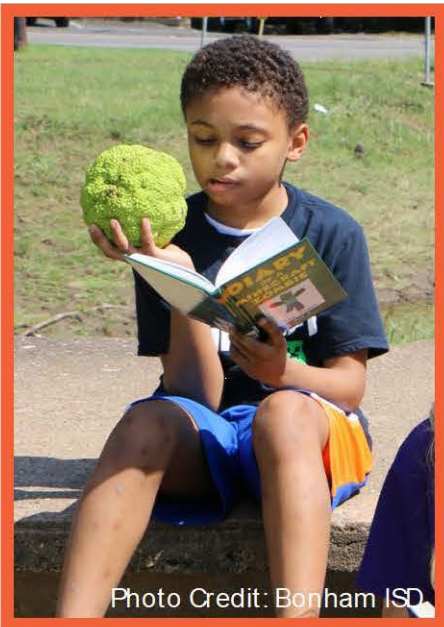


Dyslexia Program Evaluation Rubric

Updated:
September 2021

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On June 4, 2019, the 86th Texas Legislature passed Senate Bill (SB) 2075, requiring local education agencies (LEAs) to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results, to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, of the program known as the Talking Book Program (TBP) maintained by the **State Library Archives Commission**.

Additionally, SB 2075 requires the Texas Education Agency (TEA) to effectively monitor all LEAs to ensure that districts are complying with this requirement, including the screening program approved by the State Board of Education (SBOE), identify any problems LEAs experience in complying with the requirements, including the screening program approved by the SBOE under this section, and develop reasonable and appropriate remedial strategies to address LEA noncompliance.

The Dyslexia Program Evaluation Protocol aligns with the implementation requirements identified in SB 2075, the Texas Education Code (TEC), the Texas Administrative Code (TAC) and The Dyslexia Handbook.

The Dyslexia Program Evaluation will examine the LEA's procedures in the following areas of implementation:

- Early Intervention and Identification
- Program of Instruction
- Parent Communication

Dyslexia Program Evaluation

Dyslexia Procedures

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

Dyslexia Procedure Requirements 19 TAC §74.28 - TEC §28.006 - TEC §38.003

- ◆ Follows the requirements of Texas Education Code (TEC) §§28.006 and 38.003 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

Communications

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

Communication Requirements 19 TAC §74.28 (h), (l)

- ◆ 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)

Screening

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

Screening Requirements TEC §28.006(g) and (g-2) TEC §38.003(a) 19 TAC §74.28 (c) (d), (e), (f), (i), (m) TEC §21.054(b)

- ◆ 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.
- ◆ Notifications are given to parents of students determined to be at risk for dyslexia or other related disorder based on screening.
- ◆ Parents are notified of the ability to borrow audiobooks through the Texas State Library and Archives Commission for students at risk for dyslexia or other reading disabilities.
- ◆ 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
- ☐ 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 parents regarding screening, 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
- ☐ 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 for all teachers administering a screening instrument

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. Instruments must be from the list adopted by the commissioner or by the district-level committee.

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

- ◆ Kindergarten students are administered a multidimensional assessment tool that includes an early reading instrument.
- ◆ 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 are notified of the ability to borrow audiobooks through the Texas State Library and Archives Commission for students with dyslexia or other reading disabilities.
- ◆ 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 versus the total number of students found at risk
- ☐ Parents are notified regarding screening 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 19 TAC §74.28 (b), (c), (d), (e), (f), (i), (m) TEC §28.006(g), (g-1) TEC §38.003(a), (b), (b-1)

- ◆ 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 made as 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
- ☐ Copy of parent consent for evaluation
- ☐ 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
- ☐ Student documentation samples with the following:

Formal and informal classroom reading assessments:

- Additional brief and targeted skill assessments
- Other observations of student progress
- Teacher observations
- Parent/guardian input (e.g., family history, early language skills)
- Current student work samples
- Work samples from earlier grade(s)
- Intervention history

Student documentation samples for Emergent Bilingual (EB) student:

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test — all years available)
- Texas English Language Proficiency Assessment System (TELPAS) information for four language domains (listening, speaking, reading, and writing)
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

Instruction

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

Instruction Requirements 19 TAC §74.28(a), (c), (e), (i) TEC §38.003(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 the reading program used within the dyslexia program
- ☐ Provide a sample schedule to ensure program is 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 §38.003 19 TAC § 97.1071

- ◆ A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. 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.

Artifacts of Implementation

An LEA will submit the following to TEA:

- ☐ Procedures and/or documentation sample of how the LEA implements any accommodations/modifications through development of appropriate assignments and assessments
- ☐ Student documentation samples for students:
 - Copy of the accommodations and modifications provided along with student sample
 - Accommodation and/or modification checklist or tracker
 - Report cards with accommodation and/or modification
 - Student samples of mastery checks and or progress charts