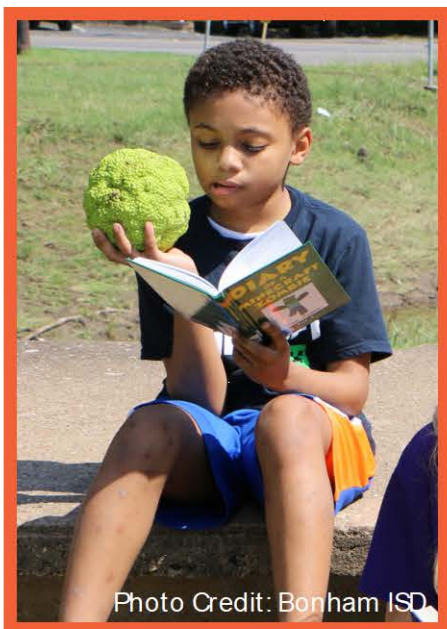


External Dyslexia Program Evaluation Rubric

March 2021



Authority Statement

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, to have access to the Talking Book Program (TBP) maintained by the Texas State Library and 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 program approved by the State Board of Education (SBOE), identify any problems LEAs experience in complying with the requirements, including the 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 Senate Bill 2075, Texas Education Code (TEC), Texas Administrative Code (TAC) and The Dyslexia Handbook. The Dyslexia Program Evaluation will examine the LEA's procedures in the following areas of implementation:

- Evaluation and Identification
- Parent Notification
- Reading Instruments
- Instruction
- Professional Development and Training
- Progress Monitoring

Dyslexia Program Evaluation

Dyslexia Procedures

Procedures used to implement the dyslexia program throughout the LEA.

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.
 - Screening and reading instrument timelines
 - Instructional service (program, duration and frequency)

An LEA will submit the following to TEA:

- Copy of dyslexia program procedures

Communications

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

19 TAC §74.28(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, §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.

An LEA will submit the following to TEA:

- Copy of parent education information. (ex., letter, flier, power point, videos)

Screening

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

TEC §28.006(g) and (g-2)
TEC §38.003(a)

- 100% of **kindergarten** students screened at the end of the school year.
- 100% of **first-grade** students 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** free of charge through the Texas State Library and Archives Commission for students at risk for dyslexia or other reading disabilities.

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 the parent regarding screening, to include notification of audiobook resource. (ex. LEA template)

Reading Instrument

All kindergarten, first and second graders, and seventh graders who were not proficient on the sixth-grade state assessment shall be 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.

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-2)
19 TAC §74.28(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 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** free of charge through the Texas State Library and Archives Commission for students at risk for dyslexia or other reading disabilities.
- Apply the results of early reading instruments to instruction.

An LEA will submit the following to TEA:

- 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

Provide timely evaluation and identification of students with dyslexia to provide proper intervention.

19 TAC
§74.28(b),(c),(d),(e),(i),(m)
TEC §28.006(g), (g-1)
TEC §38.003(a),(b),(b-1)

- The district has written procedures for **identification and monitoring** implementation for students with dyslexia and related disorders.
- Administer measures using only individuals/professionals 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 rescreening or retesting for the purpose of reassessing the need for accommodations of a student determined to have dyslexia or accommodated because of dyslexia does not occur until after current testing has been reviewed, unless otherwise provided by law.
- Ensure that identification of dyslexia is made by an Admission, Review, and Dismissal (ARD) or Section 504 committee, as applicable, of persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data.
- When **evaluation** for dyslexia or related disorders is recommended, the procedures meet the requirements, as applicable of the IDEA and Section 504.
- Procedures and systems for **identification** of students with dyslexia are implemented consistently across all sites.
- Parents are provided a copy or **link** to the Dyslexia Handbook when a student is suspected to have dyslexia or a related disorder.

An LEA will submit the following to TEA:

- Operating procedures which address 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

Students identified with dyslexia can receive standard protocol dyslexia instruction, specially designed instruction, or a combination of both, which is explicit, systematic, and intentional in its approach.

19 TAC§74.28(c)

- Students receive **standard protocol dyslexia instruction** with the following components: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency.

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.

Dysgraphia

Dysgraphia is a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation.

TEC §38.003(d-2)	<input type="checkbox"/> Students are evaluated for dysgraphia through Section 504.
	An LEA will submit the following to TEA:
	<input type="checkbox"/> Provide the procedures used to evaluate a student for dysgraphia through Section 504.

Professional Development

Provide training about dyslexia to educators and ensure campus planning and decision-making committee addresses dyslexia instructional strategies in professional development.

19 TAC §74.28(e) 19 TAC §74.28(i) 19 TAC §74.28(d) TEC §21.054(b)	<input type="checkbox"/> An individual who administered and interpreted the screening instrument met minimum qualifications : <ol style="list-style-type: none"> 1. An individual who is certified/licensed in dyslexia. 2. A classroom teacher who holds a valid certification for kindergarten and grade 1. <input type="checkbox"/> An individual who administered and interpreted the screening instrument received training designed specifically for the selected instrument in the following: <ol style="list-style-type: none"> 1. Characteristics of dyslexia and other reading difficulties. 2. Interpretation of screening results and at-risk indicators and decisions regarding placement/services. <input type="checkbox"/> All teachers providing dyslexia services are trained in dyslexia and related disorders.
	An LEA will submit the following to TEA:
	Names as shown of teaching certificate of all kindergarten -1 teachers.
	<input type="checkbox"/> Training for all teachers administering a screening instrument. <input type="checkbox"/> Professional development roster of the teacher(s) of the dyslexia program. <input type="checkbox"/> Professional development training roster for all teachers who serve students with dyslexia or related disorders.

Progress Monitoring

The LEA implements a districtwide grading policy in which teachers notify parents or legal guardians in writing of student progress.

TEC §28.021 TEC §28.0216 TEC §28.022	<input type="checkbox"/> 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 who is dyslexic, the student’s potential for achievement or proficiency in the area must be considered. <input type="checkbox"/> A school district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy: <ol style="list-style-type: none"> 1. Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment.
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2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work.
3. May allow a student a reasonable opportunity to make up or redo an assignment or examination for which the student received a failing grade.

The board of trustees of each school district shall adopt a policy that:

1. Provides for a conference between parents and teachers;
2. Requires the district, at least once every 12 weeks, to give written notice to a parent of a student's performance in each class or subject; and
3. Requires the district, at least once every three weeks, or during the fourth week of each nine-week grading period, to give written notice to a parent or legal guardian of a student's performance in a subject included in the foundation curriculum under Section 28.002(a)(1) if the student's performance in the subject is consistently unsatisfactory, as determined by the district.

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.

- Procedures for ensuring accurate reporting of progress and/or grades.
- Procedures and/or documentation (student samples) of how LEA documents student mastery of material

Artifacts of Implementation

Dyslexia Procedures Procedures used to implement the dyslexia program.

The LEA will submit the following to the TEA:

- Copy of dyslexia program procedures

Communications Parents/Guardians of a student with dyslexia or related disorder must be informed.

The LEA will submit the following to the TEA:

- Copy of parent education information. (ex., letter, flier, Power Point, presentation, video)
- Copy of parent communications (i.e. Consent for Evaluation, Notification of Dyslexia Screener Results, etc.)

Dyslexia Screener All kindergarten and first-grade public school students shall be screened at appropriate times for dyslexia and related disorders.

The LEA will submit the following to the TEA:

- 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

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- Copy of notification provided to the parent regarding the dyslexia screener, to include notification of audiobook resource (ex. LEA template)

Reading Instrument

All kindergarten, first and second graders, and seventh graders who were not proficient on the sixth-grade state assessment shall be 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.

The LEA will submit the following to the TEA:

- Name of the K-2; 7th grade reading instrument(s) administered
- Results of the K-2; 7th grade reading instrument(s), to include the total number of students participating in the reading instrument and the total number of students found at risk
- Copy of notification provided to the parent regarding the reading instrument, to include notification of audiobook resource (ex. LEA template)

Evaluation and Identification

Provide timely evaluation and identification of students with dyslexia to provide proper intervention.

The LEA will submit the following to the TEA:

- Evaluation and identification procedures
- Copy of proposal to evaluate
- Copy of notification provided to parent regarding access to the Dyslexia Handbook
- Copy of parent consent for evaluation
- Training record, certification or licensure of the LEA staff who administer dyslexia evaluations
- Student documentation samples (using methodology provide X number of files) 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 (using methodology provide X number of files) for EL students:

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test and norm-referenced tests—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 can receive standard protocol dyslexia instruction, specially designed instruction, or a combination of both, which is explicit, systematic, and intentional in its approach.

The LEA will submit the following to the TEA:

- Identify the reading program used within the dyslexia program

Dysgraphia

Students identified with dyslexia can receive standard protocol dyslexia instruction, specially designed instruction, or a combination of both, which is explicit, systematic, and intentional in its approach.

The LEA will submit the following to the TEA:

- Evaluation and identification procedures to evaluate a student for dysgraphia through Section 504

Professional Development

Provide training about dyslexia to educators and ensure campus planning and decision-making committee addresses dyslexia instructional strategies in professional development.

The LEA will submit the following to the TEA:

- Names, as shown on teaching certificates, of all kindergarten and first grade teachers
- Training roster for teacher(s) administering a screening instrument
- Professional development roster of the teacher(s) of the dyslexia program
- Professional development roster for the teacher(s) who serve students with dyslexia or related disorders
- Training record, certification and/or licensure of the LEA staff who administer dyslexia evaluations

Progress Monitoring **Inform parents/guardians of student progress.**

The LEA will submit the following to the TEA:

- Procedures and/or documentation sample of how the LEA implements any accommodations/modifications through development of appropriate assignments and assessments
- Procedures for ensuring accurate reporting of progress and/or grades
- Procedures how LEA documents student mastery of material
- Copy of parent communication provided that includes progress monitoring information

Student documentation samples (using methodology provide X number of files) for students:

- Copy of accommodations and modifications provide 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