

2020-21

Evaluation of the Dyslexia Services Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



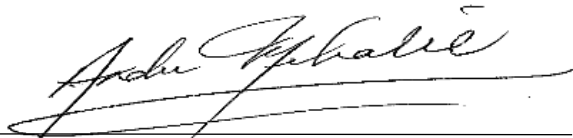
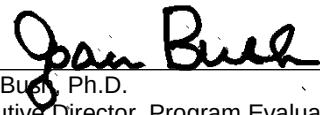
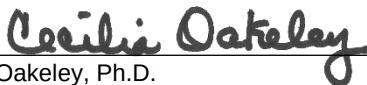
2020-21

Evaluation of the Dyslexia Services Program

Approved Report of the Department of Evaluation and Assessment

EA21-629-2
August 2021

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This report (as well as the executive summary) is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE OF THE EVALUATION	6
EVALUATION QUESTIONS AND RESULTS	7
How were Dyslexia Services in the Dallas ISD funded during 2020-21?	7
Methodology	7
Results	7
What were the components of the Dyslexia Services program?	7
Methodology	7
Results	7
How are students with dyslexia in the Dallas ISD identified, and how many identified students received specialized dyslexia programming and support in 2020-21?	8
Methodology	8
Results	9
What were the characteristics of students served by Dyslexia Services, including one-year trends?	11
Methodology	11
Results	11
What progress was made in 2020-21 to meet the Dyslexia Services early identification goal?	13
Methodology	13
Results	14
What were the characteristics of staff members serving in the Dyslexia Services program during 2020-21?	16
Methodology	16
Results	17
What types of dyslexia-related professional development were provided to Dallas ISD staff members in 2020-21?	18
Methodology	18
Results	18

What services and supports did Dyslexia Services offer to parents of Dallas ISD students with dyslexia in 2020-21?	18
Methodology	18
Results	18
How did the dyslexia-related skills of students in the <i>Wilson</i> program grow from the beginning to the end of the 2020-21 program, and how did this growth compare to previous years?	19
Methodology	19
Results	19
How did students with dyslexia perform on state reading assessments in 2020-21, and what were one- and two-year achievement trends?	20
Methodology	20
Results	21
How did students with dyslexia perform on <i>Measures of Academic Progress (MAP)</i> reading assessments in 2020-21?	23
Methodology	24
Results	24
What were the experiences of the Dyslexia Services interventionists as they served their distance-learning students in the hybrid learning arrangement during 2020-21?	25
Methodology	25
Results	25
KEY FINDINGS AND RECOMMENDATIONS.....	30
Key Findings	30
Recommendations.....	32
REFERENCES.....	33
APPENDICES	34

LIST OF TABLES

Table 1: 2018-19 to 2020-21 Dyslexia Services Budget	7
Table 2: 2018-19 and 2019-20 Program Placement of Dallas ISD Identified Students with Dyslexia...	11
Table 3: 2020-21 Characteristics of Dallas ISD Students with Dyslexia	13
Table 4: 2020-21 Characteristics of Dyslexia Services Program Staff Members	17
Table 5: 2018-19 and 2019-20 Mean Standard Score of Students with Dyslexia at BOY and EOY on the <i>WIST</i> Assessment Results on the Fundamental Literacy Ability Index	20

LIST OF FIGURES

Figure 1: 2012-13 to 2020-21 Percentage and Number of Dallas ISD Students Identified with Dyslexia.....	10
Figure 2: 2017-18 to 2020-21 Dallas ISD Students with Dyslexia by Sex	12
Figure 3: 2016-17 to 2020-21 Dyslexia Services Personnel Growth	15
Figure 4: 2017-18 to 2020-21 Counts of Students Identified with Dyslexia by Year and Grade Level ..	16
Figure 5: 2018-19 and 2020-21- Students with Dyslexia (Not Receiving SPED Services): <i>STAAR</i> Performance in Reading	21
Figure 6: 2018-19 and 2020-21 Students with Dyslexia (Not Receiving SPED Services): <i>STAAR</i> Performance in Writing.....	22
Figure 7: 2018-19 and 2020-21 Students with Dyslexia (Not Receiving SPED Services): <i>STAAR</i> Progress in Reading.....	23
Figure 8: 2020-21 Average Fall to Spring Conditional Growth Percentile (CGP) in Reading by Grade Level.....	24
Figure 9: 2020-21 Percentage of Students That Logged in Daily	26
Figure 10: 2020-21 Most Common Reasons Parents Gave for Their Student(s) Not Logging in Each Day)	26
Figure 11: 2020-21 Ease of Communication with Distance-Learners and Their Parents	27
Figure 12: Interventionists' Perception of Service Adequacy to On-Campus Versus Distance-Learners.....	27
Figure 13: Interventionists' Perception of Service Adequacy Provided to Distance-Learners in 2020-21 Versus 2019-20.....	28
Figure 14: Reasons Service Provision to Distance Learners Perceived by Interventionists as Inadequate	29
Figure 15: Resources Interventionists Needed for Teaching Distance Learners.....	30

LIST OF APPENDICES

A	2017-18 to 2020-21 Count of Students Identified with Dyslexia by Year and Grade Level.....	35
B	2018-19 and 2020-21 BOY and EOY <i>WIST</i> Average Standard Scores by Grade Level	36
C	2018-19 and 2020-21 <i>STAAR</i> Performance Outcomes for Dallas ISD Students with Dyslexia - Reading and Writing	37
D	2018-19 and 2020-21 <i>STAAR</i> Progress Measure Outcomes for Dallas ISD Students with Dyslexia - Reading	38
E	2020-21 Average Fall to Spring Conditional Growth Index (CGI) in Reading by Grade Level...	39

ACRONYMS AND ABBREVIATIONS

Afr Am	African American
Approaches+/Appr+	Approaches grade level or above performance standard
BOY	Beginning-of-Year
CGP	Conditional Growth Percentile
CGI	Conditional Growth Index
EOY	End-of-Year
E&A	Evaluation and Assessment
EC	Early Childhood
EL	English learner
EOC	<i>End-of-Course</i>
<i>Esperanza</i>	<i>Esperanza</i> Spanish Language Program
FAPE	Free and Appropriate Public Education
FLAI	Fundamental Literacy Ability Index
IAP	Individual Accommodations Plan
IEP	Individual Education Plan
KN	Kindergarten
MAP	<i>Measures of Academic Progress</i>
Masters	Masters grade level or above performance standard
Meets+	Meets grade level or above performance standard
MTA	Multisensory Teaching Approach
PEIMS	Public Education Information Management System
PK	Pre-Kindergarten
SPED	Special Education
STAAR	<i>State of Texas Assessments of Academic Readiness.</i>
SD	Standard Deviation
TEC	Texas Education Code
TELPAS	<i>Texas English Language Proficiency Assessment System</i>
US	United States
Wilson	<i>Wilson Reading System</i>
WIST	<i>Word Identification and Spelling Test</i>

Evaluation of the Dyslexia Services Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) Dyslexia Services program, funded by a budget of \$1,419,019 (an increase from \$1,243,117 in 2019-20), provides campus-based services districtwide for students with dyslexia. The mission of the Dyslexia Services program is “to assist students with dyslexia in the attainment of independent literacy skills by providing services and support to students, their parents, and school personnel through identification, instruction, and community awareness.”¹

Dyslexia is one of the most common language-based learning disabilities; among those exhibiting reading difficulties, 70 to 80 percent are believed to have some form of dyslexia. Estimates place the percentage of people who have dyslexia between 5 and 10 percent;² depending on the definition, this percentage can reach as high as 17 percent.³

Dallas ISD Dyslexia Services has expanded notably over the past four years. In 2016-17, with 14 dyslexia evaluators serving districtwide, programming was primarily video based, and no dyslexia interventionists were employed. In 2020-21, 179 staff members comprised the Dallas ISD Dyslexia Services department, with 147 dyslexia interventionists serving one to three campuses each (189 campuses in total), and 27 dyslexia evaluators identifying students and prescribing accommodations.

This evaluation examined: 1) the program budget; 2) program components; 3) the identification process and available programming; 4) characteristics of district students with dyslexia; 5) efforts to identify dyslexia early; 6) characteristics of program staff members; 7) dyslexia-related professional development; 8) education and support provided to parents of students with dyslexia; 9) growth in literacy skills and trends in reading and writing achievement for students with dyslexia, and 10) perceptions of interventionists working in the context of the hybrid teaching and learning environment that the district instituted in 2020-21.

EVALUATION QUESTIONS/OUTCOMES

What were the components of the Dyslexia Services program?

Before 2017-18, video-based programming was the primary method of support for identified students until 2017-18, when the district amplified efforts to expand and enhance services, including increased use of the following systems.

Wilson Reading System. The *Wilson Reading System* (*Wilson*), which focuses on reading, spelling, vocabulary, fluency, and comprehension, is currently the most widely used structured literacy program in the district for students with dyslexia. The *Wilson System* is an intensive literacy program provided by a highly-trained teacher – a dyslexia interventionist – to individual students or to small groups in kindergarten through grade eight for 45 minutes a day, four to five days a week. Dyslexia interventionists earn special certification to provide *Wilson Reading System* instruction and support to students. The *Wilson Reading System*.

Other Literacy Programs for Dyslexic Learners. The district also uses 1) the *Esperanza Spanish Language Program* (*Esperanza*) for Spanish literacy (elementary grades); 2) the Multisensory Teaching Approach (MTA).

Support for Teachers and Parents

Dyslexia interventionists also work with teachers, providing training in MTA, a teaching method specially designed for learners with dyslexia that directly involves students in seeing, hearing, saying, and writing during instruction (Birsh, 2019). Dyslexia interventionists lead trainings twice per year for campus staff members on dyslexia characteristics. They also provide regular support to parents of students with dyslexia through sessions on supporting continued student growth in the summer and on additional available community supports.

¹ <https://www.dallasisd.org/Page/52188>, retrieved 09/28/18.

² A January 2019 report by the American Institutes for Research (AIR) similarly noted that the prevalence of dyslexia in the United States “has not been determined definitively but [that] the National Institute of Child Health and Human Development estimates the rate at approximately 10%” (p. ix).

³ University of Michigan Dyslexia Help Center, <http://dyslexiahelp.umich.edu/answers/faq>.

How are students with dyslexia in the Dallas ISD identified, and how many students received dyslexia programming and support?

Identification Process

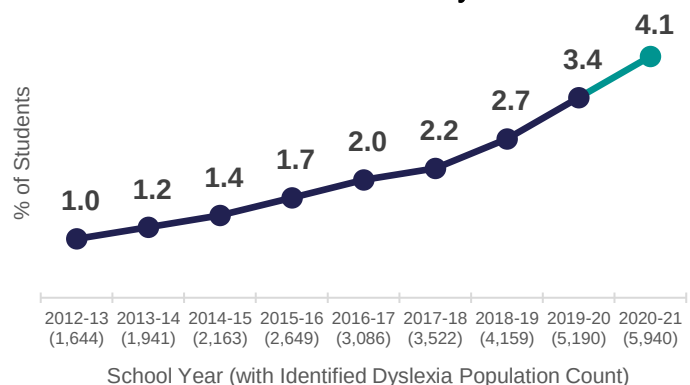
Dyslexia potentially can be identified as soon as a child begins learning to read, and, generally, the sooner dyslexia is identified and intervention provided, the more promising the developmental trajectory.⁴ District students can be referred for assessment through a campus staff member or committee, or by a parent. According to Texas House Bill (HB) 1886, grade one students must be screened for reading difficulties like dyslexia by mid-school year. In 2019-20, campuses used the *Texas Kindergarten Entry Assessment System (TX-KEA)* for kindergarten students; *Istation's Indicators of Progress (ISIP)* in grade one; *Measures of Academic Progress Growth (MAP)* for grade two; and *MAP, State of Texas Assessments of Academic Readiness (STAAR)*, or *Common Assessments* for middle school students. Campuses review screening data and grades to assess whether dyslexia may be present.

When dyslexia is suspected and other interventions [like through the Multi-Tiered Systems of Support (MTSS) framework]⁵ were provided but unsuccessful, parent consent for a dyslexia assessment is obtained, and a variety of additional student data are reviewed, as applicable. After a dyslexia evaluator assesses the student, student support teams and parents meet to determine if the student requires dyslexia services. If so, an Individual Accommodations Plan (IAP)⁶ is created for the student and interventions begin. If the student is identified with dyslexia and needing special education (SPED) services, dyslexia accommodations are integrated into the Individual Education Plan (IEP).

Longitudinal Trends in Dyslexia Identification

The rate of district students identified with dyslexia increased from 1.0 percent in 2012-13 to 4.1 percent in 2019-20 (Figure E1). Increases will likely continue due to increased dyslexia staff and improved universal screening.

Figure E1: 2012-2020 Percentages and Number of Dallas ISD Students Identified with Dyslexia



Source: 2019-20 evaluation report (2012-13 through 2019-20; Mejan, 2020). Dallas ISD PEIMS demographic snapshot data file for 10/30/20 (2020-21).

Note: Counts and percentages reflect those of students enrolled on the PEIMS snapshot date (late October) of each year.

Program Placement

As in 2018-19 (78%) and 2019-20 (74%), most students needing Dyslexia Services received *Wilson Language* programming (81%, Table E1). *Esperanza* was the second-most-commonly used dyslexia program over the past three years.

Table E1: 2018-19 to 2020-21 Program Placement of Dallas ISD Students with Dyslexia

Dyslexia Program	2018-19 (N=2,287)		2019-20 (N=1,112)		2020-21 (N=1,172)	
	N	%	n	%	N	%
Wilson Language	1,777	77.7	820	73.7	948	80.9
Esperanza	313	13.7	226	20.3	208	17.7
MTA/Alphabetic Phonics	139	6.1	21	1.9	16	1.4

Source: Dyslexia Services, November 2019 (2018-19 and 2019-20) and July 2021 (2020-21).

Note: N=number of students identified that year and receiving programming. Percentages may not add to 100.0 because a limited number of students were placed in Other dyslexia-related programs.

⁴ See <https://www.mayoclinic.org/diseases-conditions/dyslexia/diagnosis-treatment/drc-20353557> for more information.

⁵ See Springer and Kim (2020).

⁶ IAPs are also called section 504 plans and provide accommodations for students not meeting the criteria for SPED but require accommodations to receive a free and appropriate public education (FAPE).

What were the characteristics of students served by Dyslexia Services?

In 2020-21, 5,940 district students were identified with dyslexia. Over half of these students were male (59%; 51% districtwide). The rate of 2020-21 English learners (ELs) with dyslexia (42%) was lower than EL students districtwide (46%). Also, 35 percent of students with dyslexia received SPED services, while districtwide, excluding students with dyslexia, SPED-enrolled students represented 8.6 percent. SPED program leadership attributed this difference to a continuum of severity in dyslexia symptoms and the possibility of concurrent disabilities.

What progress was made in 2020-21 to meet the Dyslexia Services early identification goal?

The goal of Dyslexia Services was to identify and effectively support students with dyslexia as early as possible.

Increases in Dyslexia Services Staffing

To meet the goal of early identification, the program increased the number of staff members who provide dyslexia services. Shortly before 2017-18, the district hired a Dyslexia Services program director. In 2017-18, the program added 22 dyslexia interventionists. In both 2019-20 and 2020-21, the program employed 147 dyslexia interventionists and 27 lead dyslexia evaluators. The Dyslexia Services program received in spring 2021 approval for funds to hire and place additional interventionists at most Dallas ISD high school campuses beginning in 2021-22.

Roles and Dispersion of Staff Members

Dyslexia interventionists, the largest group of Dyslexia Services staff members ($N=147$), are certified teachers with specialized dyslexia training. Interventionists work with identified students to provide supplemental multisensory instruction, most commonly through the *Wilson Reading System*, and continually assess their achievement levels. Further, interventionists train teachers to provide effective curricular accommodations for identified students, according to IAP or IEP guidelines. Interventionists served one or two campuses each, and 179 district campuses were assigned an interventionist either full- or half-time.

Dyslexia evaluators ($N=27$) identify needs and prescribe appropriate accommodations and services for students with dyslexia. Including the program director, coordinators, staff supervisors, and administrative assistant, 179 employees served the Dyslexia Services department as of spring 2021. Increased numbers of Dyslexia Services staff members and

the type, intensity, and dispersion of services provided districtwide has likely contributed to increased and earlier identification of students with dyslexia.

What types of dyslexia-related training was provided to staff members in 2020-21?

Training for Dyslexia Services Central Staff Members

Attendance at regular professional development (PD) sessions was required of all program staff members. Topics covered for Dyslexia Services staff member PD in 2020-21 included the following: 1) Introduction to Section 504, 2) EdPlan overview, 3) Socio-Emotional Learning (SEL), 4) Behavioral training, 5) Tech Tools, 6) Virtual Learning, 7) Speed of Trust, and 8) *Wilson Reading* Program training. In addition, interventionists and evaluators met regularly for collaboration and mentoring.

Training for Campus Staff Members

Sessions provided to campus staff members in 2020-21 covered the following topics: 1) Definition of Dyslexia, 2) Characteristics of Dyslexia, 3) Referrals, 4) Accommodations, 5) Simulation, and 6) Resources.

What services and supports did Dyslexia Services offer to parents of students in 2020-21?

Sessions for parents in 2020-21 included 1) Definition of Dyslexia, 2) How to Help at Home, 3) Inspiring Leaders, 4) Foundations of Reading, 5) Accommodations, 6) Simulation, and 7) Resources.

How did students with dyslexia perform and grow in literacy skills and reading and writing achievement in 2020-21?

Wilson Word Identification and Spelling Test (WIST)

The average beginning-of-year (BOY) Fundamental Literacy Ability Index (FLAI) score across all grade (two through eight) levels was 66.8 (66.9 in 2018-19). By the end of year (EOY) assessment for 2020-21, the average FLAI score among these students was 74.7 (75.2 in 2018-19): an increase of 7.9 points (8.3 point increase in 2018-19).

STAAR

The percentage of students with dyslexia (who were not also flagged as receiving special education services) that tested at the Approaches+ and Meets+ achievement level dropped slightly in 2020-21 (43.2%) from 2018-19 (52.7%). There was a slight increase in the percentage of students with dyslexia that scored at the Masters level, from 5.7

percent in 2018-19 to 5.9 percent in 2020-21. Progress measures showed some evidence of limited growth in reading performance from 2018-19 (41.0%) to 2020-21 (47.2%) for these students. Writing scores for students with dyslexia at Approaches+ decreased from 29.9 percent scoring in 2018-19 to 18.0 percent in 2020-21.

Measures of Academic Progress (MAP)

From BOY to EOY, students with dyslexia performed similarly to those not identified with dyslexia in grade one (41.7 and 42.5 average Conditional Growth Percentile, respectively). The greatest difference between these two student groups was seen in grade four, where the average Conditional Growth Percentile from BOY to EOY was 52.9 for students not identified with dyslexia and 43.7 for those identified with dyslexia.

What were the experiences of Dyslexia Services interventionists during the spring 2020 districtwide transition to at-home learning?

In spring 2021, with input from Dyslexia Services staff members, the evaluator design and administer a survey to solicit interventionists' feedback about their experiences teaching their distance-learners. The survey was sent to all interventionists on May 4, 2021 and closed on May 18, 2021. Of the 138 interventionists invited, 123 (89%) completed the survey.

Engagement with Students and Parents

Distance-learner engagement with dyslexia interventionists varied widely in 2020-21. While 61 percent of respondents (a 7-percentage point improvement from 2019-2020) reported that at least half of their distance-learners logged in each day, 14 percent indicated that only a quarter or fewer of these students did so, and 25 percent reported that 26 to 50 percent of students logged in daily.

The most common reasons that interventionists reported parents gave for their child not logging in each day were: no parental supervision (69%), poor internet connectivity (59%), parents forgot (32%), and lack of adequate technological resources (21%).

Overall, more than half (56%) reported that it was easy or very easy to communicate with their students' parents, and slightly less than half (49%) reported that communication with their distance learning students was easy (43%) or very easy (6%).

Interventionists' Perceptions About Adequacy of Services Provided to Distance-Learners

Most interventionists (78%) reported that they believed they were able to support their distance learners less adequately than they could on-campus learners. A small percentage of interventionists (5%) reported that they felt they could actually support their distance-learning students more adequately than they could their in-person students, and 16 percent reported that the quality of service they felt they could provide was about the same for students in both learning arrangements.

Reasons interventionists gave for why they believed the quality of service they provided their students was lesser this year compared to last included: 1) distractions in students' homes ($n=37$); 2) students did not log in at all or did not log in on time ($n=18$); 3) the Wilson Program is not designed for distance learning; it is designed for face-to-face instruction ($n=16$); and 4) students had unreliable technology and/or students encountered technical difficulties that they were ill-equipped to handle such as microphone or camera issues ($n=15$).

Resources which interventionists identified as those they lacked and that would have helped them provide more effective services to distance learners included: 1) more teaching resources appropriate for distance learning ($n=11$ responses with this theme); 2) a large screen or projector for those teaching in-person and distance learners simultaneously ($n=11$); 3) ensure all students have appropriate working technology for distance learning ($n=10$); 4) a microphone for interventionists ($n=9$); and 5) parent support to keep distance learners on track and focused ($n=9$).

RECOMMENDATIONS

Review ways to improve online engagement in instruction to support students during possible future at-home learning.

Ensure adequate instructional and technological support for dyslexia interventionists.

Review communication and technological hurdles with students and caregivers during at-home learning.

Evaluation of the Dyslexia Services Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION⁷

The Dallas Independent School District (Dallas ISD) provides specialized campus-based services across the district for students who have been identified with dyslexia. The stated mission of the Dallas ISD Dyslexia Services program is “to assist students with dyslexia in the attainment of independent literacy skills by providing services and support to students, their parents, and school personnel through identification, instruction, and community awareness.”⁸

According to research from the University of Michigan Dyslexia Center, dyslexia is one of the most common language-based learning disabilities, and among those exhibiting reading difficulties, 70 to 80 percent are believed to have some form of dyslexia. Estimates place the percentage of people who have dyslexia between 5 and 10 percent⁹ – though, depending on the definition, this percentage can reach as high as 17 percent.¹⁰

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

(1) *“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.*

(2) *“Related disorders” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*¹¹

Dallas ISD Dyslexia Services uses a variety of methods to support students identified with dyslexia. Programs used with these students include the *Wilson Reading System*, and the *Esperanza Spanish Language Program*. Of identified students in the district currently receiving formal dyslexia support, the largest proportion engage with the *Wilson Reading System*.

The Dallas ISD Dyslexia Services program has undergone notable expansion over the past four years. In 2016-17, 14 dyslexia evaluators served across the district to identify and prescribe accommodations for students with dyslexia. Programming in 2016-17 was primarily video-based, and no dyslexia interventionists were yet employed. As of the 2020-21 school year, 179 staff members comprised the Dallas ISD Dyslexia Services department, with 147 dyslexia interventionists serving one to three

⁷ Portions of this report were adapted from Meján, 2020.

⁸ <https://www.dallasisd.org/Page/52188>, retrieved 09/28/18.

⁹ A January 2019 report by the American Institutes for Research (AIR) similarly noted that the prevalence of dyslexia in the United States “has not been determined definitively but [that] the National Institute of Child Health and Human Development estimates the rate at approximately 10%” (p. ix).

¹⁰ University of Michigan Dyslexia Help Center, <http://dyslexiahelp.umich.edu/answers/faq>.

¹¹ See <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>. Link retrieved 07/14/21.

campuses each across the district, and 26 dyslexia evaluators working across an average of 15 campuses each to identify students and prescribe accommodations for them. More detail on this human resource expansion can be found later in this report.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation focused on continued increased efforts by the Dallas ISD to provide quality dyslexia services to students and their families and to support campus staff members in serving these students effectively. Specifically, this evaluation aimed to examine:

- Dyslexia Services budget information;
- Dyslexia Services program components for 2020-21 and identifying any changes from previous years;
- The process for identifying students eligible for dyslexia services and the types of programming these students received;
- Characteristics of students identified with dyslexia in the Dallas ISD;
- Efforts to achieve the program goal of early identification of dyslexia, including examining longitudinal trends in identification of students with dyslexia;
- Characteristics of program staff members in 2020-21 and trends since 2016-17 in the number and type of staff members providing specialized dyslexia services in the district;
- Dyslexia-related professional development provided to Dallas ISD staff members in 2020-21;
- Education and support provided to parents of students with dyslexia in 2020-21;
- Growth in literacy skills from beginning-of-year (BOY) to end-of-year (EOY) on the *Word Identification and Spelling Test (WIST)* among students with dyslexia participating in the *Wilson Reading Program*;
- Two-year trends (2018-19 to 2020-21) in achievement on *State of Texas Assessments of Academic Readiness (STAAR)* reading (grades 3 to 8) and writing (grades 4 and 7), and *STAAR* reading progress measures (grades 4 to 8) for students with dyslexia.
- Perceptions and experiences of dyslexia interventionists regarding the hybrid teaching and learning arrangement that the district instituted in 2020-21.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020.

In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced

that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) and state and local COVID safety protocols.

EVALUATION QUESTIONS AND RESULTS

How were Dyslexia Services in the Dallas ISD funded during 2020-21?

Methodology

The evaluator summarized 2020-21 program funding information obtained from Dyslexia Services program staff members. Data for 2018-19 and 2019-20 were taken from the 2019-20 evaluation report (Mejan, 2020).

Results

The Dallas ISD Dyslexia Services budget in 2020-21 was funded by \$1,419,019 in district general operating funds, an increase from \$1,243,117 in 2019-20 (Table 1).

Table 1: 2018-19 to 2020-21 Dyslexia Services Budget

School Year	Budget Total
2018-19	\$1,284,326
2019-20	\$1,243,117
2020-21	\$1,419,019

Source: Dyslexia Services program documents, provided July 2021 (2020-21); Mejan, 2020 (2018-19 and 2019-20).

What were the components of the Dyslexia Services program?

Methodology

The evaluator conducted interviews with Dyslexia Services central staff members and reviewed program documents to obtain and synthesize information about Dyslexia Services program components.

Results

Direct-to-Student Services

Before 2017-18. In previous years, Dallas ISD Dyslexia Services used structured literacy programs as well as video-based programming to support multisensory language learning for students identified with dyslexia. Video-based programming was the primary method of support provided to identified students until 2017-18, when the district began a concerted effort to expand and enhance services to these students.

2017-18 to Present. *Wilson Reading System.* The *Wilson Reading System* (Wilson) currently is the most widely used structured literacy program in the Dallas ISD for students identified with dyslexia. The *Wilson System* is an intensive literacy program provided by a highly-trained teacher – a dyslexia

interventionist – to individual students or to small groups of students in kindergarten through grade eight for 45 minutes a day, four to five days a week. Dyslexia interventionists typically earn special certification to provide *Wilson Reading System* instruction and support to students with language-based learning difficulties. *The Wilson Reading System* focuses on reading, spelling, vocabulary, fluency, and comprehension.

Other Literacy Programs for Dyslexic Learners. The *Esperanza Spanish Language Program* (*Esperanza*) provides daily, hour-long structured multisensory literacy lessons in Spanish for elementary level students.¹² The goal of the *Esperanza* program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy.

Support for Teachers and for Parents of Students with Dyslexia

In addition to these direct-to-student services, Dyslexia Services also employs dyslexia interventionists to work with classroom teachers, providing training in the Multisensory Teaching Approach (MTA), a teaching method specially designed for use with learners with dyslexia. As described by Judith Birsh (2019),

“Multisensory teaching and learning is a form of direct instruction of the phonologic, morphemic, semantic and syntactic layers of language. Multisensory strategies...involve visual, auditory, tactile-kinesthetic sensory systems, and/or articulatory-motor components while linking listening, speaking, reading and writing; this means it directly involves students in seeing, hearing, saying and writing during instruction.”¹³

Twice each school year, dyslexia interventionists lead trainings on the campus(es) to which they are assigned to educate staff on the characteristics of dyslexia. Additional detail about Dyslexia Services staff member roles (including dyslexia evaluator) and characteristics is provided later in this report.

Dyslexia Services staff members also provide support throughout the year to parents of students with dyslexia, offering sessions on topics such as how to support their children's continued growth during the summer and on additional supports available through other community entities. Additional detail on education and training offered to parents of students with dyslexia in 2020-21 is provided later in this report.

How are students with dyslexia in the Dallas ISD identified, and how many identified students received specialized dyslexia programming and support in 2020-21?

Methodology

Identification Process and Longitudinal Trends

The evaluator used interviews and other communications with Dyslexia Services staff members to collect and summarize information on student identification processes. In addition, the evaluator used the Dallas ISD Public Education Information Management System (PEIMS) snapshot data file for October 30,

¹² See <https://www.dallasisd.org/Page/74989> for more information. Link retrieved 07/12/21.

¹³ For more information on the Multisensory Teaching Approach, please see: <http://bit.ly/2QAFSGa>.

2020 and conducted frequency analyses to determine the rate of district students flagged as having dyslexia in 2020-21. Longitudinal student identification data were taken from the 2019-20 evaluation report (Mejan, 2020).

Program Placement

The evaluator reviewed departmental documents and interviewed Dyslexia Services staff members regarding student placement among the programs for students identified with dyslexia (i.e., *Wilson*, *MTA*, *Esparanza*). Frequency and content analyses were used to summarize placement information.

Results

Identification Process and Longitudinal Trends

Identification Process. Research on dyslexia indicates that the disorder potentially can be identified as soon as a child begins learning to read, and, generally, the earlier a child is identified and intervention provided, the more promising their developmental trajectory.¹⁴ Students in the Dallas ISD can be referred for dyslexia assessment through a campus staff member or committee, or by parent referral. According to Texas House Bill (HB) 1886, students in grade one must be screened for reading difficulties such as dyslexia by mid-school year. Dallas ISD Dyslexia Services currently instructs campuses to use as screeners the *Texas Kindergarten Entry Assessment System (TX-KEA)* for students in kindergarten; *Istation's Indicators of Progress (ISIP)* for grade one students; *Measures of Academic Progress Growth (MAP)* or *ISIP* for grade two students; and *MAP*, *STAAR*, or *Common Assessments* for middle school students. Campuses are required to review dyslexia screening data along with course grades to determine whether dyslexia may be present.

When dyslexia is suspected and where other warranted interventions [such as those available through the Dallas ISD Multi-Tiered Systems of Support (MTSS) framework]¹⁵ have been provided and have not produced the desired outcome(s), parent consent forms for a dyslexia assessment are obtained, and additional student data from a variety of sources are further reviewed. These data may include standardized test scores, hearing and vision test data, attendance records, schoolwork samples, home language survey data, and outside evaluation findings, as applicable. A dyslexia evaluator then conducts a formal dyslexia assessment; the assessment is professionally scored, and student support teams and parents meet to discuss findings, including whether the student meets the criteria for receiving specialized dyslexia services. If the criteria are met, an Individual Accommodations Plan (IAP)¹⁶ is created for the identified student and interventions begin shortly thereafter. If the student is dually-identified with dyslexia and for special education (SPED) services, accommodations for dyslexia are integrated into the student's Individual Education Plan (IEP).

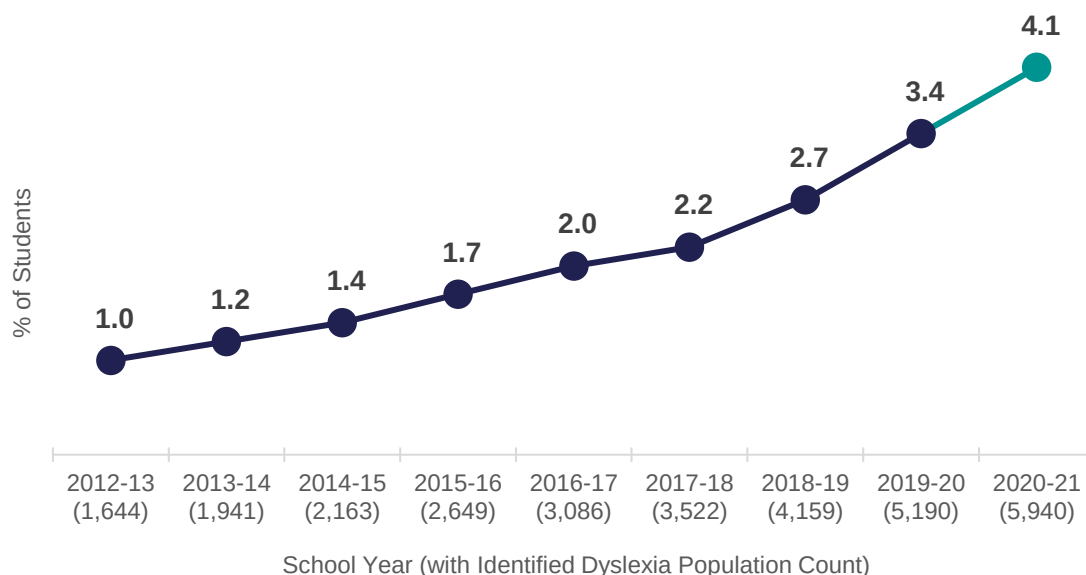
¹⁴ See <https://www.mayoclinic.org/diseases-conditions/dyslexia/diagnosis-treatment/drc-20353557> for more information.

¹⁵ For more information about the MTSS framework in the Dallas ISD, please refer to the 2019-20 Evaluation of Multi-Tiered Systems of Support (MTSS) report (Springer and Kim, 2020).

¹⁶ An IAP is also referred to as a section 504 plan and provides accommodations for students who do not meet the criteria to receive special education services but still require certain accommodations to receive a free and appropriate public education (FAPE).

Longitudinal Trends in Identification of Dallas ISD Students with Dyslexia. The number and percentage of students identified with dyslexia in the Dallas ISD has increased steadily each year over the past eight school years (Figure 1). In 2012-13, 1.0 percent ($N=1,644$) of all students in the Dallas ISD were identified with dyslexia; by 2020-21, that percentage had more than tripled to 4.1 percent ($N=5,940$; Figure 1). The sharpest increase occurred between 2017-18 and 2020-21, with a 1.9 percentage point increase districtwide. With the addition of approximately 147 dyslexia interventionists and 27 dyslexia evaluators serving campuses throughout the district as of 2020-21, as well as the continued implementation of MTSS, which emphasizes universal screening, it is likely that the percentage of students in the district identified with dyslexia will continue to rise over the next several years, particularly with the expected expansion of Dyslexia Services to Dallas ISD high schools.

Figure 1: 2012-13 to 2020-21 Percentage and Number of Dallas ISD Students Identified with Dyslexia



Source: 2019-20 evaluation report (2012-13 through 2019-20; Mejan, 2020). Dallas ISD PEIMS demographic snapshot data file for 10/30/20 (2020-21).

Note: Counts and percentages reflect those of students enrolled on the PEIMS snapshot date (late October) of each year.

Program Placement

As in 2018-19 and 2019-20, the highest percentage of students who received Dyslexia Services received *Wilson Language* programming (2018-19: 78%; 2019-20: 74%; 2020-21: 81%). The second most-common program in 2018-19 (14%), 2019-20 (20%), and 2020-21 (18%) was *Esperanza* (Table 2). As of 2020-21, no students were served using programs or systems outside of *Wilson*, *Esperanza*, or *MTA*.

Table 2: 2018-19 and 2019-20 Program Placement of Dallas ISD Identified Students with Dyslexia

Dyslexia Program	2018-19 (N=2,287)		2019-20 (N=1,112)		2020-21 (N=1,172)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Wilson Language	1,777	77.7	820	73.7	948	80.9
Esperanza	313	13.7	226	20.3	208	17.7
MTA/Alphabetic Phonics	139	6.1	21	1.9	16	1.4

Source: Dyslexia Services internal records provided November 2019 (2018-19) and July 2021 (2020-21).

Note: N = number of students identified that year and receiving programming. Percentages may not add to 100.0 because a limited number of students were placed in other dyslexia programs

What were the characteristics of students served by Dyslexia Services, including one-year trends?

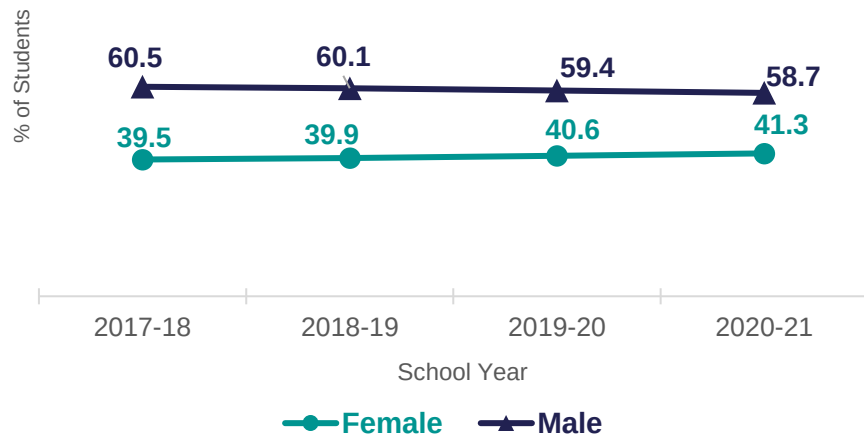
Methodology

To identify characteristics of students served by Dyslexia Services, the evaluator used the district student demographic data file for the PEIMS snapshot date of October 30, 2020. Frequency and crosstabs analyses were used to identify the number and percentage of students identified with dyslexia by grade level and within various student groups. Comparison data from previous years were taken from the 2019-20 evaluation report (Mejan, 2020). The evaluator also reviewed literature on trends in identification of dyslexia, focusing on sex differences, to provide additional context.

Results

Sex Differences

In 2020-21, as of late October of 2020, 5,940 district students were identified as having dyslexia. Males constituted approximately 59 percent of these students (2017-18: 61%; 2018-19: 60%, 2019-20: 59%; Figure 2), a rate of male representation eight percentage points above the districtwide rate of males (51%) in 2020-21. Females constituted 41 percent of all students identified with dyslexia in 2020-21, eight percentage points below the districtwide percentage of female students (49%). A frequently-cited study by Shaywitz, et al. (1990) found no significant difference in the prevalence of reading disorders between boys and girls. Instead, bias in the referral process is commonly in favor of boys, in part because of the greater tendency of boys than girls to engage in externalizing problem behavior (i.e., rambunctiousness). In 2013, Quinn and Wagner published a study suggesting that some modification to the Shaywitz study claim may be in order, asserting in particular that: 1) males are in fact more vulnerable to learning disorders such as dyslexia, 2) both boys and girls with this learning disorder are commonly under-identified in schools, but 3) girls are still more commonly under-identified in schools compared to boys. Across the past four years in the Dallas ISD, the gender gap among students identified with dyslexia has narrowed slightly, as Figure 2 shows.

Figure 2: 2017-18 to 2020-21 Dallas ISD Students with Dyslexia by Sex

Source: District PEIMS demographic data files for the PEIMS snapshot dates of 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

Note: N=3,522 (2017-18), N=4,159 (2018-19), N=5,190 (2019-20), and N=5,940 (2020-21).

Other Student Groups

As shown in Table 3, between early childhood (EC) and grade 12 in 2020-21, students in grade four represented the highest percentage of identified students with dyslexia (14.7%, up a percentage point from 13.7% in 2019-20), followed by those in grade five (13.9%, up from 12.7% in 2019-20), grade three (12.1%) and grade six (11.8%). By race/ethnicity, proportions of students with dyslexia were comparable to those of all other students districtwide, though the rate of white students with dyslexia (6.4%) was slightly higher than the (non-dyslexic) districtwide percentage of white students (4.9%).

Some differences emerged among student groups. First, the rate of English learners (ELs) in 2020-21 with dyslexia (41.9%) was 4.5 percentage points lower than that of all other students identified districtwide as ELs (46.4%), indicating a possible need for increased efforts to screen and identify ELs who have dyslexia. Also, 35.4 percent of students with dyslexia received Dallas ISD special education (SPED) services; among all other students districtwide, the SPED rate in 2020-21 equaled 8.6 percent. SPED program administrators indicated that this difference in percentage of students in SPED can be attributed to the existence of a continuum of severity in dyslexia symptoms, and, in some cases, the presence of other disabilities that may co-occur with dyslexia. Both phenomena can lead to placement in the SPED program in addition to receipt of specialized dyslexia services.

Table 3: 2020-21 Characteristics of Dallas ISD Students with Dyslexia

Student Group	Students with Dyslexia (N=5,940)		All Other Students Districtwide (N=139,780)	
	<i>n</i>	%	<i>n</i>	%
Grade Level				
EC	0	0.0	334	0.2
PK	0	0.0	8,777	6.3
KN	2	0.0	10,274	7.4
1	40	0.7	10,546	7.5
2	296	5.0	10,314	7.4
3	716	12.1	9,758	7.0
4	873	14.7	9,699	6.9
5	828	13.9	10,001	7.2
6	699	11.8	9,941	7.1
7	652	11.0	9,992	7.1
8	515	8.7	10,163	7.3
9	466	7.8	11,047	7.9
10	360	6.1	10,868	7.8
11	282	4.7	9,457	6.8
12	211	3.6	8,609	6.2
Sex				
Female	2,451	41.3	69,036	49.4
Male	3,489	58.7	70,744	50.6
Ethnicity/Race				
Hispanic/Latino	4,178	70.3	98,643	70.6
Black or African American	1,213	20.4	29,255	20.9
White	380	6.4	6,842	4.9
Other	169	2.8	5,040	3.6
Other Student Groups				
Economically Disadvantaged	4,992	84.0	118,304	84.6
English Learner	2,488	41.9	64,834	46.4
Special Education	2,101	35.4	11,994	8.6
Homeless	88	1.5	2,922	2.1

Source: Dallas ISD PEIMS student demographic file for 10/30/20.

Note: Some percentages may not add to 100 due to rounding.

What progress was made in 2020-21 to meet the Dyslexia Services early identification goal?

Methodology

The Goal of Early Identification

The evaluator used interviews and other communications with Dyslexia Services staff members to collect information on efforts to increase early identification of dyslexia among district students. The evaluator also reviewed research literature to provide greater context regarding the goal of early identification.

Increases in Dyslexia Services Staffing

Data on staffing changes across the past four school years were obtained through interviews with program staff members and review of Dyslexia Services department documents.

Results

The Goal of Early Identification

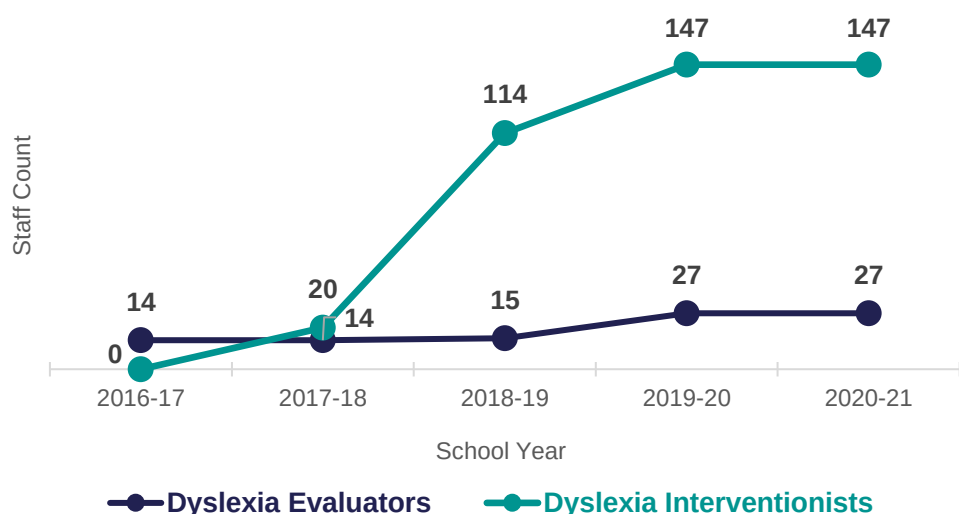
In terms of developmental capacity, most students in prekindergarten through grade three are expected to be learning in order to read; by the end of grade three, most students should be transitioning to reading in order to learn. This foundation of literacy sets a critical stage for academic, career, and social-emotional potential. Students who fail to attain literacy in their early years are at significant risk of dropping out of school.¹⁷ The Annie E. Casey Foundation report, *Early Warning! Why Reading by the End of Third Grade Matters*, notes that “every student who does not complete high school costs our society an estimated \$260,000 in lost earnings, taxes, and productivity. High school dropouts also are more likely than those who graduate to be arrested or have a child while still a teenager, both of which incur additional financial and social costs” (2010). Early identification of reading difficulties such as dyslexia, therefore, is critical, and Dallas ISD Dyslexia Services administrative staff members thus have made it a goal of the department to identify and effectively support students with dyslexia as early as possible.

Increases in Dyslexia Services Staffing

To meet this goal of early identification, Dyslexia Services program leadership over the past few years identified certain needed elements to reach and effectively intervene for students with dyslexia. Accordingly, the Dyslexia Services program has implemented several changes in recent years. One change entailed a significant increase in the number of staff members who provide specialized dyslexia services.

Shortly before the 2017-18 school year, the Dallas ISD hired a program director for Dyslexia Services and added 22 dyslexia interventionists. By January 2019, the Dallas ISD employed 114 dyslexia interventionists and 15 dyslexia evaluators throughout the district. A total of 147 dyslexia interventionists and 27 lead dyslexia evaluators were employed throughout the district in 2019-20 and 2020-21 (Figure 3). The department received approval in spring 2021 to hire more interventionists to begin serving most Dallas ISD high school level students beginning in 2021-22.

¹⁷ See <https://www.ncsl.org/research/education/pre-kindergarten-third-grade-literacy.aspx> for more information.

Figure 3: 2016-17 to 2020-21 Dyslexia Services Personnel Growth

Source: Dyslexia Services program central staff member interview conducted January 2020, October 2020, and Dyslexia Services internal documents provided fall 2020.

Roles and Dispersion of Staff Members

As noted, the largest group of Dyslexia Services program staff members in 2020-21 were dyslexia interventionists ($N=147$). Dyslexia interventionists are certified teachers with specialized training in dyslexia. Interventionists work with identified students to provide supplemental multisensory instruction, most commonly through the *Wilson Reading System*. They also continually assess the achievement levels of identified students. Further, interventionists train campus teachers to provide effective curricular accommodations for identified students, according to the guidelines established in the IAP or IEP. Dyslexia interventionists served one to three campuses each in 2020-21. According to program records provided in spring 2021, 189 elementary or middle school campuses in the Dallas ISD were assigned a dyslexia interventionist either full- or part-time.¹⁸

The second-largest group of Dyslexia Services staff members, dyslexia evaluators ($N=27$), work to identify needs and prescribe appropriate accommodations and services for students with dyslexia. Dyslexia evaluators each served an average of 15 schools in 2020-21. Including the program director, two accommodations coordinators, staff supervisors, and administrative assistants, 179 staff members were employed by the Dyslexia Services department as of spring 2021.¹⁹

Dyslexia Services Expansion for 2021-22

According to communications with Dyslexia Services administrative staff in spring 2021, the Dallas ISD has approved funding to expand dyslexia service to high school students using additional Dyslexia Interventionists starting in 2021-22.

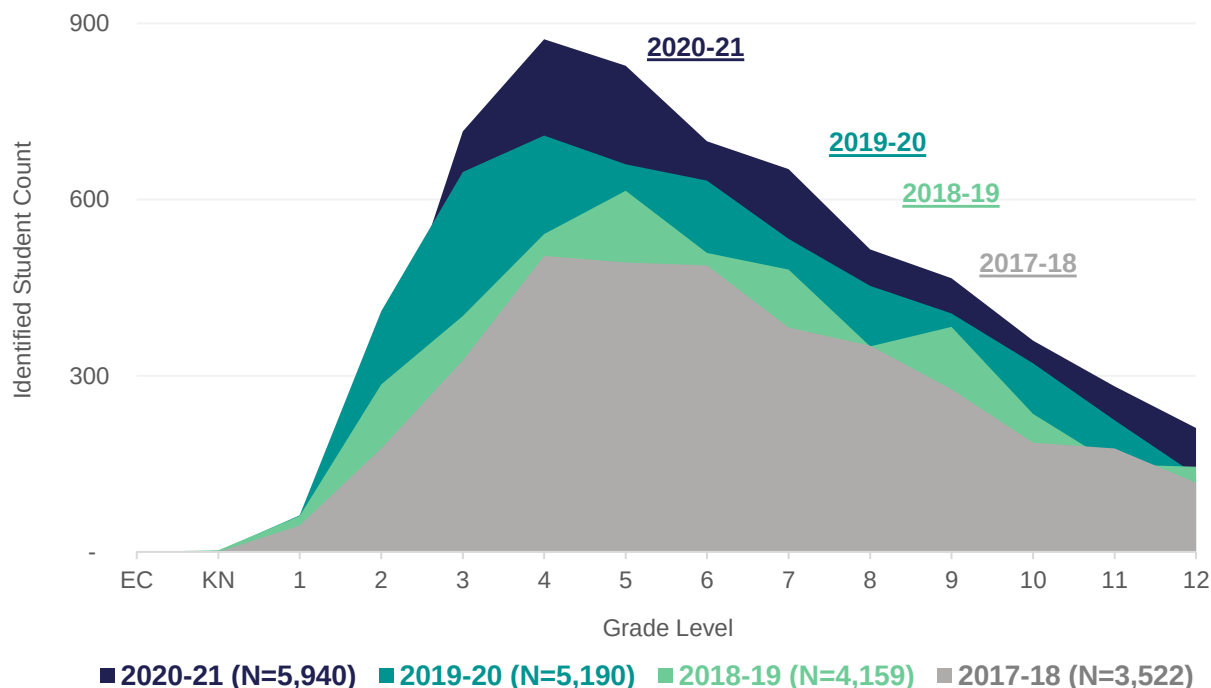
¹⁸ Source: Dallas ISD Dyslexia Services program staff members and Dyslexia Services internal documents, provided summer 2021.

¹⁹ Staff member counts are based on the district personnel file dated 01/07/20 and on internal documents provided by Dyslexia Services program central staff members, summer 2021.

Staffing and Early Identification of Students with Dyslexia

Increased numbers of Dyslexia Services staff members and the quality, intensity, and dispersion of services provided throughout the Dallas ISD correlate both with an overall increase in the number and percentage of students in the district identified with dyslexia as well as in the number and percentage of students identified in earlier grades. Figure 4 shows this trend in student identification by grade level for the past four school years.

Figure 4: 2017-18 to 2020-21 Counts of Students Identified with Dyslexia by Year and Grade Level



Source: District PEIMS snapshot demographic data files for 10/27/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/21 (2020-21).

Note: Numbers and percentages by data point are provided in Appendix A.

What were the characteristics of staff members serving in the Dyslexia Services program during 2020-21?

Methodology

The evaluator obtained job codes for the two largest groups of Dyslexia Services central staff members: leads (lead dyslexia evaluators and lead dyslexia interventionists) and non-leads (dyslexia interventionists). The evaluator conducted frequency analyses on the district personnel file dated January 5, 2021 to summarize staff member characteristics. After identifying role by job code (lead or non-lead), results were grouped by sex, race/ethnicity, highest degree earned, and years of service. Context information on staffing changes was obtained through interviews and other communications with Dyslexia Services program staff members and summarized.

Results

Characteristics of Dyslexia Services Staff Members

Most leads (87%) and non-leads (93%) were female (Table 4). The largest proportion of leads were white (39%), and the largest percentage of non-leads were Black or African American (47%). High rates of both leads (46%) and non-leads (40%) held a master's degree as the highest degree earned. The most common level of experience in the district was 16+ years for leads (35%) and 6-10 years for non-leads (30%).

Table 4: 2020-21 Characteristics of Dyslexia Services Program Staff Members

	Leads (Lead Evaluators and Lead Interventionists) (N=79)		Dyslexia Interventionists (Non-Leads) (N=121)	
	<i>n</i>	%	<i>n</i>	%
Sex				
Female	69	87.3	112	92.6
Male	10	12.7	9	7.4
Race/Ethnicity				
White	31	39.2	20	16.5
Hispanic	26	32.9	41	33.9
Black or Afr Am	21	26.6	57	47.1
Other	1	1.3	3	2.5
Highest Degree Earned				
Bachelor's	40	50.6	65	53.7
Master's	36	45.6	48	39.7
Not Indicated	3	3.8	8	6.6
Years of Experience in the Dallas ISD				
0	0	0.0	1	0.8
1-2	5	6.3	9	7.4
3-5	7	8.9	30	24.8
6-10	25	31.6	36	29.8
11-15	14	17.7	18	14.9
16+	28	35.4	27	22.3

Source: Dallas ISD personnel data file dated 01/05/21 and communications from Dyslexia Services staff members.

Note: Dyslexia Services staff characteristics shown in this table are based on job codes provided by Dyslexia Services staff members in October 2020. Both lead dyslexia interventionists and lead dyslexia evaluators were identified with the same job code because of their unique leadership duties. Staff counts in this table therefore may differ somewhat from those noted elsewhere in this report because Dyslexia Services classifies staff members somewhat differently from criteria used in the district personnel data file.

Percentages may not add to 100.0 because of rounding.

What types of dyslexia-related professional development were provided to Dallas ISD staff members in 2020-21?

Methodology

The evaluator obtained from Dyslexia Services central staff members documents detailing the nature of professional development and other training provided by the Dyslexia Services department to Dallas ISD campus staff members, as well as training provided to Dyslexia Services staff members during 2020-21, including during districtwide at-home learning. The evaluator reviewed and summarized program training information and topics.

Results

In 2020-21, Dyslexia Interventionists were tasked with providing professional development or other training sessions to campus staff members at least once per semester at the campuses to which they were assigned.

Training for Campus Staff Members

Training sessions offered to campus staff members in 2020-21 covered the following topics: 1) Definition of Dyslexia, 2) Characteristics of Dyslexia, 3) Referrals, 4) Accommodations, 5) Simulation, 6) Resources.

Training for Dyslexia Services Central Staff Members

Professional development opportunities also were provided regularly to Dyslexia Services central staff members throughout 2020-21. Program staff members generally were required to attend these sessions. Training sessions offered in 2020-21 included the following training topics: 1) Introduction to Section 504, 2) EdPlan overview, 3) Socio-Emotional Learning (SEL), 4) Behavioral, 5) Tech Tools, 6) Virtual Learning, 7) Speed of Trust, and 8) *Wilson Language* program.

What services and supports did Dyslexia Services offer to parents of Dallas ISD students with dyslexia in 2020-21?

Methodology

Dyslexia Services personnel provided records of professional development and other training data provided to Dallas ISD staff members in 2020-21. The evaluator reviewed and summarized parent training topics and related information.

Results

In 2020-21, dyslexia interventionists provided education sessions at their assigned campuses at least once per semester to parents/caregivers of students identified with dyslexia. Parent education sessions covered the following topics: 1) Definition of Dyslexia, 2) How to Help at Home, 3) Inspiring Leaders, 4) Foundations of Reading, 5) Accommodations, 6) Simulation, and 7) Resources.

How did the dyslexia-related skills of students in the *Wilson* program grow from the beginning to the end of the 2020-21 program, and how did this growth compare to previous years?

Methodology

Analysis of beginning-of-year (BOY) and end-of-year (EOY) *WIST* assessment data were completed for 2018-19²⁰ and 2020-21. Analyses for 2019-20 could not be completed because the district cancelled various assessments, including *WIST* EOY, due to COVID-19 during spring 2020 and the districtwide transition to at-home learning.²¹

WIST data files were provided by Dyslexia Services staff members in July 2021. For 2020-21 data, student cases were included in analyses if 1) the data file indicated that the current programming the student received was the *Wilson* system, 2) *Word Identification and Spelling Test (WIST)*²² scores were available for both BOY and EOY, and 3) the data file showed that BOY and EOY assessments were conducted at least six months apart. The evaluator conducted frequency and crosstabs analyses to calculate the average standard score on the *WIST* Fundamental Literacy Ability Index (FLAI) for grades one to eight students at BOY and EOY and the change in scores from BOY to EOY.²³ Data for 2018-19 were taken from the 2019-20 evaluation report (Mejan, 2019).

Results

As shown in Table 5 data included a total of 612 students served by Dallas ISD Dyslexia Services with both BOY and EOY *WIST* scores suitable for analysis. The average BOY Fundamental Literacy Ability Index (FLAI) score across all grade (two through eight) levels was 66.8 (66.9 in 2018-19). By the EOY assessment for 2020-21, the average FLAI score among these students was 74.7 (75.2 in 2018-19): an increase of 7.9 points (8.3 points in 2018-19). Additional statistical details for 2018-19 and 2020-21 *WIST* outcomes are provided in Appendix B.

Rates of increase in 2020-21 were highest among grade eight students (mean increase from BOY to EOY = 9.8 points, Table 5), followed by students in grade two (8.7-point increase) and grade four (8.4-point increase). The smallest changes from BOY to EOY were seen among students in grade five (showing an average score increase of 6.3 from BOY to EOY).

²⁰ 2018-19 data taken from the 2019-20 evaluation report (Mejan, 2020).

²¹ To note, the *WIST* was designed as an assessment to be administered to the student in person. According to communications with Dyslexia Services program leadership in 2020-21, Dyslexia Services administration staff contacted *WIST* program designers regarding administering the *WIST* virtually for 2020-21. Dyslexia program administrators received tentative approval from *WIST* designers to administer the assessment remotely but noted that that was with the understanding that this assessment has never been validated for use in a remote teaching and learning context.

²² The *WIST* is the primary assessment instrument of the *Wilson* system. More information on the *WIST* can be found at <https://store.wilsonlanguage.com/word-identification-and-spelling-wist-kit/>.

²³ Dyslexia Services program staff members indicated that for a student receiving *Wilson Reading* programming to have a meaningful EOY *WIST* score – that is, a score indicating an amount of time receiving *Wilson Reading* programming adequate to assess for growth, at least six months should separate the *WIST* BOY score from the EOY score. Staff members also determined that a meaningful *WIST* assessment outcome domain was the Fundamental Literacy Index. Therefore, evaluators examined BOY and EOY scores for students who received at least six months of programming during each year and had both a BOY and EOY *WIST* Fundamental Literacy Index score.

Table 5: 2018-19 and 2019-20 Mean Standard Score of Students with Dyslexia at BOY and EOY on the WIST Assessment Results on the Fundamental Literacy Ability Index

Grade Level	2018-19				2019-20*			2020-21			
	Tested N	BOY Score Mean	EOY Score Mean	Change in Mean Score	Tested N	BOY Score Mean	EOY Score Mean	Tested N	BOY Score Mean	EOY Score Mean	Change in Mean Score
1	5	51.6	72.8	21.2				-	-	-	-
2	100	64.5	72.0	7.5				42	60.5	69.2	8.7
3	165	63.7	75.2	11.5				91	64.9	72.5	7.6
4	255	69.4	78.8	9.4				164	66.9	75.3	8.4
5	299	69.9	77.5	7.6				130	71.3	77.6	6.3
6	197	69.8	73.9	4.1				88	66.1	74.1	8.0
7	127	58.9	68.9	10.0				57	65.2	73.4	8.2
8	23	57.7	66.1	8.4				40	66.8	76.6	9.8
1 to 8	1,171	66.9	75.2	8.3				612	66.8	74.7	7.9

Source: Dallas ISD Dyslexia Services WIST data file provided December 2019 (2018-19) and 07/14/21 2021 (2020-21).

Note: Includes data for students with scores on the Fundamental Literacy Ability Index with at least six months between BOY and EOY. *2019-20 WIST data not available because of assessment cancellations resulting from the spring 2020 districtwide transition to at-home learning. "-" indicates fewer than 5 scores available for analysis; data redacted to protect privacy.

How did students with dyslexia perform on state reading assessments in 2020-21, and what were one- and two-year achievement trends?

Methodology

The evaluator reviewed 2018-19²⁴ and 2020-21 STAAR reading and writing performance data and STAAR reading progress measure data to assess literacy-related achievement for district students with dyslexia.²⁵

The evaluator merged district STAAR data files for reading (grades 3 to 8) and writing (grades 4 and 7) for 2020-21²⁶ with the PEIMS demographic snapshot data file.²⁷ All versions and administrations of STAAR were included in analyses. Students were included in analyses if they 1) were enrolled by the PEIMS snapshot date for the respective year and 2) were flagged in the PEIMS demographic file as having dyslexia.

For 2018-19 and 2020-21 and STAAR reading and writing performance, the evaluator conducted frequency and crosstabs analyses to determine the rate of students at each performance standard,²⁸ grouping by subject, grade level, and SPED status. For progress measures, the evaluator used frequency and crosstabs analyses to determine the rate of students at Limited, Expected, and Accelerated progress, grouped by grade level and SPED status. Progress measures are not available for writing because STAAR writing assessments are not conducted in consecutive grade levels.

²⁴ 2018-19 data taken from the 2019-20 evaluation report (Mejan, 2020).

²⁵ Because of statewide STAAR cancellations in 2019-20 resulting from the COVID-19-related transition to at-home learning, STAAR data analyses planned for 2019-20 could not be completed.

²⁶ STAAR file used was dated 06/28/21 (2020-21).

²⁷ PEIMS snapshot date was 10/30/20 (2020-21).

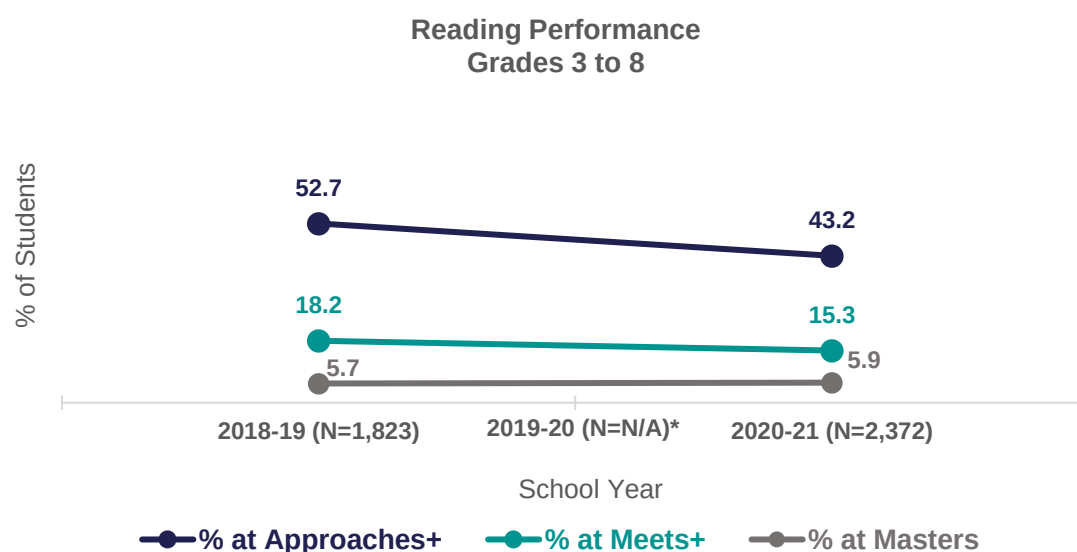
²⁸ Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), Masters Grade Level (Masters).

Results

Findings outlined in this section focus on results for an aggregation of all grades by subject for students diagnosed with dyslexia who were not receiving SPED services.²⁹ Detailed results for 2018-19 and 2020-21 by subject, grade level, and SPED status are provided in Appendices C and D.

The percentage of students with dyslexia testing at the Approaches+ and Meets+ achievement level dropped in 2020-21 from 2018-19 (Figure 5). In 2018-19, 52.7 percent of these students scored at Approaches+ (75.5% districtwide³⁰) while in 2020-21, 43.2 percent did so (67.1%). The difference between these two testing points was less pronounced for the rate of students scoring at the Meets+ level (18.2% in 2018-19, 43.6% districtwide, to 15.3% in 2020-21 (38.9% districtwide). There was a slight increase in the percentage of students with dyslexia that scored at the Masters level, from 5.7 percent in 2018-19 (22.4% districtwide) to 5.9 percent in 2020-21 (20.2% districtwide).

Figure 5: 2018-19 and 2020-21- Students with Dyslexia (Not Receiving SPED Services): STAAR Performance in Reading



Source: District STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21). PEIMS snapshot demographic data files snapshot for 10/26/18 (2018-19) and 10/30/21 (2020-21).

Note: Results include all versions and administrations of STAAR. *2019-20 STAAR data not available because of assessment cancellations resulting from the spring 2020 districtwide transition to at-home learning. Details by grade level and SPED placement are provided in Appendix C.

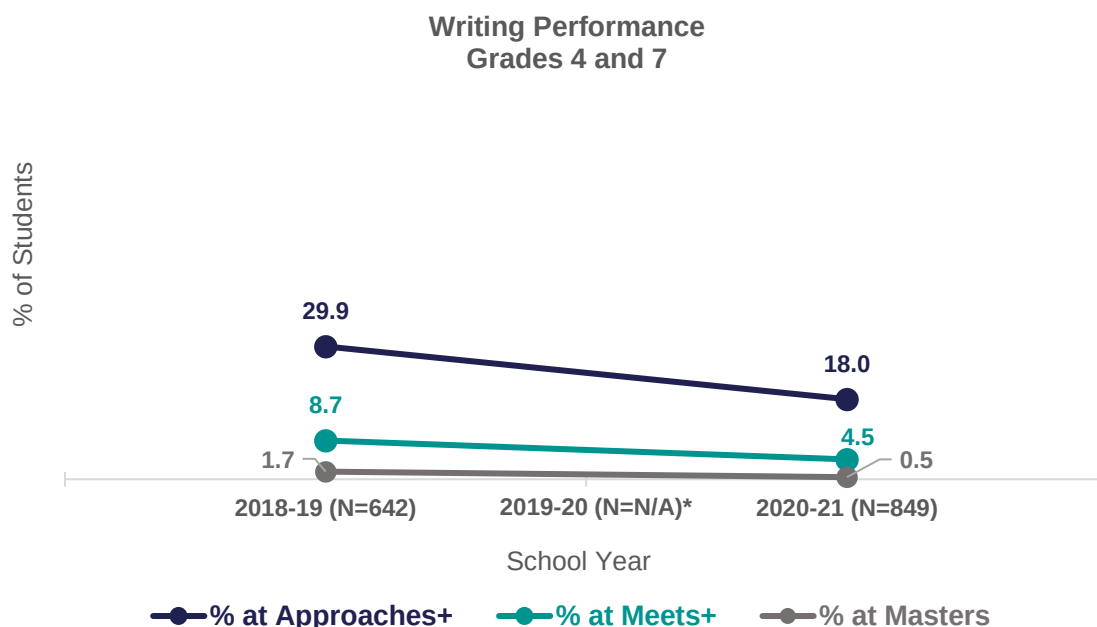
Changes in writing scores for students with dyslexia from 2018-19 to 2020-21 was more pronounced than for reading. As shown in Figure 6, in 2018-19, the percentage of students with dyslexia scoring at Approaches+ was 29.0 (67.2% districtwide); in 2020-21 the percentage dropped to 18.0 percent

²⁹ This section focuses on students with dyslexia who were not also receiving special education services, because students with dyslexia who also require special education services have a variety of contributing factors that may also affect achievement outcomes.

³⁰ Districtwide comparison rates in this section show those for students not identified with dyslexia and not enrolled in SPED.

(52% districtwide among students not identified with dyslexia and not enrolled in SPED). Less pronounced were the decreases in percentages of students scoring at the Meets+ and Masters levels³¹.

Figure 6: 2018-19 and 2020-21 Students with Dyslexia (Not Receiving SPED Services): STAAR Performance in Writing



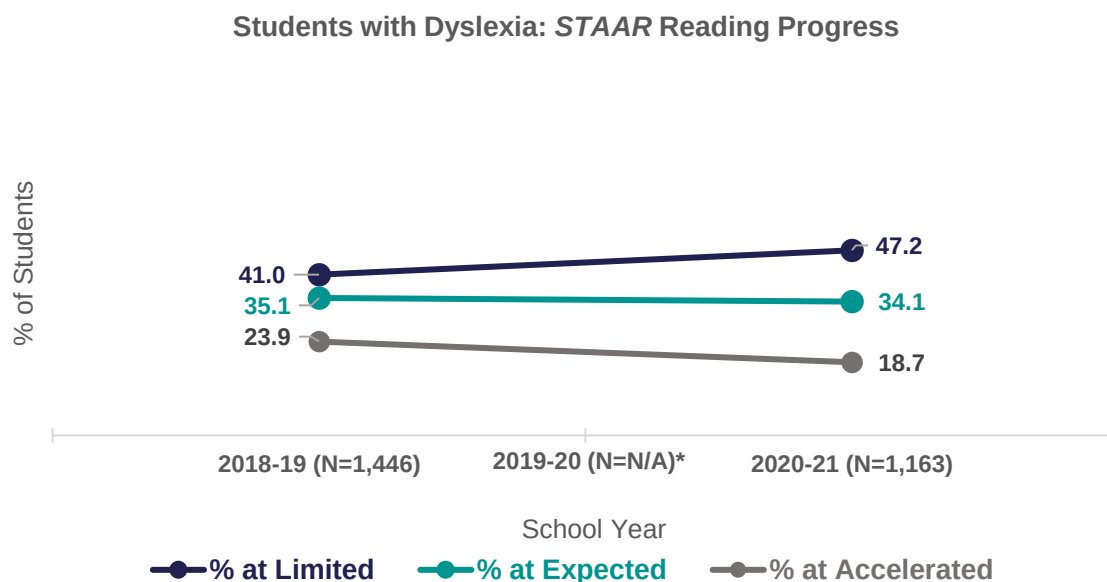
Source: District STAAR files dated 01/23/20 (2018-19) and 06/28/21 (2020-21). PEIMS snapshot demographic data files snapshot for 10/26/18 (2018-19) and 10/30/21 (2020-21).

Note: Results include all versions and administrations of STAAR. *2019-20 STAAR data not available because of assessment cancellations resulting from the spring 2020 districtwide transition to at-home learning. Details by grade level and SPED placement are provided in Appendix C.

Progress measures showed some evidence of limited growth in reading performance (grades 4 to 8) between 2018-19 and 2020-21. As Figure 7 shows, in 2018-19, the percentage of students with dyslexia showing Limited progress was 41.0 percent; in 2020-21, that rate increased to 47.0 percent (57.4% districtwide). The percentage of this student group showing Expected progress held relatively steady at 34.1 percent (35.1% in 2018-19; districtwide in 2018-19: 39.0%; 31.2% in 2020-21), and there was a decrease – though – and commendably – not as striking as the districtwide rate – in the percentage of students in this group showing Accelerated progress from 2018-19 (23.9%) to 2020-21 (18.7%) (districtwide: 25.8% in 2018-19 down to 11.4% in 2020-21). This suggests that stakeholders should focus on year-over-year growth to ensure that students with dyslexia keep up with peers in reading.

³¹ Districtwide among students not identified with dyslexia and not enrolled in SPED, the percentages at Meets+ and at Masters were 24.0% and 6.7%, respectively.

Figure 7: 2018-19 and 2020-21 Students with Dyslexia (Not Receiving SPED Services): STAAR Progress in Reading



Source: District STAAR files dated 01/23/20 (2018-19) and 07/12/21 (2020-21). PEIMS snapshot demographic data files snapshot for 10/26/18 (2018-19) and 10/30/21 (2020-21).

Note: Results include all versions and administrations of STAAR. *2019-20 STAAR data not available because of assessment cancellations resulting from the spring 2020 districtwide transition to at-home learning. Details by grade level and SPED placement are provided in Appendix D.

How did students with dyslexia perform on *Measures of Academic Progress (MAP)* reading assessments in 2020-21?

MAP Growth data consist of several variables used to describe student performance and academic growth over time by subject. The Conditional Growth Percentile (CGP)³² represents the extent to which student achievement changed from one testing window to the next, relative to change for other students who are similar in starting achievement level, grade, and number of instructional weeks between testing windows. For each subject assessed, CGPs for each student are calculated with respect to a large, nationally-normed sample obtained by Northwest Evaluation Association (NWEA) and can be calculated whenever a student takes a *MAP Growth* assessment in a new testing window (e.g., BOY to EOY). CGP scores below the 50th percentile indicate a level of progress below most peers of the same grade level in that time period, while CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers in that time period. Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.

³² For more information, see <https://community.nwea.org/docs/DOC-1630>.

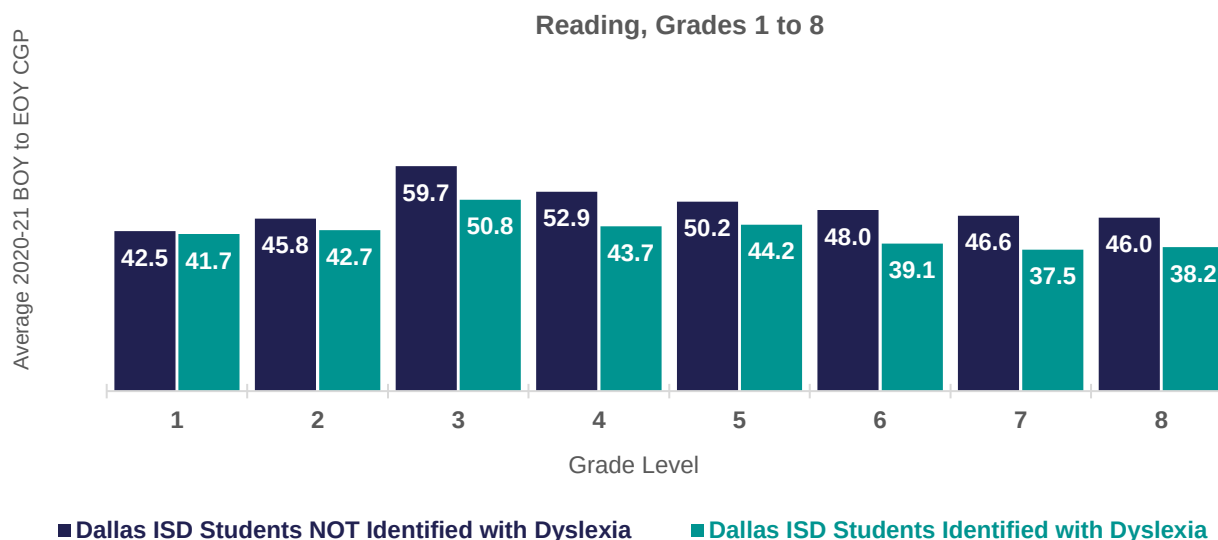
Methodology

The evaluator used the district *MAP* data file dated June 24, 2021 and the PEIMS snapshot student demographic data file dated October 30, 2020 and split cases based on the presence of a dyslexia flag for each student. For 2020-21 Reading performance, the evaluator conducted frequency and crosstabs analyses to determine the average percentile in conditional growth scores (Conditional Growth Percentile, or CGP) by grade level (grades 1 to 8) for Dallas ISD students with and without dyslexia.³³ For Conditional Growth Index (CGI) outcomes (where a value of zero (0) corresponds to the average growth, indicating that growth matched projections), the evaluator likewise conducted frequency and crosstabs analyses of the average CGI by grade level (grades 1 to 8) for students with and without dyslexia. CGI findings can be found in Appendix E.

Results

As shown in Figure 8, Dallas ISD students identified with dyslexia in grade one performed most similarly to those not identified with dyslexia from BOY to EOY. The greatest differences between these two student groups were seen in grades four (with dyslexia: 43.7th percentile average, without dyslexia: 52.9th percentile, or 9.2 percentile points), grade seven (9.0), grade three (8.9) and grade six (8.9).

Figure 8: 2020-21 Average BOY to EOY Conditional Growth Percentile (CGP) in Reading by Grade Level



Source: District *MAP* data file dated 06/24/21 and PEIMS snapshot file for 10/30/21.

³³ For informational purposes, Conditional Growth Index (CGI) outcomes by grade level can be found in Appendix E.

What were the experiences of the Dyslexia Services interventionists as they served their distance-learning students in the hybrid learning arrangement during 2020-21?

Methodology

In the spring of 2021, the evaluator collaborated with Dyslexia Services staff members to design a survey to solicit feedback from dyslexia interventionists about interventionists' experiences serving students and their families given the hybrid arrangement of remote- and in-person instruction during 2020-21. The evaluator requested from Dyslexia Services staff a list of names and email addresses of all active Dallas ISD dyslexia interventionists. A staff member group of 138 interventionists received an invitation on May 4, 2021 to complete the 10-item survey (8 closed-ended, 2 open-ended) and were provided a window for completion that ran until May 18, 2021. Periodic reminders were sent in that window to those who had yet to respond.

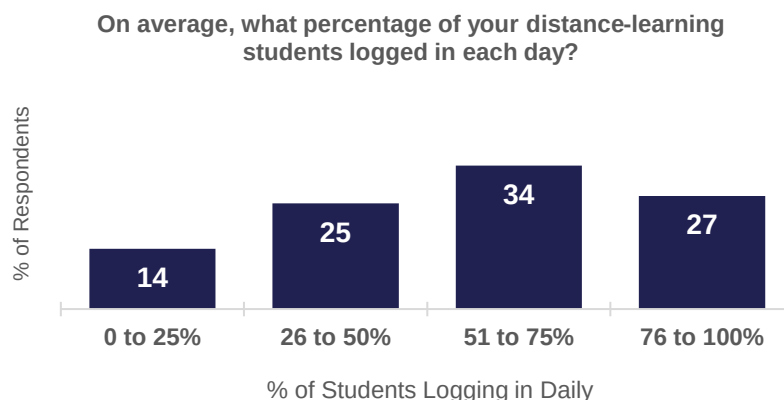
The survey focused on interventionists' experiences teaching distance-learning students. Interventionists were asked about 1) the average percentage of their students logging in for distance-learning each day in 2020-21, 2) common issues perceived to have hampered distance-learning student engagement, 3) interventionists' perceptions about the efficacy of services they provided to distance-learning students, and 4) the ease of communication between interventionists and distance-learning students and students' parents. The evaluator used frequency analyses to calculate response rates to closed-ended questions and content-analyzed and summarized responses to open-ended questions.

Results

Of the 138 dyslexia interventionists invited to participate in the survey, almost 90 percent ($N=123$, 89.1%) submitted at least partial responses. Of these, 81 served only at the elementary level, 28 served only at the middle school level, and 14 served at both the elementary and middle school levels. Key survey findings were summarized and are provided in this section by topic.

Student Engagement in Distance-Learning

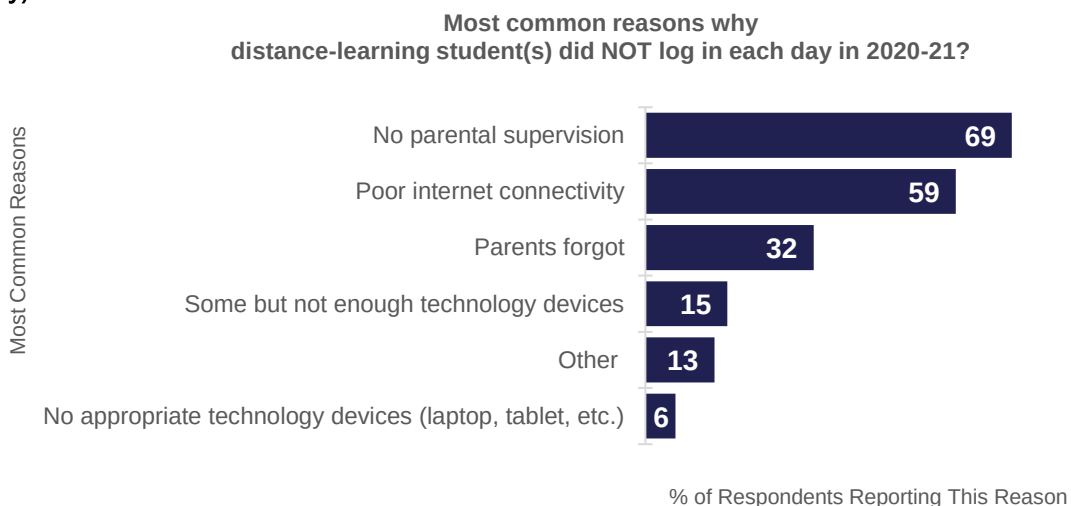
The percentage of students with dyslexia that logged in each day for distance-learning in 2020-21 varied widely, as shown in Figure 9. While 61 percent of respondents indicated that at least half of their distance-learners logged in each day, 14 percent reported that only a quarter or less of these students did so, and 25 percent reported that 26 to 50 percent of their students logged in daily. These rates did show some improvement from spring of 2020, when 54 percent of respondents reported at least half of their students logging in each day (a 7-percentage point improvement), and 18 percent reporting only 25 percent or less of their students logging in each day (a 4-percentage point improvement).

Figure 9: 2020-21 Percentage of Students That Logged in Daily

Source: 2020-21 Dyslexia Interventionist Experience Survey

Note: N=112.

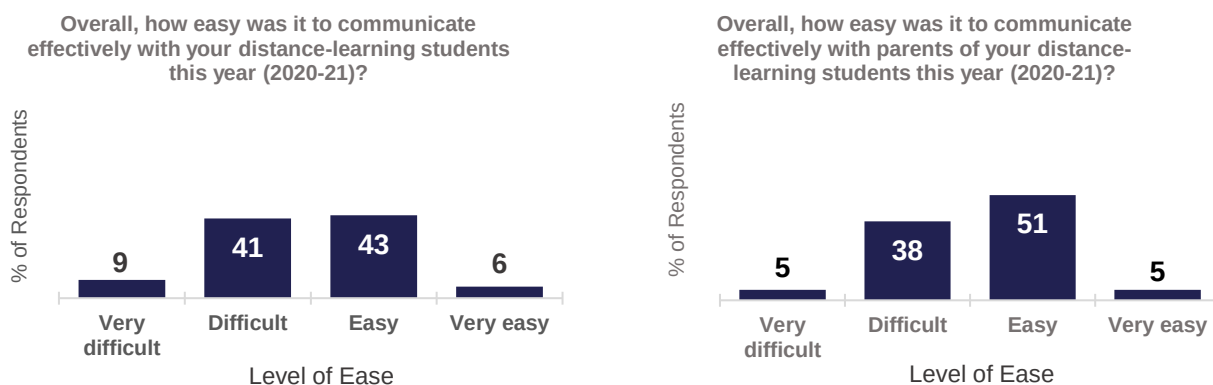
According to interventionists, the most common reasons that parents gave for their child not logging in each day were: 1) No parental supervision (69% reported this), 2) Poor internet connectivity (59% reported this), Parents forgot (32%), and lack of adequate technological resources (21%) (Figure 10).

Figure 10: 2020-21 Most Common Reasons Parents Gave for Their Student(s) Not Logging in Each Day)

Source: 2020-21 Dyslexia Interventionist Experience Survey

Note: N=123. Percentages will not add to 100 because respondents could identify more than one reason.

Interventionists varied widely in the level of ease with which they could reportedly communicate with distance-learners and parents of distance-learners in 2020-21 (Figure 11). Overall, more than half (56%) of interventionists reported that it was easy (51%) or very easy (5%) to communicate with parents of their students, and slightly less than half (49%) reported that communication with distance learning students was easy (43%) or very easy (6%).

Figure 11: 2020-21 Ease of Communication with Distance-Learners and Their Parents

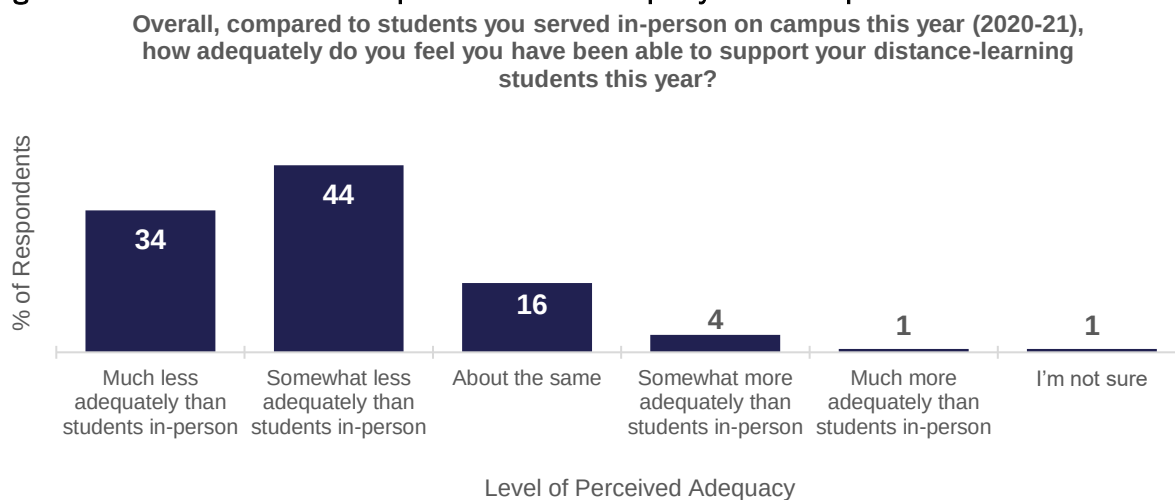
Source: 2020-21 Dyslexia Interventionist Experience Survey

Note: N=116 (regarding students), N=117 (regarding parents). Percentages may not add to 100.0 because of rounding.

Interventionists' Perceptions About Adequacy of Services Provided

Services to On-Campus Versus Distance-Learners

Only a small percentage of interventionists (5%) reported that they felt they could actually support distance-learning students more adequately than they could in-person students, and 16 percent reported that the quality of services they felt they could provide was about the same for students in both learning arrangements. Most (78%) reported that they believed they were able to support distance learners less adequately than on-campus learners (44% somewhat less, 34% much less adequately, Figure 12).

Figure 12: Interventionists' Perception of Service Adequacy to On-Campus Versus Distance-Learners

Source: 2020-21 Dyslexia Interventionist Experience Survey.

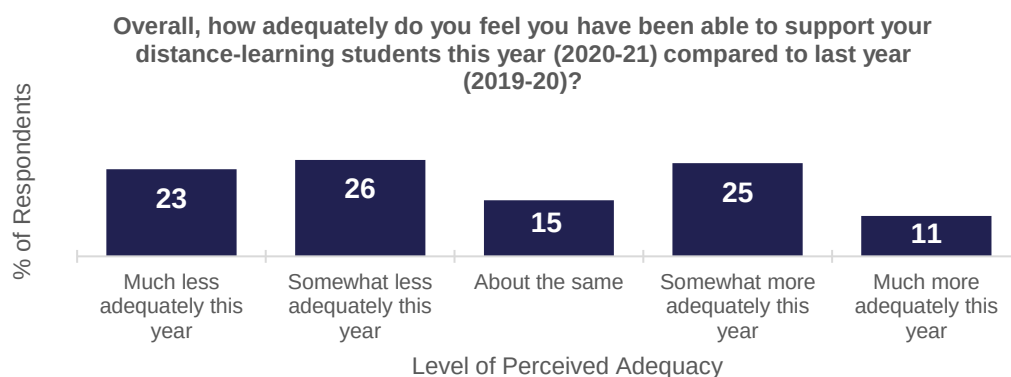
Note: N=122.

Services to Distance-Learners in 2020-21 Versus 2019-2020

Interventionists varied widely in their perceptions of how adequately they felt they could support distance-learning students this year compared to last spring (2020, when the district initially transitioned to 100% distance learning). Interestingly, more interventionists – almost half (49%) reported that they felt they

could support distance-learners either somewhat less adequately (26%) or much less adequately (23%) this year (2020-21) compared to spring of 2020. Approximately 15 percent reported they felt the quality of services they could provide to distance learners was comparable to last spring, and 36 percent reported they could support distance learners either somewhat more adequately (25%) or much more adequately (11%) this year compared to last spring (Figure 13).

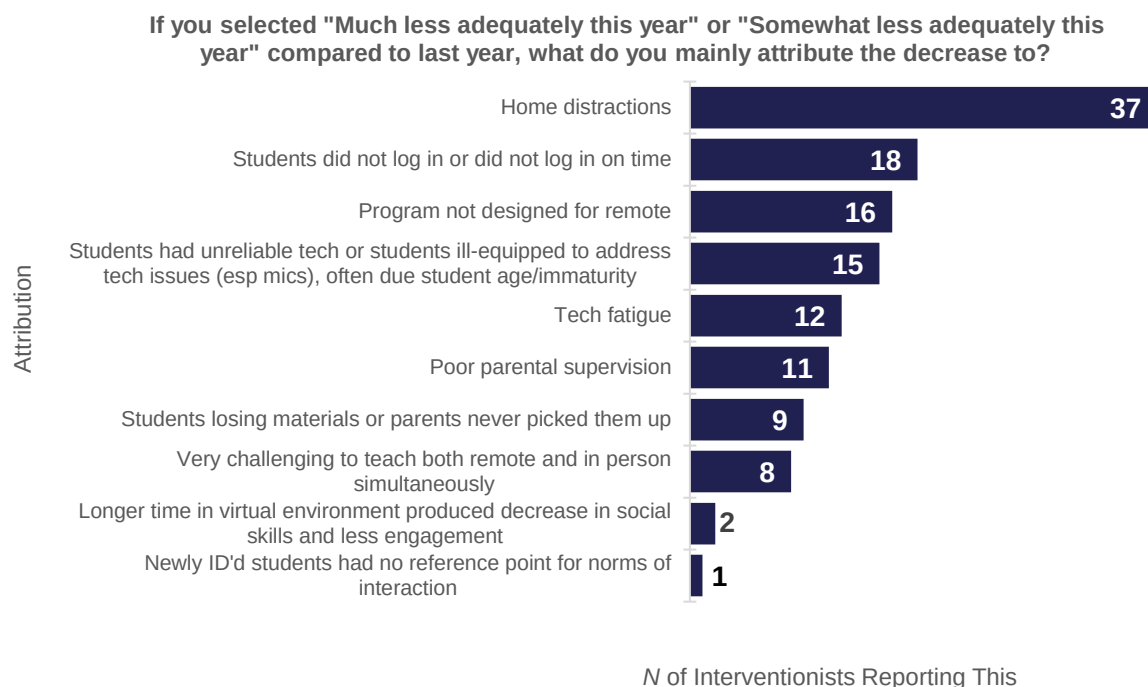
Figure 13: Interventionists' Perception of Service Adequacy Provided to Distance-Learners in 2020-21 Versus 2019-20



Source: 2020-21 Dyslexia Interventionist Experience Survey

Note: N=120.

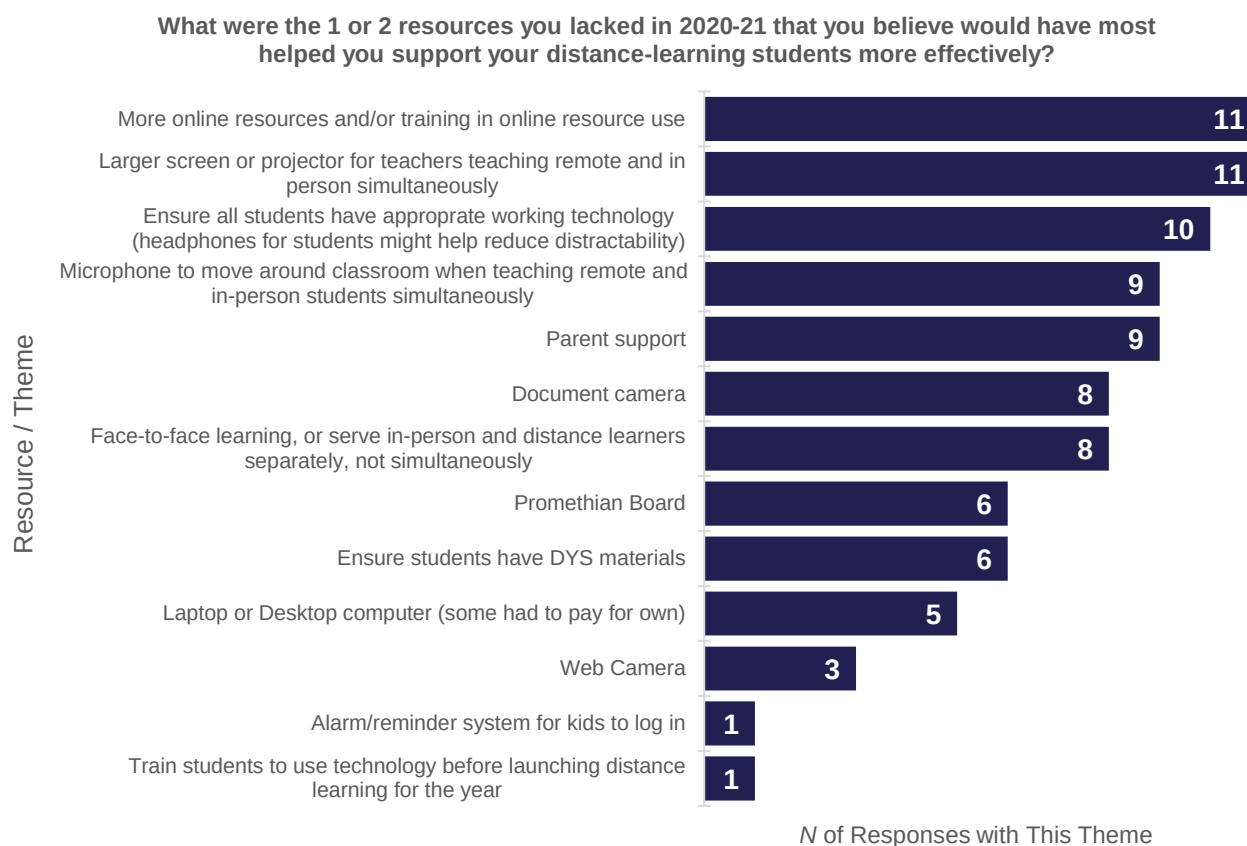
Reasons interventionists gave for why they believed the quality of service they could provide their students was lesser this year compared to last included: 1) distractions in students' homes ($n=37$); 2) students did not log in at all or did not log in on time ($n=18$); 3) the Wilson Program is not designed for distance learning; it is designed for face-to-face instruction ($n=16$); and 4) students had unreliable technology and/or students encountered technical difficulties that they were ill-equipped to handle such as microphone or camera issues ($n=15$). Pertinent attributions in addition to these top four were provided and are shown in Figure 14. Although fewer respondents explicitly voiced it in the survey, two responses included the insightful observation that students' longer time in a virtual environment appeared to produce a decrease in some students' social skills, which led to those students engaging less in the virtual environment (see bottom of Figure 14 where this theme is shown).

Figure 14: Reasons Service Provision to Distance Learners Perceived by Interventionists as Inadequate

Source: 2020-21 Dyslexia Interventionist Experience Survey.

Note: N=52 respondents. Responses could contain more than one theme.

Resources which interventionists identified as those they lacked and which would have helped them provide more effective services to distance learners included: 1) more teaching resources designed or otherwise more appropriate for distance learning ($n=11$ responses with this theme, Figure 15); 2) a large monitor or projector for those teaching in-person and distance learners simultaneously ($n=11$); 3) ensure that all students have appropriate working technology for distance learning ($n=10$); 4) a microphone for interventionists to speak in to when teaching in-person and distance learners simultaneously so the interventionist can move around the classroom to attend to in-person students' needs while still also being able to still speak with their distance learners ($n=9$); and 5) parent support to keep distance learners on track and focused ($n=9$).

Figure 15: Resources Interventionists Needed for Teaching Distance Learners

Source: 2020-21 Dyslexia Interventionist Experience Survey.

Note: N=68 responses. Responses could contain more than one theme.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Expanding notably over the past few years, the Dallas ISD Dyslexia Services department employed 14 dyslexia evaluator and no interventionists and served 3,086 students in 2016-17. By 2020-21, 27 evaluators and 147 interventionists served 5,940 district students, with a budget \$1,419,019 (an increase from \$1,243,117 in 2019-20). In 2021-22, the program plans to increase the number of interventionists employed so that high school students can also receive interventionist services. The primary goal identified by Dyslexia Services program administrators for 2020-21 was to increase identification of students with dyslexia particularly in the early grades.

- Compared to previous years, the increase in staffing and resulting identification of more students with dyslexia coincided with a greater proportion of students identified with dyslexia in earlier grades, indicating progress toward the department goal to increase early identification.
- The average BOY Fundamental Literacy Ability Index (FLAI) score across all grade (two through eight) levels was 66.8 (66.9 in 2018-19). By the EOY assessment for 2020-21, the average FLAI

score among these students was 74.7 (75.2 in 2018-19): an increase of 7.9 points (8.3 points in 2018-19).

- The percentage of students with dyslexia testing at the Approaches+ and Meets+ achievement level dropped in 2020-21 from 2018-19; this was the case districtwide as well. In 2018-19, 52.7 percent of these students scored at Approaches+ while in 2020-21, 43.2 percent did so. The difference between these two testing points was less pronounced for those scoring at the Meets+ level (18.2% in 2018-19 to 15.3% in 2020-21).
- On MAP Growth, Dallas ISD students identified with dyslexia in grade one performed most similarly to those not identified with dyslexia from BOY to EOY. The greatest differences between these two student groups were seen in grades four (with dyslexia: 43.7 percentile average, without dyslexia: 52.9 percentile, or 9.2 percentile points), grade seven (9.1 points), grade three (8.9 points) and grade six (8.9 points).
- Distance-learner engagement with dyslexia interventionists varied during at-home learning. While 61 percent of interventionists indicated that at least half of their distance-learners logged in each day, 14 percent reported that only a quarter or fewer of these students did so, and 25 percent reported that 26 to 50 percent of their students logged in daily. These rates showed some improvement from spring of 2020, when 54 percent of respondents reported at least half of their students logging in each day (a 7-percentage point improvement), and 18 percent reported only 25 percent or fewer of their students logging in each day (a 4-percentage point improvement).
- Overall, more than half (56%) of interventionists reported that it was easy (51%) or very easy (5%) to communicate with parents, and slightly less than half (49%) reported communication with their distance learning students was easy (43%) or very easy (6%).
- Most interventionists (78%) reported that they believed they were able to support their distance learners less adequately than their on-campus students (44% somewhat less, 34% much less adequately).
- Reasons interventionists gave for why they believed the quality of service they could provide their students was lesser this year compared to last included: 1) distractions in students' homes ($n=37$); 2) students did not log in at all or did not log in on time ($n=18$); 3) the Wilson Program is not designed for distance learning; it is designed for face-to-face instruction ($n=16$); and 4) students had unreliable technology and/or students encountered technical difficulties that students were ill-equipped to handle such as microphone or camera issues ($n=15$). Although fewer respondents explicitly voiced it in the survey, two responses included the insightful observation that students' longer time in a virtual environment appeared to produce a decrease in some students' social skills, which led to those students engaging less in the virtual environment.
- Resources which interventionists identified as those they lacked and that would have helped them provide more effective services to distance learners included: 1) more teaching resources designed or otherwise more appropriate for distance learning ($n=11$ responses with this theme); 2) a large

monitor or projector for those teaching in-person and distance learners simultaneously ($n=11$); 3) ensure that all students have appropriate working technology for distance learning ($n=10$); 4) a microphone for interventionists to speak in to when teaching in-person and distance learners simultaneously so the interventionist can move around the classroom to attend to in-person students' needs while still also being able to still speak with their distance learners ($n=9$); and 5) parent support to keep distance learners on track and focused ($n=9$).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Focus on year-over-year growth to ensure that students with dyslexia keep up with peers in reading.

Although no *STAAR* outcomes were available for 2019-20, *STAAR* progress measures showed some evidence of Limited growth in reading performance between 2018-19 and 2020-21 for students with dyslexia. The rate of students with dyslexia showing Expected reading growth held relatively steady around 35 and 34 percent from 2018-19 to 2020-21 (respectively). The percentage of students with Limited growth, however, increased more than seven percentage points, and the rate of students with Accelerated growth decreased by over five percentage points from 2018-19 to 2020-21 – though – and commendably – this rate decrease was less pronounced compared to the decrease in Accelerated growth seen districtwide (districtwide: 25.8% in 2018-19 down to 11.4% in 2020-21). Nevertheless, if not being used yet, progress measures should be considered in the future to follow students with dyslexia and determine how they are performing relative to their peers.

Review ways to improve online engagement in instruction with students and interventionists to support students during possible future at-home learning. The percentage of students reported to have logged in daily to engage with dyslexia interventionists during at-home learning varied widely. While 61 percent of interventionists indicated that at least half of their distance-learners logged in each day, 14 percent reported that only a quarter or fewer of these students did so, and 25 percent reported that 26 to 50 percent of their students logged in daily. These rates showed some improvement from spring of 2020, when 54 percent of respondents reported at least half of their students logging in each day (a 7-percentage point improvement), and 18 percent reported only 25 percent or fewer of their students logging in each day (a 4-percentage point improvement). Mitigating barriers to engagement should bolster the ability of interventionists to serve students more regularly and adequately.

Ensure adequate instructional and technological support for dyslexia interventionists. Resources which interventionists identified as inadequate and which would have helped them provide more effective services to distance learners included: 1) more teaching resources designed for or otherwise more appropriate for distance learning ($n=11$); 2) a large monitor or projector for those teaching in-person and distance learners simultaneously ($n=11$); and 3) a microphone for interventionists to use when teaching in-person and distance learners simultaneously ($n=9$).

Review communication and technological hurdles with students and caregivers during at-home learning. Overall, only slightly more than half (56%) of interventionists reported that it was easy (51%) or

very easy (5%) to communicate with parents of their students, and slightly less than half (49%) reported that communication with distance learning students was easy (43%) or very easy (6%). The most common reasons that parents gave for their child not logging in each day were: 1) No parental supervision (69% reported this), 2) Poor internet connectivity (59% reported this), Parents forgot (32%), and lack of adequate technological resources (21%).

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APPENDICES

Appendix A

Appendix A: 2017-18 to 2020-21 Dallas ISD Count of Students Identified with Dyslexia by Year and Grade Level

Grade Level	2017-18 (N=3,522)		2018-19 (N=4,159)		2019-20 (N=5,190)		2020-21 (N=5,940)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
EC	0	0.0	0	0.0	1	0.0	0	0.0
PK	0	0.0	0	0.0	0	0.0	0	0.0
KN	0	0.0	3	0.1	1	0.0	2	0.0
1	45	1.3	61	1.5	62	1.2	40	0.7
2	176	5.0	285	6.9	410	7.9	296	5.0
3	326	9.3	402	9.7	647	12.5	716	12.1
4	504	14.3	541	13.0	709	13.7	873	14.7
5	493	14.0	615	14.8	660	12.7	828	13.9
6	488	13.9	509	12.2	632	12.2	699	11.8
7	382	10.8	481	11.6	533	10.3	652	11.0
8	351	10.0	350	8.4	453	8.7	515	8.7
9	277	7.9	383	9.2	406	7.8	466	7.8
10	186	5.3	235	5.7	321	6.2	360	6.1
11	176	5.0	149	3.6	224	4.3	282	4.7
12	118	3.4	145	3.5	131	2.5	211	3.6

Source: District PEIMS snapshot demographic data files for 10/27/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

Note: Percentages may not add to 100.0 because of rounding.

Appendix B

Appendix B, Table 1: 2018-19 BOY and EOY WIST Fundamental Literacy Ability Index (FLAI): Average Standard Scores by Grade Level

Grade Level	Tested <i>N</i>	BOY Score Mean	BOY SD	EOY Score Mean	EOY SD	Change in Mean Score
1	5	51.6	28.4	72.8	14.2	21.2
2	100	64.5	12.6	72.0	20.2	7.5
3	165	63.7	15.3	75.2	17.1	11.5
4	255	69.4	18.9	78.8	20.2	9.4
5	299	69.9	20.3	77.5	20.6	7.6
6	197	69.8	18.7	73.9	17.0	4.1
7	127	58.9	24.3	68.9	25.1	10.0
8	23	57.7	22.4	66.1	22.2	8.4
1 to 8	1,171	66.9	19.5	75.2	20.2	8.3

Source: Dallas ISD Dyslexia Services internal program data provided December 2019.

Note: Change in mean standard score is from BOY to EOY. SD=standard deviation. Outcomes include students assessed with both age- and grade-based norms, who had both a BOY and EOY score, were identified as currently (in 2018-19) receiving *Wilson Reading System* intervention programming, and assessed with at least six months between BOY and EOY. Standard Scores on the WIST: <69=Very Poor, 70-79=Poor, 80-89=Below Average, 90-110=Average, 111-120=Above Average, 121-130=Superior, >131=Very Superior.

2019-20 WIST data not available because of assessment cancellations resulting from the 2020 districtwide transition to at-home learning.

Appendix B, Table 2: 2020-21 BOY and EOY WIST Fundamental Literacy Ability Index (FLAI): Average Standard Scores by Grade Level

Grade Level	Tested <i>N</i>	BOY Score Mean	BOY SD	EOY Score Mean	EOY SD	Change in Mean Score
1	-	-	-	-	-	-
2	42	60.5	9.9	69.2	12.8	8.7
3	91	64.9	15.9	72.5	19.8	7.6
4	164	66.9	17.8	75.3	19.5	8.4
5	130	71.3	20.6	77.6	22.0	6.3
6	88	66.1	16.0	74.1	14.7	8.0
7	57	65.2	17.6	73.4	19.5	8.2
8	40	66.8	16.9	76.6	15.8	9.8
1 to 8	612	66.8	17.6	74.7	18.9	7.9

Source: Dallas ISD Dyslexia Services internal program data provided 07/14/21.

Note: Change in mean standard score is from BOY to EOY. SD=standard deviation. Outcomes include students assessed with both age- and grade-based norms, who had both a BOY and EOY score, were identified as currently (in 2020-21) receiving *Wilson Reading System* intervention programming and assessed with at least six months between BOY and EOY. Standard Scores on the WIST: <69=Very Poor, 70-79=Poor, 80-89=Below Average, 90-110=Average, 111-120=Above Average, 121-130=Superior, >131=Very Superior.

Appendix C

Appendix C: 2018-19 to 2020-21 STAAR Outcomes for Dallas ISD Students with Dyslexia - Reading and Writing

Grade Level	2018-19				2019-20*				2020-21			
	Tested <i>N</i>	App+ %	Meets+ %	Masters %	Tested <i>N</i>	App+ %	Meets+ %	Masters %	Tested <i>N</i>	App+ %	Meets+ %	Masters %
Students with Dyslexia NOT Receiving SPED Services												
Reading												
3	240	54.2	17.9	6.7					435	38.2	12.9	5.5
4	335	46.6	15.2	4.2					521	36.9	12.9	4.0
5	407	77.1	30.5	9.1					450	58.7	23.3	10.0
6	309	32.7	8.7	2.9					352	34.7	8.5	2.8
7	302	38.1	16.2	6.6					334	41.9	18.0	6.6
8	230	63.0	16.5	3.0					280	50.4	16.4	6.4
All Grades	1,823	52.7	18.2	5.7					2,372	43.2	15.3	5.9
Writing												
4	336	30.1	8.0	0.9					515	15.5	3.9	0.0
7	306	29.7	9.5	2.6					333	21.9	5.4	0.0
All Grades	642	29.9	8.7	1.7					849	18.0	4.5	0.5
Students with Dyslexia Also Receiving SPED Services												
Reading												
3	142	32.4	6.3	1.4					203	26.6	9.0	4.9
4	178	30.3	7.3	1.7					263	17.9	5.7	2.3
5	192	50.0	13.2	3.6					274	36.5	10.3	4.4
6	169	18.3	2.4	3.0					238	15.1	2.1	2.5
7	149	27.5	5.6	4.7					185	16.8	3.8	1.1
8	113	36.3	6.3	2.7					144	31.9	8.6	2.8
All Grades	943	32.8	7.1	2.9					203	26.6	9.0	4.9
Writing												
4	175	15.4	1.1	0.0					263	6.8	0.8	0.8
7	148	15.5	4.2	2.7					195	6.2	0.0	0.5
All Grades	323	15.5	2.5	1.2					460	0.4	0.7	6.5

Source: Mejan, M., 2020 (2018-19 and 2019-20); District STAAR file dated 06/28/21; PEIMS snapshot demographic data files snapshot for 10/30/20 (2020-21).

Note: All STAAR administrations and versions of STAAR included. * 2019-20 data not available because of assessment cancellations resulting from the 2020 districtwide transition to at-home learning. "All Grades" *N* may not add to individual grade sums shown because a small number of students were identified as having tested while in a grade level other than those typically assessed in these subjects.

Appendix D

Appendix D: 2017-18 to 2019-20 STAAR Progress Measure Outcomes for Dallas ISD Students with Dyslexia - Reading

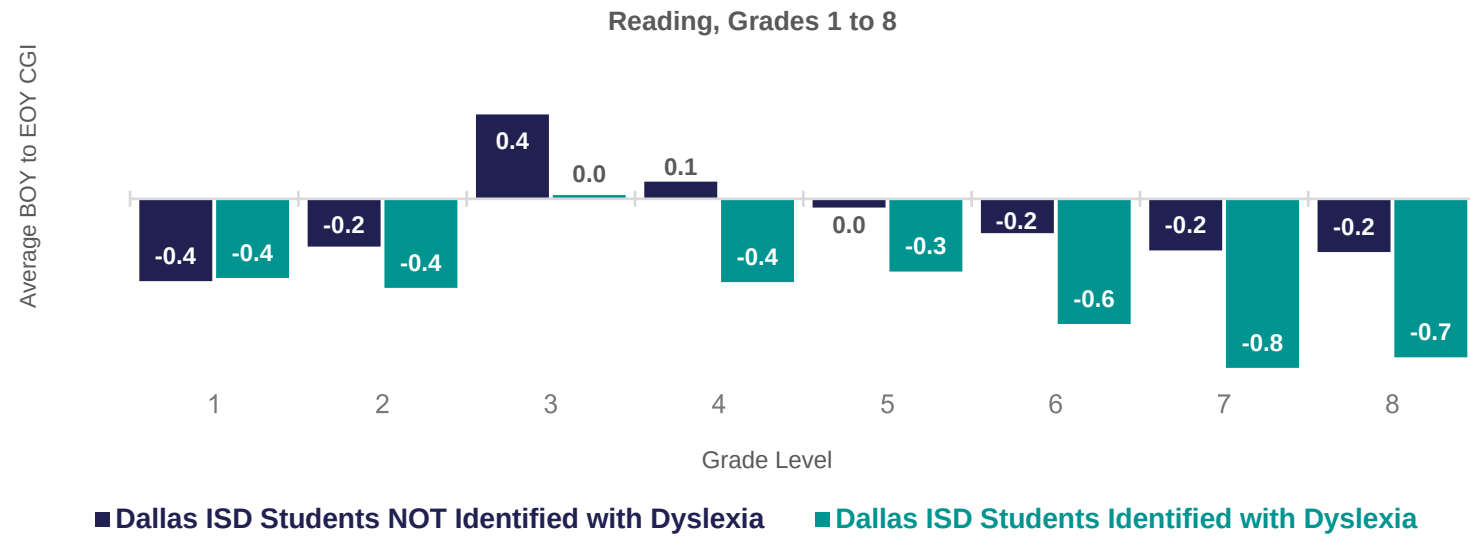
Grade Level	2018-19				2019-20*				2020-21			
	Tested <i>N</i>	Limited %	Expected %	Accelerated %	Tested <i>N</i>	Limited %	Expected %	Accelerated %	Tested <i>N</i>	Limited %	Expected %	Accelerated %
Students with Dyslexia NOT Receiving SPED Services												
					Reading							
4	317	55.2	29.0	15.8					N/A	N/A	N/A	N/A
5	374	15.2	43.0	41.7					406	37.4	40.1	22.4
6	236	80.1	17.4	2.5					230	59.6	29.1	11.3
7	294	40.5	35.7	23.8					250	73.6	20.4	6.0
8	225	23.6	48.0	28.4					277	27.4	41.9	30.7
All Grades	1,446	41.0	35.1	23.9					1,163	47.2	34.1	18.7
Students with Dyslexia Receiving SPED Services												
					Reading							
4	165	59.4	25.5	15.2					N/A	N/A	N/A	N/A
5	178	24.7	34.3	41.0					240	46.7	30.8	22.5
6	147	77.4	17.8	4.8					166	56.6	29.5	13.9
7	144	44.8	31.5	23.8					138	79.0	15.9	5.1
8	107	39.4	35.8	24.8					140	32.9	43.6	23.6
All Grades	741	48.9	28.7	22.4					684	52.8	30.1	17.1

Source: Mejan, M., 2020 (2018-19 and 2019-20); District STAAR file dated 07/12/21; PEIMS snapshot demographic data files snapshot for 10/30/20 (2020-21).

Note: 2019-20 data not available because of assessment cancellations resulting from the spring 2020 transition to at-home learning. *Grade 4 outcomes not available for 2020-21 because students were not tested in 2019-20 because of assessment cancellations resulting from the spring 2020 transition to at-home learning. N/A=Not applicable because progress measures were not available for Grade 4.

Appendix E

Appendix E: 2020-21 Average BOY to EOY Conditional Growth Index (CGI) in Reading by Grade Level



Source: District MAP data file dated 06/24/21 and PEIMS snapshot file for 10/30/21.