

MEMORANDUM

October 28, 2010

TO: Board Members

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

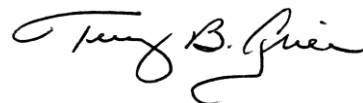
SUBJECT: **DYSLEXIA PROGRAM SUPPORT SERVICES EVALUATION REPORT**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2009–2010 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 2009–2010 school year. This program evaluation supports HISD's strategic direction which focuses on the core initiative: Rigorous Instructional Standards and Supports, and the district's Goal 1: Increase Student Achievement.

The number of students identified as eligible to receive dyslexia services increased from 432 in 2009 to 560 in 2010, which accounted for a 30 percent increase. Approximately, 40 percent of the students were White, while 41 percent were Hispanic, and 18 percent were African American. Also, the percents of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills (TAKS) reading, mathematics, and science tests increased from 2009 to 2010.

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
Chief School Officers
Matilda Orozco
A. Nell Williams

RESEARCH

Educational Program Report



Dyslexia Program Support Services 2009–2010

EXECUTIVE SUMMARY

DYSLEXIA PROGRAM SUPPORT SERVICES 2009–2010

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. This program evaluation supports HISD's strategic direction which focuses on the core initiative: Rigorous Instructional Standards and Supports, and the district's Goal 1: Increase Student Achievement.

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 39 training sessions during the 2009–2010 school year. A total of 634 participants (duplicated) attended the training sessions.
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 432 in 2009 to 560 in 2010, which accounted for a 30-percent increase.
 - The majority of students identified with dyslexia were male (65 percent) compared to female (35 percent). Also, 40 percent of the students were White, while 41 percent were Hispanic, and 18 percent were African American.
3. What was the academic performance of students receiving dyslexia services?
 - The percent of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills (TAKS) reading, mathematics, and science tests increased from 2009 to 2010. Students experienced the greatest improvement on the science test with an 11-point increase from 2009 to 2010.
 - Students identified with dyslexia made gains in the Lexile measure at each grade level with the exception of tenth grade. The most dramatic increase in reading ability occurred in fourth grade, where students identified with dyslexia developed by 302L (438L in 2009 to 740L in 2010).

- The percents of students identified with dyslexia passing the Texas Assessment of Knowledge and Skills Modified (TAKS-M) in 2010 ranged from 42 percent on the science test to 81 percent on the reading test.
 - Non-special education students identified with dyslexia experienced an improvement in grade-level Normal Curve Equivalents (NCEs) on the Stanford 10 reading subtest in eight out of the eleven grades tested. Special education students identified with dyslexia made improvements in two out of the ten grades with two years of data based on grade-level NCEs on the Stanford 10 reading subtest.
 - The highest percentage of non-special education students identified with dyslexia scoring at or above the 50th percentile was found at eleventh grade on the Stanford 10 environment/science subtest (88 percent), while the lowest percentage was found in the fourth grade on the reading subtest (9 percent).
 - The percentage of students identified with dyslexia who passed the High Frequency Word Evaluation (HFWE) in 2010 was 75.6 percent. The passing rates were 73.3 percent in first grade and 76.7 percent in second grade.
 - The 2010 TPRI End-of-Year results revealed that the majority of students districtwide in grades 1–3 did not meet HISD’s reading standard. The performance of students on the *Tejas Lee* showed that the majority of students in kindergarten (80.4 percent) met HISD’s reading standard, while the majority of students in first grade (50.7 percent), second grade (58.4 percent), and third grade (58.5 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: hosting the Dyslexia Institute; conducting Special Populations Managers meetings and Campus Dyslexia Contacts meetings; and recognizing a Campus Dyslexia Contact Person of the Month.
5. How was parent education regarding dyslexia provided at the district and campus levels?
- According to results of a survey administered to Dyslexia Instructional Support Teachers (DISTs), 55 percent of them provided parent education on their campuses regarding dyslexia and related disorders. Examples of the methods that DISTs utilized in providing parent education included disseminating HISD Parent’s Guide to Dyslexia brochure, presenting information at PTO/PTA meetings, and informing parents during conferences.
 - A total of 19 parents attended the first Parent Dyslexia Awareness Day. Most of the attendees were teachers and other administrative staff. Overall, most of the parents were very satisfied (78 percent) with the event.
6. What were the perceptions of Dyslexia Instructional Support Teachers regarding the Dyslexia Program?
- Slightly more than half (51 percent) of the DISTs indicated they were currently providing dyslexia instructional services. According to survey results, an overwhelming majority (81 percent) of these DISTs spent 1-2 hours a day providing dyslexia instructional support, while 14 percent spent 3-4 hours, and five percent spent 5-6 hours providing dyslexia instructional support.

- DISTs indicated that “not having enough time” and “lack of campus administrator support” (35 percent each) were factors that hindered them from providing dyslexia services.
- An overwhelming majority of DISTs indicated they had not completed eight out of the ten comprehensive dyslexia trainings. The two programs with the majority of DISTs indicating that they had completed the training were Dyslexia Intervention Program (88 percent) and Neuhaus Basic Language (51 percent).
- Lastly, DISTs were asked, “What should be the priority for this upcoming school year?” Forty percent stated, “more time to provide dyslexia instructional support,” 37 percent “additional training,” 13 percent “release time for training,” and 11 percent “funding.”

Recommendations

1. An effort to ensure that parent education is being provided at the campus level should continue and be documented. A Parent Education Program at each campus will ensure that students identified with dyslexia receive instructional and accommodation services. Parent education efforts will increase awareness and, as a result, students who may need dyslexia services can be referred for assessment and be identified. As indicated by parent survey results, parents have limited knowledge about dyslexia. Furthermore, a Parent Education Program at each campus may address the underrepresentation of African American and Hispanic students identified with dyslexia.
2. It is evident that not every campus has a Dyslexia Instructional Support Teacher (DIST). There needs to be a district policy to enforce the state mandate to have a trained DIST that has time in their schedule to provide instruction to students identified with dyslexia at every campus. As a result, referrals may increase and students who are demonstrating academic difficulties will have an opportunity to excel once they receive appropriate services.
3. DISTs recommended that they should be eligible to receive a stipend like their peers who provide special education services. DIST are required to handle additional responsibilities and receive certification in the Dyslexia Intervention Program. Providing DISTs with additional compensation may attract more teachers in fulfilling the role.
4. TPRI End-of-Year results revealed that the majority of students districtwide in grades 1–3 did not meet HISD’s reading standard. Appropriate staff must be utilized to facilitate the implementation of Tier II instruction to enhance student progress. Students who do not demonstrate adequate reading progress should be referred for dyslexia assessment.
5. The percent of students identified with dyslexia continues to be well below one percent of the district’s population. Additional staff dedicated to HISD’s Dyslexia Program may be needed in order to address the issue of early identification and ensure that campuses have a dyslexia program. This dedicated staff may need to be reflective of the new organizational structure that oversees elementary, middle, and high schools.

DYSLEXIA PROGRAM SUPPORT SERVICES 2009–2010

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 of learning to read, write, or spell. This is accomplished by providing support to students, parents, and training for the campus Dyslexia Instructional Support Teachers (DISTs). 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. Dyslexia Program support Services is primarily responsible for providing on-going support and training for general education dyslexia instruction 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 provides for the 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 under 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 activities 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 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 manager who facilitates and supports Dyslexia Program Support Services. Under the district's previous regional organization structure, there was one regional Senior Special Populations Specialist that served as support or resource to schools regarding various aspects of the dyslexia program. Also, there were six Dyslexia Evaluation Specialists (DESSs) assigned to each region. This structure will be different going forward as the district was reorganized as of June 1, 2010.

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 small group instruction to identified students. Campuses should also have a staff person fulfilling the role of the 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 HISD's Dyslexia Program. 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. How was parent education regarding dyslexia provided at the district and campus levels?
6. What were the perceptions of Dyslexia Instructional Support Teachers 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 2009–2010 “E-Train” database. Information regarding the Dyslexia Program was collected through interviews with the manager of Dyslexia Program Support Services and also HISD's Web site.

Achievement data from the 2008–2009 school year were compared to those of the 2009–2010 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. Additionally, Lexiles were calculated on the TAKS reading/ELA test. Lexiles range from below 200L for emergent readers to above 1700L for advanced readers. As well, students' performance on the Stanford 10 was examined in reading, math, language, environment/science, and social science for grades 1–11. The National Percentile Ranks (NPRs) and Normal Curve Equivalents (NCEs) for non-special education students identified with dyslexia and special education students identified with dyslexia were reported for 2009 and 2010. Both years reflect the updated 2007 norms so that a two-year comparison could be made. Also, the performance of students identified with dyslexia on the High Frequency Word Evaluation (HFWE) was calculated. The HFWE is required for promoting first and second graders to the next grade. 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 2010 were also examined. The TPRI/*Tejas LEE* measure students' reading and comprehension skills in English and Spanish, respectively. 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. The state mandates that all students in grades K–2 take a reading assessment with benchmarks, while it is optional for students in grade 3.

Dyslexia Instructional Support Teachers were asked to complete an electronic survey stored on-line using the survey tool, Survey Monkey. A total of 112 teachers out of 259 completed the survey during May of 2010. This accounted for a 43 percent response rate. Percentages were based on the total number of responses. The survey also included open-ended questions. A coding scheme was developed for each of the open-ended questions. Responses were then coded according to emergent categories.

Participants

The total student population of HISD in 2009–2010 was 202,773 as reported in the Public Education Information Management System (PEIMS) data file. A total of 560 students were identified with dyslexia as reported in the Chancery Student Information System (SIS) as of June 1, 2010. 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 2009–2010 school year. Several new courses were added this school year. **Table 1** provides a list of professional development in-services and includes the number of sessions and participants. The training topics included: Chancery Dyslexia Data Input; Classroom Accommodations-Dyslexia; Developing Reading Accuracy and Fluency; Diagnostic Assessment of Dyslexia; Dyslexia Intervention Program (DIP); DIP Refresher; DIP Coaching; Dyslexia Program Overview; Dyslexia Referral Process; Esperanza; Intervention Logistics: Precise Planning for Response to Intervention (RTI); Morphological Awareness; Multisensory Grammar PK–12; Online: Orton-Gillingham; Orton-Gillingham Method across Content Areas; Spelling Linguistic Process; Understanding Dysgraphia; Vocational Instructional Language Development; and Writing 504 Dyslexia Plans.

Table 1. Professional Development Provided by Dyslexia Program Support Services during the 2009– 2010 School Year

<u>Training Topic</u>	<u>N of Sessions</u>	<u>N of Participants</u>
Chancery Dyslexia Data Input	6	55
Classroom Accommodations-Dyslexia	1	28
Developing Reading Accuracy and Fluency	1	26
Diagnostic Assessment of Dyslexia	1	17
Dyslexia Intervention Program (DIP)	3	79
DIP Refresher	2	23
DIP Coaching	4	18
Dyslexia Program Overview	1	12
Dyslexia Referral Process	3	44
Esperanza PK-Kindergarten	3	31
Esperanza Grades 1–5	2	26
Intervention Logistics	1	42
Morphological Awareness	1	20
Multisensory Grammar PK–12	1	28
Online: Orton-Gillingham 1	1	2
Online: Orton-Gillingham 2	1	24
Online: Orton-Gillingham 3	1	13
Orton-Gillingham (O-G) Method Across Content Areas	1	42
Spelling Linguistic Process	1	11
Understanding Dysgraphia	1	27
Vocabulary Instruction and Language Development	1	25
Writing 504 Dyslexia Plans	2	41
Total	39	634

Chancery Dyslexia Data Input

Dyslexia Program Support Services offered six sessions on “Chancery Dyslexia Data Input.” The sessions were held on September 23, 2009, October 13, 2009, November 3, 2009, December 8 and 15, 2009, and February 10, 2010. The course was intended for persons directly involved with data input. A total of 55 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.

Classroom Accommodations-Dyslexia

Dyslexia Program Support Services offered one session on PK–12 Dyslexia Accommodations. The session was held on June 3, 2010. A total of 28 participants attended the training. The session guided participants on strategies that could be incorporated into the classroom for use with struggling students, including students having dyslexia or a related disorder.

Developing Reading Accuracy and Fluency

Dyslexia Program Support Services partnered with the Neuhaus Education Center to offer one session on Developing Reading Accuracy and Fluency. The session was held on March 23, 2010. A total of 26 participants attended the training. The session focused on accurate automatic word reading, repeated reading strategies, and assessing fluency.

Diagnostic Assessment of Dyslexia

Dyslexia Program Support Services offered one session on Diagnostic Assessment of Dyslexia. The session was held on March 9, 2010. A total of 17 participants attended the training. The session 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 session discussed how to improve instructional strategies based on assessment data.

Dyslexia Intervention Program (DIP) and DIP Refresher

Dyslexia Program Support Services in collaboration with Professional Development Services offered three 10-day Dyslexia Intervention Program (DIP) sessions for new school-based Dyslexia Instructional Support Teachers. The training dates were October 29 to December 9, 2009, February 3 to April 15, 2010, and June 7 to June 26, 2010. Principals were asked to designate at least one certified teacher who would provide dyslexia instruction for students to attend DIP training. DIP training addressed state requirements for individualized, intensive, and multisensory methods of teaching students who may be identified with dyslexia or a related disorder. DIP was based on the structured and 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. A total of 79 teachers completed the DIP training during the 2009–2010 school year. Also, two refresher course sessions were offered to teachers who had previously completed DIP training. The sessions were held on September 5, 2009 and December 1, 2009. A total of 23 teachers attended the refresher courses.

Dyslexia Intervention Program (DIP) Coaching

Dyslexia Program Support Services offered four sessions on Dyslexia Intervention Program Coaching. The sessions were held from January 25, 2010 through June 4, 2010. A total of 18 participants attended the trainings. The sessions allowed teachers who had completed DIP training to demonstrate two

lessons with students and receive coaching. Specifically, feedback on lesson structure; pacing; and accuracy of sounds; hand gestures; coding; auditory discovery meta-language for reading writing and spelling; as well as student engagement was given.

Dyslexia Program Overview

Dyslexia Program Support Services offered a Dyslexia Program Overview. The session was held on February 9, 2010. A total of 12 participants attended the training. The session provided participants with a solid foundation in understanding dyslexia and related disorders. Specifically, state and district dyslexia requirements; referral for assessment; teacher requirements and training; as well as teaching methods were addressed.

Dyslexia Referral Process

Dyslexia Program Support Services offered three sessions on the “Dyslexia Referral Process.” A total of 44 participants attended the training. The training dates were: September 16, 2009, November 10, 2009, and March 11, 2010. 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.

Esperanza

Dyslexia Program Support Services offered three kindergarten and two grades 1–5 Esperanza sessions. The training dates for Kindergarten Esperanza were September 29, 2009, November 17, 2009, and February 2, 2010. A total of 31 participants attended the Kindergarten Esperanza sessions. The training dates for Grades 1–5 Esperanza were November 18, 2009 and February 3, 2010. A total of 26 participants attended the Grades 1–5 Esperanza sessions. 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.

Intervention Logistics: Precise Planning for Response to Intervention (RTI)

Dyslexia Program Support Services offered one session on Intervention Logistics: Planning for Response to Intervention (RTI). The session was held on October 21, 2009. A total of 42 participants attended the training. The session focused on the implementation of literacy intervention. Participants were provided with practical considerations of time; intensity and content of instruction for strategic and intensive learners; and the logistics that schools must face in terms of infrastructural supports.

Morphological Awareness

Dyslexia Program Support Services offered one session on Morphological Awareness. The session was held on May 12, 2010. A total of 20 participants attended the training. Participants gained an understanding of the equal importance of addressing the underlying language knowledge of word parts and related words. Also, strategies and approaches for teaching students with dyslexia were covered.

Multisensory Grammar PK–12

Dyslexia Program Support Services partnered with the Neuhaus Education Center to offer one session on Multisensory Grammar PK–12. The session was held on March 23, 2010. A total of 28 participants attended the training. The session focused on systematic multisensory teaching of the eight parts of speech and sentence structure.

Online: Orton-Gillingham(O-G)

Dyslexia Program Support Services offered an online course on the Orton-Gillingham (O-G) approach to teaching students with dyslexia. Participants were given six months from the time they registered to complete the training. A total of 39 participants attended the three-part series. The course taught participants about the nature of individuals with dyslexia and the principals of the O-G approach to multisensory instruction and the brain. The phonology, structure, and history of the English language were also covered. Lastly, case studies were used to illustrate the difficulties dyslexic students may experience in the classroom.

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

On October 27, 2009, teachers had an opportunity to attend an in-service training entitled, “O-G Method Across Content Areas.” A total of 42 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 incorporates language origins of English into the development of children’s thinking, reading, mathematics, and social studies skills.

Spelling: A Linguistic Process

Dyslexia Program Support Services offered one session on Spelling: A Linguistic Process. The session was held on February 23, 2010. A total of 11 participants attended the training. Participants learned how spelling has been re-conceptualized due to research reflecting reading and spelling as sharing the same underlying language knowledge. Participants also learned what methods improve word knowledge and overall spelling skills.

Understanding Dysgraphia

Dyslexia Program Support Services offered one session on Understanding Dysgraphia. The session was held on June 17, 2010. A total of 27 participants attended the training. The session guided participants through the complexities of dysgraphia to understand the issues that interfere with success with written expression. In particular, dysgraphia processing patterns were explored. Participants received strategy suggestions on how to help students develop more efficient and automatic manuscript letterform; cursive letterform; planning and editing techniques; and writing fluency.

Vocabulary Instruction and Language Development for English Language Learners (ELLs)

Dyslexia Program Support Services offered one session on Vocabulary Instruction and Language Development for English Language Learners (ELLs). The session was held on February 18, 2010. A total of 25 participants attended the training. The session explored research-based techniques and strategies that can assist teachers in increasing the academic achievement of English Language Learners and any students struggling with vocabulary and language development.

Writing 504 Dyslexia Plans

Dyslexia Program Support Services offered two sessions on Writing 504 Dyslexia Plans. The training was held on September 17, 2009 and December 10, 2009. A total of 41 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.

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 as eligible to receive dyslexia services has increased from 313 in 2008 to 560 in 2010. This accounted for a 79-percent increase in the number of students identified as eligible to receive dyslexia services. **Table 2** provides the number of students identified as eligible to receive dyslexia services by region. The Central Region had the highest number of identified students, followed by the West Region in 2010. About 70 percent of students identified with dyslexia were concentrated among these two regions. The Alternative Region had the lowest number of students identified as eligible to receive dyslexia services

Table 3 provides the demographic profile of students identified as eligible to receive dyslexia services during the 2009–2010 school year compared to the 2008–2009 school year. The majority of students were male (65 percent) compared to female (35 percent). Also, during the 2009–2010 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 62 percent of the student population and represented 41 percent of students identified with dyslexia. African

Table 2. Number of Students Identified with Dyslexia by Region: 2008–2010

Region	2008	2009	2010
	<u>N</u>	<u>N</u>	<u>N</u>
Alternative	1	8	4
Central	67	137	204
East	39	54	73
North	40	37	46
South	22	31	43
West	142	164	189
Special Ed. Dept.	2	1	1
Total	313	432	560

Table 3. Demographic Profile of Identified Students with Dyslexia: 2009 and 2010

	2009		2010		2010 District	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Gender						
Female	159	37	195	35	99,174	49
Male	273	63	365	65	103,599	51
Race/Ethnicity						
Asian	3	<1	4	<1	5,962	3
African American	86	20	99	18	53,680	27
Hispanic	169	39	231	41	125,097	62
White	174	40	226	40	15,889	8
Grade Level						
1 st	10	2	916	3		
2 nd	15	3	30	5		
3 rd	31	7	53	9		
4 th	41	9	81	14		
5 th	45	10	63	11		
6 th	42	10	40	7		
7 th	46	11	42	8		
8 th	45	10	56	10		
9 th	50	12	47	8		
10 th	52	12	50	9		
11 th	37	9	53	9		
12 th	18	4	29	5		
Total	432	100	560	100	202,773	100

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

American students made up 27 percent of the student population in the district, while they made up 18 percent of students identified with dyslexia. First grade had the lowest percent of students identified as eligible to receive dyslexia services (3 percent), while fourth grade had the highest percent of students (14 percent).

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 tests by grade for 2009 and 2010. **Table 4** presents the TAKS results in reading and also the TAKS with Bundled Dyslexia Accommodations (BDA) reading results. A total of 395 students identified with dyslexia took the TAKS reading test, while 137 took the TAKS with BDA. The percentages of students identified with dyslexia meeting the standard on the TAKS reading test in 2010 ranged from 71 in fourth and sixth grades to 95 in ninth grade. The passing rates for students tested on the TAKS with BDA ranged from 78 percent in fourth grade to 100 percent in seventh and eighth grades in 2010. The percentages of students identified with dyslexia who met the standard on the TAKS reading test increased in five grades from 2009 to 2010. Overall, the percentages of students identified with dyslexia passing the TAKS increased from 78 in 2009 to 83 percent in 2010 and the percentages of students passing increased on the TAKS with BDA from 78 in 2009 to 86 percent in 2010. The Lexile measures of students identified with dyslexia increased at all grade levels with the exception of tenth grade. The Lexile measures of students in fifth, seventh through ninth, and eleventh grades were above the Lexile level for typical student readers at that grade level (see Appendix A).

Table 5 (see page 12) shows the performance of students identified with dyslexia on the TAKS mathematics test for 2009 and 2010. There were a total of 396 students identified with dyslexia in 2010 compared to 312 in 2009 who took the mathematics test. The TAKS mathematics passing rate for students identified with dyslexia increased in five grades from 2009 to 2010. The percentages of students identified with dyslexia who met standard in 2010 ranged from 63 in tenth grade to 80 in fourth grade. The total passing rate for students identified with dyslexia increased from 65 percent in 2009 to 74 percent in 2010. The percentages of students identified with dyslexia earning commended performance ranged from 11 in third and eighth grades to 26 percent in ninth grade.

Table 4. TAKS Results in Reading (Grades 3–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	TAKS/ TAKS w/BDA	Number Tested		Percent Met Standard		Percent Commended		Lexile Measure	
		2009	2010	2009	2010	2009	2010	2009	2010
3	TAKS	29	46	59	87	21	28	450L	700L
	TAKS w/BDA	18	30	67	87	22	20	482L	639L
4	TAKS	32	70	81	71	13	13	702L	754L
	TAKS w/BDA	20	45	90	78	5	9	703L	712L
5	TAKS	35	50	66	86	17	34	791L	986L
	TAKS w/BDA	25	25	64	88	20	28	798L	922L
6	TAKS	29	31	72	71	34	26	934L	967L
	TAKS w/BDA	16	13	81	85	25	38	915L	963L
7	TAKS	35	34	80	85	23	26	1001L	1086L
	TAKS w/BDA	13	10	85	100	23	40	1013L	1184L
8	TAKS	38	44	89	93	26	39	1061L	1213L
	TAKS w/BDA	14	14	93	100	14	50	1047L	1239L
9	TAKS	40	40	73	95	15	20	1141L	1221L
10	TAKS	39	39	85	74	13	5	1168L	1162L
11	TAKS	32	41	88	88	6	20	1199L	1217L
Total	TAKS	308	395	78	83	19	23	—	—
	TAKS w/BDA	106	137	78	86	18	24	—	—

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

Table 5. TAKS Results in Mathematics (Grades 3–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
3	29	47	69	66	7	11
4	33	70	76	80	27	19
5	35	50	80	78	26	15
6	30	33	60	79	27	21
7	37	34	76	74	14	15
8	36	44	56	75	14	11
9	39	39	56	74	10	26
10	40	38	45	63	8	13
11	33	41	76	76	12	12
Total	312	396	65	74	16	19

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

Table 6 shows the performance of students identified with dyslexia on the TAKS science test for 2009 and 2010. A total of 170 students identified with dyslexia took the TAKS science test in 2010 compared to 143 students tested in the 2009. The percentages of students identified with dyslexia meeting the standard on the TAKS science test in 2010 ranged from 72 in tenth grade to 90 percent in eleventh grade. The total percent of students identified with dyslexia who met the TAKS standard in science increased from 71 percent in 2009 to 82 percent in 2010. Fifty-one percent of students identified with dyslexia in fifth grade achieved commended performance on the science test.

Table 7 (see page 13) presents the TAKS social studies results for 2009 and 2010. A total of 122 students identified with dyslexia were administered the social studies test in 2010 compared to 111 students in 2009. Overall, 89 percent of students identified with dyslexia met the standard on the social studies test in 2010, a slight decrease from the 90 percent who met the standard in 2009. Ninety-eight percent of the students identified with dyslexia in eighth grade met the standard on the social studies test, followed by 93 percent in eleventh grade, and 75 percent in tenth grade.

Table 8 (see page 13) presents the TAKS writing results for students identified with dyslexia for 2009 and 2010. A total of 100 students identified with dyslexia took the TAKS writing test in 2010. The percent of students identified with dyslexia meeting the standard on the TAKS writing test increased in fourth grade from 74 to 76 percent. At seventh grade, the passing rate decreased from 88 to 82 percent from 2009 to 2010. Overall, the total percent of students identified with dyslexia earning the commended status decreased from 16 percent in 2009 to 13 percent in 2010 on the writing test.

Table 6. TAKS Results in Science (Grades 5, 8, and 10–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
5	32	49	81	84	50	51
8	37	43	62	81	24	30
10	40	36	58	72	15	19
11	34	42	85	90	9	17
Total	143	170	71	82	24	31

Note: English and Spanish results are combined.

Table 7. TAKS Results in Social Studies (Grades 8 and 10–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
8	38	44	95	98	24	34
10	40	36	78	75	33	50
11	33	42	100	93	39	52
Total	111	122	90	89	32	45

Note: English and Spanish results are combined.

Table 8. TAKS Results in Writing (Grades 4 and 7) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
4	31	67	74	76	6	4
7	33	33	88	82	24	30
Total	64	100	81	78	16	13

Note: English and Spanish results are combined.

Figure 1 shows the average Lexiles on the TAKS reading test of students identified with dyslexia from 2009 to 2010. The data include students identified with dyslexia that had Lexile scores in 2009 and 2010. Analysis does not include students with Lexile values of “BR” (Beginning Reader), which are below the reported Lexile scale. The average Lexiles of students identified with dyslexia grew at each grade level with the exception of tenth grade. The most dramatic increase in reading ability occurred in fourth grade, where students identified with dyslexia developed by 302L from 438L in 2009 to 740L in 2010. The reading ability of students identified with dyslexia in fifth grade increased by 273L, followed by eighth grade (239L). Students identified with dyslexia in sixth and ninth grades experienced the same increase (144L) in reading ability. The reading ability of students identified with dyslexia in eleventh grade showed the lowest gain of 70L, which reflects an increase from 1161L in 2009 to 1231L in 2010.

Average Lexiles of Students Identified with Dyslexia from 2009 to 2010

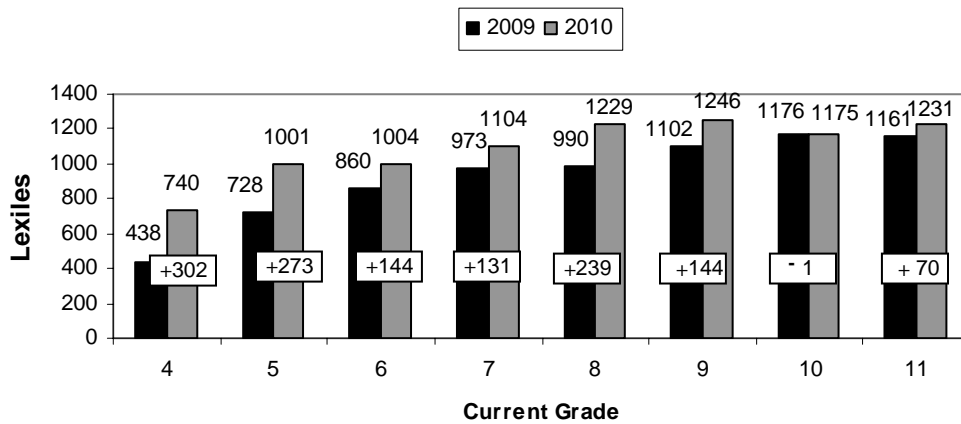


Figure 1. Average Lexiles of Students Identified with Dyslexia from 2009 to 2010 by Current Grade

Also, the Lexile measures of students in fifth through ninth grades and eleventh grade were above the typical reading abilities of students at the respective grade levels (see Appendix A).

Table 9 shows the performance of students identified with dyslexia on the TAKS reading test by subgroup for 2009 and 2010. The performance of African American students identified with dyslexia ranged from 60 percent passing in fifth grade to 83 percent passing in eleventh grade in 2010. The percentages of Hispanic students with dyslexia who met the standard ranged from 40 percent in sixth grade to 92 percent in ninth grade in 2010. The passing rates for White students with dyslexia ranged from 86 percent in fourth and tenth grades to 100 percent in third and fifth grades in 2010. White students identified with dyslexia outperformed the other student groups with data on the reading test in all of the grades tested. The performance of economically-disadvantaged students identified with dyslexia

Table 9. TAKS Results in Reading (Grades 3–11) by Subgroup for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
3										
Tested N	6	10	12	24	9	11	13	27	11	9
Passed %	67	70	42	88	89	100	38	78	73	89
Comm %	17	30	17	4	33	73	8	19	27	33
4										
Tested N	7	18	14	31	11	21	14	39	16	22
Passed %	86	72	71	61	91	86	57	62	69	59
Comm %	0	0	0	13	36	24	0	8	13	18
5										
Tested N	5	10	10	24	19	16	11	24	17	14
Passed %	20	60	40	88	89	100	36	75	82	79
Comm %	0	20	0	21	26	63	0	21	24	21
6										
Tested N	6	2	10	10	13	18	15	10	15	14
Passed %	67	*	50	40	92	89	47	40	73	64
Comm %	33	*	0	0	62	39	20	0	27	14
7										
Tested N	3	7	14	10	18	17	12	14	9	15
Passed %	*	71	64	80	94	94	58	71	56	80
Comm %	*	0	0	0	44	53	0	7	0	20
8										
Tested N	5	4	11	15	22	25	14	14	16	16
Passed %	100	*	73	93	95	96	79	79	75	81
Comm %	0	*	18	7	36	64	14	7	0	19
9										
Tested N	7	4	12	13	21	23	13	10	15	14
Passed %	86	*	42	92	86	96	38	90	60	93
Comm %	0	*	0	8	29	30	8	0	7	0
10										
Tested N	5	7	10	10	24	22	8	12	18	14
Passed %	100	71	50	50	96	86	88	42	67	50
Comm %	0	0	0	0	21	9	0	0	0	0
11										
Tested N	6	6	12	11	14	24	13	12	11	16
Passed %	83	83	75	82	100	92	77	75	73	81
Comm %	0	0	8	0	7	33	8	0	0	0

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

*Fewer than five students tested.

ranged from 40 percent in sixth grade to 90 percent in ninth grade in 2010. Special education students identified with dyslexia had passing rates that ranged from 50 percent in tenth grade to 93 percent in ninth grade.

Table 10 presents the TAKS results in mathematics for students identified with dyslexia by subgroup in 2009 and 2010. White students identified with dyslexia outperformed the other student groups with data on the mathematics test in seven out of the nine grades tested. The performance of African American students identified with dyslexia ranged from zero percent passing in tenth grade to 100 percent passing in eleventh grade in 2010. The percentages of Hispanic students with dyslexia who met the standard ranged from 45 percent in eleventh grade to 75 percent in fourth and eighth grades in 2010. The performance of White students identified with dyslexia ranged from 75 percent in third grade to 96 percent in ninth grade. The passing rates for economically-disadvantaged students with dyslexia ranged from 36 percent in tenth grade to 78 percent in fourth grade in 2010.

Table 10. TAKS Results in Mathematics (Grades 3–11) by Subgroup for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
3										
Tested N	6	10	12	24	9	12	13	27	14	10
Passed %	67	60	58	63	78	75	38	63	64	70
Comm %	0	10	17	4	0	25	0	7	7	10
4										
Tested N	7	16	15	32	11	22	15	40	17	23
Passed %	86	75	53	75	100	91	67	78	59	74
Comm %	43	6	0	25	55	18	13	15	29	13
5										
Tested N	4	10	11	23	19	17	4	24	18	14
Passed %	*	70	45	74	100	88	*	71	83	71
Comm %	*	20	27	26	26	41	*	25	28	36
6										
Tested N	6	2	10	12	14	19	16	11	16	16
Passed %	67	*	30	58	79	89	38	64	50	75
Comm %	33	*	0	17	43	26	6	0	25	6
7										
Tested N	3	6	16	10	18	18	14	13	11	14
Passed %	*	83	50	50	100	83	50	62	45	50
Comm %	*	0	0	0	28	28	0	8	0	14
8										
Tested N	5	3	9	16	22	25	7	15	14	16
Passed %	0	*	56	75	68	80	29	73	21	75
Comm %	0	*	0	19	23	32	0	7	0	19
9										
Tested N	7	4	12	12	20	23	13	9	14	13
Passed %	29	*	42	50	75	96	31	44	50	46
Comm %	0	*	8	0	15	43	8	0	7	0
10										
Tested N	6	7	9	9	25	22	8	11	19	13
Passed %	17	0	0	56	68	86	25	36	11	46
Comm %	0	0	0	22	12	14	0	9	0	8
11										
Tested N	6	6	13	11	14	24	14	12	12	16
Passed %	83	100	69	45	79	83	64	67	67	50
Comm %	0	17	8	0	21	17	0	8	17	0

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 test by student group for 2009 and 2010. White students identified with dyslexia outperformed the other subgroups with data on the science test in all grades tested. All of the White students identified with dyslexia tested on the science test in eleventh grade met the passing standard. The highest percent of African American students identified with dyslexia who met the standard on the science test was 86 percent in eleventh grade and 83 percent of Hispanic students in fifth grade.

Table 12 presents the TAKS results in social studies for students identified with dyslexia by subgroup for 2009 and 2010. White students identified with dyslexia outperformed the other student groups with data on the social studies test in all grades tested. The student group with the lowest percent of students identified with dyslexia who met the standard on the social studies test was special education students with 50 percent of them meeting the passing standard in tenth grade.

Table 11. TAKS Results in Science (Grades 5, 8, and 10–11) by Subgroup for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
5										
Tested N	2	9	10	23	19	17	9	23	17	13
Passed %	*	67	50	83	100	94	44	70	88	85
Comm %	*	33	10	43	74	71	11	43	53	54
8										
Tested N	5	4	10	15	22	24	14	15	15	17
Passed %	20	*	50	73	77	92	36	60	40	65
Comm %	0	*	10	13	36	46	7	7	0	18
10										
Tested N	7	5	9	9	24	22	8	11	20	12
Passed %	43	20	11	67	79	86	50	55	30	50
Comm %	0	0	0	22	25	23	0	18	5	17
11										
Tested N	6	7	13	11	14	24	14	12	13	17
Passed %	83	86	69	73	100	100	79	75	69	76
Comm %	17	0	0	0	14	29	7	0	15	0

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 2009 and 2010

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
8										
Tested N	5	4	11	16	22	24	14	15	16	17
Passed %	80	*	91	94	100	100	86	93	88	94
Comm %	20	*	9	19	32	46	7	13	6	24
10										
Tested N	7	5	9	9	24	22	8	11	19	12
Passed %	57	60	56	67	92	82	63	55	58	50
Comm %	0	0	0	44	54	64	0	27	16	33
11										
Tested N	5	7	13	11	14	24	14	12	13	17
Passed %	100	86	100	82	100	100	100	83	100	78
Comm %	40	29	23	18	57	75	29	42	31	29

*Fewer than five students tested.

Table 13 presents the TAKS results in writing for students identified with dyslexia by subgroup for 2009 and 2010. White students identified with dyslexia outperformed the other subgroups on the writing test in both grades tested. The percentages of special education students identified with dyslexia ranged from 62 in seventh grade to 84 in fourth grade.

TAKS-Modified (TAKS-M)

The performance of students identified with dyslexia on the TAKS-M was analyzed for each of the tests by grade for 2009 and 2010. **Table 14** presents the TAKS-M results in reading by grade. A total of 58 students identified with dyslexia took the TAKS-M reading test in 2009. The percentages of students identified with dyslexia meeting the standard on the TAKS-M reading test in 2010 ranged from 60 in ninth grade to 100 in fourth grade. Overall, students identified with dyslexia who met the standard increased from 60 percent in 2009 to 81 percent in 2010.

Table 15 (see page 18) shows the performance of students identified with dyslexia on the TAKS-M mathematics test for 2009 and 2010. A total of 57 students identified with dyslexia in 2010 took the mathematics test. All of the students identified with dyslexia in fourth and sixth grades met the standard on the TAKS-M mathematics test in 2010. The percentages of students with dyslexia who met the standard increased from 64 in 2009 to 75 percent in 2010.

Table 16 (see page 18) shows the performance of students identified with dyslexia on the TAKS-M science test for 2009 and 2010. A total of 26 students identified with dyslexia were administered the TAKS-M science test in 2010. The percentages of students identified with dyslexia meeting the standard on the TAKS science test in 2010 was 71 in eighth grade and 55 percent in fifth grade. None of the students identified with dyslexia met the standard in eleventh grade. Overall, students identified with dyslexia who met the standard decreased from 55 percent in 2009 to 42 percent in 2010.

Table 13. TAKS Results in Writing (Grades 4 and 7) by Subgroup for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	African Am.		Hispanic		White		Eco. Dis.		SpecEd	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
4	31	17	13	30	11	20	13	37	15	19
Tested N	31	17	13	30	11	20	13	37	15	19
Passed %	74	76	69	70	82	85	69	68	73	84
Comm %	6	6	0	0	18	10	0	3	7	0
7	3	6	12	9	18	18	11	12	7	13
Tested N	3	6	12	9	18	18	11	12	7	13
Passed %	*	83	75	67	100	89	64	67	71	62
Comm %	*	0	0	22	44	44	0	17	0	15

Note: English and Spanish results are combined.

*Fewer than five students tested.

Table 14. TAKS-M Results in Reading (Grades 3–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
3	1	3	*	*	*	*
4	8	8	88	100	0	25
5	7	10	71	90	0	0
6	11	7	64	86	0	43
7	9	8	67	75	44	0
8	6	8	67	75	0	13
9	6	5	0	60	0	40
10	7	3	71	*	29	*
11	3	6	*	67	*	0
Total	58	58	60	81	10	16

*Fewer than five students tested. Fifth and eighth grade results reflect the first administration.

Table 15. TAKS-M Results in Mathematics (Grades 3–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
3	1	2	*	*	*	*
4	7	8	100	100	0	38
5	8	10	100	90	13	10
6	10	6	40	100	10	33
7	7	8	71	63	57	13
8	8	8	100	88	0	13
9	7	6	0	50	0	0
10	5	3	40	*	0	*
11	2	6	*	17	*	0
Total	55	57	64	75	11	14

*Fewer than five students tested. Fifth and eighth grade results reflect the first administration.

Table 16. TAKS-M Results in Science (Grades 5, 8, and 10–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
5	8	11	75	55	38	18
8	6	7	50	71	0	0
10	4	3	*	*	*	*
11	2	5	*	0	*	0
Total	20	26	55	42	15	8

*Fewer than five students tested.

Table 17 presents the TAKS-M social studies results for 2009 and 2010. **Table 18** presents the TAKS-M writing results for 2009 and 2010. A total of 14 students identified with dyslexia took the social studies test and 18 students took the writing test in 2010. Overall, 50 percent of the students identified with dyslexia met the standard on the social studies test and 72 percent met the standard on the writing test, an increase from zero percent of the students who met the standard on both tests in 2009.

Table 17. TAKS-M Results in Social Studies (Grades 8 and 10–11) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
8	6	7	0	57	0	14
10	4	3	*	*	*	*
11	1	4	*	*	*	*
Total	11	14	0	50	0	7

Table 18. TAKS-M Results in Writing (Grades 4 and 7) for Students Identified with Dyslexia: Spring 2009 and 2010

Grade	Number Tested		Percent Met Standard		Percent Commended	
	2009	2010	2009	2010	2009	2010
4	8	10	0	100	0	20
7	10	8	0	38	0	0
Total	18	18	0	72	0	11

Stanford 10

The performance of students identified with dyslexia on the Stanford 10 was analyzed for each of the subtests for 2009 and 2010. **Table 19** presents the Normal Curve Equivalents (NCEs) 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 eight out of the eleven grades tested from 2009 to 2010. Performance in fourth, seventh, and tenth grades declined from 2009 to 2010. Performance on the mathematics subtest improved from 2009 to 2010 in nine out of the eleven grades tested. On the language subtest, there was an improvement in grade-level NCEs for first, second, third, fifth, and seventh grades. Performance in eleventh grade remained constant from 2009 to 2010. **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 six out of the eleven grades tested. Five out of the nine grades tested experienced an improvement from 2009 to 2010 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: 2009 and 2010

Grade	Reading				Mathematics				Language			
	Number Taking		NCE		Number Taking		NCE		Number Taking		NCE	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
1	6	9	19	36	7	9	29	42	7	9	41	51
2	9	19	30	32	9	19	33	42	9	19	31	39
3	18	37	30	31	19	37	37	44	19	37	28	35
4	19	53	44	33	19	53	54	46	18	53	43	36
5	20	39	44	46	20	40	47	51	19	40	40	43
6	15	17	46	47	15	17	52	51	15	17	43	42
7	18	17	55	54	18	17	57	61	18	17	53	55
8	13	31	52	53	13	31	57	58	13	31	50	47
9	14	24	51	57	14	25	58	61	14	25	53	50
10	12	18	57	48	12	17	59	63	12	17	51	46
11	13	24	56	59	13	24	54	58	13	24	53	53

*Fewer than five students tested.

Table 20. Stanford 10 Normal Curve Equivalents (NCEs) for Non-Special Education Students Identified with Dyslexia: 2009 and 2010

Grade	Environment/Science				Social Science			
	Number Taking		NCE		Number Taking		NCE	
	2009	2010	2009	2010	2009	2010	2009	2010
1	7	9	35	50	–	–		
2	9	19	51	59	–	–		
3	18	37	41	39	18	37	33	33
4	19	53	56	49	19	53	48	39
5	19	40	56	55	19	40	43	46
6	15	17	53	56	15	17	49	43
7	18	17	62	71	18	17	53	56
8	13	31	66	65	13	31	52	56
9	13	24	56	65	14	24	42	55
10	12	19	61	56	12	18	64	60
11	13	24	62	65	13	24	58	61

*Fewer than five students tested.

–Subtest not given at this grade.

Table 21 presents the Stanford 10 results for special education students identified with dyslexia by grade on the reading, mathematics, and language subtests. On the reading subtest, students in fourth and sixth grades experienced an improvement in grade-level NCEs. On the mathematics subtest, there was an improvement in grade-level NCEs for fourth, sixth, eighth, and tenth grades. Fourth, sixth, and tenth grades experienced an improvement from 2009 to 2010 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 three out of the ten grades with two years of data. The most significant improvement was seen in sixth grade, where the average score increased from 34 NCEs in 2009 to 54 NCEs in 2010, an increase of 20 NCEs. Fourth and sixth grades experienced an improvement from 2009 to 2010 in grade-level NCEs on the social science subtest. Performance in tenth grade remained constant from 2009 to 2010.

Table 21. Stanford 10 Normal Curve Equivalents (NCEs) for Special Education Students Identified with Dyslexia: 2009 and 2010

Grade	Reading				Mathematics				Language			
	Number Taking		NCE		Number Taking		NCE		Number Taking		NCE	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
1	0	5		34	0	5		58	0	5		52
2	6	7	38	26	6	7	39	33	6	7	39	38
3	7	12	34	26	7	12	50	41	7	12	33	32
4	18	21	29	35	18	21	34	46	18	21	28	36
5	23	20	33	25	23	20	43	33	23	20	33	25
6	25	19	29	31	25	19	33	39	25	19	30	33
7	26	23	34	30	26	23	44	38	26	22	37	30
8	32	23	37	27	32	23	40	44	32	23	37	29
9	31	18	38	28	32	19	48	44	33	20	38	29
10	34	26	40	38	34	25	44	47	34	26	37	38
11	19	26	47	35	19	26	54	44	19	27	43	35

*Fewer than five students tested.

Table 22. Stanford 10 Normal Curve Equivalents (NCEs) for Special Education Students Identified with Dyslexia: 2009 and 2010

Grade	Environment/Science				Social Science			
	Number Taking		NCE		Number Taking		NCE	
	2009	2010	2009	2010	2009	2010	2009	2010
1	0	5		56	–	–		
2	6	7	34	49	–	–		
3	7	12	57	42	7	10	46	39
4	18	21	41	53	18	21	34	44
5	23	20	50	40	23	20	41	32
6	25	19	34	54	25	19	33	37
7	26	23	49	42	26	23	45	42
8	32	23	48	48	32	23	45	35
9	32	19	49	44	33	20	40	36
10	34	26	51	51	34	26	46	46
11	19	25	57	48	19	27	57	48

*Fewer than five students tested.

–Subtest not given at this grade.

Table 23 shows the 2010 National Percentile Ranks (NPRs) for non-special education students identified with dyslexia ranking at or above the 50th percentile at each grade on 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 (88 percent). The lowest percentage of non-special education students identified with dyslexia was found in fourth grade reading (9 percent). **Table 24** shows the 2010 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 first grade for mathematics and environment/science subtests (80 percent). The lowest percentage was found in fifth grade reading (5 percent). The lowest percentage was found in fifth grade reading (5 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: 2010

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science	
	N	%	N	%	N	%	N	%	N	%
1	9	11	9	22	9	44	9	56	–	
2	19	21	19	42	19	26	19	68	–	
3	37	22	37	38	37	27	37	32	37	19
4	53	9	53	36	53	21	53	38	53	19
5	39	31	40	53	40	33	40	58	40	38
6	17	53	17	59	17	35	17	59	17	29
7	17	53	17	71	17	47	17	82	17	47
8	31	55	31	71	31	39	31	84	31	58
9	24	71	25	80	25	60	24	75	24	67
10	18	44	17	71	17	53	19	53	18	67
11	24	63	24	67	24	67	24	88	24	67

*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: 2010

Grade	Reading		Mathematics		Language		Environment/ Science		Social Science	
	N	%	N	%	N	%	N	%	N	%
1	5		5	80	5	40	5	80	–	
2	7	14	7	29	7	29	7	57	–	
3	12		12	33	12	25	12	33	10	20
4	21	10	21	33	21	10	21	48	21	33
5	20	5	20	10	20	15	20	20	20	20
6	19	21	19	26	19	11	19	63	19	11
7	23	17	23	26	22	14	23	26	23	43
8	23	17	23	30	23	9	23	48	23	9
9	18	11	19	26	20	20	19	37	20	15
10	26	27	25	48	26	27	26	42	26	42
11	26	27	26	31	27	19	25	36	27	52

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

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 9, 2010, of the 46 students identified with dyslexia in first and second grades, 45 were administered the HFWE. Approximately, 34 out of the 45 students tested mastered the HFWE at a passing rate of 75.6 percent. Among the test takers, 73.3 percent of first graders and 76.7 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 2** shows the 2010 TPRI End-of-Year results, which revealed that the majority of students in grades 1–3 did not meet HISD’s reading standard. The percent of students that did not meet the standard increased at each grade level reaching 79.1 percent in third grade. **Figure 3** shows the performance of students on the *Tejas LEE* which revealed that the majority of students in kindergarten (80.4 percent) met HISD’s reading standard, while the majority of students in first grade (50.7 percent), second grade (58.4 percent) and third grade (58.5 percent) did not meet the standard (see page 23). Also, a total of 44 students identified with dyslexia were administered the End-of-Year TPRI/*Tejas LEE* in 2010. Approximately, 93 percent of students identified with dyslexia did not meet HISD’s reading standard, which is higher than the percentage of students districtwide that did not meet the standard on either test.

Districtwide TPRI (English) End of Year 2010 Results

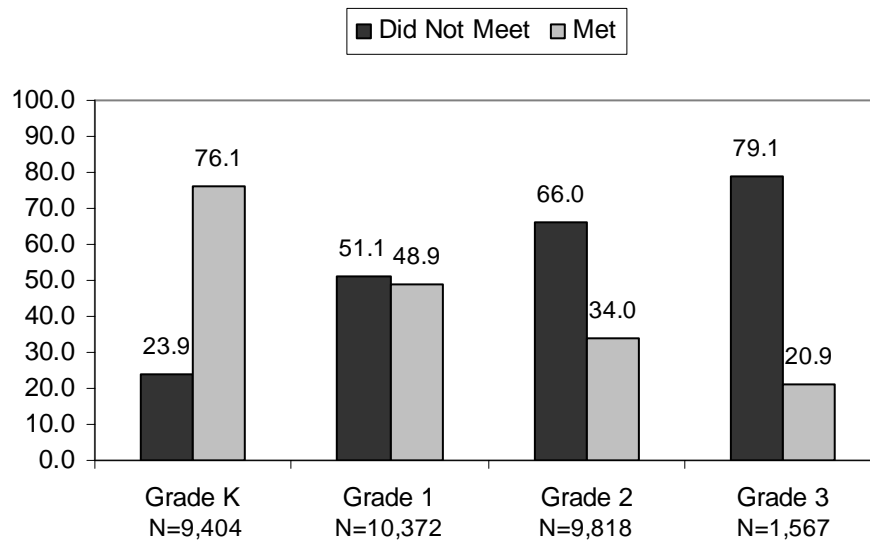


Figure 2. Districtwide TPRI End-of-Year 2010 Results

Districtwide Tejas LEE (Spanish) End of Year 2010 Results

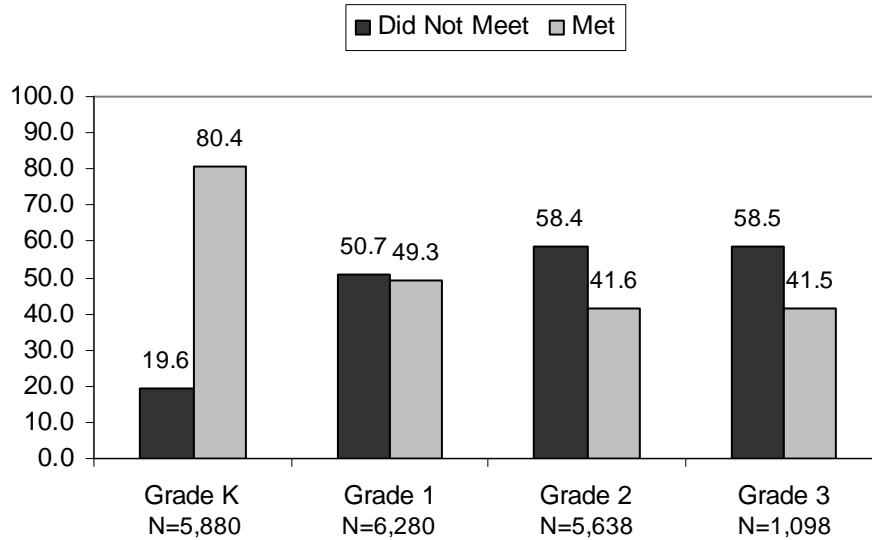


Figure 3. Districtwide *Tejas LEE* End-of-Year 2010 Results

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 e-mail, Dyslexia website, and memos. Other activities accomplished at the district level included hosting the Dyslexia Institute, Campus Dyslexia Contacts, and Special Populations Managers meetings, and recognizing a Campus Dyslexia Contact Person of the Month.

Dyslexia Evaluation Specialists

During the 2009–2010 school year, the Office of Special Populations hired one Dyslexia Evaluation Specialist (DES) for a total of six who were assigned to each region. The primary role of the DES was to evaluate students for dyslexia and related disorders under Section 504. The manager for Dyslexia Program Support Services conducted a total of 11 DES Core meetings during the 2009–2010 school year. Topics discussed during these meetings included referral processes, department improvement plan, Accelerated Reading Instruction (ARI) Tier II compliance, Chancery, state and federal laws, conferences and professional development, and current cases and reports.

Dyslexia Institute

The 2009 Dyslexia Institute was hosted on August 18, 2009. A total of 127 participants attended the Institute. During the meeting, attendees learned about the dyslexia program goals for the District, regions, and campuses for the 2009–2010 school year. The objectives at the district level were on teacher training, testing and identification, data quality, and parent education. The goals at the regional level were to have a more active hands-on approach, increase professional development attendance, ensure data quality, and attend special populations meetings. Program goals at the campus level were to perform staff responsibilities, increase dyslexia program activities, attend more professional development, ensure data

quality, and offer parent education. Additional items presented during the 2009 Dyslexia Institute included:

- Campus Dyslexia Referral Process,
- Dyslexia Program Planner,
- Dyslexia Compliance Matrix,
- Accountability Tips, and
- Texas Assessment Program Accommodations.

Campus Dyslexia Contacts Meetings

A total of four Campus Dyslexia Contacts meetings were held during the 2009–2010 school year. The meeting dates were September 22, 2009, November 17, 2009, February 16, 2010, and March 30, 2010. A total of 166 participants attended the meetings. Topics discussed during the September meeting included dyslexia program update, best practices for dyslexia programming and instruction, early identification, Chancery Data Entry Form, and upcoming events. During the November meeting, topics included Dyslexia Program Evaluation, Language! program rollout for middle schools, LiveScribe technology demonstration, and dyslexia program components. Topics discussed at the February meeting included TAKS with Bundled Dyslexia Accommodations, Dyslexia Intervention Program (DIP), DIP Class Attendance Policy, Flexible Scheduling and Grouping or Intervention, Assistive Technology for Struggling Writers, 10 Strategies to Enhance Student’s Memory, and parent education. At the March meeting, topics discussed included procedures for requesting specific accommodations, Dyslexia Instructional Program Training Certification, Dyslexia Instructional Support Teacher, and Recording for the Blind and Dyslexic Webinar.

Senior Special Populations Specialists Meetings

Three meetings with Senior Special Populations Specialists representing the six regions were held during the 2009–2010 school year. The meeting dates were September 4, 2009, November 6, 2009, and January 8, 2010. A total of 15 participants attended the meetings. Topics discussed during these meetings included referral processes, Department Management Plan, Chancery Dyslexia Data Entry Forms, Personal Graduation Plans, Parent Education, school dyslexia program services, early identification, Tier II compliance for students not meeting standards on TPRI/*Tejas Lee*, and Dyslexia Program updates.

Campus Dyslexia Contact Person of the Month

Dyslexia Program Support Services selected a person as the Campus Dyslexia Contact Person of the Month throughout the 2009–2010 school year. This designation was recognized at Campus Dyslexia Contact meetings and on the Dyslexia website. Consideration for this distinction was given to Contact Persons who conducted faculty in-services, maintained documentation, documented Tier II interventions, and coordinated an ongoing Parent Education Program in order to facilitate their campuses’ Dyslexia Program. Also, consideration for this distinction was given to Contact Persons who exceeded expectations in advancing HISD’s Dyslexia Program Initiatives. The Dyslexia Contact Persons at the following schools received the Campus Dyslexia Contact Person of the Month designation: West University, Oak Forest, Petersen, Ross, Travis, Barrick, and Kennedy elementary schools and Pershing and Fonville middle schools. Also, Briarmeadow Charter, Energized for Excellence, and Rice School.

How was parent education regarding dyslexia provided at the district and campus levels?

As stated previously, Chapter 19 TAC §74.28 was revised to indicate that school districts “shall provide a parent education program for the parents/guardians of students with dyslexia and related disorders.” The purpose of HISD’s Parent Education Program was to inform parents of the services and

options available to students under Section 504. Examples of the methods that Campus Dyslexia Contact Persons could utilize in providing the Parent Education Program were:

- HISD Parent’s Guide to Dyslexia Brochure (English/Spanish);
- PTO/PTA meetings;
- Newsletters;
- District and/or School Web sites; and
- Parent Conferences.

Campus contact persons were asked to maintain documentation records and provide copies of meeting agendas of the Parent Education Program on their campuses to Dyslexia Program Support Services.

Dyslexia Instructional Support Teachers (DISTs) were asked to complete a survey regarding the Dyslexia Program on their campuses (see Appendix C). Specifically, the survey asked DIST, “Have you provided parent education on your campus regarding dyslexia and related disorders?” Most of the DISTs (55 percent) stated “yes” compared to 45 percent who stated “no.” DISTs were given an opportunity to explain their responses. There were a total of 37 comments and eight comments were categorized as “provided parent education through PTA and/or parent meetings.” Some specific responses were:

- At our earlier PTA meetings, parents were given overviews regarding spotting characteristics of dyslexia, support, and our services available.
- I had a meeting at the beginning of the year in the evening with handouts and a PowerPoint.
- I have provided informational seminars during our VIPS, PTA and PAC meetings.

Seven comments were categorized as “provided parent education through brochures and/or printed information.” Examples of responses included:

- Brochures were passed out to parents at the beginning of the year.
- Parent education consists of handing out a brochure about dyslexia.
- Parents have received different reading material related to dyslexia.

The third category included five comments categorized as “provided parent education during parent conferences.” Examples of responses included:

- . . . during 504/sped meetings, parents are provided with information on dyslexia;
- through the IAT process; and
- Individual explanation at IAT meetings and in informal conferences.

Three of the comments indicated that they provided parent education by hanging up Dyslexia Awareness posters. Two of the comments indicated that parent education was provided by making information regarding dyslexia available on the office counter. Four of the comments indicated that they were not sure if parent education regarding Dyslexia had been provided on their campuses or that it had not been provided. A DIST commented that “It has not been mentioned on my campus.” There were eight comments that could not be categorized. Some examples of these comments included:

- General Information is handled through other middle school staff...I am in a classroom all day;
- On an individual basis; and
- In the form of providing resources and ideas for ways they can help their children at home...but, I have not had a formal meeting or professional development time...everything is informal.

The Office of Special Populations-Dyslexia Program Support Services hosted its first Parent Dyslexia Awareness Day on Saturday, October 10, 2009 from 8:00 a.m. to 1:00 p.m. at the Hattie Mae White Educational Support Center. The event was advertised on HISD’s website and a flyer was distributed to schools for dissemination. Teachers were also invited to attend and were given a professional development credit for their attendance. The theme for the event was “Parents Are Our Partners: Creating a K–12 College-Bound Culture Together.” Guest speakers included Texas State Dyslexia Consultant Brenda Taylor and Houston Branch International Dyslexia Association President James "Jim" Carter. Topics of discussion at the event included:

- The History of Dyslexia: Characteristics of Dyslexia and the role of the International Dyslexia Association Past and Present;
- Parent Education: Strategies and Accommodations in Schools;
- Dyslexia Referral Assessment and Identification Process (English/Spanish);
- DIP: Effective Strategies for Teaching Students with Dyslexia;
- Preparation for College (English/Spanish);
- Early Reading Assessment for K–2 Students: TPRI/Tejas LEE;
- Student Self–Advocacy in K–12 Schools and Beyond; and
- Transitioning to Post Secondary Settings: Dyslexia and Other Learning Needs at Colleges, Universities, and World of Work.

A total of 19 parents attended the event. Parents who attended the event were asked to complete a survey regarding the event (see Appendix B). A total of 10 out of the 19 parents who attended the event completed the “Parent Dyslexia Awareness Day Survey.” According to survey results, all of the parents agreed on the convenience of the event location, good organization of the event, and helpfulness of the HISD staff. Also, most of the parents (90 percent) indicated that the keynote presenters and sessions were helpful. The remaining 10 percent of parents were asked to explain their responses. Examples of the comments were “Don’t mix what parents need to know with more teacher oriented sessions” and “Please don’t call this parent day-geared to teachers only.”

Roughly, 90 percent of the parents learned about the event through their child, while 10 percent through the mail. Parents were asked, “Do you know how to get your child reviewed for dyslexia testing?” Sixty percent stated “yes,” while 40 percent stated “no.” Also, 80 percent of parents indicated that they know “a little” about dyslexia compared to 20 percent who indicated they know “a lot” about dyslexia. Lastly, parents were asked to rate their overall satisfaction with the event. Most of the parents were “very satisfied” (78 percent), 11 percent were “satisfied,” and 11 percent were “neutral.” Parents were asked, “What were your reasons for coming to Parent Dyslexia Awareness Day?” Some of the specific comments were:

- Teacher encouraged me to attend.
- To try and learn what I can do to support my child. He is not getting the support he needs from [his school]. He has a 504 in name only. There is no help in the classroom.
- Check how to identify, assess and interventions for my son.
- Learn more about dyslexia since my daughter has been diagnosed with it.
- Child newly tested and I wanted to better understand dyslexia.
- Two teachers have made remarks that my granddaughter has signs of dyslexia-yet have not seen any moves toward testing or helping-need to know my granddaughters rights to accommodations.
- My child and I need to learn more about her dyslexia.

What were the perceptions of Dyslexia Instructional Support Teachers regarding the Dyslexia Program?

Dyslexia Instructional Support Teachers (DISTs) were asked to complete a survey regarding the Dyslexia Program on their campuses (see Appendix C). Principals were asked to submit the names of their campus DISTs to Dyslexia Program Support Services. Out of the 298 HISD campuses, principals at 259 campuses submitted names. Teachers on this list were sent an email with a link to the Dyslexia Teacher Survey. A total of 112 teachers completed the survey. The first question on the survey asked them if they were the DIST at their campus. Approximately, 14 percent stated “no.” Only the teachers who indicated that they were the DIST on their campuses completed the survey. About 75 percent of the respondents served as the DIST at the elementary level, 13 percent at the middle school level, and 12 percent at the high school level.

Slightly more than half (51 percent) of the DISTs indicated they were currently providing dyslexia instructional services. According to survey results, an overwhelming majority (81 percent) of these DISTs spent 1-2 hours a day providing dyslexia instructional support, while 14 percent spent 3-4 hours, and five percent spent 5-6 hours. DISTs who indicated that they were currently providing dyslexia instructional services were also asked, “Are students who did not meet the standard on the TPRI receiving 30 minutes a day of TIER II Accelerated Reading Instruction (ARI)?” Around 86 percent indicated “yes,” compared to 14 percent who indicated “no.” Most of DIST who indicated “no” worked at the middle or high school level where the TPRI is not given. DISTs who indicated they were not providing services were asked if the following factor was hindering them: “no students identified with dyslexia at my school,” 78 percent indicated “yes.” Other factors were “not having enough time” where 35 percent said “yes” and “lack of campus administrator support” in which 35 percent also said “yes.” About 19 percent stated “yes, needing additional training” was another factor hindering them from providing services. DISTs were given an opportunity to provide additional factors that hindered them from providing dyslexia instructional services. There were a total of 10 comments. These comments were categorized as “little support for identification,” “not enough time to provide services,” and “need training/support.” One DIST explained that “According to our principal, dyslexic students are being "served" if they are mainstreamed in a classroom with a dyslexia certified teacher. These students are not pulled out for small-group instruction. In addition, it is extremely difficult to test students we feel suffer from this language processing problem, since no one provides information or support about testing procedures. . . I honestly believe a large portion of high school dropouts are undiagnosed dyslexics.”

Table 25 (see page 28) shows the percent of DISTs who indicated whether or not they had completed training in various comprehensive dyslexia programs. The overwhelming majority of DISTs indicated that they had not completed eight out of the ten programs. The two programs with the majority of DISTs indicating that they had completed the training were Dyslexia Intervention Program (87.6 percent) and Neuhaus Basic Language (51.4 percent). Other trainings completed by DISTs included:

- Orton-Gillingham,
- Neuhaus Scientific Spelling,
- Neuhaus Language Enrichment,
- Neuhaus Basic Language Advanced, and
- RITE Reading Program.

Table 26 (see page 28) shows the percent of DISTs who indicated which dyslexia programs were being used for students receiving dyslexia services. The highest percent of DISTs (79 percent) indicated that they used “teacher-made materials based on student needs,” followed by “strategies from *Modification and Accommodations for General and Special Education Handbook*” and “other reading programs/specialized tutorials for students with reading difficulties” (68 percent) each. Slightly more than half of the DISTs indicated that they used “Neuhaus Multi-sensory Methods based on Orton-Gillingham.” Other programs used by DISTs for students receiving dyslexia services included:

- Voyager,
- Guided Reading,
- Ticket-to-Read,
- Reader’s Theater for Fluency,
- Touch Phonics, and
- Lexile Readers.

The majority (68 percent) of DISTs indicated that they used the resources on the Dyslexia Support Program Web site. DIST were given an opportunity to explain their response. There were a total of 15 comments which were categorized as “not needed,” “use it for information,” and “did not know about Web site.” Some of the specific responses included:

Table 25. The Percent of Dyslexia Instructional Support Teachers Who Indicated Whether or Not They Completed Various Comprehensive Dyslexia Programs: 2010

Program	% Yes	% No
Dyslexia Intervention Program(DIP)	87.6	12.4
Neuhaus Basic Language	51.4	48.6
Esperanza MSL	27.0	73.0
Language!	18.3	81.7
Phono-Graphix Reading Reflex	16.9	83.1
Spalding Method	8.6	91.4
Scottish Rite	7.0	93.0
Great Leaps Reading Program	7.0	93.0
Wilson Language Program	5.2	94.8
Slingerland Approach	3.6	96.4

- I use the DIP program notebook.
- It is a great help to be able to go to the website and download the information needed for parents and teachers.
- I did not know that resource was available.

DISTs were also asked, “Do you believe the campus referral process for dyslexia under 504 is effective at your campus?” About 68 percent of DISTs indicated “yes,” while 32 percent indicated “no.” DISTs were given an opportunity to comment. A total of eight DISTs provided comments that were categorized as “the process takes too long” and “services not provided.” As one DIST stated, “Absolutely

Table 26. The Percent of Dyslexia Instructional Support Teachers Indicating the Dyslexia Programs being used for Students Receiving Dyslexia Services: 2010

Program	% Yes	% No
Teacher-made materials based on student needs (accommodation/modification)	78.9	21.1
Strategies from "Modification and Accommodations for General and Special Education" handbook	68.1	31.9
Other reading programs/specialized tutorials for students with reading difficulties	67.6	32.4
Neuhaus Multi-sensory Methods based on Orton-Gillingham	51.4	48.6
Scientific Spelling	46.3	53.7
Aspire Program	40.3	59.7
Proactive Reading Intervention correlates with SRA/Open Court	36.4	63.6
Visualizing and Verbalizing; Language, Comprehension, and Thinking	35.4	64.6
Guided Reading Program Software	27.0	73.0
Corrective Reading	23.8	76.2
Handwriting Without Tears	16.1	83.9
Earobics Literacy Launch Steps 1 and 2	13.8	86.2
IndiVisual Reading Fluency Program (Secondary)	11.1	88.9
Lexia Reading and Language System	10.8	89.2
Watch-Me!-Read (K-2)	8.6	91.4
FastForWard	7.9	92.1
Living Books CD (English & Spanish)	6.6	93.4
Let's Go Read!	5.0	95.0
Tandum Reading (Secondary)	4.8	95.2
Handwriting to the Beat: Callirobics for Kids	1.7	98.3
"Foundations" (Wilson)	1.6	98.4
Waterford Early Reading Program	1.6	98.4

not! The IAT system is so cumbersome and a deterrent for the referral process. Then to my amazement students coming to middle school with a history of years of problems in reading and writing cannot be referred for Dyslexia testing until guess what another IAT pack. . . .” An additional six DISTs provided comments that could not be categorized. Some of their specific responses included:

- I think teachers do not take the time to make referrals.
- Students are only being screened by IAT/Eval Specialist and 504 is rarely offered for dyslexia.
- I would say that in the past year the dyslexia referral process has become easier with the implementation of Regional Dyslexia Diagnosticians. Also the pre-referral and referral information on the Employee Portal put out by the Dyslexia Department has been a great help in getting the referral process complete.

In addition, 89 percent of DISTs agreed that identified students with dyslexia were entered in Chancery by appropriate personnel. DISTs were asked to explain their responses. A total of 22 comments were provided. These comments were categorized as “I don’t know,” “no identified students,” “SIMS clerk,” and “DIST inputs data.” Four of these comments could not be categorized.

Lastly, DISTs were asked, “What should be the priority for this upcoming school year?” Forty percent stated, “more time to provide dyslexia instructional support,” 37 percent “additional training,” 13 percent “release time for training,” and 11 percent “funding.” With regards to funding, DISTs explained that they should be eligible to receive stipends and that funding is needed for personnel. As one DIST commented, “There is no money or personnel under 504, this needs to change as there is too much paper work and monitoring involved with no personnel hired for the job.” Another priority indicated by DISTs included “identifying students.” One DIST explained, “The call to the principals that we need to identify these kids in our schools [is needed]. I don’t believe that in a school with almost 1000 students there is no one with dyslexia. . . .” Additionally, one DIST believed that a priority should be “scheduling time for services.” Some of the specific responses included:

- Schedule students for reading who need the support. Especially general education students may not get the services as there is often no room for dyslexia intervention in their schedule.
- Teachers should not have to use their planning times to serve these students.
- Release time for refresher courses and consistent time during the later hours of the day to give instruction to students.

Discussion

This report was designed to evaluate the dyslexia program in HISD. Particularly, districtwide activities in the areas of professional development, parent education, and academic achievement of students identified with dyslexia, as well as the perceptions of DISTs regarding the program were explored. Dyslexia Program Support Services accomplished their objective of providing on-going support and training for general education dyslexia intervention teachers by offering numerous professional development opportunities throughout the 2009–2010 school year. Furthermore, professional development opportunities were enhanced by offering four new courses.

An important purpose of HISD’s dyslexia program is to identify and assess students having dyslexia and related disorders. The data showed that from 2009 to 2010, there was a 30 percent increase in the number of students identified with dyslexia. This increase was primarily the result of hiring an additional Dyslexia Evaluation Specialists for a total of six during the 2009–2010 school year. 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 1–3 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, DISTs recognized the need to identify students with dyslexia as they indicated that this should be a priority for the upcoming school year.

Another objective of Dyslexia Program Support Services was to provide parent education as mandated by the law. This objective was carried out by hosting a Parent Dyslexia Awareness Day for the first time. At the campus level, slightly more than half of DISTs provided parent education regarding the dyslexia program on their campus.

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 science tests increased from 2009 to 2010. Specifically, the percent of students identified with dyslexia passing the science test increased by 11 points, nine points on the math test, and five points on the reading test. For the first time, Lexiles were utilized to measure the progress of students identified with dyslexia. At all but one grade level, the Lexiles of students identified with dyslexia increased. The reading abilities of students with dyslexia are developing as evidenced by the increase in Lexile scores from 2009 of 2010. Results of achievement data by subgroups reveals that Hispanic and African American students performed lower than their White counterparts on the reading test. The performance of students identified with dyslexia significantly improved on all tests with the exception of science on the TAKS-M. Non-special education students identified with dyslexia made improvements in several grade levels on the Stanford 10. Results from the HFWE showed that the passing rates for students with dyslexia were moderately high.

Recommendations

1. An effort to ensure that parent education is being provided at the campus level should continue and be documented. A Parent Education Program at each campus will ensure that students identified with dyslexia receive instructional and accommodation services. Parent education efforts will increase awareness and, as a result, students who may need dyslexia services can be referred for assessment and be identified. As indicated by parent survey results, parents have limited knowledge about dyslexia. Furthermore, a Parent Education Program at each campus may address the under-representation of African American and Hispanic students identified with dyslexia.
2. It is evident that not every campus has a Dyslexia Instructional Support Teacher (DIST). There needs to be a district policy to enforce the state mandate to have a trained DIST that has time in their schedule to provide instruction to students identified with dyslexia at every campus. As a result, referrals may increase and students who are demonstrating academic difficulties will have an opportunity to excel once they receive appropriate services.
3. DISTs recommended that they should be eligible to receive a stipend like their peers who provide special education services. DIST are required to handle additional responsibilities and receive certification in the Dyslexia Intervention Program. Providing DISTs with additional compensation may attract more teachers in fulfilling the role.
4. TPRI End-of-Year results revealed that the majority of students districtwide in grades 1–3 did not meet HISD’s reading standard. Appropriate staff must be utilized to facilitate the implementation of Tier II instruction to enhance student progress. Students who do not demonstrate adequate reading progress should be referred for dyslexia assessment.

5. The percent of students identified with dyslexia continues to be well below one percent of the district's population. Additional staff dedicated to HISD's Dyslexia Program may be needed in order to address the issue of early identification and ensure that campuses have a dyslexia program. This dedicated staff may need to be reflective of the new organizational structure that oversees elementary, middle, and high schools.

Appendix A

Lexile®-to-Grade correspondence Typical Reader Measures, by Grade

Grade	Reader Measures (Mid-Year, IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

NOTE: MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measures of texts and the typical Lexile measure of students of a given grade level. This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade. Data for the reader measures came from a national sample of students. The table above shows the middle 50% of reader measures for each grade. The middle 50% is called the interquartile range (IQR). The lower number in each range marks the 25th percentile of readers and the higher number in each range marks the 75th percentile of readers.

Appendix B

Parent Dyslexia Awareness Day Survey: 2009

Instructions: Please fill out this brief survey to share with us your opinions so we can better serve you and your children. Please do not write your name so that the information will remain anonymous.

1. What school does your son or daughter attend? _____

<i>In your opinion:</i>	Yes	No	If no, please explain
2. Was the time for Parent Dyslexia Awareness Day convenient?	<input type="checkbox"/>	<input type="checkbox"/>	
3. Was the location of Parent Dyslexia Awareness Day convenient?	<input type="checkbox"/>	<input type="checkbox"/>	
4. Was Parent Dyslexia Awareness Day well organized?	<input type="checkbox"/>	<input type="checkbox"/>	
5. Was HISD staff helpful?	<input type="checkbox"/>	<input type="checkbox"/>	
6. Were the Keynote presenters helpful?	<input type="checkbox"/>	<input type="checkbox"/>	
7. Were the sessions helpful?	<input type="checkbox"/>	<input type="checkbox"/>	

8. How did you learn about Parent Dyslexia Awareness Day?

<input type="checkbox"/> Through mail	<input type="checkbox"/> From my child's school	<input type="checkbox"/> My child informed me	<input type="checkbox"/> Other _____
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9. What were your reasons for coming to Parent Dyslexia Awareness Day?

10. How much do you know about dyslexia?

<input type="checkbox"/> A lot	<input type="checkbox"/> A little	<input type="checkbox"/> Nothing
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11. Do you know how to get your child reviewed for dyslexia testing?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Appendix B (continued)

12. Has your child's school provided the information and support you need regarding dyslexia?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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13. Please rate your overall satisfaction with Parent Dyslexia Awareness Day?

<input type="checkbox"/> Very Satisfied	<input type="checkbox"/> Satisfied	<input type="checkbox"/> Neutral	<input type="checkbox"/> Dissatisfied	<input type="checkbox"/> Very Dissatisfied
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Thank you very much for your participation!

Appendix C

Welcome
<p>WELCOME DYSLEXIA INSTRUCTIONAL SUPPORT TEACHERS!</p> <p>The goal of this survey is to assist us in evaluating the districtwide implementation of the Dyslexia Program. Specifically, your participation in this survey will help us make improvements to the program. Please complete the survey by May 21, 2010. THANK YOU VERY MUCH FOR YOUR COOPERATION!</p> <p>CONFIDENTIALITY STATEMENT: All information collected about respondents will be stored in a restricted environment accessible only to HESD Department of Research and Accountability personnel who are knowledgeable about the importance of individual confidentiality. Survey responses are anonymous and no respondent will be identified.</p>
Dyslexia Instructional Support Teacher
<p>1. Are you the Dyslexia Instructional Support Teacher on your campus?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
School Level
<p>2. Which school level do you serve as a Dyslexia Instructional Support teacher?</p> <p><input type="radio"/> Elementary School</p> <p><input type="radio"/> Middle School</p> <p><input type="radio"/> High School</p> <p><input type="radio"/> Early Childhood Center</p> <p><input type="radio"/> Combined Level</p>
Comprehensive Dyslexia Program Training

Appendix C (continued)

3. Please indicate whether or not you have completed training in the following comprehensive dyslexia programs.

	Yes	No
Dyslexia Intervention Program(DIP)	<input type="radio"/>	<input type="radio"/>
Esperanza ESL	<input type="radio"/>	<input type="radio"/>
Neuhaus Basic Language Language!	<input type="radio"/>	<input type="radio"/>
Wilson Language Program	<input type="radio"/>	<input type="radio"/>
Slingerland Approach	<input type="radio"/>	<input type="radio"/>
Scottish Rite	<input type="radio"/>	<input type="radio"/>
Spalding Method	<input type="radio"/>	<input type="radio"/>
Great Leaps Reading Program	<input type="radio"/>	<input type="radio"/>
Phono-Graphix Reading Reflex	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input type="text"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="radio"/>	<input type="radio"/>

Campus Programs for Dyslexia

Appendix C (continued)

4. Please indicate whether or not these additional programs are being used for students receiving dyslexia services at your campus.

	Yes	No
Eurolex Literacy Launch Steps 1 and 2	<input type="radio"/>	<input type="radio"/>
Neuhaus Multi-sensory Methods based on Orton-Gillingham	<input type="radio"/>	<input type="radio"/>
Proactive Reading Intervention correlates with SRA/Open Court	<input type="radio"/>	<input type="radio"/>
Teacher-made materials based on student needs (accommodation/modification)	<input type="radio"/>	<input type="radio"/>
Scientific Spelling	<input type="radio"/>	<input type="radio"/>
Corrective Reading	<input type="radio"/>	<input type="radio"/>
Aspie Program	<input type="radio"/>	<input type="radio"/>
Guided Reading Program Software	<input type="radio"/>	<input type="radio"/>
Strategies from "Modification and Accommodations for General and Special Education" handbook	<input type="radio"/>	<input type="radio"/>
Other reading programs/specialized tutorials for students with reading difficulties	<input type="radio"/>	<input type="radio"/>
Handwriting Without Tears	<input type="radio"/>	<input type="radio"/>
Handwriting to the Beat	<input type="radio"/>	<input type="radio"/>
Calliblocks for Kids	<input type="radio"/>	<input type="radio"/>
Tandem Reading (Secondary)	<input type="radio"/>	<input type="radio"/>
"Foundations" (Wilson)	<input type="radio"/>	<input type="radio"/>
Visualizing and Verbalizing: Language, Comprehension, and Thinking	<input type="radio"/>	<input type="radio"/>
Individual Reading Fluency Program (Secondary)	<input type="radio"/>	<input type="radio"/>
Let's Go Read!	<input type="radio"/>	<input type="radio"/>
Lexia Reading and Language System	<input type="radio"/>	<input type="radio"/>
Waterford Early Reading Program	<input type="radio"/>	<input type="radio"/>
Living Books CD (English & Spanish)	<input type="radio"/>	<input type="radio"/>
FastForward	<input type="radio"/>	<input type="radio"/>
Watch-Me!-Read (K-2)	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>	

Dyslexia Instructional Services

Appendix C (continued)

5. Are you currently providing dyslexia instructional services?

Yes
 No

Instructional Time

6. How much of your instructional day is spent on providing dyslexia instructional support?

1-2 hours
 3-4 hours
 5-6 hours
 All Day

7. Are students who did not meet the standard on the TPRI receiving 30 minutes a day of TIER II Accelerated Reading Instruction (ARI)?

Yes
 No

Other (please specify)

Dyslexia Instructional Services

8. Which factors are hindering you from providing dyslexia instructional services?

	Yes	No
There are no students identified with dyslexia at my school.	<input type="checkbox"/>	<input type="checkbox"/>
I do not have enough time.	<input type="checkbox"/>	<input type="checkbox"/>
I need additional training.	<input type="checkbox"/>	<input type="checkbox"/>
Lack of campus administrator support	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

Appendix C (continued)

9. Have you provided parent education on your campus regarding dyslexia and related disorders?

- Yes
 No

Please explain

10. Do you believe the campus referral process for dyslexia under 504 is effective at your campus?

- Yes
 No

Please explain

11. Are identified students with dyslexia entered in Chancery by appropriate personnel?

- Yes
 No

Please explain

12. Do you use the resources on the Dyslexia Support Program website?

- Yes
 No

Please explain

Academic Year: 2010-2011

Appendix C (continued)

13. What should be the priority for this upcoming school year?

- Additional training
- Release time for training
- Funding
- More time to provide dyslexia instructional support

Other (please specify)

Additional Training

14. Please explain

Funding

15. Please explain

Thank you for your willingness to participate in this survey. This survey is intended for Dyslexia Instructional Support teachers. We thank you for your time and apologize for any inconvenience.

Thank you!

For questions concerning the completion of this survey please contact:

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