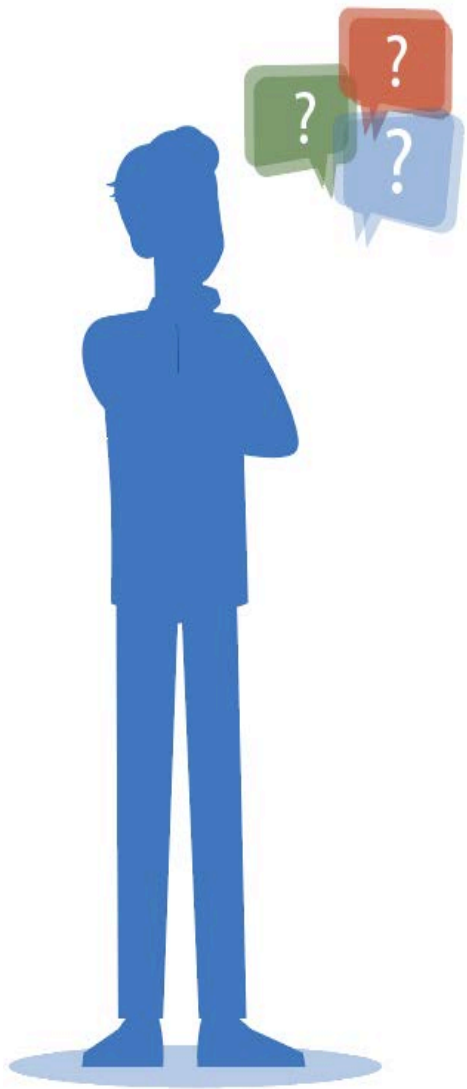
A photograph of several students sitting around a table, engaged in a learning activity. They are using tablets and colorful manipulatives (like counting bears) on a grid. One student in the foreground is smiling and wearing glasses. The scene is brightly lit and shows a collaborative learning environment.

**Dyslexia Program
Evaluation:
The LEA Experience
December 15, 2020**

“Our goal is to further support LEAs in ensuring students with dyslexia and related disorders are provided appropriate services and supports mandated by state and federal laws.”

Agenda



Dyslexia Framework Overview

Dyslexia Program Evaluation

Monitoring Timelines and Resources



Learning Outcomes

Participants will

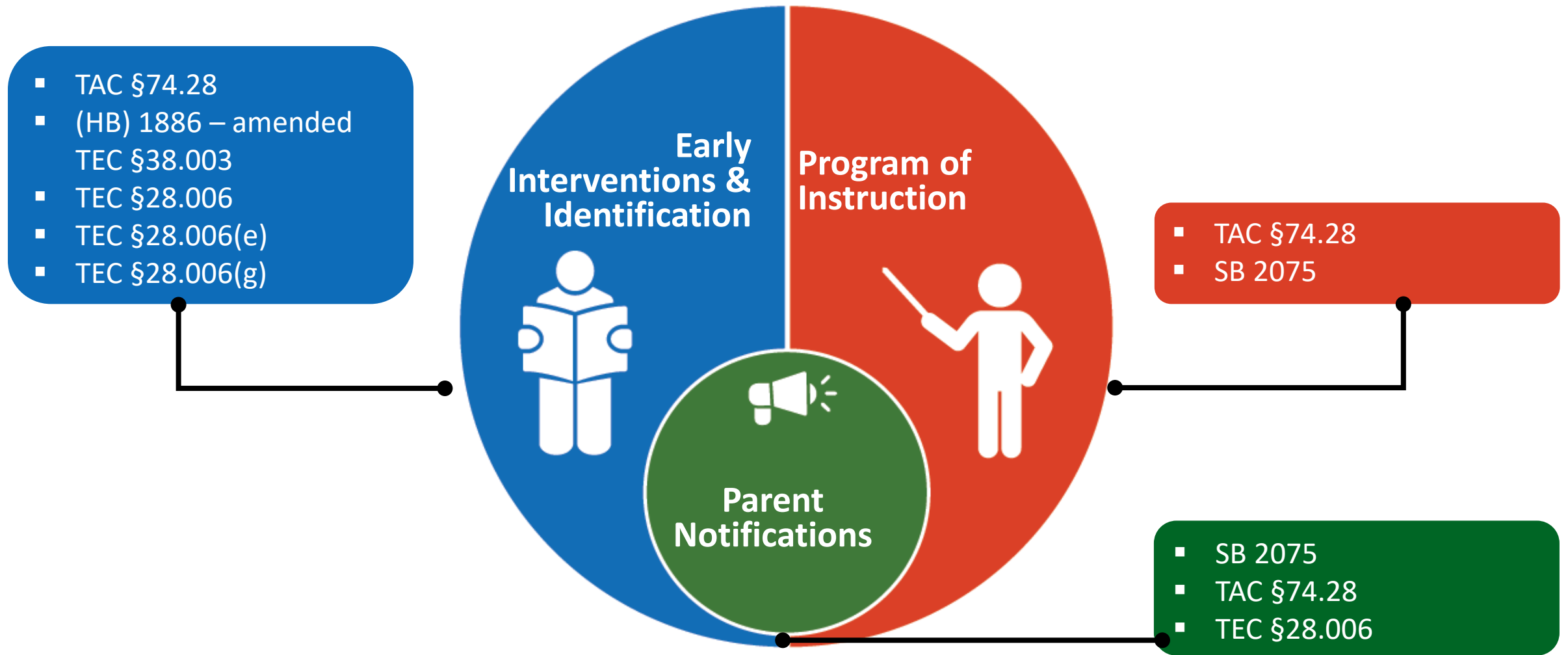
- ✓ Know what to expect during dyslexia monitoring
- ✓ Understand what happens during the dyslexia monitoring process
- ✓ Feel confident in engaging in the dyslexia monitoring activities





Dyslexia Monitoring Framework

Dyslexia Monitoring Purpose and Framework

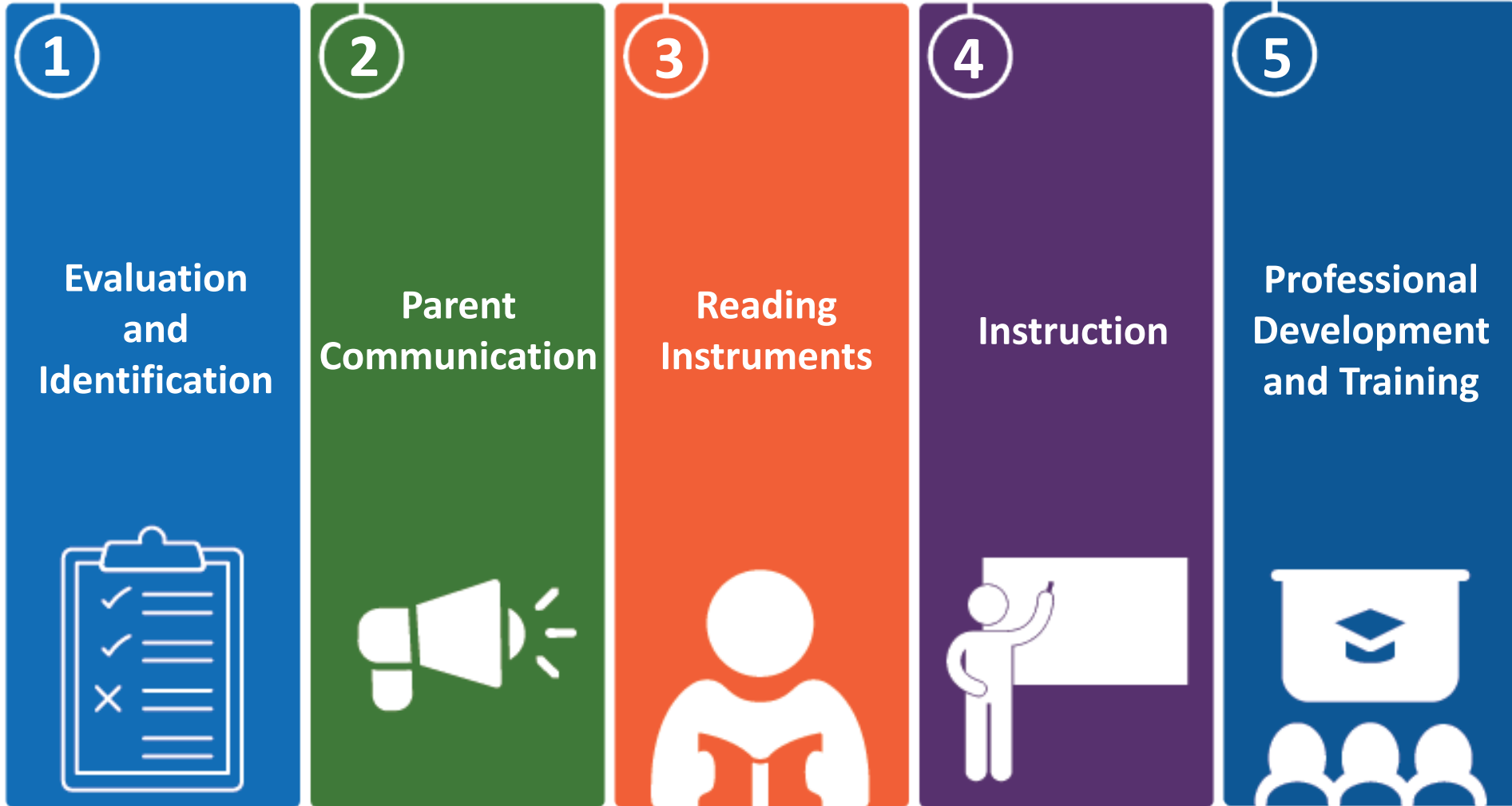




Dyslexia Monitoring Program Evaluation



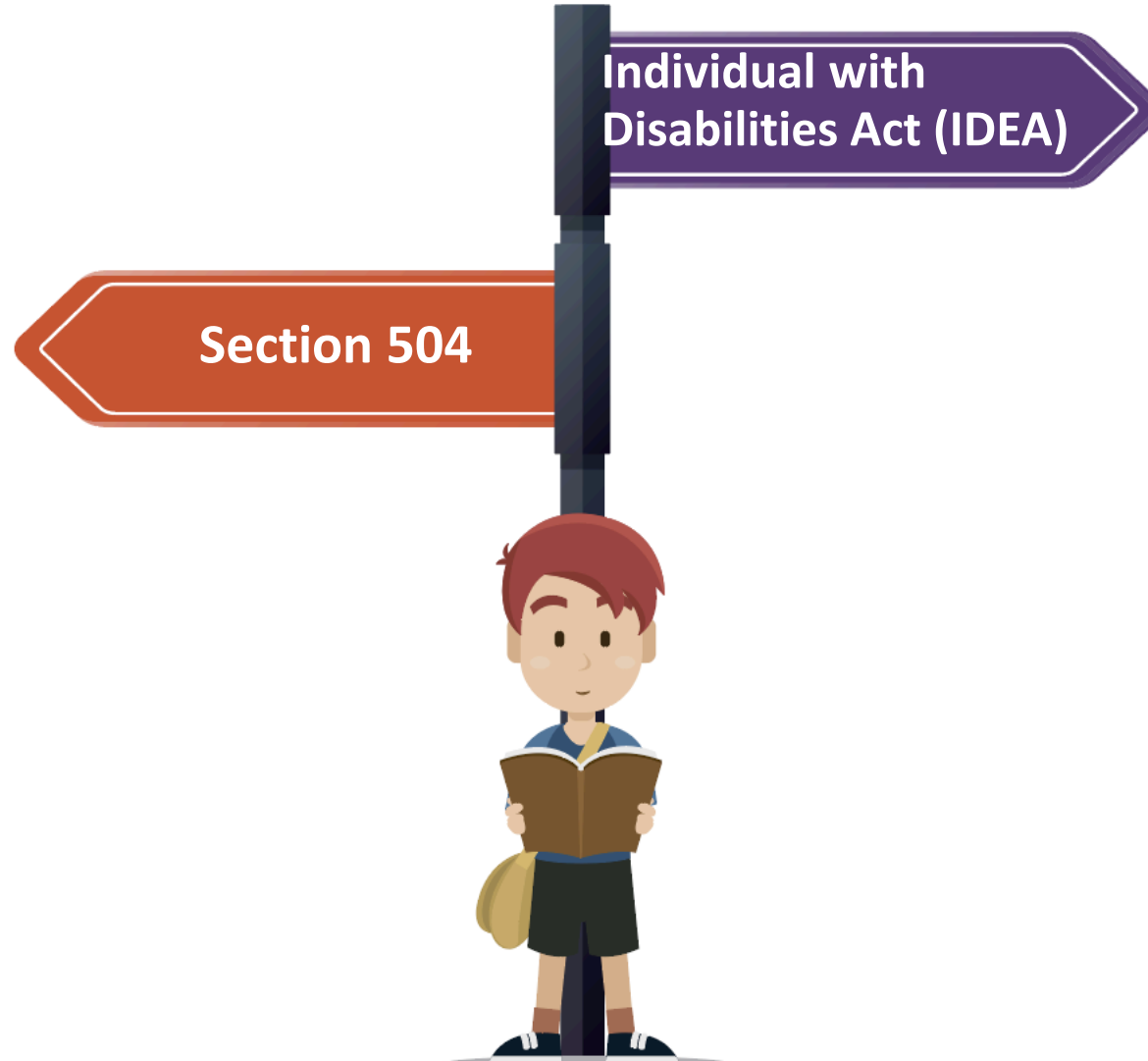
Dyslexia Monitoring Process: Program Elements





1

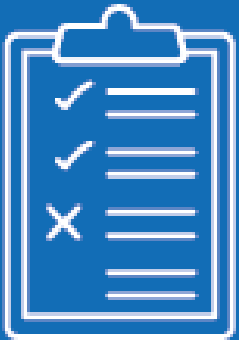
Evaluation
and
Identification



Dyslexia Monitoring: Evaluation and Identification (2)

1

Evaluation
and
Identification



Does the LEA provide timely identification and evaluation?



Dyslexia Procedures



Parent Notifications



Staff Training Records

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

Implementation of Program Elements

Initiating Dyslexia
Program Evaluation



Dyslexia Program
Evaluation Review



On-Site
Interview*



Dyslexia Program
Evaluation Summary



*Virtual in 2020-2021; same process as DMS

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 Monitoring Initial Conference Agenda



Introductions

Dyslexia Monitoring
Process Overview



Meeting Closure





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.

Using ShareFile



TEXAS EDUCATION AGENCY EMAIL
REQUEST



SELECT ARTIFACTS OF
IMPLEMENTATION TO BE UPLOADED



EMAIL CONFIRMATION RECEIVED BY
THE LEA

Cycle II Group III Important Dates

Activity	Audience	Date
Initial Dyslexia Monitoring Conference Request	Local Education Agencies (LEAs)	March 22, 2021 – March 25, 2021
Initial Dyslexia Monitoring Conference	LEAs	March 29, 2021 – April 2, 2021
Artifacts of Implementation Submission Window	LEAs	April 5, 2021 – April 16, 2021
Cycle II Group III Dyslexia Program Evaluation Window	LEAs	April 16, 2021 – May 28, 2021





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.

Cycle II Group III Report Process



Interagency
Collaboration
June 2021



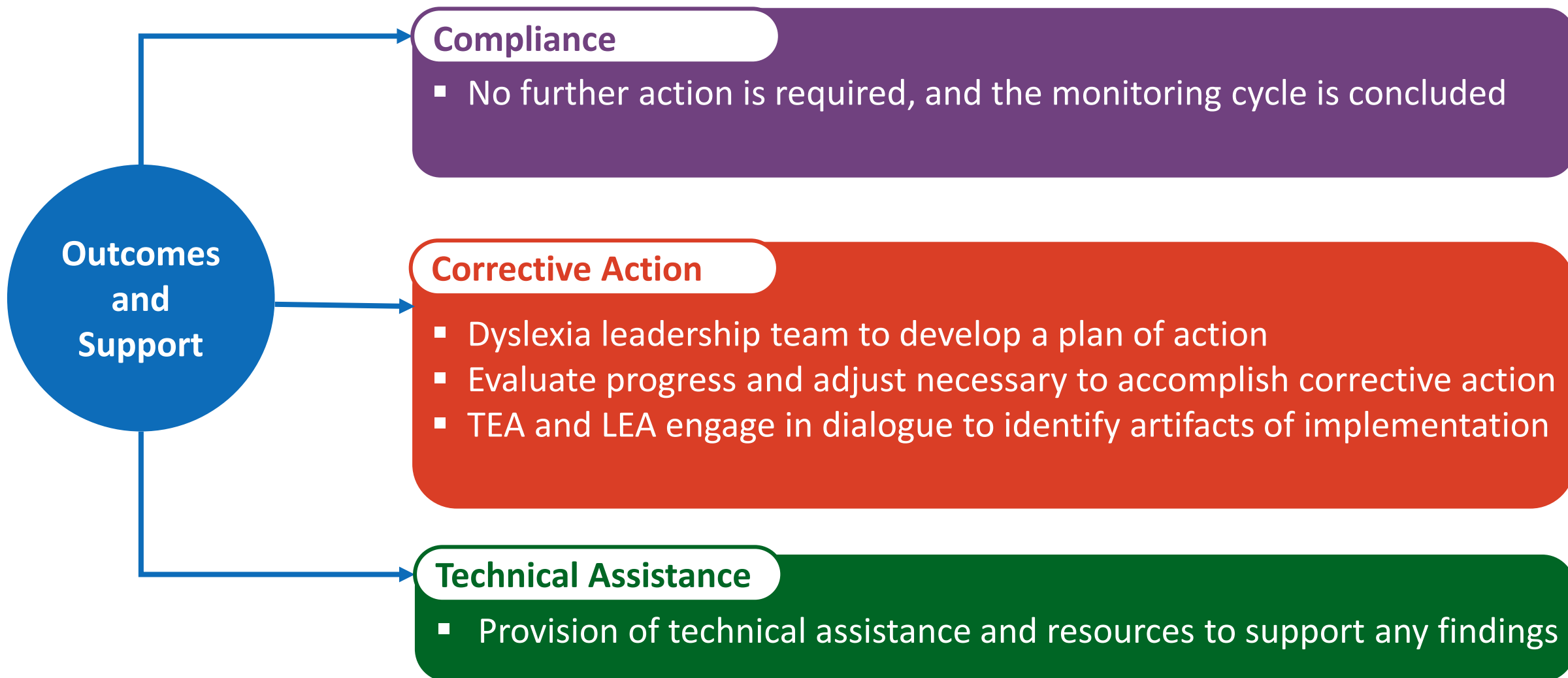
Summary of Findings
June 2021



Distribution of
Findings to the LEA
June 30, 2021



Monitoring Outcomes and Support



Technical Assistance



504 Guide



Legal
Framework
(IDEA)



Child Find
Guide



TIER
Network
Resources



Inclusion
Network
Resources



Dyslexia
Handbook

Resolving Noncompliance

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

Cycle II Group III Corrective Action Timeline

- Develop Dyslexia Performance Plan (DPP)
- DPP Development Conference

Dyslexia Performance Plan Implementation Conference

Dyslexia Performance Plan Implementation Conference

August 2021

Sept. 2021

Oct. 2021

Nov. 2021


Dec. 2021

Dyslexia Performance Plan submitted via ShareFile (August 11th)

Dyslexia Performance Plan Implementation Conference

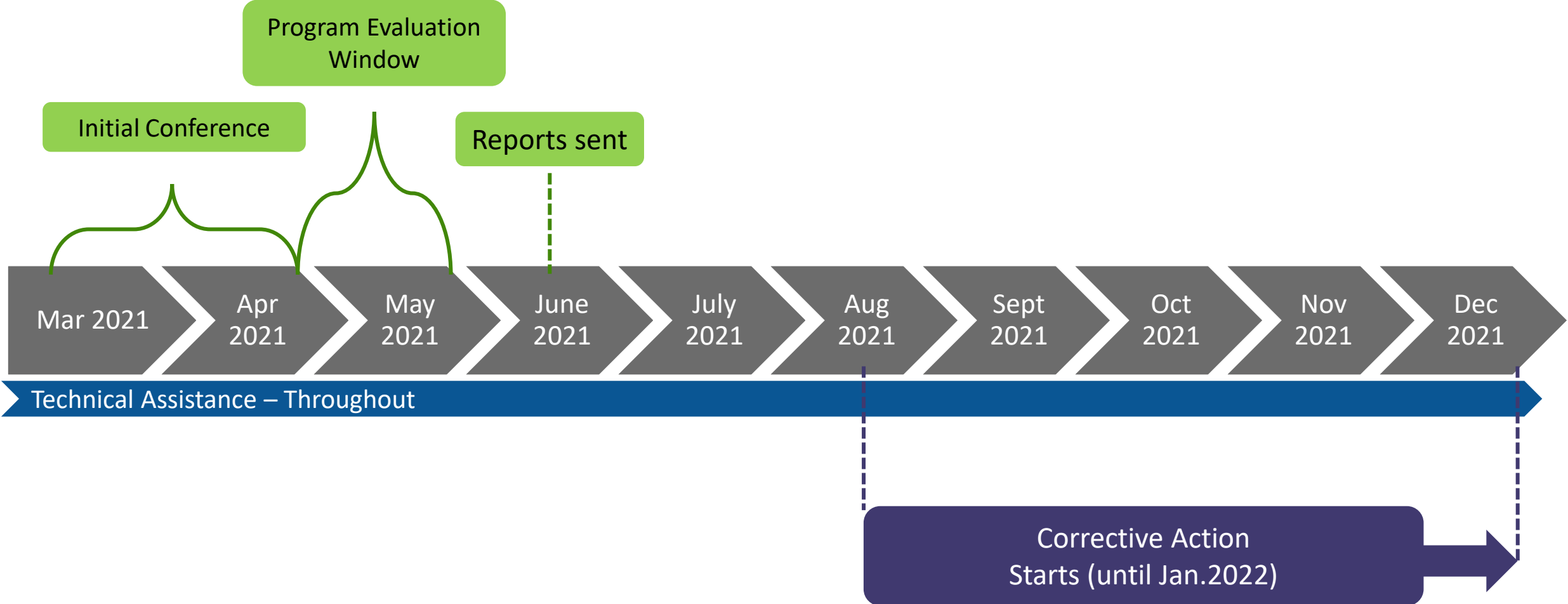
Dyslexia Performance Plan Implementation Conference



A photograph of a classroom scene. A teacher in a red 'GREEN LEAF' t-shirt is leaning over a desk, interacting with three young girls. Two girls are seated at the desk, looking at a worksheet titled 'Bolt & The Masked Macho'. A third girl is leaning in from the right, also looking at the worksheet. The teacher is pointing at the worksheet. The background shows other students and classroom furniture.

Monitoring Resources & Timelines

Dyslexia Program Evaluation Outlook for Cycle II Group III



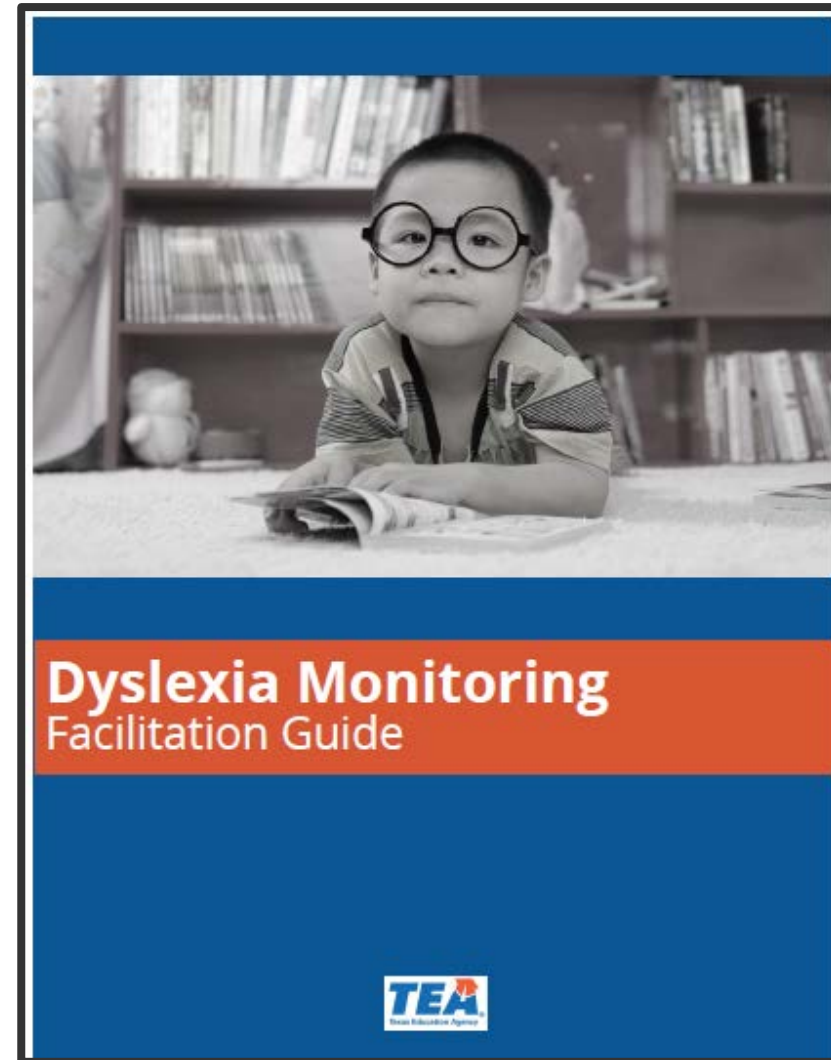
Dyslexia Program Evaluation Resources

Dyslexia Monitoring Facilitation Guide

Program Evaluation Process Overview

Artifacts of implementation

Dyslexia Educational Specialist



Dyslexia Program Specialists

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Regions: 1,2,3,12,13,16,20



Thank You!

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