



How Carrollton–Farmers Branch raised decoding benchmark attainment to 40%

Carrollton–Farmers Branch ISD replaced inconsistent dyslexia intervention with a unified structured literacy model across secondary campuses.

DISTRICT	SCHOOLS	TEACHERS	STUDENTS
Carrollton Farmers Branch ISD, Texas	34	1,874	22,770

37%

increase in middle school decoding proficiency in one semester

40%

of students in one cohort met strong decoding benchmarks by midyear

1

unified secondary dyslexia intervention model implemented district-wide

THE CHALLENGE

Carrollton–Farmers Branch ISD identified growing inconsistencies in secondary dyslexia intervention across campuses.

Many students continued struggling with foundational reading skills, fluency, and decoding despite years of intervention support.

- ☀ No consistent secondary dyslexia intervention framework
- ☀ Student growth varied widely across campuses
- ☀ Wide skill gaps made instruction difficult to target
- ☀ Progress monitoring lacked consistency

WHAT CARROLLTON-FARMERS BRANCH DID

Science of Reading Alignment

Secondary campuses implemented a structured literacy approach designed for adolescent readers, replacing inconsistent intervention practices with explicit decoding instruction.

Professional Learning & Support

Dedicated intervention teams and ongoing professional learning strengthened instructional consistency and targeted support for students with dyslexia.

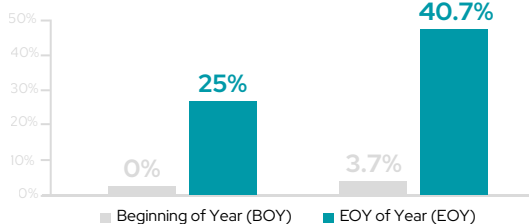
Data Visibility & Implementation

Diagnostic data and the Grouping Matrix standardized placement, progress monitoring, and instructional decision-making across campuses.

“Students finally started making measurable progress. One student increased reading fluency from 47 words per minute to 137 in a single year, his MAP score improved as well.”

– Kari Enge, Dyslexia Interventionist,
Carrollton Farmers Branch Independent School District

MIDDLE SCHOOL DECODING GROWTH



**Within the 24-25 school year, multiple middle school cohorts made substantial gains in decoding proficiency.*

KEY OUTCOMES

- ☀ Middle school decoding proficiency increased 37% in one semester
- ☀ One cohort increased from 0% to 25% and met decoding benchmarks
- ☀ Strong decoder proficiency reached 40% by midyear in one cohort
- ☀ Secondary campuses implemented a unified dyslexia intervention model