



The Dallas Independent School District (ISD) Racial Equity Office (REO) partnered with the Multi-Tiered Systems of Support (MTSS) Department to provide quality support for students in need of additional assistance. The goal of the Tier III MTSS Reading Interventionists - REO program was to support underperforming students in grades one to five by reducing learning gaps and improving students' reading skills starting from an early age. In 2023-24, 36 reading interventionists provided support to students across 19 selected high priority campuses. Support for the identified students was provided in a small group environment on a regular basis and their progress was monitored throughout the school year.

Key Findings

Implementation

- Students were identified as “in need” if they had consistently demonstrated reading skills below their grade level and received no other services outside the classroom.
- Most students identified for interventions were African American, economically disadvantaged, and at-risk.
- Principals supervised, evaluated, and supported the reading interventionists on their campus with the implementation of the program.

Stakeholder Feedback

Staff Members Feedback Surveys

- Most Reading Intervention Feedback Survey respondents observed moderate or significant improvements in students' reading engagement, motivation, and behaviors. with reported increases in fluency, comprehension, and confidence due to targeted instruction.
- Teacher and principal survey respondents identified reading interventionists as pivotal in addressing gaps in students' reading abilities and significantly enhancing students' reading skills and confidence.
- Scheduling conflicts, resource limitations, and the need for more individualized interventions were identified as ongoing challenges.

Student Survey

- Students showed an overall positive perception of reading, with slight increases in feelings of happiness and confidence while reading from BOY to EOY.

Student Outcomes

MAP

- Students who received Tier III reading interventions showed a greater increase in RIT scores from BOY to EOY compared to their peers, with students in grade three exhibiting the largest gain.
- From MOY to EOY and BOY to EOY, reading intervention students showed notably greater growth than the comparison group.

MAP Reading Fluency

- A significantly higher rate of grade 2 reading intervention students met or exceeded their expectations on MAP Reading Fluency compared to the comparison group at EOY.

Recommendations

- **Continue to provide support for individualized interventions.**

Continue to focus on targeted instruction that improve fluency, comprehension, and confidence, as observed by the majority of feedback survey respondents. In order to support reading interventionists providing such interventions, continue to provide them with ongoing professional development and support to effectively address gaps in students' reading abilities and support them with mitigating scheduling conflicts to ensure interventionists have adequate time and resources to work with students.

- **Enhance scheduling flexibility and strengthen collaboration.**

To address scheduling conflicts and improve intervention effectiveness, it is recommended to implement flexible timetabling options, such as blocking scheduling or dedicated intervention periods that avoid core instructional times. Additionally, establishing regular, structured communication channels among reading interventionists, teachers, and administrators is crucial. This collaborative framework should facilitate the sharing of student progress, discussion of intervention strategies, and data-informed decision making.