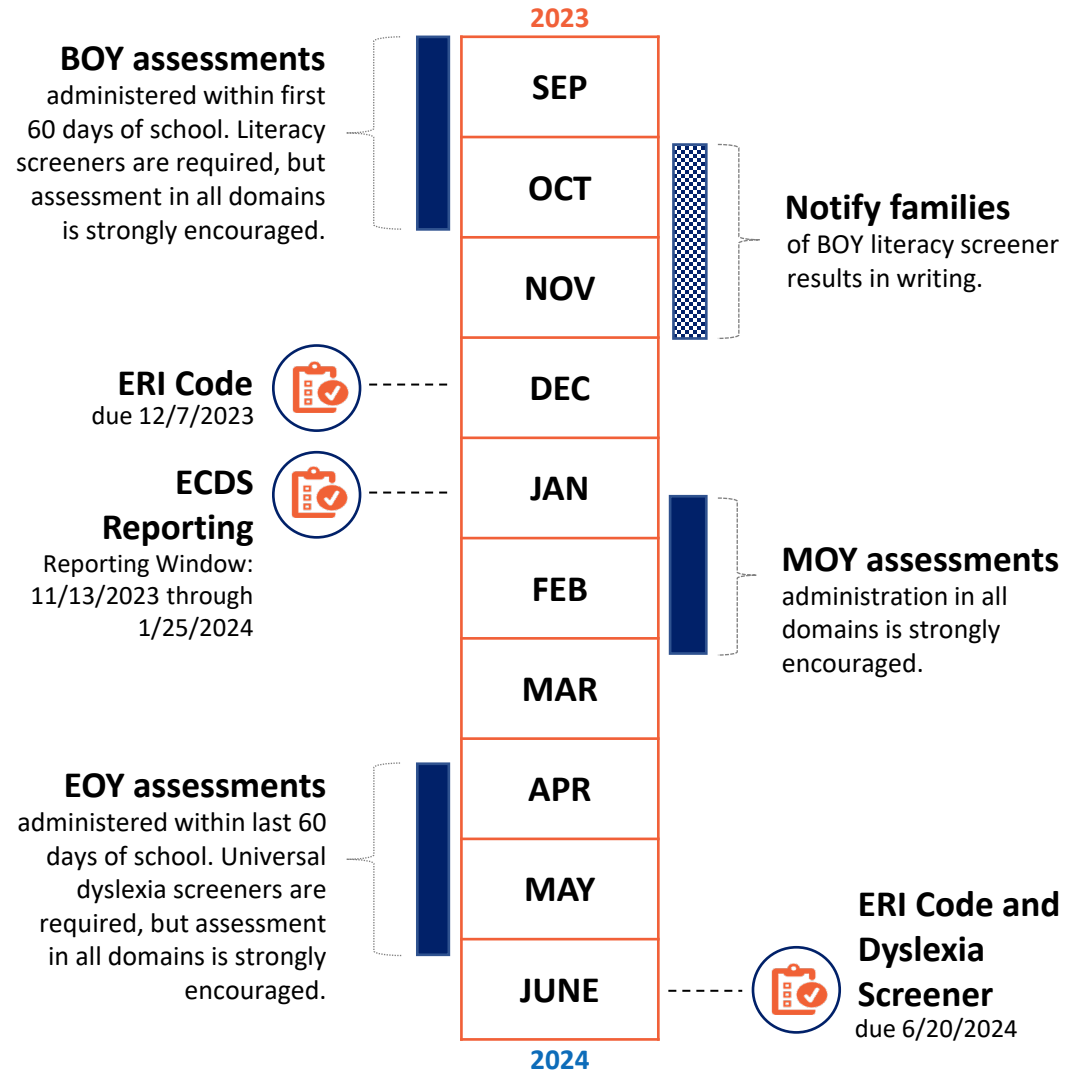


## Requirements

- Conduct **beginning-of-year (BOY) literacy screener** using an **approved tool** on the Commissioner’s list (TX-KEA or mCLASS)
- Notify families of BOY literacy screener results in writing **within 60 days** of administering the tool
- Notify families if a student is determined, based on the reading instrument, to be **at risk for dyslexia or other reading difficulties**
- Submit the Early Reading Indicator (ERI) in the Public Education Information Management System (PEIMS) by **December 7, 2023**
- Submit BOY literacy screener data in the Early Childhood Data System (ECDS) between **November 13, 2023 and January 25, 2024**
- Conduct universal dyslexia screener by the **end of the school year**
- Submit ERI Code and Dyslexia Code in PEIMS by **June 20, 2024**

## Recommended Timeline for Local Education Agencies



## Recommendations

- Local Education Agencies (LEAs) are responsible for establishing and sharing the annual schedule for the beginning-of-year, middle-of-year, and end-of-year assessment periods.
- When scheduling these assessment windows, LEAs should consider holidays, parent-teacher conference dates, and required submission deadlines.
- During the beginning-of-year assessment period, LEAs have the flexibility to choose which domains to assess, in addition to other domains as deemed necessary.
- In the middle-of-year assessment period, teachers should evaluate students who scored in the monitor range to track their progress and identify those in need of support.
- Throughout the end-of-year assessment period, it is important to continue collecting formative data from classroom activities to obtain a comprehensive understanding of each student's development.
- It is crucial to determine how the assessment tool and data are consistently utilized within the existing system for monitoring students' progress.