

SIS Coding for Characteristics of Dyslexia

Updated Guidance

Coding for Characteristics of Dyslexia

Districts and public charter schools previously coded all students placed in a dyslexia-specific intervention, regardless of student placement, with the code DYS01 within the student information system (SIS). This coding fulfilled requirements under the 2016 dyslexia law (T.C.A. § 49-1-229) which states that the Dyslexia Advisory Council will report on “The number of students screened and the number of students provided with dyslexia intervention services.” See [T.C.A. § 49-1-229\(e\)\(6\)\(b\)\(i\)](#).

An updated interpretation of this provision warrants an adjustment to coding procedures to allow for the unique coding of students who are 1) screened for characteristics of dyslexia and 2) students who are placed in a dyslexia-specific intervention.

Therefore, districts and public charter schools will utilize two codes, DYS02 and DYS03 to indicate students who have been screened only (DYS02) and students who have been placed into a dyslexia-specific intervention (DYS03).

The number of students coded under DYS02 should be greater than the number of students coded under DYS03 because more students should be screened than require dyslexia-specific interventions. More information on each code can be found below.

DYS01

Discontinued Code

The code DYS01 will no longer be used to indicate students in SIS. This code previously indicated students who were placed in dyslexia-specific interventions. This code will be replaced with code DYS03.

DYS02

Students who are screened for characteristics of dyslexia

Pursuant to T.C.A. § 49-1-229, procedures for identifying students with characteristics of dyslexia shall be implemented by every local education agency (LEA) and those procedures should include the ability to screen for phonological awareness, phonemic awareness, alphabet knowledge, sound-symbol recognition, decoding skills, rapid naming, and encoding skills, as school teams determine necessary. See T.C.A. § 49-1-229(a).

Students who flag with risk indicators on the universal reading screener (URS) should be further screened with appropriate survey-level assessments in the areas of foundational skills identified in law, but not every student who has risk indicators needs assessment in all areas. School-based teams should use data-based

decision making using individual student information to determine an appropriate assessment plan for identifying students with characteristics of dyslexia. Parents, teachers, counselors, or school psychologists can also request characteristics of dyslexia screening for any student for whom they believe further assessment is needed.

Any student who is screened in this manner with additional survey-level assessments in foundational literacy skills based on URS risk indicators or stakeholder request will be coded with the DYS02 code in the SIS.

Note: Screening for characteristics of dyslexia pursuant to T.C.A. § 49-1-229 is part of the universal screening process in the general education setting. Such screening is not the same as a comprehensive evaluation done as part of a special education referral for a specific learning disability in basic reading and/or reading fluency (dyslexia). All LEAs must implement procedures for the screening of characteristics of dyslexia as part of their universal screening processes.

DYS03

Students who are placed in a dyslexia-specific intervention

Pursuant to T.C.A. § 49-1-229, “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.” See T.C.A. § 49-1-229(b).

Students who flag on the URS, are further assessed in foundational literacy skills with skills-based assessments based on student need and are determined to have skill gaps in foundational literacy skills affecting word identification/decoding and/or spelling (characteristics of dyslexia) should be placed in targeted, dyslexia-specific interventions.

Dyslexia-specific interventions (DSI) must be 1) explicit and systematic, 2) cumulative, 3) language-based, 4) multi-sensory, and 5) aligned to individual student needs. See T.C.A. § 49-1-229(f)(1). DSIs address all elements of language and reading development with a focus on the skills that contribute to word identification and decoding skills, fluent and automatic reading, and spelling. Not all students who struggle with reading require dyslexia-specific interventions, but those who struggle with phonological and orthographic processes are likely to require more specialized intervention.

Students who are placed in a dyslexia-specific intervention should be coded with DYS03 in the SIS.

The DYS03 code is applicable to all students who are placed in DSI regardless of service placement or student plan (i.e., IEP, ILP, ILP-D, Section 504 plan, ISP). If the student is placed in DSI, the student will be coded DYS03.

A student will remain coded as DYS03 for the school year unless the student is removed from dyslexia-specific intervention. A student who is both screened and received DSI will have both the DYS02 and DYS03 designation but should not have the DYS03 without the DYS02.

SIS Coding for Characteristics of Dyslexia Scenarios

DYS02 Coding

Student A takes the universal reading screener. The student scores in the 43rd percentile. Neither the school-based team nor other stakeholders (parents, counselors, etc.) identify risk flags that indicate the need for characteristics of dyslexia screening. The student is served through Tier I instruction and Tier I intervention (standards-based) as needed. Student A will not be coded DYS02 in the SIS.

Student B takes the universal reading screener. The student scores in the 17th percentile. Subtests on the universal reading screener related to word identification, decoding, and/or spelling indicate that the student may be struggling with foundational literacy skills. The school-based team decides to provide characteristics of dyslexia screening for Student B through survey-level assessments focused on phonemic awareness, sound-symbol recognition, phonics/decoding skills, and encoding. Student B will be coded DYS02 in the SIS.

Student C takes the universal reading screener. The student scores in the 34th percentile. The school-based team discussed the student, and while the student did not flag for risk on the universal screener, other sources of data on the student suggest difficulties with word identification and fluency. The general education teacher requests characteristics of dyslexia screening for the student, despite adequate performance on the URS. The LEA administers additional survey-level assessments in the areas identified in the 2016 dyslexia law to determine if the student has foundational deficits affecting word reading and spelling skills. Student C should be coded DYS02 in the SIS.

Student D takes the universal reading screener. The student scores in the 20th percentile. The student is already served with an IEP and receives reading intervention in the special education setting. The student receives additional screening through their current intervention placement, curriculum-embedded assessments, and survey-level assessments. The IEP team determines that the current placement is appropriate, and that the student is still struggling with foundational literacy skills. Student D should be coded DYS02 in the SIS.

DYS03 Coding

Student A from above spends the entire year in Tier I level support, including standards-based intervention and tutoring when needed. The student never participates in skills-based, dyslexia-specific intervention. The student does not get coded DYS03 in the SIS. This student has no codes related to the characteristics of dyslexia.

The school-based team discusses the results of **Student B's** characteristics of dyslexia screening and determines that the student is struggling with foundational skills that are impacting the student's ability to decode words, read fluently, and apply phonics knowledge to spell grade-appropriate words. The team elects to place the student in a Tier II or III dyslexia-specific intervention to address the student's skill gaps.

This student is coded DYS03 in the SIS. Student B has two codes in SIS—DYS02 and DYS03. Student B remains in dyslexia-specific intervention all year, and the codes remain unchanged.

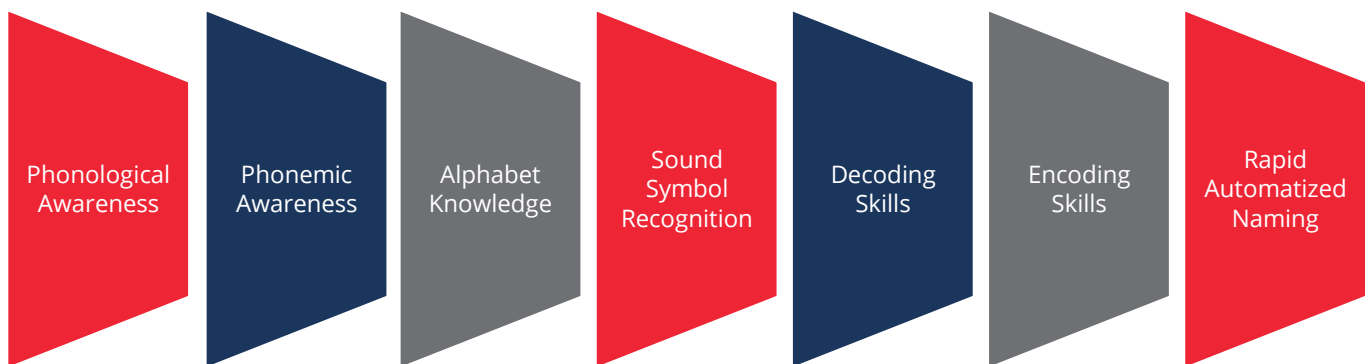
The school-based team discusses the results of **Student C's** characteristics of dyslexia screening and determines that the student's reading struggles stem from skill gaps related to word identification and automaticity. The school-based team places the student in a dyslexia-specific intervention. The student is coded DYS03. The student has two codes in SIS—DYS02 and DYS03. After four months of dyslexia-specific intervention, the school-based team analyzes multiple sources of data to determine that the student no longer requires dyslexia-specific intervention. The student may remain in a skills-based intervention, but the team no longer feels that a dyslexia-specific intervention is necessary. The DYS03 code is removed from the student in SIS upon this decision. The student remains coded DYS02 in SIS.

Student D receives specially designed instruction within the special education setting. The intervention is dyslexia-specific based on the student's foundational literacy skills gaps. The student is additionally coded DYS03 in SIS.

Universal Reading Screener
Skills-based, Grade-appropriate Literacy Screening (K – 8)
Early Warning System (9 – 12)



For students who flag for risk on the URS (or for whom characteristics of characteristics of dyslexia screening is requested), additional skills-based assessments are administered, which may include



Code students who are screened for characteristics of dyslexia in SIS with DYS02.



Districts use data-based decision making to determine intervention placement, instructional scaffolds, and Tier I access requirements for ALL students based on individual need.

Based on additional screening, students may be placed in a dyslexia-specific intervention. Code these students in SIS with DYS03. Regardless of student plan (IEP, ISP, ILP-D, ILP, etc.), students placed in a dyslexia-specific intervention should be coded.

Students who require dyslexia-specific interventions due to deficits in foundational literacy skills (or characteristics of dyslexia) may meet criteria for an ILP-D. Students with a finalized ILP-D in TN PULSE do not require additional coding. TN PULSE serves as the system of record for ILP-Ds.