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

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

Early Interventions & Identification

- TAC §74.28
- SB 2075

Program of Instruction

- TAC §74.28
- SB 2075

Parent Notifications

- SB 2075
- TAC §74.28
- TEC §28.006
Dyslexia Monitoring Program Evaluation
Dyslexia Monitoring Process: Program Elements

1. Evaluation and Identification
2. Parent Communication
3. Reading Instruments
4. Instruction
5. Professional Development and Training
Dyslexia Monitoring: Evaluation and Identification

Section 504

Individual with Disabilities Act (IDEA)
Dyslexia Monitoring: Evaluation and Identification (2)

1. Does the LEA provide timely identification and evaluation?

- **Dyslexia Procedures**
- **Parent Notifications**
- **Staff Training Records**
Dyslexia Monitoring: 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**
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

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
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

*Virtual in 2020-2021; same process as DMS
How Program Elements will be Monitored

**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

**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

<table>
<thead>
<tr>
<th>Areas of Implementation</th>
<th>Examples of Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyslexia Procedures</td>
<td>• Copy of dyslexia program procedures</td>
</tr>
<tr>
<td>Communications</td>
<td>• Copy of parent education information. (ex., letter, flier)</td>
</tr>
</tbody>
</table>
| Screening               | • 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      | • 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 | • 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             | • Identify the reading program used within the dyslexia program. |
| Dysgraphia              | • Provide the procedures used to evaluate a student for dysgraphia through Section 504. |
| Professional Development| • 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Audience</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Initial Dyslexia Monitoring Conference Request</td>
<td>Local Education Agencies (LEAs)</td>
<td>March 22, 2021 – March 25, 2021</td>
</tr>
<tr>
<td>Initial Dyslexia Monitoring Conference</td>
<td>LEAs</td>
<td>March 29, 2021 – April 2, 2021</td>
</tr>
<tr>
<td>Artifacts of Implementation Submission Window</td>
<td>LEAs</td>
<td>April 5, 2021 – April 16, 2021</td>
</tr>
<tr>
<td>Cycle II Group III Dyslexia Program Evaluation Window</td>
<td>LEAs</td>
<td>April 16, 2021 – May 28, 2021</td>
</tr>
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On-Site Interview*

<table>
<thead>
<tr>
<th>LEA will...</th>
<th>TEA will...</th>
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<tbody>
<tr>
<td>- Identify interview staff</td>
<td>- Conduct Interviews</td>
</tr>
<tr>
<td>- Provide arrangements for the interviews</td>
<td>✓ Administrators</td>
</tr>
<tr>
<td>✓ General education teachers</td>
<td></td>
</tr>
<tr>
<td>✓ Special education teachers</td>
<td></td>
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<tr>
<td>✓ Evaluation staff</td>
<td></td>
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<tr>
<td>✓ Other relevant staff</td>
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*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

**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.

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.
Cycle II Group III Report Process

Interagency Collaboration
June 2021

Summary of Findings
June 2021

Distribution of Findings to the LEA
June 30, 2021
Outcomes and Support

Compliance
- No further action is required, and the monitoring cycle is concluded

Corrective Action
- Dyslexia leadership team to develop a plan of action
- Evaluate progress and adjust necessary to accomplish corrective action
- TEA and LEA engage in dialogue to identify artifacts of implementation

Technical Assistance
- Provision of technical assistance and resources to support any findings
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

**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

120 days
Cycle II Group III Corrective Action Timeline

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

- Dyslexia Performance Plan submitted via ShareFile (August 11th)

August 2021

- Dyslexia Performance Plan Implementation Conference

Sept. 2021

- Dyslexia Performance Plan Implementation Conference

Oct. 2021

- Dyslexia Performance Plan Implementation Conference

Nov. 2021

- Dyslexia Performance Plan Implementation Conference

Dec. 2021
Monitoring Resources & Timelines
Dyslexia Program Evaluation Outlook for Cycle II Group III

- **Program Evaluation Window**
  - Initial Conference
  - Reports sent

- **Technical Assistance – Throughout**
  - Mar 2021
  - Apr 2021
  - May 2021
  - June 2021
  - July 2021
  - Aug 2021
  - Sept 2021
  - Oct 2021
  - Nov 2021
  - Dec 2021

- **Corrective Action Starts (until Jan. 2022)**
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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Thank You!