

2024-25 DALLAS ISD LITERACY ACCELERATION SPECIALISTS PROGRAM

The Literacy Acceleration Specialists (LAS) program supported students performing below grade level by offering personalized reading instruction in small-group settings. The program targeted Tier 2 and Tier 3 learners identified through *i-Ready* diagnostic assessment.

WHAT WAS DONE

The primary role of Literacy Acceleration Specialists was to:

- Provide direct, data-driven instruction in individualized and small-group settings.
- Develop and adapt targeted intervention plans based on student needs.
- Collaborate with campus staff on MTSS and partner with families to reinforce learning.

WHO PARTICIPATED



114
LAS served



112
elementary and
multilevel
campuses

STUDENTS SERVED

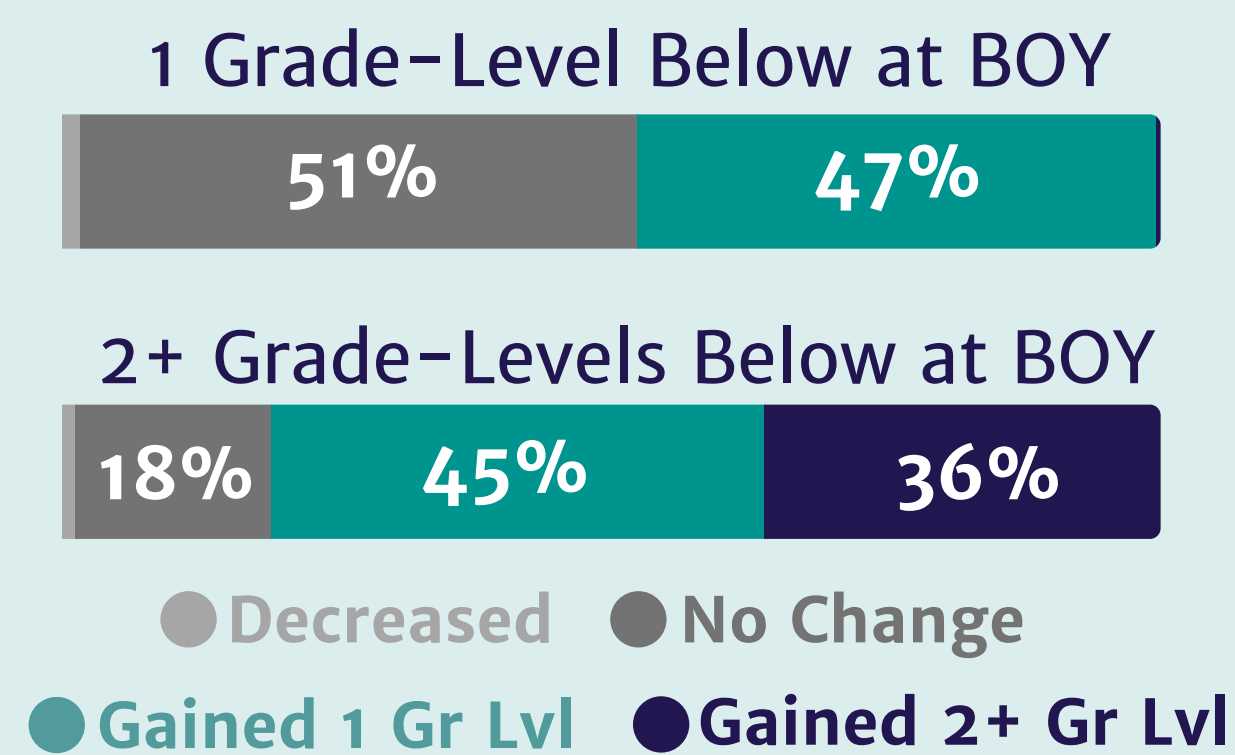
3,042
students in
grades 2-5

- 59% Hispanic
- 35% African American
- 51% Male
- 97% Econ Disadvantaged
- 94% At Risk

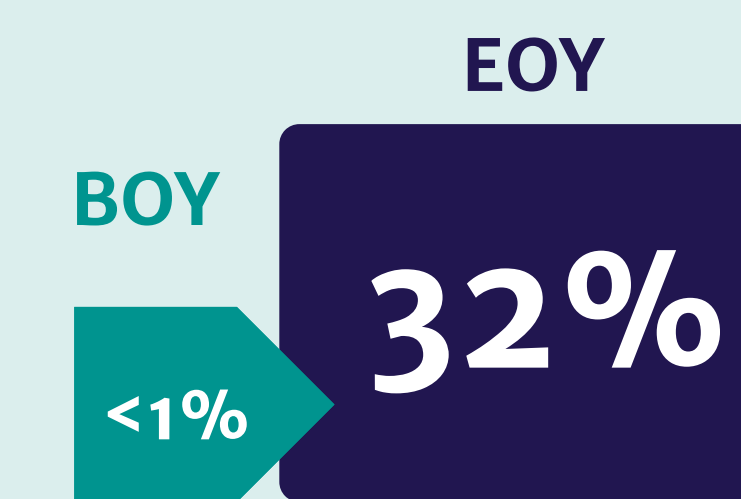
HOW STUDENTS PROGRESSED

Students in the LAS program showed significant improvement in reading proficiency:

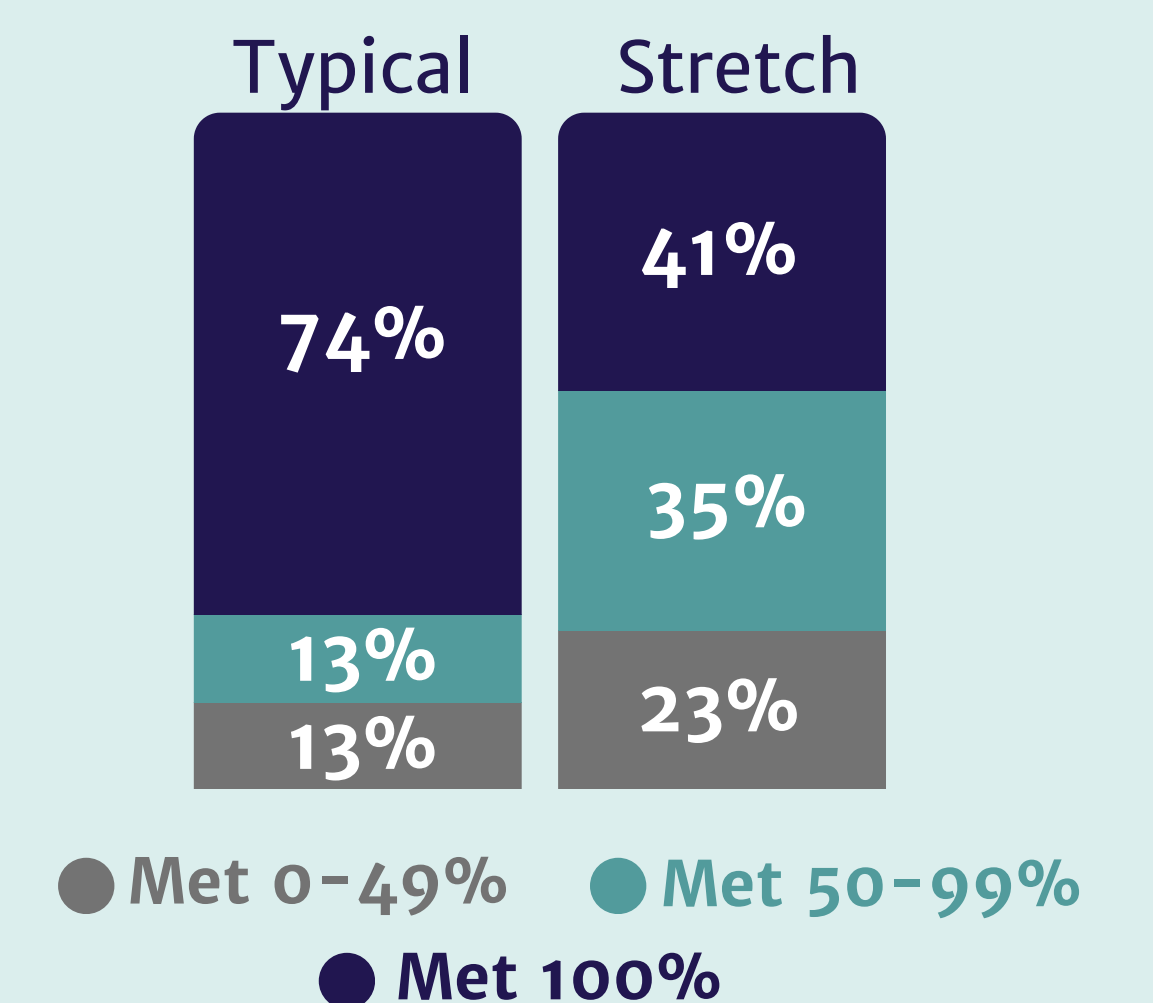
- Many who started below grade level advanced toward grade-level expectations.
- The program led to remarkable gains in on-grade-level placement.
- A large proportion met typical growth goals, with a notable share achieving ambitious stretch targets.



LAS students made significant gains at EOY, with 47% advancing from one level below and 81% from two or more levels behind.



LAS students demonstrated an over a 30-fold increase in on-grade-level placement by EOY.



At EOY, 74% of students achieved their typical growth goals, while 41% reached their stretch goals on *i-Ready*.



More than half of the students demonstrated sustained progress in reading by improving in three or more Spanish *i-Ready* domains.

WHAT STAKEHOLDERS SAID

Majority of teachers observed improvements in students' reading...



LAS reported...
 Student Attendance
 Program Impact
 Instructional Resources
 Teacher Coordination
 Communication
 Bilingual Resources
 Scheduling Conflicts

"We have not only seen an increase in their reading scores, but also in their self confidence as a reader." - Principal

WHAT WE LEARNED

- Targeted, data-driven literacy instruction delivered in small-group settings is a highly effective strategy for accelerating reading proficiency in students performing below grade level.
- The program's success highlights the value of a multi-faceted approach that includes direct student support, collaboration with campus staff on MTSS frameworks, and partnership with families.
- To maximize the program's impact, systemic challenges must be addressed, particularly in streamlining scheduling, increasing the availability of bilingual resources, and improving communication.

AUTHOR

Joohee Grace Kim, M.A.

AFFILIATION

Dallas Independent School District



Program
Evaluation