Dyslexia Pilot Program
Final Outcomes Report

Kindred
Northern Cass
Lisbon
Enderlin

June 8, 2021
A Multi-District Plan to Identify Characteristics of Dyslexia & Address Specific Needs of Learners

Presenters:
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Kindred Elementary School
&
Rachel Richtsmeier, Performance Strategist
Northern Cass School
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
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.
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.
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
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)
SCREENING
Subtypes of Reading Disability

Language Comprehension
10%-15%

Phonological Deficit
70%-80%

Fluency/ Naming Speed
25%

dyslexia

Figure 1.16 Subtypes of Reading Difficulty
Figure also on page 55 of the LEIIRS manual.
Phonemic Awareness

- Rapid Naming/Fluency
- Decoding Nonsense Words
- Word Reading Fluency
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.
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
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

START
FastBridge Early Literacy (administered 11)

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 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 Haggerty

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
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
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Characteristics of Dyslexia
- Difficulty producing rhyming words
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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 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
2. Analyze rapid naming proficiency
   FastBridge Early Literacy Subtest for K: Letter Sound Fluency
3. 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
2. Analyze word identification proficiency
   FastBridge Early Literacy Subtest for K: Sight Word Identification
3. Analyze decoding proficiency
   FastBridge Early Literacy Subtest for K: Nonsense Word Reading

Low Exposure/Other
PA: Good
NWF: ---
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Pathway: Other

Compensator
PA: Poor
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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
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Pathway: Small Group Heggerty

Dyslexic
PA: Poor
NWF: Low/Below Avg
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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.
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)
**Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Level K**

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 DyslexiaScreen → 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

1. Assess phonological/phonemic awareness proficiency
   - **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 Names/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 represent
- 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**

1. **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: Good (Typical/Average)
  - LWSF ---
  - NWF/ORF: ---
  - Curriculum: Follow MTSS-A pathway
- Compensator
  - PA: Poor (Below Average)
  - 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
- Dysthmic
  - PA: Poor (Below Average)
  - LWSF: Low (1-10%ile)/Low Avg (26-74%ile)
  - NWF/ORF: Low (1-10%ile)/Low Avg (26-74%ile)
  - Curriculum: S.P.I.R.E.
- Double Deficit
  - PA: Poor (Below Average)
  - LWSF: Low (1-10%ile)
  - NWF/ORF: 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
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

START!

aimswebPlus Reading

If above 40th percentile

Provide grade-level curriculum

If at or below 40th percentile on aimswebPlus Reading

Further Assess PA & Analyze Fluency

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 initial phonemes, deleting initial phonemes, substituting initial 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 word reading fluency through aimswebPlus Subtest Scores
   a. Fall/Winter/Spring: Oral Reading Fluency (ORF) & Silent Reading Fluency (Levels 4-8)

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: Good (Typical/Average)
ORF/SRF: ----
Curriculum: Follow MTSS-A pathway

*If age appropriate

Type of Reader: Compensator
PA: Poor (Below Average)
ORF/SRF: Low Avg (11-25%tile)/Avg (26-74%tile)
Curriculum: Small Group or 1-1 Kilpatrick Fluency Drills

*If age appropriate

Type of Reader: Dyslexic
PA: Poor (Below Average)
ORF/SRF: Low (1-10%tile)/Low Avg (26-74%tile)
Curriculum: S.P.I.R.E.

*If age appropriate

Type of Reader: Double Deficit
PA: Poor (Below Average)
ORF/SRF: Low (1-10%tile)
Curriculum: S.P.I.R.E.

*If age appropriate

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

**START**

- **aimswebPlus Early Literacy (administer 1:1) & Shaywitz Dyslexia Screen**
  - 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 Dyslexia Screen results → Receive intervention based on MTSS-A pathway

- **"At-Risk" on Shaywitz Dyslexia Screen**

1. Assess phonological/phonemic awareness proficiency
   - **Fall/Winter/Spring:** Administer Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
     - **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
     - **Winter:** Typically Achieving Reader (D1-E2, sometimes higher)
     - **Spring:** Typically Achieving Reader (D1-E2, F, G, sometimes higher)
       - 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 Heggerly

### 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.

**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 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

START
aimswebPlus Reading

if above 40th percentile
Provide grade-level curriculum

if at or below 40th percentile on aimswebPlus Reading

Further Assess PA & Analyze Fluency

1. Assess phonological/phonemic awareness proficiency
   a. Administer PAST screener
      i. Passing score = stop testing (classified as Low Exposure/Other - follow MTSS-A pathway to determine intervention needs)

2. Check word reading fluency through aimswebPlus Subtest Scores
   a. Fall/Winter/Spring: Oral Reading Fluency (ORF) & Silent Reading Fluency (Levels 4-8)

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
ORF/SRF: ---
Curriculum: Follow MTSS-A pathway
*if age appropriate

Type of Reader: Compensator
PA: Low Achieving
ORF/SRF: Low Avg (11-25%tile)/Avg (26-74%tile)
Curriculum: Small Group or 1-1 Kilpatrick Fluency Drills
*if age appropriate

Type of Reader: Dyslexic
PA: Low Achieving
ORF/SRF: Low (1-10%tile)/Low Avg (11-25%tile)
Curriculum: S.P.I.R.E.
*if age appropriate

Type of Reader: Double Deficit
PA: Low Achieving
ORF/SRF: Low (1-10%tile)
Curriculum: S.P.I.R.E.
*if age appropriate

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
Dyslexia Pilot Curriculum

- Tier III Intensive Intervention
- Tier II Strategic Intervention
- Tier I Classroom
- Heggerty Phonemic Awareness
- Heggerty Reteach
- S.P.I.R.E. or S.P.I.R.E.
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.* 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.

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.

1. Phonogram Cards
2. Phonological Awareness
3. Word Building
4. Decoding and Sentence Reading
5. Prereading
6. Reading
7. Sound Dictation
8. Prespelling (Oral Activity)
9. Spelling
10. Sentence Dictation
EVALUATION
Kindergarten

Kindred Kindergarten Average Fastbridge Score

NC Kindergarten Average aimswebPlus Score

- 2019 Peers (no Heggerty)
- 2019 Dyslexic (other intervention)
- 2020 Peers (Heggerty)
- 2020 Dyslexic (SPIRE)
1st Grade

Kindred 1st Grade Average Fastbridge Score

- 2019 Peers (no Hegarty)
- 2019 Dyslexic (other intervention)
- 2020 Peers (Hegarty)
- 2020 Dyslexic (SPIRE/Hegarty group)

NC 1st Grade Average aimswebPlus Score

- 2019 Peers (no Hegarty)
- 2019 Dyslexic (other intervention)
- 2020 Peers (Hegarty)
- 2020 Dyslexic (SPIRE/Hegarty group)
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 2nd 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
LET RS PD
+ research, research, research

School Staff
Haley’s Hope

Classroom
Teachers
Heggerty webinar
LET RS PD

Interventionists
SPIRE training
Heggerty webinar
LET RS PD
Big Take-Aways

www.thisreadingmama.com

Phonemic Awareness
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.