

Background

Since 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.

Starting with the 2019-2020 school year, districts are 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 services and coded as such in TSDS PEIMS.



- (PEIMS CODE 01) receiving services for dyslexia or a related disorder under the Individuals with Education Act (IDEA) or Section 504 of the Rehabilitation Act; or
- (PEIMS CODE 02) receiving instruction that meets applicable dyslexia program criteria established by the State Board of Education (SBOE) provided by a person with specific training (see Chapter IV in the Dyslexia Handbook (2018) for program criteria); or
- (PEIMS CODE 03) permitted to use modifications in the classroom or accommodations in the administration of assessments under TEC §39.023.

*Related disorder Includes students with dysgraphia. A student identified with dyscalculia may be eligible to receive special education or Section 504 services, however, dyscalculia is not one of the dyslexia related conditions identified in TEC §38.003(d)(1)-(2). As such, a student with dyscalculia may not be coded in TSDS PEIMS under the Dyslexia or a Related Disorder Indicator and does not generate funding through the HB 3 Dyslexia Allotment.



Additional Resources:

September 5, 2019 TAA Letter
HB 3 in 30: Special Education and Dyslexia

For more information:

Division of Special Education Program
specialeducation@tea.texas.gov
(512) 463-9414 or Dawn.Reeves@tea.texas.gov

Spending Guidance

Districts are required to spend 100% of the dyslexia allotment funds on services for students with dyslexia or a related disorder.

Districts should determine the most effective use of funds so that students identified with dyslexia or a related disorder receive maximum benefit. The following recommendations should be considered when determining the most effective use of funds:

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

In addition, HB 3 stipulates that a district 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.



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