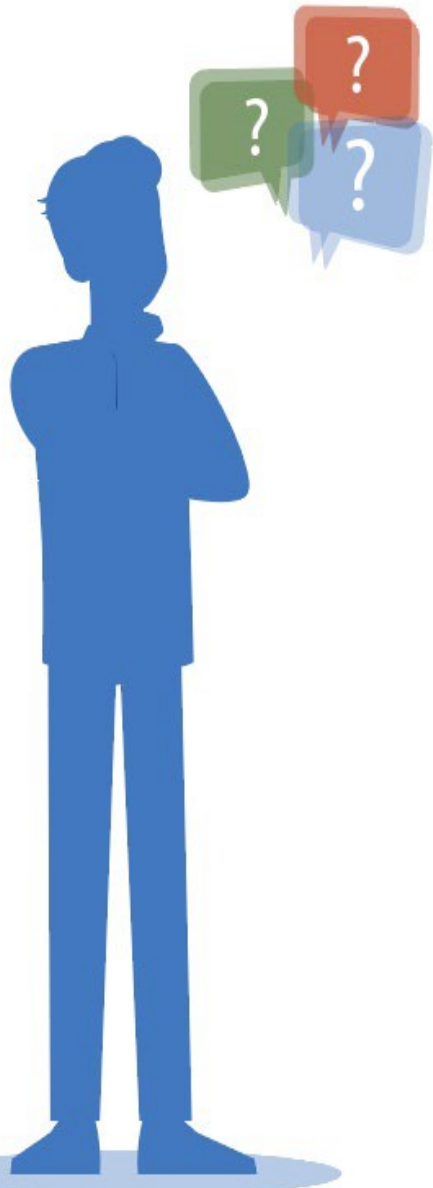
A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to two young boys. The boys are also sitting on the floor, looking at the book. They are in a classroom or library setting with bookshelves and blue storage bins in the background. The image is semi-transparent, allowing the text to be overlaid.

**Dyslexia
Monitoring
Overview
October 20, 2020**



Why? Purpose of Dyslexia Monitoring

What? Legal Foundation and Dyslexia Monitoring Framework

Who? Dyslexia Student Population: Special Education and 504

How? Monitoring Screeners and Program Elements

When? Cyclical/Dyslexia Monitoring Timelines

Purpose

Provide

- Oversight of **Senate Bill 2075**

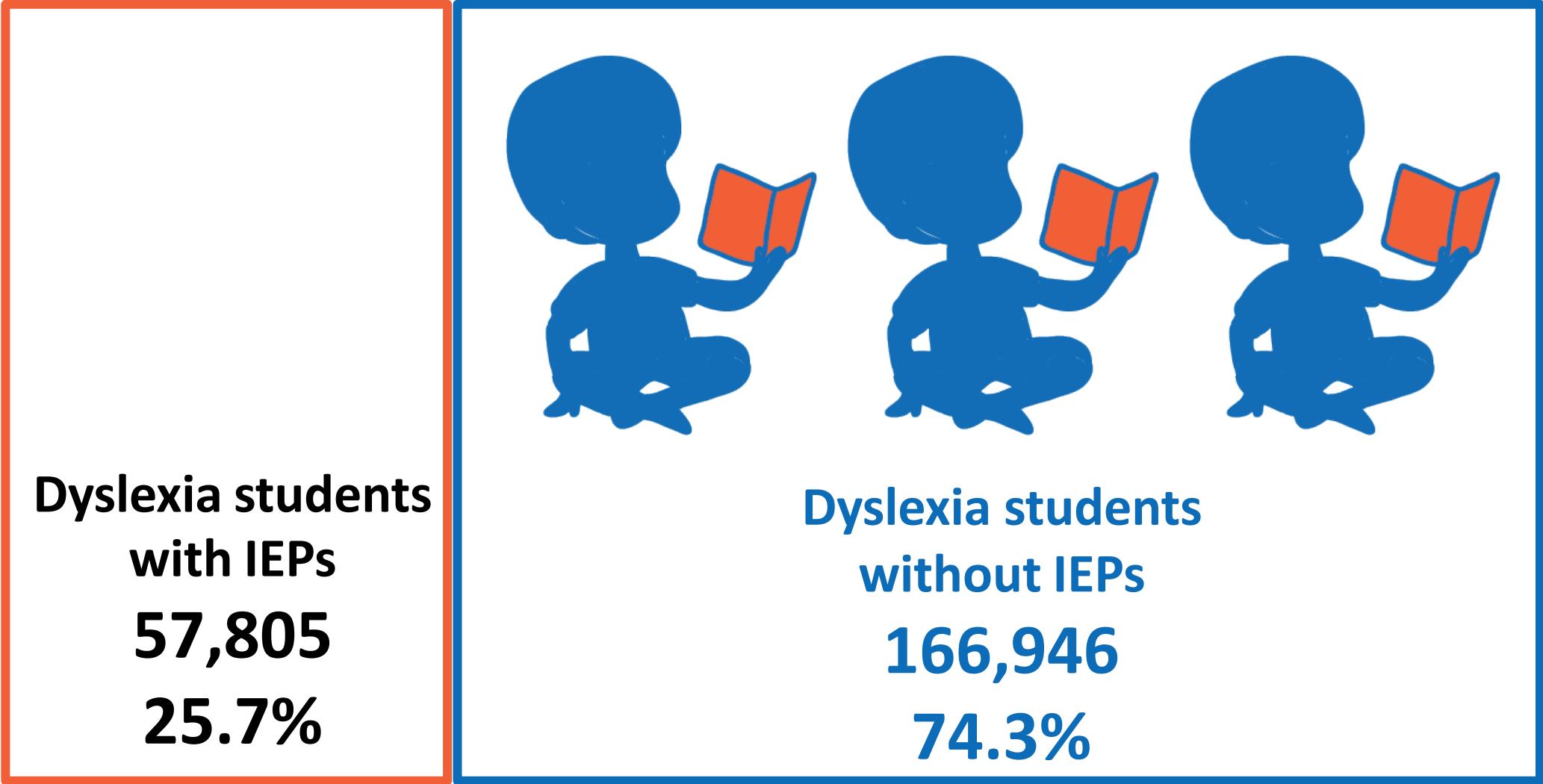
Explain

- **K-1 Dyslexia Screeners**, and
- **Parent Notification** Requirements

Review

- **Dyslexia Program Elements**
- Integration with Differentiated Monitoring and Support

How Many Students Receive Dyslexia Services in Texas?



Governing Statutes

TAC §74.28

Early Interventions and Identification



- Implement **SBOE-approved identification/screening** strategies
- Complete **1st grade screeners by Jan. 31**

Program of Instruction



- Provide SBOE-approved instructional services
- Purchase or develop a **reading program** aligned to Dyslexia Handbook guidance
- Ensure access to **properly trained teachers**

Parent Notification



- Notify **prior to screening**
- **Inform of all services and options** for eligible students
- Provide **parent education program**

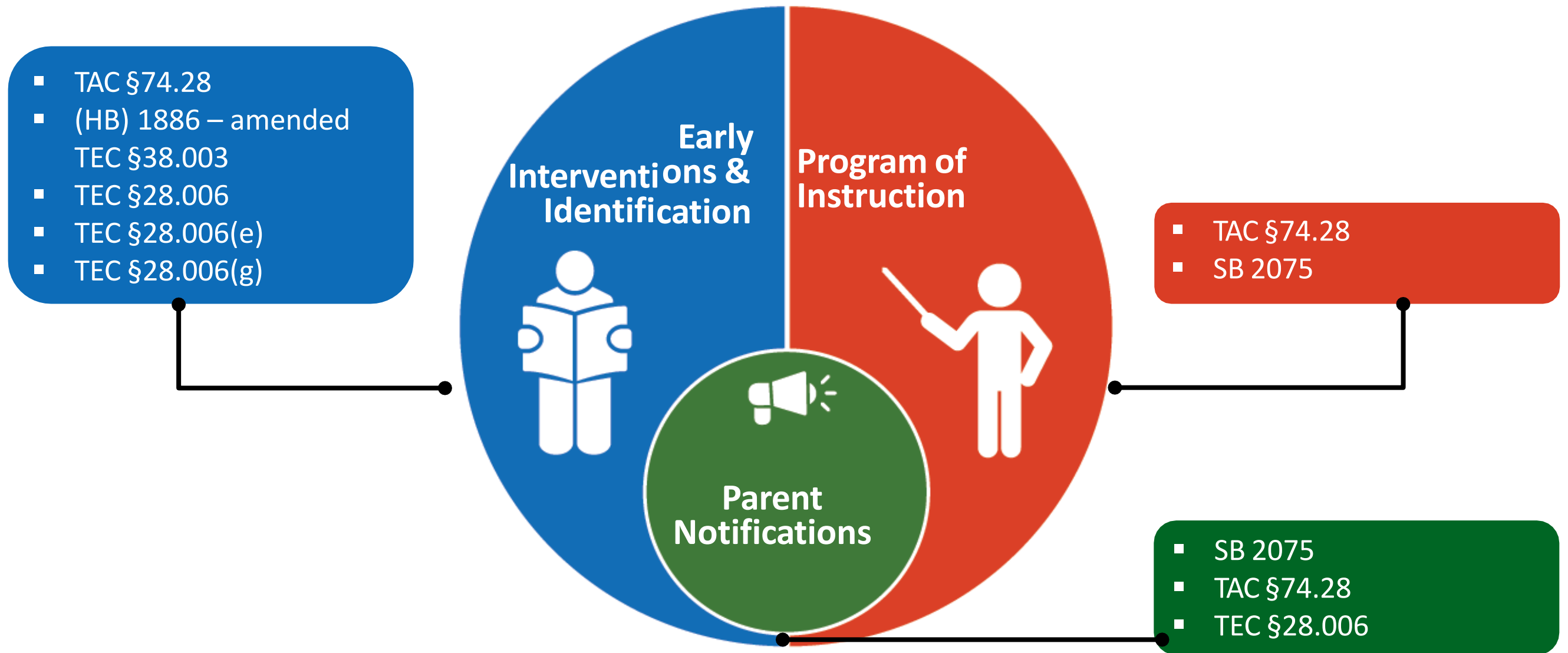
TEC §38.003

- Screen **all K-1** public school students
- Screen all students beyond 1st grade as appropriate
- Complete **K screeners by EOY**

TEC §28.006

- Administer **K-2** diagnostic reading instruments
- Administer **7th grade** reading instrument to students not showing proficiency in 6th grade
- Implement **accelerated reading instruction** program in **K-2 students at risk** based on reading instrument results
- Report results of reading instruments to **LEA boards, TEA, and families**

Dyslexia Monitoring Purpose and Framework



Monitoring Commitment 2020-21

Program Elements Monitoring*



127 LEAs in Cycle II, Groups 2 & 3

**Cycle II:
193 Total LEAs**

*Dyslexia Monitoring is aligned to the Differentiated Monitoring and Support (DMS) cyclical schedule

Early Intervention & Identification Monitoring



1,217 LEAS

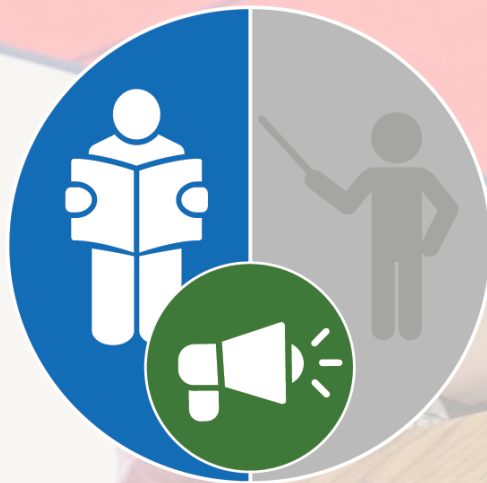
=

Baseline 396,000
1st grade screeners

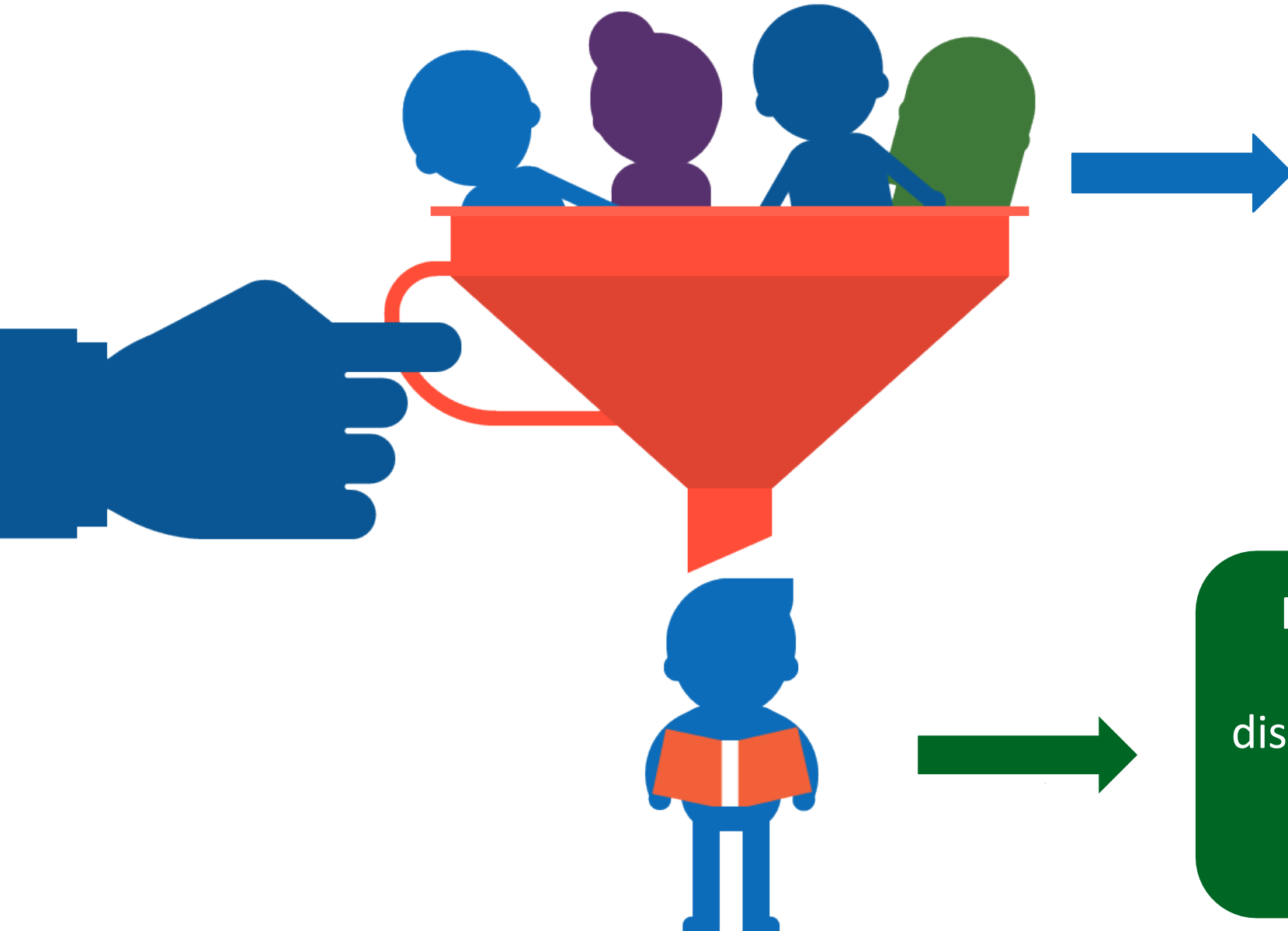




Monitoring Dyslexia Screening



Dyslexia Monitoring: Screeners



All Kindergarten and first graders must be screened for Dyslexia

Parents of students identified or at risk of having dyslexia and related disorders must be notified of the results of the screener and how to access the [Texas Talking Book Program](#)

What will the LEAs and TEA do for the screener?



LEA will...

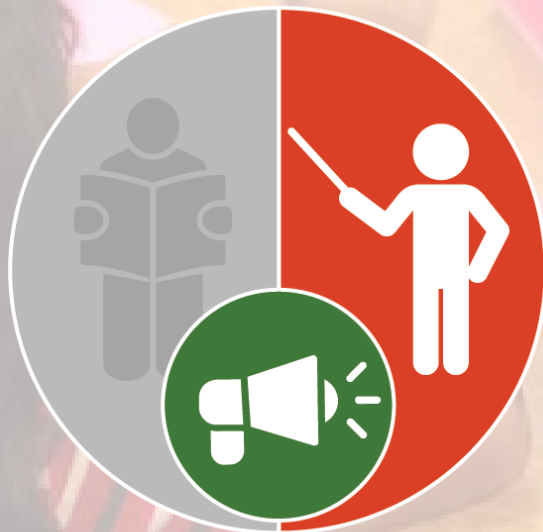
- Screen students during the required timeframe
- Submit screening results in TSDS

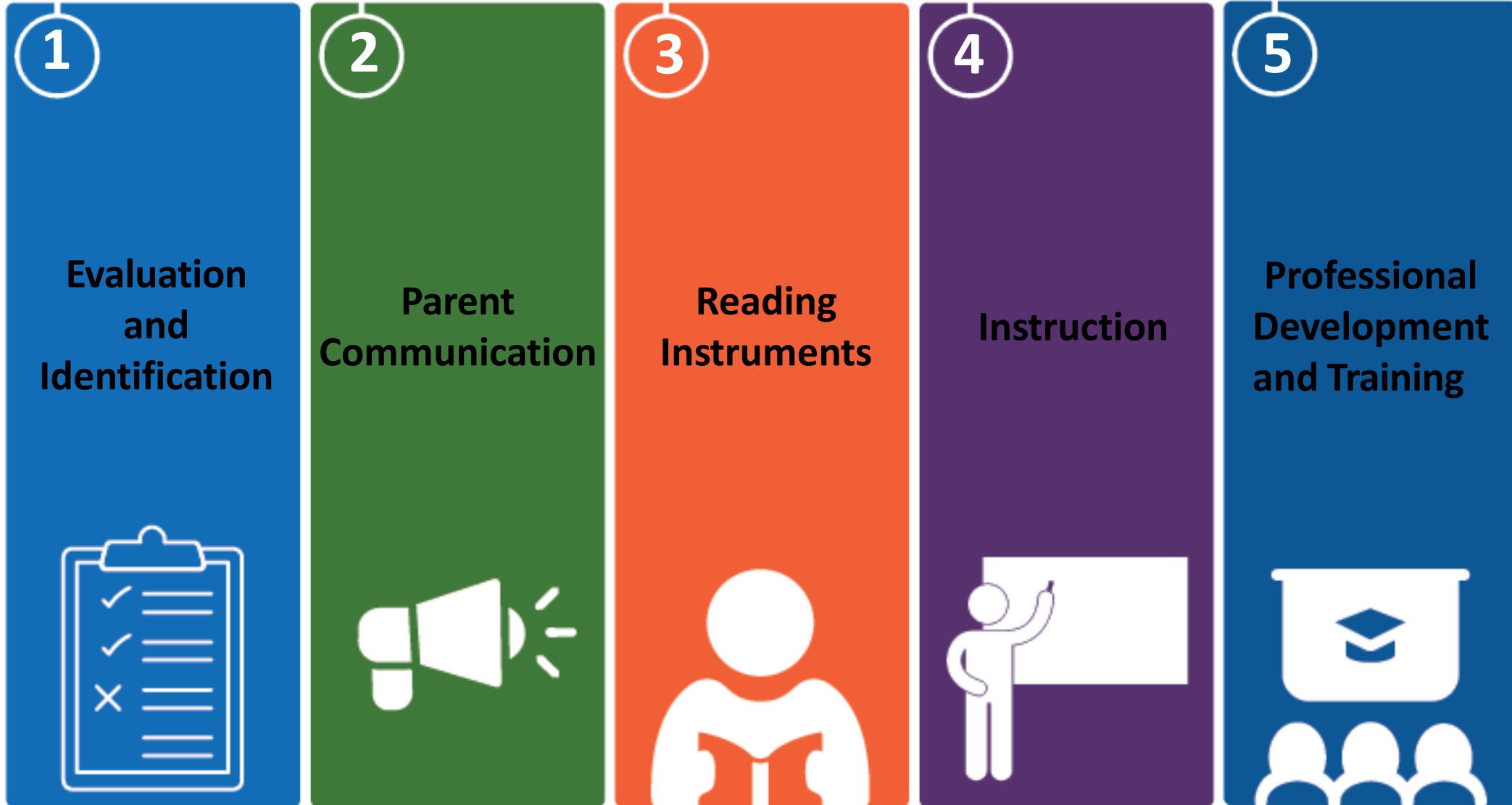
TEA will...

- Review screening data for all LEAs annually beginning in September
- Review the number of students not screened for each LEA
- Correspond with LEAs in two ways:
 1. Notify the screening was reviewed and requirements were met
 2. Notify the screening was reviewed and LEA is required to respond on the attached form as to why the X number of students they reported were not screened.



Monitoring Program Elements

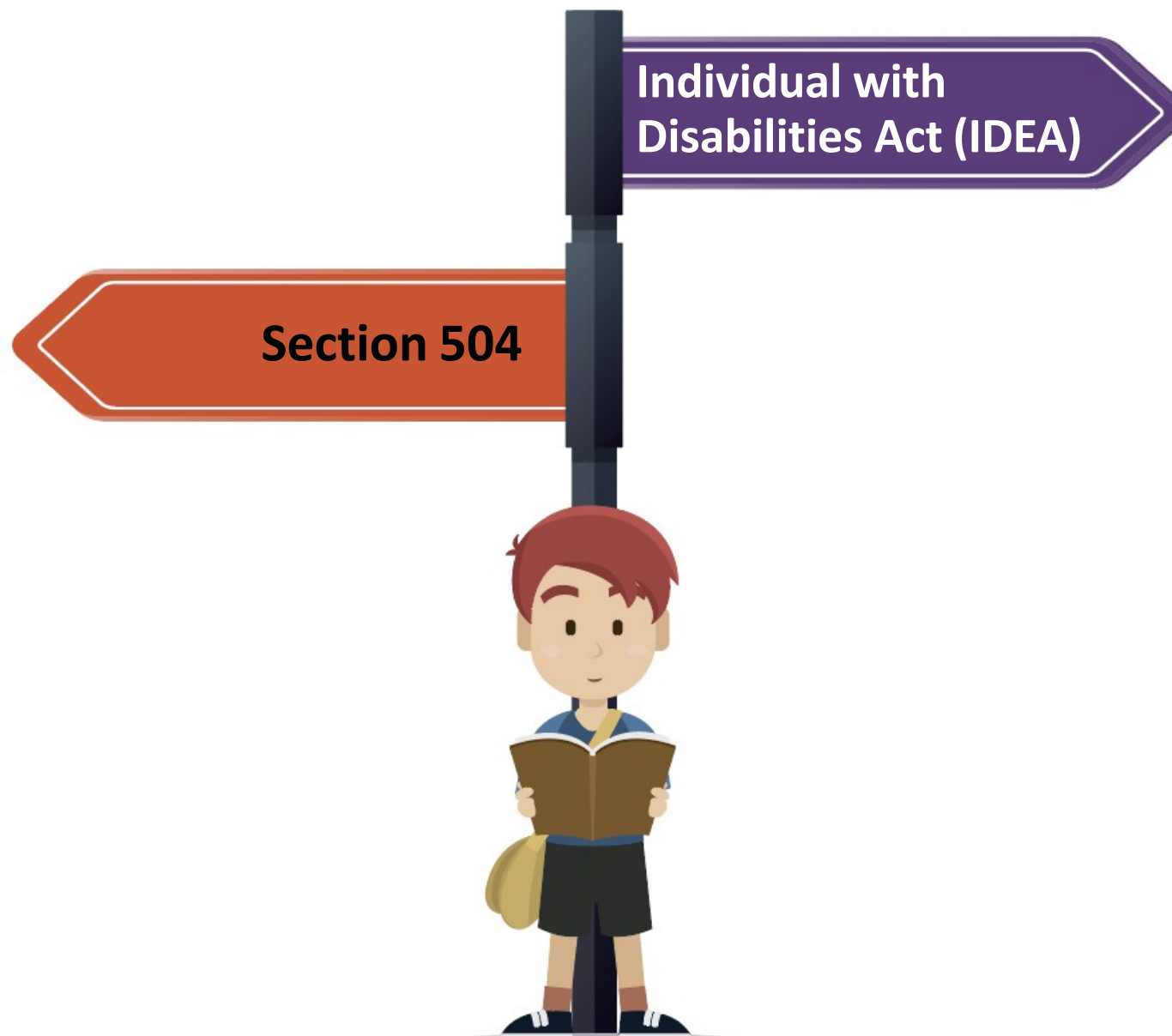
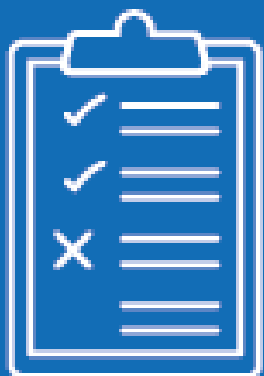






1

Evaluation
and
Identification



Evaluation and Identification



1

Does the LEA provide timely identification and evaluation?



Dyslexia Procedures



Parent Notifications



Staff Training Records

Evaluation
and
Identification



Dyslexia Monitoring: Communication



2

Parent
Communication



The LEA must:



Notify parents/guardians of **proposal to evaluate** students for dyslexia



Inform parents/guardians of **their rights**



Obtain parent or guardian **permission to evaluate**



Provide an evaluation **report**



Provide eligibility, services provided, and placement **decisions**



Dyslexia Monitoring: Reading Instruments



3

Reading
Instruments



The Dyslexia Monitoring Team will review the following items:



Name and results of the reading instruments administered



Components of the reading instruments (diagnose reading development and comprehension)

Dyslexia Monitoring: Instruction



4

Instruction



Standard protocol dyslexia instruction must include:



Phonological awareness



Sound-symbol association



Syllabication



Orthography



Morphology



Syntax



Reading Comprehension



Reading Fluency



Individual Education Program*

*Monitoring of IEPs occurs simultaneously during DMS



Dyslexia Monitoring: Professional Development



5

Professional
Development
and Training



The Dyslexia Monitoring Team will review:



Teaching certifications of Kindergarten & 1st grade teachers



Training roster for teachers administering dyslexia screening instruments



Professional development record of teacher(s) of the dyslexia program



How program elements will be monitored

Initiating Dyslexia Program Evaluation



Dyslexia Program Evaluation

TEA will...

- Notify LEA to **initiate** dyslexia monitoring process.
- Conduct **initial conference**
- Conduct **interviews** to obtain a holistic overview of the implementation of the dyslexia program within the LEA

6 weeks prior

3 weeks prior

Dyslexia Program Evaluation Summary



LEA will...

- Provide **dyslexia contact and a preferred date** and time for the initial conference
- Participate in the **initial conference** with assigned Dyslexia Specialist

3 weeks prior

*Dyslexia pre-conference will be combined with DMS pre-conference when possible





Dyslexia Program Evaluation Review

LEA will...

- Submit dyslexia procedures
- Gather supplemental documents
- Engage in conferencing and monitoring activities

TEA will...

- Review procedures and supplemental documents
- Analyze K-1 Dyslexia Screeners
- Engage in communications and offer feedback to the LEA

Artifacts of implementation

Areas of Implementation	Examples of Artifacts
Dyslexia Procedures	<ul style="list-style-type: none"> •Copy of dyslexia program procedures
Communications	<ul style="list-style-type: none"> •Copy of parent education information. (ex., letter, flier)
Screening	<ul style="list-style-type: none"> •Name of the K-1 screener administered, include date(s) administered. •Results of the K-1 screeners, to include the total number of students screened versus total number of students found at risk. •Copy of notification provided to the parent regarding screening, to include notification of audiobook resource. (ex. LEA template)
Reading Instrument	<ul style="list-style-type: none"> •Name of the K-2; 7th reading instrument(s) administered. •Results of the K-2; 7th reading instruments, to include total number of students versus the total number of students found at risk. •Copy of notification provided to the parent regarding reading instrument, to include notification of audiobook resource. (ex. LEA template)
Evaluation and Identification	<ul style="list-style-type: none"> •Operating procedures which addresses evaluation and identification •Copy of notification provided to parent regarding access to the Dyslexia Handbook. •Training record, certifications or licensing of the professionals who administer dyslexia evaluations
Instruction	<ul style="list-style-type: none"> •Identify the reading program used within the dyslexia program.
Dysgraphia	<ul style="list-style-type: none"> •Provide the procedures used to evaluate a student for dysgraphia through Section 504.
Professional Development	<ul style="list-style-type: none"> •Names as shown of teaching certificate of all kindergarten -1 teachers. •Training roster for all teachers administering a screening instrument. •Professional development record of the teacher(s) of the dyslexia program.




LEA will submit these artifacts in Sharefile.

Instructions will be provided during initial conference.



On-Site Interview*

LEA will...

- Identify interview staff
- Provide arrangements for the interviews

TEA will...

- Conduct Interviews
 - ✓ Administrators
 - ✓ General education teachers
 - ✓ Special education teachers
 - ✓ Evaluation staff
 - ✓ Other relevant staff

*Virtual in 2020-2021; same process as DMS





Dyslexia Program Evaluation Summary

TEA will...

- Complete summary of dyslexia findings and notification of noncompliance (if needed)
- Distribute executive summary report to LEA dyslexia contact
- Embed dyslexia summary report into Differentiated Monitoring and Support (DMS) Cyclical Report to be distributed to the superintendent

LEA will...

- Review dyslexia summary report and connect with recommended supports and technical assistance (if applicable)
- If the LEA meets compliance standards, no further action is required
- If the LEA has identified noncompliance, a correction plan should be developed

TEA will send reports approximately **30-days** after the end of the monitoring cycle. The reports will provide:

- a summary report identifying the findings of the monitoring activities,
- identified best practices,
- growth areas,
- and a suggestion plan for technical assistance and support if needed.



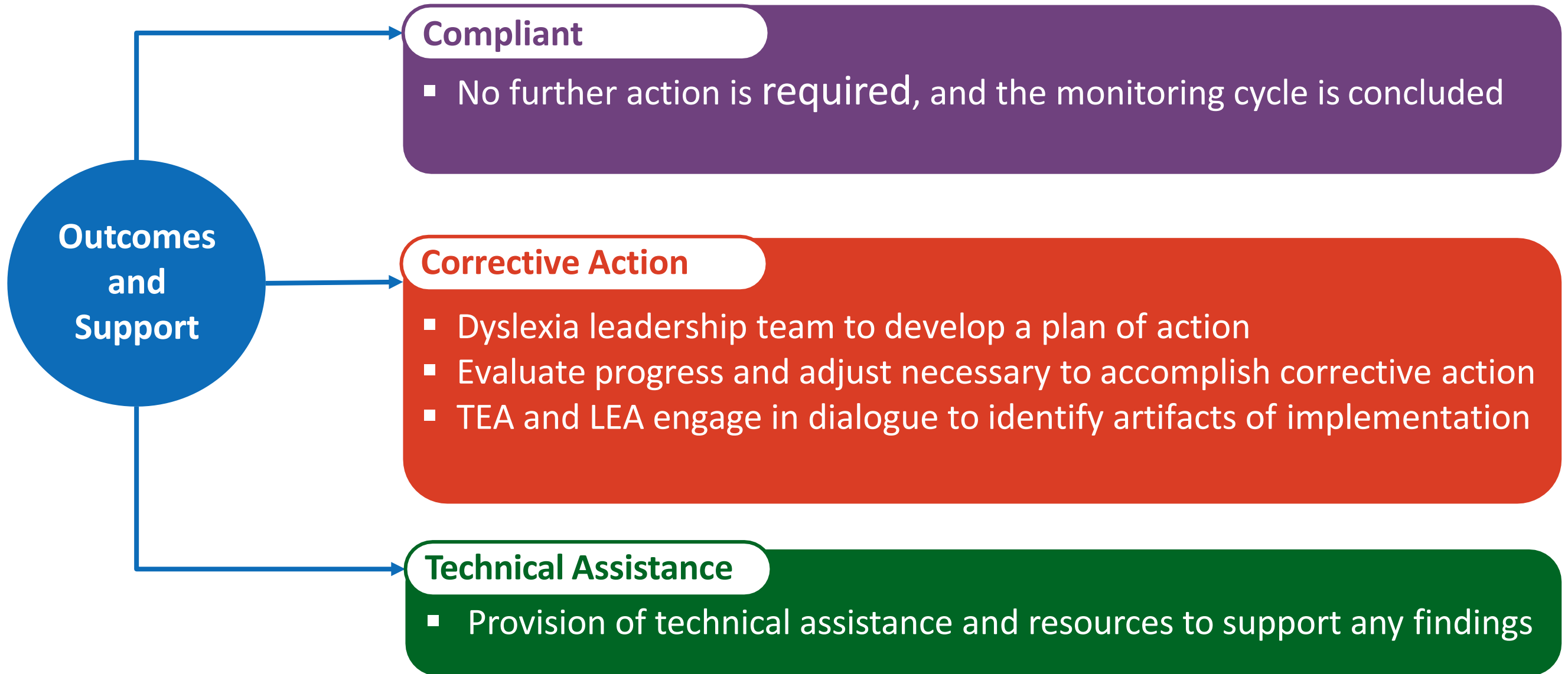
DMS Cyclical Monitoring report

The **superintendent** will receive a cyclical report that will be embedded within the Differentiated Monitoring Support final documents.

Executive Summary

The **dyslexia director** will receive an executive summary report.

Monitoring Outcomes and Support



Technical Assistance



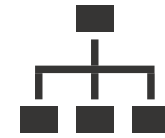
504 Guide



Legal
Framework
(IDEA)



Child Find
Guide



TIER
Network
Resources



Inclusion
Network
Resources



Dyslexia
Handbook



Resolving Noncompliance



LEA will...

- Review areas of non-compliance and develop goals to address corrective action requirements
- Submit correction plan
- Gather artifacts of implementation to evidence corrective action
- Engage in progress monitoring conferences with dyslexia specialist

120
days

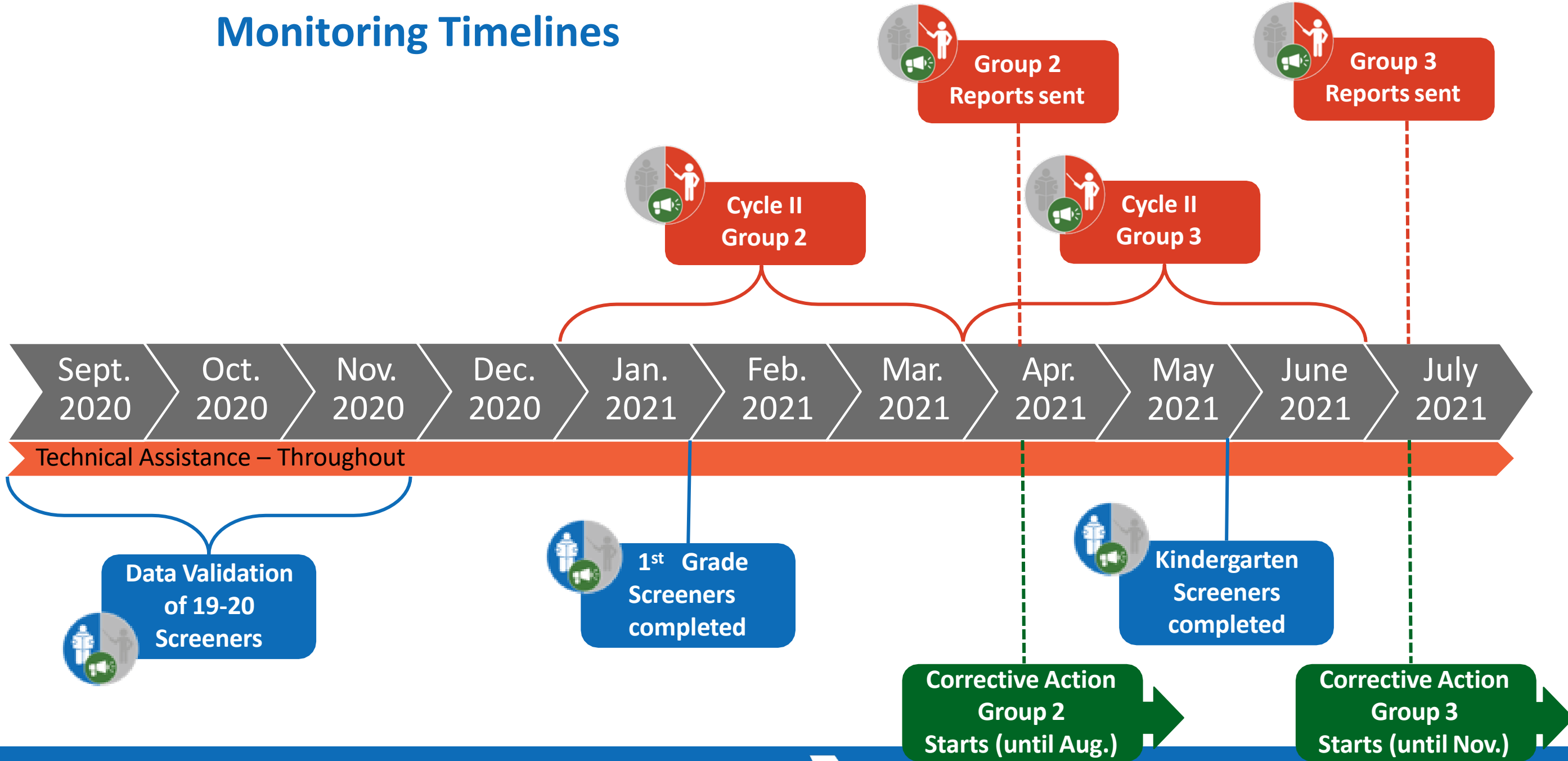
TEA will...

- Provide written notification of noncompliance
- Support the LEA with the development of the correction plan
- Provide recommendations to technical assistance and resources to strengthen the LEA's dyslexia program
- Conduct conferences with the LEA to evaluate progress
- Provide written notification of correction of noncompliance

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. They are in a library or classroom setting with bookshelves in the background. The image is semi-transparent, allowing the text to be overlaid.

Monitoring Timelines

Monitoring Timelines



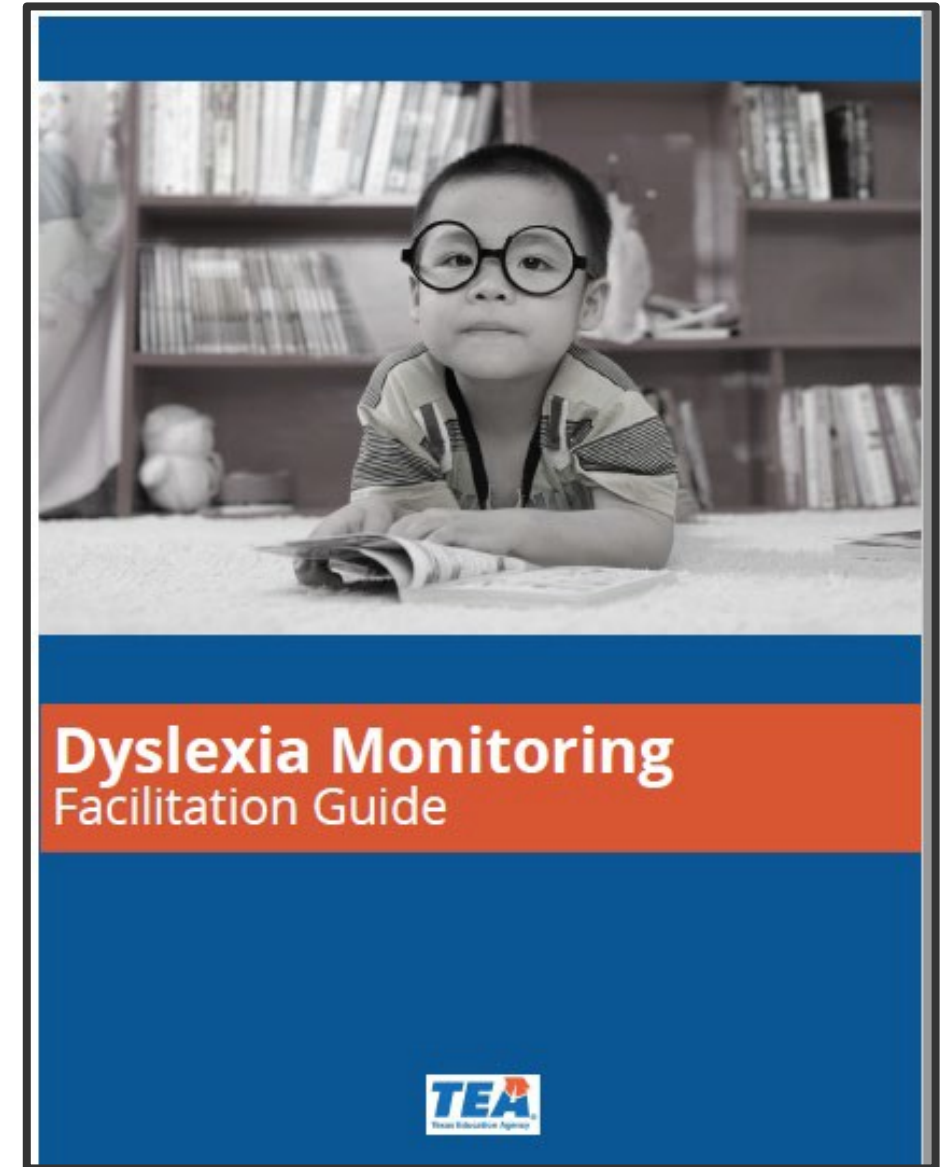
Dyslexia Program Evaluation Resources

Dyslexia Monitoring Facilitation Guide

Program Evaluation process Overview

Artifacts of implementation

Dyslexia Educational Specialist



Questions?

Thanks!

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