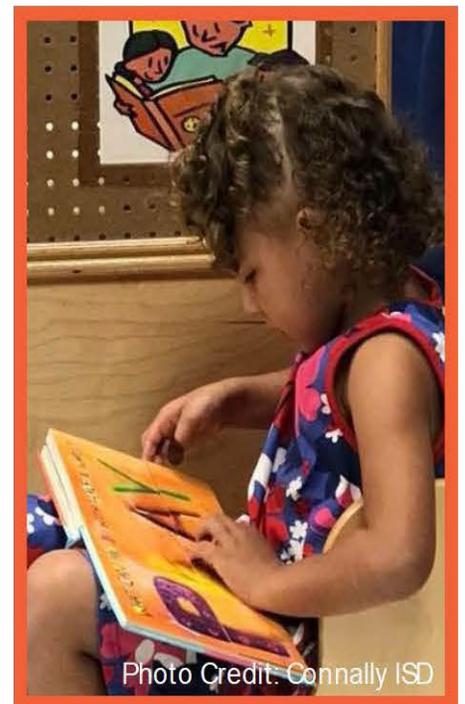
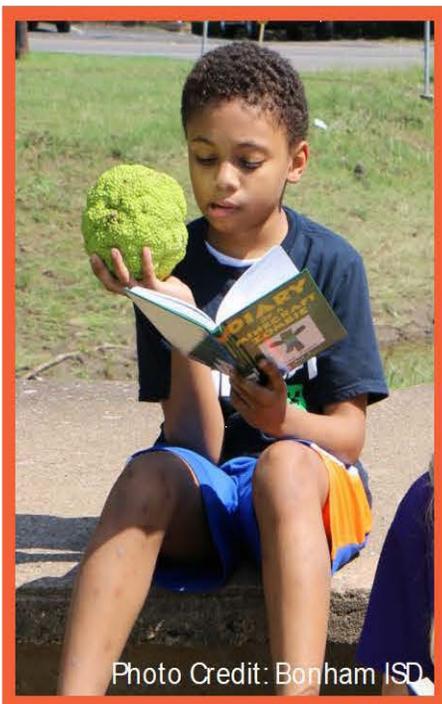


Dyslexia Program Evaluation Rubric

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Dyslexia monitoring is conducted by the Monitoring, Review & Support Division with the Office of Special Populations and Monitoring (OSPM) at the Texas Education Agency (TEA). School districts and open-enrollment charter schools are subject to monitoring for compliance with federal and state law and regulations related to dyslexia. Texas Education Code (TEC) §28.006(m) and TEC §38.003(c-1) requires the TEA to:

- effectively audit, monitor, and periodically conduct site visits of all school districts and open enrollment charter schools to ensure that they are complying with the requirements found at TEC §28.006 related to reading diagnoses and at TEC §38.003 related to the screening and treatment for dyslexia and related disorders, including the dyslexia program approved by the State Board of Education (SBOE);
- identify any problems school districts and open enrollment charter schools experience in complying with these requirements, including the dyslexia program approved by the SBOE under this section; and
- develop reasonable and appropriate remedial strategies to address noncompliance.

Based on state mandates, the dyslexia monitoring framework focuses on three core elements: Early Intervention and Identification, Program of Instruction, and Parent Communication. The following areas of implementation are monitored and outlined in this document:

- Dyslexia Procedures
- Parent Communication (education)
- Screening
- Reading Instruments
- Evaluation and Identification
- Instruction
- Progress Monitoring

Dyslexia Program Evaluation

Dyslexia Procedures

Procedures are in place to implement the dyslexia program throughout the LEA.

Dyslexia Procedure Requirements TEC §28.006; TEC §38.003; 19 TAC §74.28 Follows the requirements of Texas Education Code (TEC) §§28.006 and 38.003, 19 Texas Administrative Code (TAC) §74.28 and guidelines of State Board of Education approved Dyslexia Handbook.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Copy of dyslexia program procedures

Parent Communication

Parents/Guardians of a student with dyslexia or related disorder are informed.

Communication Requirements 19 TAC §74.28 (h), (l) Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.

- ◆ Provide a parent education program for parents/guardians of students with dyslexia and related disorders. The program must include:
 1. Awareness and characteristics of dyslexia and related disorders.
 2. Information on testing and identification of characteristics of dyslexia and related disorders.
 3. Information on effective strategies for teaching students with dyslexia and related disorders.
 4. Information on qualifications of those delivering services to students with dyslexia and related disorders.
 5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing.
 6. Information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, Section 504, and information on the response to intervention process.
 7. Contact information for the relevant regional and/or school district or open-enrollment charter school specialists.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Copy of parent education information (e.g., letter, flyer, power point, video, hyperlinks to parent resources)

Screening

All kindergarten and first-grade public school students are screened at appropriate times for dyslexia and related disorders.

Screening Requirements TEC §28.006(g), (g-2); TEC §38.003(a); 19 TAC §74.28 (c), (d), (e), (m)

- ◆ 100% of kindergarten students are screened at the end of the school year.
- ◆ 100% of first-grade students are screened before January 31st of the current school year.
- ◆ Parents/guardians of students who are determined on the basis of dyslexia screening or reading instrument results to be at risk for dyslexia or other reading difficulties are notified regarding access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission.
- ◆ Parents are provided a copy or link to the Dyslexia Handbook when a student is suspected to have dyslexia or a related disorder.
- ◆ An individual who administered and interpreted the screening instrument meets minimum qualifications:
 1. An individual who is certified/licensed in dyslexia.
 2. A classroom teacher who holds a valid certification for kindergarten and grade 1.
- ◆ An individual who administered and interpreted the screening instrument received training designed specifically for the selected instrument in the following:
 1. Characteristics of dyslexia and other reading difficulties.
 2. Interpretation of screening results and at-risk indicators and decisions regarding placement/services.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Name of the K-1 screener administered according to handbook requirements, include date(s) administered.
- Copy of notification to parents/guardians of students determined, on the basis of dyslexia screening or reading instrument results to be at risk for dyslexia or other reading difficulties, access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission
- Copy of notification provided to parent regarding access to the Dyslexia Handbook

- Names as shown on teaching certificate of all kindergarten and 1st grade teachers
- Training records for all teachers administering and interpreting dyslexia screening instruments

Reading Instrument

All kindergarten, first and second graders, as well as seventh graders who were not proficient on the sixth-grade state reading assessment, are administered a reading instrument to identify student reading development and comprehension.

Reading Instrument Requirements TEC §28.006 (b), (b-1), (c), (c-1), (c-2), (d)(2), (g), (g-1), (g-2); TEC 38.003; 19 TAC §74.28(d), (m), (j)

- ◆ Kindergarten students are administered a multidimensional assessment tool, adopted by the commissioner [Data Tool Selection Guidance | Texas Education Agency](#), for use in diagnosing reading development and comprehension.
- ◆ First grade students are administered an early reading instrument.
- ◆ Second grade students are administered an early reading instrument.
- ◆ Seventh graders who were not proficient on the sixth grade STAAR reading assessment are administered a reading instrument.
- ◆ Notifications are given to parents of students determined to be at risk for dyslexia or other reading difficulties based on reading instrument results for K-2 graders.
- ◆ Parents/ guardian of students who are determined on the basis of dyslexia screening or reading instrument results to be at risk for dyslexia or other reading difficulties, are notified regarding access to the Talking Book Program (TBP) maintained by the [Texas State Library and Archives Commission](#).
- ◆ Parents are provided a copy or link to the Dyslexia Handbook when a student is suspected to have dyslexia or a related disorder.
- ◆ Results of reading instruments are applied to instruction.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Names of the K-2; 7th reading instrument(s) administered
- Results of the K-2; 7th reading instruments, to include total number of students evaluated versus the total number of students found at-risk
- Copy of procedures outlining steps taken for students found at-risk
- Parents are notified regarding screening results to include information about the audiobooks program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge.
- Copy of notification provided to parent regarding access to the Dyslexia Handbook

Evaluation and Identification

Provide timely evaluation and identification of students with dyslexia and related disorders, including dysgraphia.

Evaluation and Identification Requirements TEC §28.006(g), (g-1), TEC §29.0031(a)(1); TEC §38.003(a), (b), (b-1); 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m)

- ◆ The district has written procedures, implemented consistently across all sites, for evaluating, identifying, monitoring, and serving students with dyslexia and related disorders including dysgraphia.
- ◆ Administer measures using only individuals who are trained in assessment to evaluate students for dyslexia and related disorders.
- ◆ Procedures are in place to provide early intervention, instruction, and support.
- ◆ Ensure that identification of dyslexia and/or related disorders is established in the Dyslexia Handbook.
- ◆ When evaluation for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable, as established in the updated 2021 Dyslexia Handbook.
- ◆ Parents are provided a copy or link to the Dyslexia Handbook when a student is suspected to have dyslexia or a related disorder.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Evaluation and identification procedures for dyslexia and related disorders including dysgraphia
- Copy of referral to evaluate (Include Notice of Proposal for Evaluation)
- Copy of parent consent for evaluation
- Copy of the Overview of Special Education for Parents signature of receipt form (page 5), signed by parent or documented by LEA that the form was given to the parent
- Copy of notification provided to parent regarding access to the Dyslexia Handbook
- Copy of notification providing information about the audiobooks program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge
- Training record, certification and/or licensure of the LEA staff who administer evaluations for dyslexia and related disorders

Instruction

Students identified with dyslexia and related disorders are provided appropriate, evidence-based reading instruction according to the updated 2021 *Dyslexia Handbook* approved by the State Board of Education.

Instruction Requirements TEC §38.003(b); 19 TAC §74.28(a), (c), (e), (i); TEC §21.054 (b)

- ◆ Students receive appropriate, evidence-based reading instruction with the following

components: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency.

- ◆ All teachers providing services to students with dyslexia and related disorders are trained in instructional strategies described in the updated 2021 Dyslexia Handbook.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Identify all the intervention curriculums used within the dyslexia program
- Provide sample schedules of dyslexia intervention for elementary, middle, and high school to ensure programs are delivered in accordance with design
- Evidence of completion of training for teachers who provide dyslexia instruction
- Evidence of professional development for all teachers who serve students with dyslexia or related disorders (e.g., training rosters, training certificates, training sign in sheets)

Progress Monitoring

The LEA demonstrates a districtwide progress monitoring process to evaluate the progress of students with dyslexia and/or related disorders.

Progress Monitoring Requirements TEC §28.021(b); TEC §29.0031(d)

- ◆ In measuring the academic achievement or proficiency of a student with dyslexia, the student's potential for achievement or proficiency in the area must be considered.
- ◆ At least once each grading period, a school district shall provide the parent of or person standing in parental relation to a student receiving dyslexia instruction with information regarding the student's progress as a result of the student receiving that instruction.

Artifacts of Implementation

An LEA will submit the following to TEA:

- Procedures for implementation of accommodations/modifications
- Copy of progress monitoring parent notification
- Student documentation samples:
 - Copy of the accommodations and modifications provided along with student sample
 - Accommodation and/or modification checklist or tracker
 - Student samples of mastery checks and or progress charts