2075 develop reasonable and appropriate remedial strategies to address school district noncompliance

Dyslexia Monitoring per SB 2075: Timeline



Next Steps

Next Steps for School Districts

- Determine best use of funds
- Facilitate dissemination of new HB 3 reporting parameters
- Evaluate systems and processes related to dyslexia
- Identify key personnel who require training and support
- Ensure data from student information systems, including electronic records, is accurately coded in TSDS PEIMS



Key Takeaway

Per HB 3, districts are eligible to receive an annual Dyslexia Allotment when students are identified with dyslexia, receiving dyslexia services, and coded appropriately in TSDS PEIMS.

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 [HB 3info@tea.texas.gov](mailto:HB3info@tea.texas.gov) with any questions

A photograph of a classroom scene. A teacher is standing at the front, and several young students are sitting at desks with their hands raised. The teacher's hands are also raised. The background shows bookshelves, a bulletin board with colorful papers, and a storage unit with bins. A semi-transparent white box is overlaid on the center of the image, containing text.

Thank you!

For Additional Questions:

HB3info@tea.texas.gov

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