

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 1).
- 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 Mejan, 2021.

Table 1: 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 2).
- 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 3).
- 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 2: 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 3: 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	15.4
4	10.8	28.9	18.1
5	14.5	40.5	26.0
Total	9.5	29.1	19.6
Secondary Version			
6	9.6	42.9	33.3
7	21.9	40	18.1
8	29.6	49.6	20.0
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 4).
- 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 4: 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 5).
- 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 5: 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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EA22-629-4

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