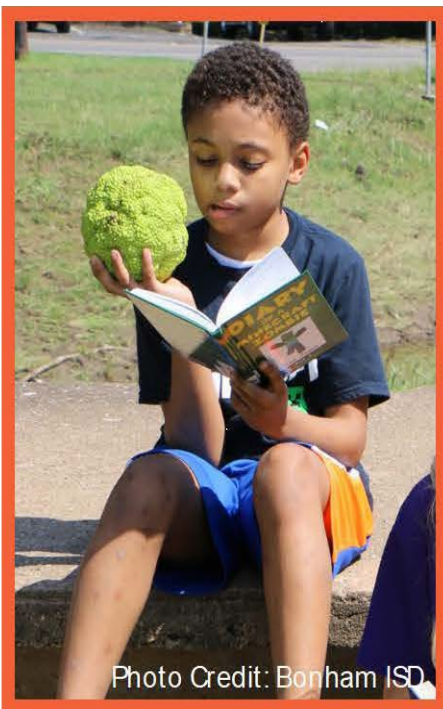


# Dyslexia Program Evaluation Rubric

Updated:  
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Dyslexia monitoring is conducted by the Division of Monitoring, Review, and Support with the Office of Special Populations and Student Support (OSPSS) at the Texas Education Agency (TEA). School districts and open-enrollment charter schools are subject to monitoring for compliance with federal law and regulations in connection with 19 Texas Administrative Code (TAC) §74.28(g) and in addition, are subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner as required by [Texas Education Code \(TEC\) §38.003\(c-1\)](#).

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

- effectively audit and 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 State Board of Education (SBOE) under TEC §38.003;
- identify any problems school districts experience in complying with TEC §38.003, including the program approved by the (SBOE) under TEC §38.003;
- develop reasonable and appropriate remedial strategies to address school district noncompliance and ensure the purposes of TEC §38.003 are accomplished; and
- solicit input from parents of students enrolled in a school district during the auditing and monitoring of the district regarding the district's implementation of the program approved by the (SBOE) under TEC §38.003.

Aligned with the (SBOE) [The Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders \(2024 Update\)](#), the Dyslexia Program Evaluation Rubric for cyclical monitoring is organized by the following areas of implementation:

- Screening
- Evidence-Based Dyslexia Instruction
- Required Parent Information and Board Policy

## Dyslexia Program Evaluation Rubric

### Screening (*The Dyslexia Handbook* pages 12-22)

#### Screening Requirements:

TEC §38.003; 19 TAC §74.28

#### Local Education Agencies (LEAs) must:

- ◆ Ensure that all kindergarten and first-grade public school students are screened for dyslexia and related disorders. First-grade students must be screened as close to the middle of the school year as possible but must conclude no later than January 31<sup>st</sup> of each year. Kindergarten students must be screened at the end of the school year.
- ◆ Ensure that appropriately trained and qualified individuals administer and interpret the results of the selected screening instrument.
- ◆ Ensure that individuals who administer and interpret the screening instrument have received training designed specifically for the selected instrument in characteristics of dyslexia and other reading difficulties and interpretation of screening results and at-risk indicators and decisions regarding placement/services.

#### Artifacts of Implementation

The LEA will submit evidence of the following to TEA:

- Identified kindergarten and first-grade dyslexia screening instruments, including a schedule of when screeners are administered.
- Provide a list of current certifications for individuals who administer and interpret the screening instrument:
  - Individual is certified/licensed in dyslexia; or
  - Classroom teacher who holds a valid certification for kindergarten and grade 1.
  - Open enrollment charter school is not required to have a certified teacher in kindergarten or grade 1, the teacher of record should administer the screener unless an individual who is certified/licensed in dyslexia is available.
- Provide training records or certifications for the individuals who administer and interpret the screening instrument.

## Evidence-Based Dyslexia Instruction (*The Dyslexia Handbook* pages 38-54)

Students identified with dyslexia and related disorders are provided appropriate dyslexia instruction that addresses the critical, evidence-based components and methods of delivery described in chapter 4 of *The Dyslexia Handbook*.

*Note: As of the 2025-2026 school year, this area will be incorporated into the special education desk and policy review rubrics.*

### Evidence-Based Dyslexia Instruction Requirements:

19 TAC §74.28, TEC §29.0031, TEC §29.0032

#### LEAs must:

- ◆ Provide an evidence-based dyslexia program containing the required elements outlined in *The Dyslexia Handbook*.
- ◆ Provide instruction by a fully trained Provider of Dyslexia Instruction (PDI) for students with dyslexia or a related disorder.

### Artifacts of Implementation

#### The LEA will submit evidence of the following to TEA:

- The Dyslexia program contains the required elements outlined in *The Dyslexia Handbook*.
- Training records for each PDI including critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency and any unique LEA materials for the implementation of the dyslexia program.

## Required Parent Information and Board Policy

The LEA demonstrates the provision of the following required elements of compliance and implementation.

### Required Parent Information and Board Policy Requirements:

19 TAC §74.28(b) and (f), TEC §38.003(b)(2)

#### LEAs must:

- ◆ Provide to parents of students enrolled in the LEA information on the following:
  - (1) characteristics of dyslexia and related disorders;
  - (2) evaluation and identification of dyslexia and related disorders;
  - (3) effective instructional strategies for teaching students with dyslexia and related disorders;
  - (4) qualifications of and contact information for PDIs at each campus or school;
  - (5) instructional accommodations and modifications;
  - (6) the steps in the special education process, as described in the form developed by the Texas Education Agency to comply with TEC, §29.0031(a)(1); and
  - (7) how to request a copy and access the electronic version of *The Dyslexia Handbook*.
- ◆ Have their board of trustees or governing body adopt and implement a policy requiring the LEA to comply with all rules and standards adopted by the State Board of Education (SBOE) in 19 TAC §74.28, including *The Dyslexia Handbook* and the provision of dyslexia instruction, and guidance published by the commissioner of TEA to assist the LEA in implementing the dyslexia program.

### Artifacts of Implementation

The LEA will submit evidence of the following to TEA:

- Evidence of how the requirements of 19 TAC §74.28(f) were communicated to parents of students enrolled in the LEA.
- Evidence of the board policy required by TEC §38.003(b)(2) and 19 TAC §74.28(b).