



The Dyslexia Services Department provides specialized campus-based services across the district for students identified with dyslexia. The mission of the department is to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness. As part of the department's goal of early identification, the department implemented strategies to ensure future academic success for all students.

Key Findings

Implementation

- The department did not meet the ESSER Training Program performance objective (100% of new dyslexia interventionists will complete the practitioner-level certification by EOY).
- The department met their ESSER Campus and Community Engagement performance objective (conducting campus PDs and informational parent sessions twice a year).
- Campus staff who attended the PDs expressed positive views regarding the training provided by the department.

Stakeholder Feedback

Staff Perception Survey

- Understanding & Resources: Most staff felt confident with dyslexia policies and had access to necessary materials, space, colleagues, and professional development.
- Planning Time: About half of staff reported having enough time to plan during the week.
- Intervention Impact: Nearly all interventionists saw positive program effects (93-99%), but less than half could provide one-on-one instruction.
- Customer Satisfaction: Staff were mostly satisfied with departmental customer service.
- Challenges from HB 3928: Many staff reported increased workload and interruptions due to HB 3928, leading to scheduling difficulties, program fidelity issues, meeting program requirements, and less prep time.
- Staff Suggestions: Staff recommend a strategic caseload system, hiring more staff, and reducing data entry and PD redundancies.

Student Outcomes

Word Identification Spelling Test (WIST)

- The department partially met their ESSER Student Achievement performance objective.
- EOY WIST results indicated all grade levels demonstrated increases in the percentage of students performing at the average rating or above on the FLAI and SSK standard scores.

Measures of Academic Progress (MAP)

- Grade three demonstrated consistent increases in the percentage of students with dyslexia achieving the Average Achievement Quintile or above from BOY to EOY on the Reading (English) assessment and the Reading (Spanish) assessment.

State of Texas Assessments of Academic Readiness (STAAR)

- The percentage of students with dyslexia at all performance standards was lower than the district on all STAAR and STAAR EOC reading subtests, resulting in a performance gap between the two groups.
- One-year trends indicated that grade four demonstrated consistent increases across all performance standards
- Students with dyslexia in grades four, six, and eight exceeded the district Accelerated progress measure rates



Recommendations

- **Continue efforts to improve academic outcomes of students with dyslexia.**

While all grade levels demonstrated increases in *WIST* average standard scores and ratings from BOY to EOY, 2023-24 MAP results indicated only three grade levels demonstrated increases from BOY to EOY on the Reading (English) test and only two grade levels demonstrated increases on the Reading (Spanish) tests. Additionally, 2024 STAAR results indicated that students with dyslexia consistently scored below the district on all reading tests. The department staff should continue their efforts to improve academic outcomes and investigate the relationship in performance between the different academic outcomes of students with dyslexia.

- **Continue to monitor the impacts of House Bill (HB) 3928 on staff wellbeing and implementation of services to students with dyslexia.**

In 2023-24, department staff reported various challenges including frequent interruptions to student services and increases in burdensome tasks as a result of HB 3928. Department leaders should prioritize addressing these reported challenges by conducting a comprehensive review of current workflows and resource allocations. It is essential to identify specific areas where staff well-being may be compromised. By fostering an environment that supports staff resilience and streamlines service delivery, the department can ensure effective implementation of dyslexia services while safeguarding staff well-being.