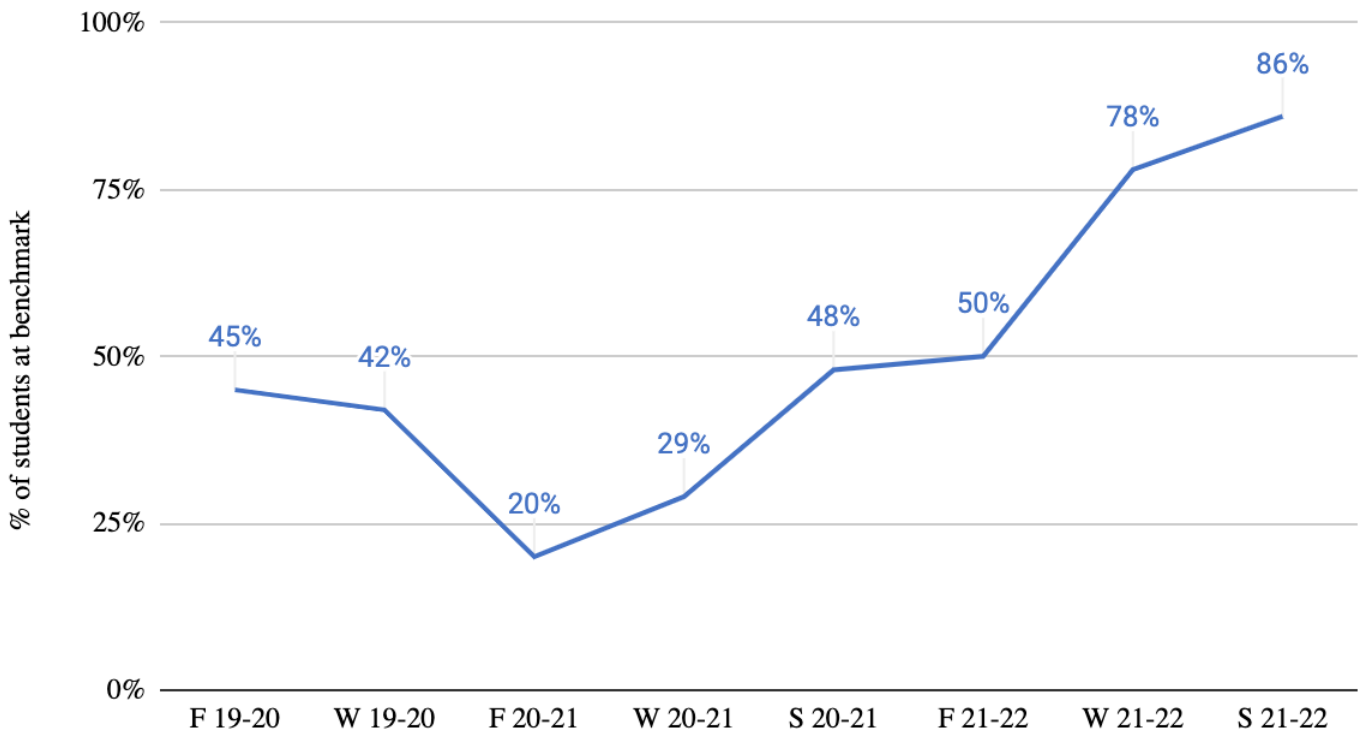


Southeast Consortium Dyslexia Pilot Program

Kindred, Northern Cass, Lisbon, Enderlin, & Richland

1. Implementation of Dyslexia Program – Literacy Success for All
2. Facts About Dyslexia
3. Data for System Health
4. Budget Outline
5. Summary Pages
6. Impact Statements from Stakeholders
7. Appendix

% of current 3rd grade students at benchmark over time

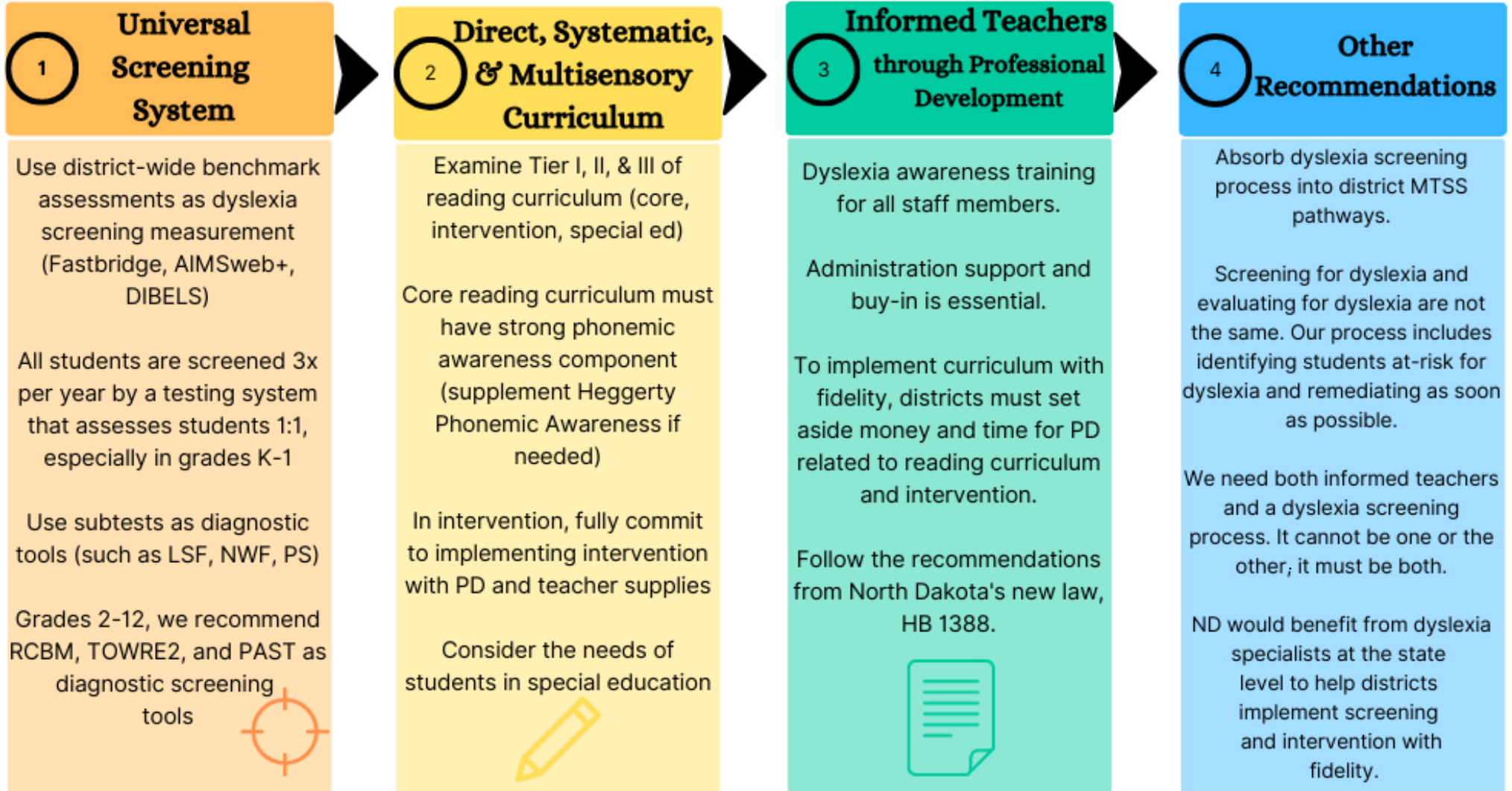


**example data chart from one district within the Southeast Consortium*



Literacy Success for All

North Dakota's Dyslexia Pilot Program



FACTS ABOUT DYSLEXIA



DYSLEXIA IS REAL

Dyslexia is a spectrum disorder that ranges from mild to profound. With early intervention and proper remediation, many students will not need special education services.



DYSLEXIA IS COMMON



Since dyslexia appears on a spectrum, we have found learners with dyslexic characteristics in all tiers of the classroom, including benchmark and advanced learners. This is why high-quality instruction is essential in core and intervention.

CORE CURRICULUM AND INTERVENTION

Students with dyslexia and dyslexic-like characteristics need direct, systematic instruction that is also multi-sensory.

abc

BENEFITS ALL



Some students who are placed into the SPIRE intervention may NOT be dyslexic. However, what is essential for students with dyslexia is also beneficial for ALL struggling readers, including students with ADHD.

EARLY INTERVENTION

Early intervention is key. It takes four times as long to remediate a student with poor reading skills in fourth grade, compared to remediating in kindergarten or early first grade.

-Lyon & Fletcher, 2001



LIFELONG IMPACT



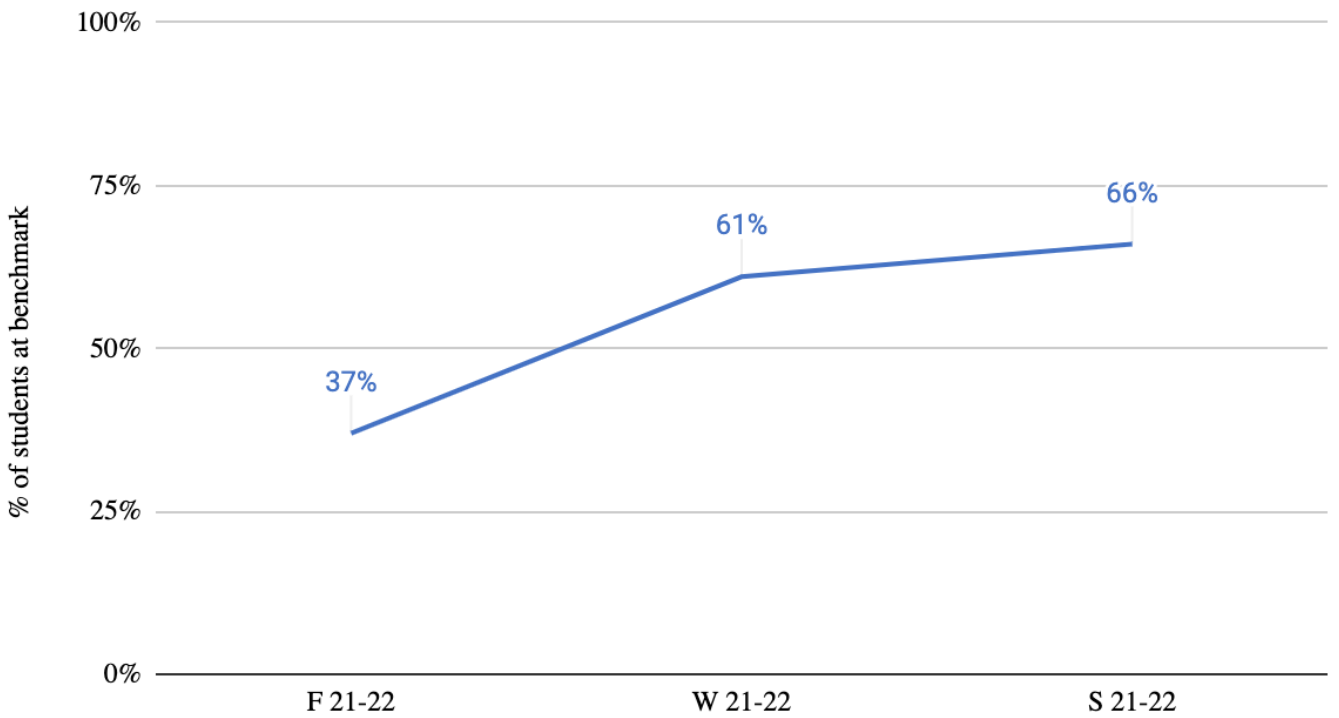
Dyslexia is a lifelong learning difference. Learners with dyslexia were born with dyslexia and will always have dyslexia. However, early intervention will make a positive lifelong impact.

SOUTHEAST CONSORTIUM
DYSLEXIA PILOT SITE

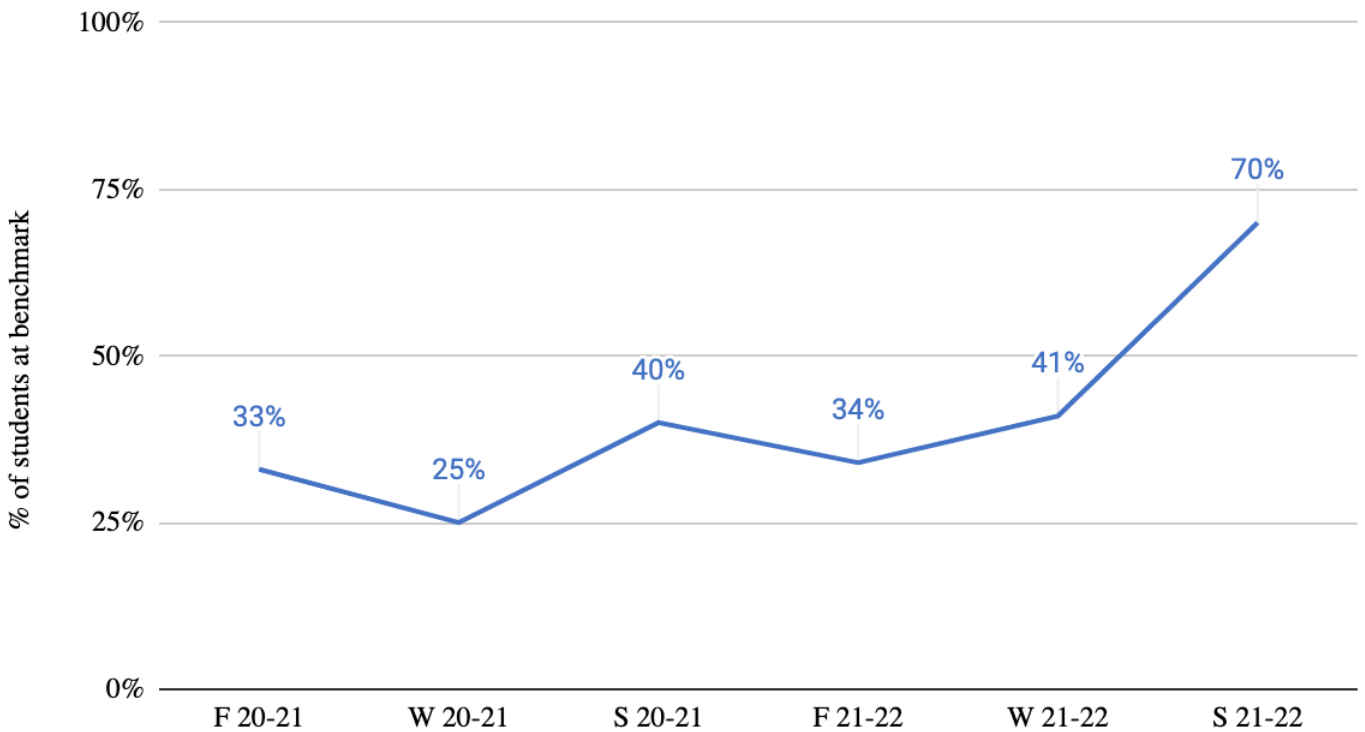
Kindred, Northern Cass, Lisbon, Enderlin, Richland



% of current 1st grade students at benchmark over time

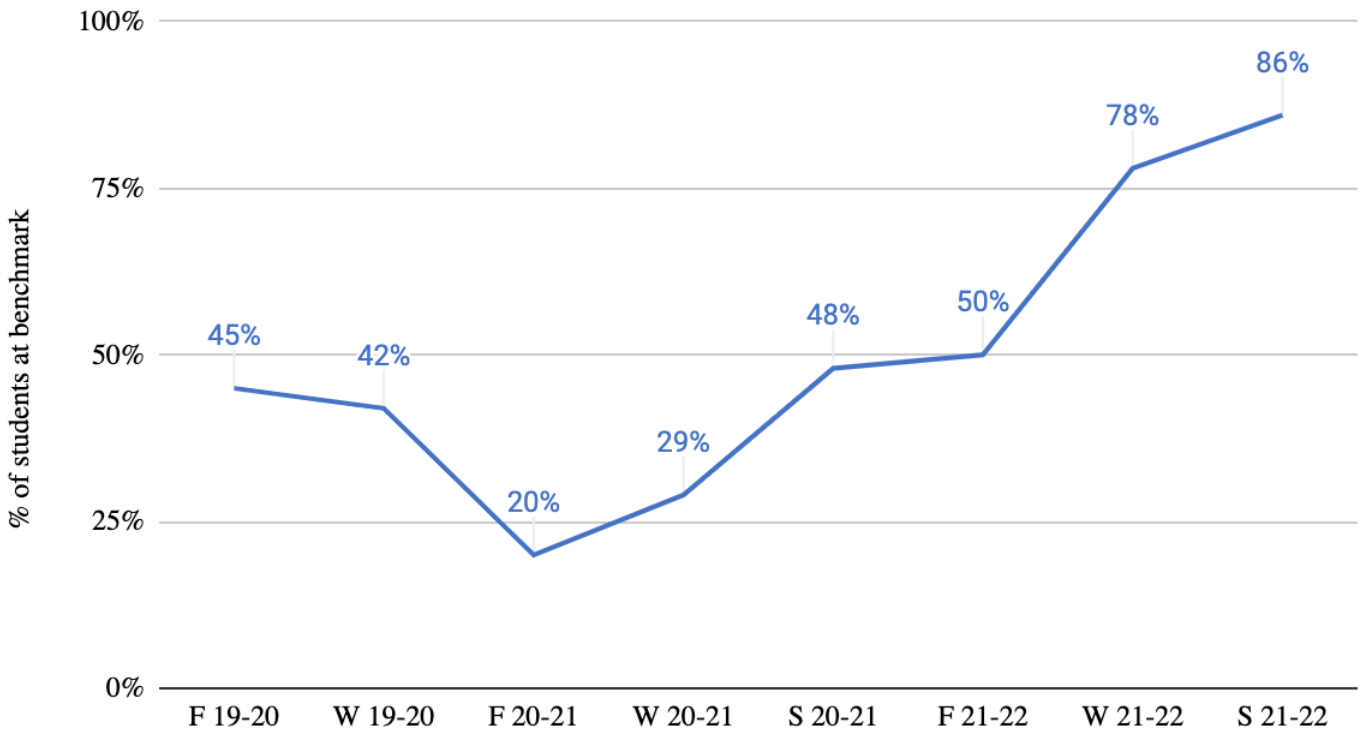


% of current 2nd grade students at benchmark over time

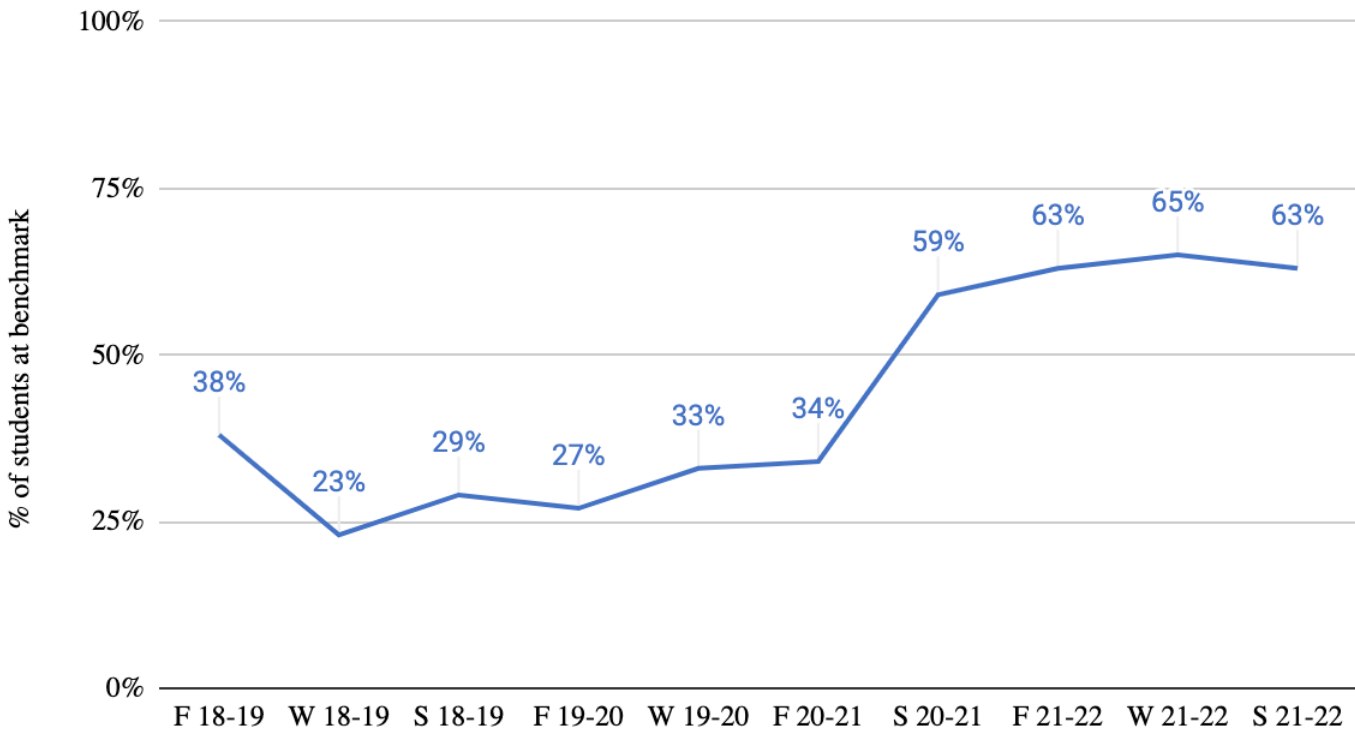


**example data charts from one district within the Southeast Consortium*

% of current 3rd grade students at benchmark over time



% of current 4th grade students at benchmark over time



START UP BUDGET OUTLINE FOR CURRICULUM & TRAINING TO SUPPORT STUDENTS WITH DYSLEXIC TRAITS

The following Tier 1 pieces are necessary for creating a foundation to build upon that will support success for all students. Once in place, universal screeners and core curriculums taught by well-educated staff members provides strong instruction and detailed testing data that helps identify which students with dyslexia characteristics are truly in need of additional support. If these pieces are not in place, this is what needs to be implemented first.

Universal Screening	Normed benchmarking programs to be used for universal screening are in place at our schools (i.e., aimswebPlus & FastBridge). It is essential that these tools measure early literacy skills "live" in a one-on-one setting and measure skills such as letter sounds, phoneme segmentation, nonsense words, word reading, and reading fluency.
Professional Development for Full Staff	In-depth, explicit training is a necessary part of this work (per HB 1388). For example, LETRS training, a two-year commitment, costs \$1200-\$1400 per staff member.
Curriculum	Districts with core curriculum that is aligned with the science of reading needs to be in place in all classrooms.

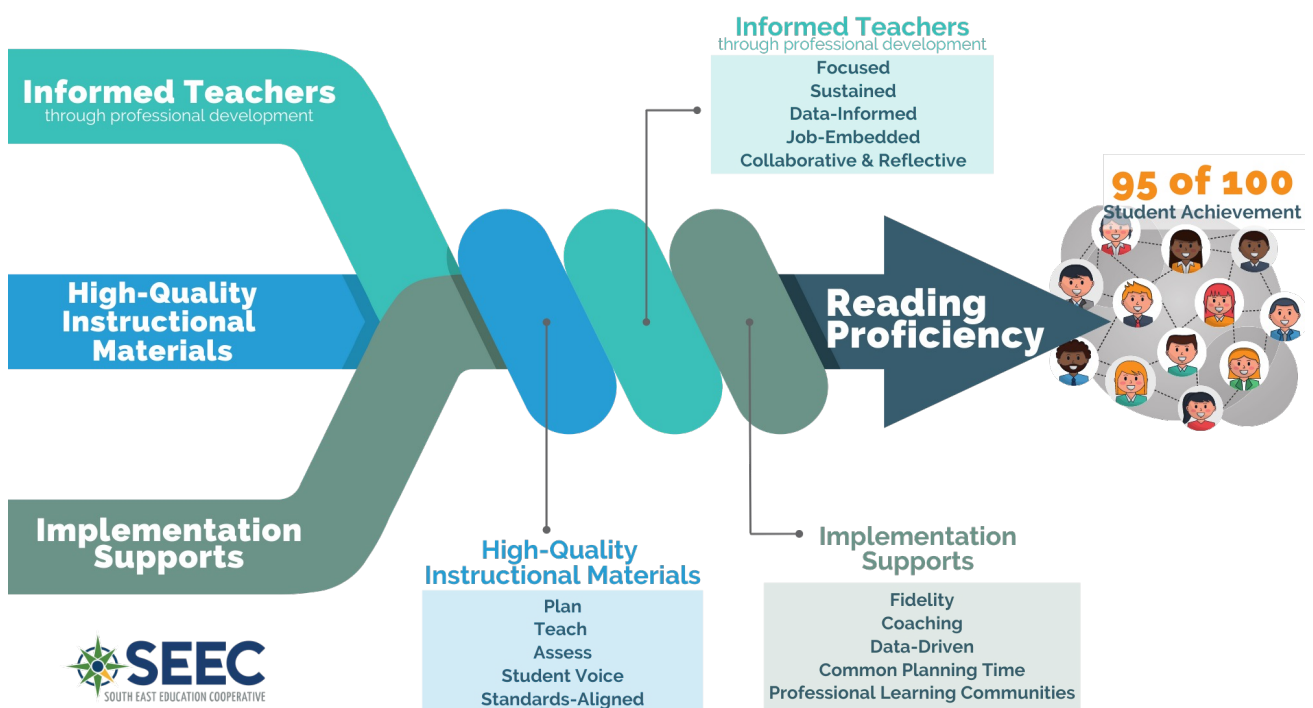
The following Tier 2 & 3 pieces are specifically what was implemented by the districts in the South East Consortium dyslexia pilot group. Strong intervention curriculum as well as training on the program(s) was deemed most important by the South East Consortium districts. However, the additional information that is included was also deeply impactful in the knowledge and confidence teachers gained.

Professional Development	<p><u>All Staff</u></p> <p>Dyslexia awareness training for all staff is instrumental. Our districts coordinated with Kari Bucholz, dyslexia specialist and founder/director of Haley's Hope (\$950/half day per school).</p>	<p><u>Interventionists</u></p> <p>Training for Sounds Sensible (the pre-level for S.P.I.R.E.) and the S.P.I.R.E. intervention curriculum came to a total of almost \$3000. All intervention staff members completed the training, which was accessible virtually for all districts to complete at the same time.</p>
Curriculum	<p><u>Phonemic Awareness</u></p> <p>Heggerty Phonemic Awareness was purchased as a supplement to core curriculum for our districts. For the print option alone, each book (PK, K, & Primary) costs \$89. An intervention curriculum can be purchased for an additional \$69. The letter cards cost an additional \$25 (for only ABCs) or \$50 (for both ABCs and blends/digraphs). An alternate option for teaching phonemic awareness is David Kilpatrick's <i>Equipped for Reading Success</i>. The book features a comprehensive, step-by-step program to address phonemic awareness deficits. Each book can be purchased for \$50.</p>	<p><u>Explicit, Systemic, Multi-Sensory Intervention</u></p> <p>Each district purchased S.P.I.R.E. as an intervention/special education curriculum. It costs at least \$500 per S.P.I.R.E. level to purchase one teacher bundle (our districts purchased Levels 1-6). Workbooks for students cost \$22 per student for each S.P.I.R.E. level; new workbooks must be purchased as needed. Student manipulatives kits cost \$50 per student, and kits can be reused yearly. Digital materials can be purchased for an additional charge. Our districts also purchased Sounds Sensible which is the pre-level to S.P.I.R.E. and is appropriate for Kindergarten age students. Each Sounds Sensible kit costs around \$400. Sounds Sensible has a student workbook as well that costs \$5 per workbook.</p>
Estimated cost for an elementary school of 360 students	Changes to Core: \$3,000	Implementation of Intervention: \$10,000

Informed Staff, High-Quality Instructional Materials, & Implementation Supports are woven together to result in an outcome of proficient readers (South East Education Cooperative, 2022).

Summary

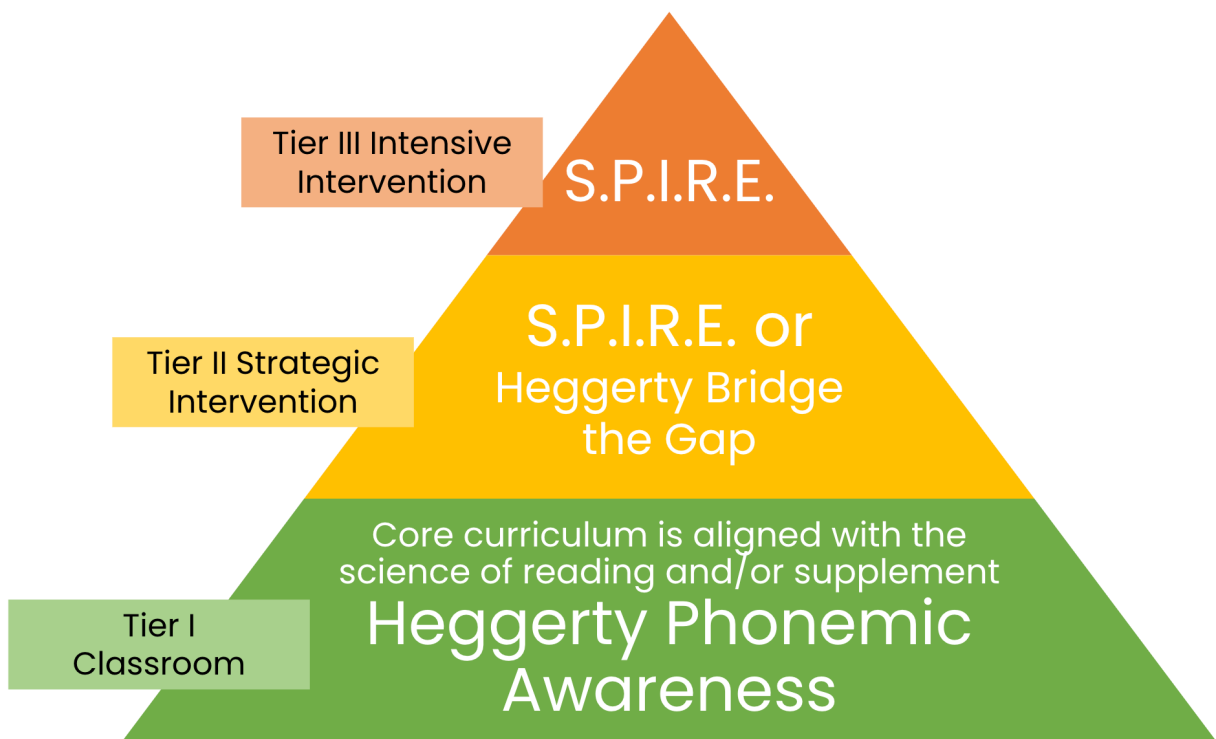
1. Both dyslexia screening and Science of Reading professional development are essential for the success of our learners in North Dakota. However, we cannot choose between the two. It cannot be one or the other; it must be both.
2. Students with dyslexia are found in all tiers of the classroom such as students at benchmark, students who need intervention (including students with IEPs), and students who are gifted. Therefore, curriculum and intervention adjustments must be made throughout the school in all tiers of instruction.
3. Dyslexic learners need high-quality instructional materials that are explicit, systematic, and multisensory. Fortunately, what is essential for students with dyslexia is beneficial for all.
4. As reflected in our data, each school district had unique variables that impacted their data including COVID closures, adding supplemental programs into our classrooms, adopting a new core reading curriculum, fluctuations of newly enrolled students, etc.
5. Generally, the number of special education referrals decreases as the number of students who reach benchmark increases. The goal of an effective system is about 80% of students at benchmark.



Curriculum Summary

Students with dyslexia and dyslexic-like characteristics need high-quality instructional materials that are explicit, systematic, and multisensory. Fortunately, what is essential for students with dyslexia is beneficial for all students learning to read. We chose to supplement our PK and primary classrooms with Heggerty Phonemic Awareness and the SPIRE intervention for our students at risk for dyslexia. These programs are explicit, systematic, and multisensory as well as easy to implement into an existing MTSS program.

All districts in our consortium supplemented Heggerty Phonemic Awareness into Tier I classrooms, and some districts have recently adopted a new core curriculum that is aligned to the science of reading. Finally, we decided to purchase the SPIRE intervention, because it included the essential elements of high-quality instruction as well as being based on the Orton-Gillingham methodology. An additional perk from the SPIRE intervention included a shorter time commitment for professional development. The SPIRE training required two days of professional learning for our interventionists and special education teachers to acquire the necessary skills and training.



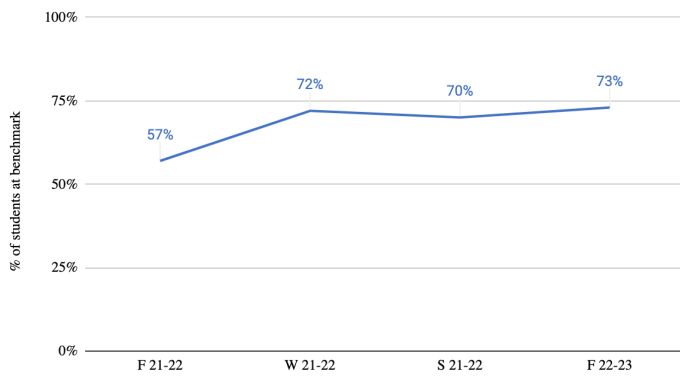
What Our Stakeholders Are Saying About the Impacts of the **DYSLEXIA GRANT**

- [My teachers] wished they would have known this stuff earlier in their career
- How we once thought kids learned to read was wrong!
- **Absolutely transformational**
- We've learned so much related to reading and HOW kids learn to read
- We now teach more explicitly
- Our first-grade team has completely transformed the way we teach reading, spelling, and phonics
- [Now we know how to] analyze the best way to help each student succeed
- We can dig deeper into figuring out deficits and more confident in knowing what type of instruction is needed to build stronger readers
- **Services are more intentional based on individual needs**
- Tools in the classroom help implement reading and phonics instruction in a format based on the latest reading research
- [Teachers are] trained to analyze data and complete diagnostic assessments to pinpoint learning gaps
- **The data clearly shows significant gains**
- Progress monitoring graph is proof that this program works
- [Staff awareness training] about a student struggling with reading issues was an eye opener
- **Informed teachers change lives**
- Made us more aware as educators of what to look for in our struggling students
- [The grant has] created more discussion about dyslexia within our school, which has led to more awareness
- Our school has adopted a researched based reading curriculum that is systematic and will benefit all readers
- **Driving the positive success of our early readers**
- Brought many positive changes to our students, teachers, and families
- The new learning from LETRS coupled with the explicit, systematic instruction in SPIRE was the ticket
- [We] finally feel knowledgeable

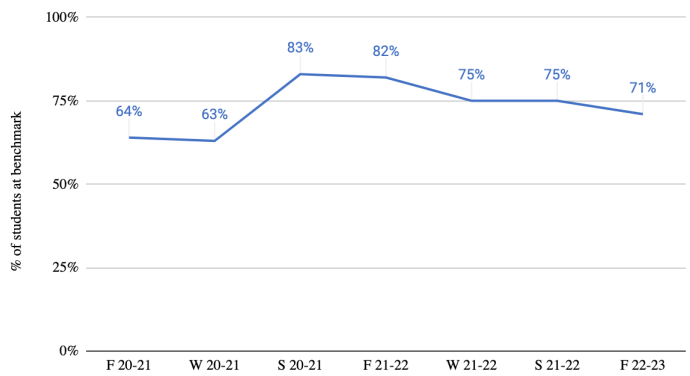
Appendix A – Data by School District

School District A

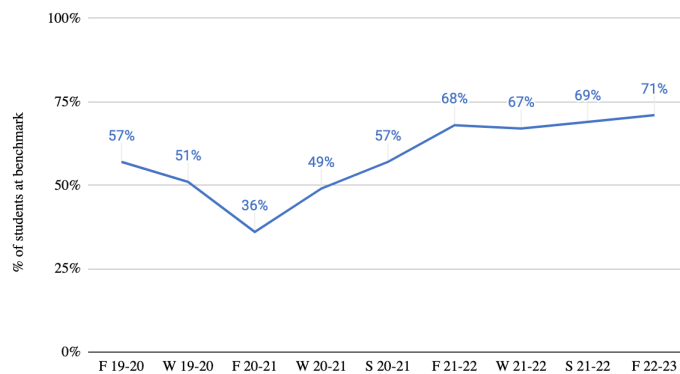
% of current 1st grade students at benchmark over time



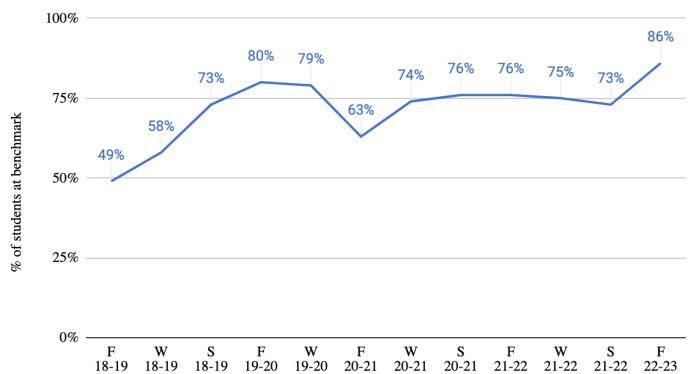
% of current 2nd grade students at benchmark over time



% of current 3rd grade students at benchmark over time

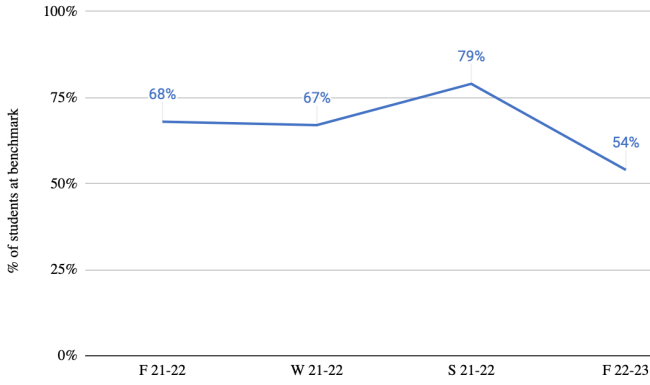


% of current 4th grade students at benchmark over time

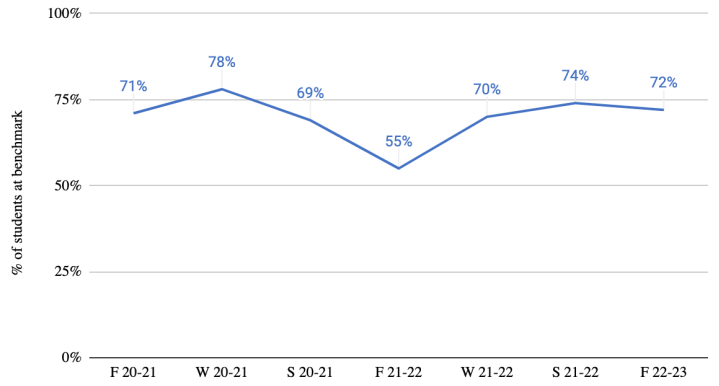


School District B

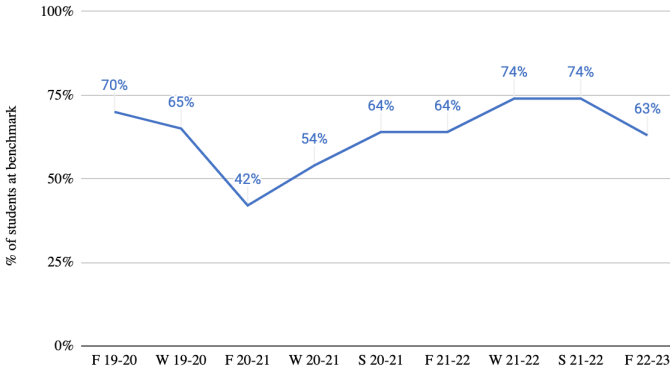
% of current 1st grade students at benchmark over time



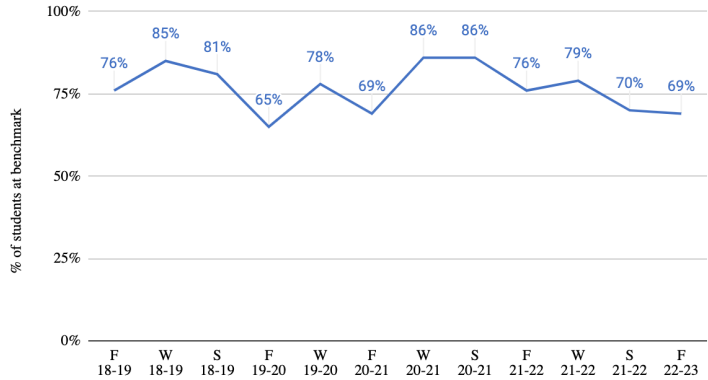
% of current 2nd grade students at benchmark over time



% of current 3rd grade students at benchmark over time

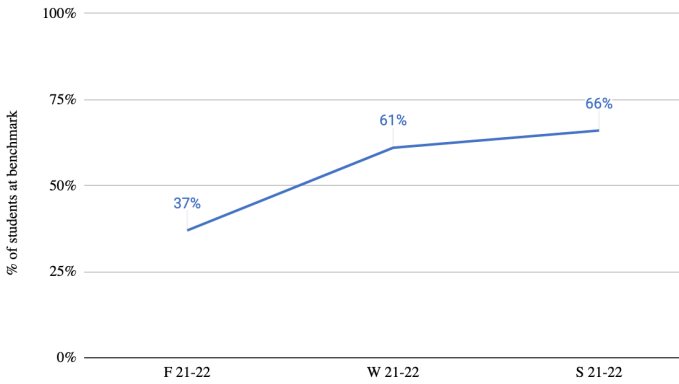


% of current 4th grade students at benchmark over time

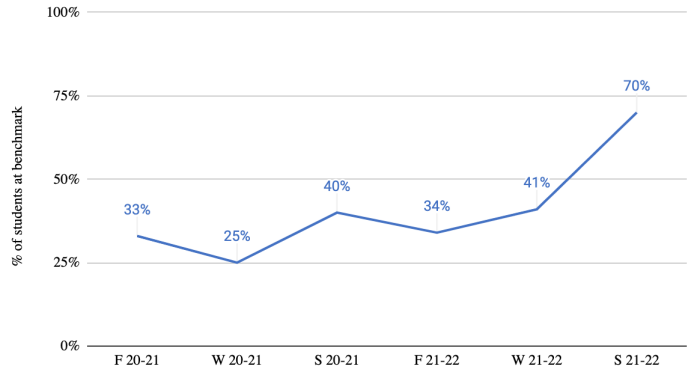


School District C

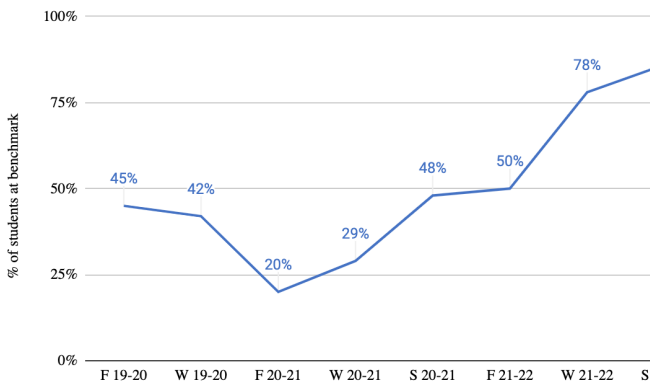
% of current 1st grade students at benchmark over time



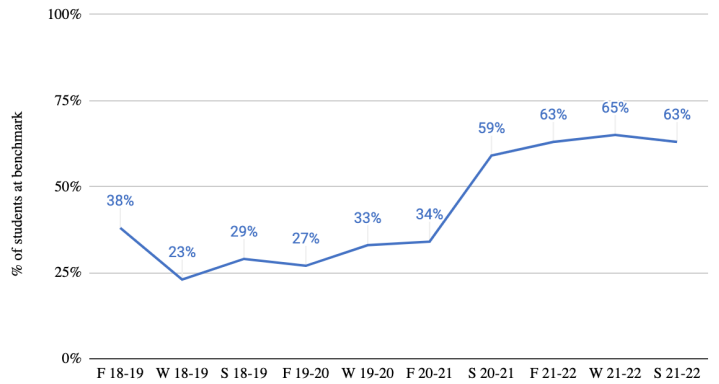
% of current 2nd grade students at benchmark over time



% of current 3rd grade students at benchmark over time

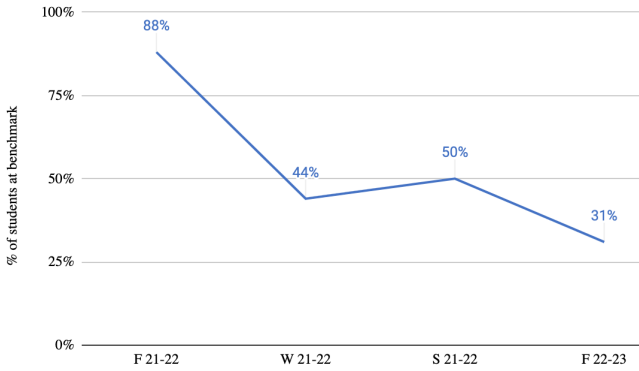


% of current 4th grade students at benchmark over time

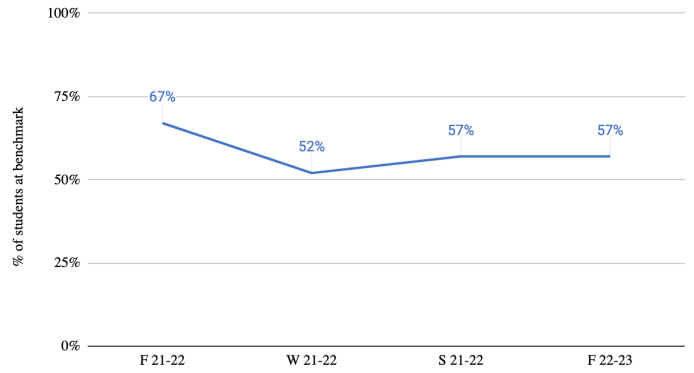


School District D

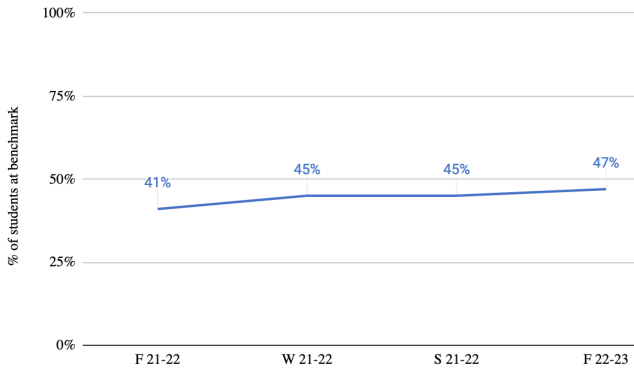
% of current 1st grade students at benchmark over time



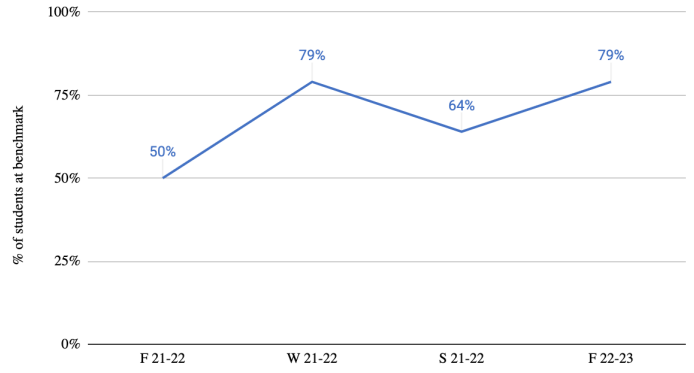
% of current 2nd grade students at benchmark over time



% of current 3rd grade students at benchmark over time

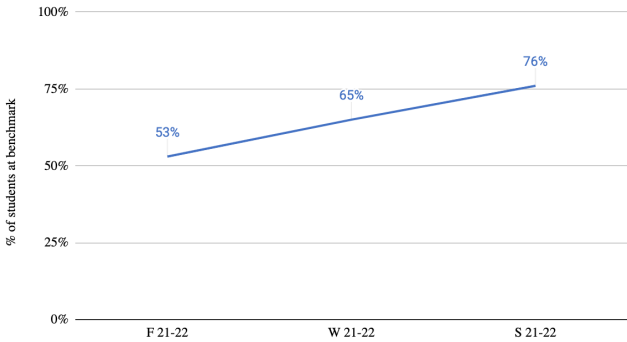


% of current 4th grade students at benchmark over time

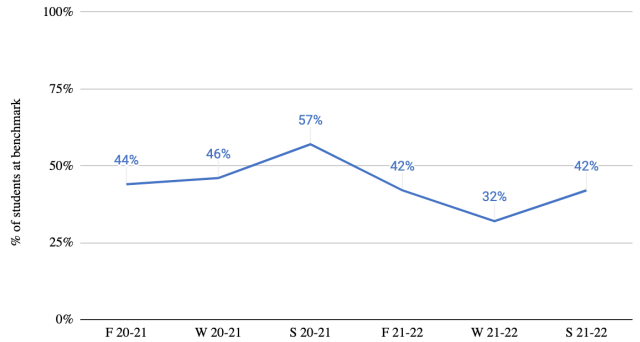


School District E

% of current 1st grade students at benchmark over time



% of current 2nd grade students at benchmark over time



Southeast Consortium

Total number of students identified and receiving dyslexia intervention

2020-2021		2021-2022		2022-2023 <i>*current totals so far this school year</i>	
K	32	K	50	K	55
1	48	1	65	1	53
2	11	2	37	2	56
3	9	3	26	3	40
4	1	4	21	4	10
5	0	5	8	5	14
6	0	6	9	6	10
Total	101	Total	216	Total	238

Appendix B – Impact Statements

Principal Impact Statements:

The Dyslexia Grant has provided so much to our school. The professional development provided my teachers the opportunity to take LETRS training and having Haley's Hope explain to all our staff what it's like for a student struggling with reading issues was an eye opener. And lastly the curriculum to help with interventions is great. Even the classroom teachers like using the curriculum to help their lower students get more opportunities with reading practice that is multisensory.

[Our District] has been committed to many areas of learning and improvement in the area of Dyslexia through our pilot program afforded by the Department of Public Instruction. We have implemented the Shaywitz screener in primary grades. We revamped our intervention process and programs to assure alignment and support for learners with all sorts of reading needs, but ensuring they also support our dyslexic learners. We have SPIRE intervention and Heggerty phonemic awareness as Tier 2 or 3 interventions which align with the Science of Reading and truly help us address and monitor growth of our learners. We are LETRS trained or in the process of training for all PK-5 ELA educators, interventionists, and our library media specialist. We also have our level 3 departmentalized educators in math, science, social studies, counselor, music and peer educators trained per state requirements on basic understanding of the SoR. We have sound walls in all K and 1 learning centers and intervention rooms. We are implementing K-5 tier 1 and 2 interventions in learning centers assuring all learners' needs regarding reading development are addressed and gaps are filled. We are thrilled to finally feel knowledgeable in properly teaching our learners and digging into specific gaps or needs at deeper levels.

Being part of the Dyslexia Grant for the past three years has brought many positive changes to our students, teachers, and families. The knowledge that has been gained during this time has been instrumental to our increasing our overall reading scores. We use AimsWeb Plus to benchmark and monitor our students. We have seen an increase in our early learner's scores in the past couple of years when we compare them to previous years. Our K-2 teachers, Title I reading, and Special Education teachers are trained or working on the LETRS professional development through SEEC. This along with other information and curriculum that we have learned about is what is driving the positive success of our early readers. Teachers have been using visual phonics, creating and adding to sound walls and word walls. Overall, this has been a very positive thing for our students and our teachers. They feel more confident in teaching our early readers and having success.

[New Principal] I don't have a baseline to compare to, but teachers who have taken LETRS training, have expressed that they wished they would have known this stuff earlier in their career. When I visit classrooms, I hear Heggerty being taught, and have witnessed student engagement and response to the Heggerty lesson. I only have the data presented to us this year, but it clearly shows that our WIN time and reading pathway, which includes SPIRE, has shown significant gains.

We have been so grateful to be part of the dyslexia grant at [our District]. The grant has helped our students in many ways. It has provided funding for professional development/training in the science of reading. All staff working with students in grades kindergarten through 4th grade have participated in one of the following trainings provided through SEEC: LETRS, Visual Phonics, Introduction to SOR. Teachers have been trained to analyze data and complete diagnostic assessments to pinpoint learning gaps. Small group interventions within the classroom and pull-out services are more intentional based on individual needs. The grant has also helped fund instructional materials such as SPIRE intervention curriculum and decodable readers. After learning more about the science of reading, our school has adopted a research-based reading curriculum that is systematic and will benefit all readers. The collaboration between multiple districts has also been very valuable. Reading interventionists meet monthly to discuss best instructional practices and monitoring and assessing student growth. Several times throughout the school year the dyslexia grant team meets to discuss progress, analyze data, and collaborate on next steps.

Teacher Impact Statements:

We are excited to share some of the changes we have been making over the past year with the implementation of Lexia that we have taken from the authors of LETRS. Our learners seem to thoroughly enjoy the program and educators have been impressed with the successes we see. While enrolled in the LETRS program, I have gained a wealth of knowledge about literacy and the science of reading. "Informed teachers change lives," and I have found this to be true with the instruction we've been given. This year, our cohort decided to take some time in our day to give our learners explicit intervention time (25 minutes of reading and 25 minutes of math). I personally have implemented Vowel Valley into my intervention time with my learners and things seem to really be clicking. I never realized how big of an impact your mouth placement has when learning the sounds letters make and reading words on the page. We have been very fortunate with the work our team has put in to making this grant useful for the instruction and success of our learners.

Our first-grade team has completely transformed the way we teach reading, spelling, and phonics with the guidance of LETRS training, the Heggerty curriculum, and resources provided through the dyslexia grant. LETRS training provided us with the most explicit way to teach students, collect data, and analyze the best way to help each student succeed. Heggerty has improved students' phonemic awareness through engaging repetition. The dyslexia grant has also provided us with manipulatives and visuals to reinforce skills with students. Our biggest takeaways from the grant materials include:

- Students need both word recognition and language comprehension in order to comprehend what they are reading
- The importance of having a language-rich classroom where the quality of words matters, not the quantity
- Using multisensory instruction to make connections between visual and auditory cues
- Teaching heart words instead of sight words while focusing on sound parts, not just memorizing words

We now teach more explicitly and provide students with more meaningful, engaging experiences with the help of the dyslexia grant.

The Dyslexia Grant has allowed us to purchase tools that we are using on a daily basis in our classrooms. Heggerty and Tools 4 Reading have been used as tools in the classroom to help implement reading and phonics instruction in a format based on the latest reading research. Heggerty has allowed us to closely monitor and assess phonemic awareness in our K-2 classrooms. The dyslexia grant has also created more discussion about dyslexia within our school, which has led to more awareness. We have also had dyslexic training as part of one of our professional development days which I feel has made us more aware as educators of what to look for in our struggling students. I feel that as a classroom teacher, I am better at identifying students who are exhibiting dyslexic tendencies and using resources to better assist those students, as well as referring those students for a dyslexia screening if need be.

As a 2nd grade team, we feel we've learned so much related to reading and HOW kids learn to read as a result of our new reading curriculum that is based on the science of reading as well as LETRS training. We have to continue to give ourselves grace in knowing that we previously were just doing what we knew or the best we could. We now know that what we were once doing and how we once thought kids learned to read was wrong! Now we know better, we do better! The LETRS training has been absolutely transformational related to how we instruct kids to read. We're so much more reflective on where kids are at and feel much more confident in determining their specific needs. We're able to better analyze writing, spelling, and reading and then provide the needed support for our kids. We also are so fortunate to work at a district that has embarked on this journey. We're only in our second year of having a Tier 1 curriculum and are already seeing great progress and growth in our kiddos related to literacy. We can't wait to see the results after this year!

According to my credentials, I became a reading specialist ten years ago. However, those first years, I was always bothered by the question in the back of my head. "There's got to be something that actually works in teaching kids to read, isn't there?" We went from piecing things together on our own to trying some programs that just weren't explicit enough, and it seemed like we stumbled along until we were gifted with the LETRS training. At this same time, our district started using SPIRE and Heggerty for our kids who were in reading intervention. The new learning from LETRS coupled with the explicit, systematic instruction in SPIRE was the ticket to finally answering the question that had bugged me for so many years. Knowledge of and use of the science of reading changed so much for us! We are just over two years in with our new learning! As an intervention staff, we are more aware of the ways we can dig deeper into figuring out deficits and more confident in knowing what type of instruction is needed to build stronger readers. I am thrilled with the changes both as a staff member in the district and also as a parent to children who are getting structured literacy in school!

Parent Impact Statements:

"I've noticed a tremendous attitude [improvement] in the way my child approaches reading. Last year, he struggled and was much lower than the expectations at his grade level. He qualified for additional intervention support, and what a change. He's been receiving interventions using the SPIRE curriculum and he now loves to read, and it is not a struggle at home. He picks up books on his own, without being told, and I can often hear him breaking down a word if he is unfamiliar instead of just skipping over it or shutting down like he used to. I would say this program used has a huge impact on how students view reading, or at least for my child it did!" ~parent of a 2nd grader

My son, who reads significantly below grade level, started the SPIRE program last year (1st grade). He just completed Level 1 and passed! This program has been a game changer for him. Last year, he would not even pick up a book to read. He is now asking me to listen to him read, reading notes I leave, and text messages I receive. It is still very hard for him, but he has grown so much and his progress monitoring graph is proof that this program works.

As a parent that has a child with Dyslexic tendencies and after taking my child to Haley's Hope for help. Haley's Hope told me that [my child's school] already has a great curriculum SPIRE that will help my child. I couldn't believe my child could get help right at his own school.

Our oldest son is profoundly dyslexic and has struggled with learning to read since preschool. His deficits have been so profound that we never thought he would become a fluent reader. He started 5th grade reading only 62 words per minute, and his district benchmark percentiles have always been in the single digits for reading. In the past, we have tried tutoring with the Barton program a few times a week, but it was not enough to catch him up to his peers. Now in 6th grade, this is his third year in the SPIRE program, and he is reading 148 words per minute. He only gets pulled out of the classroom for intervention time (every day for 30 minutes) and is getting straight As in all of his regular ed classes. He is motivated to do well in school and is a happy and healthy child.