

2022-23

Evaluation of the Dyslexia Services Department

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



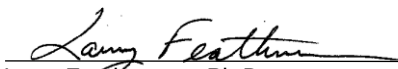
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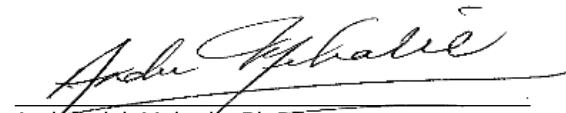
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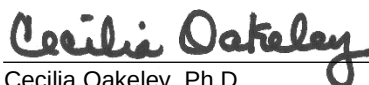
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KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine a) implementation of services and trainings, b) stakeholder perceptions, and c) program outcomes.

Key Findings

The Dallas Independent School District (ISD)¹ Dyslexia Services department provides campus-based services across the district for students identified with dyslexia. The department oversaw and provided evidence-based, direct-to-student service programming that is tailored to specific student needs. The total 2022-23 budget for the Dyslexia Services department was \$18,346,430 which included \$11,574,830 from the district general operating funds and \$6,771,600 from Elementary and Secondary School Emergency Relief (ESSER) funding. Key findings include the following:



The department is on track to meet their ESSER Training Program performance objective by 2024-25 and met their ESSER Campus and Community Engagement performance objective (page 9).



Campus staff who attended the spring professional development (PD) expressed positive views regarding the training provided by the department (page 9).



Overall, the majority of non-lead dyslexia interventionists reported positive perceptions of the department and the quality of the department's customer service (page 13).



Non-lead interventionists most often indicated that large caseloads were a barrier to implementing services with fidelity and adversely impacted student achievement (page 13).



Ensuring that expectations were aligned across departments and campuses was often cited as an additional support needed from the department by staff (page 13).



End-of-year (EOY) *Word Identification and Spelling Test (WIST)* results indicated all grade levels demonstrated increases in the percentage of students performing achieving the average rating or above on the Fundamental Literacy Ability Index (FLAI) and Sounds Symbol Knowledge (SSK) standard scores (page 17).



The department partially met their ESSER Student Achievement performance objectives (page 17).

¹ A full list of acronyms and abbreviations can be found in Appendix A.



EOY Reading (English) Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* assessment results indicated grades two, three, and nine demonstrated increases in the percentage of students with dyslexia achieving the Average Achievement Quintile or above from beginning-of-year (BOY) to EOY (page 19).



EOY Reading (Spanish) *MAP* assessment results indicated grades three and four demonstrated increases in the percentage of students with dyslexia achieving the Average Achievement Quintile or above from BOY to EOY (page 19).



The percentage of students with dyslexia at the Approaches+, Meets+, and Masters standards was lower than the district percentage on all *State of Texas Assessment of Academic Readiness (STAAR)* and *STAAR End-of-Course (EOC)* reading tests (page 20).

Recommendations

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

Monitor the impact of the new districtwide curricula on student outcomes. Beginning in 2023-24, the Dallas ISD will implement the following curricula: Amplify (K – 5), Eureka Math (K – 5), and Carnegie Learning (6 – 8, Algebra I, Algebra II, and Geometry). The new curricula roll out supports one of the district's goals to create a comprehensive, coherent, and consistent curriculum strategy districtwide. Therefore, it will be important for district leadership and stakeholders to monitor the transition and any changes in performance for student with dyslexia.

Implement a centralized data management system. In 2022-23, the department indicated that the decentralized nature of their data management systems was a barrier to implementation. Historically, the department has used various platforms and methods to collect student and staff 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 department utilize a centralized data management system that is connected to the district's student information system to track student participation and progress within the dyslexia program more accurately and efficiently. A centralized data management system would also help to decrease data entry errors of student records and improve data reliability and interpretability.

Continue efforts to improve academic outcomes of students with dyslexia. While all grade levels demonstrated increases in *WIST* average standard scores and ratings from BOY to EOY, 2022-23 *MAP* results indicated only three grade levels demonstrated increases from BOY to EOY on the Reading (English) test and only two grade levels demonstrated increases on the Reading (Spanish) tests. Additionally, 2023 *STAAR* results indicated that students with dyslexia consistently scored below the district on all reading tests. The department staff should continue their efforts to improve academic outcomes and

investigate the relationship in performance between the different academic outcomes of students with dyslexia.

Monitor and investigate the impact of House Bill 3928 on implementation of services to students with dyslexia. During the spring of 2023, the 88th Texas legislature passed House Bill (HB) 3928 in an effort to clarify instructional needs for students with dyslexia, redefine dyslexia as a specific learning disability in Texas Education Code, define campus responsibilities for notifying parents and evaluating students with suspected dyslexia, and improve dyslexia services reporting. With the increased responsibilities mandated by HB 3928, the department should monitor and investigate how implementation of dyslexia services will be impacted.

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PROGRAM BACKGROUND

The Dallas ISD provides campus-based services across the district for students identified with dyslexia.² 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.”³ 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.⁴

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 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 included the

² For information on dyslexia screening, evaluation, and identification, please refer to the TEA Dyslexia Handbook found at <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

³ For more information, visit <https://www.dallasisd.org/Page/74987>.

⁴ For more information, visit <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.38.htm#38.003>.

implementation of direct-to-student 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 2022-23 school year, 192 staff members comprised the department, with 168 dyslexia interventionists serving one to three campuses each across the district, and 24 dyslexia evaluators working across an average of 13 to 15 campuses each to identify and prescribe accommodations.

PROGRAM DESCRIPTION

The sections below include the Dyslexia Services program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

Student Programming

The student programming offered by the dyslexia services department included the *Wilson Reading System*, the *Esperanza Spanish Language Program*, *Lexia PowerUp Literacy*, the Multisensory Teaching Approach/Alphabetic Phonics (MTA/AP) program, and *Wilson Foundations* (Table 1). At the elementary and middle school levels, students participate in services for 45-minutes, four days a week, in groups of ten to 15 students. At the high school level, students participate in services for 180-minutes per week, in groups of ten to 15 students.

Table 1: Dyslexia Services Department Student Programming Descriptions

Program	Grade Levels	Program Description
<i>Wilson Reading System</i>	2-8	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 for students.
<i>Esperanza Spanish Language Program</i>	1-2	Delivers a multisensory, sequential, systematic approach to achieve Spanish literacy.
<i>Lexia PowerUp Literacy</i> ⁵	9-12	Combination of computer-based and teacher-led programming that helps develop students in three critical areas: word study, grammar, and comprehension.
MTA/AP	1-8	According to research conducted at Texas Scottish Rite in 1965, 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).
<i>Wilson Foundations</i> ⁶	K-3	Provides students research-based materials and strategies to develop their foundational skills in key areas including phonemic awareness, phonics/word study, reading fluency, vocabulary, spelling, handwriting, and comprehension strategies.

Note: MTA/AP = Multisensory Teaching Approach/Alphabetic Phonics

⁵ For more information, see <https://go.lexialearning.com/remote-learning-families-PowerUp-Overview>.

⁶ For more information, see <https://www.wilsonlanguage.com/programs/foundations/>.

Department Staff

Dyslexia evaluators ($N = 24$) identify student needs and prescribe appropriate accommodations and services to students. Evaluators conduct both formal and informal evaluations for dyslexia identification as well as manage and compile all required records and documentation for the process. Evaluators also serve as a liaison between the campus Section 504 chairperson and the district Section 504 coordinator and supervisor providing dyslexia assessment data to these individuals. Additionally, evaluators often conduct campus visits to ensure students receive dyslexia services in accordance with state and local mandates.

Dyslexia interventionists are certified teachers with specialized training 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 Individual Accommodations Plan (IAP) or Individual Education Plan (IEP). Additionally, dyslexia interventionists work with and train classroom teachers in the MTA/AP program.

In addition to a full case load, lead dyslexia interventionists ($N = 25$) mentor and guide 143 non-lead dyslexia interventionists to provide an additional layer of support for staff (Table 2). Three of the 25 lead dyslexia interventionists were *Wilson Reading System* trainers, who trained newly hired staff on department programming as well as facilitate *Wilson* certification completion for newly hired interventionists.

Most of the lead (89.8%) and non-lead (88.1%) staff were female. The largest proportion of lead staff were Hispanic (44.9%), and the largest proportion of non-lead staff were African American (42.7%). The most common level of experience in the district was ten or more years for lead (59.2%) and non-lead (46.2%) staff. Further, 21 percent of non-lead staff have five or less years at the district, compared to 12 percent of lead staff.

Table 2: 2022-23 Characteristics of Dyslexia Services Department Staff Members

	Lead dyslexia interventionists and dyslexia evaluators (N = 49)		Non-lead dyslexia interventionists (N = 143)	
	n	%	n	%
Sex				
Female	44	89.8	126	88.1
Male	5	10.2	17	11.9
Race/Ethnicity				
African American	12	24.5	61	42.7
Hispanic	22	44.9	57	39.9
White	15	30.6	22	15.4
Other/Missing	0	0.0	3	2.1
Highest Degree Earned*				
Associate's	0	0.0	1	0.7
Bachelor's	25	51.0	79	55.2
Master's	20	40.8	56	39.2
Doctoral	0	0.0	1	0.7
Other/Missing	4	8.2	6	4.2
Number of Years in the District				
Less than 1	1	2.0	1	0.7
1-5	5	10.2	29	20.3
6-10	14	28.6	47	32.9
10+	29	59.2	66	46.2

Source: Dallas ISD Dyslexia Services staff roster provided 12/13/22. Dallas ISD Human Capital Management (HCM) personnel file dated 03/28/23.

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.

Budget

The total 2022-23 budget for the dyslexia services department was \$18,346,430 (Table 3). The budget included \$11,574,830 from district general operating funds (\$1,511,672 designated to the department level which was a \$123,144 increase from \$1,388,528 in 2021-22) and \$6,771,600 in ESSER funding (the same amount as in 2021-22).

Table 3: 2020-21 to 2022-23 Dyslexia Services Department Funding by Source

Source	2020-21	2021-22	2022-23
District General Operation Funds (Department)	\$1,419,019	\$1,388,528	\$1,511,672
District General Operation Funds (Campus)	-	-	\$10,063,158
ESSER II Funds	-	\$3,318,700	\$6,771,600
ESSER III Funds	-	\$3,452,900	-
District General Operation Funds Total	-	-	\$11,574,830
ESSER Funds Total	-	\$6,771,600	\$6,771,600
Total	\$1,419,019	\$8,160,128	\$18,346,430

Source: Dallas ISD Budget Services 04/21/23; Dallas ISD Dyslexia Services Department records 06/12/23; Mastrogiovanni (2022).

Note: - = Not applicable.

Program Goals

Secondary Dyslexia/504 Interventionist Expansion ESSER Activity

In March 2020, Congress allotted funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to the ESSER ⁷ grant program. Dallas ISD was granted approximately \$700 million from this

⁷ See <https://www.dallasisd.org/esser>.

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 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.⁸ 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 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, by 2022-23 end-of-year (EOY), the 2021-22 targets for FLAI and SSK standard scores will increase from 75.6 to 79.3, and from 78.75 to 82.7, respectively (*Goal was partially met, see page 17 for more detail*).
2. Out of the 33 dyslexia interventionists assigned to middle school and high school campuses; 33 (100%) will complete the *Wilson Dyslexia Practitioner* certification, and 12 of the 33 (36.4%) will complete the *Wilson Dyslexia Therapist* certification by 2024-2025 (*Goal on track, see page 9 for more detail*).
3. Dyslexia interventionists will conduct campus professional development (PD) and informational parent meetings per campus, twice a year and as needed for dyslexia awareness month in October by 2022-23 EOY (*Goal was met, see page 9 for more detail*).

EVALUATION QUESTIONS AND RESULTS

EQ1: How were Dyslexia Trainings and Services implemented?

This section includes findings from interviews conducted with the director of the dyslexia services department on how dyslexia services were implemented during the 2022-23 school year. As part of the department's overarching goal of early identification, the department implemented a variety of strategies to ensure future academic success for all students. These strategies included employing dyslexia interventionists and evaluators, providing students various programming services, and offering professional development trainings.

⁸ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Program Context

Department staff indicated that one of the biggest challenges the department faced in 2022-23 was finding and hiring qualified dyslexia evaluators and interventionists. In 2022-23, the dyslexia services department had 22 non-lead dyslexia interventionist vacancies. To offer additional supports, approximately seven dyslexia evaluators worked part-time in classrooms to off-set potential impacts of these vacancies. Furthermore, the department indicated that the decentralized nature of their data management systems remained an obstacle to implementation.

As a result of moving evaluations to a single pathway for identification under the Individual with Disabilities Act (IDEA), the department saw a decrease in the number of dyslexia evaluations coming through Section 504 in 2022-23. As a result, six evaluators worked with the Special Education (SPED) department to offer support with conducting full individual evaluations under the new single pathway.

In 2022-23, the department hosted a parent event in addition to the parent trainings offered at campuses. The parent event included a motivational speaker as well as opportunities for parents to learn more about the dyslexia programs their children participate in at school. The event also provided parents information about what they can do at home to support their children.

Last, the department honored department staff accomplishments and achievements by hosting an end of year celebration. At this event, department staff were honored and recognized for their completed certifications, years with the department, retirements, as well as other achievements.

Professional Development Trainings

Key Findings from this section:



The department is on track to meet their ESSER Training Program performance objective by 2024-25 and met their ESSER Campus and Community Engagement performance objective.



Campus staff who attended the spring PD expressed positive views regarding the training provided by the Dyslexia Service department.



Campus staff who attended the spring PD suggested that the department should provide additional instructional tools that can be utilized in the classroom.

In 2022-23, department staff members were offered a variety of professional development trainings. These trainings were intended to ensure staff remained compliant with campus/district policies as well as keep the staff up to date on information and changes occurring throughout their department. Trainings typically covered the following topics: 1) Student Programming, 2) Department Overviews, Policies, and Procedures, 3) Region 10 Dyslexia Academy Trainings, 4) Assessment and Data Tracking Trainings, and 5) TEA Dyslexia Trainings: Handbook, HB 1886, and Single Pathway for Evaluations (Table 4).

Table 4: 2022-23 Dyslexia Services Central Staff PD Training Session Topics

Training Session	Attendance
Policies and Procedures	123
Scottish Rite Training	24
Region 10 Dyslexia Academy: Foundations	161
Region 10 Dyslexia Academy: Handbook	169
Region 10 Dyslexia Academy: EB Students	165
Region 10 Dyslexia Academy: IDEA and Dyslexia or Child Find	186
Single Pathway for Evaluations Training	186
CSEP Training	165
Section 504	172
How to Turn Uncertainty into Opportunity	51
ADHD Presentation	150
HB 1886 Training	53
IEP / IAP Training	179
WIST Trainings	22
Experience Dyslexia	4
DI/Evaluator Relationship	-
STAR CBM trainings	141
Wilson Reading System Trainings	12
Multi Steps Trainings	5
Dyslexia Awareness Month trainings	171
Upper Steps Procedures/Book 7 trainings	28
All About the Dyslexia Handbook Summer PD	19
Dyslexia Programming: General vs SPED Summer PD	34
Student Programming Documentation trainings	169

Source: Dallas ISD Dyslexia Services department records provided 06/14/23.

Note: - = attendance data unavailable. EB = Emergent Bilingual. CSEP = Core-Selective Evaluation Process. ADHD = Attention Deficient Hyperactivity Disorder. DI = Dyslexia Interventionist. CBM = Curriculum-Based Measurement. IEP = Individual Education Plan. IAP = Individual Accommodations Plan. IDEA = Individuals with Disabilities Act.

Dyslexia Services Training Program

The department utilized ESSER-funding to provide additional trainings to middle and high school dyslexia interventionists. Of the 33 ESSER-funded dyslexia interventionists, 27 (81.8%) completed Practitioner Level certifications and three (9.1%) completed Therapist⁹ Level certifications by 2022-23 EOY. Results indicated that the Dyslexia Services department is on track to meet their ESSER training program target by 2024-25.

Campus and Community Engagement

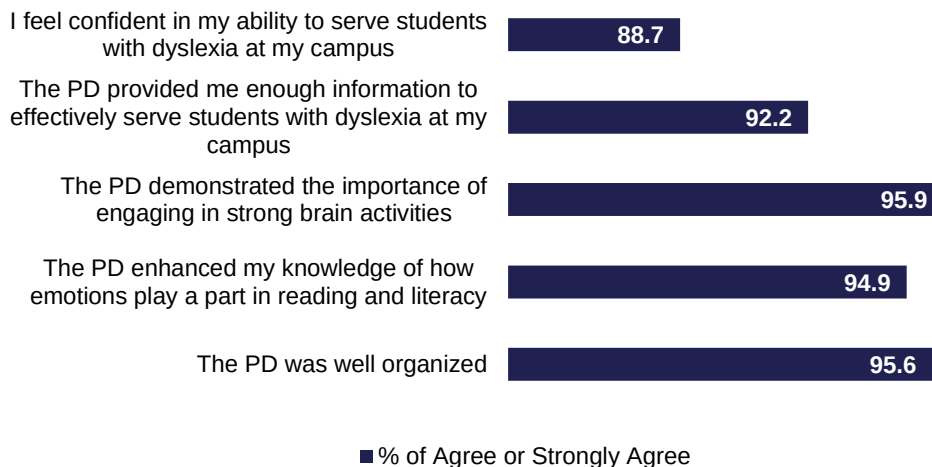
The department also utilized ESSER-funding to conduct informational campus and community meetings per campus, twice a year and as needed for dyslexia awareness month in October. In 2022-23, two parent informational meetings were conducted by department staff, one during fall and one during spring at all campuses. These meetings were intended to keep parents/guardians involved with the department, provide them with the most up-to-date dyslexia research and information, as well as de-stigmatize dyslexia. The fall parent informational sessions covered the following topics: 1) definition of dyslexia, 2) the referral process, 3) department programming, 4) progress reports, 5) accommodations, and 6) resources for parents. The spring informational sessions covered: 1) the relationship between reading

⁹ 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.

and the brain, 2) the role emotions play in reading, and 3) the importance of engaging in strong brain activities. The department reported that 287 parents attended the fall session, and 368 parents attended the spring session.

In 2022-23, two trainings were offered to campus-based staff members, one during fall and one during spring at all campuses. Trainings were intended to help raise awareness of the key signs and characteristics of dyslexia in students. The goal of trainings was for campus staff to better determine if a student may need additional supports or a referral for services. The fall PD training covered the following topics: 1) definition of dyslexia, 2) the referral process, 3) department programming and teaching methods (MTA), 4) instructional tools, 5) accommodations and modifications, and 6) resources for staff. The fall training also had campus staff engage in various simulations to understand what it feels like to have dyslexia. The spring PD provided information on 1) the relationship between reading/literacy and the brain, 2) the role emotions play in reading, and 3) the importance of engaging in strong brain activities. The spring PD also had participating staff engage in simulations to further demonstrate how the brain is involved in reading and literacy. The department reported that 3,325 staff attended the fall PD, and 4,551 staff attended the spring PD. Overall, results indicated that the department met their 2022-23 EOY performance objective. Results from the spring PD feedback survey indicated 89 percent to 96 percent reported positive perceptions of the spring campus PD (Figure 1). See Appendix C for full response rates on the spring campus PD feedback survey.

Figure 1: 2022-23 Dyslexia Services Spring Campus PD Survey Response Rates



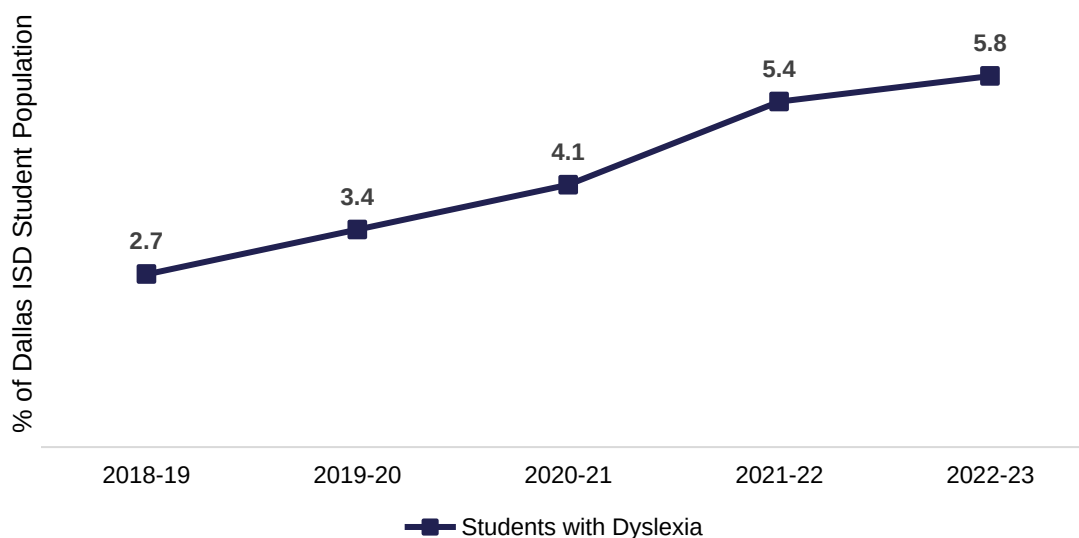
Source: Dallas ISD E&A Dyslexia Services Spring Campus PD Feedback Survey 06/15/23.

Attendees were asked what suggestions they had to improve the professional development. The most frequently articulated theme was for the department to include additional instructional tools staff can utilize in their classroom and to incorporate more hands-on opportunities/activities throughout the training.

Students Served

In 2022-23, a total of 8,058 students in the district were identified with dyslexia, compared to 7,703 in 2021-22. The percentage of students identified with dyslexia has increased steadily over the past 5 school years (Figure 2). In 2018-19, 2.7 percent of all students in the district were identified with dyslexia; by 2022-23 that percentage has more than doubled to 5.8 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 D.

Figure 2: 2018-19 to 2022-23 Percentage of Dallas ISD Student Population Identified with Dyslexia



Source: Mastrogiovanni (2022); Dallas ISD Student Information System (SIS) demographic data dated 05/12/23.

In 2022-23, students with dyslexia were similar in characteristics (within one percentage-point) to the overall district population with few exceptions (Table 5). Students with dyslexia had a larger proportion of male students (56.8%) and SPED students (45.5%), and a smaller proportion of Emergent Bilingual (EB) students (45.6%) compared to the district (50.9%, 12.1%, and 49.6%, respectively). Students with dyslexia also had a slightly larger proportion of Hispanic students (73.1%) and a slightly smaller proportion of African American students (18.3%) compared to the district (71.2% and 20.0%, respectively). The largest percentage of students with dyslexia were enrolled in grades three through six. Student characteristics were mostly comparable among school levels, although there were higher proportions of economically disadvantaged students with dyslexia at the elementary school level (87.1%) and the middle school level (87.7%) compared to the elementary/middle school level (68.4%) and the high school level (81.4%). There was also a higher proportion of EB (49.0%) and SPED (51.0%) students with dyslexia at the elementary school level compared to the elementary/middle combination school level (32.5% and 43.3%, respectively), the middle school level (47.6% and 44.0%, respectively), and the high school level (39.6% and 34.9%, respectively). Student demographics by school level are provided in Appendix E.

Table 5: 2022-23 Characteristics of Students with Dyslexia

	Students with Dyslexia (N = 8,058)		District (N = 139,358)	
	n	%	n	%
Sex				
Female	3,484	43.2	68,393	49.1
Male	4,574	56.8	70,965	50.9
Ethnicity/Race				
Hispanic	5,888	73.1	99,233	71.2
African American	1,475	18.3	27,881	20.0
White	515	6.4	7,604	5.5
Other/Missing	180	2.2	4,640	3.3
Special Student Groups				
Economically Disadvantaged	6,831	84.8	117,439	84.3
Emergent Bilingual	3,674	45.6	69,112	49.6
Special Education	3,664	45.5	16,803	12.1

Source: Dallas ISD Student Information System (SIS) demographic data dated 05/12/23.

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

Out of the 8,058 students identified with dyslexia, a total of 5,734¹⁰ students (71.2%) participated in the department programming. While all students with dyslexia are eligible to participate in programming, parents can opt-out of participation. The highest percentage of students participated in the *Wilson Reading System* (84.6%), while a smaller proportion of students participated in the *Esperanza Spanish Language Program* (8.7%), the *Lexia Powerup Literacy* (2.5%), *Wilson Foundations* (1.7%) and the MTA/AP program (2.5%).

EQ2: What were the non-lead dyslexia interventionists' perceptions of the Dyslexia Services department?

Key Findings from this section:



The majority of non-lead dyslexia interventionists reported having positive perceptions of the department, were satisfied with the quality of the department's customer services, and reported that the department was fast, flexible, friendly, and focused.



Staff most often indicated that large caseloads were a barrier to implementing services with fidelity and adversely impacted student achievement. Large caseloads often resulted in large and heterogeneous student groups and limited one-on-one instruction. This resulted in students struggling to complete the required number of the *Wilson Reading System* books annually.



Ensuring that expectations were aligned across departments and campuses was often cited as an additional support needed from the department by staff.



Staff most often attributed positive factors impacting student success to the department's eagerness to help, the quality of staff trainings, and access to appropriate materials/resources.

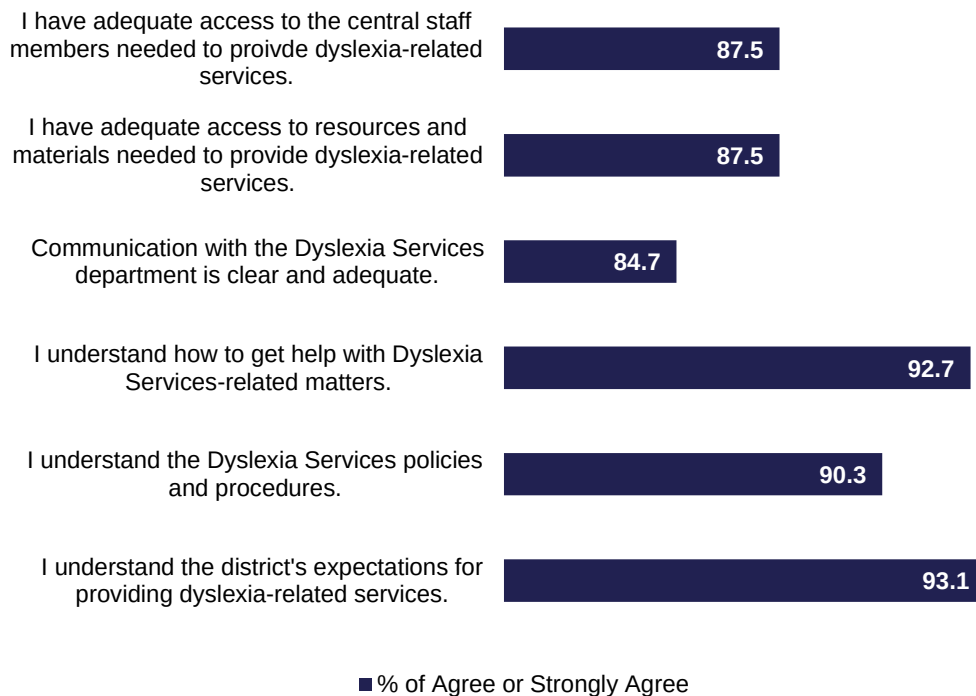
¹⁰ Student status indicating parent denial (n = 310) and completed programming (n = 708) were excluded from this sample.

In March 2023, an online perception survey was administered to non-lead dyslexia interventionists. The survey covered topics including satisfaction with the Dyslexia Services department, Dyslexia Services department CORE 4 rating, perceived implementation barriers, additional supports needed, and perceived factors impacting student success. Out of the 143 non-lead dyslexia interventionists invited to complete the Dyslexia Services Satisfaction survey, 79 (55.2%) completed at least part of the survey in 2022-23. Of the staff who completed the survey, 38.0 percent have worked in the district for 11 or more years and predominately served the South Oak Cliff and W.T. White feeder pattern campuses.

Overall Satisfaction

The majority of non-lead dyslexia interventionists reporting having a strong understanding of the district's expectations for providing dyslexia related services, the department's policies and procedures, and how to get help with dyslexia services-related matters (Figure 3). Furthermore, 88 percent of non-lead dyslexia interventionists agreed or strongly agreed that they had adequate access to materials and resources needed to provide dyslexia-related services. Last, 85 percent reported that the department adequately and clearly communicated with the staff. See Appendix F for response rates on Dyslexia Services satisfaction survey items.

Figure 3: 2022-23 Dyslexia Services Satisfaction Survey Response Rates



Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

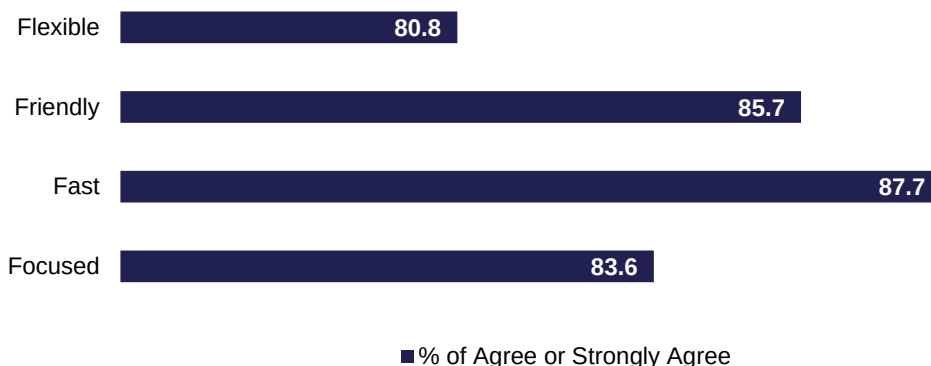
Note: N = 72

Core 4 Ratings

Of the 79 non-lead dyslexia interventionists who completed the satisfaction survey, 52 (65.8%) contacted the department for assistance in 2022-23. Overall, 83 percent of non-lead interventionists

indicated they were satisfied with the quality of customer services from the department. Results indicated that 84 percent perceived that the department was focused, 88 percent indicated that the department was fast, 81 percent indicated that the department was flexible, and 86 percent indicated that the department was friendly (Figure 4). See Appendix F for response rates on Dyslexia Services Satisfaction Core 4 Rating items.

Figure 4: 2022-23 Dyslexia Services Satisfaction Survey Core 4 Response Rates



Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

Note: *N* = 49.

Barriers to Service Implementation

In 2022-23, non-lead dyslexia interventionists were asked what barriers prevented them from successfully serving students. Of the 47 respondents who answered this item, the most frequently articulated theme was that they experienced large caseloads/student groups (*n* = 16; 34%) and cross-departmental disruptions (*n* = 10; 21%). Appendix F provides a full list of implementation barrier themes with respective responses rates.

Caseload Size

Of the respondents who indicated large caseloads were a barrier to implementation of services, respondents specified that larger caseloads often lead to larger student groups. These larger student groups often resulted in 1) less individualized instruction time, 2) the quality of the intervention negatively impacted, and 3) difficulty covering all of the required information. One respondent indicated that their “[c]aseload is large, requiring larger groups. Larger groups mean less small group intervention. Serving group of 3-4 students has more of an impact, serving 8+ students in a group is much harder to meet student needs”.

Cross-departmental Disruptions

Of the staff who indicated disruptions with other departments/campus staff were a barrier to implementation, respondents specified that these disconnects/conflicts with campus staff/administrators occurred while 1) scheduling student groups for services, 2) releasing students to scheduled services/accommodations, and 3) accessing materials. One respondent stated, “I sometimes have push-

back from certain...teachers wanting to release their students to receive services. There are always pre-exams or reviews that are more important than dyslexia services”.

Supports Needed from Department

Further, non-lead dyslexia interventionists were asked how the department could better support them. Of the 45 respondents who answered this item, the most frequently articulated themes were that staff needed additional support facilitating cross-departmental collaboration ($n = 7$; 16%), offering additional trainings ($n = 5$; 11%), having time dedicated during the week to planning and preparation ($n = 3$; 7%). Appendix F provides a full list of themes regarding additional supports needed with respective responses rates.

Facilitating Cross-departmental Collaboration and Alignment

Of the staff who reported needing the department to facilitate cross-departmental collaboration, staff expressed needing additional advocacy. Specifically, one respondent expressed that “...[w]hen there's push back from teachers and administrators, the department should have the interventionist's back.”. Another respondent indicated wanting “...more support and handling compliance issues at my campus. It would be nice to know how to handle certain issues that arise when administration/teachers are unwilling to comply”. Additionally, staff expressed alignment with campus administrators/staff needs to be ensured regarding the expectation of consistent students' attendance of services/accommodations. One participant expressed that “[t]he department should be on the same page with [campus] administrators and [other] department[s]”.

Additional Trainings

Of the staff who reported needing additional trainings, respondents specified trainings in the following areas: 1) more training for new hires 2) required trainings for cross-departmental staff who serve students with dyslexia, 3) additional trainings over curriculum, and 4) technology trainings. One respondent stated that “... I think more training for new hires would help...it would help to have certain trainings consistently every year so that all staff is up to date”.

Time Dedicated to Planning and Preparation

Respondents suggested having a day dedicated to planning and collaborating with department staff would be beneficial. One respondent indicated that “...[w]e are not getting planning time during the week to complete paperwork because our schedules are back-to-back, either seeing classes or driving to other campuses”. Further, one respondent indicated that the department's current data management strategies is not user-friendly or efficient which then impedes on their planning and preparation time. This respondent stated that “our department doesn't have a centralized information system to manage the department and students' data...It is frustrating to waste time on this task when we could use it doing planning”.

Perceived Factors Impacting Student Success

Non-lead dyslexia interventionists were asked what factors positively impacted student success. Of the 47 respondents who answered this item, the most frequently articulated themes were the department's/supervisor's eagerness to help ($n = 13$; 28%), the quality of the staff trainings ($n = 12$; 26%), and access to materials/resources ($n = 9$; 19%). One respondent indicated that supervisors "... are always willing to help with anything that I need or answer any question that I have. When we are supported by our supervisors, we are able to better pour into our students".

Last, non-lead dyslexia interventionists were asked what factors negatively impacted student success, indicating areas for improvement. Of the 43 respondents who answered this item, the most frequently articulated theme was large caseloads/student groups ($n = 11$; 26%) and number of books students are required to complete annually ($n = 8$; 19%). One respondent indicated that the "[e]xpectations to move students a certain number of books...I feel that we should focus on intervention at the student's pace within reason; our students' learning speed is not one size fits all". Appendix F provides a full list of themes regarding the factors impacting student success and respective responses rates.

EQ3: What were the achievement outcomes for students with dyslexia?

This section includes summaries of achievement outcomes for students with dyslexia and includes: 1) 2022-23 *Word Identification and Spelling Test (WIST)* performances, 2) 2022-23 percentage of students performing at the Average Achievement Quintile or above at beginning of year (BOY), middle of year (MOY), and EOY on the Northwest Evaluation Association (NWEA) *Measures of Academic Progress (MAP)* Reading (English and Spanish) tests, and 2) 2022-23 *State of Texas Assessment of Academic Readiness (STAAR)* reading test and the *STAAR End-of-Course (EOC)* English I and English II tests performances.

Word Identification and Spelling Test

Key Findings from this section:



The department met their ESSER Student Achievement performance objective for the SSK standard score but did not meet their performance objective for the FLAI standard score.



One grade level (grade 10) met the FLAI standard score performance objective scoring at or above a 79.3. Five grade levels (grades 6 through grade 10) met the SSK standard score performance objective scoring at or above a 82.7.



EOY *WIST* results indicated all grade levels demonstrated increases in the percentage of students performing at the average rating or above on the FLAI and SSK standard scores.

EOY FLAI *WIST* results indicated that all grade levels demonstrated increases in the percentage of students performing at the average standard score rating or above from BOY to EOY (Table 6). From BOY to EOY, grades three and four had the largest percentage-point increases of students attaining the average standard score rating or above (+21.3% and +20.3%, respectively). EOY SSK *WIST* results indicated that all grade levels demonstrated increases in the percentage of students performing at the

average standard score rating or above from BOY to EOY. From BOY to EOY, grades nine and six had the largest percentage-point increases of students performing at the average standard score rating or above (+31.9% and +31.1%, respectively).

Table 6: 2022-23 BOY to EOY *WIST* Standard Score Average Rating or Above Rates by Grade Level and Standard Score

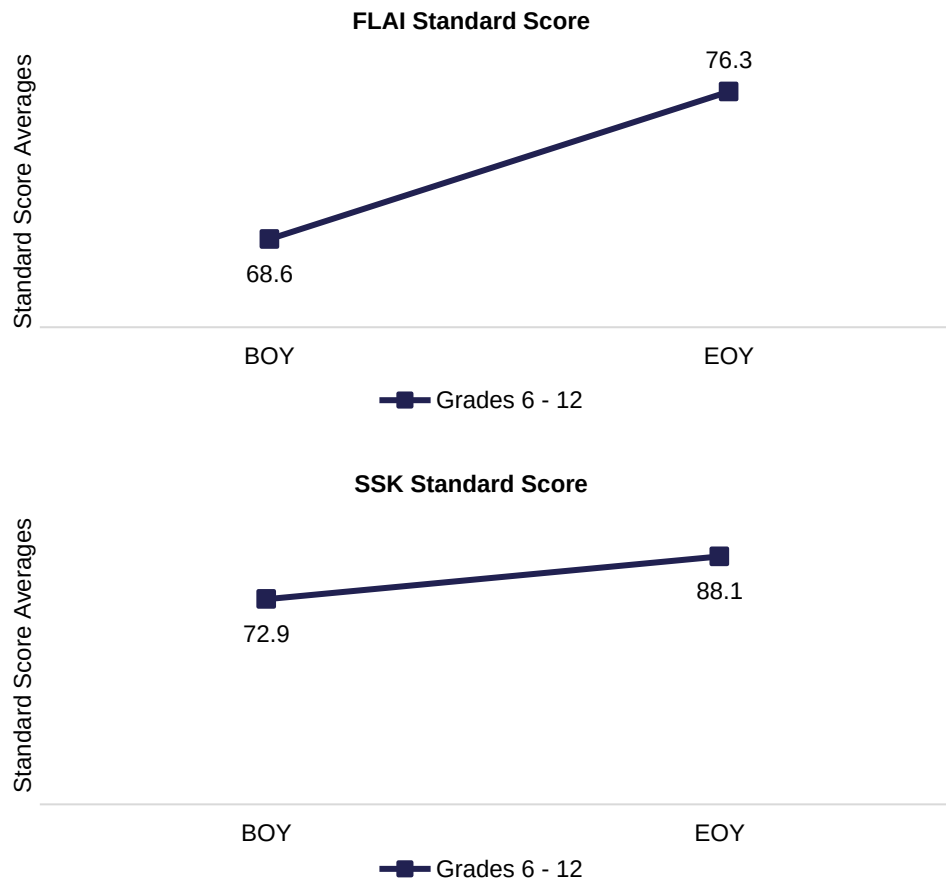
Grade Level	Tested <i>N</i>	BOY %	EOY %	BOY to EOY % Point Δ
FLAI Standard Score				
2	189	2.6	19.4	16.8
3	424	7.3	28.6	21.3
4	553	15.4	35.7	20.3
5	599	25.0	39.6	14.6
6	503	11.7	25.0	13.3
7	317	13.2	25.8	12.6
8	205	11.2	21.7	10.5
9	129	17.1	33.6	16.5
10	42	26.2	39.5	13.3
11	13	15.4	23.1	7.7
12	*	*	*	*
SSK Standard Score				
2	189	0.5	14.7	14.2
3	426	6.6	27.7	21.1
4	555	11.0	31.8	20.8
5	607	21.4	47.7	26.3
6	506	16.4	47.5	31.1
7	318	33.0	51.6	18.6
8	205	28.8	52.2	23.4
9	129	24.8	56.7	31.9
10	42	45.2	62.8	17.6
11	13	23.1	30.8	7.7
12	*	*	*	*

Source: Dallas ISD Dyslexia Services *WIST* data files provided 01/17/23 (BOY) and 07/18/23 (EOY). SIS demographic file dated 05/12/23.

Note: Δ = Percentage points difference. Results include data for students with scores at least six months between BOY and EOY. In 2022-23, *WIST* test version data was not collected by the department. Standard Score Ratings on the *WIST*: 90-110 = Average, 111-120 = Above Average, 121-130 = Superior, ≥ 131 = Very Superior. * = indicates fewer than 10 students tested for analysis

Overall, the department met its average SSK standard score ESSER performance objective¹¹ but did not meet its average FLAI standard score ESSER performance objective (Figure 5). One out of six grade levels (grade 10) achieved the EOY FLAI target performance scoring equal to or greater than 79.3 and five grade levels (grades 6 through grade 10) achieved the EOY SSK target performance scoring equal to or greater than 82.7. For average FLAI standard scores, all grade levels demonstrated five-point increases or greater from BOY to EOY. For average SSK standard scores, four grade levels (grades 6 through grade 9) demonstrated double-digit increases from BOY to EOY. *WIST* data for 2022-23 BOY and EOY by grade level are provided in Appendix G.

¹¹ The 2022-23 *WIST* performance objective targets were students to achieve an average EOY FLAI standard score of 79.3 or greater and an average EOY SSK standard score of 82.7 or greater.

Figure 5: 2022-23 BOY to EOY WIST Standard Score Averages by Grade Levels

Source: Dallas ISD Dyslexia Services WIST data files provided 01/17/23 (BOY) and 07/18/23 (EOY). SIS demographic file dated 05/12/23.

Note: Results include data for students with scores at least six months between BOY and EOY. In 2022-23, WIST test version data was not collected by the department.

NWEA Measures of Academic Progress

Key Findings from this section:



EOY Reading (English) MAP assessment results indicated grades two, three, and nine demonstrated increases in the percentage of students with dyslexia achieving the Average Achievement Quintile or above from BOY to EOY.



EOY Reading (Spanish) MAP assessment results indicated grades three and four demonstrated increases in the percentage of students with dyslexia achieving the Average Achievement Quintile or above from BOY to EOY.

Overall, students with dyslexia who performed at the Average Quintile or above in reading had mixed trends for the three assessment periods (Table 7). On the EOY Reading – English assessment, results indicated that 17 percent to 31 percent of students with dyslexia performed at the Average Achievement Quintile or above. Grades two, three, and nine demonstrated increases in the percentage of students with dyslexia at the Average Achievement Quintile or above from BOY to EOY (increases ranged

from 1.6% to 8.5%). From MOY to EOY, seven of the grade levels demonstrated increases in performance at the Average Achievement Quintile or above. 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 18.2 (grade 1) to 26.7 (grade 5) percentage-points.

On the EOY Reading – Spanish assessment, results indicated that 26 to 33 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 (increases ranged from 4.6% to 7.1). 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 26.5 (grade 2) to 36.1 (grade 5) percentage-points. MAP data for the 2022-23 BOY, MOY, and EOY by grade level and test language are provided in Appendix H.

Table 7: 2022-23 Percentage of Students with Dyslexia at MAP Reading Average Achievement Quintile or Above by Grade Level and Test Language

Grade Level	BOY		MOY		EOY		BOY to EOY
	N	%	N	%	N	%	% Point Δ
Reading (English)							
1	144	35.4	154	25.3	158	27.8	-7.6
2	382	20.4	393	21.6	401	28.9	8.5
3	546	26.6	568	29.6	560	31.1	4.5
4	588	32.1	604	28.3	594	30.3	-1.8
5	608	32.4	613	27.7	612	28.8	-3.6
6	852	22.7	874	19.2	853	17.8	-4.9
7	672	19.8	685	16.4	657	19.5	-0.3
8	567	19.6	566	15.4	520	16.7	-2.9
9	496	20.0	504	21.6	421	21.6	1.6
10	*	*	*	*	-	-	-
11	*	*	-	-	-	-	-
Reading (Spanish)^a							
1	126	38.1	122	30.3	117	29.1	-9.0
2	252	29.8	247	30.8	246	28.9	-0.9
3	317	26.2	283	32.2	273	33.3	7.1
4	364	24.7	330	27.3	311	29.3	4.6
5	349	28.1	309	27.8	283	25.8	-2.3

Source: Dallas ISD MAP files dated 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). SIS demographic file dated 05/12/23.

Note: Δ = Percentage points difference. Percentages may not add to 100.0 because of rounding. - = no data available 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.

State of Texas Assessments of Academic Readiness

Key Findings from this section:



The percentage of students with dyslexia at the Approaches+, Meets+, and Masters standards was lower than the district percentage on all STAAR and STAAR EOC reading tests.

On the STAAR reading subtests, rates of students with dyslexia at the Approaches+ standard ranged from 41 percent (grade 4, Eng I EOC) to 59 percent (grade 8), rates of students with dyslexia at the

Meets+ standard ranged from 17 percent (grade 3) to 22 percent (grade 8), and rates of students with dyslexia at the Masters standard ranged from one percent (English II *EOC*) to six percent (grade 5). Overall, the percentage of students with dyslexia at the Approaches+, Meets+, and Masters standards was lower than the district percentage on all *STAAR* and *STAAR EOC* reading subtests, resulting in a performance gap between the two groups (Table 8). At the Approaches+ standard, the performance gap ranged from 18 percentage-points (grade 8) to 30 percentage-points (grade 5). At the Meets+ standard, the performance gap ranged from 22 percentage-points (Eng I and II *EOC*) to 32 percentage-points (grade 5). At the Masters standard, the performance gap ranged from five percentage-points (Eng II *EOC*) to 19 percentage-points (grade 5). One-year trends indicated that the overall performance gap between the district and students with dyslexia has expanded from 2021-22 (3.8 percentage-points to 27.7 percentage-points) to 2022-23 (5.2 percentage-points to 31.5 percentage-points). See Appendix I for 2021-22 and 2022-23 students with dyslexia and district *STAAR* and *STAAR EOC* performance standard gaps.

Table 8: 2022-23 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 <i>N</i>	App+ %	Meets+ %	Masters %	Tested <i>N</i>	App+ %	Meets+ %	Masters %
<i>STAAR</i> 3-8 Reading								
3	933	41.9	17.3	2.6	9,839	67.2	42.3	18.1
4	1,068	40.7	12.3	2.5	9,809	68.9	42.2	18.9
5	1,103	45.8	19.1	5.5	9,839	75.4	50.6	24.9
6	936	43.4	15.8	3.6	8,961	69.6	45.6	18.4
7	757	48.2	18.8	6.5	9,296	70.6	45.1	20.5
8	608	58.7	22.0	5.4	9,388	77.0	49.3	23.1
<i>EOCs</i>								
Eng I	968	40.8	18.6	1.5	15,846	60.6	40.4	8.4
Eng II	743	43.3	21.5	1.2	14,183	64.5	43.4	6.4

Source: The Dallas ISD *STAAR* 3-8 (08/12/23) and *STAAR EOC* (08/12/23) were merged with the SIS demographic file dated 05/12/23.

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

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APPENDICES

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Appendix A

ACRONYMS AND ABBREVIATIONS

ADHD	Attention Deficit Hyperactivity Disorder
Approaches+	Approaches Grade Level or Above
BOY	Beginning of year
CARES	Coronavirus Aid, Relief, and Economic Security
CBM	Curriculum-Based Measurement
CSEP	Core-Selective Evaluation Process
DI	Dyslexia Interventionist
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>
FIIE	Full Individual and Initial Evaluation
FLAI	Fundamental Literacy Ability Index
HCM	Human Capital Management
IDEA	Individuals with Disabilities Education Act
IAP	Individual Accommodations Plan
IEP	Individual Education Plan
ISD	Independent School District
MAP	<i>Measures of Academic Progress</i>
Masters	Masters Grade Level
Meets+	Meets Grade Level or Above
MOY	Middle of year
MTA/AP	Multisensory Teaching Approach/Alphabetic Phonics
NWEA	Northwest Evaluation Association
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
WIST	<i>Word Identification and Spelling Test</i>

Appendix B

Appendix B: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
1	Prog. Desc. Staff Demographics	Dallas ISD HCM Department	03/28/23	Rates of staff by gender, race, highest degree, years in district, completed certifications	Lead and Non-lead position
	Staff Roster	Dallas ISD Dyslexia Services Department	12/13/22	None	Program
	Budget	Dallas ISD Budget Services	04/21/23	None	Program, Funding Source
		Dallas ISD Dyslexia Services Department	06/12/23		
	Program Implementation Interview	Dyslexia Services Director	11/29/22 (BOY) 06/15/23 (EOY)	Content analysis	Program
	Central Staff Professional Development	Dallas ISD Dyslexia Services Department	06/14/23	Count of PD attendees Report PD Topics/Sessions	Program
	Training Program Certifications	Dallas ISD Dyslexia Services Department	07/18/23	Count and rates of completed certifications	Certification Type
	Fall Campus and Parent PD Attendance	Dallas ISD Dyslexia Services Department	12/13/22	Count of PD attendees	District
	Campus and Parent PD Presentations	Dallas ISD Dyslexia Services Department	12/13/22 (Fall 2022), 02/06/23 (Spring 2023)	Content analysis of PD topics	PD Session
	Spring Parent PD Attendance	Dallas ISD E&A Department	06/15/23	Count of PD attendees	District
	Spring Campus PD Attendance and Feedback	Dallas ISD E&A Department	06/15/23	Count of PD attendees Survey item response rates Content analysis of open-ended items	District, Survey Item
	Student Demographics	Student Information System	05/12/23	Rates of students by gender, race, EB, SPED, Economically Disadvantaged, grade level	District, program
	Student Program Participation	Dallas ISD Dyslexia Services Department	05/08/23	Rates of students	Dyslexia programs
2	Dyslexia Services Non-Lead Interventionist perceptions	Dallas ISD E&A Department	04/04/23	Survey item response rates Content analysis of open-ended items	Survey Item
3	WIST	Dallas ISD Dyslexia Services Department	01/17/23 (BOY), 07/18/23 (EOY)	Rates of students at the FLAI and SSK standard score ratings. Average FLAI and SSK standard scores.	Standard score, grade

Table Continues

Appendix B: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metrics	Aggregation
	MAP Reading	NWEA	09/27/22 (BOY), 02/08/23 (MOY), 06/25/23 (EOY).	Rates of students at the Average Achievement Quintile or Above	District, program, language, grade
3	STAAR Reading, English I and English II EOC	TEA	08/12/23 (STAAR 3-8), 08/12/23 (STAAR EOC)	Rates of students at Approaches+, Meets+, and Masters Performance Standards.	District, program, grade

Note: HCM = Human Capital Management. E&A = Evaluation & Assessment. PD = Professional Development. NWEA = Northwest Evaluation Association. MAP = Measures of Academic Progress. STAAR = State of Texas Assessments of Academic Readiness. WIST = Word Identification Spelling Test. Prog. Desc. = Program Description.

Appendix C

Appendix C: 2022-23 The Dyslexia Services Spring Campus PD Feedback Survey Items

Survey Items	Tested <i>N</i>	Strongly Disagree %	Disagree %	Somewhat Disagree %	Neither Agree nor Disagree %	Somewhat Agree %	Agree %	Strongly Agree %
The professional development was well organized	4,544	0.8	0.1	0.1	1.2	2.2	23.9	71.7
The professional development enhanced my knowledge of how emotional play a part in reading and literacy	4,532	0.8	0.2	0.2	1.4	2.6	25.2	69.7
The professional development demonstrated the importance of engaging in strong brain activities	4,523	0.8	0.1	0.1	1.1	2.1	24.0	71.9
The professional development provided me enough information to effectively serve student with dyslexia at my campus.	4,518	0.8	0.4	0.3	1.7	4.5	26.9	65.3
I am confident in my ability to serve students with dyslexia at my campus	4,487	0.8	0.3	0.4	2.0	7.8	31.8	56.9

Source: Dallas ISD E&A Dyslexia Services Spring Campus PD Feedback Survey 06/15/23.

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

Appendix D

Appendix D: 2018-19 to 2022-23 Dallas ISD Count of Students Identified with Dyslexia by Grade Level

Grade Level	2018-19 (N = 4,159)		2019-20 (N = 5,190)		2020-21 (N = 5,940)		2021-22 (N = 7,703)		2022-23 (N = 8,058)	
	n	%	n	%	n	%	n	%	n	%
EC	0	0.0	1	0.0	0	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	3	0.1	1	0.0	2	0.0	25	0.3	16	0.2
1	61	1.5	62	1.2	40	0.7	292	3.8	287	3.6
2	285	6.9	410	7.9	296	5.0	767	10.0	682	8.5
3	402	9.7	647	12.5	716	12.1	959	12.4	935	11.6
4	541	13.0	709	13.7	873	14.7	1,071	13.9	1,072	13.3
5	615	14.8	660	12.7	828	13.9	1,066	13.8	1,104	13.7
6	509	12.2	632	12.2	699	11.8	814	10.6	945	11.7
7	481	11.6	533	10.3	652	11.0	672	8.7	764	9.5
8	350	8.4	453	8.7	515	8.7	606	7.9	624	7.7
9	383	9.2	406	7.8	466	7.8	569	7.4	632	7.8
10	235	5.7	321	6.2	360	6.1	363	4.7	465	5.8
11	149	3.6	224	4.3	282	4.7	246	3.2	277	3.4
12	145	3.5	131	2.5	211	3.6	253	3.3	255	3.2

Source: Mastrogiovanni (2022); SIS demographic file dated 05/12/23.

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

Appendix E

Appendix E: 2022-23 Students with Dyslexia Characteristics by School Type

	All (N = 8,058)		Elementary (N = 3,870)		Elementary/Middle (N = 550)		Middle (N = 2,001)		Middle/High (N = 10)		High (N = 1,627)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	3,484	43.2	1,697	43.9	316	57.5	823	41.1	*	*	644	39.6
Male	4,574	56.8	2,173	56.1	234	42.5	1,178	58.9	*	*	983	60.4
Race/Ethnicity												
Hispanic	5,888	73.1	2,881	74.4	356	64.7	1,482	74.1	*	*	1,163	71.5
Af. Amer.	1,475	18.3	646	16.7	93	16.9	393	19.6	*	*	341	21.0
White	515	6.4	244	6.3	83	15.1	97	4.8	*	*	91	5.6
Other	180	2.2	99	2.6	18	3.3	29	1.4	*	*	32	2.0
Special Student Group												
Econ. Dis	6,831	84.8	3,371	87.1	376	68.4	1,754	87.7	*	*	1,324	81.4
EB	3,674	45.6	1,897	49.0	179	32.5	952	47.6	*	*	644	39.6
SPED	3,664	45.5	1,975	51.0	238	43.3	881	44.0	*	*	568	34.9

Source: Dallas ISD Student Information System (SIS) demographic file dated 05/12/23.

Note: Af. Amer. = African American. Econ. Dis. = Economically disadvantaged. SPED = Special Education. EB = Emergent Bilingual. * = less than 10 cases for analysis. Percentages may not sum to 100 because of rounding.

Appendix F

Appendix F, Table 1: 2022-23 The Dyslexia Services Satisfaction Survey Response Rates (First 6 Items)

Survey Items	Tested N	Strongly Disagree %	Disagree %	Neither Agree nor Disagree %	Agree %	Strongly Agree %
I understand the district's expectations for providing dyslexia-related services	72	5.6	1.4	0.0	18.1	75.0
I understand the Dyslexia Services policies and procedures	72	5.6	1.4	2.8	16.7	73.6
I understand how to get help with Dyslexia Services-related matters	69	7.2	0.0	0.0	21.7	71.0
I have adequate access to the central staff members needed to provide dyslexia-related services	72	6.9	1.4	4.2	19.4	68.1
I have adequate access to resources and materials needed to provide dyslexia-related services	72	5.6	1.4	5.6	16.7	70.8
Communication with the Dyslexia Services department is clear and adequate.	72	8.3	0.0	6.9	26.4	58.3

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

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

Appendix F, Table 2: 2022-23 The Dyslexia Services Satisfaction Survey Response Rates (Core 4 Rating Items)

Survey Items	Tested N	Strongly Disagree %	Disagree %	Neither Agree nor Disagree %	Agree %	Strongly Agree %
The Dyslexia Services department is focused on their responses to my requests.	49	10.2	4.1	2.0	36.7	46.9
The Dyslexia Services department responded to me in a timely manner.	49	10.2	2.0	0.0	40.8	46.9
The Dyslexia Services department was flexible in their response to my request.	47	10.6	2.1	6.4	31.9	48.9
The Dyslexia Services department was friendly in their responses to my requests.	49	10.2	4.1	0.0	26.5	59.2
The Dyslexia Services department fully addressed my questions and/or concerns.	49	14.3	2.0	4.1	30.6	49.0
Overall, I am satisfied with the quality of customer service I received from the Dyslexia Services department.	48	12.5	2.1	2.1	35.4	47.9

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

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

Appendix F, Table 3: 2022-23 Dyslexia Services Satisfaction Survey – Response Rates of Perceived Implementation Barriers

Theme	N	%
What barriers, if any, prevent you from successfully serving students?		
Large Caseloads/Student Groups	16	34.0
Cross-Departmental Disruptions	10	21.3
Scheduling Services	5	10.6
Testing/WRS Book Requirements	2	4.3
Lack of Training	2	4.3
Limited Planning/Preparation Time	2	4.3
Hybrid Services	1	2.1
Documentation	2	4.3
Staff Shortage	4	8.5
Space for Services (On Campus)	2	4.3
Access to Materials	3	6.4
None	9	19.1
Other	3	6.4
Student Behavior Issues	1	2.1

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

Note: N = 47. WRS = Wilson Reading System. Data may include duplicate counts because each response could address multiple issues.

Appendix F, Table 4: 2022-23 Dyslexia Services Satisfaction Survey – Response Rates of Additional Supports Needed

Theme	N	%
How can the Dyslexia Services department better support you?		
Facilitate Cross-Departmental Collaboration	7	15.6
Caseload/Student Groups	3	6.7
Time Dedicated to Planning/Preparation	3	6.7
Student Placement	1	2.2
Additional Trainings	5	11.1
Increase Community Involvement	2	4.4
Ensure Space for Services (On Campus)	1	2.2
Salary Increase	3	6.7
Student Scheduling	2	4.4
Behavioral Protocols	1	2.2
Attendance Protocols	1	2.2
Implement Centralized Data System	2	4.4
Additional Staff	1	2.2
None	12	26.7
Other	7	15.6

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

Note: N = 45. Data may include duplicate counts because each response could address multiple issues.

Appendix F, Table 5: 2022-23 Dyslexia Services Satisfaction Survey – Response Rates of Positive Factors

Theme	N	%
What factors of the department positively contribute to student success?		
Eagerness to help	13	27.7
Staff Trainings	12	25.5
Access to Materials	9	19.1
Staff Retention/Consistency	1	2.1
Student Programs/Services	6	12.8
Positive Department Morale	5	10.6
Hardworking Staff	4	8.5
Staff Autonomy	2	4.3
Clear Department Communication/Expectations	4	8.5
Other	9	19.1

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

Note: N = 47. Data may include duplicate counts because each response could address multiple issues.

Appendix F, Table 6: 2022-23 Dyslexia Services Satisfaction Survey – Response Rates of Areas of Improvement

Theme	N	%
What factors of the department adversely impact student success?		
WRS Book Completion Requirements	8	18.6
Lack of Leadership (campus level)	1	2.3
Lack of Training	1	2.3
Hybrid Services	1	2.3
Access to Materials	1	2.3
Rushing Services	6	14.0
Attendance issues	1	2.3
Large Caseloads/Student Groups	11	25.6
Student Placement	3	7.0
Student Scheduling	4	9.3
Cross-Departmental Disruptions	7	16.3
Limited Planning/Preparation Time	1	2.3
Other	5	11.6
None	9	20.9

Source: Dallas ISD E&A Dyslexia Services Satisfaction Survey 04/04/23.

Note: N = 43. Data may include duplicate counts because each response could address multiple issues.

Appendix G

Appendix G, Table 1: 2022-23 Percentage of Students Performing at the WIST Standard Score Ratings at BOY by Grade Level

Grade Level	Tested N	Very Poor %	Poor %	Below Average %	Average %	Above Average %	Superior %	Very Superior %
FLAI Standard Scores								
2	189	85.7	8.5	3.2	2.6	0.0	0.0	0.0
3	424	71.2	13.4	8.0	5.9	0.7	0.5	0.2
4	553	53.7	17.5	13.4	14.5	0.7	0.2	0.0
5	599	47.6	13.0	14.4	23.5	1.2	0.3	0.0
6	503	47.9	23.3	17.1	10.7	1.0	0.0	0.0
7	317	48.3	18.9	19.6	11.4	1.9	0.0	0.0
8	205	52.2	22.9	13.7	9.8	1.5	0.0	0.0
9	129	59.7	12.4	10.9	17.1	0.0	0.0	0.0
10	42	35.7	21.4	16.7	26.2	0.0	0.0	0.0
11	13	53.8	23.1	7.7	15.4	0.0	0.0	0.0
12	*	*	*	*	*	*	*	*
SSK Standard Scores								
2	189	91.5	6.9	1.1	0.5	0.0	0.0	0.0
3	426	71.1	16.2	6.1	5.2	1.4	0.0	0.0
4	555	58.9	18.0	12.1	11.0	0.0	0.0	0.0
5	607	49.6	13.7	15.3	18.6	2.5	0.2	0.2
6	506	55.3	16.0	12.3	13.6	1.4	1.2	0.2
7	318	34.3	16.0	16.7	28.9	1.9	1.9	0.3
8	205	34.6	15.6	21.0	26.8	2.0	0.0	0.0
9	129	41.9	16.3	17.1	20.2	4.7	0.0	0.0
10	42	33.3	7.1	14.3	33.3	7.1	4.8	0.0
11	13	38.5	23.1	15.4	23.1	0.0	0.0	0.0
12	*	*	*	*	*	*	*	*

Source: Dallas ISD Dyslexia Services WIST data files provided 01/17/23 (BOY). SIS demographic file dated 05/12/23.

Note: Percentages may not add to 100.0 because of rounding. Results include data for students with scores 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. In 2022-23, WIST test version data was not collected by the department. * = less than 10 cases for analysis.

Appendix G, Table 2: 2022-23 Percentage of Students Performing at the WIST Standard Score Ratings at EOY by Grade Level

Grade Level	Tested N	Very Poor %	Poor %	Below Average %	Average %	Above Average %	Superior %	Very Superior %
FLAI Standard Scores								
2	191	50.3	15.7	14.7	17.8	1.6	0.0	0.0
3	433	36.7	16.4	18.2	24.2	4.2	0.2	0.0
4	555	29.4	16.9	18.0	30.6	4.9	0.0	0.2
5	609	29.6	13.1	17.7	33.8	5.6	0.0	0.2
6	507	32.9	20.5	21.5	22.9	2.0	0.2	0.0
7	318	35.2	18.2	20.8	23.0	2.8	0.0	0.0
8	207	36.2	21.7	20.3	20.3	0.5	0.0	1.0
9	134	34.3	12.7	19.4	32.8	0.7	0.0	0.0
10	43	27.9	9.3	23.3	39.5	0.0	0.0	0.0
11	13	46.2	23.1	7.7	23.1	0.0	0.0	0.0
12	*	*	*	*	*	*	*	*
SSK Standard Scores								
2	191	34.6	35.1	15.7	13.1	1.6	0.0	0.0
3	433	31.4	22.6	18.2	23.3	3.7	0.7	0.0
4	556	24.5	22.7	21.0	24.6	5.2	1.6	0.4
5	610	20.7	16.2	15.4	37.2	6.9	3.0	0.7
6	507	21.7	13.2	17.6	36.7	7.1	3.0	0.8
7	318	21.7	12.9	13.8	34.3	9.7	5.7	1.9
8	207	16.9	15.0	15.9	35.3	11.6	4.3	1.0
9	134	16.4	12.7	14.2	41.8	9.0	6.0	0.0
10	43	20.9	4.7	11.6	46.5	9.3	7.0	0.0
11	13	38.5	7.7	23.1	15.4	15.4	0.0	0.0
12	*	*	*	*	*	*	*	*

Source: Dallas ISD Dyslexia Services WIST data files provided 07/18/23 (EOY). SIS demographic file dated 05/12/23.

Note: Percentages may not add to 100.0 because of rounding. Results include data for students with scores 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. * = indicates fewer than 10 students tested for analysis. In 2022-23, WIST test version data was not collected by the department.

Appendix G, Table 3: 2022-23 BOY to EOY WIST Standard Score Averages by Grade Level

Grade Level	BOY		EOY		BOY to EOY Point Δ
	N	Mean	N	Mean	
FLAI Standard Score					
2	188	56.5	188	73.3	16.8
3	416	61.1	416	77.0	15.9
4	538	65.4	545	80.1	14.7
5	565	70.6	597	80.3	9.7
6	483	69.4	485	76.8	7.4
7	308	67.6	314	75.5	7.9
8	191	67.1	203	74.8	7.7
9	112	68.9	120	77.2	8.3
10	42	75.0	41	81.7	6.7
11	13	64.1	13	72.4	8.3
12	*	*	*	*	*
SSK Standard Score					
2	191	52.1	191	74.5	22.4
3	430	59.3	432	78.5	19.2
4	555	64.0	556	82.3	18.3
5	608	68.5	610	86.2	17.7
6	504	67.9	507	86.9	19.0
7	316	76.2	318	88.2	12.0
8	204	75.5	206	89.8	14.3
9	134	76.6	134	90.3	13.7
10	43	83.5	43	91.6	8.1
11	13	71.8	13	78.2	6.4
12	*	*	*	*	*

Source: Dallas ISD Dyslexia Services WIST data files provided 01/17/23 (BOY) and 07/18/23 (EOY). SIS demographic file dated 05/12/23.

Note: Δ = Average points difference. Includes data for students with scores at least six months between BOY and EOY. * = indicates fewer than 10 students tested for analysis. In 2022-23, WIST test version data was not collected by the department.

Appendix H

Appendix H: 2022-23 Students with Dyslexia and District MAP Growth Reading Average Achievement 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	144	35.4	154	25.3	158	27.8	4,781	51.6	5,104	42.2	5,234	46.0
2	382	20.4	393	21.6	401	28.9	4,899	44.2	5,160	44.0	5,178	50.5
3	546	26.6	568	29.6	560	31.1	4,731	51.4	4,886	53.1	4,906	55.3
4	588	32.1	604	28.3	594	30.3	4,583	58.9	4,779	55.6	4,775	56.5
5	608	32.4	613	27.7	612	28.8	4,544	58.9	4,703	54.6	4,711	55.5
6	852	22.7	874	19.2	853	17.8	7,883	50.0	8,156	44.2	8,081	42.2
7	672	19.8	685	16.4	657	19.5	8,174	45.1	8,436	39.9	8,000	40.0
8	567	19.6	566	15.4	520	16.7	8,692	46.6	8,801	40.8	8,279	40.3
9	496	20.0	504	21.6	421	21.6	9,047	48.6	9,179	43.4	8,336	42.9
10	*	*	*	*	-	-	109	32.1	32	18.8	-	-
11	*	*	-	-	-	-	16	43.8	*	*	-	-
Reading (Spanish) ^a												
1	126	38.1	122	30.3	117	29.1	4,456	63.8	4,576	63.1	4,664	59.9
2	252	29.8	247	30.8	246	28.9	4,100	60.1	4,230	60.8	4,362	55.4
3	317	26.2	283	32.2	273	33.3	3,890	58.5	3,719	59.3	3,676	64.2
4	364	24.7	330	27.3	311	29.3	3,677	63.0	3,365	64.7	3,363	65.4
5	349	28.1	309	27.8	283	25.8	3,541	63.0	3,350	62.2	3,225	60.2
6	*	*	*	*	*	*	30	40.0	27	37.0	31	38.7
7	*	*	-	-	-	-	15	33.3	25	36.0	25	24.0
8	*	*	-	-	-	-	22	36.4	16	18.8	22	18.2
9	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-	-	-

Source: Dallas ISD MAP files dated 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). SIS demographic file dated 05/12/23.

Note: Percentages may not add to 100.0 because of rounding. - = no data in this category. * = indicates fewer than 10 students tested for analysis. ^a = The MAP Reading (Spanish) assessment is administrated to students in kindergarten through grade 5.

Appendix I

Appendix I: 2021-22 and 2022-23 District and Student with Dyslexia STAAR and STAAR EOC Performance Standard Gaps* by Grade Level

Grade Level	2021-22			2022-23		
	App+ %	Meets+ %	Masters %	App+ %	Meets+ %	Masters %
STAAR 3-8 Reading						
3	-25.5	-24.7	-16.8	-25.3	-25.0	-15.5
4	-27.4	-27.7	-16.5	-28.2	-29.9	-16.4
5	-23.1	-25.6	-17.9	-29.6	-31.5	-19.4
6	-24.0	-19.8	-11.0	-26.2	-29.8	-14.8
7	-24.0	-25.8	-21.8	-22.4	-26.3	-14.0
8	-22.8	-26.8	-20.4	-18.3	-27.3	-17.7
EOCs						
Eng I	-24.1	-22.0	-5.3	-19.8	-21.8	-6.9
Eng II	-26.7	-26.3	-3.8	-21.2	-21.9	-5.2

Source: Dallas ISD STAAR 3-8 files 07/15/22 (2022) and 08/12/23 (2023), Dallas ISD STAAR EOC files dated 07/14/22 (2022) and 08/12/23 (2023). SIS demographic files dated 05/16/22 (2022) and 05/12/23 (2023).

Note: * = Results in the table present the percentage-point differences between students with dyslexia and the district.