Dyslexia Monitoring Overview
September 29, 2021
Agenda

1. What is Dyslexia Monitoring
2. Annual Dyslexia Monitoring
3. Cyclical Dyslexia Monitoring
4. Dyslexia Monitoring Outcomes
5. Dyslexia Monitoring Resources
6. Dyslexia Technical Assistance
Dyslexia Monitoring
Dyslexia Monitoring was developed in 2020 in response to SB 2075, TEC, & TAC.

- TAC §74.28
- (HB) 1886 – amended
- TEC §38.003
- TEC §28.006
- TEC §28.006(e)
- TEC §28.006(g)

See appendix slide 50 for details on governing statutes.
TEA monitors LEAs for dyslexia practices both cyclically and annually.

**Cyclical Program Evaluation (cycle is 6 years)**

- Cycle II: 127 LEAs
- Cycle III: 201 LEAs
- Cycle IV: 202 LEAs
- Cycle V: 211 LEAs
- Cycle VI: 199 LEAs

Cycles II-VI (2020 – 2025) 940 LEAs

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

**Annual Early Intervention & Identification Monitoring**

- 1,009** LEAs
- TBD # LEAs

1st grade enrollment of 396K

Kinder enrollment of 399K

1st grade screeners + justifications beginning 20-21***

Kinder screeners + justifications beginning 21-22***

** Out of 1,217 total LEAs in Texas, not all reported K/1st grade screening data. Not all LEAs have K/1st grade enrollment

*** Enrollment and withdrawal will impact totals, as well

See appendix slide 51 for monitoring timelines
Annual Dyslexia Monitoring
Dyslexia Monitoring: Screeners

All Kindergarten and first graders must be screened for Dyslexia.

Parents of students identified of having dyslexia and related disorders must be notified of the results of the screener and how to access the Texas Talking Book Program.
Screening Updates

- Screeners are designed to quickly differentiate students into one of two groups:
  - Those who are at risk of requiring dyslexia intervention and
  - Those who have no or low risk
- The current reading instruments for kindergarten and grade 1 that have been approved by the commissioner and are made available to districts free of charge, include imbedded dyslexia screeners that align with the streamlined criteria.
Annual Monitoring Timeline

- **Sept. 2021**: Data Validation of 20-21 Screeners
- **Oct. 2021**: Screening Notification sent January 7, 2022
- **Nov. 2021**: 1st Grade Screeners completed
- **Dec. 2021**: Screening Validation Window Closes May 6, 2022
- **Jan. 2022**: Kindergarten Screeners completed
- **Feb. 2022**:
- **Mar. 2022**:
- **Apr. 2022**:
- **May 2022**:
- **June 2022**:
- **July 2022**:
TEA will field test new Dyslexia **reason** codes to get better insight into screening quality and compliance.

- **2019-2020**
  - 1st graders screened

- **2020-2021**
  - Data validation of 2019-20 1st grade screeners
  - Top areas of justification identified via survey (narrative)

- **2021-2022**
  - Field test justifications as 12 new Dyslexia reason codes to capture most frequent reasons for students not being screened

- **2022-2023**
  - PEIMs training on new reason codes
  - Establish new Dyslexia reason codes in PEIMS for students not screened, to determine valid reasons
A narrative survey of LEAs surfaced the following areas as the most frequent justifications.

**Justification:**

- Students withdrew before screening: 22.57%
- Students enrolled after screening: 17.26%
- Clerical Errors: 15.99%
- Student was absent on day(s) of screening: 7%
- ARD decision not to screen: 5.37%
- Other Justification: 31.81%

N = 834 LEAs responded
Cyclical Dyslexia Monitoring
Cyclically, TEA monitors that dyslexia program elements.
In addition to state and local requirements to screen and identify students who may be at risk for dyslexia, there are also overarching federal laws and regulations to identify students with disabilities, commonly referred to as Child Find. Child Find is a provision in the Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. Another federal law that applies to students with disabilities in public school is Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504. Under Section 504, public schools must annually attempt to identify and locate every qualified student with a disability residing in its jurisdiction and notify them and/or their parents of the requirements of Section 504.
Evaluation and Identification: Single Pathway for Dyslexia and Related Disorders Identification

The 2018 Dyslexia Handbook outlines two pathways to the identification for children suspected of having dyslexia: Section 504 dyslexia evaluation and the federally required Individuals with Disabilities Education Act (IDEA) Child Find process.

The 2021 Dyslexia Handbook streamlines the process and clarifies the Child Find mandate requiring LEAs to follow procedures for conducting a full individual initial evaluation (FIIE) under IDEA when referring and evaluating students suspected of having dyslexia and related disorders.
Does the LEA provide timely identification and evaluation for students with Dyslexia and related disorders?

- **Dyslexia Procedures**
- **Parent Notifications**
- **Staff Training Records**
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** student for dyslexia or related disorder
- Provide an evaluation **report**
- Provide eligibility, services provided, and placement **decisions**
Cycle II Monitoring Improvements

**Program element:** The LEA implements a districtwide grading policy in which teachers notify parents or legal guardians in writing of student progress.

**Reasoning:** to provide useful feedback about student performance to teachers and administrators to identify students not responding to instruction and track progress

- Copy of accommodations and/or modifications along with student samples
- Accommodation and/or modification checklist
- Report cards with accommodation and/or modification
- Student samples of mastery checks

TEC §28.021 TEC §28.0216 TEC §28.022
Communication Example 1

Recommended placement.

Families can give or not give their permission for the program.
Recommendation of placement on "Monitor" status.

Where to go for questions or concerns.
If the student should continue in the current placement.
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)
Dear Parents of: ______________________

State law requires all first grade students to be administered with an early literacy screener three times a year (beginning, middle and end of the year) and a dyslexia screener by the of January (TEC. §28.006, §36.003 and TAC §74.28). The screening instrument used is the TPRI, Texas Primary Reading Inventory. This screener helps identify early reading difficulties, as well as signs of dyslexia. You have already received notification of your child’s beginning of the year (BOY) scores and this letter includes your child’s middle of the year (MOY) scores.

The TPRI classifies results in two categories: developed and still developing. It is not uncommon for students to score SD, Still Developing on certain skills. However, when students have multiple areas that are still developing this could be a sign of reading difficulties, including dyslexia. Students whose TPRI scores showed they could be at-risk for dyslexia were also given the Dyslexia Referral Checklist (DRC). The DRC is designed to support teachers with reviewing their direct assessment data with teacher observations to identify those students needing further dyslexia evaluations.

Your child’s TPRI scores did identify areas of concern, and the DRC was given to your child to obtain further information. According to the the data we gathered we would like to provide the following for your child:

- **additional targeted instruction in areas of weakness.** The school is not proposing formal testing for dyslexia at this time.

- **formal dyslexia evaluation** is being proposed for your child. Additional targeted instruction will continue to be provided for your child during this time.

Attached you will find your child’s scores on the TPRI, an informational brochure on dyslexia, and information about resources including the Talking Books Program, [https://www.tsl.texas.gov/tp/index.html](https://www.tsl.texas.gov/tp/index.html). If formal testing for dyslexia is being proposed for your child, [TEA](https://www.tea.texas.gov) will be contacting you about the testing and to answer any questions you may have about the process. If formal testing is NOT being recommended at this time, additional targeted instruction will be provided. Your child will be re-screened in May (EOY) for dyslexia and to measure progress. You will receive those results in May along with any additional interventions proposed by the school. If you have any questions or concerns regarding the TPRI or your child’s scores, please feel free to contact either of us. We appreciate your support and helping us with your child’s reading progress.

1st Grade Reading Teacher

Reading Specialist
Reading Instrument Examples 2

**Explains the screener**

**Gives resources to families**

- **Student’s performance**

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**Student Report For Parents**

- **Performance Categories**
  - Developed
  - Still Developing

**Your Child’s Performance at a Glance**

- **ABC XYZ Letters and Sounds**
  - Blending Word Parts
  - Blending Phonemes
  - Deleting Initial Sounds
  - Deleting Final Sounds
  - Initial Consonant Substitution
  - Final Consonant Substitution
  - Middle Vowel Substitution
  - Initial Blending Substitution

- **Reading and Comprehension**
  - Reading Fluency - Story 1
  - Reading Fluency - Story 2
  - Reading Accuracy - Story 1
  - Reading Accuracy - Story 2
  - Reading Comprehension - Story 1
  - Reading Comprehension - Story 2
  - Reading Comprehension - Story 3
  - Reading Comprehension - Story 4
  - Word Reading Set 1
  - Word Reading Set 2
  - Word Reading Set 3
  - Word Reading Set 4

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**Family Resources**

- **What you will find**
  - Practical activities to provide additional support and practice in specific learning areas based on your child’s current performance
  - Descriptions of the learning areas assessed and how they are important for later school success
  - Ways to prepare for your parent-teacher conferences

- **Your child’s teacher should be able to help answer questions about your child’s progress**

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**TEA**
Dyslexia Monitoring: 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
Critical Evidence-Based Components of Dyslexia Instruction

Specially Designed Instruction

For students with dyslexia who have been determined eligible for and who are receiving special education services, specially designed instruction must also address the critical, evidence-based components described in this chapter. Specially designed instruction differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student’s unique needs. **Note that participation in standard protocol dyslexia instruction must be considered for all students, including those receiving dyslexia instruction under IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student’s needs.**
Critical Evidence-Based Components of Dyslexia Instruction

Providers of Dyslexia Instruction

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction. Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. This includes training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. In addition, they must deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches. See pages 39 – 41 for a description of these components of instruction and delivery. A provider of dyslexia instruction does not have to be certified as a special educator when serving a student who also receives special education and related services if that provider is the most appropriate person to offer dyslexia instruction.

The Dyslexia Handbook 2021
Program element: Students identified with dyslexia can receive standard protocol dyslexia instruction, specially designed instruction, or a combination of both, which is explicit, systematic, and intentional in its approach.

Reasoning: to ensure fidelity of implementation of the district selected instructional program
  e.g., program should be implemented 5x per week for 45 minutes

• Identify the reading program used within the dyslexia program.
• Provide a sample schedule to ensure program is delivered in accordance with design.

19 TAC§74.28(c)
### Instruction Examples

#### ISD Dyslexia Program Instruction Overview

**Dyslexia Instructional Program:**
- English: Multisensory Teaching Approach (MTA)
- Spanish: Esperanza
- Grades: K-12 (all campuses)

**MTA/Esperanza Small Groups Frequency:** Students identified with dyslexia and receiving services in ISD will attend MTA small group instructional class for a minimum of 4 days/week @ 45 minutes/session or 3 hrs/week.

**Duration:** ISD does not “exit” students from the Dyslexia Program once the student completes and demonstrates mastery of the MTA Kits 1-7/Esperanza lessons. Once a student has demonstrated mastery of skills taught in MTA Kits 1-7/Esperanza lessons, the committee of knowledgeable persons (504, ARD) may decide to place the student on “Monitor” status, and the student will no longer attend MTA/Esperanza small group. (unless at some point it is determined that the student needs additional support/intervention)
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
Cyclical Monitoring Timelines

- **Group 1**
  - Reports sent Jan. 28, 2022

- **Group 2**
  - Reports sent April 29, 2022

- **Group 3**
  - Reports sent July 29, 2022

Technical Assistance – Throughout

- **Sept. 2021**
- **Oct. 2021**
- **Nov. 2021**
- **Dec. 2021**
- **Jan. 2022**
- **Feb. 2022**
- **Mar. 2022**
- **Apr. 2022**
- **May 2022**
- **June 2022**
- **July 2022**

TEA | Dyslexia Monitoring
In Cycle II, Dyslexia Program non-compliance was infrequent.

127 LEAs monitored

- 99 LEAs in compliance
- 28 LEAs require clarifications/additional information
  - 23 LEAs in compliance
  - 5 LEAs in noncompliance*

CII Dyslexia Monitoring Outcomes
- 5 LEAs with Identified across all program elements:
  - Parent Communication
  - Screening
  - Reading Instruments
  - Instruction
  - Dysgraphia
  - Professional Development and Training
- All summary reports have linked TA resources, including the Interventions Platform (Amplio)
- LEA has 120 days to correct identified noncompliance, with monthly conferences

*Each LEA completes a Dyslexia Performance Plan
## Cycle II Corrective Action Timeline for Dyslexia Performance Plans (DPP)

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Cycle III Corrective Action Timeline for Dyslexia Performance Plans (DPP).

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Dyslexia Monitoring Resources
Dyslexia Monitoring Resources Available on the Website

Dyslexia Monitoring FAQs

Dyslexia Monitoring One Pager

Dyslexia Program Evaluation

Early intervention, a process for early identification, and support for students at risk for dyslexia and related disorders is critical and must be available in each LEA as outlined in the Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Texas Education Code (TEC) and Texas Administrative Code (TAC).

The Dyslexia Program Evaluation is aligned with Texas Education Code (TEC) and Texas Administrative Code (TAC) requirements and emphasizes three core elements: Early identification, early identification, program of instruction and noted assistance, and noted assistance.

Dyslexia Program Evaluation Resources

Videos
- October 18, 2020: Dyslexia Monitoring Overview EDC
- October 27, 2020: Dyslexia Monitoring Overview LEAs
- October 28, 2020: The Dyslexia Program Evaluation: The LEA Experience
- December 15, 2020: The Dyslexia Program Evaluation: The LEA Experience

Documents
- Dyslexia Program Evaluation Process One Pager
- Dyslexia Program Evaluation Process
- Dyslexia Program Evaluation Policies
- Dyslexia Program Evaluation Quick Reference
- Dyslexia Monitoring Frequently Asked Questions (FAQs)
Dyslexia Performance Plan Resources

Dyslexia Performance Plan Quick Reference

1. Identify areas of noncompliance to be used in the Dyslexia Performance Plan.
2. Develop a plan of action to correct and mitigate future noncompliance.
3. Identify personnel responsible for monitoring the development of the action plans.
Dyslexia Technical Assistance
Dyslexia Technical Assistance

Texas Dyslexia Training Project

TEA Dyslexia and Related Disorders Website

Tommy B. Cauker

Purpose

The purpose of this course is to prepare educators, administrators, and other school personnel for dyslexia. The course consists of five modules, (Live) plus an in-person event. You will learn about dyslexia and the tools to support students to succeed in the classroom. With this information, you can create a dyslexia-friendly learning environment and improve student achievement. Participants will receive a certificate of completion and a special resource kit to support student learning.

Intensive Digital Dyslexia Intervention

Amplio Dyslexia Platform

Texas Dyslexia Training Project

Project Purpose

The project is a new initiative to provide a coordinated training tool for teachers to meet the needs of all Texas students. The project is supported by TEA and the Texas Education Agency. It supports the development of digital learning resources that improve student achievement. The project is a part of the TEA Dyslexia Training Project and the TEA Dyslexia PD course.

TEA Dyslexia and Related Disorders Website

TEA Dyslexia PD course

The Dyslexia and Related Disorders website provides resources for educators and administrators.

Amplio Dyslexia Platform

The Amplio Dyslexia Platform offers intensive digital dyslexia intervention.

Texas Dyslexia Training Project

The Texas Dyslexia Training Project is a new initiative to support student achievement in dyslexia.
# Dyslexia Monitoring Contact Information

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<tr>
<th>Region 5-10</th>
<th>Region 4, 11, 14, 15, 17, 18, 19</th>
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<tr>
<td>Phone: 512-463-9414</td>
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<tr>
<td>Edna Morales, Dyslexia Specialist</td>
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<tr>
<td>Email: <a href="mailto:edna.morales@tea.texas.gov">edna.morales@tea.texas.gov</a></td>
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Questions?

Thanks!

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