

# Dyslexia District Effectiveness Report 2025



October 7, 2025

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# DYSLEXIA

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.



**-Adopted by the International Dyslexia Association Board  
of Directors, November 12, 2002**



# Identification

**By the end of the 25-26 school year:**

- ❖ all students receiving Dyslexia services must be served through IDEA- Special Education.
- NISD currently has all students receiving services identified in Special Education.
- NISD diagnosticians and Dyslexia teachers have completed the TEA Learn Dyslexia modules, required for ARD team participation



# Screeners



- First Grade screener: December 2024
  - 140 referrals made
- Kindergarten screener: April-May 2025
  - 73 referrals made



# Dyslexia Curricula

*Uses a systematic, multisensory approach, engaging visual, auditory, kinesthetic, and tactile learning pathways to teach students decoding, comprehension, spelling, and handwriting.*

## Reading By Design

- Meet 4-5 times per week/45 mins
- Elementary: should not exceed 6 students per group
- Secondary: do not exceed 8 students per group
- Teachers must be trained by a regional education service center to use the program

## MTA

- Meet 4-5 times per week/45 mins
- Elementary: should not exceed 6 students per group
- Secondary: should not exceed 8 students per group
- Teachers must be trained by Qualified Instructor (QI)



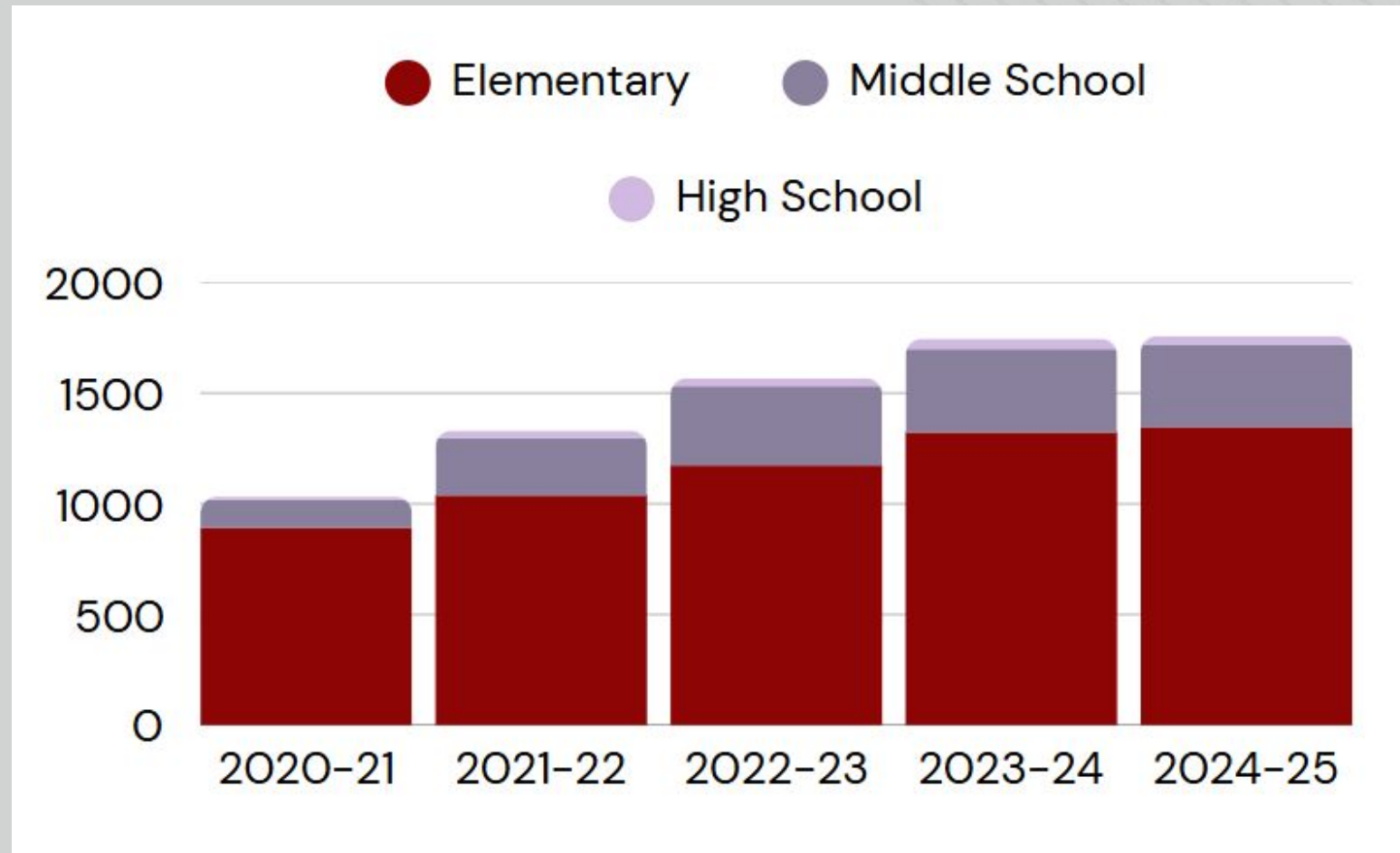
# Dyslexia Programs

NISD has **3,224** students identified with dyslexia.

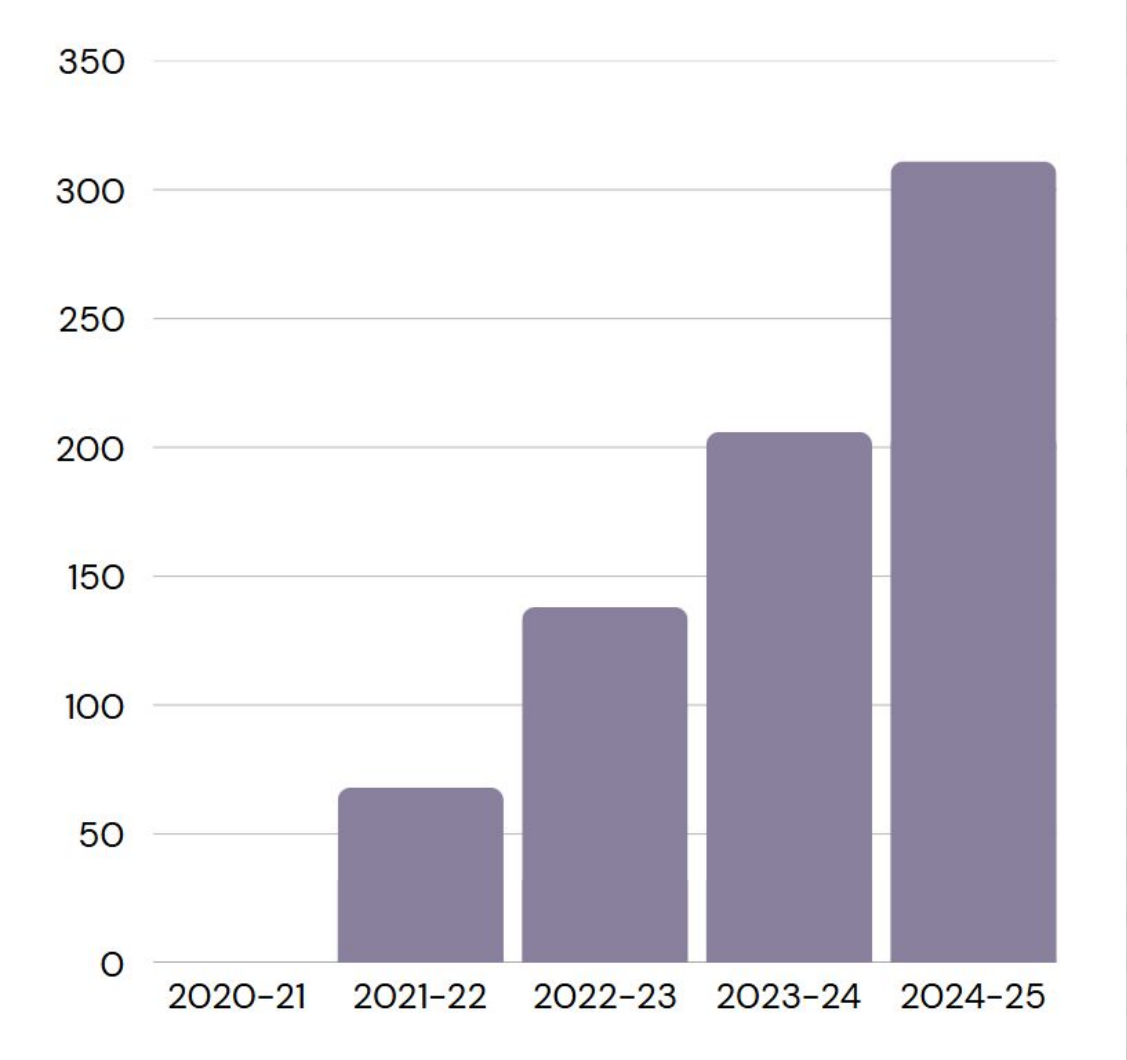
- **1,904** students receive Special Education Services
- **1,061** students receive 504 accommodations
- **259** have no services



# Students in MTA

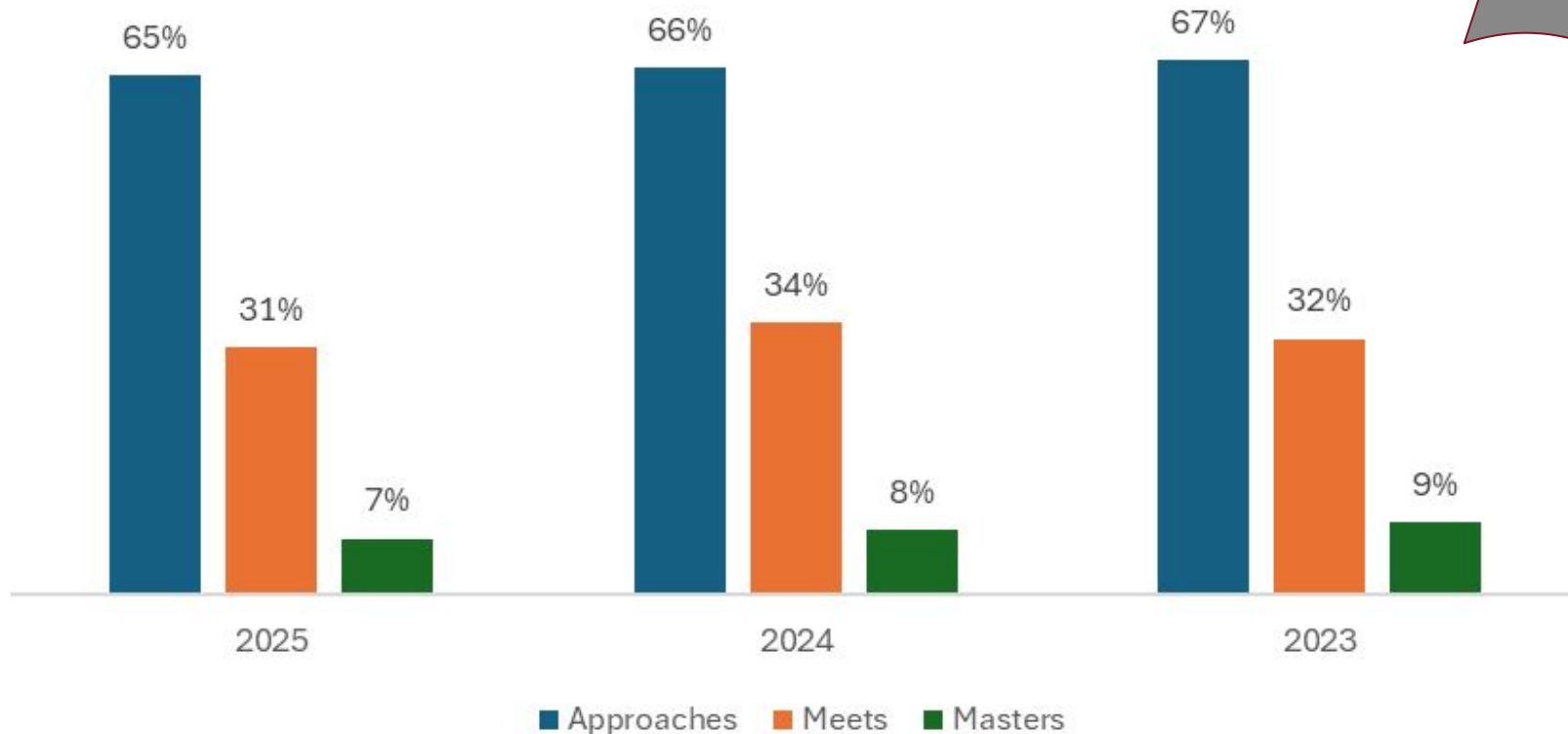


# Students Completing MTA



# Dyslexia STAAR Performance

In 2025, 65% of students in the Dyslexia program scored at the Approaches level or higher on Reading STAAR and English I and II EOCs.



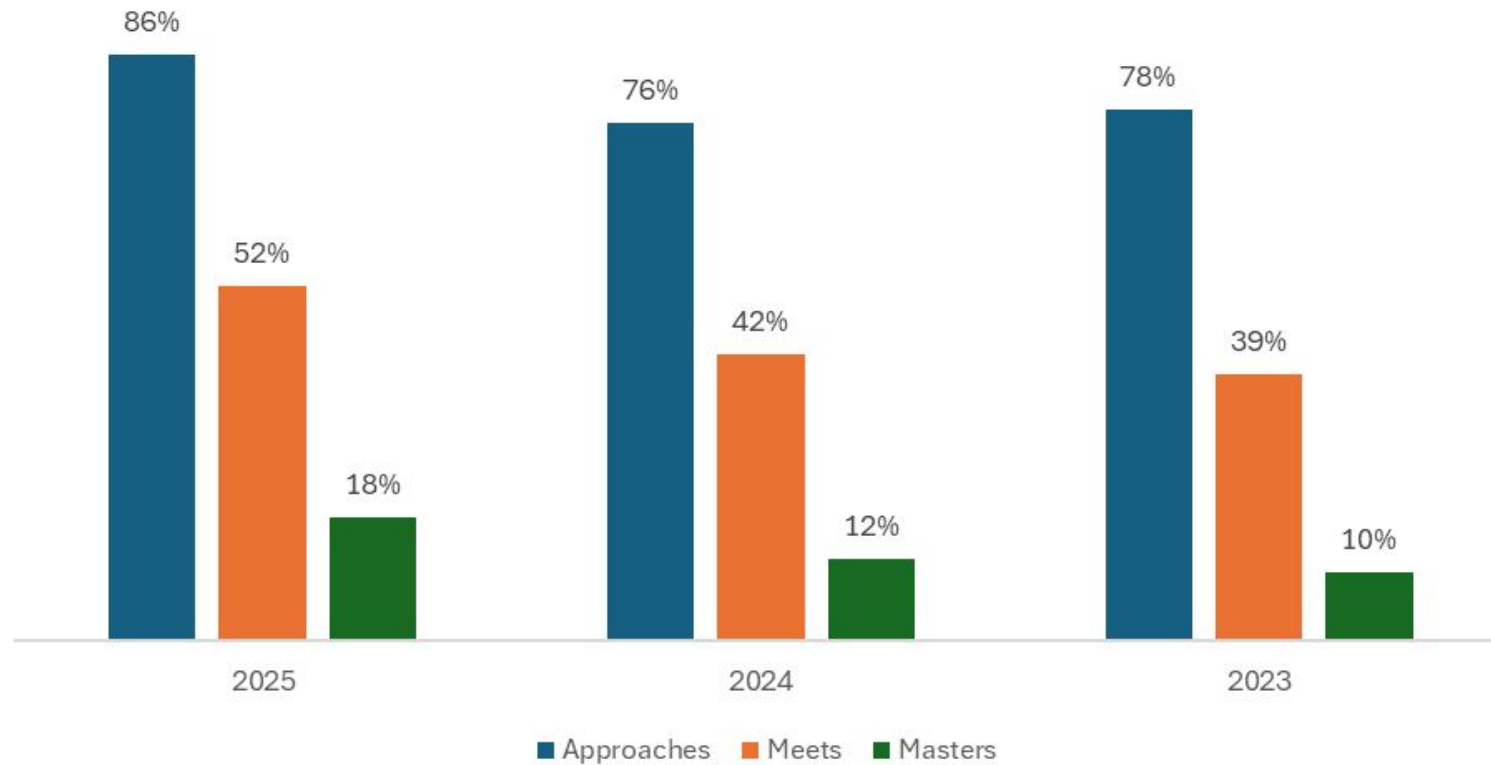
**Coming Soon!**

Dr. Desimone has requested a report from TEA of our comparison to dyslexia performance in the region and state



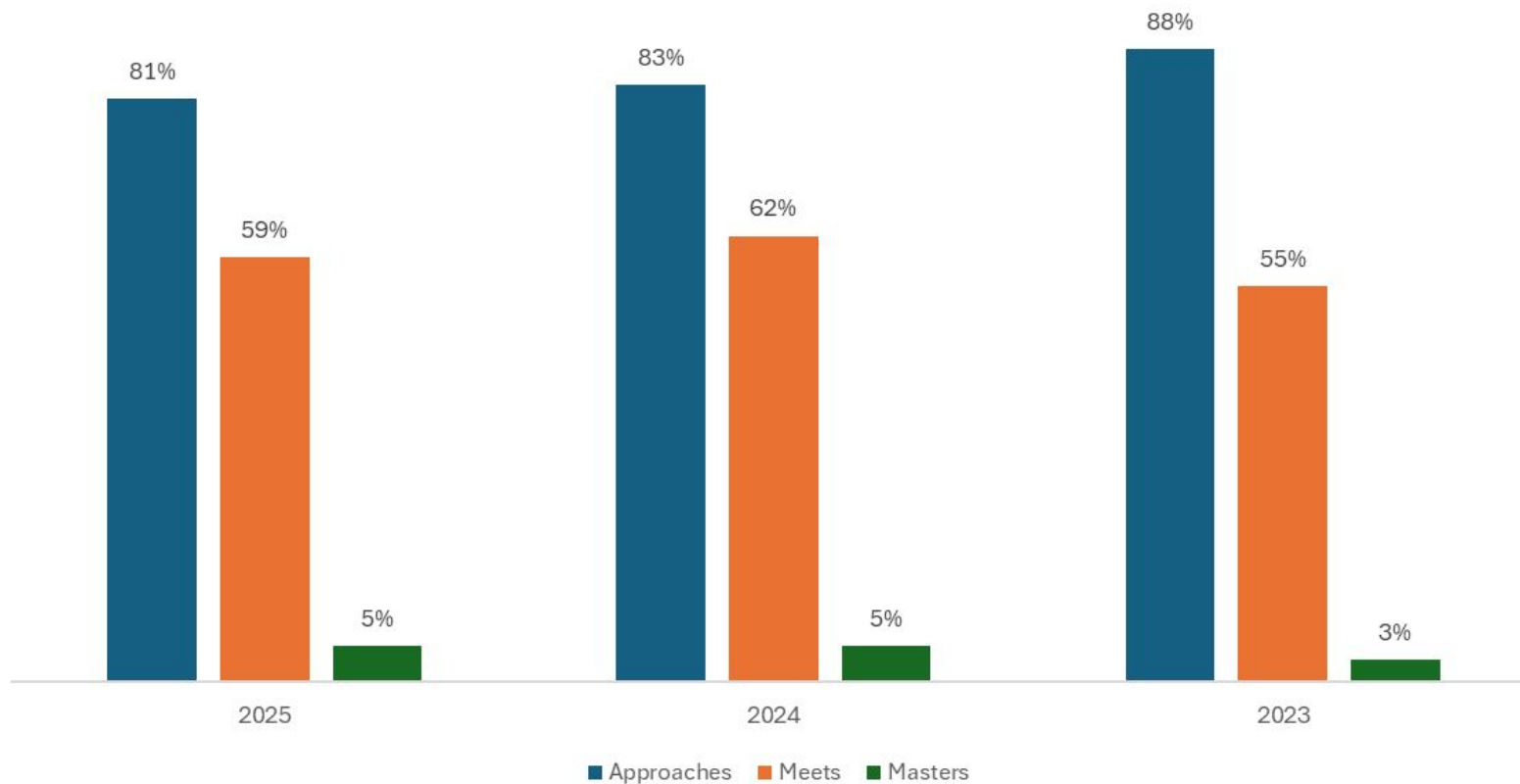
# Post MTA STAAR Results - 3-8 Reading

After exiting dyslexia services, students are successful on Grades 3-8 Reading STAAR.



# Post MTA STAAR Results - English I and English II

Students in high school previously served by MTA are performing well on English I and English II EOCs.



# MAP Reading Data: Fall 24 to Fall 25

Percent Met  
Growth Projection  
"Goal" = 50% or  
higher

Grade Level	Average RIT Score	Percentile Average	Percent Met Growth Projection
3rd	180	43	57
4th	190	41	46
5th	197	39	54
6th	205	44	54
7th	209	43	49
8th	211	41	50

# Professional Learning Opportunities

## Continue learning and support for:

- “New” Special Education teachers of Dyslexia (55)
  - Professional development of strategies & processes
  - Monthly District/Campus Special Education PLCs
  - Dyslexia PLCs: Modeling and collaboration
- Diagnosticians
  - Calibrating identification and evaluations
  - Professional development to better understand and identify
- Cross-training of MTA and Reading by Design
- 26 of our 57 Dyslexia teachers have completed Year 1 or 2 of Academic Language Therapy Training= **CALT** or **CALP**
- Instructional coaching and support from Special Education Coordinators and Coaches
- Next steps when students do not respond to instruction



# Challenges

- Adding newly qualified students to already full schedules
- Starting all students at Kit 1, per curriculum
- Varied pacing of students



# Celebrations

- ★ 96% of our dyslexia teachers have obtained their special education certification, including our Coordinator and Director.
- ★ Scheduling efficiently and effectively
- ★ Most students with dyslexia are making *at least* a full-year of growth
- ★ Taking on caseloads with the increase in Special Education numbers
- ★ The 4th annual **NISD Parent Dyslexia Simulations** will be held for each feeder pattern in October and November. We had approximately 125 parents attend last year and received very positive feedback. This gives a true “glimpse” of what it is like to be a learner with dyslexia.



# What's Next?

- ★ Analyze data of students in RbD vs. MTA at end of 25-26
- ★ Continue increased early intervention/identification
- ★ Calibrate instruction of curriculum
- ★ Increased collaborative consult with Gen Ed and Dyslexia teachers- *How are students doing?*



# Resources

[Instructional Materials](#)

[Dyslexia Handbook](#)





Questions?