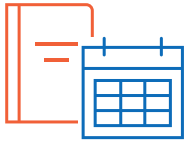
A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to two young boys. The boys are also sitting on the floor, looking at the book. They are in a classroom setting with bookshelves filled with books and blue storage bins in the background. The image is slightly faded to allow the text overlay to be prominent.

Dyslexia Monitoring Overview September 29, 2021

Agenda



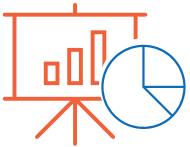
What is Dyslexia Monitoring



Annual Dyslexia Monitoring



Cyclical Dyslexia Monitoring



Dyslexia Monitoring Outcomes



Dyslexia Monitoring Resources

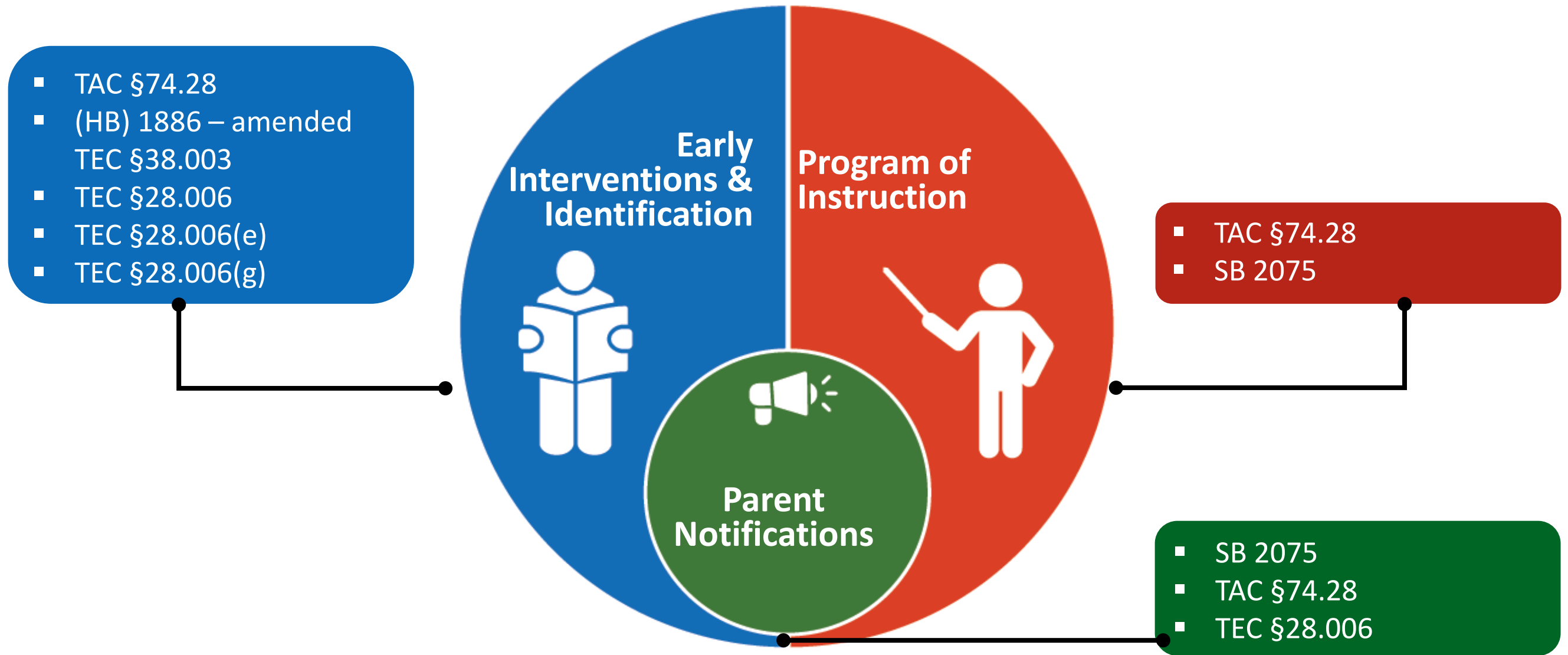


Dyslexia Technical Assistance



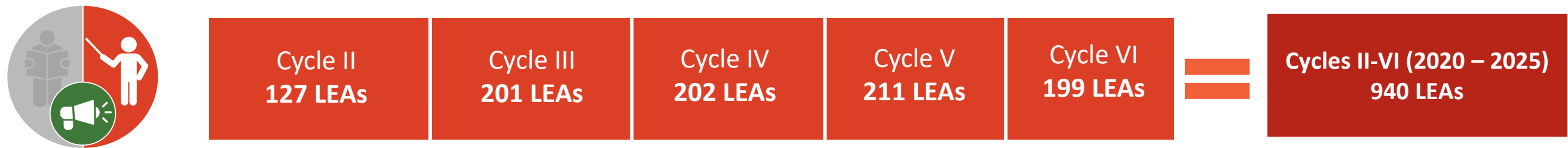
Dyslexia Monitoring

Dyslexia Monitoring was developed in 2020 in response to SB 2075, TEC, & TAC.



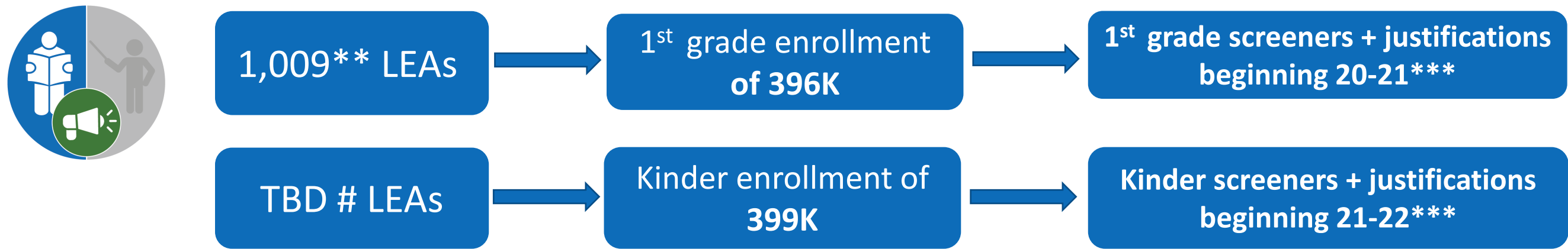
TEA monitors LEAs for dyslexia practices both cyclically and annually.

Cyclical Program Evaluation (cycle is 6 years)*



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

Annual Early Intervention & Identification Monitoring**



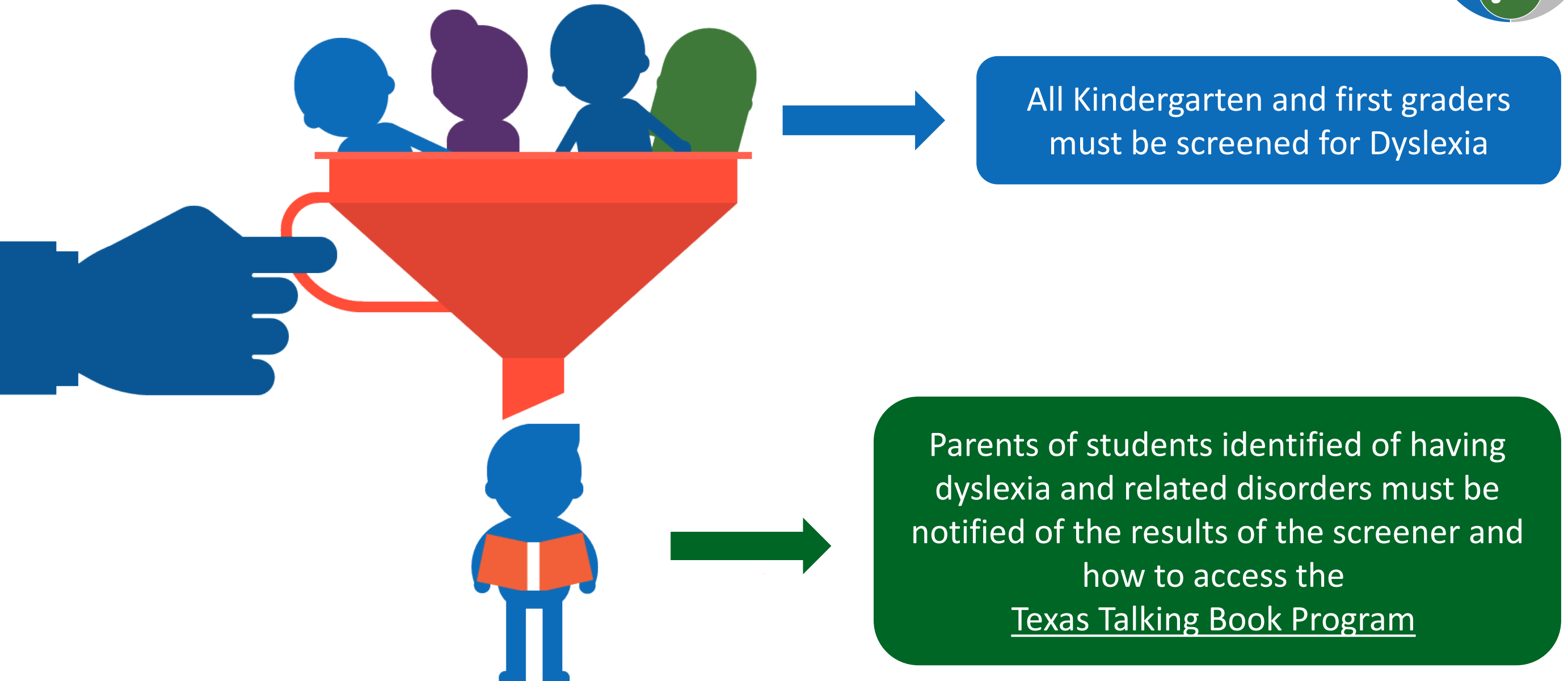
** Out of 1,217 total LEAs in Texas, not all reported K/1st grade screening data. Not all LEAs have K/1st grade enrollment

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



Annual Dyslexia Monitoring

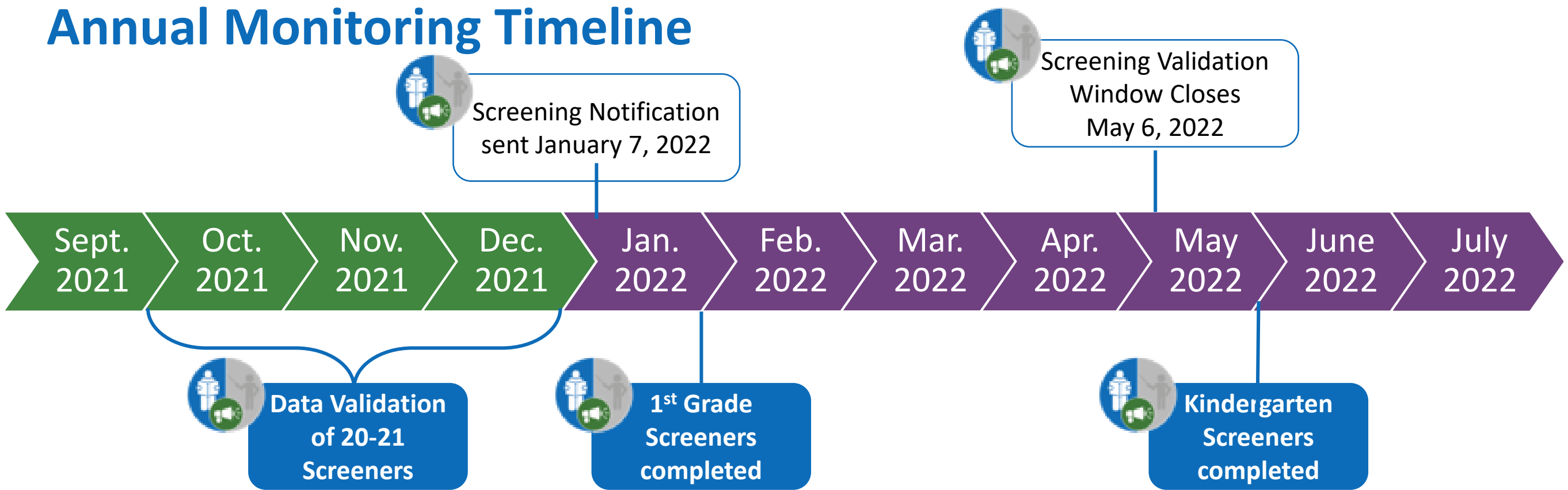
Dyslexia Monitoring: Screeners



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



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

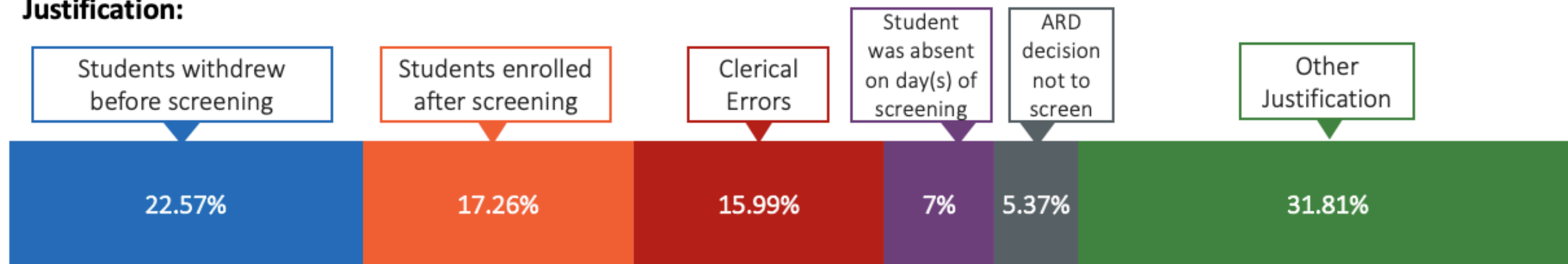
- PEIMs training on new reason codes
- Establish new Dyslexia reason codes in PEIMS for students not screened, to determine valid reasons

2020-2021

A narrative survey of LEAs surfaced the following areas as the most frequent justifications.



Justification:

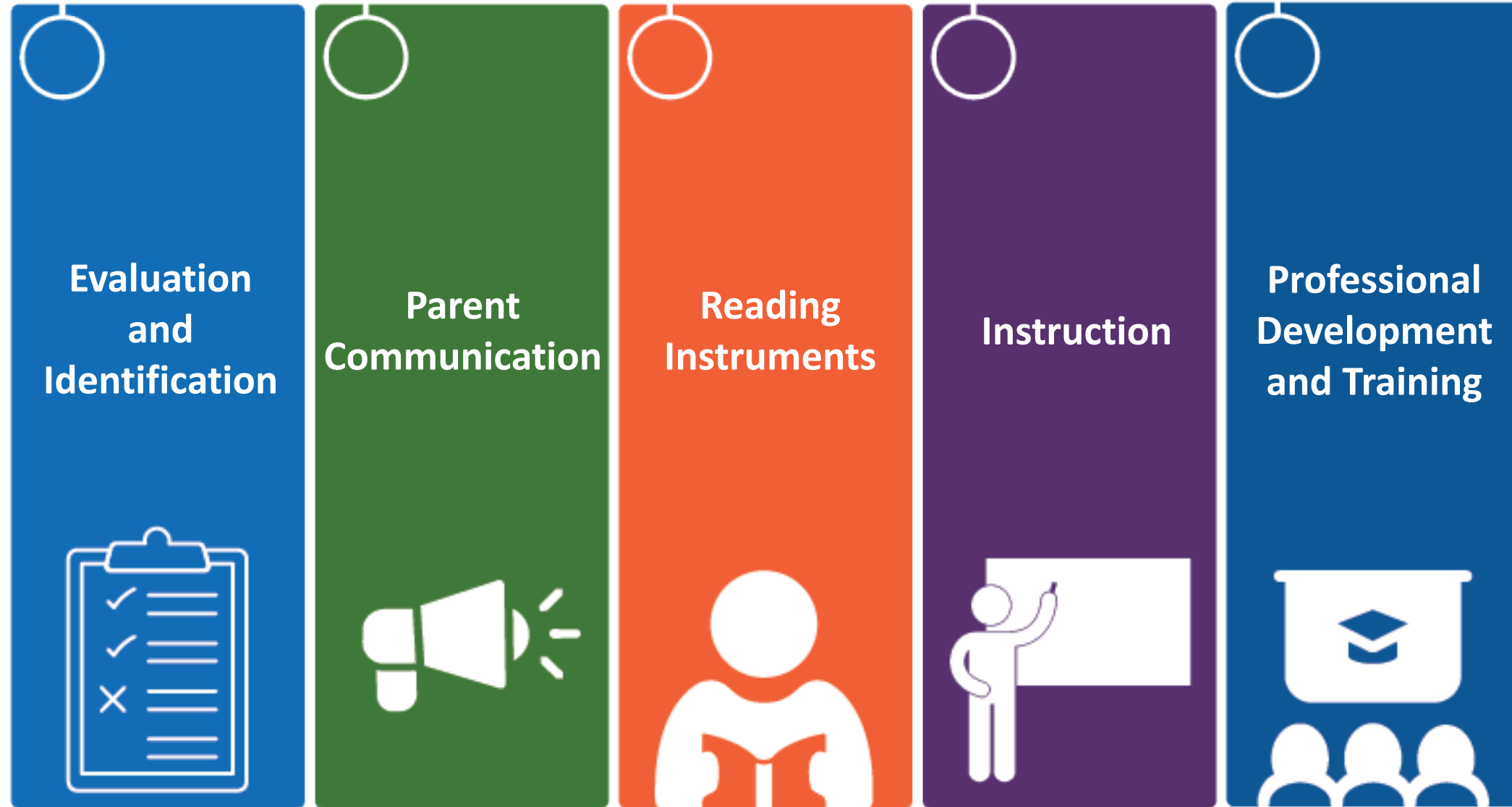
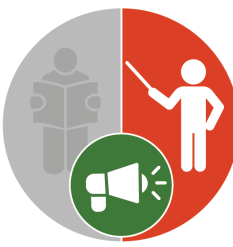


N = 834 LEAs responded



Cyclical Dyslexia Monitoring

Cyclically, TEA monitors that dyslexia program elements.



Chapter 2: Federal Requirements Child Find Update

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.

The Dyslexia Handbook 2021 p.

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.



1

Evaluation and Identification



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**

2

Parent
Communication





2

Parent Communication



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

INDEPENDENT SCHOOL DISTRICT
PARENT CONSENT FOR PLACEMENT
IN THE DYSLLEXIA PROGRAM

Your child, _____, had an educational assessment for difficulties in reading, writing and/or spelling. Your child has been educationally diagnosed as Dyslexic by one of the following:

_____ ISD
_____ Prior School District: _____ ISD
_____ Out-of-district assessment facility

and has been recommended for placement in the Dyslexia Program to help improve reading, spelling, and writing skills.

Intervention is a multi-sensory curriculum that teaches the structure of the English language including reading, writing, spelling and handwriting. This phonetic program utilizes individualized and intensive instructional strategies that research tells us are most helpful to dyslexic students.

The placement of your child in the dyslexia program will be reviewed at the end of the school year. The need for continuing in the program will be determined at that time.

If you have any questions about the program, please contact your child's dyslexia instructor or your school counselor.

Please check the appropriate statement and return the form to your child's school.

_____ I DO give permission for my child to be placed in the program for dyslexic students.


_____ I DO NOT give permission for my child to be placed in the program for dyslexic students.

Parent Signature

Date

Communication Example 2

Recommendation
of placement on
"Monitor" status.



Date: _____ Campus: _____
_____ ISD Dyslexia Services

Dear Parent/Guardian of: _____,

This notice is to inform you that your child, _____,
has successfully completed his/her dyslexia therapy. The ARD/504/Dyslexia committee is
recommending that your child be placed on "Monitor" status at this time.

He/She will continue to receive appropriate accommodation support in the classroom. In
addition, he/she will remain eligible for appropriate STAAR/EOC accommodations as
documented in his/her ARD/504/Dyslexia plan.

Please sign and date below to indicate that you have received and read this notice, and that you
agree with the placement of your child, _____, on
"Monitor" status with _____ Dyslexia Services.

Parent Signature _____ Date _____

Please RETURN this form to: _____ at _____.

If you have questions or concerns regarding your child's status in _____ Dyslexia Services,
please contact _____ at _____,
or _____, _____ Dyslexia Specialist at _____, or by email at _____.

Thank you!

Where to go for
questions or
concerns.

Communication Example 3

If the student should continue in the current placement.

Completed by Dyslexia Specialist
Copy placed in Cume file

INDEPENDENT SCHOOL DISTRICT
DYSLEXIA SERVICES
REVIEW OF STUDENT PROGRESS

Student Name: [REDACTED]

Date of Review: 4-14-20 Grade: [REDACTED] Reviewed by: [REDACTED] / 504 Committee

Recommendation (check one)
☒ Continue placement in the dyslexia program active/monitor
☐ Return to regular reading class – place on “monitor status”
☐ Refer/Current – Special Education
☒ Refer/Current – 504 Committee
☐ Other: _____

Date of Review: 12-2-20 Grade: [REDACTED] Reviewed by: 504 Committee, [REDACTED] LDT, LAR

Recommendation (check one)
☒ Continue placement in the dyslexia program active/monitor
☐ Return to regular reading class – place on “monitor status”
☐ Refer/Current – Special Education
☒ Refer/Current – 504 Committee
☐ Other: _____



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)

Reading Instrument Examples 1

Explains the screener

How to read the TPRI Report (on next slide)

What recommendation is being made

Explains the resources and next steps

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, §38.003 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/tbp/index.html>. If formal testing for dyslexia is being proposed for your child, [REDACTED] 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.

[REDACTED]
1st Grade Reading Teacher

[REDACTED]
Reading Specialist

Reading Instrument Examples 2

Explains the screener

Student's performance

Gives resources to families

Name:
Language of Assessment: English

Class: 1 Class

Wave: 2

Date of Report: 04/13/2021

Student Report For Parents

TPRI

Early Reading Assessment

on clicengage

The Texas Primary Reading Inventory (TPRI) 1st Grade is an early reading assessment that provides information about your child's reading development, including strengths and difficulties. Your child's teacher uses this information to plan lessons to best meet your child's individual needs while supporting them in becoming a successful reader. TPRI 1st Grade includes a Screening Section at the beginning and end of the year, which may include tasks related to Letter Sound, Blending Onset-Rimes & Phonemes, and Word Reading. On the page(s) that follows, you will see a summary of your child's TPRI results.

Performance Categories

Developed

Your child was successful with the task, which means that they will likely make good progress with appropriate instruction.

Still Developing

Your child is still working to develop this skill, and may benefit from additional reading assistance and/or assessment. See Family Resources for support at home.

Your Child's Performance at a Glance

Blending Word Parts

Blending Phonemes

Deleting Initial Sounds

Deleting Final Sounds

Initial Consonant Substitution

Final Consonant Substitution

Middle Vowel Substitution

Initial Blending Substitution

Blends in Final Position

Reading Fluency-Story 3

Reading Comprehension-Story 3

Reading Accuracy-Story 3

Reading Fluency-Story 4

Reading Comprehension-Story 4

Reading Accuracy-Story 4

Word Reading Set 2

Word Reading Set 3

Word Reading Set 4

Word Reading Set 1

Family Resources

Hover your smartphone camera over the QR code or visit the following link to find free, individualized resources to help your child at home.

What you will find:

- Playful 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 assessment scores and how you can work together to build your child's skills. For more activities, please visit the *CIRCLE Activity Collection: Family* at clicengagefamily.org

*Raw score only, performance categories do not apply.

24



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

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.**

The Dyslexia Handbook 2021 p.

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 p.

Cycle II Monitoring Improvements



4

Instruction



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.

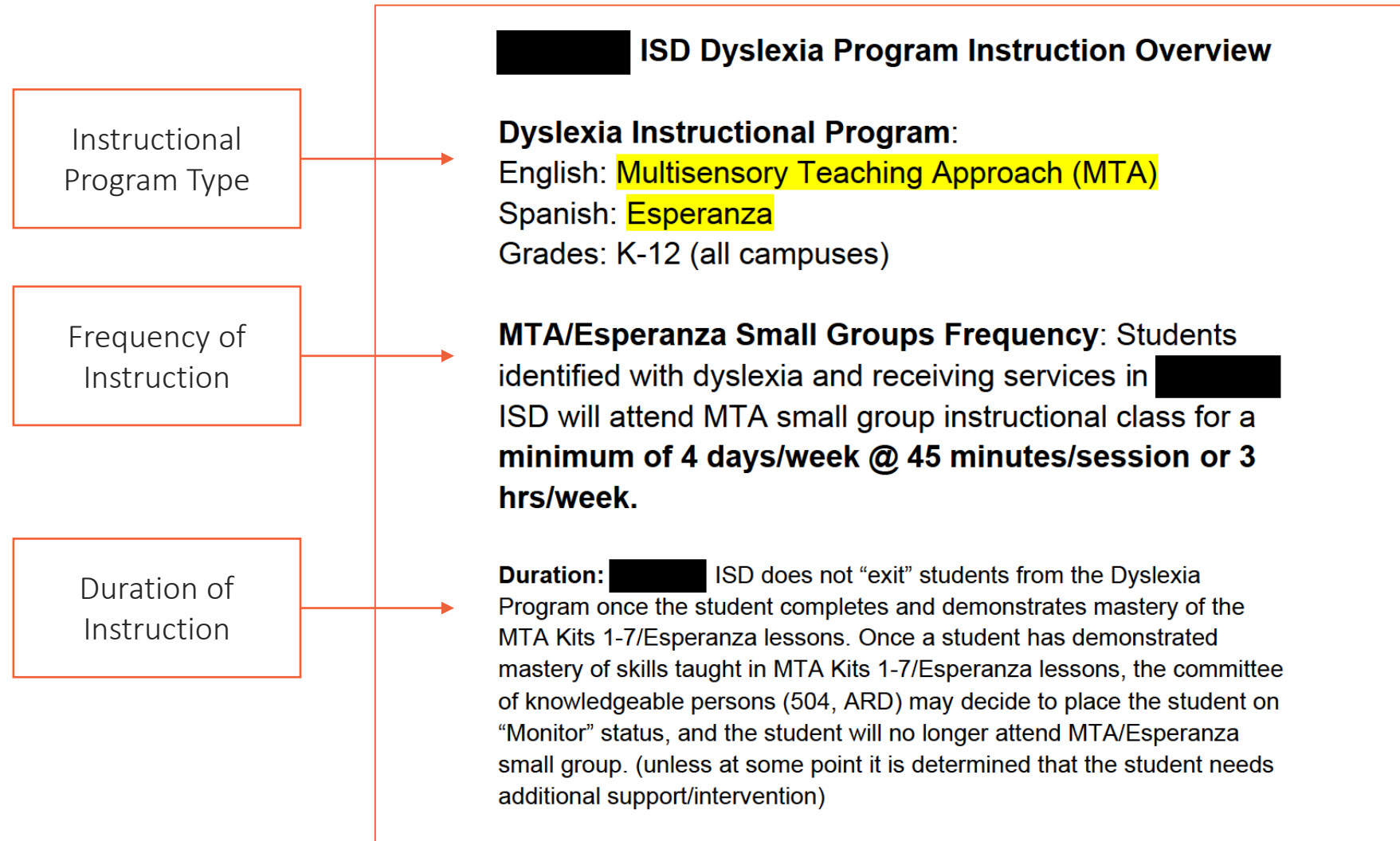
Reasoning: to ensure fidelity of implementation of the district selected instructional program

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





5

Professional
Development
and Training



The Dyslexia Monitoring Team will review:



Teaching certifications of Kindergarten & 1st grade teachers

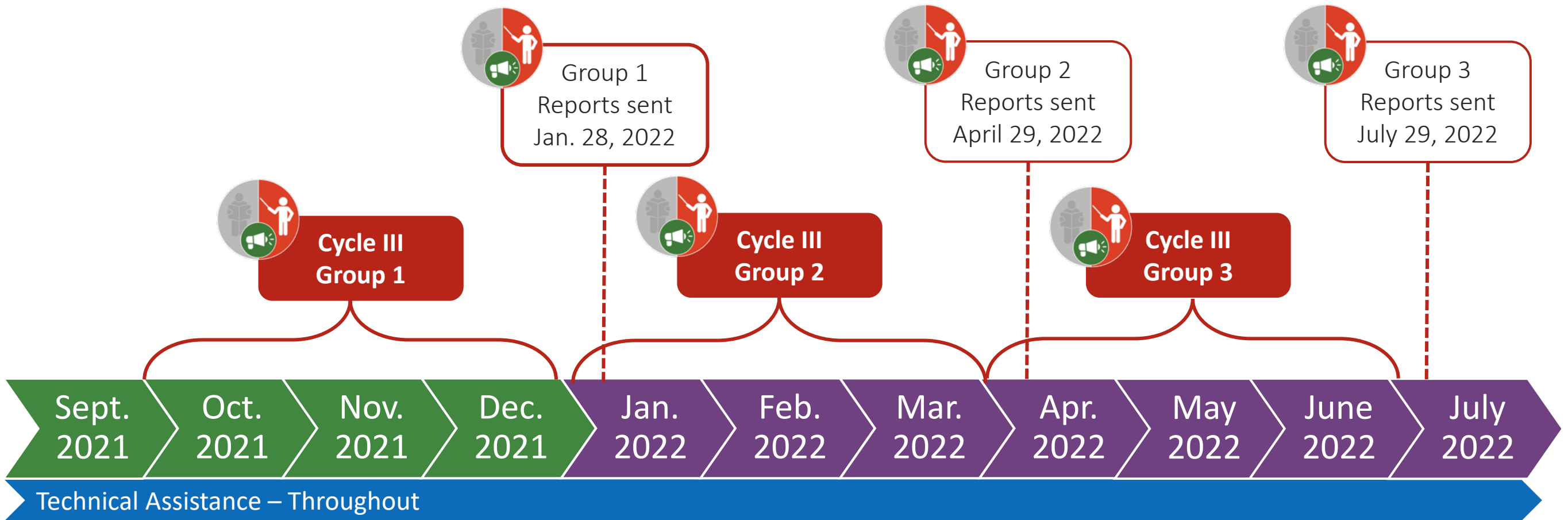


Training roster for teachers administering dyslexia screening instruments



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

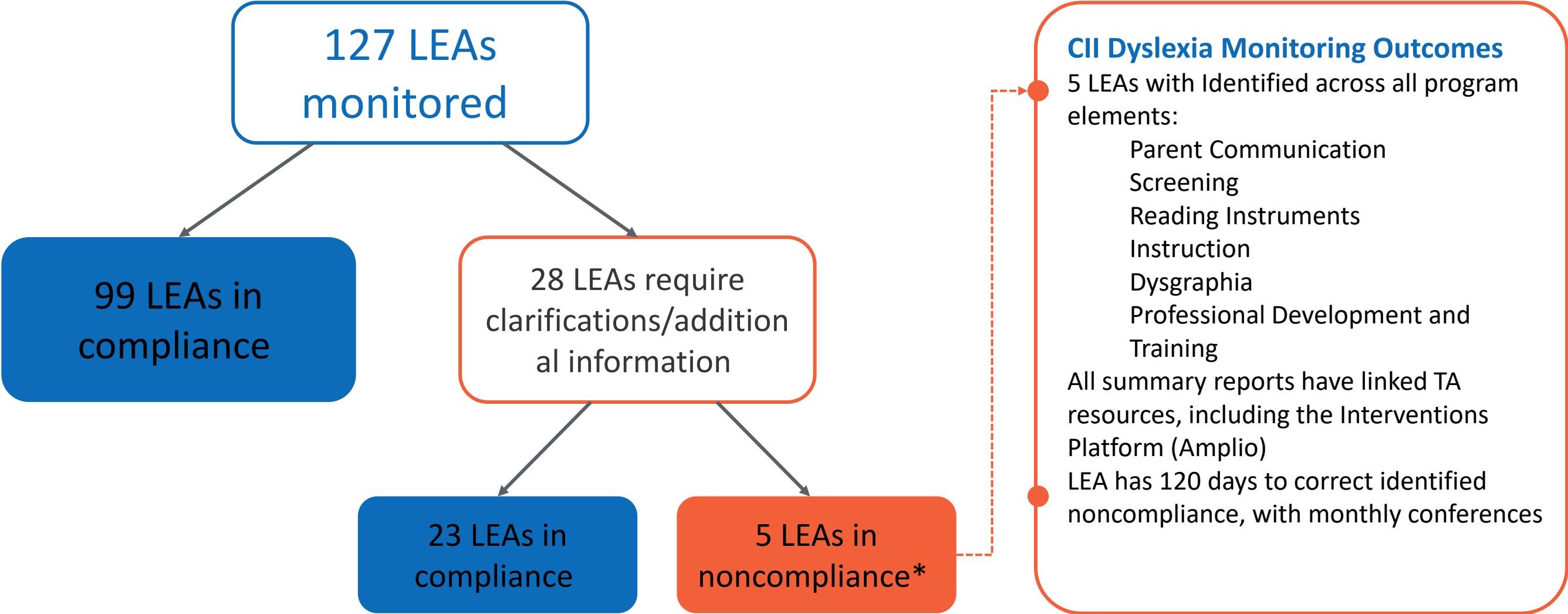
Cyclical Monitoring Timelines





Dyslexia Monitoring Outcomes

In Cycle II, **Dyslexia Program** non-compliance was infrequent.



*Each LEA completes a Dyslexia Performance Plan

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



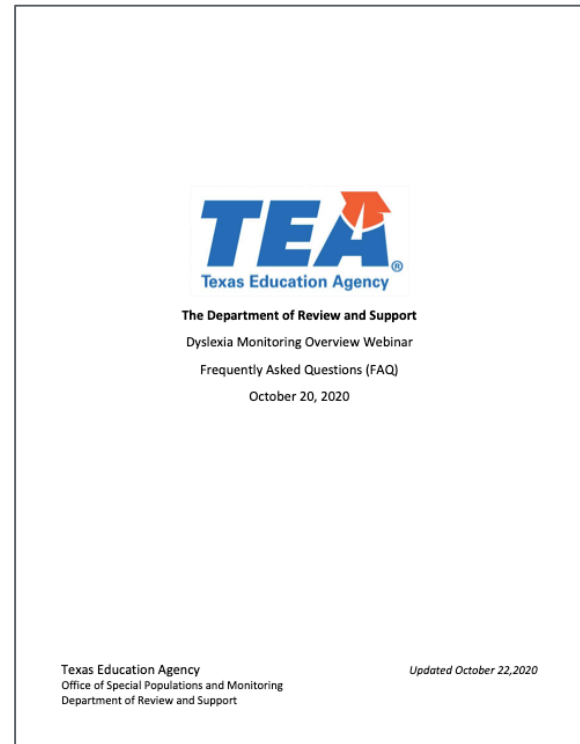
Cycle III Corrective Action Timeline for Dyslexia Performance Plans (DPP).

Cycle III	2022									2023		
	March	April	May	June *	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Group I	DPP Submission – 3/15/22	Monthly DPP Implementation Conferences					DPP Completion – 10/17/22					
Group II				DPP Submission – 6/13/22	Monthly DPP Implementation Conferences					DPP Completion – 1/10/23		
Group III						DPP Submission – 9/9/22	Monthly DPP Implementation Conferences					DPP Completion – 3/14/23

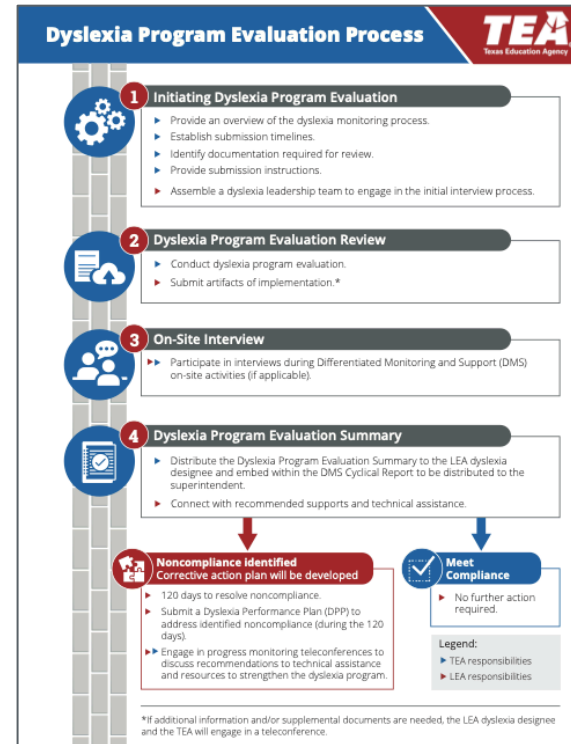


Dyslexia Monitoring Resources

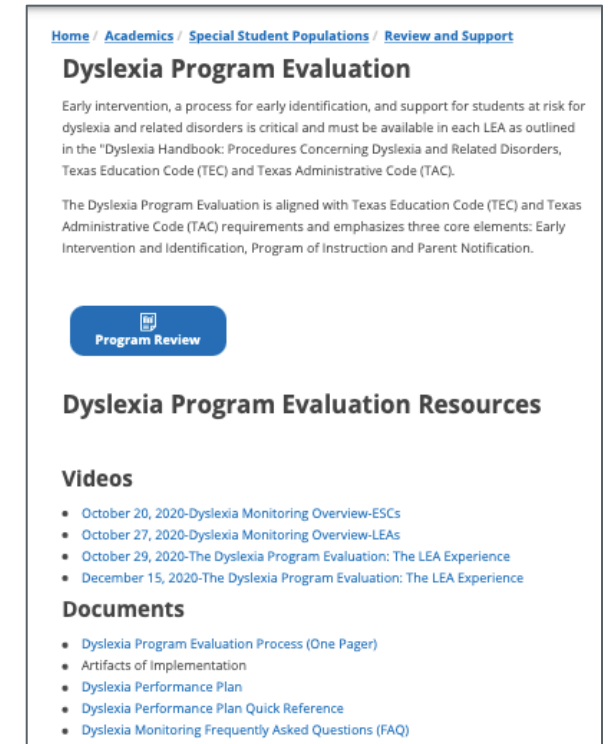
Dyslexia Monitoring Resources Available on the Website



[Dyslexia Monitoring FAQs](#)



[Dyslexia Monitoring One Pager](#)



[Dyslexia Monitoring Webinar Recording & Dyslexia Program Evaluation website](#)



Dyslexia Performance Plan Resources

Dyslexia Performance Plan

District Name:

CDN:

Region:

Development	Dyslexia Performance Plan (DPP)	Monitoring
<div>During the development period, the LEA's dyslexia leadership team should review areas of identified noncompliance.</div> <div>The dyslexia leadership team and the TEA should collaborate to develop the DPP and strategies of implementation.</div> <div>The dyslexia leadership team should use the noncompliance data along with other relevant sources of data to develop a plan of action to mitigate future noncompliance.</div>	<div>During the implementation period, the identified action steps should be implemented in the LEA.</div> <div>The implementation period affords the LEA an opportunity to evaluate their progress and make any adjustments necessary to accomplish their goals.</div> <div>The LEA and the TEA may engage in conversation surrounding artifacts and any technical support the LEA may require to successfully implement dyslexia program elements aligned to governing statute.</div>	<div>During the reflection period, the LEA will submit the DPP to the TEA via Sharefile.</div> <div>The LEA's dyslexia leadership team and the TEA should review and evaluate progress and identify next steps for the LEA.</div> <div>All additional artifacts of implementation should be submitted to the TEA via Sharefile for final review.</div>

Areas of Noncompliance

Use the drop-down list to identify areas of noncompliance to be used in the Dyslexia Performance Plan.

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Development

Develop a plan of action to correct and mitigate future noncompliance.

Identify personnel responsible for monitoring the development of an action plan

Dyslexia Performance Plan Template

TEA

Texas Education Agency

Dyslexia Performance Plan - Quick Reference

How to Use the Dyslexia Performance Plan Form

Enter **District identification (1)** data in the designated area. Review the descriptions of activities each LEA will engage in under Development, Implementation and Monitoring.

1.

District Name:

CDN:

Region:

Development	Dyslexia Performance Plan (DPP)	Monitoring
<div>During the development period, the LEA's dyslexia leadership team should review areas of identified noncompliance.</div> <div>The dyslexia leadership team and the TEA should collaborate to develop the DPP and strategies of implementation.</div> <div>The dyslexia leadership team should use the noncompliance data along with other relevant sources of data to develop a plan of action to mitigate future noncompliance.</div>	<div>During the implementation period, the identified action steps should be implemented in the LEA.</div> <div>The implementation period affords the LEA an opportunity to evaluate their progress and make any adjustments necessary to accomplish their goals.</div> <div>The LEA and the TEA may engage in conversation surrounding artifacts and any technical support the LEA may require to successfully implement dyslexia program elements aligned to governing statute.</div>	<div>During the reflection period, the LEA will submit the DPP to the TEA via Sharefile.</div> <div>The LEA's dyslexia leadership team and the TEA should review and evaluate progress and identify next steps for the LEA.</div> <div>All additional artifacts of implementation should be submitted to the TEA via Sharefile for final review.</div>

Areas of Noncompliance

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Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Development

Develop a plan of action to correct and mitigate future noncompliance.

Identify personnel responsible for monitoring the development of an action plan

2.

Areas of Noncompliance

Use the drop-down list to identify areas of noncompliance to be used in the Dyslexia Performance Plan.

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

Choose an item

3.

Development

Develop a plan of action to correct and mitigate future noncompliance.

Identify personnel responsible for monitoring the development of an action plan

Implementation

Implement the action plan throughout the LEA, progress monitor for effectiveness.

Dyslexia Performance Plan Quick Reference





Dyslexia Technical Assistance

Technical Assistance



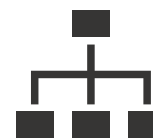
504 Guide



Legal
Framework
(IDEA)



Child Find
Guide



TIER
Network
Resources

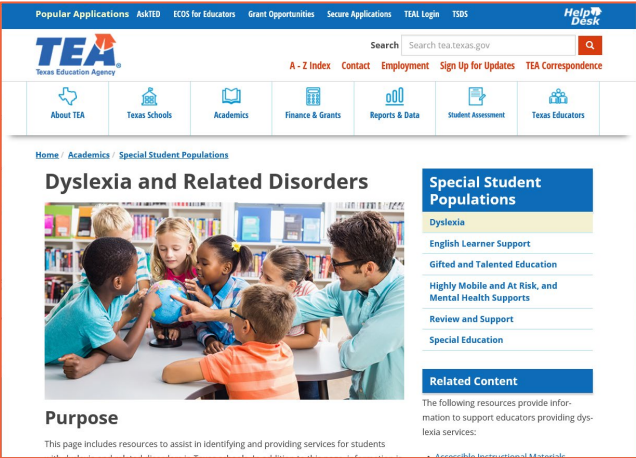


Inclusion
Network
Resources

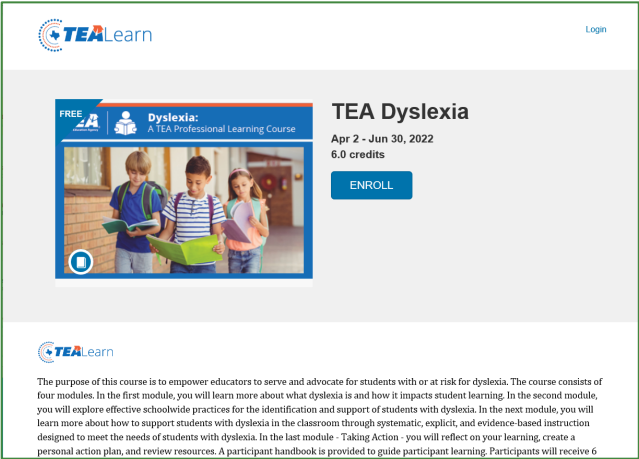


Dyslexia
Handbook

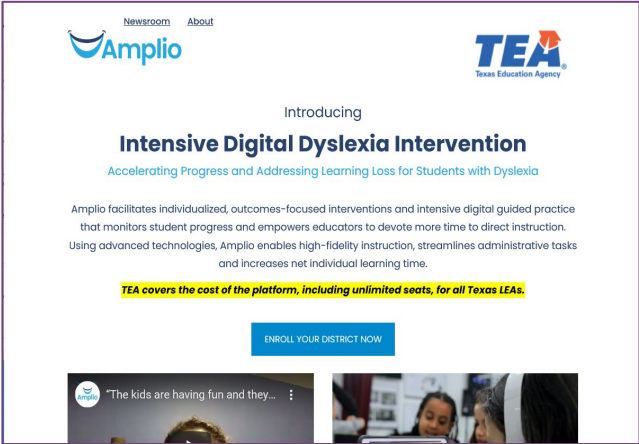
Dyslexia Technical Assistance



TEA Dyslexia and Related Disorders Website



TEA Dyslexia PD course



Amplio Dyslexia Platform



Texas Dyslexia Training Project

Dyslexia Monitoring Contact Information

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Deborah Fineman, Dyslexia Specialist Email: deborah.fineman@tea.texas.gov Phone: 512-463-9414 Regions 5-10	Faith Hightower, Dyslexia Specialist Email: faith.hightower@tea.texas.gov Phone: 512-463-9414 Regions 4, 11, 14, 15, 17, 18, 19
Edna Morales, Dyslexia Specialist Email: edna.morales@tea.texas.gov Phone: 512-463-9260 Regions 1, 2, 3, 12, 13, 16, 20	



Questions?

Thanks!

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