

Shelby County Schools



RTI² Guidelines: Screening for Characteristics of Dyslexia

December 2017



Response to Instruction & Intervention (RTI²) - Characteristics of Dyslexia Screening

Per the Tennessee Department of Education and in accordance with the “Say Dyslexia” Bill (Public Chapter 1058 of the Acts of 2016), each LEA shall develop screening procedures that include the following measures: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

School systems must screen for characteristics of dyslexia, convene a school-based problem-solving team to analyze screening and progress monitoring data, notify students’ parents and provide them with information and resources regarding dyslexia, and provide appropriate tiered dyslexia-specific intervention through the RTI² framework.

Like all students, students with dyslexia have diverse needs and demonstrate characteristics on a broad spectrum. It is possible for a student with dyslexia to experience difficulties in the classroom that are problematic but not disabling. The RTI² Framework provides an avenue for all struggling students to receive increasingly intensive interventions through general education.



Table of Contents

KINDERGARTEN – 1ST GRADE	4
RTI ² SCREENING PROTOCOL: KINDERGARTEN & 1ST GRADE	5
CHARACTERISTICS OF DYSLEXIA SCREENING RECORD FORM	6
2ND – 12TH GRADES	7
RTI ² SCREENING PROTOCOL: 2 ND – 12 TH GRADE	8
CHARACTERISTICS OF DYSLEXIA SCREENING RECORD FORM	9
RTI² SURVEY LEVEL DYSLEXIA SCREENER	10
RAN AND PWRS ENCODING	11
RAN NORMS	12
PHONOLOGICAL AWARENESS SKILLS SCREENER	16
PHONEME SEGMENTATION	16
SCS PARENT NOTIFICATION	17
APPENDICES	22
APPENDIX A	23
CHARACTERISTICS OF DYSLEXIA SCREENER CORRELATION TABLE	23
APPENDIX B	24
BUILDING-LEVEL REPORTING IN POWERSCHOOL	24
APPENDIX C	25
PUBLIC CHAPTER 1058 OF THE ACTS OF 2016	25



Kindergarten – 1st Grade RTI² Dyslexia Screening: Protocol & Record Form



RTI² Screening Protocol: Kindergarten & 1st Grade

Universal Screening

The NWEA Measures of Academic Progress (MAP) is the District’s universal screener for 2017-18. MAP is administered to all students in Grades K-10. After MAP assessment, each school will receive a list of students at the school scoring in the bottom 15% on MAP reading. Students in this bottom 15% are administered additional skills-based measures as part of *easyCBM* benchmarking and screening for characteristics of dyslexia. Dyslexia screening may be requested for any student (K-12) by the student’s parent/guardian or school staff.

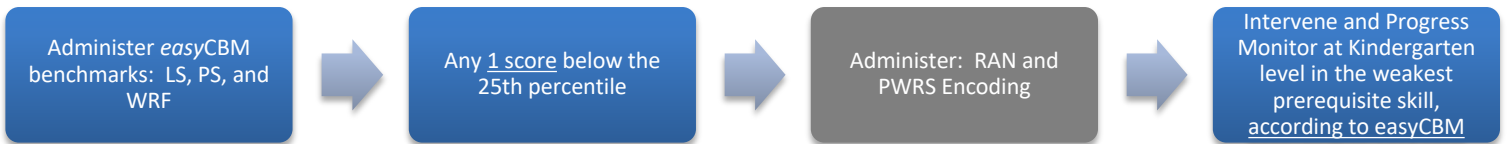
Skills-Based *easyCBM* Benchmark and Screening for Characteristics of Dyslexia

The following measures are used for *easyCBM* benchmarking and screening for characteristics of dyslexia:

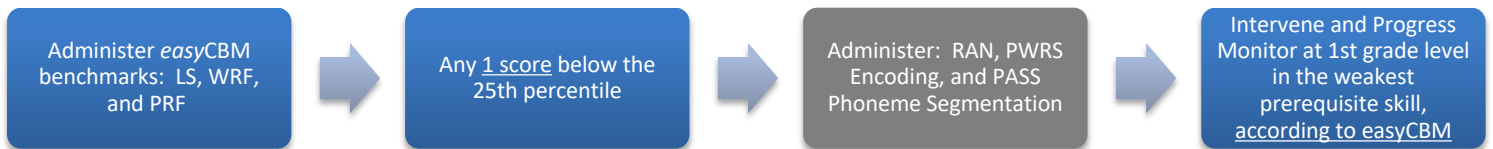
Grade	Letter Sounds	Phoneme Segmenting	Word Reading Fluency	Passage Reading Fluency	**Rapid Automatized Naming (RAN)	**Phonics and Word Reading Survey (PWRS): <u>Encoding ONLY</u>	**Phonological Awareness Skills Screener (PASS): <u>Phoneme Segmentation ONLY</u>
Kindergarten Winter & Spring	✓	✓	✓		✓	✓	
1 st Winter & Spring	✓		✓	✓	✓	✓	✓

**Survey level assessments used to screen for characteristics of dyslexia.

Kindergarten Benchmarking and Screening



1st Grade Benchmarking and Screening



Analysis of Benchmark and Screening Data

School based data teams will meet to analyze benchmark and screening data, according to **Benchmark and Screening Record Form**:

- 1.) Determine Tier 2 or Tier 3 placement
- 2.) Identify lowest pre-requisite skill and instructional level, according to *easyCBM* data
- 3.) Identify areas of concern, for characteristics of dyslexia, according to Survey Level Assessments

****If the answer to **any one Screening Area** is ‘Yes’, indicating an ‘Area of Concern’, proceed to the following:

Parent Notification

Using the parent letter, provided by the district:

- 1.) Notify student’s parent/guardian of possible characteristics of dyslexia
- 2.) Offer dyslexia information and resource materials

Building Level Reporting

As required by TDOE:

- 1.) RTI² Lead reports names of students to attendance personnel
- 2.) Attendance personnel selects appropriate code in PowerSchool (Dyslexia - Specific Interventions/DYS01)
- 3.) Code remains throughout the school year



Characteristics of Dyslexia Screening Record Form Kindergarten and First Grade

Student: _____ Teacher _____

Date: _____ Grade: _____ School: _____

Measures administered to: Kindergarten and First Grade Winter & Spring 2018 (MAP scores on lowest 15% list)

Screener	Percentile/Score	Area of Concern		Scoring Guidelines (indicate “Yes”)
Letter Sounds		Yes*	No	*Below 25 th percentile
Phoneme Segmenting		Yes*	No	*Below 25 th percentile
Word Reading Fluency		Yes*	No	*Below 25 th percentile
Passage Reading Fluency**		Yes*	No	*Below 10 th percentile
Rapid Automatized Naming (RAN)	Total Time: _____ Grade Level of Performance: _____ Unable to complete Practice Page: _____	Yes*	No	*Performance two grade levels below enrolled grade (see RAN Norms Table) *Unable to complete <i>Practice Page</i>
PWRS: Extension Encoding	Errors: _____	Yes*	No	*Kindergarten: 25 or more errors 1 st Grade: 20 or more errors
PASS: Phoneme Segmentation (1 st Grade Only)	Total Correct Responses: _____	Yes*	No	*1 st Grade: 18 or fewer correct responses

**PRF is administered to 1st grade, as Winter and Spring Benchmarks

If the answer to **any one screening area** is ‘Yes’, indicating an ‘Area of Concern’, proceed to the following:

Characteristics of Dyslexia Identification:	Date Completed:
Notify student’s parent/guardian, via district provided parent letter: Indicate areas of reading difficulties (Areas of Concern)	
Flag student in PowerSchool: ‘Dyslexia – Specific Intervention’ (DYS01)	



2nd – 12th Grades
RTI² Dyslexia Screening:
Protocol & Record Form



RTI² Screening Protocol: 2nd – 12th Grade

Universal Screening

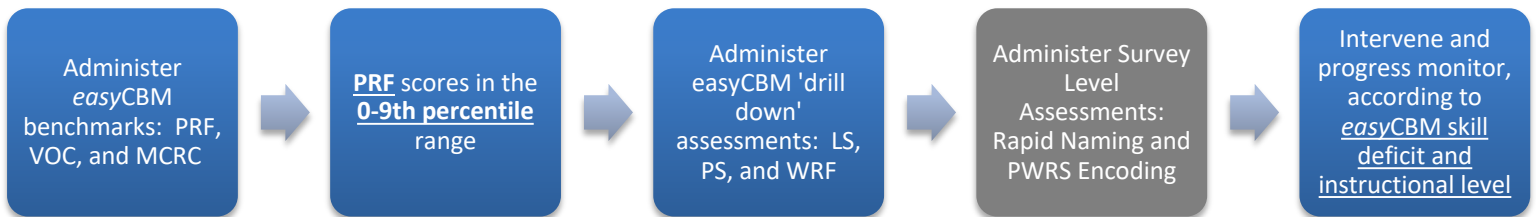
The NWEA Measures of Academic Progress (MAP) is the District’s universal screener for 2017-18. MAP is administered to all students in Grades K-10. After MAP assessment, each school will receive a list of students at the school scoring in the bottom 15% on MAP reading. Students in this bottom 15% are administered additional skills-based measures as part of *easyCBM* benchmarking and screening for characteristics of dyslexia. Dyslexia screening may be requested for any student (K-12) by the student’s parent/guardian or school staff.

Skills-Based *easyCBM* Benchmark and Characteristics of Dyslexia Screening

Grade	Passage Reading Fluency	Vocabulary	Multiple Choice Reading Comprehension	Survey Level Assessments: Administered to students performing <u>below 10th percentile in PRF</u>	**RAN	**PWRS <u>Encoding ONLY</u>
2 nd – 12 th Grade Winter & Spring	✓	✓	✓		✓	✓

**Survey level assessments used to screen for characteristics of dyslexia.

2nd – 12th Grade Benchmarking and Screening



Analysis of Benchmark and Screening Data

School based data teams will meet to analyze benchmark and screening data, according to **Benchmark and Screening Record Form**:

- 1.) Determine Tier 2 or Tier 3 placement
- 2.) Identify lowest pre-requisite skill and instructional level, according to *easyCBM* data
- 3.) Identify areas of concern, for characteristics of dyslexia, according to Survey Level Assessments

****If the answer to **any one Screening Area** is ‘Yes’, indicating an ‘Area of Concern’, proceed to the following:

Parent Notification

Using the parent letter, provided by the district:

- 1.) Notify student’s parent/guardian of possible characteristics of dyslexia
- 2.) Offer dyslexia information and resource materials

Building Level Reporting

As required by TDOE:

- 1.) RTI² Lead reports names of students to attendance personnel
- 2.) Attendance personnel selects appropriate code in PowerSchool (Dyslexia - Specific Interventions/DYS01)
- 3.) Code remains throughout the school year



Characteristics of Dyslexia Screening Record Form 2nd-12th Grade

Student: _____ Teacher _____

Date: _____ Grade: _____ School: _____

Measures administered to: 2nd-12th Grade Winter & Spring 2018 (MAP scores on lowest 15% list)

Screener	Percentile/Score	Area of Concern		Scoring Guidelines (indicate "Yes")
		Yes*	No	
Passage Reading Fluency		Yes*	No	*Below 10 th percentile
Letter Sounds		Yes*	No	*Below 25 th percentile
Phoneme Segmenting		Yes*	No	*Below 25 th percentile
Word Reading Fluency		Yes*	No	*Below 25 th percentile
Rapid Automatized Naming (RAN)	Total Time: _____ Grade Level of Performance: _____ Unable to complete <i>Practice Page</i> : _____	Yes*	No	*Performance two grade levels below enrolled grade (see RAN Norms Table) *Unable to complete <i>Practice Page</i>
PWRS: Encoding	Errors: _____	Yes*	No	*2 nd -12 th grade: 15 or more errors

If the answer to **any one Screening Area** is 'Yes', indicating an 'Area of Concern', proceed to the following:

Characteristics of Dyslexia Identification:	Date Completed:
Notify student's parent/guardian, via district provided parent letter: Indicate areas of reading difficulties (Areas of Concern)	
Flag student in PowerSchool: 'Dyslexia – Specific Intervention' (DYS01)	



RTI² Survey Level Dyslexia Screeners:
Rapid Automatized Naming (RAN)
PWRS: Extension Encoding
PASS: Phoneme Segmentation
RAN Norms Table



Instructions and Scoring Record: RAN and PWRS Encoding

Name _____
Grade _____
Teacher _____

Date Tested _____
Administrator _____

Rapid Automatized Naming

Practice items: Show the practice page and say, "Tell me the name of these colors." If the student does not correctly name all the colors, you will STOP at the practice.

black red yellow blue green

Form A: If the student correctly names all the colors on the practice page, turn to Form A and say, "Now, name all the colors on this card. Start here and name all the colors on each row as quickly as you can without making any mistakes. You may begin." Use a timer to record the time to name the colors. Circle the colors the student names incorrectly.

red	green	blue	yellow	black	blue	yellow	red	black	green
black	red	yellow	blue	green	red	black	blue	green	yellow
green	black	blue	red	yellow	green	blue	yellow	red	black
blue	red	yellow	black	green	red	black	green	blue	yellow

Time: _____ Errors: _____

Form B: Turn to Form B and say, "Now you will do it one more time. Remember, say the colors as fast as you can. You may begin." Use a timer to record the time to name the colors. Circle the colors the student names incorrectly.

green	black	red	yellow	blue	black	yellow	blue	green	red
yellow	blue	green	black	red	green	blue	yellow	red	black
green	red	yellow	blue	black	yellow	red	blue	black	green
blue	red	yellow	black	green	red	black	green	blue	yellow

Time: _____ Errors: _____

Total Time (Form A and B): _____ **Grade Level of Performance:** _____

PWRS: Extension Encoding

Give student a sheet of lined paper.

- Directions to student: "Write the alphabet in order. Use lowercase manuscript or cursive".
Scoring: Circle incorrect letters. Record total errors.

a b c d e f g h i j k l m n o p q r s t u v w x y z Total Errors: _____

- Directions to student: "Write the letter or letters that represent each sound."
Scoring: Circle incorrect answers. Record total errors.

/sh/ /j/ /y/ /h/ /l/ /d/ /ch/ /n/ /v/ /z/ /ks/ (x) /kw/ (qu) Total Errors: _____

Encoding Total Errors: _____



RAN Norms

Begin with the Practice Items. If the student does not correctly name **all** the colors, you will STOP at the practice.

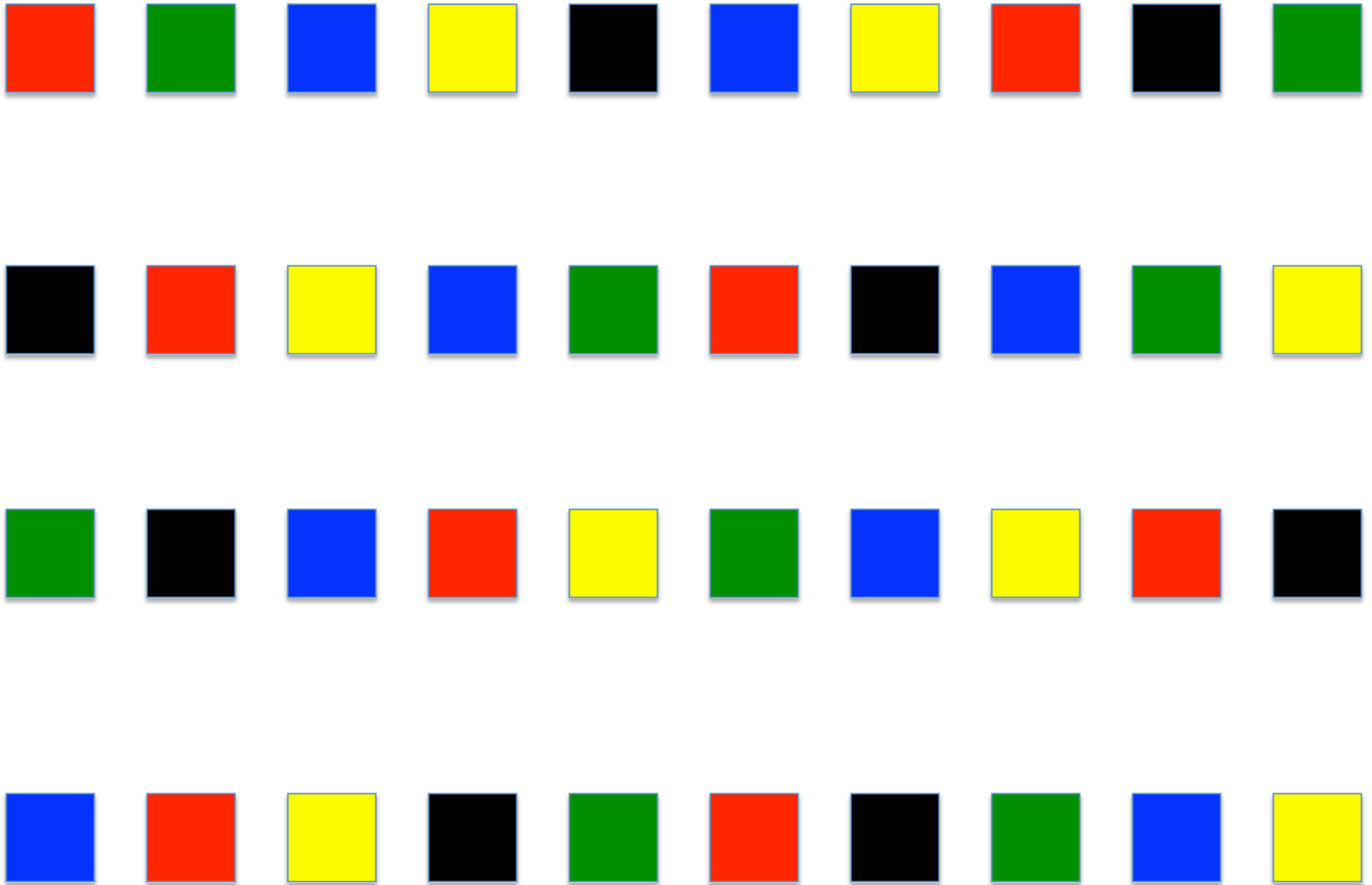
If the student identifies all the Practice Items correctly, administer Form A and Form B. Have the child name the colors on each Form. Use a stopwatch to calculate the time it takes for them to name the colors. Add Form A and Form B to determine a score.

Total number of seconds	Grade level
>111	< K
111-95	K
94-76	1 st grade
75-67	2 nd grade
66-64	3 rd grade
63-59	4 th grade
58-52	5 th grade
51-49	6 th grade
48-45	7 th grade
45-40	8 th grade
<40	9 th grade +

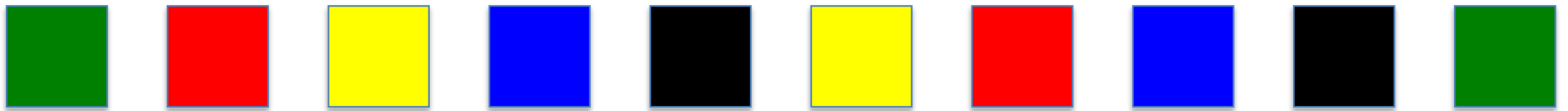
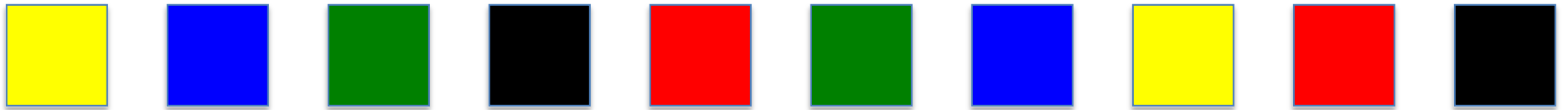
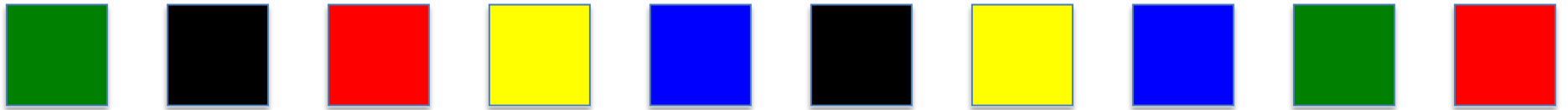
Rapid Automated Naming (RAN) Practice



Form A



Form B





Phonological Awareness Skills Screener Phoneme Segmentation: Record and Scoring

Name _____
 Assessment Administrator _____
 Teacher _____

Date Tested _____
 Grade _____

PASS Section 9: Phoneme Segmentation

Materials Needed: 10 blocks, chips, tiles, or construction paper cut into squares

Say: ***I'm going to use the blocks to show you all of the sounds in a word. The word time would be /t/ /i/ /m/. Push a block forward as you say each sound. Push the blocks back together and say: The word play would be /p/ /l/ /ay/. Place the blocks in front of the student. Now you do one. Show me the sounds in the word toe.*** If the student does not understand, provide two or three additional examples (e.g., row, make, boat). For a correct response, the student needs to segment the sounds correctly but does not need to identify the correct number of blocks. After each item, push the blocks back into a group. If the student is incorrect or does not respond, discontinue this section.

Begin each item with: ***Tell and show me the sounds in*** _____.

Phoneme Segmentation Sample: toe /t/ /oe/	
	Points Earned
1.) me /m/ /e/	/2
2.) go /g/ /o/	/2
3.) bit /b/ /i/ /t/	/3
4.) red /r/ /e/ /d/	/3
5.) food /f/ /oo/ /d/	/3
6.) skate /s/ /k/ /a/ /te/	/4
7.) rust /r/ /u/ /s/ /t/	/4
8.) grasp /g/ /r/ /a/ /s/ /p/	/5
9.) friend /f/ /r/ /ie/ /n/ /d/	/5
10.) splash /s/ /p/ /l/ /a/ /sh/	/5
Total Points Earned	_____



SCS Parent Notification: RTI² Characteristics of Dyslexia



{Insert School Name and Logo}

Date:

Dear Parent/Guardian of _____,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading and math screenings throughout the school year. These screenings are part of RTI² (Response to Instruction and Intervention), which is a tiered instruction program used for all students. This multi-tier approach allows us to address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI² Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI² Tier II or Tier III. Generally, this means small group instruction focused on the skill for which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics associated with dyslexia. It is important to remember that not all students who have difficulties with these skills have dyslexia. A poor reader may appear to “fit the profile” of dyslexia, but with appropriate intervention, increase their ability in reading areas which were which were previously below expectation. Based on performance within Shelby County Schools universal screening process, your child has been identified with difficulties in the following reading areas:

- Phonological awareness: a broad category including the sounds of words and word parts
- Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words
- Alphabet knowledge: understanding that letters represent sounds which form words
- Sound/Symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as “word attack skills”)
- Encoding skills: translating speech into writing (spelling)
- Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

Reports on your child’s progress will be sent to you at least every four and a half weeks.



For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the Tennessee Department of Education Dyslexia Resource Guide at [https://www.tn.gov/assets/entities/education/attachments/dyslexia_resource_guide.pdf] or request a printed copy.

Some dyslexia-specific resources for parents are as follows:

IDA Dyslexia Basics:

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (in Spanish)

Kids Health Factsheet:

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>

Understanding Dyslexia: (NCLD)

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>

We are committed to your child's academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. Please contact your child's school for more information or if you have additional questions or concerns.



{Insert School Name and Logo}

Fecha:

Estimado padre / tutor de _____,

Nuestro equipo de [nombre de la escuela] se compromete a identificar y abordar las necesidades de cada alumno individual para comprender y maximizar su potencial. Todos los estudiantes reciben exámenes de lectura y matemáticas durante el año escolar. Estas evaluaciones son parte de RTI2 (Respuesta a la Instrucción e Intervención), que es un programa de instrucción escalonado utilizado para todos los estudiantes. Este enfoque de varios niveles nos permite abordar las necesidades educativas de los estudiantes que pueden requerir apoyo adicional y / u otros tipos de instrucción.

Todos los estudiantes reciben instrucción básica de lectura, matemática y escritura en el aula de educación general (Nivel I de RTI2), que brinda oportunidades de aprendizaje enriquecidas alineadas con los estándares académicos de Tennessee. Además de la instrucción de Nivel I, los estudiantes cuyas evaluaciones muestren la necesidad de más asistencia recibirán la intervención en RTI2 Tier II o Tier III. Generalmente, esto significa instrucción en grupos pequeños enfocada en la habilidad por la cual el estudiante está luchando.

A veces, las dificultades en la lectura pueden atribuirse a las características asociadas con la dislexia. Es importante recordar que no todos los estudiantes que tienen dificultades con estas habilidades tienen dislexia. Puede parecer que un lector deficiente "se ajusta al perfil" de la dislexia, pero con la intervención adecuada, aumenta su capacidad para leer en áreas que anteriormente estaban por debajo de las expectativas. En función del rendimiento dentro del proceso de selección universal de las Escuelas del Condado de Shelby, su hijo ha sido identificado con dificultades en las siguientes áreas de lectura:

- Conciencia fonológica: una categoría amplia que incluye sonidos de palabras y partes de palabras
- Conciencia fonémica: la capacidad de observar, pensar y trabajar con sonidos individuales en palabras habladas
- Conocimiento del alfabeto: entender que las letras representan sonidos que forman palabras
- Reconocimiento de Sonido / Símbolo: entendiendo que existe una relación predecible entre fonemas (sonidos en el lenguaje hablado) y grafemas (las letras que representan esos sonidos)
- Destrezas de decodificación: usar el conocimiento de letras y sonidos para reconocer y analizar un palabra escrita para conectarla a la palabra hablada que representa (también conocida como "lectura de palabras individuales")
- Habilidades de codificación: traducir el habla a la escritura (ortografía)
- Nombramiento rápido: capacidad de conectar información visual y verbal dando el apropiado nombres a objetos comunes, colores, letras y dígitos (nombrando rápidamente lo que se ve)

Se le enviarán informes sobre el progreso de su hijo al menos cada cuatro semanas y media.



Para obtener más información sobre las características de la dislexia, las pruebas, el alojamiento en el aula y los recursos, visite la Guía de recursos sobre dislexia del Departamento de Educación de Tennessee en [https://www.tn.gov/assets/entities/education/attachments/dyslexia_resource_guide.pdf] o solicite una copia impresa.

Algunos recursos específicos para la dislexia para los padres son los siguientes:

IDA Dyslexia Basics:

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (en español)

Hoja informativa sobre la salud de los niños:

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>

Comprender la dislexia: (NCLD)

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>

Estamos comprometidos con el éxito académico de su hijo y nos complace tener la oportunidad de brindarle a su hijo la instrucción y el apoyo necesario. Comuníquese con la escuela de su hijo para obtener más información o si tiene preguntas o inquietudes adicionales.



Appendices



Appendix A

Characteristics of Dyslexia Screener Correlation Table

This table is to be utilized when completing the *Areas of Reading Difficulty* section of the parent letter. *Areas to be Screened* should be cross referenced with the correlating *Screener*. This correlation table is NOT to be sent home to parents, rather serve as a reference for school-based staff.

Areas to be Screened	Screeners
Phonological Awareness	Phoneme Segmenting (easyCBM) Phoneme Segmentation (PASS)
Phonemic Awareness	Phoneme Segmenting (easyCBM) Phoneme Segmentation (PASS)
Alphabet Knowledge	Letter Sounds Word Reading Fluency Passage Reading Fluency
Sound/Symbol Recognition	Letter Sounds Word Reading Fluency Passage Reading Fluency
Decoding Skills	Word Reading Fluency Passage Reading Fluency
Encoding Skills	Encoding (PWRS)
Rapid Naming	Rapid Automatized Naming (RAN)

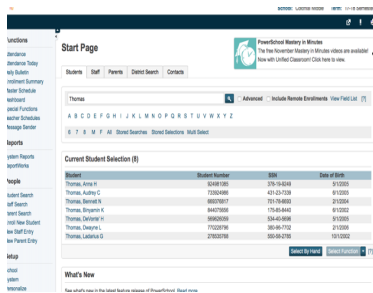
Appendix B

Building-Level Reporting in PowerSchool

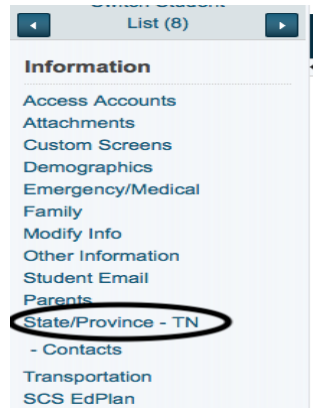
Building-Level Reporting for “Say Dyslexia Bill” in PowerSchool

PLZ Virtual Course #15272

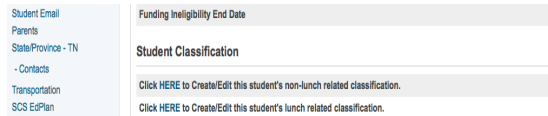
1. Search for student in PowerSchool, click on the student’s name.



2. On the left hand side, select **State/Province-TN**



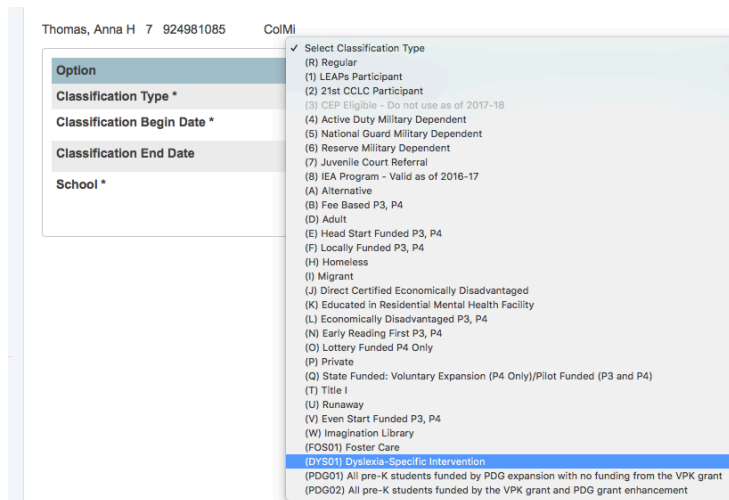
3. Under the **Student Classification** section, select “Click [HERE](#) to Create/Edit this **non-lunch related** classification”.



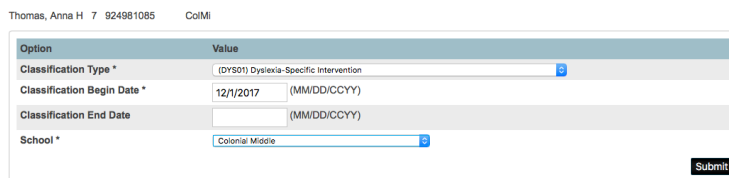
4. Select **New**



5. In the **Classification Type** section, scroll down and select “(DYS01) Dyslexia-Specific Intervention”.



6. In the **Classification Begin Date** Section, enter the date the student was screened for characteristics of dyslexia (Ex: 12/01/2017).



Keep the Classification End Date blank and ensure your school name is selected.

7. Press **Submit**



Appendix C

Public Chapter 1058 of the Acts of 2016



State of Tennessee

PUBLIC CHAPTER NO. 1058

SENATE BILL NO. 2635

**By Gresham, Gardenhire, Tracy, Green,
Massey**

Substituted for: House Bill No. 2616

By Pitts, Keisling, Kevin Brooks, Shaw, Mark White, Moody, Byrd, Love, Dunn,
Harry Brooks, Goins, Lynn, Dunlap, Rogers, Reedy, DeBerry, Akbari, Cooper, Terry,
Camper, Mitchell, Butt, Johnson, Williams, Hazlewood, Powers, Kane, Fitzhugh,
Smith, Clemmons, Powell, Armstrong, Cameron Sexton, Gravitt, Stewart, Sparks,
Eldridge, Todd, Hardaway, Turner

AN ACT to amend Tennessee Code Annotated, Title 4, Chapter 29, Part 2 and Title 49,
relative to dyslexia.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 1, Part 2, is amended by
adding the following as a new section:

(a)(1) The department of education shall develop procedures for identifying
characteristics of dyslexia through the universal screening process required by
the existing RTI² framework or other available means.

(2) The dyslexia screening procedures shall include phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

(3) The dyslexia screening procedures shall be implemented by every LEA.

(4) Dyslexia screening may be requested for any student by the student's parent or guardian, teacher, counselor, or school psychologist.

(b) Following the universal screening procedures conducted by the LEA, the LEA shall convene a school-based problem solving team to analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia-specific interventions, academic accommodations as appropriate, and access to assistive technology.

(c) If the dyslexia screening conducted by the LEA indicates that a student has characteristics of dyslexia, the LEA shall:

(1) Notify the student's parent or legal guardian;

(2) Provide the student's parent or legal guardian with information and resource material regarding dyslexia;

(3) Provide the student with appropriate tiered dyslexia-specific intervention through its RTI² framework; and

(4) Monitor the student's progress using a tool designed to measure the effectiveness of the intervention.

(d) The department shall provide appropriate professional development resources for educators in the area of identification of and intervention methods for students with dyslexia.

(e)(1) There is created a dyslexia advisory council for the purpose of advising the department in matters relating to dyslexia. The council shall be composed of nine (9) members as follows:

(A) The commissioner of education, or the commissioner's designee, who shall be an ex officio member of the council and serve as chair;

(B) An education specialist from the department, appointed by the commissioner for a term of three (3) years;

(C) A representative from a dyslexia advocacy group, appointed by the commissioner for a term of three (3) years;

(D) A special education teacher with an understanding of dyslexia, appointed by the commissioner for a term of three (3) years;

(E) An elementary school teacher, appointed by the commissioner for a term of three (3) years;

(F) A middle school teacher, appointed by the commissioner for a term of three (3) years;

(G) A high school teacher, appointed by the commissioner for a term of three (3) years; and

(H) A parent of a child with dyslexia, appointed by the commissioner for a term of three (3) years;

(I) A licensed speech pathologist, appointed by the commissioner for a term of three (3) years.

(2) The terms of the council members shall commence July 1, 2016.

(3) When a member of the council's term expires, the appointing authority who originally appointed that member shall appoint a successor to serve the same length of term as the departing member. A member may be appointed to successive terms.

(4) If a seat on the council is vacated prior to the end of the member's term, the commissioner shall appoint a replacement to fill the vacant seat for the unfinished term.

(5) The members of the council shall serve without compensation; provided, that members of the council shall be reimbursed for travel expenses in conformity with the comprehensive state travel regulations as promulgated by the commissioner of finance and administration and approved by the attorney general and reporter.

(6)(A) The council shall annually submit a report to the education committee of the senate and the education instruction and programs committee of the house of representatives.

(B) The report required by subdivision (f)(6)(A) shall include:

(i) The number of students screened and the number of students provided with dyslexia intervention services;

(ii) Information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state mandated assessment or other state or LEA mandated assessments;

(iii) Descriptions, from the LEAs that provided dyslexia intervention services, of the intervention services provided to students; and

(iv) The TVMS growth data, when available, for the students receiving dyslexia interventionservices.

(C) No information identifying individual students shall be included in the report.

(7) The council shall meet at least quarterly. A quorum consists of a majority of the membership of the council.

(f) As used in this section:

(1) "Dyslexia-specific intervention" means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, such as vision, hearing, touch, and movement. Dyslexia-specific intervention employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Components of dyslexia-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics; and

(2) "RTI2" means Response to Instruction and Intervention, which is a framework designed to identify both struggling and advanced students in order to provide them with appropriate interventions in their specific areas of need. RTI² relies on the premise of high-quality core instruction, data-based decision making, and research-based interventions aligned to students' needs.

SECTION 2. Tennessee Code Annotated, Section 4-29-239(a), is amended by inserting the following as an appropriately designated subdivision:

() Dyslexia advisory council, created by Section 1 of this act.

SECTION 3. For the purpose of appointing members to the dyslexia advisory council, this act shall take effect upon becoming a law, the public welfare requiring it. For all other purposes, this act shall take effect July 1, 2016, the public welfare requiring it.

SENATE BILL NO. 2635

PASSED: April 19, 2016



RON RAMSEY
SPEAKER OF THE SENATE



BETH HARWELL, SPEAKER HOUSE
OF REPRESENTATIVES

APPROVED this 28th day of April 2016



BILL HASLAM, GOVERNOR