

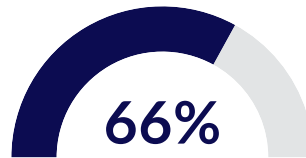


The **Dyslexia Services (DS) Department's mission** is to assist students with dyslexia in the achievement of independent literacy skills by providing service and support to students, their parents, and school personnel through identification, instruction, and community awareness. **The department employed Evaluators** for early identification of students with dyslexia and **Dyslexia Interventionists (DIs)** to provide specialized campus-based programming services to those students across the district. Interventionists also offered training to support parents and campus staff. **The 2024-25 budget** for the department was \$5,839,882 from the district general operating funds.

7,691

 Students identified
 with dyslexia in
 Dallas ISD (5.6%)

19 Evaluators

185 DIs
 (incl. 25 Leads)

 Students with dyslexia
 participated in DS program

 Most participated in the **Wilson Reading System** program

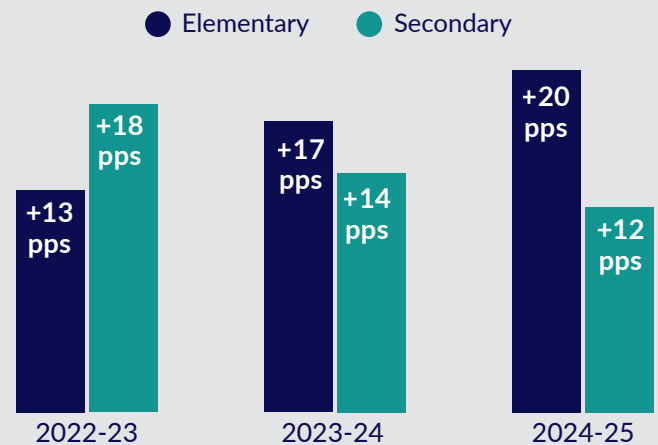
A majority of **staff survey respondents** (DIs and Evaluators) positively endorsed most items. Fewer than half indicated having enough time for one-on-one services.

Survey Section (# of Items)	% Positive Endorsement
Understanding Policies/Procedures (4)	90 - 94%
Adequate Resources/Support (5)	63 - 93%
Service Implementation (7)	41 - 97%

DIs and Evaluators who requested assistance from the DS department reported positive **Core 4 perceptions**.

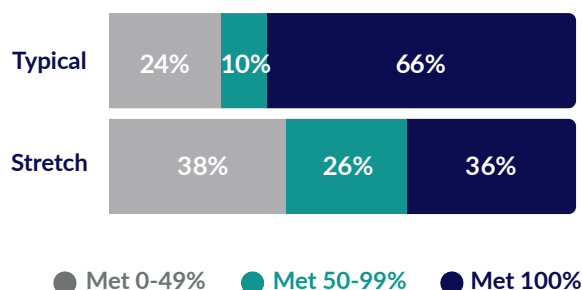


Similar to prior years, the proportion of students with **FLAI scores of Average or above on the WIST** increased from BOY to EOY.



Note: pps = percentage points

Two-thirds of students met 100% of their **typical growth** target on **i-Ready: English Reading** and a significant portion made progress toward or fully met their **stretch growth** target.



From 2024 to 2025, students in grades three through eight and English I and II showed **increases** across nearly all **STAAR/EOC performance standards**.

Grade Level	Approaches+	Meets+	Masters
3	↑ 10%	↑ 8%	↑ 3%
4	0%	↑ 3%	0%
5	↑ 1%	↑ 10%	↑ 4%
6	↑ 6%	↑ 1%	0%
7	↑ 5%	↑ 4%	↑ 2%
8	↑ 4%	↑ 4%	↑ 2%
Eng I	↑ 2%	↑ 2%	↑ 1%
Eng II	↓ 4%	↓ 3%	↑ 1%