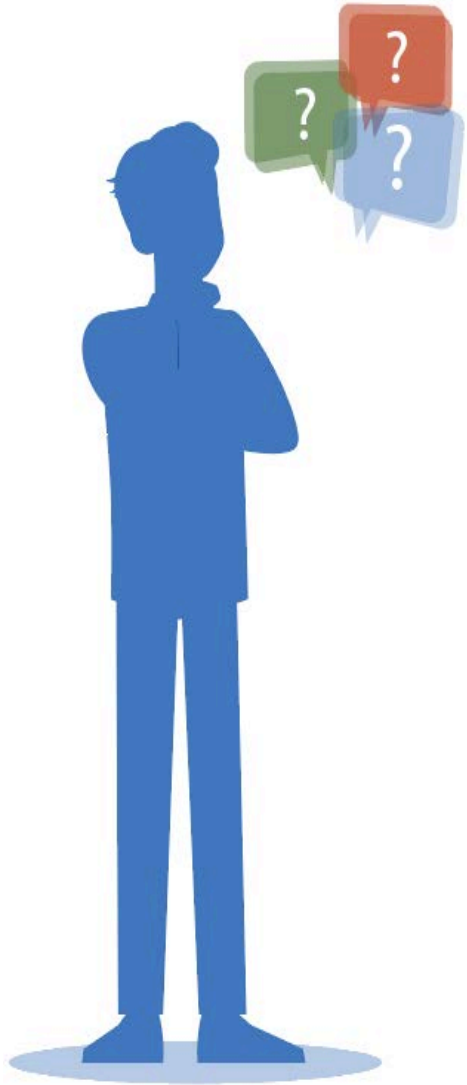
A background photograph showing a group of students sitting around a wooden table. They are using tablets and colorful mathematical manipulatives (like blocks and tiles) to learn. One student in the foreground is smiling and wearing glasses. The image is slightly faded to allow the text to be prominent.

Dyslexia Program Evaluation: The LEA Experience October 29, 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

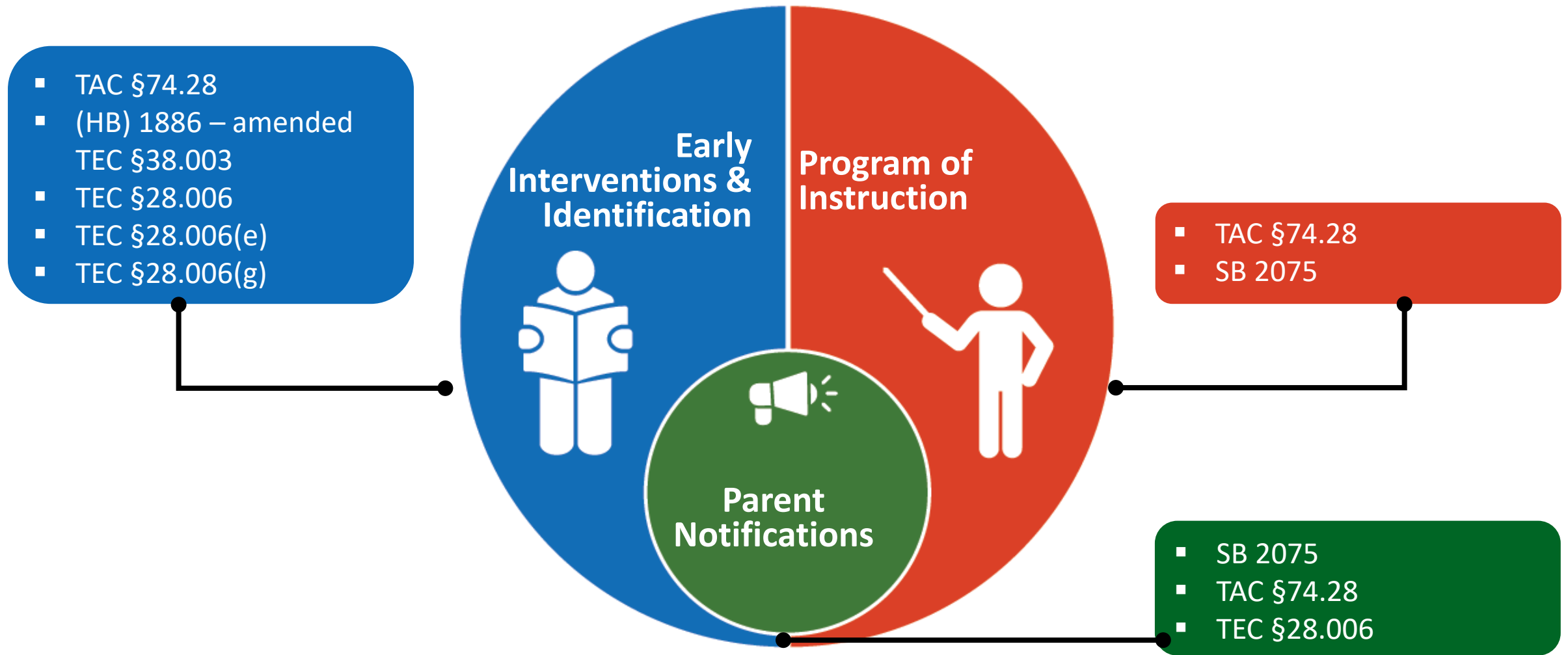
- ✓ Know what to expect during dyslexia monitoring
- ✓ Understand what happens during the dyslexia monitoring process
- ✓ Feel confident in engaging in the dyslexia monitoring activities





Dyslexia Monitoring Framework

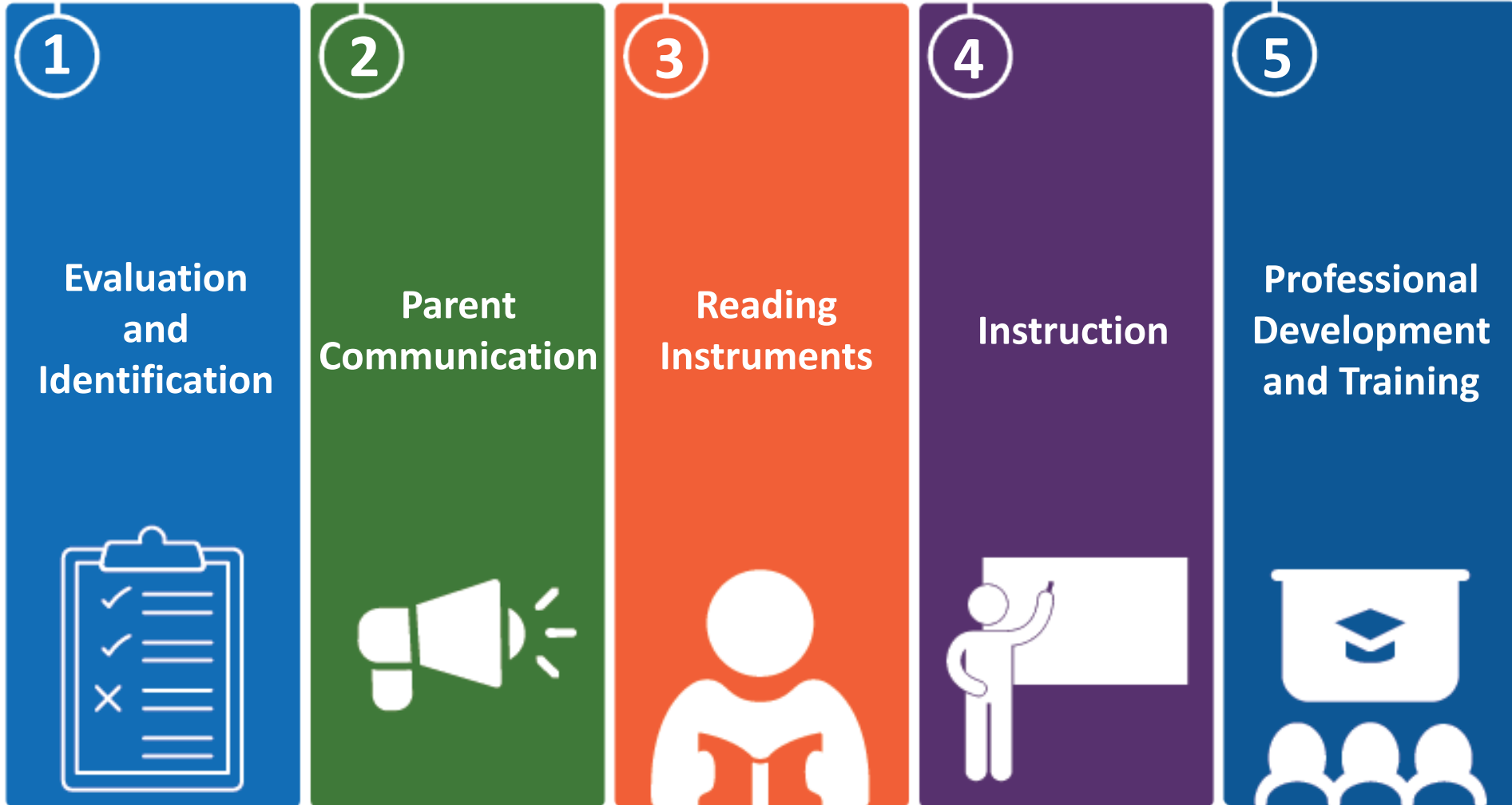
Dyslexia Monitoring Purpose and Framework





Dyslexia Monitoring Program Evaluation







1

Evaluation and Identification



Individual with
Disabilities Act (IDEA)

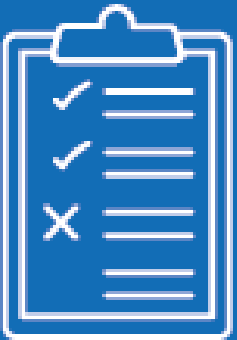
Section 504



Dyslexia Monitoring: Evaluation and Identification

1

Evaluation
and
Identification



Does the LEA provide timely identification and evaluation?



Dyslexia Procedures



Parent Notifications



Staff Training Records

Dyslexia Monitoring: Communication

The LEA must:

2

Parent
Communication



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

Syntax

Sound-symbol association

Reading Comprehension

Syllabication

Reading Fluency

Orthography

Individual Education Program*

Morphology

*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 II Important Dates

Activity	Audience	Date
Initial Dyslexia Monitoring Conference Request	Local Education Agencies (LEAs)	December 7, 2020 – December 11, 2020
Initial Dyslexia Monitoring Conference	LEAs	January 4, 2021 – January 8, 2021
Artifacts of Implementation Submission Window	LEAs	January 11, 2021 – January 22, 2021
Cycle II Group II Dyslexia Program Evaluation Window	LEAs	January 22, 2021 – March 31, 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 II Report Process



Interagency
Collaboration

April 2021



Summary of Findings

April 2021

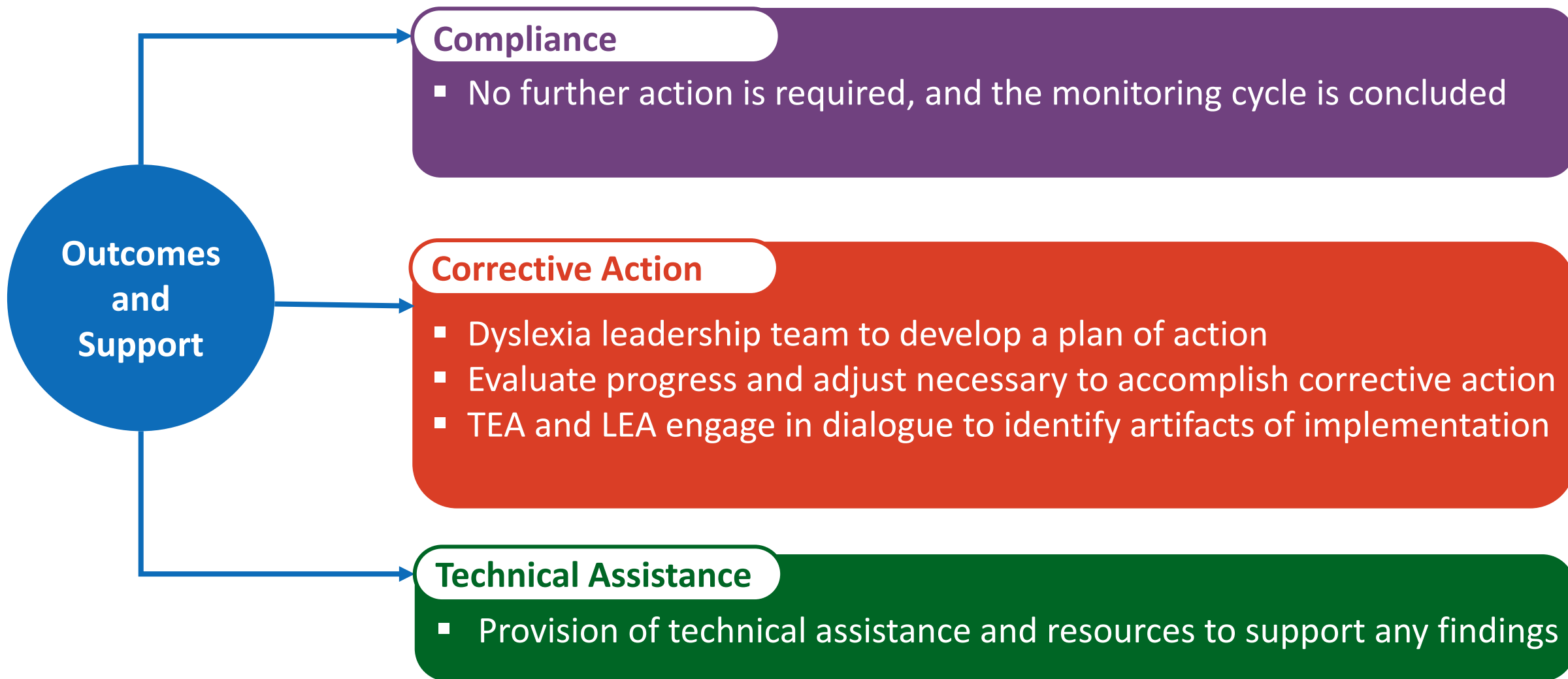


Distribution of
Findings to the LEA

April 30, 2021



Monitoring Outcomes and Support



Technical Assistance



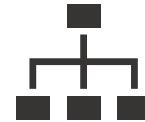
504 Guide



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 II Corrective Action Timeline

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

Dyslexia Performance Plan Implementation Conference

No Activities

May 2021

June 2021

July 2021

Aug. 2021

Sept. 2021

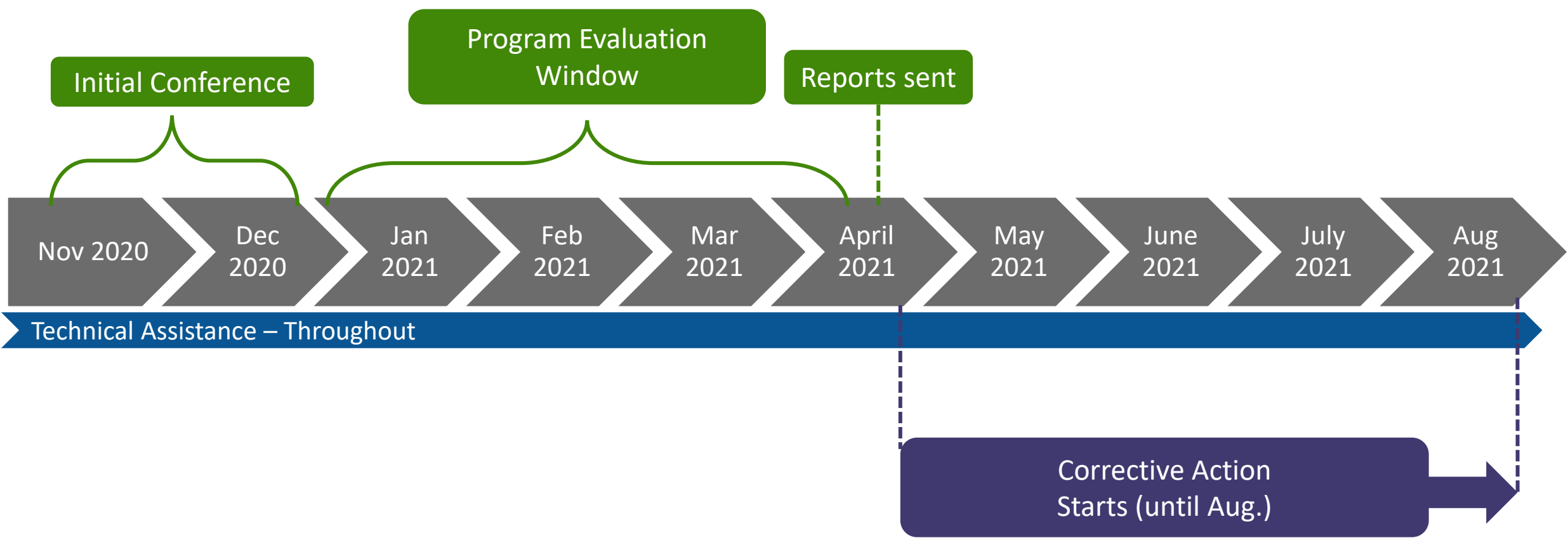
Dyslexia Performance Plan submitted via ShareFile (June 14th)

Dyslexia Performance Plan Implementation Conference

A photograph of a classroom scene. Three young girls are seated at a wooden table, focused on their work. The girl on the left has a large blue bow in her hair. The girl in the middle is wearing a grey sweater with a heart pattern. The girl on the right is wearing a black shirt. A teacher, a woman with blonde hair and glasses wearing a red shirt with a "GREEN LEAF" logo, is leaning over the table, pointing at a worksheet. The worksheet has a blue square and some text. Another worksheet with a yellow pencil is in the foreground. In the background, another student is visible at a desk.

Monitoring Resources & Timelines

Dyslexia Program Evaluation Outlook for Cycle 2, Group 2



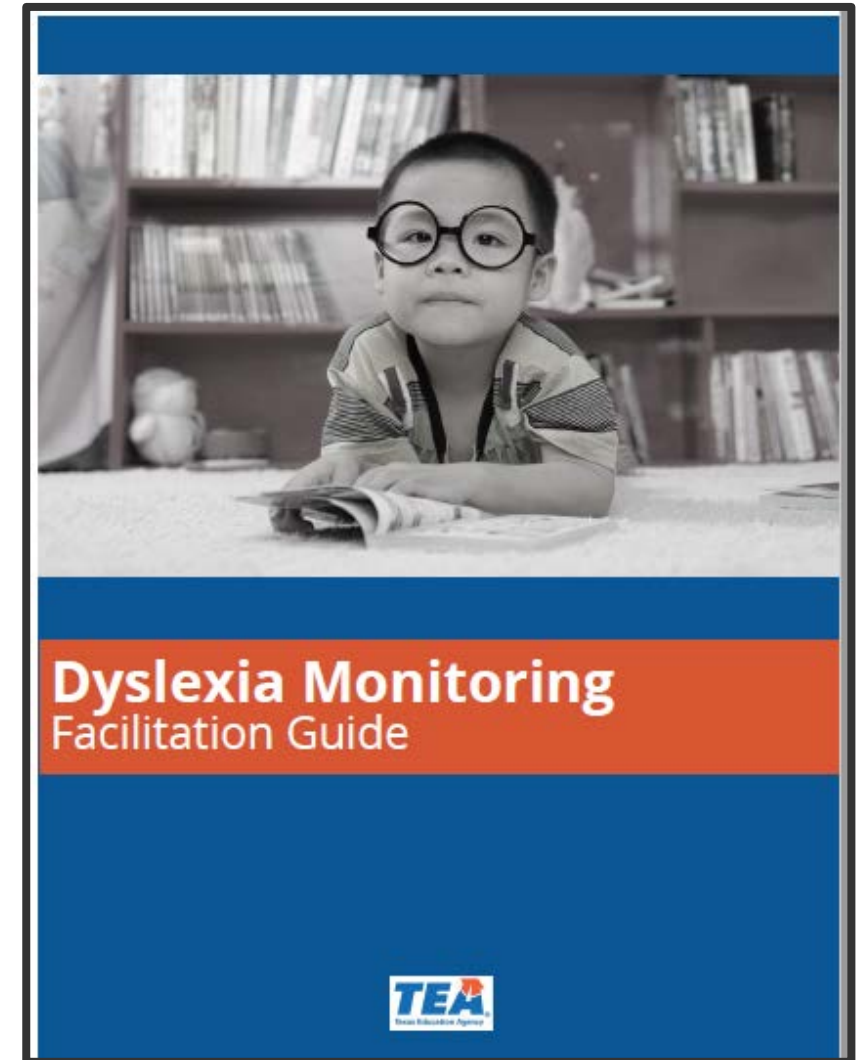
Dyslexia Program Evaluation Resources

Dyslexia Monitoring Facilitation
Guide

Program Evaluation Process
Overview

Artifacts of implementation

Dyslexia Educational Specialist



Dyslexia Program Specialists

Rhonda Demps

rhonda.demps@tea.texas.gov

Regions: 5-10

Faith Hightower

faith.hightower@tea.texas.gov

Regions: 4,11,14,15,17,18,19

Edna Morales-Strittmatter

edna.moralesstrittmatter@tea.texas.gov

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



Thank You!

Copyright © 2020. Texas Education Agency. All Rights Reserved.