

MEMORANDUM

November 5, 2009

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

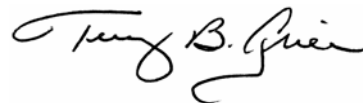
SUBJECT: **DYSLEXIA PROGRAM SUPPORT SERVICES EVALUATION REPORT**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2008–2009 evaluation report on Dyslexia Program Support Services. The purpose of the Houston Independent School District (HISD) dyslexia program is to identify, assess, and serve students having dyslexia and related disorders that limit their ability in learning to read, write, or spell. This report summarizes the program components and activities implemented during the 2008–2009 school year.

The number of students identified with dyslexia increased from 313 in 2008 to 432 in 2009, which accounted for a 38 percent increase. About 70 percent of students identified with dyslexia in 2009 were concentrated in the Central and West regions. Also, the percents of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills (TAKS) reading, mathematics, and writing subtests increased from 2008 to 2009.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at (713) 556-6700.



TBG

Attachment

cc: Superintendent's Direct Reports
Executive Principals
Noelia Garza
A. Nell Williams

RESEARCH

Educational Program Report



Dyslexia Program Support Services 2008–2009



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EXECUTIVE SUMMARY

DYSLEXIA PROGRAM SUPPORT SERVICES 2008–2009

Program Description

The purpose of the Houston Independent School District (HISD) dyslexia program is to identify, assess, and serve students having dyslexia and related disorders that limit their ability in learning to read, write, or spell. This is accomplished by providing support to students and parents and training for the campus dyslexia support teachers. It is the goal of the Dyslexia Program Support Services to facilitate HISD's vision for a comprehensive dyslexia program focusing on prevention, identification, and intervention. Dyslexia Program Support Services facilitates the implementation and coordination of the HISD districtwide dyslexia reading program for general education. Specifically, the program is primarily responsible for providing on-going support and training for general education dyslexia intervention teachers as well as support for existing campus instructional efforts with students who are at-risk of serious reading difficulties.

Key Findings

1. What professional development activities were provided to teachers and what were the levels of participation in these activities?
 - Dyslexia Program Support Services offered 29 training sessions during the 2008–2009 school year. A total of 535 participants attended the training sessions.
 - Based on training records, it is estimated that 64 out of 296 campuses did not have a Dyslexia Intervention Program (DIP) trained teacher on their campus during the 2008–2009 school year.
2. How many students were identified as eligible to receive dyslexia services, and what was the demographic profile of these students?
 - The number of students identified with dyslexia increased from 313 in 2008 to 432 in 2009, which accounted for a 38 percent increase.
 - The majority of the students identified with dyslexia in 2009 were male (63 percent) compared to female (37 percent). Also, 40 percent of the students were White, while 39 percent were Hispanic, and 20 percent were African American.
 - About 70 percent of students identified with dyslexia in 2009 were concentrated in the Central and West regions.
3. What was the academic performance of students receiving dyslexia services?
 - The percents of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills (TAKS) reading, mathematics, and writing subtests increased from 2008 to 2009. Students experienced the greatest improvement on the writing subtest with a 15 point increase from 2008 to 2009.

- The percents of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills Modified (TAKS-M) in 2009 ranged from 55 percent on the science subtest to 64 percent on the mathematics subtest. A total of 60 percent met the standard on the reading subtest. None of the students who participated in the social studies or writing subtests met the standard. A comparison to 2008 TAKS-M results for students identified with dyslexia revealed that none of the students passed any of the subtests.
 - Non-special education students identified with dyslexia experienced an improvement in grade-level Normal Curve Equivalents (NCEs) on the reading subtest in four out of the nine grades tested with two years of data. At the same time, special education students identified with dyslexia made improvements in six out of the eight grades with two years of data in grade-level NCEs on the reading subtest.
 - The highest percentage of non-special education students identified with dyslexia scoring at or above the 50th percentile was found in eleventh grade on the environment/science subtest (92 percent), while the lowest percentage was found in the first grade on the reading subtest (0 percent).
 - The percentage of students identified with dyslexia who passed the High Frequency Word Evaluation (HFWE) in 2009 was 54.2 percent. The passing rate was 30.0 percent in first grade and 71.4 percent in second grade.
 - The 2009 Texas Primary Reading Inventory (TPRI) End-of-Year results revealed that the majority of districtwide students in grades K–3 did not meet HISD’s reading standard. The performance of students on the *Tejas Lee* showed that the majority of students in Kindergarten (69.2 percent) and first grade (51.8 percent) met HISD’s reading standard, while the majority of students in second grade (56.0 percent) and third grade (60.9 percent) did not meet the standard.
4. What activities have been accomplished at the district level with regards to the Dyslexia Program?
- Examples of specific activities accomplished included: hiring Dyslexia Evaluation Specialists; hosting the Dyslexia Institute; conducting Dyslexia Council meetings and Campus Dyslexia Contacts meetings; and providing parent education.
5. What were the perceptions of Dyslexia Evaluation Specialists (DESs) regarding the Dyslexia Program?
- The perceptions of the DESs were positive, especially in regards to the support they received from the Office of Special Populations.
 - In general, referrals for dyslexia tended to be concentrated at a few schools within each region. Based on the perceptions of the DESs, not all schools had a Dyslexia Instructional Program in place.
 - The DESs expressed concerns about data regarding assessed and/or identified students for dyslexia might not be entered in the Chancery Student Information System.
 - The DESs recommended that a partnership between them and Special Education Diagnosticians in helping identify students with dyslexia be established.

Recommendations

1. Efforts to increase parent awareness should be continued in order to increase parent-initiated referrals, which may address the under-representation of African American and Hispanic students identified with dyslexia. In particular, parent education efforts regarding dyslexia at the campus level should be fulfilled and documented.
2. The concentration of referrals coming from the same schools may be related to the fact that not every campus has a Dyslexia Intervention Program (DIP)-trained Dyslexia Instructional Support Teacher (DIST). There needs to be a district policy to enforce the state mandate to have a DIP-trained DIST that has time in their schedule to provide instruction to students identified with dyslexia at every campus. This may also increase referrals among all the regions since most of the students identified with dyslexia are concentrated predominately among two regions.
3. The accuracy of student information regarding students assessed and/or identified for dyslexia in the Chancery Student Information System is critical in determining program effectiveness. There needs to be a process in place to ensure that student data are being entered at the schools. Although three training sessions on “Chancery Dyslexia Data Input” were offered during the school year, the number of attendees was low. This is important to note since staff responsible for entering student data may not be familiar with the Chancery Dyslexia Data Entry Form, which was developed this school year.
4. The district’s effort to address the low numbers of students identified with dyslexia by hiring five DESs has increased the number of students identified with dyslexia by 38 percent. However, the percent of students identified with dyslexia in the district is still well below one percent. It is recommended that a partnership with the Office of Special Education Services and Child Study be established in order to work together in identifying students who may need dyslexia services. Special Education Diagnosticians should be permitted to identify students for dyslexia as they are evaluating students; this may require that Special Education Diagnosticians receive dyslexia-related training. This partnership will help ensure that students who need special education or 504 services will be identified.

DYSLEXIA PROGRAM SUPPORT SERVICES 2008–2009

Introduction

Program Description

The purpose of the Houston Independent School District (HISD) dyslexia program is to identify, assess and serve students having dyslexia and related disorders that limit their ability in learning to read, write, or spell. This is accomplished by providing support to students, parents, and training for the campus dyslexia support teachers. It is the goal of the Dyslexia Program Support Services to facilitate HISD's vision for a comprehensive dyslexia program focusing on prevention, identification, and intervention. Dyslexia Program Support Services facilitates implementation and coordination of the HISD districtwide dyslexia reading program for general education. The program is primarily responsible for providing on-going support and training for general education dyslexia intervention teachers as well as support for existing campus instructional efforts with students who are at risk of serious reading difficulties.

Program Rationale, Goals, and Objectives

In Texas, the identification and instruction of students with dyslexia and related disorders is mandated and structured by two statutes and one rule. Texas Education Code (TEC) Section §38.003 defines dyslexia and related disorders, mandates testing and providing instruction for students with dyslexia, and gives the State Board of Education authority to adopt rules and standards to administer testing and instruction. Instructional assistance is available for students who demonstrate difficulty during early reading instruction, i.e., kindergarten, first, and second grades through Texas Education Code (TEC) §28.006. The instructional program for students with dyslexia or a related disorder should be offered in a small class setting and include reading, writing, and spelling as appropriate for students in kindergarten through twelfth grade. Chapter 19 of Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia and mandates parent education on the services and two options available to students. Section 504 of the Rehabilitation Act of 1973 establishes assessment and evaluation standards and procedures for students in general education, and IDEA 2004 establishes assessment and evaluation standards and procedures for students referred for Special Education services.

Program Personnel

Dyslexia Program Support Services is under the Assistant Superintendent of the Office of Special Populations. Within this program, there is one coordinator who facilitates and supports the Dyslexia Program Support Services. Within each region there is one Special Population Manager that serves as support or resource to schools regarding various aspects of the dyslexia program. Also, there are five Dyslexia Evaluation Specialists (DES) assigned to each region. The DES assesses for dyslexia and related disorders under Section 504. Every campus should have a campus Dyslexia Instructional Support Teacher (DIST). The DIST provides dyslexia, small group instruction to identified students. Campuses should also have a Campus Dyslexia Contact Person who facilitates the implementation of the campus dyslexia program and parent education program. In addition, campuses must designate a Section 504 coordinator.

Purpose of the Evaluation Report

The purpose of this report was to evaluate the Dyslexia Program Support Services. Specifically, the evaluation was designed to identify and describe program activities and to analyze student performance data. The following research questions were addressed:

1. What professional development activities were provided to teachers, and what were the levels of participation in these activities?
2. How many students were identified as eligible to receive dyslexia services, and what was the demographic profile of these students?
3. What was the academic performance of students receiving dyslexia services?
4. What activities have been accomplished at the district level with regards to the Dyslexia Program?
5. What were the perceptions of Dyslexia Evaluation Specialists (DESS) regarding the Dyslexia Program?

Methods

Data Collection

In order to assess the degree to which the instructional skills of school personnel were addressed, information was collected about the professional development activities that were offered to HISD staff. A description of each opportunity was obtained and an accounting of the number of participants that attended these sessions was recorded using the 2008–2009 “E-Train” database. Information regarding the Dyslexia Program was collected through interviews with the manager of Dyslexia Program Support Services and also HISD’s website.

A focus group was conducted at the end of the 2008–2009 school year. The focus group brought together Dyslexia Evaluation Specialists (DES) to participate in a guided discussion. A script was developed, which was used to facilitate the discussion with the DES. The script included questions about their first year as a DES, most common types of referrals, challenges in evaluating students for dyslexia, and improvements that can be made to the program.

Achievement data from the 2007–2008 school year was compared to the 2008–2009 school year. Specifically, results of students identified with dyslexia on the Texas Assessment of Knowledge and Skills (TAKS) were analyzed in reading/ELA and mathematics for grades 3–11; in writing grades 4 and 7; in science grades 5, 8, 10, and 11; and in social studies grades 8, 10, and 11. Results of students on the TAKS Reading with Dyslexia Bundled Accommodations for grades 3–8 were also analyzed. In addition, students’ performance on the Stanford 10 and *Aprenda 3* was examined in reading, math, language, environment/science, and social science for grades 1–11. Both the National Percentile Ranks (NPRs) and Normal Curve Equivalents (NCEs) on the Stanford 10 and *Aprenda 3* tests for non-special education students identified with dyslexia and special education students identified with dyslexia were reported for 2008 and 2009. Both years reflect the updated 2007 norms so that a two-year comparison could be made. All data, and subsequent comparisons, utilize the 2007 norms created by Pearson so that a more approximate analysis can be made. Also, the performance of students identified with dyslexia on the High Frequency Word Evaluation (HFWE) was calculated. The HFWE is required for promotion in first and second grades. End-of-year districtwide results of all HISD students in kindergarten and in grades 1–3 on the Texas Primary Reading Inventory (TPRI) and “*El Inventario de Lectura en Español de Tejas*” (*Tejas LEE*) for 2009 were also examined. The TPRI/*Tejas LEE* measures students’ reading and comprehension skills in English and Spanish. TPRI/*Tejas LEE* are used to monitor student progress and are used for placement in an Accelerated Reading Instruction (ARI) program. For each grade level, HISD develops a reading standard that students either meet or do not meet.

Participants

The total student population of HISD in 2008–2009 was 200,225 as reported in the Public Education Information Management System (PEIMS) data file. A total of 432 students were identified with dyslexia as reported in the Chancery Student Information System (SIS) as of June 1, 2009. Less than one percent of the student population was identified with dyslexia.

Results

What professional development activities were provided to teachers and what were the levels of participation in these activities?

Dyslexia Program Support Services provided dyslexia-related training throughout the 2008–2009 school year. **Table 1** (see page 7) provides a list of professional development in-services and includes the number of sessions and participants. The training topics included: Dyslexia Intervention Program, Esperanza, Orton-Gillingham (O-G) Method across Content Areas, Dyslexia Referral Process, Chancery Dyslexia Data Input, Writing 504 Dyslexia Plans, Classroom Technology for Struggling Readers and Writers, Irlen Screener, and Diagnostic Assessment of Dyslexia.

Dyslexia Intervention Program

Dyslexia Program Support Services in collaboration with Professional Development Services offered three Dyslexia Intervention Program (DIP) sessions for new school-based Dyslexia Instructional Support Teachers. The training dates were June 2, 2008, October 30, 2008, and February 4, 2009. Principals were asked to designate a least one certified teacher who would provide dyslexia instruction for students to attend DIP training. DIP training addressed state requirements for individualized, intensive, multisensory methods of teaching students who may be identified with dyslexia or a related disorder. DIP was based on the structured, sequential alphabetic phonics teaching strategy and includes all the components of the alphabetic principle, reading, writing, spelling, and study skills. Ten training days were required to receive certification. DIP training was also offered through Region IV Education Service Center. A total of 58 teachers completed the DIP training during the 2008–2009 school year. It is estimated that 64 out of 296 campuses did not have a DIP-trained teacher on their campus during the 2008–2009 school year. Also, two refresher course sessions were offered to teachers who had previously completed DIP training. The sessions were held on November 18, 2008 and December 3, 2008. A total of 23 teachers attended the refresher course.

Esperanza

Dyslexia Program Support Services offered four kindergarten and four Grades 1–5 Esperanza sessions. The training dates for Kindergarten Esperanza were June 18, 2008, February 3, 2009, March 31, 2009, and April 14, 2009. A total of 39 participants attended the Kindergarten Esperanza session. The training dates for Grades 1–5 Esperanza were June 19, 2008, February 4, 2009, and April 1 and 15, 2009. A total of 53 participants attended the Grades 1–5 Esperanza session. Esperanza is a multisensory structured language program designed for Spanish-speaking students struggling in reading/dyslexia. The course included methods for teaching phonological awareness skills; methods for direct instruction of the alphabetic principle, reading decoding and comprehension, and writing; methods of direct instruction of spelling rules and application of those rules; and methods for receptive and expressive vocabulary instruction.

Orton-Gillingham (O-G) Method Across Content Areas

On October 28, 2008, teachers had an opportunity to attend an in-service training entitled, “O-G Method Across Content Areas.” A total of 25 participants attended the training. Teachers learned about morphology and its role in decoding and vocabulary development. Emphasis was placed on the multisensory integration of learning the parts of words, an approach which incorporated language origins of English into the development of children’s thinking, reading, mathematics, and social studies skills.

Table 1. Professional Development Provided by Dyslexia Program Support Services during the 2008– 2009 School Year

<u>Training Topic</u>	<u>N of Sessions</u>	<u>N of Participants</u>
Dyslexia Intervention Program (DIP)	3	58
Dyslexia Intervention Program (DIP) Refresher	2	23
Esperanza Kindergarten	4	39
Esperanza Grades 1–5	4	53
Orton-Gillingham (O-G) Method Across Content Areas	1	25
Dyslexia Referral Process	5	128
Chancery Dyslexia Data Input	3	22
Writing 504 Dyslexia Plans	2	17
Classroom Technology for Struggling Readers and Writers	1	86
Irlen Screener	2	48
Diagnostic Assessment of Dyslexia	2	36
Total	29	535

Dyslexia Referral Process

Dyslexia Program Support Services offered five sessions on the “Dyslexia Referral Process.” A total of 128 participants attended the training. The training dates were: October 29, 2008, November 6 and 13, 2008, December 2, 2008 and February 12, 2009. This course provided information on the referral process for assessment of dyslexia and related disorders. Participants reviewed updates for the current school year. Also, participants reviewed the dyslexia handbook and district, federal, and state guidelines regarding the referral process for dyslexia.

Chancery Dyslexia Data Input

Dyslexia Program Support Services offered three sessions on “Chancery Dyslexia Data Input.” The sessions were held on November 12, 2008 and March 26 and 31, 2009. The course was intended for persons directly involved with data input. A total of 22 participants attended the training. The course provided training on the types of data requested for data field input under Special Services. Specifically, the training addressed data quality for Dyslexia Program Status, Dyslexia Student Monitoring Information, Dyslexia Assessment Information, Scores and Comments, and Dyslexia Services Information action tabs. The training also addressed Section 504: Behavior, Accommodations and Manifestation Determination data as well as Special Services: Referral Date and Parent Consent data.

Writing 504 Dyslexia Plans

Dyslexia Program Support Services offered two sessions on “Writing 504 Dyslexia Plans.” The training was held on March 11 and 24, 2009. A total of 17 participants attended the training. Participants were provided with an understanding of dyslexia assessment results and also how to use assessment data for modifying instructional strategies and objectives. The sessions included small group activities on writing Section 504 educational plans for students identified as having dyslexia or a related disorder.

Classroom Technology for Struggling Readers and Writers

Dyslexia Program Support Services offered training entitled, “Classroom Technology for Struggling Readers and Writers.” The training was held on March 10, 2009. A total of 86 participants attended the training. Students with dyslexia from Pleasant Grove ISD presented technology used within the classroom for all academic subjects. Participants learned how technology can be used in a regular education classroom; how to teach global learning for academics and TAKS writing; how to download material into MP3 players; how to use dyslexia software; and how to download books online.

Irlen Screener Training

Dyslexia Program Support Services offered Irlen Screener training. The training dates were November 19–20, 2008 and May 6–7, 2009. Each training session lasted for two days. A total of 48 participants attended the training. Irlen Syndrome is a perceptual problem with how the brain perceives and processes visual information, which can be reduced or eliminated through the Irlen Method, a reading-based assessment determining the best colored plastic overlays to be used over reading materials. The Irlen Screener training addressed the following:

- identifying individuals with Irlen Syndrome;
- common learning and behavioral characteristics of individuals with Irlen Syndrome;
- how perception affects reading, math, copying, and writing skills;
- how perception can affect depth perception and sensory integration;
- how to test using the Irlen Reading Perceptual Scale (IRPS);
- intervention strategies including colored overlays; and
- hands-on practice using the IRPS.

Diagnostic Assessment of Dyslexia

Dyslexia Program Support Services offered two sessions on Diagnostic Assessment of Dyslexia. The sessions were held on February 11, 2009 and March 26, 2009. A total of 36 participants attended the training. The sessions covered current information on state and district dyslexia assessment requirements; the purposes and goals of assessment; guidelines for the diagnostic assessment of dyslexia; and the instructional components and approaches for students identified as having dyslexia or a related disorder. Lastly, the sessions discussed how to improve instructional strategies based on assessment data.

How many students were identified as eligible to receive dyslexia services, and what was the demographic profile of these students?

A total of 432 students were identified as eligible to receive dyslexia services during the 2008–2009 school year compared to 313 during the 2007–2008 school year. This accounted for a 38 percent increase in the number of students identified as eligible to receive dyslexia services. **Table 2** (see page 9) provides the number of students identified as eligible to receive dyslexia services by region. The West Region had the highest number of identified students, followed by the Central Region. About 70 percent of students identified with dyslexia are concentrated among these two regions. The Alternative Region had the lowest number of students identified as eligible to receive dyslexia services.

Table 3 (see page 9) provides the demographic profile of students identified as eligible to receive dyslexia services during the 2008–2009 school year compared to the 2007–2008 school year. The majority of students were male (63 percent) compared to female (37 percent). Also, during the 2008–2009 school year, 40 percent of students identified with dyslexia were White, while at the district level they represented eight percent of the student population. At the district level, Hispanic students represented 61 percent of the student population, and represented 39 percent of students identified with dyslexia. African American students made up 28 percent of the student population in the district, while they made up 20 percent of students identified with dyslexia. First grade had the lowest percent of students identified as eligible to receive dyslexia services (2 percent), while ninth and tenth grades had the highest percent of students (12 percent each).

Table 2. Number of Students Identified with Dyslexia by Region: 2009

<u>Region</u>	<u>N</u>
Alternative	8
Central	137
East	54
North	37
South	31
West	164
Special Ed. Dept.	1
Total	432

Table 3. Demographic Profile of Identified Students with Dyslexia: 2008 and 2009

<u>Gender</u>	<u>2008</u>		<u>2009</u>		<u>2009 District</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	119	38	159	37	98,094	49
Male	194	62	273	63	102,131	51
<u>Race/Ethnicity</u>						
Asian	2	1	3	<1	6,501	3
African American	60	19	86	20	55,582	28
Hispanic	127	41	169	39	122,278	61
White	124	40	174	40	15,707	8
<u>Grade Level</u>						
1 st	4	1	10	2		
2 nd	9	3	15	3		
3 rd	23	7	31	7		
4 th	27	9	41	9		
5 th	32	10	45	10		
6 th	32	10	42	10		
7 th	32	10	46	11		
8 th	51	16	45	10		
9 th	55	18	50	12		
10 th	30	10	52	12		
11 th	11	4	37	9		
12 th	7	2	18	4		
Total	313	100	432	100	200,225	100

Note: Data were generated using Chancery Student Information System and PEIMS.

What was the academic performance of students receiving dyslexia services?

Texas Assessment of Knowledge and Skills (TAKS)

The performance of students identified with dyslexia on the TAKS was analyzed for each of the subtests by grade for 2008 and 2009. **Table 4** (see page 10) presents the TAKS results in reading and also the TAKS with Bundled Dyslexia Accommodations (BDA) reading results. A total of 308 students identified with dyslexia took the TAKS reading subtest, while 106 took the TAKS with BDA. The percent of students identified with dyslexia meeting the standard on the TAKS reading subtest in 2009 ranged from 59 percent in third grade to 89 percent in eighth grade. The passing rate for students tested on the TAKS with BDA ranged from 64 percent in fifth grade to 93 percent in eighth grade in 2009. The percent of students identified with dyslexia who met the standard on the TAKS reading subtest increased in four out the seven grades with data from 2008 to 2009. Overall, the percent of students identified with dyslexia passing the TAKS increased from 76 percent in 2008 to 78 percent in 2009, while the percent of students passing decreased on the TAKS with BDA from 82 in 2008 to 78 in 2009.

Table 4. TAKS Results in Reading (Grades 3–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	TAKS/TAKS w/BDA	Number Tested		Percent Met Standard		Percent Commended	
		2008	2009	2008	2009	2008	2009
3	TAKS	31	29	68	59	32	21
	TAKS w/BDA	18	18	78	67	39	22
4	TAKS	29	32	72	81	10	13
	TAKS w/BDA	20	20	85	90	15	5
5	TAKS	1	35	*	66	*	17
	TAKS w/BDA	1	25	*	64	*	20
6	TAKS	33	29	91	72	55	34
	TAKS w/BDA	13	16	100	81	62	25
7	TAKS	35	35	80	80	23	23
	TAKS w/BDA	10	13	70	85	10	23
8	TAKS	0	38		89		26
	TAKS w/BDA	0	14		93		14
9	TAKS	46	40	67	73	24	15
10	TAKS	25	39	80	85	0	13
11	TAKS	14	32	86	88	7	6
	TAKS w/BDA	51	106	82	78	31	18

Note: English and Spanish results are combined. Third, fifth, and eighth grade results reflect the first administration.

*Fewer than five students tested.

Table 5 (see page 11) shows the performance of students identified with dyslexia on the TAKS mathematics subtest for 2008 and 2009. There was a total of 312 students identified with dyslexia in 2009 compared to 214 in 2008 who took the mathematics subtest. The TAKS mathematics passing rate for students identified with dyslexia increased in five out of the seven grades with data from 2008 to 2009. The percent of students identified with dyslexia who met standard in 2009 ranged from 45 percent in tenth grade to 80 percent in fifth grade. The total passing rate for students identified with dyslexia increased from 61 percent in 2008 to 65 percent in 2009. The percent of students identified with dyslexia earning commended performance ranged from seven percent in third grade to 27 percent in fourth and sixth grades.

Table 6 (see page 11) shows the performance of students identified with dyslexia on the TAKS science subtest for 2008 and 2009. A total of 143 students identified with dyslexia participated on the TAKS science subtest in 2009 compared to 41 in the 2008. The percent of students identified with dyslexia meeting the standard on the TAKS science subtest in 2009 ranged from 58 percent in tenth grade to 85 percent in eleventh grade. The total percent of students identified with dyslexia who met the TAKS standard in science decreased from 78 percent in 2008 to 71 percent in 2009. Fifty percent of students identified with dyslexia in fifth grade achieved commended performance on the science subtest.

Table 7 (see page 11) presents the TAKS social studies results for 2008 and 2009. A total of 111 students identified with dyslexia participated in the social studies subtest in 2008 compared to 40 in 2008. Overall, 90 percent of students identified with dyslexia met the standard on the social studies subtest in 2009, a decrease from the 95 percent who met the standard in 2008. All of the students identified with dyslexia in eleventh grade met the standard on the social studies subtest, followed by 95 percent in eighth grade, and 78 percent in tenth grade.

Table 8 (see page 11) presents the TAKS writing results for students identified with dyslexia for 2008 and 2009. A total of 64 students identified with dyslexia took the TAKS writing subtest in 2009. The percent of students identified with dyslexia meeting the standard on the TAKS writing increased in both grades tested from 2008 to 2009. The total passing rate for students identified with dyslexia increased from 66 percent in 2008 to 81 percent in 2009 on the writing subtest.

Table 5. TAKS Results in Mathematics (Grades 3–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
3	29	29	62	69	17	7
4	28	33	68	76	18	27
5	1	35	*	80	*	26
6	35	30	74	60	40	27
7	36	37	47	76	14	14
8	1	36	*	56	*	14
9	46	39	52	56	13	10
10	25	40	72	45	4	8
11	13	33	69	76	8	12
Total	214	312	61	65	17	16

Note: English and Spanish results are combined. Fifth and eighth grade results reflect the first administration.

*Fewer than five students tested.

Table 6. TAKS Results in Science (Grades 5, 8, and 10–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
5	1	32	*	81	*	50
8	1	37	*	62	*	24
10	25	40	84	58	12	15
11	14	34	79	85	7	9
Total	41	143	78	71	10	24

Note: English and Spanish results are combined.

*Fewer than five students tested.

Table 7. TAKS Results in Social Studies (Grades 8 and 10–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
8	1	38	*	95	*	24
10	25	40	100	78	20	33
11	14	33	93	100	21	39
Total	40	111	95	90	20	32

*Fewer than five students tested.

Table 8. TAKS Results in Writing (Grades 4 and 7) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
4	30	31	60	74	7	6
7	35	33	71	88	14	24
Total	65	64	66	81	11	16

Note: English and Spanish results are combined.

Table 9 shows the performance of students identified with dyslexia on the TAKS reading subtest by subgroup for 2008 and 2009. The performance of African American students identified with dyslexia ranged from 20 percent passing in fifth grade to 100 percent passing in eighth and tenth grades in 2009. The percent of Hispanic students with dyslexia who met the standard ranged from 40 percent in fifth grade to 75 percent in eleventh grade in 2009. The passing rates for White students with dyslexia ranged from 86 percent in ninth grade to 100 percent in eleventh grade in 2009. White students identified with dyslexia outperformed the other subgroups with data on the reading subtest in six out of the nine grades tested. African American students outperformed the other subgroups in two grades tested and had the same performance as White students in ninth grade. The performance of economically disadvantaged students identified with dyslexia ranged from 36 percent in fifth grade to 88 percent in tenth grade in 2009. Special education students identified with dyslexia had passing rates that ranged from 56 percent in seventh grade to 82 percent in fifth grade.

Table 9. TAKS Results in Reading (Grades 3–11) by Subgroup for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
3										
Tested N	7	6	14	12	10	9	13	13	13	11
Passed %	71	67	43	42	100	89	46	38	69	73
Comm %	14	17	14	17	70	33	0	8	31	27
4										
Tested N	4	7	7	14	17	11	11	14	13	16
Passed %	*	86	57	71	88	91	55	57	77	69
Comm %	*	0	0	0	18	36	0	0	8	13
5										
Tested N	0	5	1	10	0	19	1	11	0	17
Passed %		20	*	40		89	*	36		82
Comm %		0	*	0		26	*	0		24
6										
Tested N	3	6	10	10	20	13	9	15	10	15
Passed %	*	67	80	50	100	92	67	47	70	73
Comm %	*	33	20	0	70	62	44	20	40	27
7										
Tested N	6	3	9	14	20	18	7	12	16	9
Passed %	50	*	89	64	85	94	86	58	63	56
Comm %	0	*	22	0	30	44	0	0	13	0
8										
Tested N	0	5	0	11	0	22	0	14	0	16
Passed %		100		73		95		79		75
Comm %		0		18		36		14		0
9										
Tested N	8	7	13	12	24	21	16	13	24	15
Passed %	38	86	46	42	88	86	44	38	54	60
Comm %	0	0	15	0	38	29	13	8	8	7
10										
Tested N	5	5	7	10	12	24	4	8	6	18
Passed %	80	100	86	50	75	96	*	88	83	67
Comm %	0	0	0	0	0	21	*	0	0	0
11										
Tested N	2	6	5	12	7	14	6	13	8	11
Passed %	*	83	60	75	100	100	67	77	75	73
Comm %	*	0	0	8	14	7	0	8	0	0

Note: English and Spanish results are combined. Third, fifth, and eighth grade results reflect the first administration.
 *Fewer than five students tested.

Table 10 presents the TAKS results in mathematics for students identified with dyslexia by subgroup for 2008 and 2009. White students identified with dyslexia outperformed the other subgroups with data on the mathematics subtest in eight out of the nine grades tested. The performance of African American students identified with dyslexia ranged from zero percent passing in eighth grade to 86 percent passing in fourth grade in 2009. The percent of Hispanic students with dyslexia who met the standard ranged from zero percent in tenth grade to 69 percent in eleventh grade in 2009. The performance of White students identified with dyslexia ranged from 68 percent in eighth and tenth grades to 100 percent in fourth, fifth, and seventh grades. The passing rates for economically disadvantaged students with dyslexia ranged from 25 percent in tenth grade to 67 percent in fourth grade in 2009.

Table 10. TAKS Results in Mathematics (Grades 3–11) by Subgroup for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
3										
Tested N	6	6	13	12	10	9	12	13	12	14
Passed %	67	67	31	58	100	78	42	38	67	64
Comm %	0	0	8	17	40	0	0	0	42	7
4										
Tested N	4	7	7	15	16	11	11	15	12	17
Passed %	*	86	43	53	88	100	45	67	67	59
Comm %	*	43	14	0	25	55	9	13	8	29
5										
Tested N	0	4	1	11	0	19	1	4	0	18
Passed %		*	*	45		100	*	*		83
Comm %		*	*	27		26	*	*		28
6										
Tested N	3	6	12	10	20	14	11	16	12	16
Passed %	*	67	50	30	95	79	45	38	50	50
Comm %	*	33	17	0	60	43	36	6	33	25
7										
Tested N	6	3	10	16	20	18	8	14	17	11
Passed %	0	*	30	50	70	100	25	50	24	45
Comm %	0	*	0	0	25	28	0	0	0	0
8										
Tested N	0	5	1	9	0	22	1	7	0	14
Passed %		0	*	56		68	*	29		21
Comm %		0	*	0		23	*	0		0
9										
Tested N	9	7	14	12	23	20	17	13	26	14
Passed %	22	29	29	42	78	75	24	31	35	50
Comm %	0	0	0	8	26	15	0	8	4	7
10										
Tested N	5	6	7	9	12	25	4	8	6	19
Passed %	60	17	71	0	75	68	*	25	67	11
Comm %	0	0	0	0	8	12	*	0	0	0
11										
Tested N	2	6	5	13	6	14	6	14	7	12
Passed %	*	83	60	69	67	79	67	64	43	67
Comm %	*	0	0	8	17	21	17	0	14	17

Note: English and Spanish results are combined. Fifth and eighth grade results reflect the first administration.

*Fewer than five students tested.

Table 11 shows the performance of students identified with dyslexia on the TAKS science subtest by subgroup for 2008 and 2009. White students identified with dyslexia outperformed the other subgroups with data on the science subtest in all grades tested. All of the White students identified with dyslexia tested on the science subtest in fifth and eleventh grades met the passing standard. The highest percent of African American students identified with dyslexia who met the standard on the science subtest was 83 percent in eleventh grade compared to 69 percent of Hispanic students.

Table 12 presents the TAKS results in social studies for students identified with dyslexia by subgroup for 2008 and 2009. White students identified with dyslexia outperformed the other subgroups with data on the social studies subtest in eighth grade and tenth grade. All of the subgroups experienced a passing rate of 100 percent in eleventh grade.

Table 13 (see page 15) presents the TAKS results in writing for students identified with dyslexia by subgroup for 2008 and 2009. White students identified with dyslexia outperformed the other subgroups with data on the writing subtest in both grades tested.

Table 11. TAKS Results in Science (Grades 5, 8, and 10–11) by Subgroup for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
5										
Tested N	0	2	1	10	0	19	1	9	0	17
Passed %		*	*	50		100	*	44		88
Comm %		*	*	10		74	*	11		53
8										
Tested N	0	5	1	10	0	22	0	14	0	15
Passed %		20	*	50		77		36		40
Comm %		0	*	10		36		7		0
10										
Tested N	5	7	7	9	12	24	4	8	6	20
Passed %	80	43	71	11	92	79	*	50	67	30
Comm %	0	0	14	0	17	25	*	0	33	5
11										
Tested N	2	6	5	13	7	14	6	14	8	13
Passed %	*	83	60	69	100	100	50	79	63	69
Comm %	*	17	0	0	14	14	0	7	0	15

Note: English and Spanish results are combined.

*Fewer than five students tested.

Table 12. TAKS Results in Social Studies (Grades 8 and 10–11) by Subgroup for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
8										
Tested N	0	5	1	11	0	22	0	14	0	16
Passed %		80	*	91		100		86		88
Comm %		20	*	9		32		7		6
10										
Tested N	5	7	7	9	12	24	4	8	6	19
Passed %		57	71	56	100	92	*	63	100	58
Comm %		0	14	0	20	54	*	0	0	16
11										
Tested N	2	5	5	13	7	14	6	14	8	13
Passed %	*	100	80	100	100	100	83	100	88	100
Comm %	*	40	20	23	29	57	0	29	13	31

*Fewer than five students tested.

Table 13. TAKS Results in Writing (Grades 4 and 7) by Subgroup for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
4										
Tested N	4	31	7	13	18	11	12	13	14	15
Passed %	*	74	71	69	61	82	42	69	50	73
Comm %	*	6	0	0	11	18	0	0	0	7
7										
Tested N	6	3	9	12	20	18	7	11	16	7
Passed %	67	*	44	75	85	100	57	64	56	71
Comm %	0	*	0	0	25	44	0	0	0	0

Note: English and Spanish results are combined.

*Fewer than five students tested.

TAKS-Modified (TAKS-M)

The performance of students identified with dyslexia on the TAKS-M was analyzed for each of the subtests by grade for 2008 and 2009. **Table 14** presents the TAKS-M results in reading by grade. A total of 58 students identified with dyslexia took the TAKS-M reading subtest in 2009, while 29 took it in 2008. The percent of students identified with dyslexia meeting the standard on the TAKS-M reading subtest in 2009 ranged from zero percent in ninth grade to 88 percent in fourth grade. None of the students identified with dyslexia met the standard on the reading subtest in 2008.

Table 15 (see page 16) shows the performance of students identified with dyslexia on the TAKS-M mathematics subtest for 2008 and 2009. There were a total of 55 students identified with dyslexia in 2009 compared to 29 in 2008 who took the mathematics subtest. All of the students identified with dyslexia in fourth, fifth, and eighth grades met the standard on the TAKS-M mathematics subtest in 2009. None of the students identified with dyslexia met the standard on the mathematics subtest in 2008.

Table 16 (see page 16) shows the performance of students identified with dyslexia on the TAKS-M science subtest for 2008 and 2009. A total of 20 students identified with dyslexia participated on the TAKS-M science subtest in 2009 compared to 2 in the 2008. The percent of students identified with dyslexia meeting the standard on the TAKS science subtest in 2009 was 75 percent in fifth grade and 50 percent in eighth grade.

Table 14. TAKS-M Results in Reading (Grades 3–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
3	4	1	*	*	*	*
4	6	8	0	88	0	0
5	0	7		71		0
6	6	11	0	64	0	0
7	6	9	0	67	0	44
8	0	6		67		0
9	5	6	0	0	0	0
10	1	7	*	71	*	29
11	1	3	*	*	*	*
Total	29	58	0	60	0	10

*Fewer than five students tested.

Table 15. TAKS-M Results in Mathematics (Grades 3–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
3	6	1	0	*	0	*
4	7	7	0	100	0	0
5	0	8		100		13
6	4	10	*	40	*	10
7	5	7	0	71	0	57
8	0	8		100		0
9	4	7	*	0	*	0
10	2	5	*	40	*	0
11	1	2	*	*	*	*
Total	29	55	0	64	0	11

*Fewer than five students tested.

Table 16. TAKS-M Results in Science (Grades 5, 8, and 10–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
5	0	8		75		38
8	0	6		50		0
10	1	4	*	*	*	*
11	1	2	*	*	*	*
Total	2	20	*	55	*	15

*Fewer than five students tested.

Table 17 presents the TAKS-M social studies results for 2008 and 2009. A total of 11 students identified with dyslexia participated in the social studies subtest in 2009 compared to two in 2008. **Table 18** presents the TAKS-M writing results for 2008 and 2009. A total of 18 students identified with dyslexia participated in the social studies subtest in 2009 compared to 11 in 2008. None of the students met the standard on the social studies or writing subtests in 2009.

Table 17. TAKS-M Results in Social Studies (Grades 8 and 10–11) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
8	0	6		0		0
10	1	4	*	*	*	*
11	1	1	*	*	*	*
Total	2	11	*	0	*	0

Table 18. TAKS-M Results in Writing (Grades 4 and 7) for Students Identified with Dyslexia: Spring 2008 and 2009

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2008	2009	2008	2009	2008	2009
4	5	8	0	0	0	0
7	6	10	0	0	0	0
Total	11	18	0	0	0	0

Stanford 10

Also, the performance of students identified with dyslexia on the Stanford 10 was analyzed for each of the subtests for 2008 and 2009. **Table 19** presents the Normal Curve Equivalents (NCEs) results for non-special education students identified with dyslexia by grade on the reading, mathematics, and language subtests. On the reading subtest, there was an improvement in grade-level NCEs for second, fourth, seventh, and tenth grades from 2008 to 2009. Performance in eleventh grade remained constant, and performance in first, third, sixth, and ninth grades declined from 2008 to 2009. Performance on the mathematics subtest improved from 2008 to 2009 in three out of the nine grades with two years of data. On the language subtest, there was an improvement in grade-level NCEs for seventh, ninth, tenth, and eleventh grades. **Table 20** presents the NCE results for non-special education students identified with dyslexia by grade on the environment/science and social science subtests. On the environment/science subtest, there was an improvement in grade-level NCEs for three out of the nine grades with two years of data. Performance in second grade remained constant from 2008 to 2009. Fourth and tenth grades experienced an improvement from 2008 to 2009 in grade-level NCEs on the social science subtest.

Table 19. Stanford 10 Normal Curve Equivalents (NCEs) for Non-Special Education Students Identified with Dyslexia: 2008 and 2009

Grade	Reading				Mathematics				Language			
	Number Taking		NCE		Number Taking		NCE		Number Taking		NCE	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
1	11	6	35	19	11	7	39	29	11	7	51	41
2	13	9	25	30	13	9	41	33	13	9	37	31
3	18	18	42	30	18	19	41	37	18	19	39	28
4	15	19	41	44	15	19	51	54	15	18	45	43
5	1	20	*	44	1	20	*	47	1	19	*	40
6	25	15	56	46	25	15	56	52	25	15	55	43
7	21	18	48	55	21	18	55	57	21	18	49	53
8	0	13		52	0	13		57	0	13		50
9	21	14	52	51	22	14	61	58	21	14	48	53
10	17	12	51	57	18	12	56	59	17	12	47	51
11	7	13	56	56	7	13	58	54	7	13	52	53

*Fewer than five students tested.

Table 20. Stanford 10 Normal Curve Equivalents (NCEs) for Non-Special Education Students Identified with Dyslexia: 2008 and 2009

Grade	Environment/Science				Social Science			
	Number Taking		NCE		Number Taking		NCE	
	2008	2009	2008	2009	2008	2009	2008	2009
1	11	7	41	35	-	-		
2	13	9	51	51	-	-		
3	18	18	52	41	18	18	50	33
4	15	19	53	56	15	19	46	48
5	1	19	*	56	1	19	*	43
6	25	15	58	53	25	15	53	49
7	21	18	60	62	21	18	55	53
8	0	13		66	0	13		52
9	21	13	61	56	21	14	54	42
10	17	12	58	61	17	12	53	64
11	7	13	64	62	7	13	62	58

*Fewer than five students tested.

-Subtest not given at this grade.

Table 21 presents the NCE results for special education students identified with dyslexia by grade on the reading, mathematics, and language subtests. On the reading subtest, six out of the eight grades with two years of data experienced an improvement in grade-level NCEs. The most significant improvement was seen in second grade where the average score increased from 20 NCEs in 2008 to 38 NCEs in 2009, an increase of 18 NCEs. Performance in third grade remained constant from 2008 to 2009. On the mathematics subtest, there was an improvement in grade-level NCEs for third, seventh, ninth, and eleventh grades. Performance in second grade remained constant from 2008 to 2009. Six out of the eight grades with two years of data experienced an improvement from 2008 to 2009 in grade-level NCEs on the language subtest. **Table 22** presents the NCE results for special education students identified with dyslexia by grade on the environment/science and social science subtests. On the environment/science subtest, there was an improvement in five out of the eight grades with two years of data. The most significant improvement was seen in eleventh grade where the average score increased from 42 NCEs in 2008 to 57 NCEs in 2009, an increase of 15 NCEs. Third, sixth, seventh, and eleventh grades experienced an improvement from 2008 to 2009 in grade-level NCEs on the social science subtest.

Table 21. Stanford 10 Normal Curve Equivalents (NCEs) for Special Education Students Identified with Dyslexia: 2008 and 2009

Grade	Reading				Mathematics				Language			
	Number Taking		NCE		Number Taking		NCE		Number Taking		NCE	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
1	3	0	*		3	0	*		3	0	*	
2	7	6	20	38	7	6	39	39	7	6	37	39
3	12	7	34	34	12	7	40	50	12	7	35	33
4	15	18	30	29	15	18	43	34	15	18	34	28
5	0	23		33	0	23		43	0	23		33
6	14	25	25	29	14	25	38	33	14	25	23	30
7	20	26	28	34	20	26	34	44	20	26	28	37
8	1	32	*	37	1	32	*	40	1	32	*	37
9	29	31	32	38	29	32	44	48	29	33	30	38
10	9	34	34	40	8	34	52	44	9	34	35	37
11	8	19	33	47	8	19	41	54	8	19	32	43

*Fewer than five students tested.

Table 22. Stanford 10 Normal Curve Equivalents (NCEs) for Special Education Students Identified with Dyslexia: 2008 and 2009

Grade	Environment/Science				Social Science			
	Number Taking		NCE		Number Taking		NCE	
	2008	2009	2008	2009	2008	2009	2008	2009
1	3	0	34		-	-		
2	7	6	51	34	-	-		
3	12	7	49	57	12	7	40	46
4	15	18	51	41	15	18	47	34
5	0	23		50	0	23		41
6	14	25	39	34	14	25	32	33
7	20	26	36	49	20	26	35	45
8	1	32	*	48	1	32	*	45
9	29	32	42	49	29	33	42	40
10	8	34	50	51	8	34	48	46
11	8	19	42	57	8	19	43	57

*Fewer than five students tested.

-Subtest not given at this grade.

Table 23 shows the 2009 National Percentile Ranks (NPRs) for non-special education students identified with dyslexia ranking at or above the 50th percentile at each grade for the reading, mathematics, language, environment/science, and social science subtests. The highest percentage of non-special education students identified with dyslexia scoring at or above the 50th percentile was found in eleventh grade environment/science (92 percent). The lowest percentage was found in first grade reading (0 percent). **Table 24** shows the 2009 National Percentile Ranks (NPRs) for special education students identified with dyslexia ranking at or above the 50th percentile at each grade for the reading, mathematics, language, environment/science, and social science subtests. The highest percentage of special education students identified with dyslexia scoring at or above the 50th percentile was found in eleventh grade social science (79 percent). The lowest percentage was found in second grade environment/science (0 percent).

Table 23. Percent of Non-Special Education Students Identified with Dyslexia Scoring at or above the 50th Percentile Ranking of the Stanford 10 by Grade: 2009

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science	
	N	%	N	%	N	%	N	%	N	%
1	6	0	7	14	7	14	7	14	–	–
2	9	11	9	22	9	11	9	67	–	–
3	18	11	19	21	19	5	18	44	18	28
4	19	37	19	63	18	28	19	63	19	47
5	20	35	20	35	19	37	19	58	19	37
6	15	53	15	60	15	33	15	60	15	47
7	18	61	18	56	18	67	18	67	18	61
8	13	46	13	62	13	54	13	77	13	46
9	14	57	14	71	14	50	13	62	14	50
10	12	50	12	67	12	58	12	75	12	83
11	13	62	13	62	13	46	13	92	13	85

*Fewer than five students tested.
–Subtest not given at this grade.

Table 24. Percent of Special Education Students Identified with Dyslexia Scoring at or above the 50th Percentile Ranking of the Stanford 10 by Grade: 2009

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science	
	N	%	N	%	N	%	N	%	N	%
1	0	–	0	–	0	–	0	–	–	–
2	6	50	6	17	6	17	6	0	–	–
3	7	14	7	29	7	14	7	43	7	57
4	18	11	18	17	18	17	18	28	18	22
5	23	22	23	30	23	13	23	52	23	30
6	25	20	25	16	25	20	25	20	25	24
7	26	31	26	42	26	31	26	54	26	38
8	32	28	32	28	32	16	32	56	32	41
9	31	32	32	44	33	30	32	41	33	33
10	34	35	34	29	34	24	34	47	34	38
11	19	47	19	63	19	32	19	68	19	79

*Fewer than five students tested.
–Subtest not given at this grade.

Aprenda 3

A total of nine students identified with dyslexia were administered the *Aprenda 3* in 2009. There were three students tested in first grade, two in third grade, and four in fourth grade. The number of students identified with dyslexia participating in the *Aprenda 3* in 2008 was also low. Since there were fewer than five students tested for each grade, performance data were not disclosed.

High Frequency Word Evaluation

The High Frequency Word Evaluation (HFWE) is required for promotion in first and second grades. As part of promotion requirements, students must score at 80 percent or higher on the HFWE. The test measures proficiency in reading the most frequently used words in English or Spanish. On April 1, 2009, of the 25 students identified with dyslexia in first and second grades, 24 were administered the HFWE. Thirteen out of the 24 students tested mastered the HFWE at a passing rate of 54.2 percent. Among the test takers, 30 percent of first graders and 71.4 percent of second graders passed the test.

Texas Primary Reading Inventory and “El Inventario de Lectura en Español de Tejas” (TPRI/Tejas Lee)

The Texas Primary Reading Inventory and “El Inventario de Lectura en Español de Tejas (TPRI/Tejas LEE) measure a student’s reading and comprehension skills in English and Spanish. The results from these tests are used to identify students who are at risk for reading difficulties and eligible for the Accelerated Reading Instruction program. **Figure 1** shows the 2009 TPRI End-of-Year results, which revealed that the majority of students in grades K–3 did not meet HISD’s reading standard. The percent of students that did not meet the standard increased at each grade level reaching 73.9 percent in third grade. **Figure 2** shows the performance of students on the *Tejas LEE* which revealed that the majority of students in kindergarten (69.2 percent) and first grade (51.8 percent) met HISD’s reading standard, while the majority of students in second grade (56.0 percent) and third grade (60.9 percent) did not meet the standard (see page 21). Also, a total of 16 students identified with dyslexia participated in the 2009 End-of-Year TPRI/Tejas LEE. Approximately, 87.5 percent of students identified with dyslexia did not meet HISD’s reading standard.

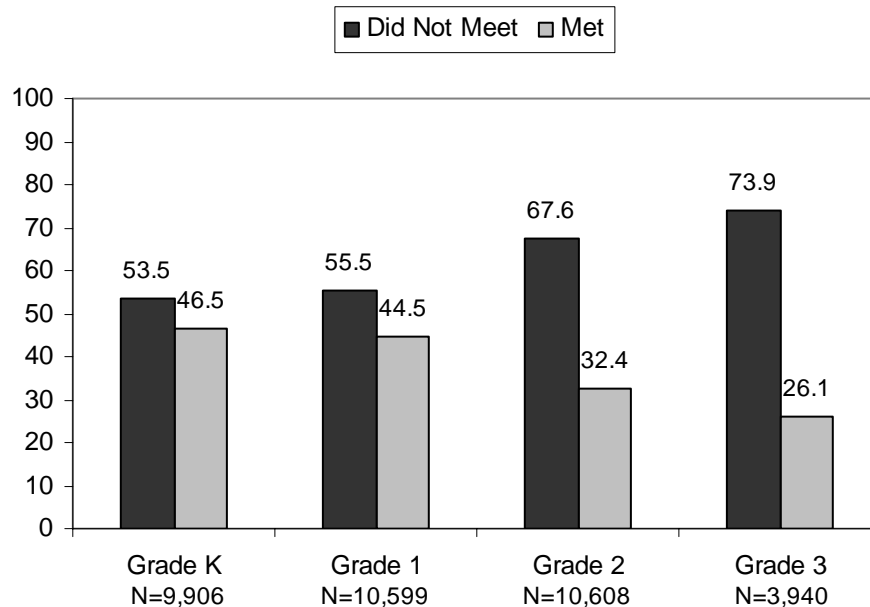


Figure 1. Districtwide TPRI End-of-Year 2009 Results

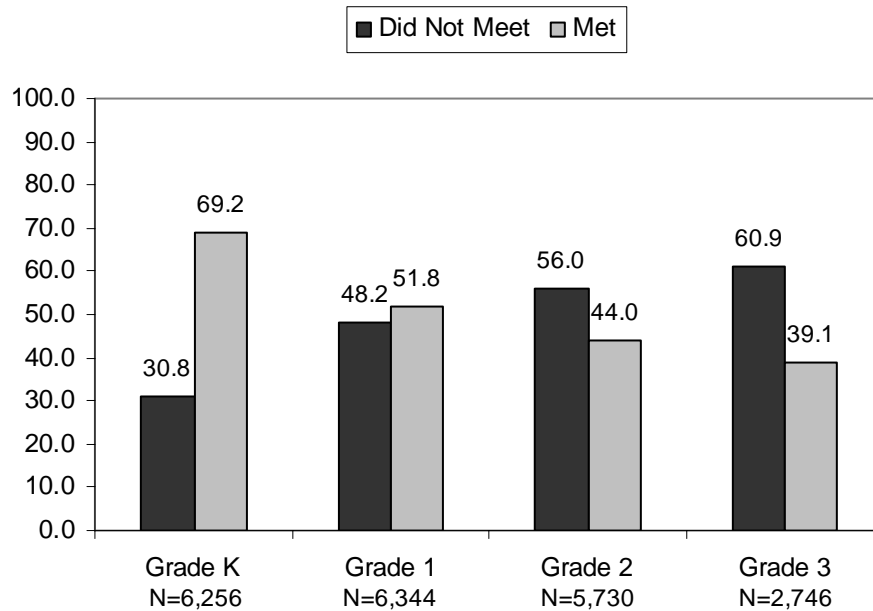


Figure 2. Districtwide *Tejas LEE* End-of-Year 2009 Results

What activities have been accomplished at the district level with regards to the Dyslexia Program?

The activities accomplished at the district level with regards to the dyslexia program included conducting numerous presentations and meetings with HISD staff at the administrative, regional, and school-level. In addition to the presentations and meetings hosted, information regarding dyslexia was communicated via email and memos. Other activities accomplished at the district level included developing a Chancery Dyslexia Data Entry Form and writing dyslexia intervention strategies for the HISD 2009 Summer School Guide books. Examples of specific activities accomplished included: hiring Dyslexia Evaluation Specialists, hosting the Dyslexia Institute, Dyslexia Council meetings, Campus Dyslexia Contacts meetings, and providing parent education.

Dyslexia Evaluation Specialists

During the 2008–2009 school year, the Office of Special Populations hired five Dyslexia Evaluation Specialists (DES) assigned one per region. The DES evaluated students with severe disabilities and assessed students for specific learning difficulties. The coordinator for Dyslexia Program Support Services conducted a total of 11 DES Core meetings during the 2008–2009 school year. Topics discussed during these meetings included: staff expectations; referral processes; state and federal laws; assessments; events and training; and current cases and reports.

Dyslexia Institute

The 2008 Dyslexia Institute was hosted on August 19, 2008. A total of 117 participants attended the Institute. During the meeting, attendees learned about the District’s “Literacy Leads the Way” initiative, dyslexia program goals alignment, dyslexia program standards, and dyslexia evaluation specialists. The focus of Dyslexia Program Support Services for 2008–2009 was also presented. The focus was on teacher training; testing and identification; assistive technology for students with dyslexia; secondary dyslexia instruction; Irlen Screener training; professional development for DES; National Speaker Series; data quality; and parent education. Attendees also had an opportunity to participate in a discussion

regarding the assessment of dyslexia procedures. Three articles regarding dyslexia were also provided to attendees. Attendees also received ten handouts regarding dyslexia. Some of the handouts included:

- Accountability Tips;
- Responsibilities of the 504 Coordinator;
- Dyslexia Program Planner;
- Dyslexia Program Compliance Matrix;
- How the Campus Contact Person Can Help; and
- English and Spanish Dyslexia Brochures.

Dyslexia Council

A total of two Dyslexia Council meetings were held during the 2008–2009 school year. The Dyslexia Council consists of department representatives and teachers. The meeting dates were September 9, 2008 and February 10, 2009. A total of eight participants attended the meetings. Topics discussed during the first meeting included: Dyslexia Evaluation Specialists; Dyslexia Program focus for 2008–2009; Dyslexia Program support for literacy initiatives; TRRI/*Tejas LEE* Assessment results; and an update on referral and assessment procedures. Some of the topics discussed at the second meeting included: dyslexia student count, unidentified dyslexia students, trained dyslexia teacher list, Stanford test results, and personal graduation plans for dyslexia students not passing TAKS.

Campus Dyslexia Contacts Meetings

A total of four Campus Dyslexia Contacts meetings were held during the 2008–2009 school year. The meeting dates were November 11, 2008, January 29, 2009, March 12, 2009, and May 5, 2009. A total of 159 participants attended the meetings. Topics discussed during the November meeting included: notes from Region IV District Dyslexia Advisory meeting; Pyramid of Intervention; dyslexia referral process; Chancery dyslexia data input; and the Elementary and Secondary Guidelines. Attendees were also reminded to maintain Dyslexia Program compliance documentation and to conduct faculty in-services and parent education. During the January meeting, topics included: Dyslexia Program update; TPRI/*Tejas LEE* early intervention and dyslexia referrals; Chancery input and data quality; accommodations for dyslexia students on TAKS; and personal graduation plans for students not passing TAKS. Topics discussed at the March meeting included: update on dyslexia; Orton-Gillingham online teacher training course; quantifying interventions for determining RTI; and section 504 forms. At the May meeting, topics discussed included: Intervention Assistance Teams; Chancery Dyslexia Data Entry Form; Recording for the Blind and Dyslexic; School Improvement Plans; and Dyslexia Awareness Month 2009. During these meetings, attendees also reviewed articles regarding dyslexia and learned about professional development opportunities.

Leadership Forum

The Leadership Forum has held on February 19, 2009. A total of 179 participants attended the forum. The theme for the forum was Response to Intervention (RTI). Two interactive sessions were offered that addressed the next steps to take when students are not successful after classroom intervention. Dyslexia Program Support Services, Multilingual Programs Department, and the Office of Special Education Services presented during the forum and addressed RTI from their perspective.

Parent Education

Dyslexia Program Support Services participated in HISD's Parent Involvement Day on November 20, 2008. During this event a vendor's table was set up and information regarding dyslexia was shared with parents through posters, flyers, and brochures in English, Spanish, and Vietnamese. It was estimated that about 250 parents attended the event. Parents as Partners Module, which provides parents with an overview of dyslexia and related disorders was translated into Spanish. An article written by the

coordinator for Dyslexia Program Support Services regarding dyslexia appeared in the December 2008 issue of *Las Familias Latinas*, an educational magazine in Spanish that is distributed to Houston area school districts and community centers. All of the forms developed for parents were also available on the Dyslexia Program Support Services website.

What were the perceptions of Dyslexia Evaluation Specialists (DEs) regarding the Dyslexia Program?

The Dyslexia Evaluation Specialists (DEs) were invited to participate in a focus group discussion regarding the Dyslexia Program. The first guiding question was, “How was your first year as a DEs in HISD?” The DEs described their first year as a “good beginning.” The DEs indicated that at the beginning of the school year, there were not many referrals. The number of referrals began to increase as information about dyslexia and the specialists was disseminated. In general, the referrals tended to be concentrated at a few schools within each region. Based on the DEs perceptions, not all schools have a Dyslexia Instructional Program in place. Some campuses may have had a teacher designated as the Dyslexia Instructional Support Teacher (DIST), but the teacher may not have completed the training or was in need of a refresher course. This is an important observation since campuses that do not have a program in place may not make referrals. The DEs indicated that campus-initiated referrals were more common than parent-initiated referrals. However, one DE commented that the Dyslexia Awareness posters are helping inform parents about dyslexia.

The DEs also provided recommendations for improving the program. The DEs expressed concerns that information regarding students assessed and/or identified for dyslexia may not be included in the Chancery Student Information System. Therefore, a system needs to be put in place to ensure that all students assessed and/or identified for dyslexia are entered in the system. Another recommendation was that a partnership between the DEs and Special Education Diagnosticians in helping identify students with dyslexia be established. As diagnosticians evaluate students for disabilities that may require special education services, they may find students with dyslexia or related disorders under 504. Therefore, diagnosticians may need to receive special training regarding evaluation for dyslexia. DEs also stated that there needs to be a way to ensure that every school has a Dyslexia Instructional Program in place. That means that every school should have a trained DIST with a schedule that allows them the time to provide dyslexia instruction to identified students.

Overall, the perceptions that the DEs had about the Dyslexia Program were positive, especially in regards to the support they received from the Office of Special Populations. The DEs were hopeful that, at the school-level, dyslexia mandates will be adopted. They were also optimistic that the recommendations offered will be considered by administrative staff.

Discussion

This report was designed to document districtwide activities carried out by Dyslexia Program Support Services, as well as present the demographic profile and academic achievement of students identified with dyslexia. Dyslexia Program Support Services accomplished their objective in providing on-going support and training for general education dyslexia intervention teachers. In addition, the program provided support for existing campus instructional efforts to students who are at risk of serious reading difficulties by offering numerous professional development opportunities throughout the 2008–2009 school.

An important purpose of HISD’s dyslexia program is to identify and assess students having dyslexia and related disorders. The data showed that from 2008 to 2009, there was a 38 percent increase in the number of students identified with dyslexia. This increase was primarily the result of hiring five Dyslexia

Evaluation Specialists. Although there was a notable increase in the percent of students identified with dyslexia, this rate is still well below one percent of the district's population. This becomes especially significant when we consider that TPRI/*Tejas Lee* results demonstrated that the majority of HISD students in grades K–3 are at risk for reading difficulties. In addition, the demographic profile of students identified with dyslexia revealed that White students were overrepresented, while African American and Hispanic students were underrepresented compared to their representation at the district. Furthermore, 70 percent of students identified with dyslexia are concentrated in the Central and West regions.

A method used to assess how students identified with dyslexia are being supported was to analyze their academic achievement results. Overall, the percent of students identified with dyslexia passing the TAKS reading, mathematics, and writing subtests increased from 2008 to 2009. Specifically, the percent of students identified with dyslexia passing the writing subtest increased by 15 points, four points on the math subtest, and two points on the reading subtest. Generally, Hispanic students performed lower than their White and African American counterparts on the reading subtest. The performance of students identified with dyslexia significantly improved on the TAKS-M. Both non-special education and special education students identified with dyslexia made improvements at some grade levels on the Stanford 10. Results from the HFWE showed that the passing rates for students in first grade are low compared to the passing rates of students in second grade.

Conclusions

As stated in the beginning of this report, the identification and instruction of students with dyslexia and related disorders is mandated by Texas Education Code (TEC) Section §38.003. This report primarily focused on assessing the dyslexia program at the district level. However, future evaluations of the HISD dyslexia program must address how the program is being implemented at the campus level. A campus-level evaluation will reveal whether all students in HISD had an opportunity to excel, and whether all students who are demonstrating academic difficulties receive appropriate services.

Recommendations

1. Efforts to increase parent awareness should be continued in order to increase parent-initiated referrals, which may address the under-representation of African American and Hispanic students identified with dyslexia. In particular, parent education efforts regarding dyslexia at the campus level should be fulfilled and documented.
2. The concentration of referrals coming from the same schools may be related to the fact that not every campus has a Dyslexia Intervention Program (DIP)-trained Dyslexia Instructional Support Teacher (DIST). There needs to be a district policy to enforce the state mandate to have a DIP-trained DIST that has time in their schedule to provide instruction to students identified with dyslexia at every campus. This may also increase referrals among all the regions since most of the students identified with dyslexia are concentrated predominately among two regions.
3. The accuracy of student information regarding students assessed and/or identified for dyslexia in the Chancery Student Information System is critical in determining program effectiveness. There needs to be a process in place to ensure that student data are being entered at the schools. Although three training sessions on “Chancery Dyslexia Data Input” were offered during the school year, the number of attendees was low. This is important to note since staff responsible for entering student data may not be familiar with the Chancery Dyslexia Data Entry Form, which was developed this school year.
4. The district's effort to address the low numbers of students identified with dyslexia by hiring five DESs has increased the number of students identified with dyslexia by 38 percent. However, the

percent of students identified with dyslexia in the district is still well below one percent. It is recommended that a partnership with the Office of Special Education Services and Child Study be established in order to work together in identifying students who may need dyslexia services. Special Education Diagnosticians should be permitted to identify students for dyslexia as they are evaluating students; this may require that Special Education Diagnosticians receive dyslexia-related training. This partnership will help ensure that students who need special education or 504 services will be identified.