

2021-22

Evaluation of the Dyslexia Services Department

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



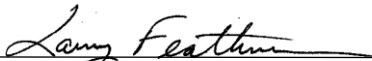
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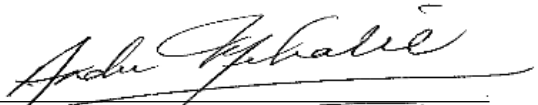
Evaluation of the Dyslexia Services Department

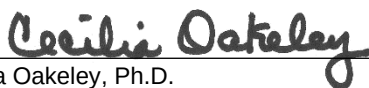
Approved Report of the Department of Evaluation and Assessment

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Margaret Mastrogiovanni, Ph.D., Evaluation Analyst I


Larry Featherston, Ph.D.
Manager, Program Evaluation


Anduamlak Meharie, Ph.D.
Executive Director, Program Evaluation


Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

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Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches Grade Level or Above
BOY	Beginning of year
ESSER	Elementary and Secondary School Emergency Relief
EOY	End of year
E&A	Evaluation and Assessment
EB	Emergent Bilingual
EOC	<i>End-of-Course</i>
<i>Esperanza</i>	<i>Esperanza</i> Spanish Language Program
FIIE	Full Individual and Initial Evaluation
<i>FLAI</i>	Fundamental Literacy Ability Index
IDEA	Individuals with Disabilities Education Act
IAP	Individual Accommodations Plan
IEP	Individual Education Plan
ISD	Independent School District
<i>Lexia</i>	<i>Lexia PowerUp</i>
MAP	<i>Measures of Academic Progress</i>
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MOY	Middle of year
MTA	Multisensory Teaching Approach
PD	Professional Development
PEIMS	Public Education Information Management System
SPED	Special Education
SSK	Sound Symbol Knowledge
STAAR	<i>State of Texas Assessments of Academic Readiness.</i>
TEA	Texas Education Agency
TEC	Texas Education Code
TX-KEA	<i>Texas Kindergarten Entry Assessment System</i>
<i>Wilson</i>	<i>Wilson Reading System</i>
WIST	<i>Word Identification and Spelling Test</i>

Evaluation of the Dyslexia Services Department

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (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 department is “to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness.”¹

- As of the 2021-22 school year, 202 staff members comprise the Dallas ISD Dyslexia Services department, with 176 dyslexia interventionists serving one to three campuses each across the district and 26 dyslexia evaluators working across an average of 15 campuses each.
- Dyslexia evaluators identify student needs and prescribe appropriate accommodations and services for identified students.
- Dyslexia interventionists are certified teachers with specialized training in dyslexia who work with identified students to provide supplemental multisensory instruction.

The reported budget for the 2021-22 Dyslexia Services department \$8,160,128: \$1,388,528 from district general operating funds (a \$30,491 decrease from \$1,419,019 in 2020-21) and \$6,771,600 received from ESSER II and ESSER III funding. The district budgeted approximately \$33.8 million aimed at improving and expanding dyslexia services in middle and high schools.

The overall goal of these efforts is to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning for the first four weeks. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met eligibility requirements.

To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.² Because of these variations in instructional time and support activities, results should be viewed with caution.

The purpose of the evaluation was twofold: 1) to describe the components of the Dyslexia Services program in 2021-22 including funding as well as characteristics of students and staff members, and 2) to examine the impacts of the program on professional development (PD) outcomes, ESSER activity outcomes, and student assessment outcomes.³

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of students with Dyslexia and the Dyslexia Services department staff?

Student Characteristics

- In 2021-22, a total of 7,703 (5.4%) students in the district identified with dyslexia, compared to 5,940 in 2020-21 (Table E1).
- Compared to the overall population, students with dyslexia had a larger proportion of male students (57.4%) and SPED students (38.3%), and a smaller proportion of EB students (43.7%).
- The largest percentages of students with dyslexia were enrolled in grades three through six.
- Of the 7,703 students identified with dyslexia, 5,668 students (73.6%) participated in the Dyslexia Services department programming.
- The highest percentage of students participated in the *Wilson* program (82.4%), while a smaller proportion of students participated in the *Esperanza* program (9.5%), the *Lexia* program (4.7%), and the MTA/Alphabetic Phonics program (3.4%).

¹ <https://www.dallasisd.org/Page/74987>. Link retrieved 09/27/2021.

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

³ Portions of this report were replicated or adapted from Meján, 2021.

Table E1: 2021-22 Characteristics of Students with Dyslexia

	Students with Dyslexia (N = 7,703)	
	n	%
Sex		
Female	3,279	42.6
Male	4,424	57.4
Race/Ethnicity		
Hispanic/Latino	5,528	71.8
African American	1,474	19.1
White	496	6.4
Other/Missing	205	2.7
Special Student Groups		
Economically Disadvantaged	6,557	85.1
Emergent Bilingual	3,367	43.7
Special Education	2,948	38.3

Source: District end-of-year demographic file dated 05/16/22.

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

Staff Characteristics

- In 2021-22, the Dyslexia Services department employed 202 lead evaluators and interventionists (N = 50) and non-lead interventionists (N = 152) staff.
- Staff were predominately female and worked at the district for over ten years.

What were the outcomes related to the ESSER funded Dyslexia/504 interventionist expansion activities?

Dyslexia Services Training Program

- The department exceeded their 2021-22 EOY Dyslexia Training Program performance objective.
- Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.

Campus and Community Engagement

- In 2021-22, the Dyslexia Services department met their 2021-22 Campus and Community Engagement performance objectives, offering PD opportunities to campus staff and informational sessions to parents in the fall and in the spring.
- The department reported that 5,546 campus staff attended session in the fall and 4,995 attended in the spring.
- The department reported that 269 parents attended in the fall and 575 parents attended in the spring.

- PD trainings were also provided to Dyslexia Services central staff members throughout the 2021-22 school year.

What were the achievement outcomes for students with dyslexia?

Word Identification and Spelling Test

- EOY FLAI WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +5.7% to +18.5%) (Table E2).
- EOY SSK WIST standard score results indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating (range: +12.1% to +33.3%) (Table E3).
- The Dyslexia Services department met its EOY 2021-22 ESSER performance objective for the SSK standard score (M = 85.8) but not for the FLAI standard score (M = 75.5).
- In 2021-22, seven out of 11 grade levels achieved the WIST EOY FLAI target performance goal scoring equal to or greater than 75.6, and six out of 11 grade levels achieved the WIST EOY SSK target performance goal scoring equal to or greater than 78.8.

Table E2: 2021-22 Percentage of Students with Dyslexia Attaining WIST FLAI Average or Above Standard Score Ratings by Grade Level and Test Version

Grade Level	BOY %	EOY %	BOY to EOY % Point Δ
Elementary Version			
2	2.5	13.2	10.7
3	6.2	23.1	16.9
4	14.5	31.2	16.7
5	20.0	34.5	14.5
Total	13.4	28.6	15.3
Secondary Version			
6	7.2	18.9	11.7
7	11.1	16.8	5.7
8	16.7	25.8	9.1
9	14.1	32.6	18.5
10	9.7	20.8	11.1
11	8.6	25.7	17.1
12	7.1	14.3	7.2
Total	11.1	21.9	10.8

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

Table E3: 2021-22 Percentage of Students with Dyslexia Attaining WIST SSK Average or Above Standard Score Ratings by Grade Level and Test Version

Grade Level	BOY %	EOY %	BOY to EOY % Point Δ
Elementary Version			
2	1.5	13.6	12.1
3	3.6	19.0	15.4
4	10.8	28.9	18.1
5	14.5	40.5	26
Total	9.5	29.1	19.6
Secondary Version			
6	9.6	42.9	33.3
7	21.9	40.0	18.1
8	29.6	49.6	20
9	25.5	51.6	26.1
10	5.6	34.7	29.1
11	11.4	25.7	14.3
12	7.1	28.6	21.5
Total	18.4	43.6	25.2

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

State of Texas Assessments of Academic Readiness

- In spring 2022, the percentage of students with dyslexia at Approaches+, Meets+, and Masters was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests.
- At the Approaches+ performance standard, the performance gap between students with dyslexia and the district ranged from 22.8 to 27.4 percentage points (Table E4).
- At the Meets+ performance standard, the performance gap ranged from 19.8 to 27.7 percentage points.
- At the Masters performance standard, the performance gap ranged from 3.8 to 21.8 percentage points.
- The smallest performance gap between students with dyslexia and the district was at the Masters performance standard in English I EOC and English II EOC (5.3 percentage points and 3.8 percentage points, respectively).
- One-year trends indicate that students with dyslexia in grades five, seven, and eight had the largest percentage increases in achieving the Approaches+ performance standard compared to their 2020-21 performance (24%, 20%, and 19%, respectively).

Table E4: 2021-22 Percentage of Students with Dyslexia and District Attaining STAAR 3-8 Reading and STAAR EOC English I and II Performance Standards by Grade Level

Grade Level	Students with Dyslexia		District		Diff. %
	Tested <i>N</i>	App+ %	Tested <i>N</i>	App+ %	
	STAAR 3-8				
3	953	40.4	9,771	65.9	-25.5
4	1,060	38.6	9,879	66.0	-27.4
5	1,054	52.1	9,784	75.2	-23.1
6	798	36.8	9,327	60.8	-24.0
7	658	46.4	9,672	70.4	-24.0
8	591	53.1	9,580	75.9	-22.8
EOC					
Eng I	791	28.3	15,293	52.4	-24.1
Eng II	529	32.7	12,344	59.4	-26.7

Source: District STAAR file dated 07/15/22 (grades three-to-eight), STAAR EOC file dated 07/14/22. District end-of-year demographic files date of 05/16/22.

Note: App+ = Approaches Grade Level or Above. Eng I = English I EOC. Eng II = English II EOC. Diff. = Difference. EOC = End-of-Course exam.

- The percentage of students with dyslexia at Expected and Accelerated progress was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests.
- At the Expected progress measure standard, the performance gap between students with dyslexia and the district ranged from 1.4 (Grade 7) to 7.7 (English II EOC) percentage points.
- At the Accelerated progress measure standard, the performance gap between students with dyslexia and the district ranged from 0.3 (English II EOC) to 7.4 (Grade 7) percentage points.

NWEA Measures of Academic Progress

- Students with dyslexia who performed at the Average Quintile or above in reading had mixed trends (Table E5).
- On the EOY Reading – English assessment, grades two through four demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (2.3%, 8.5%, and 2.8%, respectively).
- On the EOY Reading – Spanish assessments, grades 3 and 4 demonstrated increases in the percentage of students at the Average Achievement Quintile or above from BOY to EOY (16.9% and 1.2%, respectively).
- The percentage of students with dyslexia performing at the Average Achievement Quintile or above on the EOY Reading English and Spanish assessments was lower than the district across all grade levels.

Table E5: 2021-21 Students with Dyslexia MAP Reading Average Achievement Quintile or Above Rates by Grade Level and Test Language

Grade Level	BOY		EOY		Diff. %
	<i>n</i>	%	<i>n</i>	%	
Reading (English)					
1	56	33.1	31	17.1	-16.0
2	92	20.2	105	22.5	2.3
3	118	23.1	171	31.6	8.5
4	181	29.8	195	32.6	2.8
5	183	29.0	172	27.6	-1.4
6	157	21.0	152	21.0	0.0
7	105	17.4	100	16.6	-0.8
8	119	22.0	108	19.9	-2.1
9	124	25.6	98	23.4	-2.2
10	76	25.0	62	23.4	-1.6
11	60	28.6	37	21.1	-7.5
Reading (Spanish) ^a					
1	43	41.3	21	21.0	-20.3
2	86	33.3	56	22.9	-10.4
3	75	21.2	121	38.1	16.9
4	101	28.6	96	29.8	1.2
5	94	31.0	68	27.9	-3.1
6	*	*	*	*	*

Source: District MAP files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: * = indicates fewer than 10 students available for analysis. ^a the MAP Reading (Spanish) assessment is administered to students in Kindergarten through grade 5

RECOMMENDATIONS

Improve data collection mechanisms and techniques. In 2021-22, the department utilized multiple forms and platforms to collect student programming data, professional development data, and achievement data (photographs, static spreadsheets, shared spreadsheets, paper) causing data errors and duplicate entries. It is recommended to elect an electronic, standardized data collection procedure/mechanism to reduce error and improve efficiency.

Continue examining changes in standard score ratings from BOY to EOY as a measure of growth and achievement on the WIST assessment. Prior to 2021-22, the Dyslexia Services department examined the average standard scores on the WIST assessment. However, the WIST assessment calculates performance rating categories based on standard scores. Utilizing the performance rating categories associated with the standard scores will help improve the interpretability of student scores and performance including monitoring demonstrated change from BOY to EOY in student learning and growth.

As recommended in previous years, continue to focus on growth to ensure students with dyslexia keep up with their peers in reading. Although most students with

dyslexia demonstrated positive one-year trends on the STAAR reading and English II EOC, students with dyslexia generally performed below the overall district on all STAAR 3-8 and STAAR EOC tests as well as the MAP assessments. The Dyslexia Services department staff should continue their efforts to improve state-assessment ratings to narrow the performance gap between these two groups.

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Evaluation of the Dyslexia Services Department

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (ISD) provides specialized campus-based services across the district for students identified with dyslexia. The stated mission of the Dallas ISD Dyslexia Services department is “to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness.”⁴ Students with dyslexia typically experience difficulties in a variety of phonological awareness areas which can negatively impact reading comprehension and/or written expression (Texas Education Agency [TEA], 2021). However, it’s important to note that individuals demonstrate varying degrees of impairment.

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders 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.*⁵

Further, the International Dyslexia Association, which guides Dallas ISD dyslexia staff members, defines dyslexia as the following:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (TEA, 2021, p. 1).

The Dallas ISD Dyslexia Services department has undergone notable expansion over the last six years. In 2016-17, 14 dyslexia evaluators served across the district to identify and provide accommodations for students with dyslexia. During that time, programming and services were primarily structured literacy programs and video based. During the 2017-18 and 2018-19 school years, the district began a concerted effort to improve the identification process and expand services to students with dyslexia. These efforts

⁴ <https://www.dallasisd.org/Page/74987>. Link retrieved 09/27/21.

⁵ See <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.38.htm#38.003>. Link retrieved 10/21/21.

included the implementation of direct-to-student support services and the employment of dyslexia interventionists who work with and train classroom teachers in teaching methods specifically designed for learners with dyslexia. As of the 2021-22 school year, 202 staff members comprised the Dallas ISD Dyslexia Services department, with 176 dyslexia interventionists serving one to three campuses each across the district and 26 dyslexia evaluators working across an average of 15 campuses each to identify students and prescribe accommodations.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.⁶ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

Dyslexia Screening, Evaluation, and Identification

In 2021-22, the State Board of Education (SBOE) gave final approval regarding dyslexia evaluation and screening updates in the TEA Dyslexia Handbook.⁷ Under TEC §38.003, school districts and campuses are required to conduct universal dyslexia screenings for kindergarten and grade one students. Kindergarten students must be screened by the end of the school year and grade one students must be screened no later than January 31st. Additional updates by TEA included a reduction in the number of skills required to be assessed in the dyslexia screening instruments. Criteria for screening instruments for kindergarten includes: 1) Letter Sound Knowledge or Letter Naming Fluency and 2) phonological awareness. The criteria for screening instruments for first grade includes: 1) Word Reading Accuracy and Fluency and Phonological Awareness. Dallas ISD currently uses the following instruments for universal screenings: the *Texas Kindergarten Entry Assessment System (TX-KEA)* for kindergarten students and *Measures of Academic Progress (MAP) Growth* for students in grade one and above.

Evaluation for dyslexia and other related disorders has now moved to a single pathway for identification under the Individuals with Disabilities Education Act (IDEA). When campuses suspect that a

⁶ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

⁷ https://tea.texas.gov/sites/default/files/updates-to-dyslexia-handbook-procedures-concerning-dyslexia-and-related-disorders-dyslexia-handbook_0.pdf. Link retrieved 10/07/21.

student has dyslexia or a related disorder and may require services, campuses must first collect and review quantitative and qualitative data on the student. These data include but are not limited to standardized test scores, hearing and vision test data, attendance records, schoolwork samples, home language survey data, and outside evaluation findings, as applicable. If the student exhibits characteristics of dyslexia or other specific learning disabilities, campuses must seek parental consent to conduct an evaluation. While seeking parental consent, campuses must include proper prior written notice which must be accompanied by the notice of procedural safeguards under the IDEA. Once consent to the evaluation has been received, student data (both formal and informal) are gathered to determine if the student demonstrates patterns that indicate dyslexia. The assessment is professionally scored, and the Admission, Review, and Dismissal (ARD) committee and the student's parents discuss the findings to determine if criteria are met for receiving specialized services. If criteria are met, an Individual Accommodations Plan (IAP)⁸ is created for the identified student and interventions begin shortly thereafter. If the student is dually identified with dyslexia and needing special education (SPED) services, accommodations for dyslexia are integrated into the student's Individual Education Plan (IEP).

Direct-to-Student Services

The direct-to-student services offered by the Dallas ISD Dyslexia Services department include the *Wilson Reading System (Wilson)*, the *Esperanza Spanish Language Program (Esperanza)*, and *Lexia PowerUp (Lexia)*. The *Wilson* is an intensive literacy program provided to individual students or small groups of students by a dyslexia interventionist. Most widely used across the district, this program focuses on reading, spelling, vocabulary, fluency, and comprehension. The *Wilson* serves students in kindergarten through grade eight for 45 minutes a day, four to five days a week. The *Esperanza* program provides daily, hour-long structured multisensory literacy lessons in Spanish for elementary level students. The goal of the *Esperanza* program is to deliver a multisensory, sequential, systematic approach to achieve Spanish literacy. Last, the *Lexia* program is the district's selected program for students identified with dyslexia at the high school level. *Lexia* is a combination of computer-based and teacher-led programming that helps develop students in three critical areas: word study, grammar, and comprehension.⁹

Dyslexia Interventionists and Evaluators

The Dyslexia Services department employs both dyslexia evaluators ($N = 26$) and dyslexia interventionists ($N = 176$). Dyslexia evaluators identify student needs and prescribe appropriate accommodations and services for identified students. Dyslexia interventionists are certified teachers with specialized training in dyslexia who work with identified students to provide supplemental multisensory instruction. Dyslexia interventionists continually assess the achievement levels of identified students and train campus teachers to provide effective curricular accommodations for those identified students, according to the guidelines established in the IAP or IEP. Additionally, dyslexia interventionists work with

⁸ 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).

⁹ For more information, see <https://go.lexialearning.com/remote-learning-families-PowerUp-Overview>. Link retrieved 11/02/21.

and train classroom teachers in the Multisensory Teaching Approach/Alphabetic Phonics (MTA/AP), a teaching method specifically designed for learners with dyslexia. MTA “is a form of direct instruction of the phonologic, morphemic, semantic and syntactic layers of language. Strategies...involve visual, auditory, tactile-kinesthetic sensory systems, and/or articulatory-motor components while linking listening, speaking, reading, and writing; this means...seeing, hearing, saying, and writing during instruction” (Birsh, 2019, p. 13). Additionally, the Dyslexia Services staff provide informational sessions to parents on how to support their children’s continued growth during the summer and on additional support services available.

Elementary and Secondary School Emergency Relief (ESSER) Activities

In March 2020, Congress allotted funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the Elementary and Secondary School Emergency Relief (ESSER)¹⁰ grant program. Dallas ISD was granted approximately \$700 million from this fund through TEA and invested these federal funds into three critical strategy areas: 1) Healthy Students, Healthy Schools, and Healthy Community, 2) Equitable Access to Learning and Enrichment, and 3) Learning Recovery and Acceleration. To support learning recovery and address decreases in overall reading achievement scores, Dallas ISD budgeted approximately \$33.8 million over five years aimed at improving and expanding dyslexia services in middle and high schools. These additional funds are designated for 1) hiring additional highly trained dyslexia personnel to assist assigned campuses in implementing and maintaining a quality dyslexia program which meets federal and state laws and mandates regarding dyslexia student identification, placement, and instruction, and, 2) expand dyslexia services to include small group dyslexia instruction with a trained dyslexia interventionist for 180 minutes a week per student as well as provide direct, intensive, and systematic instruction to meet student academic needs and improve student achievement. The overall goal of these efforts is to achieve three performance objectives related to student achievement, dyslexia training program, and campus and community engagement. The following are the district’s performance objectives for these activities:

1. Increase the Dyslexia Services department *Word Identification and Spelling Test (WIST)* student scores which measures the standard scores for the Fundamental Literacy Ability Index (FLAI) and the Sound Symbol Knowledge (SSK). The two goals are that, by end-of-year (EOY) 2020-21, average standard scores for FLAI and SSK will increase from 72 to 75.6, and from 75 to 78.75, respectively
2. Out of the 62 2021-2022 dyslexia interventionists assigned to middle school and high school campuses; 62 (100%) will complete the *Wilson* Dyslexia Practitioner certification, and 38 of the 62 (61%) will complete the *Wilson* Dyslexia Therapist certification by 2025.
3. Dyslexia interventionists will conduct informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October.

¹⁰ See <https://www.dallasisd.org/esser>. Link retrieved 10/05/21.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation was twofold: 1) to describe the components of the Dyslexia Services program in 2021-22 including funding as well as characteristics of students and staff members, and 2) to examine the impacts of the program on professional development (PD) outcomes, ESSER activity outcomes, and student assessment outcomes.¹¹ The evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addressed the following questions for 2021-22:

1. What was the amount and source of funding for the Dyslexia Services department?
2. What were the characteristics of students with dyslexia and the Dyslexia Services department staff?
3. What were the outcomes related to the ESSER funded Dyslexia/504 interventionist expansion activities?
4. What were the achievement outcomes for students with dyslexia?

EVALUATION QUESTIONS AND RESULTS

What was the amount and source of funding for the Dyslexia Services department?

Methodology

The evaluator reviewed and summarized 2021-22 program budget information provided by the Dyslexia Services department. Data for previous years were taken from the 2020-21 evaluation report (Mejan, 2021).

Results

The reported budget for the 2021-22 Dyslexia Services department totaled \$8,160,128 which included \$1,388,528 from district general operating funds (a \$30,491 decrease from \$1,419,019 in 2020-21) and \$6,771,600 received from ESSER II and ESSER III funding (Table 1).

Table 1: 2019-20 to 2021-22 Dyslexia Services Department Funding by Source

Source	2019-20	2020-21	2021-22
District General Operation Funds	\$1,243,117	\$1,419,019	\$1,388,528
ESSER II Funds	-	-	\$3,318,700
ESSER III Funds	-	-	\$3,452,900
Total	\$1,243,117	\$1,419,019	\$8,160,128

Source: Dyslexia Services internal records provided 06/21/22; Mejan (2021).

Note: - = ESSER funding began in 2021-22.

¹¹ Portions of this report were replicated or adapted from Mejan, 2021.

What were the characteristics of students with dyslexia and the Dyslexia Services department staff members?

Methodology

Student Characteristics

To identify characteristics of students with dyslexia in the district, the evaluator used the EOY district demographic file dated May 16, 2022. The evaluator conducted frequency and crosstabulation analyses to summarize characteristics of students with dyslexia (i.e. sex, race/ethnicity, special education, economically disadvantaged, and emergent bilingual¹² (EB) status). Comparison data from previous years were taken from the 2020-21 evaluation report (Mejan, 2021).

To determine student program placement, the evaluator also reviewed departmental documents to calculate the percentage of students placed in the Dyslexia Services programs (i.e., *Wilson*, *MTA/AP*, *Esperanza*, *Lexia*). Frequency and crosstabulation analyses were conducted to summarize student program placement.

Staff Characteristics

To identify characteristics of department staff, the Dyslexia Services department provided internal records of the Dyslexia Services leadership team roster, job codes, and supervisor names on November 18, 2021 for the two personnel groups: lead (lead dyslexia evaluators and lead dyslexia interventionists) and non-lead (dyslexia interventionists) personnel. The evaluator used the district personnel file date of January 05, 2022 to extract data for those two staffing groups and conducted frequency and crosstabulation analyses. The evaluator summarized active staff member characteristics (i.e., sex, race/ethnicity, highest earned degree, and years of experience) by lead and non-lead personnel position.

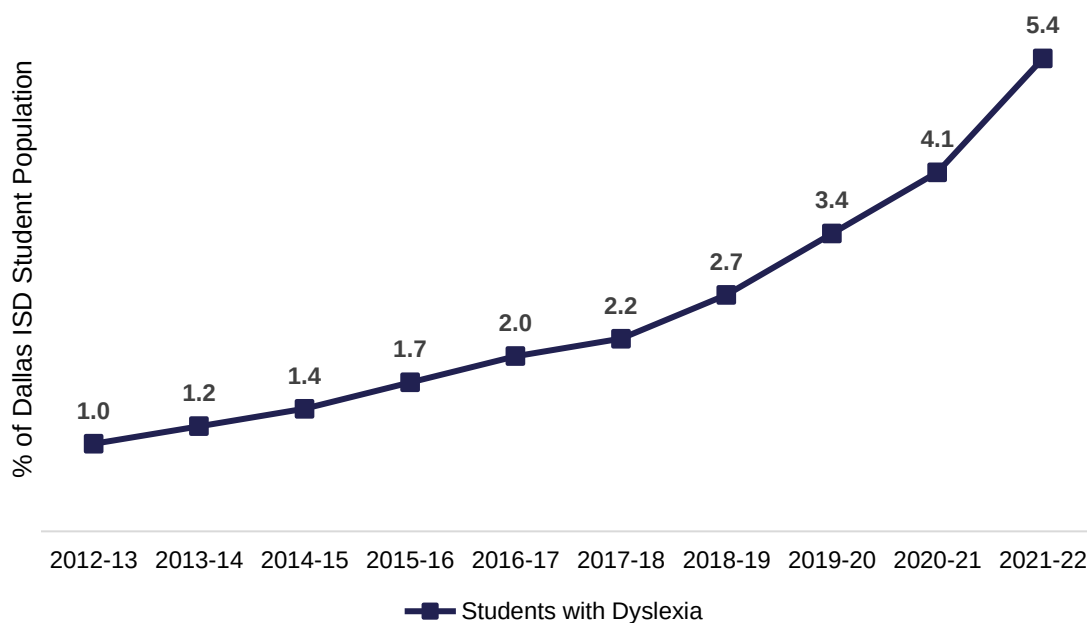
Results

Student Characteristics

In 2021-22, a total of 7,703 students in the district were identified with dyslexia, compared to 5,940 in 2020-21. The percentage of students identified with dyslexia has increased steadily over the past 10 school years (Figure 1). In 2012-13, 1.0 percent ($N = 1,644$) of all students in the district were identified with dyslexia; by 2021-22, that percentage had more than quadrupled to 5.4 percent as a results of the department's early identification efforts through increased staffing. Five-year dyslexia identification trends by grade level are provided in Appendix A.

¹² Updated October 2021, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student". More information can be found at <https://tea.texas.gov/sites/default/files/faq-lpac-and-emergent-bilingual-students.pdf>.

Figure 1: 2012-13 to 2021-22 Percentage of Dallas ISD Student Population Identified with Dyslexia



Source: Mejan (2021); District end-of-year demographic files date of 05/16/22.

In 2021-22, students identified with dyslexia were similar in characteristics (within one percentage point) to the overall district population with few exceptions. Compared to the overall population, students with dyslexia had a larger proportion of male students (57.4%) and SPED students (38.3%), and a smaller proportion of EB students (43.7%). The largest percentages of students with dyslexia were enrolled in grades three through six.

Table 2: 2021-22 Characteristics of Students with Dyslexia

	Students with Dyslexia (N = 7,703)		District (N = 141,504)	
	n	%	n	%
Sex				
Female	3,279	42.6	69,448	49.1
Male	4,424	57.4	72,056	50.9
Ethnicity/Race				
Hispanic	5,528	71.8	100,309	70.9
African American	1,474	19.1	28,738	20.3
White	496	6.4	7,664	5.4
Other/Missing	205	2.7	4,793	3.4
Special Student Groups				
Economically Disadvantaged	6,557	85.1	120,393	85.1
Emergent Bilingual	3,367	43.7	68,356	48.3
Special Education	2,948	38.3	15,762	11.1

Source: District end-of-year demographic files date of 05/16/22.

In 2021-22, of the 7,703 students identified with dyslexia, a total of 5,668 students (73.6%) participated in the Dyslexia Services department programming. While all students with dyslexia are eligible to participate in Dyslexia Services programming, parents can opt-out of participation. The highest

percentage of students participated in the *Wilson* program (82.4%), while a smaller proportion of students participated in the *Esperanza* program (9.5%), the *Lexia* program (4.7%), and the MTA/Alphabetic Phonics program (3.4%).

Staff Characteristics

In 2021-22, the Dyslexia Services department employed 202 lead ($N = 50$) and non-lead ($N = 152$) staff (Table 3). Most of the lead (90.0%) and non-lead (88.8%) staff were female. The largest proportion of lead staff were Hispanic (50.0%) and the largest proportion of non-lead staff were African American (43.4%). The most common level of experience in the district was ten or more years for lead (54.0%) and non-lead (40.8%) staff. Further, 27.6 percent of non-lead staff have five or less years at the district, compared to 13.6 percent of lead staff.

Table 3: 2021-22 Characteristics of Dyslexia Services Department Staff Members

	Lead dyslexia interventionists and dyslexia evaluators ($N = 50$)		Non-lead dyslexia interventionist ($N = 152$)	
	<i>n</i>	%	<i>n</i>	%
Sex				
Female	45	90.0	135	88.8
Male	5	10.0	17	11.2
Race/Ethnicity				
African American	10	20.0	66	43.4
Hispanic	25	50.0	59	38.8
White	15	30.0	24	15.8
Other/Missing	0	0.0	3	2.0
Highest Degree Earned*				
Associate's	0	0.0	1	0.7
Bachelor's	26	52.0	83	54.6
Master's	20	40.0	58	38.2
Doctoral	0	0.0	1	0.7
Other/Missing	4	8.0	9	5.9
Number of Years in the District				
Less than 1	0	0.0	4	2.6
1-5	6	13.6	38	25.0
6-10	17	34.0	48	31.6
10+	27	54.0	62	40.8

Source: Dyslexia Services internal records provided 11/18/21. District personnel file dated 01/05/22.

Note: * Staff educational attainment is based on highest reported degree at the time of hire. Percentages may not add to 100.0 because of rounding.

What were the outcomes related to the ESSER funded Dyslexia/504 interventionist expansion activities?

Methodology

This section includes a summary on the Middle school and High school Dyslexia/504 Interventionist Expansion ESSER funded activities. The Dyslexia Services department provided data on completed certification, PD, and parent informational meetings.

Dyslexia Services Training Program

One of the objectives of the Dyslexia Services department was to utilize ESSER funding to provide additional training to middle and high school dyslexia interventionists and the department set the following two performance objectives; 1) all 62 dyslexia interventionists assigned to middle school and high school campuses in 2021-22 will complete the *Wilson* Dyslexia Practitioner certification and 2) 38 of the 62 (61.3%) will complete the *Wilson* Dyslexia Therapist certification by 2025.¹³ To complete these certifications, dyslexia interventionists were required to complete a minimum of three *Wilson* observations per year.¹⁴ The Dyslexia Services department provided completed certification data on 07/26/2022. The evaluator conducted frequency and crosstabulation analyses to examine the percent of staff completing certifications, required observations, and training sessions.

Campus and Community Engagement

Another objective of the Dyslexia Services department was to utilize ESSER funding for Dyslexia interventionists to conduct informational campus and community (parent) meetings per campus, twice a year and as needed for dyslexia awareness month in October.¹⁵ For the ESSER campus and community engagement performance objective, the evaluator conducted descriptive statistics to determine the number of campus and parental informational meetings conducted by staff during the school year and summarized the informational sessions into themes. Additionally, the evaluator reviewed PD trainings that dyslexia services program staff were required to complete throughout the 2021-22 school year, summarized the sessions, and grouped them into themes.

Results

Dyslexia Services Training Program

Of the 62 ESSER-funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.¹⁶ Results indicated that the Dyslexia Services department exceeded their 2021-22 EOY Dyslexia Training Program performance objective.

Campus and Community Engagement

PD opportunities were offered to campus staff members twice a year and covered the following topics: 1) Definition of Dyslexia, 2) Characteristics of Dyslexia, 3) Referrals, 4) Accommodations, 5) Programming, 6) Resources, and 7) The Importance of the Foundations of Literacy. The Dyslexia Services

¹³ In 2021-22, 62 dyslexia interventionists were assigned to middle school and high school campuses.

¹⁴ 5 *Wilson* observations are required to complete Level 1 practicum (Practitioner Level), 3 observations are required for Group Mastery Practicum, and 2 observations are required for Upper Steps Mastery Practicum. All three practicums must be completed to earn Therapist Level Certification. Therapist level certification takes 3 years of practicum hours and observations through *Wilson* to complete. Additionally, *Wilson* Intro Training is required before dyslexia interventionists can begin their practicums. Each interventionist must complete a 3-day introductory course followed by a 1-day start up course.

¹⁵ Campus and community engagement data provided by dyslexia Services department on 07/13/22.

¹⁶ For the middle school and high school dyslexia interventionist expansion ESSER activities, the 2021-22 EOY performance objective target was 30 practitioner level certifications completed, 0 therapist level certifications completed.

department reported that PD sessions were well attended, with 5,546 campus staff attending the fall professional development and 4,995 attending the spring professional development.

In 2021-22, two parent informational meetings were conducted by department staff, one during fall and one during spring at all campuses. Parent information sessions covered the following topics: 1) Definition of Dyslexia, 2) Characteristics of Dyslexia, 3) Referrals, 4) Accommodations including IAPs and IEPs, 5) Programming, 6) Resources, and 7) Impact Learning for Summer. The Dyslexia Services department reported that 269 parents attended the fall session, and 575 parents attended in the spring. Overall, results indicate that the department met the campus and community engagement performance objective in 2021-22.

PD trainings were also provided to Dyslexia Services central staff members throughout the 2021-22 school year. Program staff were generally required to attend these sessions and sessions included the following topics: 1) Current Dyslexia Programs, 2) EdPlan and Data Documentation trainings, 3) Department Overview, Policies, and Procedures, 4) Section 504 and Child Find, 5) Assessment Trainings: WRMT III/TWS-5/GORT 5/WIST trainings, and 6) ESSER Activity Trainings. A full list of the 2021-22 Dyslexia Services Central Staff PD training session topics is provided in Appendix B.

What were the achievement outcomes for students with dyslexia?

Methodology

This section includes summaries of achievement outcomes for students with dyslexia and includes 1) 2021-22 *WIST* performances, 2) 2021-22 percentage of students attaining performance and progress measure standards on the *State of Texas Assessment of Academic Readiness (STAAR)* reading test and the *STAAR End-of-Course (EOC)* English I and English II tests, and 3) 2021-22 percentage of students performing at the Average Achievement Quintile or above at beginning of year (BOY), middle of year (MOY), and EOY on the *MAP Reading* (English and Spanish) test.

Word Identification and Spelling Test

The *WIST* is an assessment tool designed to assess literacy skills of students who have reading and/or spelling difficulties.¹⁷ *WIST* data files were provided by the Dyslexia Services department December 6, 2021 (BOY) and July 13, 2022 (EOY). Student cases were included in analyses if 1) the data file indicated that the current programming the student received was the *Wilson*, *MTA*, or *Lexia*, 2) students took the same *WIST* test version (Elementary or Secondary)¹⁸ at BOY and EOY, and 3) BOY and EOY assessments were conducted at least six months apart.¹⁹ The evaluator conducted frequency and crosstabulation analyses to determine the percentage of students performing at the average FLAI and SSK standard score

¹⁷ More information on the *WIST* can be found at <https://store.wilsonlanguage.com/word-identification-and-spelling-wist-kit/>.

¹⁸ Comparisons between the Elementary and Secondary *WIST* tests are not recommended because the two versions are normed differently. Students in grades 2-5 took the Elementary version, and students in grades 6-12 took the Secondary version.

¹⁹ Dyslexia Services program staff members indicated that to assess for growth, at least six months should separate the *WIST* BOY score from the EOY score. Therefore, the evaluator examined BOY and EOY FLAI and SSK standard scores for students who received at least six months of programming.

ratings²⁰ or above at BOY and EOY. Results were grouped by grade level and test version. ESSER performance objectives were also addressed.²¹

State of Texas Assessment of Academic Readiness

The *STAAR* exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. Students were tested in grades three to eight in mathematics and reading, science in grades five and eight, and social studies in grade eight. Students at the high school level took *STAAR End of Course (EOC)* assessments in various subjects. Because the Dyslexia Services department focuses on literacy-rated achievement for students with dyslexia, only the results of *STAAR* Reading and English I and II *STAAR EOCs* will be reported in this evaluation.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores. *STAAR* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores are used to determine these four categories.

2021-22 district *STAAR* and *STAAR EOC*²² data files were merged with the end-of-year district demographic file dated May 16, 2022. Frequency and crosstabulation analyses were conducted to calculate performance standard attainment rates at Approaches+, Meets+, and Masters. Frequency and crosstabulation analyses were also conducted to calculate rates for the Limited, Expected, and Accelerated *STAAR* progress measure standards.²³ Results were grouped by grade-level and test subject. Further, to examine year-to-year performance, the end-of-year demographic file dated May 16, 2022 for students with dyslexia (with 2021-22 *STAAR* and *STAAR EOC* scores) was merged with the 2020-21 *STAAR* and *STAAR EOC*²⁴ data files. Only students with dyslexia with *STAAR* and *STAAR EOC* data for both years were included in the year-to-year analysis. Frequencies and crosstabulation analyses were conducted to calculate the performance standard attainment rates at Approaches+ by grade level. One-year trends were then calculated to compare student performance as they progressed from one grade level to the next.

NWEA Measures of Academic Progress

The *MAP* is a computer adaptive assessment that measures achievement and growth in K-12 mathematics and reading. *MAP* scores are assigned to quintiles based on student score percentiles. An assignment of Average Quintile or Above indicated that the student score fell into the 41st percentile or above.

²⁰ Standard Score Ratings 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.

²¹ 2021-22 *WIST* performance objective targets were students achieving an average EOY FLAI standard score of 75.6 or greater and an average EOY SSK standard score of 78.8 or greater.

²² *STAAR* file dated 07/15/22 (2021-22). *STAAR (EOC)* files dated 07/14/22 (2021-22).

²³ Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. More information regarding *STAAR* progress measures can be found at <https://tea.texas.gov/student-assessment/testing/taar/progress-measures>.

²⁴ *STAAR* file dated 07/12/21 (2020-21). *STAAR (EOC)* files dated 07/12/21 (2020-21).

District *MAP* data files²⁵ at BOY, MOY, and EOY were merged with the end-of-year district demographic file dated May 16, 2022. English and Spanish versions of the *MAP* were pulled separately and combined into one file to examine overall student performance. If a student took the assessment more than once in a period, the latest score was used. Frequency and crosstabulation analyses were conducted to determine the percentage of students performing at the Average Achievement Quintile or above on the reading test at BOY, MOY, and EOY. Results were grouped by grade level and test language (English and Spanish).²⁶

Results

Word Identification and Spelling Test

In 2021-22, EOY FLAI *WIST* results indicated that 13.2 to 34.5 percent of students with dyslexia (grade 2 and grade 5, respectively) performed at the average or above standard score rating on the elementary version, and 14.3 to 32.6 percent of students with dyslexia (grade 12 and grade 9, respectively) performed at the average or above standard score rating on the secondary version (Table 4). From BOY to EOY, grades three and four had the largest percentage point increases of students with dyslexia attaining the average or above standard score rating on the elementary version (+16.9% and +16.7%, respectively), and grades nine and 11 had the largest percentage increases on the secondary version (+18.5% and +17.1%, respectively).

In 2021-22, EOY SSK *WIST* results indicated that 13.6 to 40.5 percent of students with dyslexia (grades 2 and 5, respectively) performed at the average or above standard score rating on the elementary version, and 25.7 to 51.6 percent of students with dyslexia (grades 11 and 9, respectively) performed at the average or above standard score rating on the secondary version (Table 5). From BOY to EOY, grades four and five had the largest percentage point increases of students with dyslexia performing at the average or above standard rating on the elementary version (+18.1% and +26.0%, respectively), and grades six and ten had the largest percentage point increases on the secondary version (+33.3% and +29.1%, respectively).

²⁵ District *MAP* files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY).

²⁶ Comparisons between the English and Spanish *MAP* Reading tests are not recommended because the two versions are normed differently.

Table 4: 2021-22 Percentage of Students with Dyslexia Attaining WIST FLAI Average or Above Standard Score Ratings by Grade Level and Test Version

Grade Level	Tested <i>N</i>	BOY	EOY	BOY to EOY
		%	%	% Point Δ
Elementary Version				
2	205	2.5	13.2	10.7
3	437	6.2	23.1	16.9
4	620	14.5	31.2	16.7
5	667	20.0	34.5	14.5
Total	1,929	13.4	28.6	15.3
Secondary Version				
6	429	7.2	18.9	11.7
7	315	11.1	16.8	5.7
8	240	16.7	25.8	9.1
9	184	14.1	32.6	18.5
10	72	9.7	20.8	11.1
11	35	8.6	25.7	17.1
12	14	7.1	14.3	7.2
Total	1,289	11.1	21.9	10.8

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

Table 5: 2021-22 Percentage of Students with Dyslexia Attaining WIST SSK Average or Above Standard Score Ratings by Grade Level and Test Version

Grade Level	Tested <i>N</i>	BOY	EOY	BOY to EOY % Point Δ
		%	%	
Elementary Version				
2	205	1.5	13.6	12.1
3	437	3.6	19.0	15.4
4	620	10.8	28.9	18.1
5	667	14.5	40.5	26.0
Total	1,929	9.5	29.1	19.6
Secondary Version				
6	429	9.6	42.9	33.3
7	315	21.9	40.0	18.1
8	240	29.6	49.6	20.0
9	184	25.5	51.6	26.1
10	72	5.6	34.7	29.1
11	35	11.4	25.7	14.3
12	14	7.1	28.6	21.5
Total	1,289	18.4	43.6	25.2

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY.

Overall, the Dyslexia Services department met its average SSK standard score EOY 2021-22 ESSER performance objective ($M = 85.8$). However, the department did not meet its average FLAI standard score EOY 2021-22 ESSER performance objective ($M = 75.5$). Seven out of 11 grade levels achieved the EOY FLAI target performance scoring equal to or greater than 75.6 and six grade levels achieved the EOY SSK target performance scoring equal to or greater than 78.8. For average FLAI standard scores, all grade levels but grade seven demonstrated five-point increases or greater from BOY to EOY. For average SSK standard scores, all grade levels but grade 12 demonstrated double-digit increases from BOY to EOY.

WIST data for the 2021-22 BOY and EOY by grade level for students with dyslexia are provided in Appendix C.

State of Texas Assessments of Academic Readiness

In spring 2022, the percentage of students with dyslexia at Approaches+, Meets+, and Masters on STAAR 3-8 and STAAR EOC varied by grade level (Table 6). Overall, the percentage of students with dyslexia at Approaches+, Meets+, and Masters was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests, resulting in a performance gap between the two groups. At the Approaches+ performance standard, the performance gap ranged from 22.8 to 27.4 percentage points. At the Meets+ performance standard, the performance gap ranged from 19.8 to 27.7 percentage points. At the Masters performance standard, the performance gap ranged from 3.8 to 21.8 percentage points. The smallest performance gap was at the Masters performance standard in English I EOC and English II EOC (5.3%-points and 3.8%-points, respectively).

Table 6: 2021-22 Percentage of Students with Dyslexia and District Attaining STAAR 3-8 Reading and STAAR EOC English I and II Performance Standards by Grade Level

Grade Level	Students with Dyslexia				District			
	Tested N	App+ %	Meets+ %	Masters %	Tested N	App+ %	Meets+ %	Masters %
STAAR 3-8								
3	953	40.4	14.9	6.6	9,771	65.9	39.6	23.4
4	1,060	38.6	16.0	7.2	9,879	66.0	43.7	23.7
5	1,054	52.1	24.1	11.5	9,784	75.2	49.7	29.4
6	798	36.8	13.5	5.0	9,327	60.8	33.3	16.0
7	658	46.4	19.5	7.6	9,672	70.4	45.3	29.4
8	591	53.1	21.5	8.8	9,580	75.9	48.3	29.2
EOCs								
Eng I	791	28.3	12.8	0.6	15,293	52.4	34.8	5.9
Eng II	529	32.7	17.0	1.1	12,344	59.4	43.3	4.9

Source: District STAAR file dated 07/15/22 (grades three-to-eight), STAAR EOC file dated 07/14/22. District end-of-year demographic files date of 05/16/22.

Note: App+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Eng I = English I EOC. Eng II = English II EOC.

Overall, one-year trends were mixed for students with dyslexia performing at the Approaches+ performance standard on the STAAR reading and STAAR English I and English II EOCs in 2021-22 compared to their performance in 2020-21 (Table 7). In 2021-22, students with dyslexia in grade five had a 24-percentage point increase in achieving the Approaches+ performance standard compared to their grade 4 performance. Similarly, students with dyslexia in grade seven had a 20-percentage point increase in achieving the Approaches+ performance standard compared to their grade six performance while students with dyslexia in grade 8 had a 19-percentage point increase in achieving the Approaches+ performance standard compared to their grade seven performance. Students with dyslexia who took the English I EOC had a 17-percentage point decrease in achieving the Approaches+ performance standard compared to their grade eight performance.

Table 7: 2020-21 and 2021-22 Percentage of Students with Dyslexia Attaining Approaches Grade Level or Above STAAR 3-8 Reading and STAAR EOC English I and II Performance Standards by Grade Level

2020-21			2021-22			1 YR % Point Δ
Grade Level	Tested N	App+ %	Grade Level	Tested N	App+ %	
2	-	-	3	953	40.4	-
3	966	30.6	4	1,060	38.6	8.0
4	946	28.0	5	1,054	52.1	24.1
5	711	49.8	6	798	36.8	-13.0
6	561	26.9	7	658	46.4	19.5
7	486	34.4	8	591	53.1	18.7
8	394	45.2	Eng I	791	28.3	-16.9
Eng I	387	29.5	Eng II	529	32.7	3.2

Source: District STAAR file dated 07/12/21 (grades three-to-eight), STAAR EOC file dated 07/12/21. District STAAR file dated 07/15/22 (grades three-to-eight), STAAR EOC file dated 07/14/22. District end-of-year demographic files date of 05/16/22.

Note: App+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Eng I = English I EOC. Eng II = English II EOC. Δ = Percentage points difference. Only students with dyslexia with STAAR and STAAR EOC data for both years were included in the one-year analysis.

Overall, the percentage of students with dyslexia at Expected and Accelerated progress was lower than the district percentage on all STAAR 3-8 and STAAR EOC tests, resulting in a performance gap between the two groups (Table 8). At the Expected progress measure standard, the performance gap between students with dyslexia and the district ranged from 1.4 (Grade 7) to 7.7 (English II EOC) percentage points. At the Accelerated progress measure standard, the performance gap between students with dyslexia and the district ranged from 0.3 (English II EOC) to 7.4 (Grade 7) percentage points.

Table 8: 2021-22 Percentage of Students with Dyslexia and District Attaining STAAR 3-8 Reading and English II STAAR EOC Progress Measures by Grade Level

Grade Level	Students with Dyslexia				District			
	Tested N	Limited %	Expected %	Accel %	Tested N	Limited %	Expected %	Accel %
STAAR 3-8								
4	892	44.3	30.7	25.0	7,966	34.5	33.2	32.3
5	895	23.5	32.0	44.6	7,976	18.4	34.1	47.5
6	511	50.5	32.5	17.0	5,057	45.6	36.3	18.1
7	560	23.9	32.3	43.8	8,027	15.0	33.8	51.2
8	488	25.0	35.0	40.0	7,842	17.9	38.5	43.6
EOCs								
Eng II	304	40.1	59.2	0.7	7,666	32.1	66.9	1.0

Source: District STAAR file dated 07/15/22 (grades three-to-eight), STAAR EOC file dated 07/14/22. District end-of-year demographic files date of 05/16/22.

Note: Accel = Accelerated. Eng II = English II EOC. Percentages may not add to 100.0 because of rounding.

NWEA Measures of Academic Progress

Overall, students with dyslexia who performed at the Average Quintile or above in reading had mixed trends for the three assessment periods (Table 9). On the EOY Reading – English assessment, results indicated that 16.6 to 32.6 percent of students with dyslexia performed at the Average Achievement Quintile or above. Grades two through four demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from BOY to EOY (increases ranged from 2% to 9%, respectively). Students with dyslexia in grade six did not have a change in performance from BOY to

EOY. At nearly all grade levels, students with dyslexia demonstrated increases in performance at the Average Achievement Quintile or above from MOY to EOY. Overall, the percentage of students with dyslexia performing at the Average Achievement Quintile or above at EOY was lower than the district at all grade levels, resulting in performance gaps between the two groups. The performance gaps ranged from 20.5 (grade 1) to 27.2 (grade 11) percentage-points.

On the EOY Reading – Spanish assessments, results indicated that 21.0 to 38.1 percent of students with dyslexia performed at the Average Achievement Quintile or above. Grades three and four demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from BOY to EOY (16.9 percentage points and 1.2 percentage points, respectively). Additionally, grades three through five demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from MOY to EOY. Overall, the percentage of students with dyslexia performing at the Average Achievement Quintile or above at EOY was lower than the district at all grade levels, resulting in performance gaps between the two groups. The performance gaps ranged from 28.0 (grade 2) to 34.6 (grades 4 and 5) percentage-points. MAP data for the 2021-22 BOY, MOY, and EOY by grade level and test language for students with dyslexia and district are provided in Appendix D.

Table 9: 2021-21 Students with Dyslexia MAP Reading Average Achievement Quintile or Above Rates by Grade Level and Test Language

Grade Level	BOY		MOY		EOY	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Reading (English)						
1	56	33.1	34	19.5	31	17.1
2	92	20.2	83	18.3	105	22.5
3	118	23.1	148	28.0	171	31.6
4	181	29.8	146	24.1	195	32.6
5	183	29.0	173	27.9	172	27.6
6	157	21.0	149	20.9	152	21.0
7	105	17.4	79	14.1	100	16.6
8	119	22.0	90	17.8	108	19.9
9	124	25.6	87	19.8	98	23.4
10	76	25.0	60	22.2	62	23.4
11	60	28.6	34	18.3	37	21.1
Reading (Spanish)^a						
1	43	41.3	34	32.7	21	21.0
2	86	33.3	69	28.8	56	22.9
3	75	21.2	74	23.7	121	38.1
4	101	28.6	74	22.5	96	29.8
5	94	31.0	69	25.2	68	27.9
6	*	*	*	*	*	*

Source: District MAP files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: * = indicates fewer than 10 students available for analysis. ^a The MAP Reading (Spanish) assessment is administered to students in Kindergarten through grade 5.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Dallas ISD Dyslexia Services department provides specialized campus-based services across the district for students identified with dyslexia. The total budget for the 2021-22 Dyslexia Services department was \$8,160,128. The budget included \$1,388,528 from district general operating funds (a \$30,491 decrease from \$1,419,019 in 2020-21) and \$6,771,600 received from ESSER II and ESSER III funding. The Dyslexia Services department oversaw and provided evidence-based direct-to-student service programming that is tailored to specific student needs. The department also oversaw and expanded the implementation of dyslexia interventionists working with classroom teachers in the delivery of multisensory instruction, a teaching approach specifically designed for students with dyslexia.

- As of the 2021-22 school year, 202 staff members comprised the Dallas ISD Dyslexia Services department, with 176 dyslexia interventionists serving one to three campuses each across the district and 26 dyslexia evaluators working across an average of 15 campuses each to identify students and prescribe accommodations.
- A total of 7,703 (5.4%) students were identified with dyslexia in 2021-22. Students with dyslexia were predominately male (57.4%), Hispanic (71.8%), and economically disadvantaged (85.1%). Of the 7,703 identified with dyslexia, 5,668 students (73.6%) participated in the Dyslexia Services department programming. The highest percentage of students participated in the *Wilson* program (82.4%) followed by the *Esperanza* program (9.5%), the *Lexia* program (4.7), and the MTA/Alphabetic Phonics program (3.4%).
- In 2021-22, the Dyslexia Services department employed 202 lead evaluators and interventionists ($N = 50$) and non-lead interventionists ($N = 152$) staff. Staff were predominantly female and have worked at the district for over ten years.
- The Dyslexia Services department exceeded their Dyslexia Services Training performance objective in 2021-22. Of the 62 ESSER funded dyslexia interventionists, 47 (75.8%) completed Practitioner Level certifications and three (4.8%) completed Therapist Level certifications by 2021-22 EOY.
- In 2021-22, the Dyslexia Services department met their 2021-22 Campus and Community Engagement performance objectives. The department offered PD opportunities to campus staff and informational sessions to parents in the fall and in the spring.
- In 2021-22, seven out of 11 grade levels achieved the *WIST* EOY FLAI target performance goal scoring equal to or greater than 75.6, and six out of 11 grade levels achieved the *WIST* EOY SSK target performance goal scoring equal to or greater than 78.8.
- EOY FLAI standard score results on the *WIST* indicated all grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating, ranging from 5.7 to 18.5 percentage-point increases. EOY SSK standard score results indicated all

grade levels demonstrated increases in the percentage of students with dyslexia attaining the average or above standard score rating ranging from 12.1 to 33.3 percentage-point increase.

- Overall, the percentage of students with dyslexia at Approaches+, Meets+, and Masters performance standards was lower than the district percentage on all *STAAR* 3-8 and *STAAR EOC* tests, resulting in a performance gap between the two groups. However, students with dyslexia demonstrated positive one-year trends achieving the *STAAR* reading Approaches+ performance standard in four of the five grade levels as well as on the English II *EOC*.
- The percentage of students with dyslexia at Expected and Accelerated progress was lower than the district percentage on all *STAAR* 3-8 and *STAAR EOC* tests, resulting in a performance gap between the two groups. At the Expected progress measure standard, the performance gap between students with dyslexia and the district ranged from 1.4 (Grade 7) to 7.7 (English II *EOC*) percentage points. At the Accelerated progress measure standard, the performance gap between students with dyslexia and the district ranged from 0.3 (English II *EOC*) to 7.4 (Grade 7) percentage points.
- EOY Reading (English) assessment results indicated grades two through four demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from BOY to EOY (increases ranged from 2% to 9%, respectively). Overall, the percentage of students with dyslexia performing at the Average Achievement Quintile or above at EOY was lower than the district at all grade levels, resulting in performance gaps between the two groups. The performance gaps ranged from 20.5 (grade 1) to 27.2 (grade 11) percentage-points.
- On the EOY Reading (Spanish) assessment results indicated grades three and four demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from BOY to EOY (16.9 percentage points and 1.2 percentage points, respectively). Overall, the percentage of students with dyslexia performing at the Average Achievement Quintile or above at EOY was lower than the district at all grade levels, resulting in performance gaps between the two groups. The performance gaps ranged from 28.0 (grade 2) to 34.6 (grades 4 and 5) percentage-points.

Recommendations

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

Improve data collection mechanisms and techniques. In 2021-22, the department utilized multiple forms and platforms to collect student programming data, professional development data, and achievement data (e.g. photographs, static spreadsheets, shared spreadsheets, paper) causing data errors and duplicate entries. It is recommended that the Dyslexia Services department utilize an electronic, standardized data collection procedure/mechanism to reduce error and improve efficiency.

Continue examining changes in standard score ratings from BOY to EOY as a measure of growth and achievement on the *WIST* assessment. Prior to 2021-22, the Dyslexia Services department examined the average standard scores on the *WIST* assessment. However, the *WIST* assessment calculates performance rating categories based on standard scores. Utilizing the performance rating categories associated with the standard scores will help improve the interpretability of student scores and performance including monitoring demonstrated change from BOY to EOY in student learning and growth.

As recommended in previous years, continue to focus on growth to ensure students with dyslexia keep up with their peers in reading. Although most students with dyslexia demonstrated positive one-year trends on the *STAAR* reading and English II *EOC*, students with dyslexia generally performed below the overall district on all *STAAR* 3-8 and *STAAR* *EOC* tests as well as the *MAP* assessments. The Dyslexia Services department staff should continue their efforts to improve state-assessment ratings to narrow the performance gap between these two groups.

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APPENDICES

Appendix A

Appendix A: 2017-18 to 2021-22 Dallas ISD Count of Students Identified with Dyslexia by Grade Level

Grade Level	2017-18 (N = 3,522)		2018-19 (N = 4,159)		2019-20 (N = 5,190)		2020-21 (N = 5,940)		2021-22 (N = 7,703)	
	<i>n</i>	%	<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	0	0.0
PK	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
K	0	0.0	3	0.1	1	0.0	2	0.0	25	0.3
1	45	1.3	61	1.5	62	1.2	40	0.7	292	3.8
2	176	5.0	285	6.9	410	7.9	296	5.0	767	10.0
3	326	9.3	402	9.7	647	12.5	716	12.1	959	12.4
4	504	14.3	541	13.0	709	13.7	873	14.7	1,071	13.9
5	493	14.0	615	14.8	660	12.7	828	13.9	1,066	13.8
6	488	13.9	509	12.2	632	12.2	699	11.8	814	10.6
7	382	10.8	481	11.6	533	10.3	652	11.0	672	8.7
8	351	10.0	350	8.4	453	8.7	515	8.7	606	7.9
9	277	7.9	383	9.2	406	7.8	466	7.8	569	7.4
10	186	5.3	235	5.7	321	6.2	360	6.1	363	4.7
11	176	5.0	149	3.6	224	4.3	282	4.7	246	3.2
12	118	3.4	145	3.5	131	2.5	211	3.6	253	3.3

Source: Mejan (2021); District end-of-year demographic files date of 05/16/22.

Note: EC = Early Childhood. PK = Prekindergarten. K = Kindergarten. Percentages may not add to 100.0 because of rounding.

Appendix B

Appendix B: 2021-22 Dyslexia Service Central Staff PD Training Session Topics

Policies and Procedures
EdPlan/Section 504 and Child Find
CMS Goals
Evaluation/Parent Packets and Reading Pamphlets/Current Dyslexia Programs
2X Exceptional
Model and Practice: WRMT III/TWS-5/GORT 5/WIST trainings
Dysgraphia
DI/Evaluator Relationship
Legal
STAR CMB trainings
Wilson Reading System Trainings
Multilevel and Step Groups trainings
Dyslexia Awareness Month trainings
Six Critical Practices for Leading a Team
Foundations
HS Bootcamp trainings
Upper Steps Procedures/Book 7 trainings
Student Programming Documentation trainings
Lexia PowerUp Trainings

Source: Dallas ISD Dyslexia Services internal records provided 07/13/22

Appendix C

Appendix C, Table 1: 2021-22 Percentage of Students with Dyslexia Attaining *WIST* Average or Above Standard Score Ratings at BOY by Grade Level

Grade Level	Tested <i>N</i>	Very Poor %	Poor %	Below Average %	Average %	Above Average %	Superior %	Very Superior %
FLAI Standard Scores								
2	205	86.8	10.2	0.5	2.0	0.5	0.0	0.0
3	437	75.5	11.4	6.9	5.5	0.7	0.0	0.0
4	620	56.5	16.5	12.6	13.7	0.8	0.0	0.0
5	667	45.6	16.3	17.8	18.9	1.0	0.3	0.0
6	429	51.5	25.6	15.6	6.5	0.7	0.0	0.0
7	315	52.4	19.4	17.1	10.2	0.6	0.3	0.0
8	240	50.4	20.4	12.5	15.4	0.4	0.8	0.0
9	184	57.6	15.8	12.5	12.5	1.6	0.0	0.0
10	72	68.1	13.9	8.3	9.7	0.0	0.0	0.0
11	35	71.4	8.6	11.4	8.6	0.0	0.0	0.0
12	14	64.3	21.4	7.1	7.1	0.0	0.0	0.0
SSK Standard Scores								
2	205	88.8	6.8	2.9	1.5	0.0	0.0	0.0
3	437	75.5	14.2	6.6	3.2	0.2	0.0	0.2
4	620	63.2	16.9	9.0	10.2	0.3	0.3	0.0
5	667	52.6	18.1	14.7	12.3	2.1	0.1	0.0
6	429	53.8	22.4	14.2	7.7	0.5	1.2	0.2
7	315	47.0	18.1	13.0	17.5	2.9	1.6	0.0
8	240	37.5	17.1	15.8	25.4	2.5	1.7	0.0
9	184	45.1	16.8	12.5	21.2	1.1	2.2	1.1
10	72	76.4	9.7	8.3	5.6	0.0	0.0	0.0
11	35	74.3	5.7	8.6	11.4	0.0	0.0	0.0
12	14	71.4	21.4	0.0	7.1	0.0	0.0	0.0

Source: Dallas ISD Dyslexia Services *WIST* data files provided 12/06/21 (BOY). District end-of-year demographic files date of 05/16/22.

Note: Results include data for students with scores at least six months between BOY and EOY. Grade levels 2-5 take the elementary *WIST* version and grades 6-12 take the secondary *WIST* version. 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, Table 2: 2021-22 Percentage of Students with Dyslexia Attaining *WIST* Average or Above Standard Score Ratings at EOY by Grade Level

Grade Level	Tested <i>N</i>	Very Poor %	Poor %	Below Average %	Average %	Above Average %	Superior %	Very Superior %
FLAI Standard Scores								
2	205	55.6	20.5	10.7	11.2	0.5	1.5	0.0
3	437	36.4	23.3	17.2	20.6	2.3	0.2	0.0
4	620	38.1	13.9	16.9	28.7	2.3	0.2	0.0
5	667	32.1	14.8	18.4	31.6	2.5	0.3	0.1
6	429	35.0	22.4	23.8	17.2	1.2	0.2	0.2
7	315	45.4	21.9	15.9	15.6	0.6	0.3	0.3
8	240	38.8	19.6	15.8	25.0	0.8	0.0	0.0
9	184	33.2	15.2	19.0	31.5	1.1	0.0	0.0
10	72	50.0	15.3	13.9	20.8	0.0	0.0	0.0
11	35	57.1	5.7	11.4	25.7	0.0	0.0	0.0
12	14	42.9	7.1	35.7	14.3	0.0	0.0	0.0
SSK Standard Scores								
2	205	40.5	34.6	11.2	10.7	2.9	0.0	0.0
3	437	35.2	27.7	18.1	17.2	1.6	0.2	0.0
4	620	33.9	18.5	18.7	24.0	3.9	1.0	0.0
5	667	21.6	18.7	19.0	32.5	5.8	1.6	0.6
6	429	20.3	15.4	21.4	32.2	7.7	2.1	0.9
7	315	23.8	16.2	20.0	32.4	6.0	1.6	0.0
8	240	19.6	12.5	18.3	39.6	7.9	1.7	0.4
9	184	20.1	12.5	15.8	32.1	15.2	4.3	0.0
10	72	45.8	11.1	8.3	33.3	1.4	0.0	0.0
11	35	42.9	11.4	20.0	25.7	0.0	0.0	0.0
12	14	28.6	28.6	14.3	28.6	0.0	0.0	0.0

Source: Dallas ISD Dyslexia Services *WIST* data files provided 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Results include data for students with scores at least six months between BOY and EOY. Grade levels 2-5 take the elementary *WIST* version and grades 6-12 take the secondary *WIST* version. 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, Table 3: 2021-22 WIST FLAI Standard Score Averages by Grade Level and Test Version

Grade Level	BOY		EOY		BOY to EOY Point Δ
	N	Mean	N	Mean	
Elementary Version					
2	199	62.7	204	70.9	8.2
3	431	63.3	433	75.7	12.4
4	605	67.5	604	77.4	9.9
5	632	73.5	632	80.8	7.3
Total	1,867	68.0	1,873	77.5	9.5
Secondary Version					
6	416	68.5	417	75.9	7.4
7	302	69.3	298	73.3	4.0
8	226	70.4	222	76.8	6.4
9	164	69.2	180	78.2	9.0
10	64	63.8	66	72.9	9.1
11	29	64.7	33	69.7	5.0
12	9	68.7	11	78.0	9.3
Total	1,210	68.8	1,227	75.5	6.7

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: Includes data for students with scores at least six months between BOY and EOY.

Appendix C, Table 4: 2021-22 WIST SSK Standard Score Averages by Grade Level and Test Version

Version	BOY		EOY		BOY to EOY Point Δ
	Grade Level	N	Mean	N	
Elementary Version					
2	199	59.6	204	73.8	14.2
3	429	63.5	435	76.8	13.3
4	609	67.0	619	79.2	12.2
5	657	71.1	665	84.8	13.7
Total	1,894	66.9	1,923	80.0	13.1
Secondary Version					
6	421	68.5	420	86.4	17.9
7	303	73.8	308	84.1	10.3
8	235	77.8	237	87.8	10.0
9	171	75.2	175	91.0	15.8
10	64	60.1	68	76.0	15.9
11	26	61.7	30	76.5	14.8
12	7	68.0	14	74.7	6.7
Total	1,227	71.9	1,252	85.8	13.9

Source: Dallas ISD Dyslexia Services WIST data files provided 12/06/21 (BOY) and 07/13/22 (EOY). District end-of-year demographic files date of 05/16/22

Note: Includes data for students with scores at least six months between BOY and EOY.

Appendix D

Appendix D: 2021-21 Students with Dyslexia and District MAP Growth Reading Average Quintile or Above Rates by Grade Level and Test Language

Grade Level	Students with Dyslexia						District					
	BOY		MOY		EOY		BOY		MOY		EOY	
	n	%	n	%	n	%	n	%	n	%	n	%
Reading (English)												
1	56	33.1	34	19.5	31	17.1	2,351	49.0	1,915	38.9	1,983	37.6
2	92	20.2	83	18.3	105	22.5	2,154	44.7	2,047	41.8	2,376	45.9
3	118	23.1	148	28.0	171	31.6	2,416	51.8	2,438	51.4	2,682	55.4
4	181	29.8	146	24.1	195	32.6	2,581	55.0	2,469	51.8	2,650	54.1
5	183	29.0	173	27.9	172	27.6	2,534	55.1	2,454	52.3	2,595	54.3
6	157	21.0	149	20.9	152	21.0	4,111	48.0	3,767	45.0	3,903	45.3
7	105	17.4	79	14.1	100	16.6	4,087	46.7	3,556	41.7	3,794	43.1
8	119	22.0	90	17.8	108	19.9	4,324	48.3	3,684	42.5	3,936	44.0
9	124	25.6	87	19.8	98	23.4	5,294	51.7	4,286	44.0	4,265	43.6
10	76	25.0	60	22.2	62	23.4	4,485	54.3	3,670	47.8	3,485	47.0
11	60	28.6	34	18.3	37	21.1	4,002	56.2	3,125	49.4	2,811	48.3
Reading (Spanish) ^a												
1	43	41.3	34	32.7	21	21.0	2,663	61.3	2,473	56.3	2,380	51.8
2	86	33.3	69	28.8	56	22.9	2,498	60.1	2,347	56.7	2,205	50.9
3	75	21.2	74	23.7	121	38.1	2,360	58.2	2,152	56.6	2,612	66.2
4	101	28.6	74	22.5	96	29.8	2,376	61.4	2,231	61.1	2,439	64.4
5	94	31.0	69	25.2	68	27.9	2,333	63.3	2,132	62.1	2,181	62.5
6	*	*	*	*	*	*	*	*	11	47.8	*	*
7	-	-	-	-	-	-	*	*	10	50.0	*	*
8	-	-	-	-	-	-	*	*	*	*	*	*
9	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-	-	-

Source: District MAP files dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District end-of-year demographic files date of 05/16/22.

Note: - = no data in this category. * = indicates fewer than 10 students available for analysis. ^a The MAP Reading (Spanish) assessment is administered to students in Kindergarten through grade 5.