

# Dyslexia Pilot Program Final Outcomes Report

Kindred  
Northern Cass  
Lisbon  
Enderlin

June 8, 2021

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# **A Multi-District Plan to Identify Characteristics of Dyslexia & Address Specific Needs of Learners**

Presenters:

*Justine Gibbon, Title 1 Reading*

*Kindred Elementary School*

*&*

*Rachel Richtsmeier, Performance Strategist*

*Northern Cass School*

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# Presentation Objectives

- Summarize the work our districts have done in the past two years
  - Share tips and tricks our districts have learned along the way
  - Review progress of students who were identified for the grant
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# Session Presenters

## **Justine Gibbon**

Title 1 Reading Specialist

Kindred Elementary School



## **Rachel Richtsmeier**

Performance Strategist

Northern Cass School



## Starting Point: HB 1461

ND DPI developed a grant opportunity in Fall 2019

- a) Four rural districts (Enderlin, Kindred, Lisbon, & Northern Cass) were awarded \$92,000 in state funding for the 2019–2021 biennium
  - b) Our districts were tasked with establishing and operating a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness.
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# Implementation Requirements

1. Screening
    - a. Develop a screening process to determine how to identify traits of dyslexia in our students under the age of 7 *and* students who are new to the district.
  2. Intervention
    - a. Purchase/implement an intervention curriculum to address the needs of our students who show characteristics of dyslexia
  3. Evaluation
    - a. Collect data on progress for students receiving instruction in the new curriculum(s)
  4. Professional Development
    - a. Deepen learning within our districts surrounding dyslexia by training interventionists, regular classroom teachers, all staff, & community
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# What is Dyslexia?

*“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with **accurate and/or fluent word recognition and by poor spelling and decoding abilities**. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*

*– International Dyslexia Association*

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# What is Dyslexia?

Common characteristics

- No two dyslexic learners are the same

- Not related to intelligence

- Continuum Learning Disability





**Students with dyslexia are likely to perform poorly on measures of phonemic awareness, rapid automatized naming, verbal working memory, and letter knowledge and can be identified with dyslexia indicators as early as preschool. The International Dyslexia Association outlines the following key domains by grade level:**

#### Kindergarten

- Phonological Awareness (phoneme segmentation, blending, onset and rimes)
- Rapid automatic naming (letter naming fluency, letter sound association)
- Phonological memory (non-word repetition)
- Language (vocabulary, syntax, & listening comprehension)

#### First Grade

- Phoneme Awareness (phoneme segmentation, blending, and manipulation tasks)
- Rapid automatic naming (letter naming fluency, letter sound association)
- Phonological memory
- Word Recognition fluency (accuracy & rate)
- Reading Fluency (starting mid-year)
- Language (vocabulary, syntax, & listening comprehension)

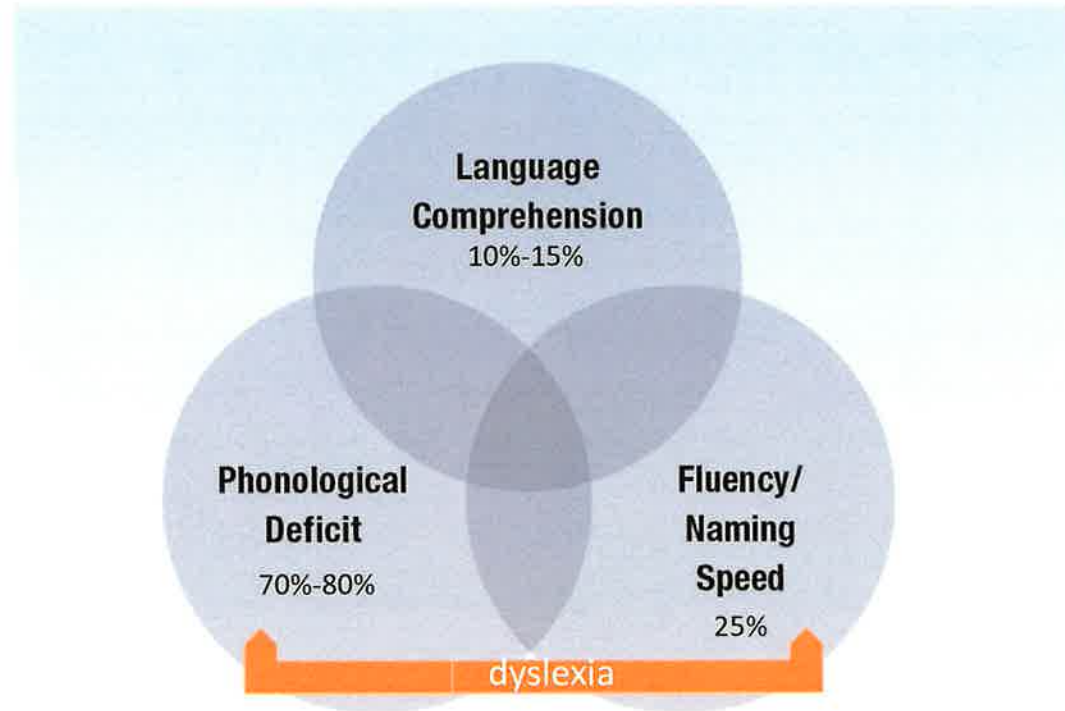
#### Second Grade

- Word identification
  - Oral reading fluency
  - Reading comprehension
  - Language (vocabulary, syntax, & listening comprehension)
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# SCREENING



### Subtypes of Reading Disability



**Figure 1.16 Subtypes of Reading Difficulty**  
Figure also on page 55 of the LETRS manual.



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**Phonological processing** is the *core problem* responsible for difficulties in word recognition and identification, as well as acquisition of the alphabetic principle. Thus, poor phonological awareness makes it difficult for individuals with dyslexia to understand how speech sounds map to print for decoding and spelling words.

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## Road Block

There is no direct, research-based guidance on how to integrate information from tests of phonological awareness, nonsense word reading, rapid automatized naming (RAN), and other assessments. As a result, interpreting skill profiles is more of an art form than a science.

## Insight

Researchers estimate the prevalence of dyslexia to be about 7-10% of the population or maybe even up to 15%. This collaborates with the idea that dyslexia is a spectrum disorder and can range from mild to severe. We also know that 70-80% of students with reading disabilities have dyslexia.

# Educational Assessment Tools

## Universal Screening

### **Benchmarking:**

Administer 3-4 subtests to generate a composite score at least 3x per year

K: Early Reading Composite

1: Early Reading Composite

2: Reading Curriculum Based Measurement

## Dyslexia Screening

### **Dyslexia Screening:**

Identify students at risk;  
Screen students for dyslexic type characteristics

K: Analyze subtests

1: Analyze subtests

2: TOWRE-2 & Heggerty PASSA

## Progress Monitoring

### **Progress Monitoring:**

Administer progress monitoring weekly with students receiving intervention

Choose from Early Reading measures that are available for progress monitoring.

**Type of Reader:**  
**Low Exposure / Environmental**

**Skills:**

- Phonemic Awareness: Typically Achieving
- Nonsense Words: data will vary
- High Frequency Words: data will vary

**Curriculum: Other**

**Type of Reader:**  
**Compensator**

**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low Avg/Avg
- High Frequency Words: Low Avg/Avg

**Curriculum: Small Group Heggerty**

**Type of Reader:**  
**Dyslexic**

**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low/Below Avg
- High Frequency Words: Low/Below Avg

**Curriculum: SPIRE**

**Type of Reader:**  
**Double Deficit**

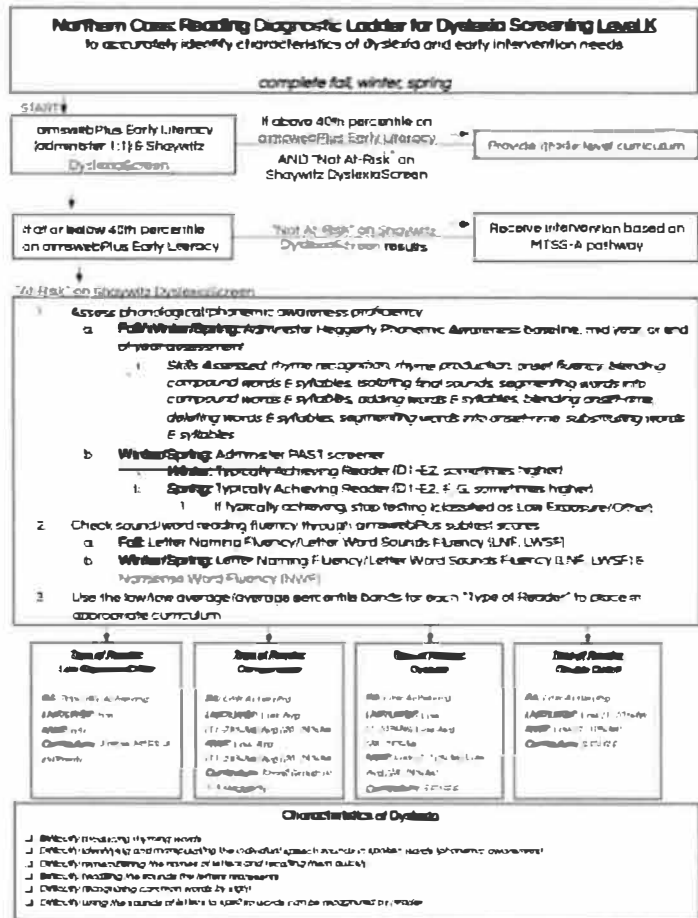
**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low
- High Frequency Words: Low

**Curriculum: SPIRE**



# Dyslexia Ladders



Each district created a ladder to ensure a consistent process is followed in identifying learners who have characteristics of dyslexia.

There is a ladder for Kindergarten, a ladder for 1st grade, and a ladder for 2nd grade and above.

**Step 1:** Regular benchmarking process

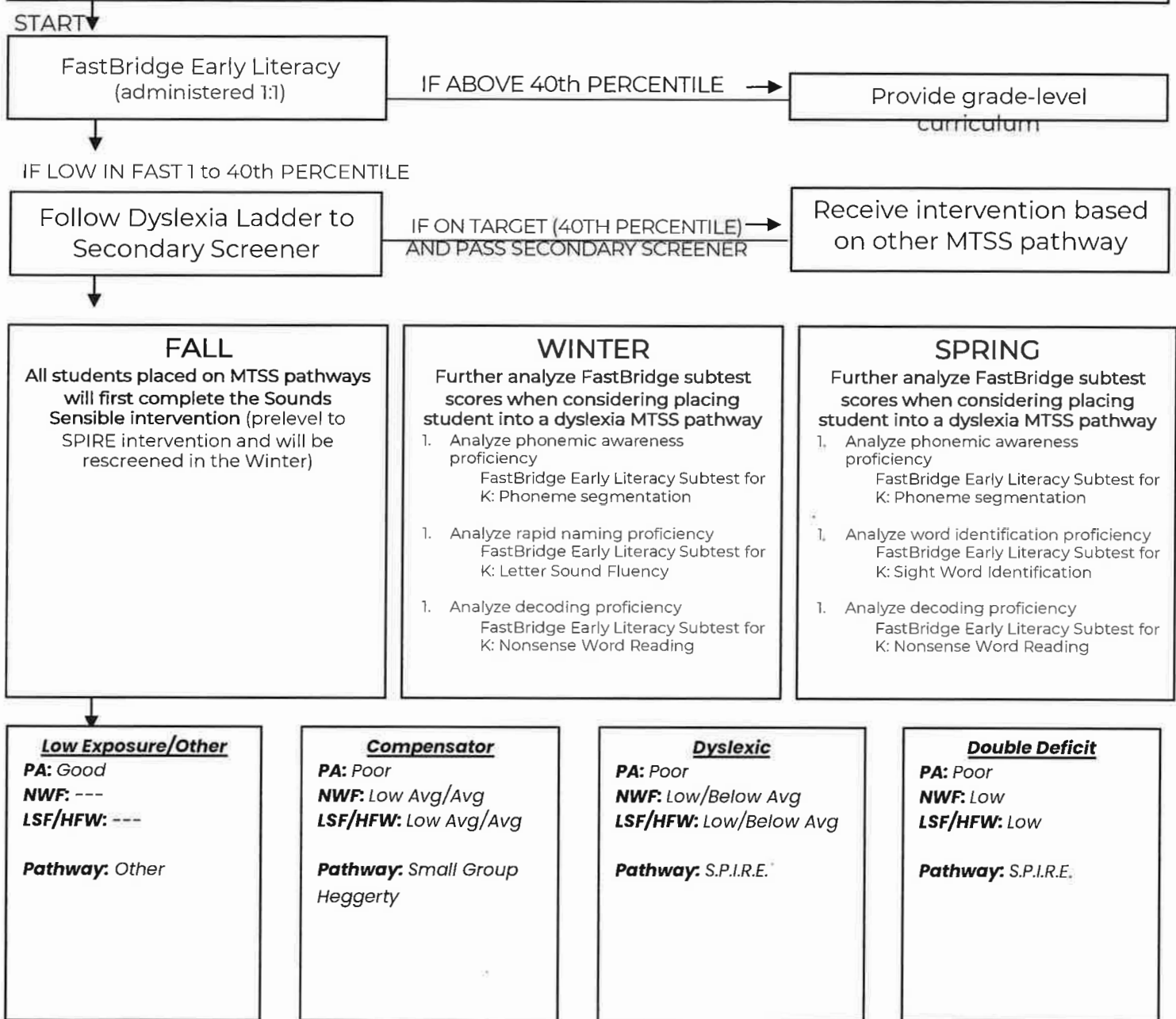
**Step 2:** For students showing characteristics of dyslexia, further screen or analyze results in the following areas: Phonological/Phonemic Awareness proficiency, Letter Naming/Letter Sound/Word Reading Fluency

**Step 3:** Determine program placement based on the quadrant which matches the child's skill set

# Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level K

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED FALL, WINTER, & SPRING



## Characteristics of Dyslexia

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by teacher

## Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level 1

To accurately identify characteristics of dyslexia and early intervention needs.  
TO BE COMPLETED IN THE SPRING

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE)  
AND PASS SECONDARY SCREENER →

Receive intervention based  
on other MTSS pathway

Further analyze FastBridge subtest scores when considering placing student into a  
dyslexia MTSS pathway

1. Analyze phonemic awareness proficiency  
FastBridge Early Literacy Subtests for 1st grade: Phoneme segmentation
1. Analyze word identification proficiency  
FastBridge Early Literacy Subtests for 1st grade: Sight Word Identification
1. Analyze decoding proficiency  
FastBridge Early Literacy Subtests for 1st grade: Nonsense Word Reading

### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

### Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

## Characteristics of Dyslexia

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by teacher

## Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level 2-6

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED WITH NEW TRANSFERS

AND/OR IF REQUESTED BY PARENT OR TEACHER FOR ANY STUDENT IN GRADES 2-6

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE) →  
AND PASS SECONDARY SCREENER

Receive intervention based  
on other MTSS pathway

### Complete the following two secondary screeners:

Heggerty Phonemic Awareness Skills Screener Assessment & TOWRE-2

Further analyze the subtest scores when considering placing student into  
into a dyslexia MTSS pathway

1. Analyze phonemic awareness proficiency  
Heggerty Phonemic Awareness Skills Screener Assessment
1. Analyze word identification proficiency  
TOWRE-2: Sight Word Efficiency
1. Analyze decoding proficiency  
TOWRE-2: Phonemic Decoding Efficiency

#### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

#### Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

#### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

#### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

### Characteristics of Dyslexia

- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by teacher
- ☐ Poor handwriting
- ☐ Slow, choppy inaccurate reading
- ☐ Difficulty telling time on an analog clock
- ☐ When speaking, difficulty finding the correct word (whatchamacallits)
- ☐ Dreads going to school (complains of stomach aches or headaches)

## Kindred: Reading Diagnostic Ladder for Dyslexia Screening Level K

To accurately identify characteristics of dyslexia and early intervention needs.  
TO BE COMPLETED FALL, WINTER, & SPRING

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE) →  
AND PASS SECONDARY SCREENER

Receive intervention based  
on other MTSS pathway

### FALL

All students placed on MTSS  
pathways will first complete the  
**Sounds Sensible** intervention  
(prelevel to SPIRE intervention and  
will be rescreened in the Winter)

### WINTER

Further analyze FastBridge subtest  
scores when considering placing  
student into a dyslexia MTSS  
pathway

1. Analyze phonemic awareness  
proficiency  
FastBridge Early Literacy Subtest for  
K: Phoneme segmentation
1. Analyze rapid naming proficiency  
FastBridge Early Literacy Subtest for  
K: Letter Sound Fluency
1. Analyze decoding proficiency  
FastBridge Early Literacy Subtest for  
K: Nonsense Word Reading

### SPRING

Further analyze FastBridge subtest  
scores when considering placing  
student into a dyslexia MTSS  
pathway

1. Analyze phonemic awareness  
proficiency  
FastBridge Early Literacy Subtest for  
K: Phoneme segmentation
1. Analyze word identification proficiency  
FastBridge Early Literacy Subtest for  
K: Sight Word Identification
1. Analyze decoding proficiency  
FastBridge Early Literacy Subtest for  
K: Nonsense Word Reading

#### Low Exposure/Other

**PA:** Good  
**NWF:** ---  
**LSF/HFW:** ---

**Pathway:** Other

#### Compensator

**PA:** Poor  
**NWF:** Low Avg/Avg  
**LSF/HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

#### Dyslexic

**PA:** Poor  
**NWF:** Low/Below Avg  
**LSF/HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

#### Double Deficit

**PA:** Poor  
**NWF:** Low  
**LSF/HFW:** Low

**Pathway:** S.P.I.R.E.

### Characteristics of Dyslexia

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by teacher

# Kindred: Reading Diagnostic Ladder for Dyslexia Screening Level 1

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED IN THE SPRING

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE) →  
AND PASS SECONDARY SCREENER

Receive intervention based  
on other MTSS pathway

## Further analyze FastBridge subtest scores when considering placing student into a dyslexia MTSS pathway

1. Analyze phonemic awareness proficiency  
FastBridge Early Literacy Subtests for 1st grade: Phoneme segmentation
1. Analyze word identification proficiency  
FastBridge Early Literacy Subtests for 1st grade: Sight Word Identification
1. Analyze decoding proficiency  
FastBridge Early Literacy Subtests for 1st grade: Nonsense Word Reading

### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

### Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

## Characteristics of Dyslexia

- ❑ Difficulty producing rhyming words
- ❑ Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- ❑ Difficulty remembering the names of letters and recalling them quickly
- ❑ Difficulty recalling the sounds the letters represents
- ❑ Difficulty recognizing common words by sight
- ❑ Difficulty using the sounds of letters to spell so words can be recognized by teacher

## Kindred: Reading Diagnostic Ladder for Dyslexia Screening Level 2-6

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED WITH NEW TRANSFERS

AND/OR IF REQUESTED BY PARENT OR TEACHER FOR ANY STUDENT IN GRADES 2-6

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE) →  
AND PASS SECONDARY SCREENER

Receive intervention based  
on other MTSS pathway

### Complete the following two secondary screeners:

Heggerty Phonemic Awareness Skills Screener Assessment & TOWRE-2

**Further analyze the subtest scores when considering placing student into a dyslexia MTSS pathway**

1. Analyze phonemic awareness proficiency  
Heggerty Phonemic Awareness Skills Screener Assessment
1. Analyze word identification proficiency  
TOWRE-2: Sight Word Efficiency
1. Analyze decoding proficiency  
TOWRE-2: Phonemic Decoding Efficiency

#### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

#### Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

#### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

#### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

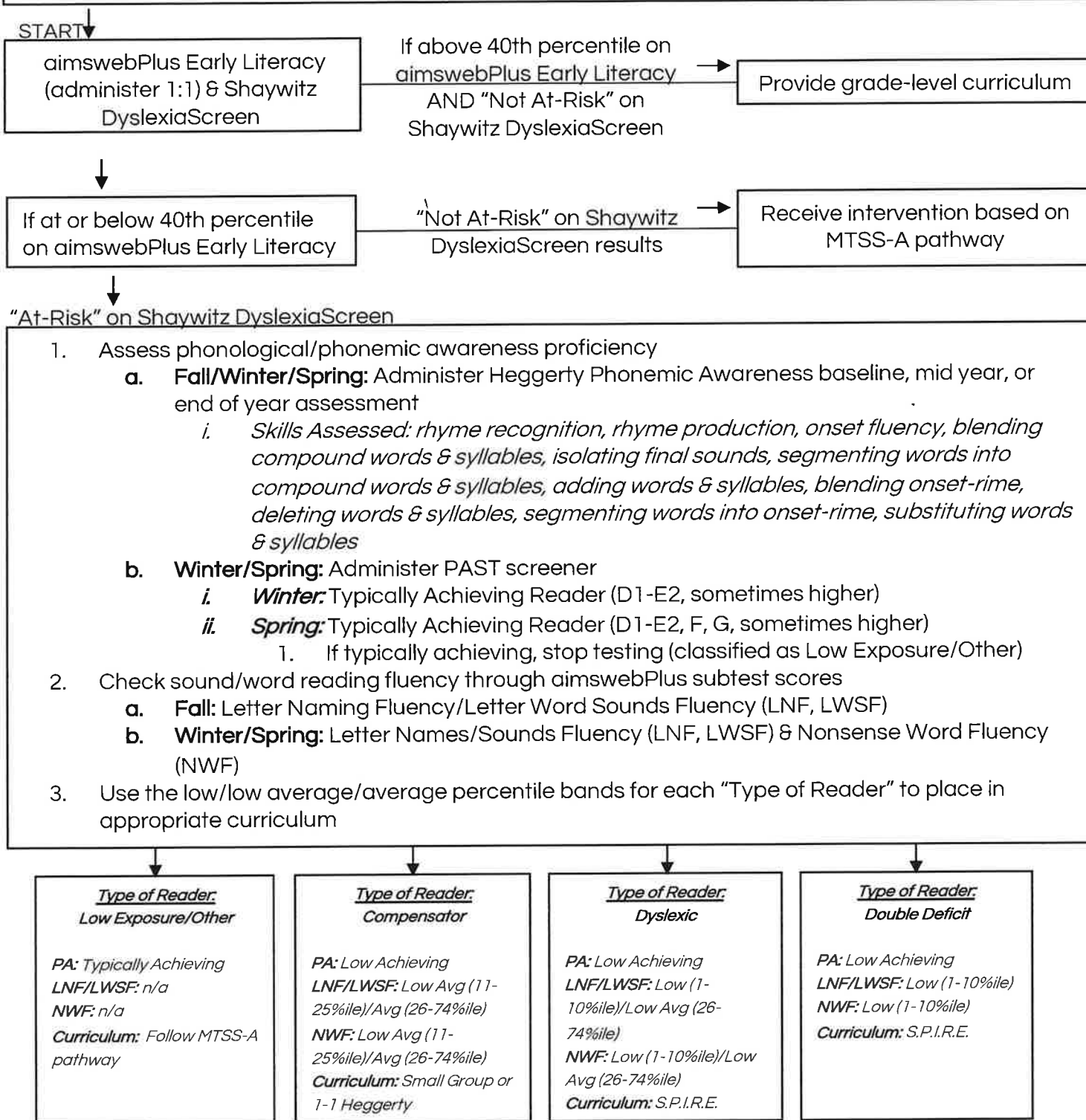
### Characteristics of Dyslexia

- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by teacher
- ☐ Poor handwriting
- ☐ Slow, choppy inaccurate reading
- ☐ Difficulty telling time on an analog clock
- ☐ When speaking, difficulty finding the correct word (whatchamacallits)
- ☐ Dreads going to school (complains of stomach aches or headaches)

# Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Level K

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*



## Characteristics of Dyslexia

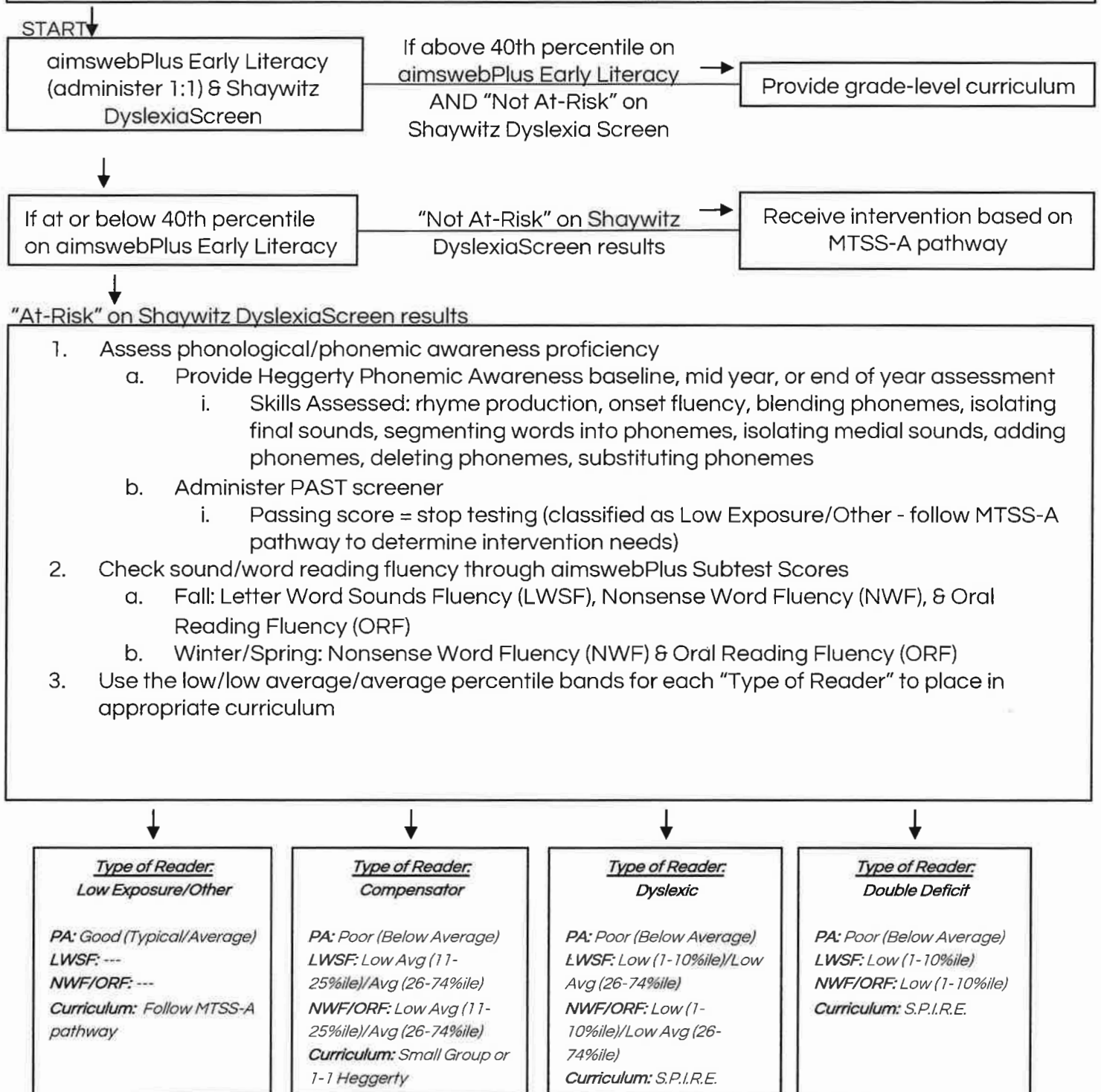
- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader



# Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Level 1

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*



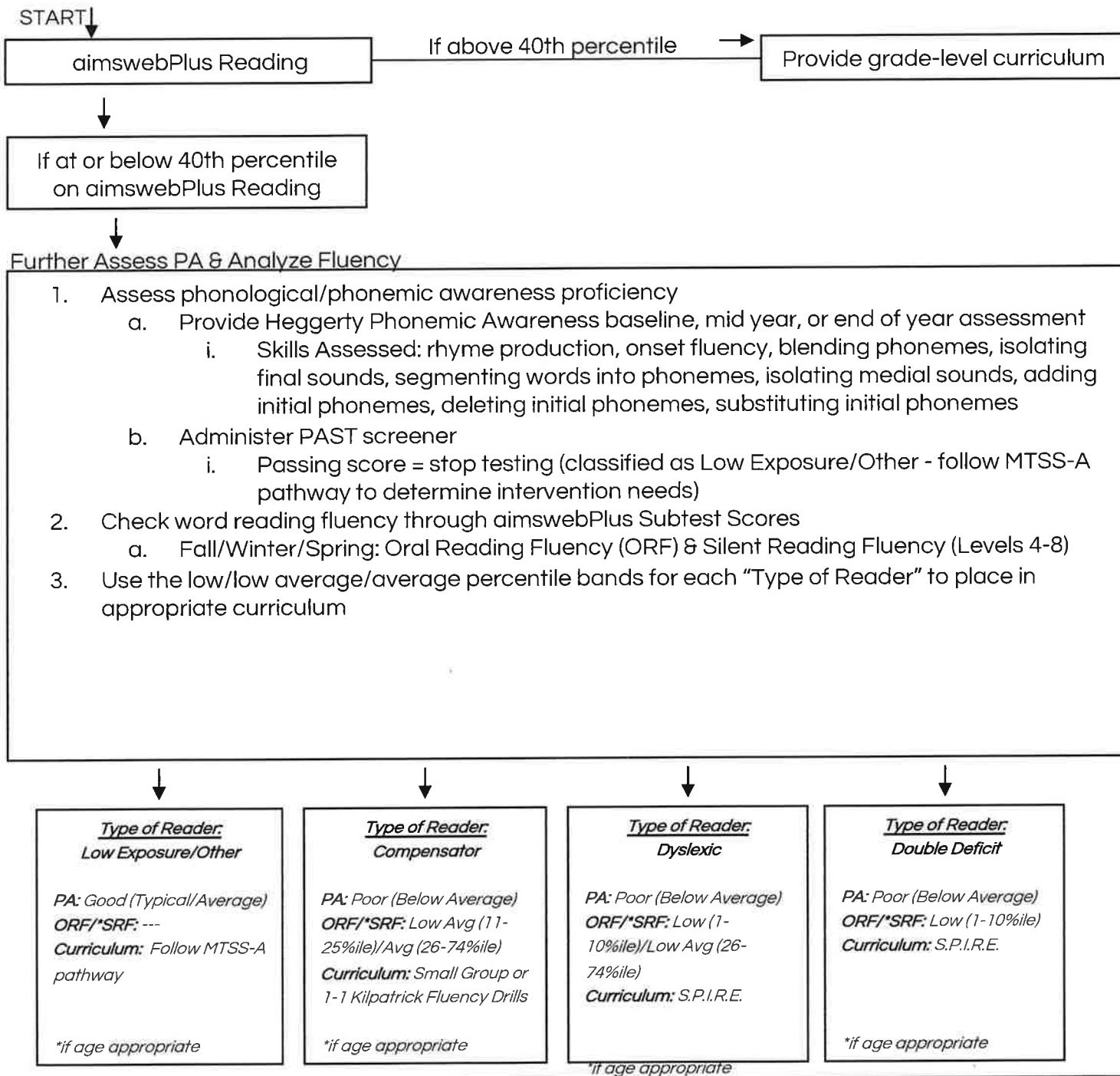
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- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader

# **Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Levels 2-5**

to accurately identify characteristics of dyslexia and intervention needs

*to be completed with new transfers (if learner has not been previously screened) or if requested by parent or educator*



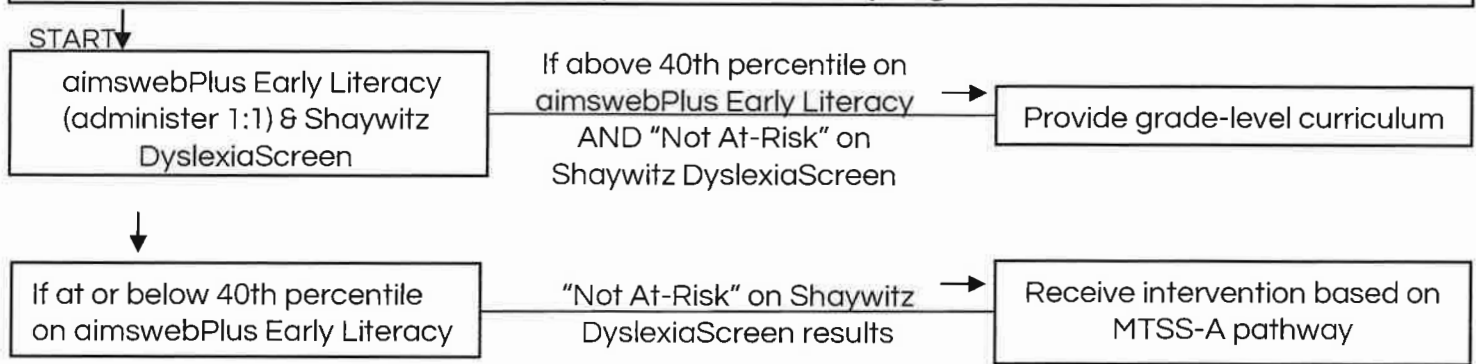
## **Characteristics of Dyslexia**

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader

# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Level K

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*



↓  
"At-Risk" on Shaywitz DyslexiaScreen

1. Assess phonological/phonemic awareness proficiency
  - a. **Fall/Winter/Spring:** Administer Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. *Skills Assessed: rhyme recognition, rhyme production, onset fluency, blending compound words & syllables, isolating final sounds, segmenting words into compound words & syllables, adding words & syllables, blending onset-rime, deleting words & syllables, segmenting words into onset-rime, substituting words & syllables*
  - b. **Winter/Spring:** Administer PAST screener
    - i. **Winter:** Typically Achieving Reader (D1-E2, sometimes higher)
    - ii. **Spring:** Typically Achieving Reader (D1-E2, F, G, sometimes higher)
      1. If typically achieving, stop testing (classified as Low Exposure/Other)
2. Check sound/word reading fluency through aimswebPlus subtest scores
  - a. **Fall:** Letter Naming Fluency/Letter Word Sounds Fluency (LNF, LWSF)
  - b. **Winter/Spring:** Letter Naming Fluency/Letter Word Sounds Fluency (LNF, LWSF) & Nonsense Word Fluency (NWF)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum

Type of Reader:  
**Low Exposure/Other**

PA: Typically Achieving  
LNF/LWSF: n/a  
NWF: n/a  
**Curriculum:** Follow MTSS-A pathway

Type of Reader:  
**Compensator**

PA: Low Achieving  
LNF/LWSF: Low Avg (11-25%ile)/Avg (26-74%ile)  
NWF: Low Avg (11-25%ile)/Avg (26-74%ile)  
**Curriculum:** Small Group or 1-1 Heggerty

Type of Reader:  
**Dyslexic**

PA: Low Achieving  
LNF/LWSF: Low (1-10%ile)/Low Avg (26-74%ile)  
NWF: Low (1-10%ile)/Low Avg (26-74%ile)  
**Curriculum:** S.P.I.R.E.

Type of Reader:  
**Double Deficit**

PA: Low Achieving  
LNF/LWSF: Low (1-10%ile)  
NWF: Low (1-10%ile)  
**Curriculum:** S.P.I.R.E.

## Characteristics of Dyslexia

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader

# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Level 1

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*

START ↓

aimswebPlus Early Literacy  
(administer 1:1) & Shaywitz  
DyslexiaScreen

If above 40th percentile on  
aimswebPlus Early Literacy  
AND "Not At-Risk" on  
Shaywitz Dyslexia Screen

Provide grade-level curriculum



If at or below 40th percentile  
on aimswebPlus Early Literacy

"Not At-Risk" on Shaywitz  
DyslexiaScreen results

Receive intervention based on  
MTSS-A pathway



"At-Risk" on Shaywitz DyslexiaScreen results

1. Assess phonological/phonemic awareness proficiency
  - a. Provide Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. Skills Assessed: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting words into phonemes, isolating medial sounds, adding phonemes, deleting phonemes, substituting phonemes
  - b. Administer PAST screener
    - i. Passing score = stop testing (classified as Low Exposure/Other - follow MTSS-A pathway to determine intervention needs)
2. Check sound/word reading fluency through aimswebPlus Subtest Scores
  - a. **Fall:** Letter Word Sounds Fluency (LWSF), Nonsense Word Fluency (NWF), & Oral Reading Fluency (ORF)
  - b. **Winter/Spring:** Nonsense Word Fluency (NWF) & Oral Reading Fluency (ORF)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum



Type of Reader:  
*Low Exposure/Other*

*PA:* Typically Achieving  
*LWSF:* ---  
*NWF/ORF:* ---  
*Curriculum:* Follow MTSS-A pathway



Type of Reader:  
*Compensator*

*PA:* Low Achieving  
*LWSF:* Low Avg (11-25%ile)/Avg (26-74%ile)  
*NWF/ORF:* Low Avg (11-25%ile)/Avg (26-74%ile)  
*Curriculum:* Small Group or 1-1 Heggerty



Type of Reader:  
*Dyslexic*

*PA:* Low Achieving  
*LWSF:* Low (1-10%ile)/Low Avg (11-25%ile)  
*NWF/ORF:* Low (1-10%ile)/Low Avg (11-25%ile)  
*Curriculum:* S.P.I.R.E.



Type of Reader:  
*Double Deficit*

*PA:* Low Achieving  
*LWSF:* Low (1-10%ile)  
*NWF/ORF:* Low (1-10%ile)  
*Curriculum:* S.P.I.R.E.

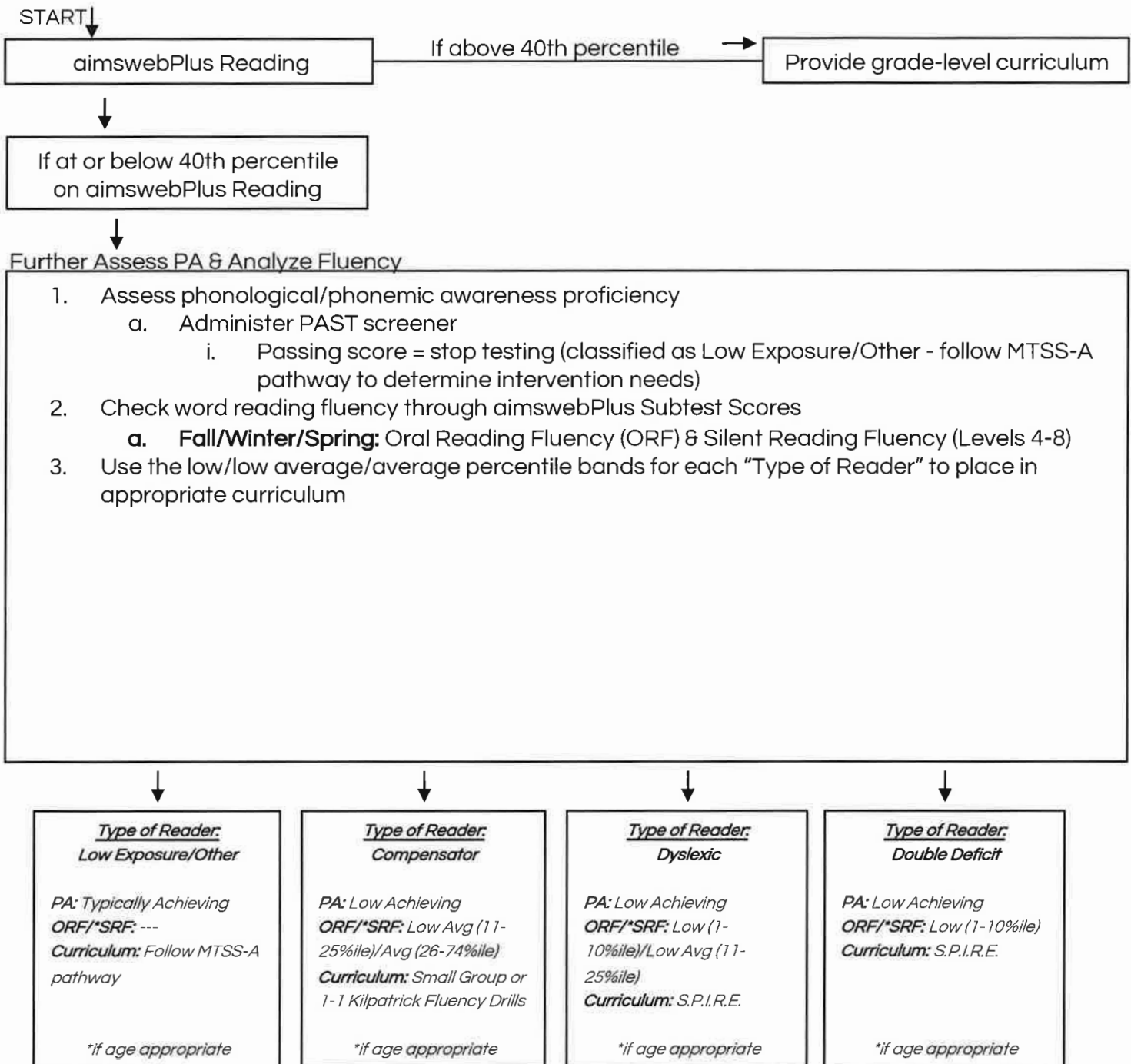
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- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader

# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Levels 2-5

to accurately identify characteristics of dyslexia and intervention needs

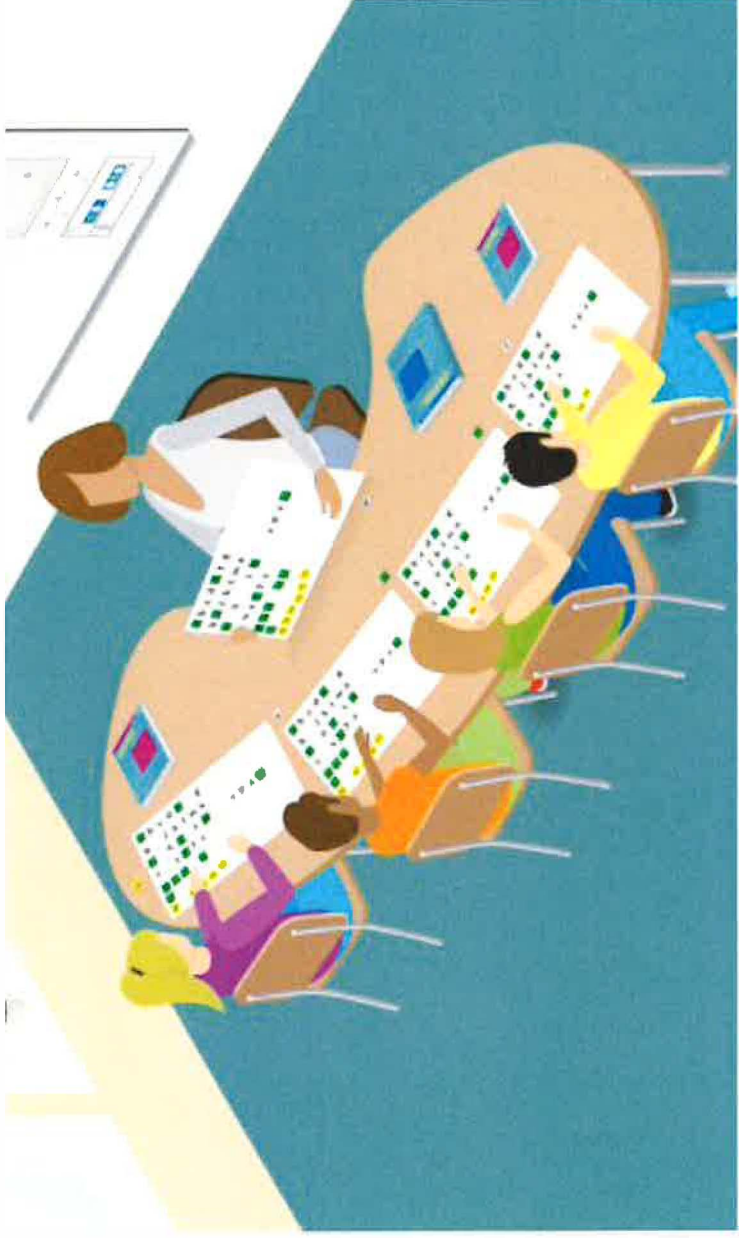
*to be completed with new transfers (if learner has not been previously screened) or if requested by parent or educator*



## Characteristics of Dyslexia

- ☐ Difficulty producing rhyming words
- ☐ Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- ☐ Difficulty remembering the names of letters and recalling them quickly
- ☐ Difficulty recalling the sounds the letters represents
- ☐ Difficulty recognizing common words by sight
- ☐ Difficulty using the sounds of letters to spell so words can be recognized by reader

# INTERVENTION / CURRICULUM



# Dyslexia Pilot Curriculum





# Heggerty Phonemic Awareness



**Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans.**

Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of lesson could be used in a small group and serve as a "second dose" of phonemic awareness instruction.



# Heggerty Phonemic Awareness: Quick Facts

**easy to  
implement**

Lessons are easy to follow  
and include teacher directions  
for each skill and hand  
motions for some skills.

**10 to 12  
minutes**

The lessons are short  
and fast-paced, taking  
10-12 minutes  
to complete.

**cost  
effective**

Since phonemic awareness  
is an auditory skill, there is  
no student component  
to purchase.

# S.P.I.R.E.



S.P.I.R.E.® Hybrid is a research-proven multisensory reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.

*Orton-Gillingham based*

## Consistent 10-Step Lesson

Systematic, sequentially structured 10-Step Lessons ensures mastery of concepts in the five critical areas of reading. Consistent structure allows for easy implementation.

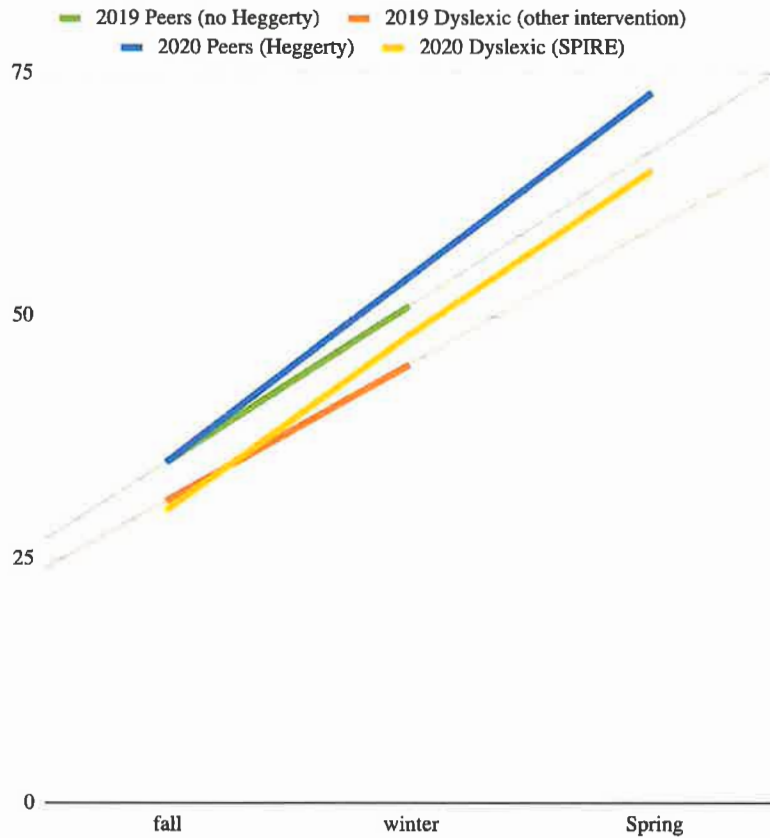


# EVALUATION

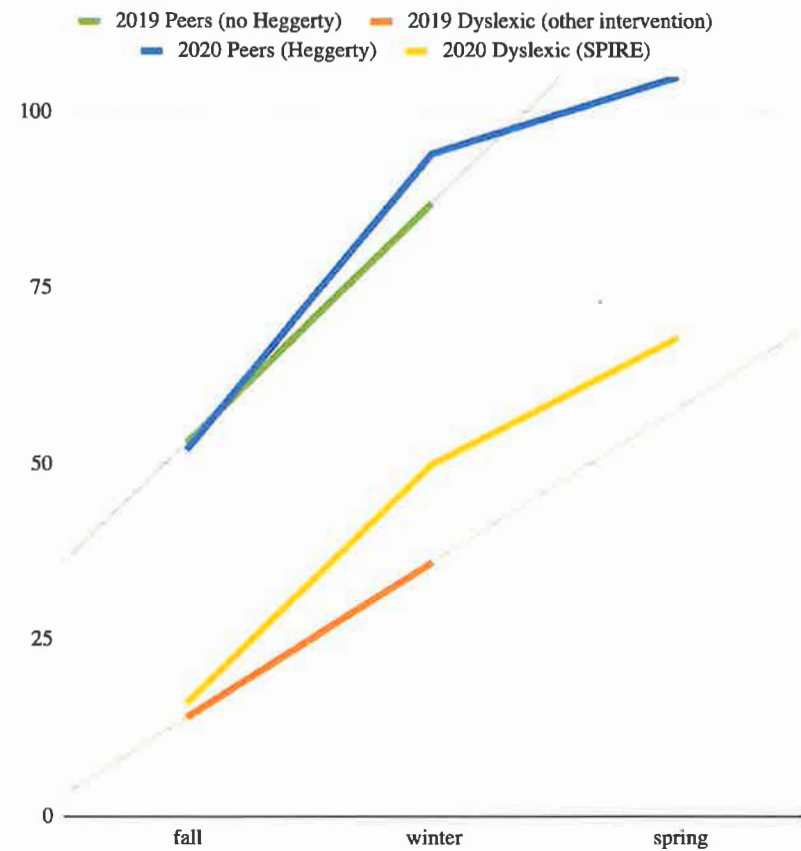


# Kindergarten

Kindred Kindergarten Average Fastbridge Score

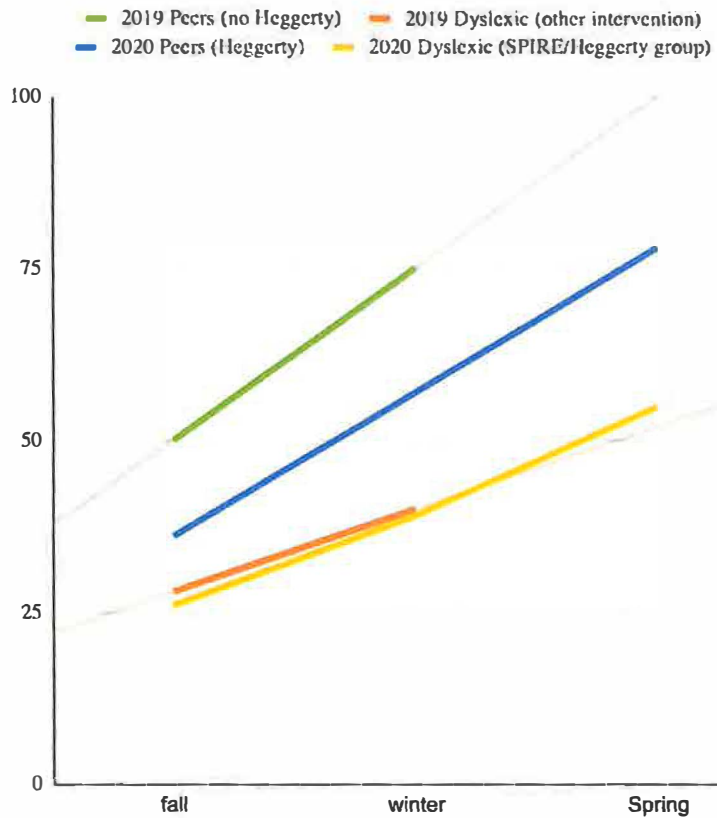


NC Kindergarten Average aimswebPlus Score

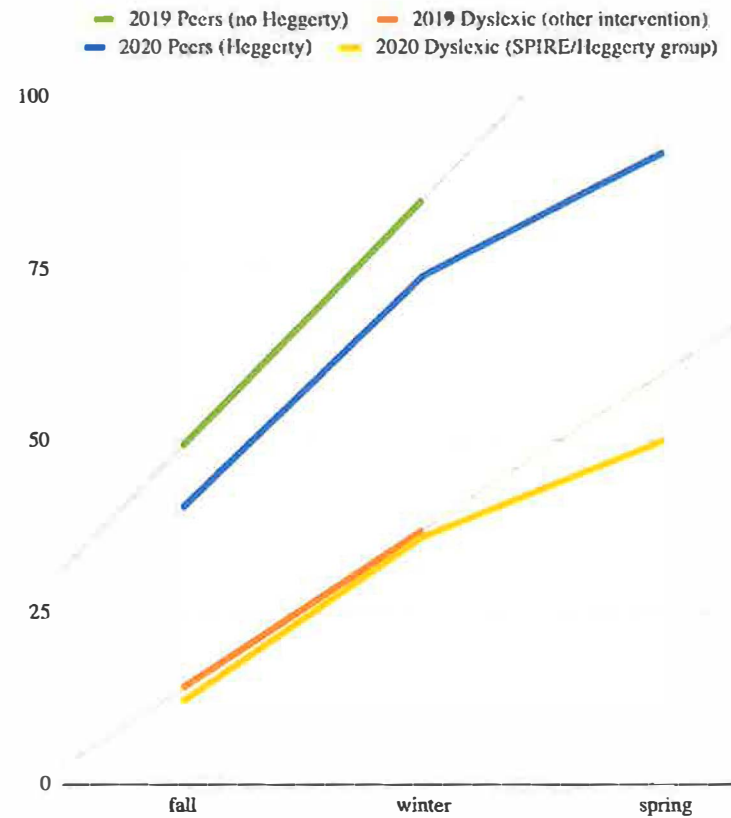


# 1st Grade

Kindred 1st Grade Average Fastbridge Score



NC 1st Grade Average aimswebPlus Score



### Enderlin's Data Summary for Dyslexia Grant

As Enderlin gathered data for this grant, we found it difficult because of our benchmark testing with NWEA. The results that we got back were too broad and didn't break down the results into the components we needed to focus on to catch students that have Dyslexic tendencies. When working with Kindred they showed us the results of FastBridge that they use for benchmarking. I brought back information about FastBridge to my administration and now Enderlin will also be using FastBridge for our benchmarking and progress monitoring. FastBridge will help us cut out extra assessments which take time to complete and be able to place our kids in the intervention groups faster. This spring we used FastBridge to test our Kindergarteners. The tests we conducted were letter sounds, sight words, word segments, and nonsense words. We found      out of the 20 students will be placed into a SPIRE intervention program and      out of the 20 students will be placed into a Heggerty intervention group. The first grade was also tested with the FastBridge Assessments which were sight words, word segments, nonsense words, and words correctly read in one minute. The results show that out of 25 will be placed in a SPIRE intervention group and      out of 25 will be placed in a Heggerty intervention group. The SPIRE and Heggerty curriculums have been great resources for helping out students with reading difficulties.

## Dyslexia Grant End of Year Report for Lisbon Elementary School

The Lisbon Elementary School is participating in a Dyslexia Grant with three other schools. We have wrapped up the first official year of using material and implementing new instruction for students that fall into our different areas of need.

We were able to use data from NWEA and AimsWeb this year to help identify students that may need extra support. Our support staff continued to use instruction and material from previous years until they were comfortable in using the new material. Around winter break we started our first small group of 2<sup>nd</sup> graders using the SPIRE curriculum. Small group work, using a guided curriculum was new for our teachers and something to get used to. After having this group as a pilot for our teachers this past year, we feel more comfortable in how to make the shift into grouping students for next year.

Our team is meeting to align students based on their needs for the upcoming school year. A more explicit and direct approach to using the data will be used when looking at the student's needs.

Benjamin Zahrbock

Lisbon Elementary Principal



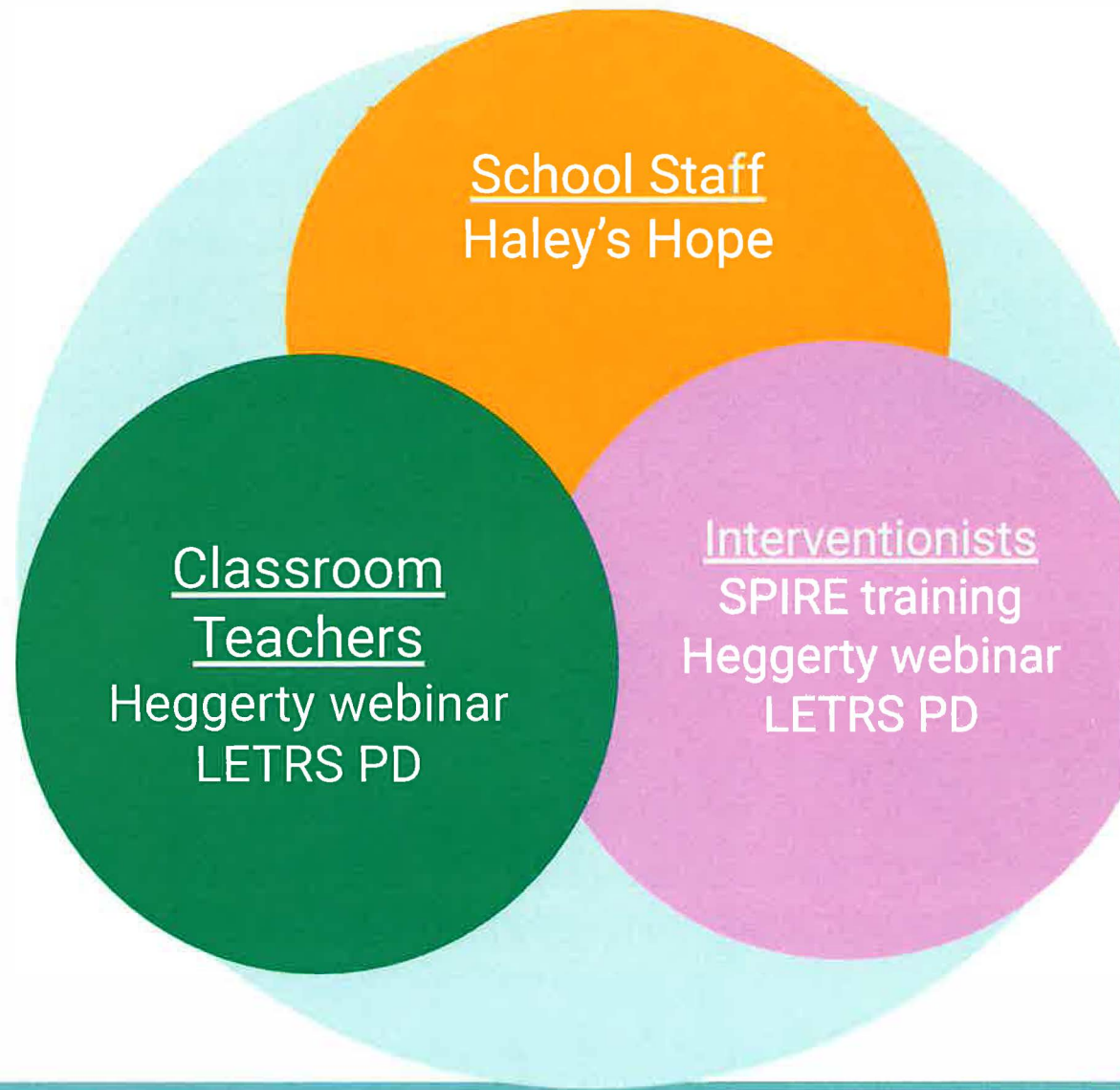


# PROFESSIONAL DEVELOPMENT

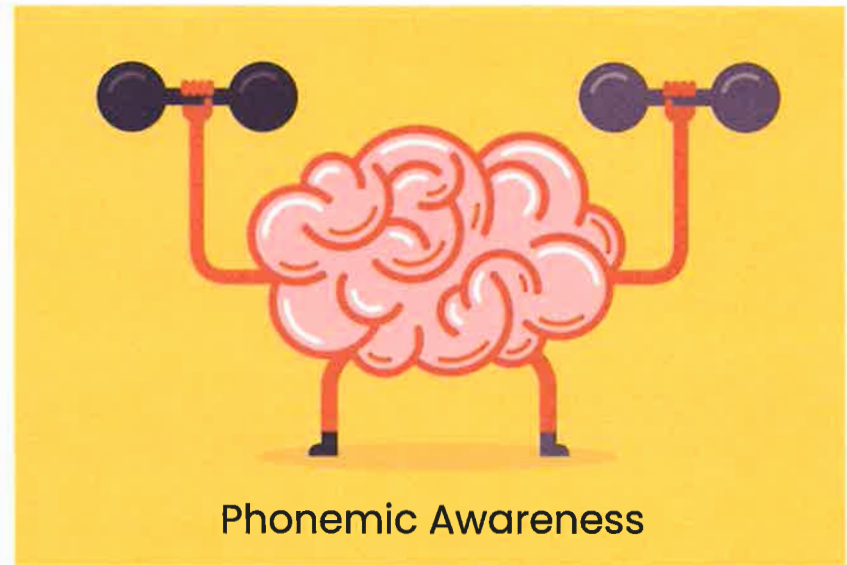


## Grant Team Professional Development

Groves Academy  
Heggerty Webinar  
Dr. Robinson from UND  
SPIRE training  
LETRS PD  
+ research, research, research



# Big Take-Aways



# What's Next?

Our districts reapplied for the grant and have been awarded additional funding to continue learning and developing our processes for students with dyslexia characteristics

- Richland School District will be joining the current districts
  - Since we've started working to develop knowledge & skills for staff members, we will share our learning by reaching out to our surrounding communities and offer a virtual dyslexia learning series.
  - LETRS PD continuing for interventionists/primary grade teachers and LETRS for Administrators
  - Create a new PLC with the cohort interventionists
-