

Evaluation of the Dyslexia Pilot Project: Year 1

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Executive Summary

Ohio's Dyslexia Pilot Project was established by House Bill 96 and signed by Governor Kasich in December 2011. The primary goal of the Dyslexia Pilot Project was to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia. A secondary goal of the Pilot Project was to evaluate whether effective early screening and reading assistance programs could reduce future special education costs.

To enable school districts to have a strategic plan in place to meet the needs of children at risk for reading failure, the Ohio Department of Education selected eight school districts to participate in the Dyslexia Pilot Project based on the merit of their proposals. Participating school districts were required to make a three-year commitment (2012-13, 2013-14, and 2014-15) to design and implement a tiered model of reading instructional support that utilized a multi-sensory structured language approach to instruction. School districts were required to select and administer technically adequate (i.e., reliable, valid, useful) assessments of phonological processing and rapid naming skills for the purposes of screening, intervention planning based on student's skills, and progress monitoring. Screening, early intervention, and progress monitoring activities were expected to focus on kindergarteners in Year 1 (2012-13), kindergarteners and first graders in Year 2 (2013-14), and kindergarteners, first, and second graders in Year 3 (2014-15).

As part of the Dyslexia Pilot Project, school districts were also required to provide professional development in evidence-based reading instruction and multi-sensory structured language instruction to teachers (general education and intervention specialists) serving students in kindergarten through third grade. School districts were also required to communicate to parents: (a) their child is eligible for reading intervention services through the Pilot Project, (b) the district's process to obtain parental consent for the student's participation in the Pilot Project, and (c) information about dyslexia, recommended multi-sensory structured language supports and possible services under state and federal law.

School districts were renewed for funding for Year 2 contingent on their implementation of the core components of the Pilot Project. Six of the eight school districts provided evidence of implementation sufficient to earn them a second year of funding. The six participating school districts in Year 2 (2013-14) include Cincinnati Public Schools (Hamilton County), Edison Local School Districts (Jefferson County), Indian Creek Local School District (Jefferson County), Medina City School District (Medina County), Shawnee Local School District (Allen County), and Trimble Local School District (Athens County). These six school districts included a wide range of geographical regions within Ohio, including rural (Edison Local, Trimble Local), urban/suburban (Medina City, Shawnee Local), urban (Indian Creek), and major urban (Cincinnati Public Schools). The focus of this annual evaluation was on the six school districts continuing in the Dyslexia Pilot Project after Year 1.

The findings of this evaluation of Year 1 implementation and outcomes are positive and point to many successes in screening and serving students at risk for reading failure. The Dyslexia Pilot Project met three of its objectives of having participating school districts: (a) choose technically adequate standardized curriculum-based measurement assessments for the purposes of screening, intervention planning, and progress monitoring; (b) implement universal screening using curriculum-based measurement assessments for benchmarking for the selection of students for intervention at the kindergarten level in Year 1 (2012-13); and (c) provide professional development to K-2 teachers (general education teachers and intervention specialists) in the implementation of core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs within a tiered system of supports. The Dyslexia Pilot Project partially met two of its objectives of having participating school districts (a) communicate effectively to parents all aspects of the district's Pilot Project; and (b) demonstrate accelerated rates of student learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions. With each of these objectives, implementation practices varied among the six school districts in the Pilot Project. Findings and recommendations for improving implementation in each school district are presented in the Appendix.

The degree to which the Dyslexia Pilot Project lead to reductions in future special education costs will be evaluated in Year 3 of the Pilot Project when the impact of screening and intervention in kindergarten (Year 1) and kindergarten and first grade (Year 2) will be more likely to be detected in terms of special education eligibility rates.

Evaluation of the Dyslexia Pilot Project: Year 1

Ohio's Dyslexia Pilot Project presented school districts with an opportunity to participate in an initiative designed to promote early screening and intervention services for children with risk factors for dyslexia. The primary goal of the Dyslexia Pilot Project was to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia. A secondary goal of the Pilot Project was to evaluate whether effective early screening and reading assistance programs could reduce future special education costs. Established by House Bill 96, the Dyslexia Pilot Project was signed by Governor Kasich in December 2011.

Eight school districts were selected by the Superintendent of Public Instruction for participation in the Dyslexia Pilot Project based on the merit of their proposal. To be considered for participation in the Dyslexia Pilot Project, school districts were required to address the following:

1. Identify a method of screening children for low phonemic awareness and other risk factors for dyslexia,
2. Provide for the enrollment of children identified as having risk factors in a reading program staffed by teachers trained in evidence-based reading instruction and multisensory structured language instruction, and
3. Include a methodology for evaluating the reading program's effects on the children's identified risk factors.

Participation in the Dyslexia Pilot Project involved a three-year commitment from school districts to invest in screening students and providing early intervention services beginning in Year 1 (2012-13) and continuing in Year 2 (2013-14) and Year 3 (2014-15).

Purpose of the Evaluation

The primary purpose of the evaluation was to examine the implementation and effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia and to provide specific and actionable recommendations to support school districts' efforts and to inform policy-level decision-making pertinent to the state of Ohio rules and regulations (e.g., Third Grade Guarantee). A secondary purpose of the evaluation was to examine the merit and worth of the professional development provided to teachers to implement core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs within a tiered system of supports. A tertiary purpose of the evaluation

was to determine the extent to which school districts communicated to parents effectively and consistently regarding the nature of dyslexia, its assessment, evidence-based multisensory structured language supports, possible services under state and federal law, and the districts' participation in the Dyslexia Pilot Project. The final purpose of the evaluation was to determine whether a tiered model of reading instructional support featuring early screening and targeted reading intervention can reduce future special education costs.

Description of Ohio's Dyslexia Pilot Project

The Dyslexia Pilot Project was designed by the Ohio Department of Education in recognition of the importance of early intervention and the early identification of reading difficulties. To enable school districts to have a strategic plan in place to meet the needs of children at risk for reading failure, the Ohio Department of Education selected eight school districts to participate in the Dyslexia Pilot Project based on the merit of their proposals. Participating school districts were required to make a three-year commitment (2012-13, 2013-14, and 2014-15) to design and implement a tiered model of reading instructional support that utilized a multi-sensory structured language approach to instruction. School districts were required to select and administer technically adequate (i.e., reliable, valid, useful) assessments of phonological processing and rapid naming skills for the purposes of screening, intervention planning based on student's skills, and progress monitoring. Screening, early intervention, and progress monitoring activities were expected to focus on kindergarteners in Year 1 (2012-13), kindergarteners and first graders in Year 2 (2013-14), and kindergarteners, first, and second graders in Year 3 (2014-15).

As part of the Dyslexia Pilot Project, school districts were also required to provide professional development in evidence-based reading instruction and multi-sensory structured language instruction to teachers (general education and intervention specialists) serving students in kindergarten through second grade. School districts were also required to communicate to parents: (a) their child is eligible for reading intervention services through the Pilot Project, (b) the district's process to obtain parental consent for the student's participation in the Pilot Project, and (c) information about dyslexia, recommended multi-sensory structured language supports and possible services under state and federal law.

Evaluation Questions

1. To what extent did participating districts choose technically adequate standardized curriculum-based measurement assessments for the purposes of screening, intervention planning (i.e., diagnostic), and progress monitoring?
2. To what extent did participating districts implement universal screening using curriculum-based measurement assessments for benchmarking for the selection of students for intervention at the Kindergarten level in Year 1 (2012-13)?
3. To what extent did participating districts provide professional development to teachers (general education and intervention specialists) in kindergarten, first and second grade levels to implement the core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs at each tier?
4. To what extent did participating districts communicate to parents effectively and consistently regarding: (a) The district's participation in the Dyslexia Pilot Project, including information about dyslexia, recommended evidence-based multisensory structured language supports, and possible services under state and federal law; (b) Screening results and the selection of their child to participate in the Dyslexia Pilot Project and Tier II intervention(s); (c) Progress Monitoring reports and the frequency in which they will be shared; (d) Procedures for informing parent(s) of satisfactory progress and their child's return to Tier I or the need for further evaluation or Tier III intervention?
5. To what extent did students whose teachers participated in the Dyslexia Pilot Project's professional development demonstrate accelerated rates of learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions as measured over time by curriculum-based measurement assessments?
6. To what extent did the effectiveness of early screening and evidence-based, multisensory-structured language instruction within a tiered model of reading instructional support and intervention lead to reductions in future special education costs at a school district-level?

Evaluation Method

District Participants

Eight school districts were awarded funding through the Dyslexia Pilot Project in Year 1 (2012-13). School districts were renewed for funding for Year 2 contingent on their implementation of the core components of the Pilot Project. Six of the eight school districts provided evidence of implementation sufficient to earn them a second year of funding. The six participating school districts in Year 2 (2013-14) include Cincinnati Public Schools (Hamilton County), Edison Local School Districts (Jefferson County), Indian Creek Local School District (Jefferson County), Medina City School District (Medina County), Shawnee Local School District (Allen County), and Trimble Local School District (Athens County). These six school districts included a wide range of geographical regions within Ohio, including rural (Edison Local, Trimble Local), urban/suburban (Medina City, Shawnee Local), urban (Indian Creek), and major urban (Cincinnati Public Schools). The focus of this annual evaluation was on the six school districts continuing in the Dyslexia Pilot Project after Year 1.

Table 1. Demographic Characteristics of Schools Participating in the Dyslexia Pilot Project

	Percentage of Student Population		
	Economically Disadvantaged	Students with Disabilities	Limited English Proficiency
Cincinnati Public Schools			
Mt. Washington Elementary	73.8%	13.1%	4.0%
Roberts Paideia Academy	96.0%	22.9%	38.4%
Edison Local Schools			
John E. Gregg Elementary	62.9%	18.2%	< 1.0%
Pleasant Hill Elementary	59.5%	13.1%	< 1.0%
Stanton Elementary	83.1%	16.5%	< 1.0%
Indian Creek Local Schools			
Hills Elementary	74.7%	14.8%	< 1.0%
Wayne Elementary	57.1%	22.9%	< 1.0%
Wintersville Elementary	51.0%	10.1%	< 1.0%
Medina City Schools			
Heritage Elementary	16.2%	11.3%	< 1.0%
Shawnee Local Schools			
Elmwood Elementary	33.2%	8.4%	< 1.0%
Trimble Local Schools			
Trimble Elementary School	71.5%	22.4%	< 1.0%

Source: Ohio Department of Education, School Report Cards for 2012-13

Evaluation Design

A case study methodology was used in conjunction with quantitative analyses of student learning outcome data to evaluate the Dyslexia Pilot Project in Year 1. The use of case study methodology acknowledges the unique contextual factors of each participating school district relevant to districts' implementation of the Pilot Project. This design permits concurrent collection of qualitative and quantitative data. Multiple sources of case study data were triangulated to fully describe each school district's implementation of the Pilot Project in Year 1.

Data Collection Procedures

Descriptive data regarding the districts' implementation of the Pilot Project for Year 1 (2012-13) were obtained from the Ohio Department of Education, Office for Exceptional Children as submitted by the participating school districts. On-site visits were conducted in the winter of 2014 immediately after the contract to conduct the evaluation was awarded. Each site visit included an in-depth review of the school district's Pilot Project implementation, as evidenced by their documents, products, and student-level outcomes. The on-site visit was conducted with the district's Project Manager and other personnel key to the local implementation of the Dyslexia Pilot Project.

Student learning outcomes as measured over time by curriculum-based measurement assessments were obtained for the kindergarten students screened in Year 1 directly from each school district during or prior to the on-site visit. Descriptive information regarding the type and duration of early intervention services provided to students based on the screening outcomes were also gathered directly from each school district. Data management, data security, and the protection of human subjects was and continues to be a priority for the evaluation of the Dyslexia Pilot Project. Data collection procedures were reviewed by the University of Cincinnati's Institutional Review Board, a committee for the protection of human subject in research.

Data Analysis

Quantitative data analysis were used to evaluate the effectiveness of each district's Pilot Project implementation on student learning outcomes. Student learning outcomes, as defined by the Dyslexia Pilot Project, include standardized curriculum-based measurement assessments for measuring phonological processing (e.g., phoneme blending, deletion, substitution, and segmentation) and rapid naming skills (e.g., letter naming fluency). These short duration, short-cycle assessments are sensitive to growth and valid for use in monitoring student growth over time. For the purpose of this evaluation, a rigorous analysis of students' initial skills as assessed through the screening measures was conducted to evaluate the accuracy and appropriateness of the school and district's process for identifying students exhibiting risk factors associated with dyslexia. National norms were used to determine the number and percentage of students

whose needs were best served by the core instruction (Tier I), core instruction plus strategic intervention (Tier II), or core instruction plus intensive, individualized intervention (Tier III). Where multiple measures of early literacy skills were used, students were classified as in need of intensive intervention if they performed within the intensive range on any of the measures administered during that screening period. Local norms were used in instances where the percentage of kindergarten students in need of intensive intervention according to the national norms exceeded 50%. Hit rates were calculated to represent the percentage of students who were selected for strategic, small group reading intervention (Tier II) and individualized, intensive reading intervention (Tier III) appropriately.

The effects of the reading intervention on student progress was evaluated by calculating individual student growth or rates of improvement over time compared to expected rates of growth based on empirically-based benchmarks.

Evaluation Findings

To what extent did participating districts choose technically adequate standardized curriculum-based measurement assessments for the purposes of screening, intervention planning (i.e., diagnostic), and progress monitoring?

The Dyslexia Pilot Project met its objective of having participating school districts choose technically adequate standardized curriculum-based measurement assessments for the purposes of screening, intervention planning, and progress monitoring. DIBELS Next was administered in five of the six school districts using three measurement occasions for universal benchmarking: beginning benchmark (fall), middle benchmark (winter), and end benchmark (spring). One school district administered DIBELS (6th Edition) for the purposes of screening, intervention planning, and progress monitoring during the beginning benchmark (fall), middle benchmark (winter), and end benchmark (spring) periods. For the districts that selected DIBELS Next, all of the measures were used according to the recommended guidelines for administration and all of the kindergarten students were assessed at each benchmark period. For the district that selected DIBELS (6th Edition), the recommended guidelines for administration were not followed and only a subset of kindergarten students were assessed at end benchmark (spring). Descriptions of the screening, intervention planning, and progress monitoring practices used by each participating district and recommendations for improving practices are provided in the Appendix.

To what extent did participating districts implement universal screening using curriculum-based measurement assessments for benchmarking for the selection of students for intervention at the kindergarten level in Year 1 (2012-13)?

The Dyslexia Pilot Project met its objective of having participating districts implement universal screening using curriculum-based measurement assessments for benchmarking for the selection of students for intervention at the kindergarten level in Year 1 (2012-13). Across all six participating districts, 686 kindergarten students were screened during the beginning benchmark period (fall), 687 screened during the middle benchmark period (winter), and 638 kindergarten students screened during the end (spring) (See Table 2).

Table 2. Number of Kindergarten Students Screened by Benchmark Period in Year 1 (2012-13)

	Percentage of Student Population		
	Beginning (Fall)	Middle (Winter)	End (Spring)
Cincinnati Public Schools			
Mt. Washington Elementary	65	71	68
Roberts Paideia Academy	67	70	72
Edison Local Schools			
John E. Gregg Elementary	47	46	42
Pleasant Hill Elementary	44	45	43
Stanton Elementary	24	25	26
Indian Creek Local Schools			
Hills Elementary	56	53	50
Wayne Elementary	24	22	22
Wintersville Elementary	81	76	74
Medina City Schools			
Heritage Elementary	55	56	20
Shawnee Local Schools			
Elmwood Elementary	169	169	165
Trimble Local Schools			
Trimble Elementary School	54	54	56
Total Number of Students Screened	686	687	638

An analysis of the screening results for a stable group of kindergarten students (that is, students who participated in their district’s Pilot Project for at least two benchmark periods), indicates that the percentage of students with “intensive” needs decreased from 68.0% during the beginning benchmark (fall) period to 53.7% in the end benchmark (spring) period. The percentage of students in need of less intensive “strategic” intervention increased from 16.7% during the beginning benchmark (fall) period to 22.6% in the end benchmark (spring) period and the percentage of students whose needs were met by the core instructional program increased from 15.4% during the beginning benchmark (fall) period to 23.6% in the end benchmark (spring) period (See Table 3).

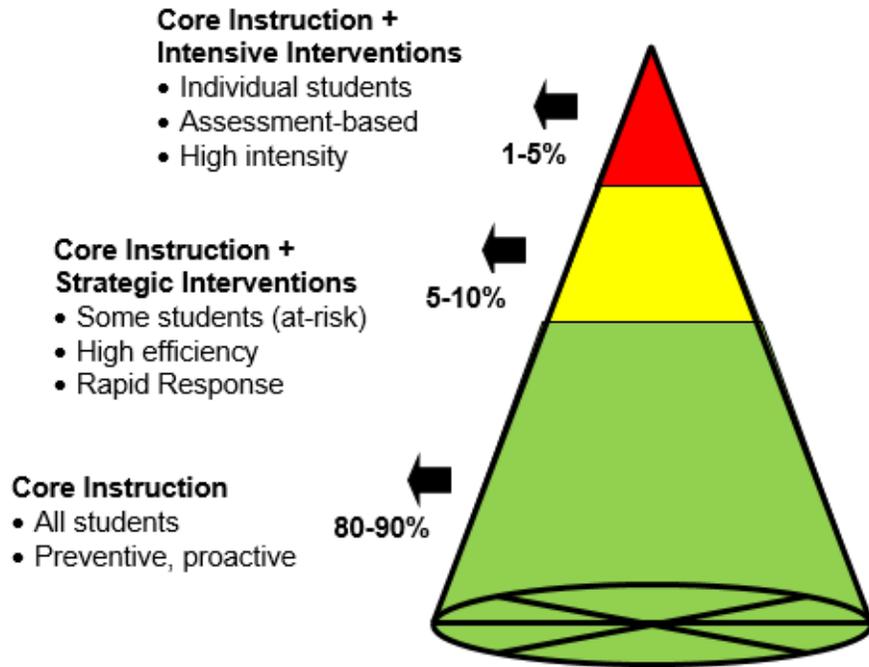
Table 3. Percentage of Students by Level of Need Among the Six Participating School Districts

	Beginning (Fall)	Middle (Winter)	End (Spring)
Intensive	68.0%	65.8%	53.7%
Strategic	16.7%	23.1%	22.6%
Core	15.4%	10.9%	23.6%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods.

The results suggest a reduction in risk of reading failure for a stable group of kindergarten students participating in their district’s Dyslexia Pilot Project. The results also indicate that additional comprehensive support of kindergarten students is needed to further reduce the risk of reading failure across the participating schools in the Dyslexia Pilot Project. Given the large proportion of students identified as needing strategic and intensive intervention, considerable effort should go into strengthening the core instruction provided in Tier I, as well as strategic interventions in Tier II in order to reduce the number of students identified as at risk in subsequent screening periods. Although many high-need schools will struggle to achieve the ideal, within an effective tiered system of supports, it is expected that 80-90% of students’ needs are met within the core instructional program, only 5-10% of the students are in need of strategic interventions, and only 1-5% of the students are in need of intensive interventions (See Figure 1). Screening outcomes for each of the participating school districts are provided in the Appendix along with recommendations for improving screening outcomes.

Figure 1. Expected Percentages of Students Served within a Tiered System of Support



To what extent did participating districts provide professional development to teachers (general education and intervention specialists) in kindergarten, first and second grade levels to implement the core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs at each tier?

The Dyslexia Pilot Project met its objective of having participating districts provide professional development to K-2 teachers (general education teachers and intervention specialists) in the implementation of core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs within a tiered system of supports. All six participating school districts invested in professional development on topics that met the requirements of the Dyslexia Pilot Project (See Table 4). Cincinnati Public Schools provided an exemplar for professional development by having teachers participate in an Orton-Gillingham Multisensory Reading course coupled with a Practicum (including 14 on-site coaching occasions) provided by the Mayerson Academy in coordination with the College of Mt. St. Joseph's Science of Reading Partnership Program. Indian Creek Local Schools, and to a lesser degree Edison Local Schools and Trimble Local Schools, also coupled training with on-site coaching for the provision of high quality professional development. The Shawnee Local School District was the only district that did not secure professional development through a partnership with an outside entity. Instead, the Shawnee Local Schools provided professional development in the form of training, modeling, and coaching provided by the school district's Reading Specialist for teachers previously trained in evidence-based reading instruction and multi-sensory structured language instruction (i.e., Orton Gillingham and Lindamood Bell). Additional detail regarding the professional development offered by each participating district and recommendations for improving districts' professional development is presented in the Appendix.

Table 4. Number of Teachers Receiving Professional Development through the Dyslexia Pilot Project in Year 1 (2012-13)

Professional Development Focus (<i>Provider</i>)	Number of Teachers
Cincinnati Public Schools	
Response to Intervention (<i>Mayerson Academy</i>)	10
Orton-Gillingham Multisensory Reading Course + Practicum (<i>Mayerson Academy</i>)	12
Edison Local Schools	
DIBELS Next (<i>Step By Step Learning</i>)	35
Data Analysis and Instructional Planning (with Coaching) (<i>Step By Step Learning</i>)	27
Indian Creek Local Schools	
DIBELS Next Initial Training (<i>Step By Step Learning</i>)	30
DIBELS Fall Assessment Coaching (<i>Step By Step Learning</i>)	24
Data Analysis and Instructional Planning (<i>Step By Step Learning</i>)	16
Instructional Modeling and Coaching (<i>Step By Step Learning</i>)	24
Medina City Schools	
Orton Gillingham Refresher Training (<i>The Institute for Multisensory Education</i>)	9
Handwriting without Tears (<i>Handwriting without Tears</i>)	6
Lindamood Phoneme Sequencing (LiPS) (<i>Certified Lindamood Trainer</i>)	16
Shawnee Local Schools	
Orton Gillingham and Lindamood Bell (<i>Reading Specialist within Shawnee Local Schools District</i>)	8
Trimble Local Schools	
Orton-Gillingham and the Language Tool Kit (<i>Ohio University's Patton College of Education</i>)	3
DIBELS Next (<i>Ohio University's Patton College of Education</i>)	3

To what extent did participating districts communicate to parents effectively and consistently regarding: (a) The district’s participation in the Dyslexia Pilot Project, including information about dyslexia, recommended evidence-based multisensory structured language supports, and possible services under state and federal law; (b) Screening results and the selection of their child to participate in the Dyslexia Pilot Project and Tier II intervention(s); (c) Progress Monitoring reports and the frequency in which they will be shared; (d) Procedures for informing parent(s) of satisfactory progress and their child’s return to Tier I or the need for further evaluation or Tier III intervention?

The Dyslexia Pilot Project partially met its objective of having participating districts communicate to parents the district’s participation in the Dyslexia Pilot Project. Five of the six school districts provided parents with notification of the district participation in the Pilot Project, but often this information was embedded within a school building or district newsletter or correspondence serving multiple purposes. Parent permission for the selection of children to receive intervention through the Dyslexia Pilot Project took the form of an opt-out permission (that is, parents should respond only if they do not want their child to participate in the intervention program) rather than explicit, specific permission to participate in the Pilot Project for two of the school districts. It is expected that the mechanisms for communicating to parents all aspects of the Dyslexia Pilot Project including specific information regarding student intervention support and movement within the tiers will be improved upon for Year 2.

To what extent did students whose teachers participated in the Dyslexia Pilot Project’s professional development demonstrate accelerated rates of learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions as measured over time by curriculum-based measurement assessments?

The Dyslexia Pilot Project partially met its objective of having students demonstrate accelerated rates of learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions. In three school districts with high levels of implementation fidelity for screening, matching students to interventions based on need, and progress monitoring, student gains in basic early literacy measures met or exceeded the rates of improvement calculated from the national benchmark norms (See Appendix: Edison Local Schools, Indian Creek Local Schools, and Shawnee Local Schools). The student outcomes were mixed in another school district with high levels of implementation fidelity for screening, matching students to interventions based on need, and progress monitoring, due to the significant needs of the student population, including a high proportion of English Language Learners (See Appendix: Cincinnati Public Schools). In two school districts with lower levels of implementation fidelity for the core components of the Dyslexia Pilot Project, student gains in basic early literacy measures generally failed to meet the rates of improvement calculated from

the national benchmark norms (See Appendix: Medina City Schools, Trimble Local Schools). Taken together, the results of the analysis of student gains in early literacy skill fluency indicate that the successful implementation of the core components of the Dyslexia Pilot Project are associated with accelerated rates of learning.

To what extent did the effectiveness of early screening and evidence-based, multisensory-structured language instruction within a tiered model of reading instructional support and intervention lead to reductions in future special education costs at a school district-level?

Early screening and intervention using evidence-based, multisensory-structured language instruction within a tiered model of reading instructional support and intervention is designed to remediate basic skill deficits and reduce students' risk for reading failure. A reduction in the number of students identified as needing special education services as a result of addressing reading skill deficits for a greater proportion of the students is a desired outcome of the Dyslexia Pilot Project and will enable schools to dedicate more resources to students who require the most intensive level of support safeguarded by special education. The degree to which the Dyslexia Pilot Project lead to reductions in future special education costs will be evaluated in Year 3 of the Pilot Project when the impact of screening and intervention in kindergarten (Year 1) and kindergarten and first grade (Year 2) will be more likely to be detected in terms of special education eligibility rates.

Conclusions

School districts selected to participate in the Dyslexia Pilot Project agreed to a three-year commitment (2012-13, 2013-14, and 2014-15) to design and implement a tiered model of reading instructional support that utilized a multi-sensory structured language approach to instruction. School districts were required to select and administer technically adequate (i.e., reliable, valid, useful) assessments of phonological processing and rapid naming skills for the purposes of screening, intervention planning based on student's skills, and progress monitoring. Screening, early intervention, and progress monitoring activities were expected to focus on kindergarteners in Year 1 (2012-13), kindergarteners and first graders in Year 2 (2013-14), and kindergarteners, first, and second graders in Year 3 (2014-15).

As part of the Dyslexia Pilot Project, school districts were also required to provide professional development in evidence-based reading instruction and multi-sensory structured language instruction to teachers (general education and intervention specialists) serving students in kindergarten through third grade. School districts were also required to communicate to parents: (a) their child is eligible for reading intervention services through the Pilot Project, (b) the district's process to obtain parental consent for the student's participation

in the Pilot Project, and (c) information about dyslexia, recommended multi-sensory structured language supports and possible services under state and federal law.

School districts were renewed for funding for Year 2 contingent on their implementation of the core components of the Pilot Project. Six of the eight school districts provided evidence of implementation sufficient to earn them a second year of funding. The focus of this annual evaluation was on the six school districts continuing in the Dyslexia Pilot Project after Year 1: Cincinnati Public Schools, Edison Local School Districts, Indian Creek Local School District, Medina City School District, Shawnee Local School District, and Trimble Local School District.

The findings of this evaluation of Year 1 implementation and outcomes are positive and point to many successes in screening and serving students at risk for reading failure. The Dyslexia Pilot Project met three of its objectives of having participating school districts: (a) choose technically adequate standardized curriculum-based measurement assessments for the purposes of screening, intervention planning, and progress monitoring; (b) implement universal screening using curriculum-based measurement assessments for benchmarking for the selection of students for intervention at the kindergarten level in Year 1 (2012-13); and (c) provide professional development to K-2 teachers (general education teachers and intervention specialists) in the implementation of core evidence-based reading instruction, multi-sensory structured language instruction, and specific reading intervention programs within a tiered system of supports. The Dyslexia Pilot Project partially met two of its objectives of having participating school districts (a) communicate effectively to parents all aspects of the district's Pilot Project; and (b) demonstrate accelerated rates of student learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions. With each of these objective, implementation practices varied among the six school districts in the Pilot Project. Findings and recommendations for improving implementation in each school district are presented in the Appendix.

The degree to which the Dyslexia Pilot Project lead to reductions in future special education costs will be evaluated in Year 3 of the Pilot Project when the impact of screening and intervention in kindergarten (Year 1) and kindergarten and first grade (Year 2) will be more likely to be detected in terms of special education eligibility rates.

Appendix

The Appendix contains the Year 1 Review summaries for each of the school districts participating in the Dyslexia Pilot Project evaluation:

Cincinnati Public Schools
Edison Local Schools
Indian Creek Local Schools
Medina City Schools
Shawnee Local Schools
Trimble Local Schools

Note: Student outcomes for screening, implementation planning, and rates of improvement are presented in the aggregate for the district for districts that had one to three elementary schools involved in the Pilot Project. The exception is Cincinnati Public Schools, in which the two elementary schools participated in different professional development offerings. For Cincinnati Public Schools, student outcomes for screening, implementation planning, and rates of improvement are presented separately for each of the two elementary schools.

Dyslexia Pilot Project Evaluation: Year 1 Review
Cincinnati Public Schools

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF SCREENING**

Not
Implemented

Partially
Implemented

**Fully
Implemented**

Findings: Cincinnati Public Schools used DIBELS Next for the purposes of screening kindergarten students' basic early literacy skills at Mt. Washington Elementary and Roberts Paideia Academy in Year 1 (2012-13). First Sound Fluency (FSF) and Letter Naming Fluency (LNF) were administered during the beginning (fall) benchmark period. First Sound Fluency (FSF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were used to assess basic skills during the middle (winter) benchmark period. Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were administered during the end (spring) benchmark period. At Roberts Paideia Academy, the IDEA Proficiency Test (IPT) was also administered to assess the English language proficiency of English Language Learners in the domains of listening, speaking, reading, and writing, given the percentage of English Language Learners served by this school.

Sixty-four (64) kindergarten students participating in the Cincinnati Public Schools Dyslexia Pilot Project at **Mt. Washington Elementary** were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 48 (75.0%) of these students were in need of "intensive" support, 7 (10.9%) were in need of "strategic" support, and 9 (13.8%) had their needs met within the schools' "core" instruction. The screening outcomes for the middle and end benchmark periods are presented in the table below. Using a local norm based on the lowest 10% criterion, 6 students were in need of intensive, individualized intervention. The Cincinnati Public Schools Dyslexia Pilot Project identified 49.2% of the kindergarten students at Mt. Washington to be in need of some level of intervention.

Mt. Washington	Beginning (Fall)	Middle (Winter)	End (Spring)
Core	13.8%	18.8%	21.7%
Strategic	10.9%	10.9%	20.0%
Intensive	75.0%	70.3%	58.3%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 64 (fall), 64 (winter), 60 (spring).

Sixty-seven (67) kindergarten students participating in the Cincinnati Public Schools Dyslexia Pilot Project at **Roberts Paideia Academy** were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 64 (95.5%) of these students were in need of "intensive" support, 3 (4.5%) were in need of "strategic" support, and 0 (0.0%) had their needs met within the schools' "core" instruction. The screening outcomes for the middle and end benchmark periods are presented in the table on the next page. Using a local norm based on the lowest 10% criterion, 22 students were in need of intensive, individualized intervention. The Cincinnati Public Schools Dyslexia Pilot Project identified 85.9% of the students in need of some level of intervention.

students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 77.3% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 52.2% of the 67 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Cincinnati Public Schools Pilot Project at **Roberts Paideia Academy** provided a continuum of instructional and intervention supports for students. The core instruction at Roberts Paideia Academy reflected a higher level of instructional intensity given the needs of the students. The district-adopted core reading program, *Journeys*, was augmented with Orton-Gillingham Multi-Sensory Reading instructional methods. In addition to the five K-3 teachers previously trained in Orton-Gillingham, nine remaining general education teachers (K-3) and one Intervention Specialist received professional development in Orton-Gillingham in Year 1. The Tier I instructional program included 120 minutes of reading daily with students assigned to teacher stations based on the specific skills they are in need of developing. Two Orton-Gillingham Master Teachers provide in-class coaching to assist in designing and delivering small group Orton-Gillingham instruction in the classroom. Small group intervention (Tier II) is provided by the classroom teacher and Reading Specialist using Orton-Gillingham for 30-40 minutes a day 4 days a week with a teacher-to-student ratio ranging from 2 to 5-to-1. The most intensive level of intervention (Tier III) is provided to students who are struggling with early literacy skills and who are also English Language Learners. These students receive Tier II intervention with an additional 30-40 minutes of intervention in English language acquisition and literacy instruction using Orton-Gillingham and the Young Readers Program.

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF PROGRESS MONITORING**

Not
Implemented

**Partially
Implemented**

Fully
Implemented



Findings: DIBELS Next measures were used to monitor student progress at least twice a month for students receiving strategic and intensive intervention.

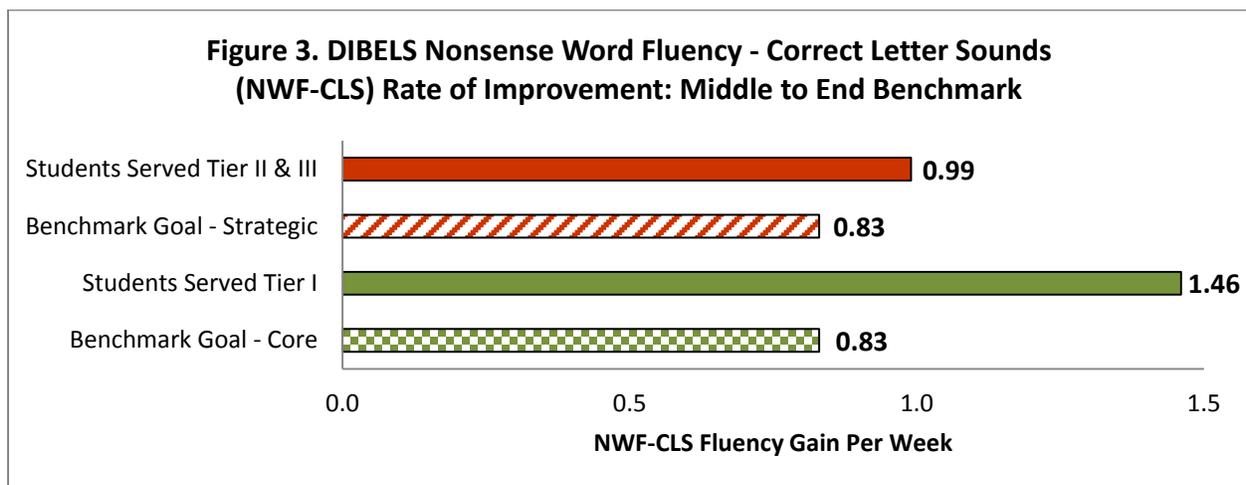
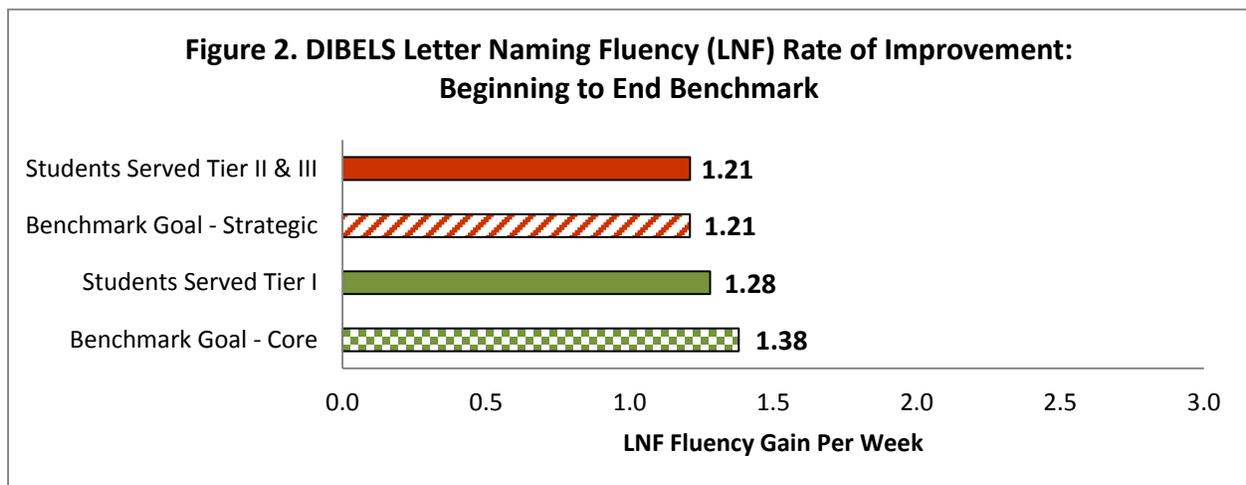
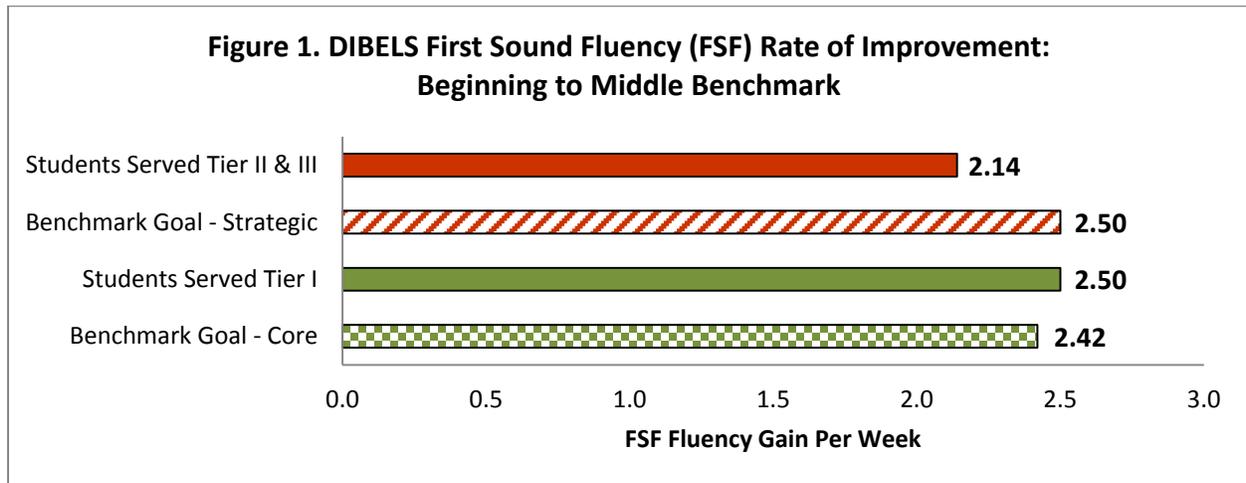
A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

At **Mt. Washington Elementary**, students receiving strategic or intensive intervention attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the strategic level in First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds. The rate of improvement attained by students served within the core curriculum likewise surpassed the rate of improvement for students calculated from the benchmark goals for the “core” level in First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds (See Figures 1-3).

At **Roberts Paideia Academy**, all of the kindergarten students received either strategic or intensive intervention. These students attained a mean rate of improvement that was equivalent to the rate of improvement calculated from the benchmark goals for the strategic level in Letter Naming Fluency, but not First Sound Fluency nor Nonsense Word Fluency – Correct Letter Sounds (See Figures 4-6).

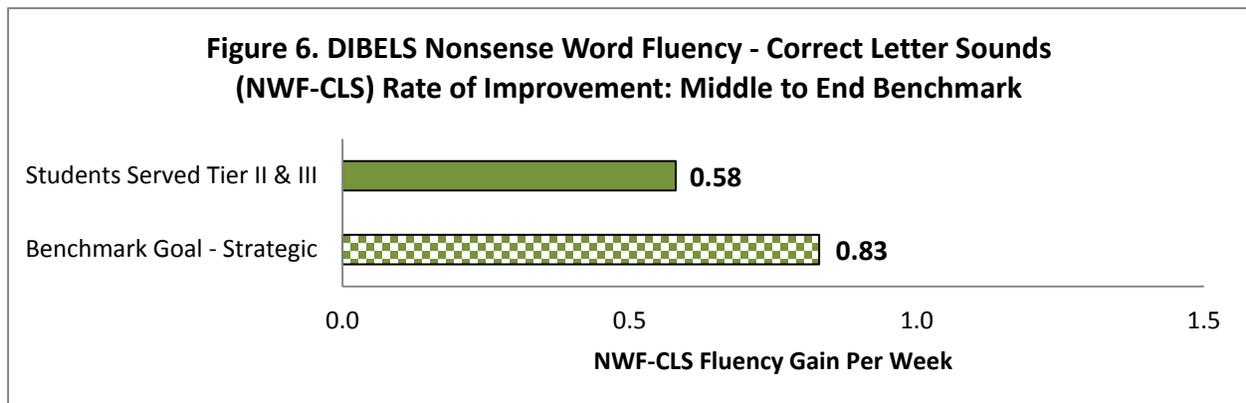
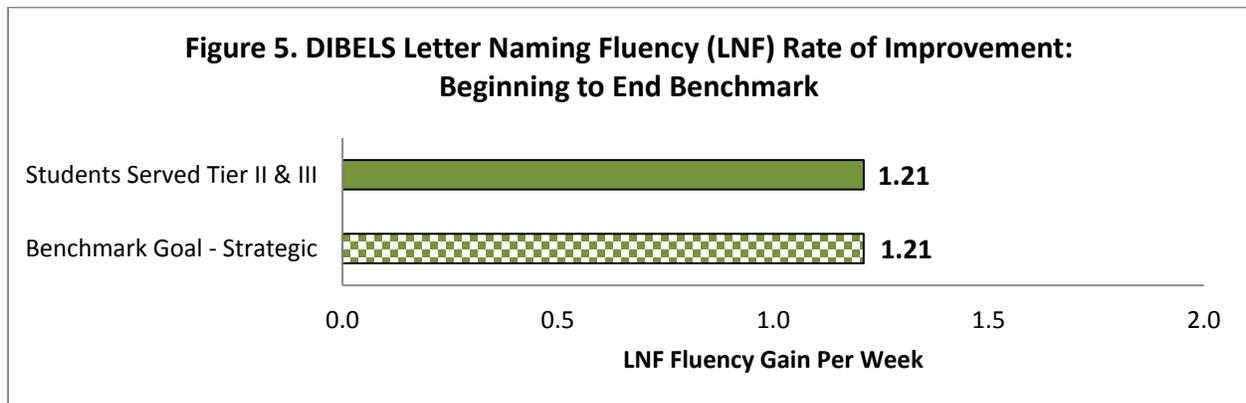
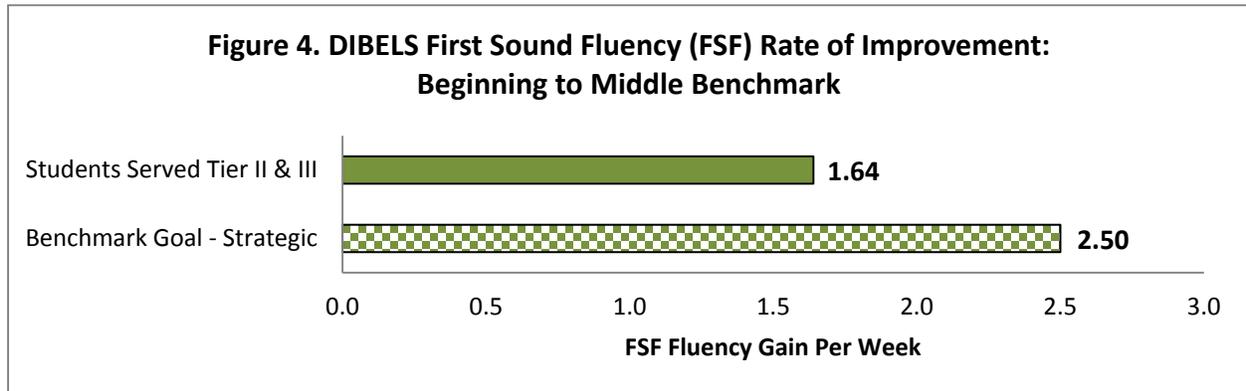
Recommendation: It is recommended that progress monitoring be conducted weekly for students receiving intensive, individualized intervention and bi-weekly for students receiving strategic intervention.

Student Growth Outcomes for Mt. Washington Elementary



Note: These outcomes are based on the benchmark assessment of 47 students served in Tier I and 13 students served in Tier II and/or Tier III.

Student Growth Outcomes for Roberts Paideia Academy



Note: These outcomes are based on the benchmark assessment of 66 students served in Tier II and/or Tier III.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: The Cincinnati Public Schools Dyslexia Pilot Project partnered with the Mayerson Academy in coordination with the College of Mt. St. Joseph's Science of Reading Partnership Program for the provision of professional development. The Mayerson Academy is accredited by the International Multisensory Language Education Council to provide certified training for teachers and instructors. In Year 1, professional development focused on Response to Intervention (that is, tiered systems of support for reading instruction and intervention) at Mt. Washington Elementary and Orton-Gillingham Multisensory Reading Course and Practicum at Roberts Paideia Academy.

At **Mt. Washington Elementary**, professional development in Response to Intervention was provided to 10 teachers and the administrators on 11/29/2012, 12/6/2012, and 2/5/2013. Additional on-going professional development in Response to Intervention was provided throughout the school year during teachers' planning periods.

At **Roberts Paideia Academy**, professional development in Orton-Gillingham Multisensory Reading was provided to 10 teachers from Roberts Paideia Academy and 2 teachers from Mt. Washington Elementary on 10/15/2012, 10/17/2012, 10/22/2012, 10/24/2012, 11/7/2012, 11/14/2012, 11/28/2012, 12/5/2012, 12/12/2012, 1/9/2013, 1/16/2013, and 1/23/2013. Training continued through 5/30/2013 with each teacher receiving total of 14 in-class coaching visits to support implementation of Orton-Gillingham with fidelity in a small group setting.

Dyslexia Pilot Project Evaluation: Year 1 Review
Edison Local Schools

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF SCREENING**

Not
Implemented

Partially
Implemented

**Fully
Implemented**

Findings: Edison Local Schools used DIBELS Next for the purposes of screening kindergarten students' basic early literacy skills in Year 1 (2012-13). First Sound Fluency (FSF) and Letter Naming Fluency (LNF) were administered during the beginning (fall) benchmark period. First Sound Fluency (FSF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were used to assess basic skills during the middle (winter) benchmark period. Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were administered during the end benchmark period.

One hundred and fifteen (115) kindergarten students participating in the Edison Local Schools Pilot Project were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 85 (73.9%) of these students were in need of "intensive" support, 19 (16.5%) were in need of "strategic" support, and 11 (9.6%) had their needs met within the schools' "core" instruction. The screening outcomes for the middle and end benchmark periods are presented in the table below. Using a local norm based on the lowest 10% criterion, 12 students were in need of intensive, individualized intervention. The Edison Local Dyslexia Pilot Project identified 38 (33.0%) students in need of some level of intervention.

	Beginning (Fall)	Middle (Winter)	End (Spring)
Core	9.6%	7.1%	25.0%
Strategic	16.5%	27.7%	29.6%
Intensive	73.9%	65.2%	45.4%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 112 (fall), 112 (winter), 108 (spring).

Recommendations for Continuous Improvement: Given the large number of students identified with an "intensive" need based on national DIBELS Next norms, it is recommended that Edison Local Schools use a combination of national and local norms when matching interventions to students' needs. A criterion should be established (e.g., lowest 10-15% of local students) regarding which students should receive Tier II and Tier III intervention.

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF INTERVENTION PLANNING**

Not
Implemented

Partially
Implemented

**Fully
Implemented**

Findings: In addition to the DIBELS Next measures identified above, the Quick Phonics Screener (QPS) was used to identify specific skills in need of remediation.

ASSESSMENT DATA WERE USED TO DETERMINE THE STUDENT'S SPECIFIC READING DEFICITS IN ORDER TO PROVIDE EVIDENCE-BASED INTERVENTION MATCHED TO THE STUDENT'S SPECIFIC NEEDS

Not Implemented

Partially Implemented

Fully Implemented



Findings: Based on the DIBELS Next recommended benchmark goals, 63.5% of the students identified in need of “intensive” support during the beginning benchmark period received an intensive intervention. Overall, 56.5% of the 115 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 100% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 79.1% of the 115 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Edison Local Dyslexia Pilot Project provided a continuum of instructional and intervention supports for students within their core instruction using the Scott Foresman Reading Street (2008) reading series (Tier I), small group intervention (Tier II) based on the Step By Step Learning program, and intensive intervention (Tier III) using Orton-Gillingham. For the Tier II intervention, students were grouped based on student need and received 60-150 minutes per week of targeted instruction with teacher-to-student ratios of no more than 6:1. The Title I teacher and the Intervention Specialist served the students in the lowest performing reading groups. For the Tier III intervention, intervention was provided by a teacher trained in Orton-Gillingham for 200-450 minutes per week with a teacher-to-student ratio no more than 3:1.

Recommendation: Given the large percentage of students identified as needing strategic and intensive intervention, considerable effort should go into strengthening the core instruction provided in Tier 1, as well as strategic interventions in Tier II in order to reduce the number of students identified as at risk in subsequent screening periods.

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS FOR THE PURPOSES OF PROGRESS MONITORING

Not Implemented

Partially Implemented

Fully Implemented



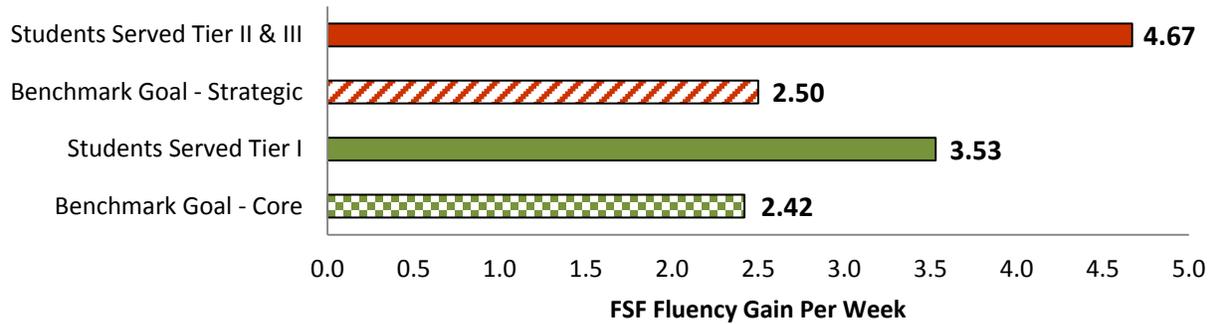
Findings: DIBELS Next measures were used to monitor student progress at least twice a month for students receiving strategic and intensive intervention.

A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

Kindergarten students receiving strategic or intensive intervention attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the strategic level on all three measures (See Figures 1-3). Likewise, the rate of improvement attained by students served within the core curriculum surpassed the rate of improvement for students calculated from the benchmark goals for the “core” level on all three measures.

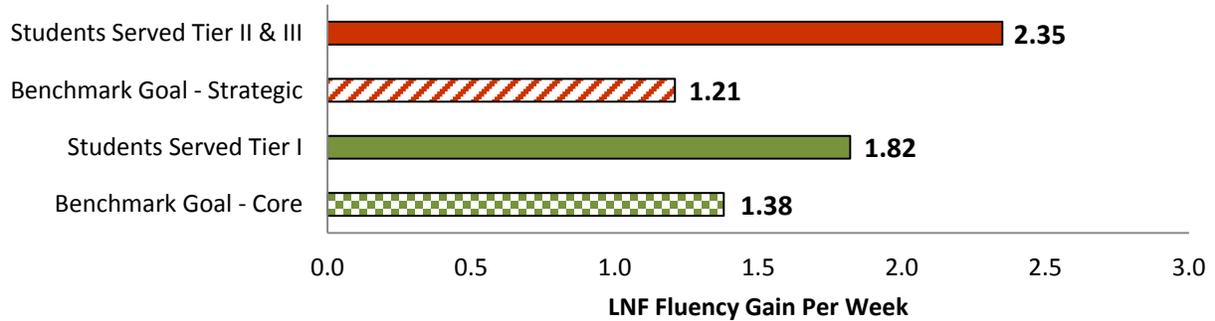
Recommendation: It is recommended that progress monitoring be conducted weekly for students receiving intensive, individualized intervention and bi-weekly for students receiving strategic intervention.

Figure 1. DIBELS First Sound Fluency (FSF) Rate of Improvement: Beginning to Middle Benchmark



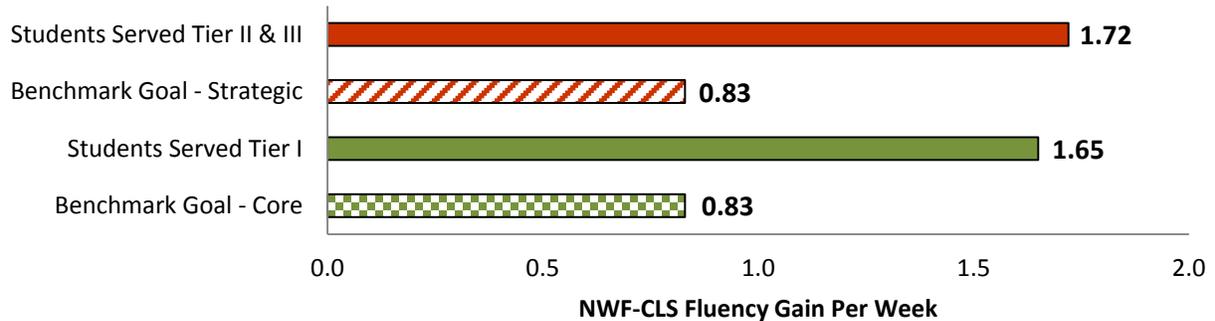
Note: These outcomes are based on the benchmark assessment of 56 students served in Tier I and 55 students served in Tier II and/or Tier III.

Figure 2. DIBELS Letter Naming Fluency (LNF) Rate of Improvement: Beginning to End Benchmark



Note: These outcomes are based on the benchmark assessment of 56 students served in Tier I and 55 students served in Tier II and/or Tier III.

Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark



Note: These outcomes are based on the benchmark assessment of 56 students served in Tier I and 50 students served in Tier II and/or Tier III.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: The Edison Local Dyslexia Pilot Project partnered with Step By Step Learning for the provision of professional development. Professional development in the use of DIBELS Next was provided to 35 teachers of students in grades kindergarten through third grade on 8/18/2012. Specialized training in Data Analysis and Instructional Planning was provided to 9 kindergarten teachers and 9 first grade teachers on 10/4/2012 and 1/22/2013 based on the beginning benchmark and end of benchmark data. Data Analysis and Instructional Planning professional development was conducted with 9 second grade teachers on 10/8/2012 and 1/24/2013 based on the beginning benchmark and end of benchmark data.

ASSESSMENT DATA WERE USED TO DETERMINE THE STUDENT'S SPECIFIC READING DEFICITS IN ORDER TO PROVIDE EVIDENCE-BASED INTERVENTION MATCHED TO THE STUDENT'S SPECIFIC NEEDS

Not Implemented

Partially Implemented

Fully Implemented



Findings: Based on the DIBELS Next recommended benchmark goals, 63.5% of the students identified in need of “intensive” support during the beginning benchmark period received an intensive intervention. Overall, 56.5% of the 115 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 100% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 79.1% of the 115 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Indian Creek Local Dyslexia Pilot Project provided a continuum of instructional and intervention supports for students within their core instruction using the Scott Foresman Reading Street (2008) reading series (Tier I), small group intervention (Tier II) based on the Step By Step Learning program, and intensive intervention (Tier III) using Orton-Gillingham. For the Tier II intervention, students were grouped based on student need and received 60-150 minutes per week of targeted instruction with teacher-to-student ratios of no more than 6:1. The Title I teacher and the Intervention Specialist served the students in the lowest performing reading groups. For the Tier III intervention, intervention was provided by a teacher trained in Orton-Gillingham for 200-450 minutes per week with a teacher-to-student ratio no more than 3:1.

Recommendation: Given the large percentage of students identified as needing strategic and intensive intervention, considerable effort should go into strengthening the core instruction provided in Tier 1, as well as strategic interventions in Tier II in order to reduce the number of students identified as at risk in subsequent screening periods.

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS FOR THE PURPOSES OF PROGRESS MONITORING

Not Implemented

Partially Implemented

Fully Implemented



Findings: DIBELS Next measures were used to monitor student progress at least twice a month for students receiving strategic and intensive intervention.

A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

Kindergarten students receiving strategic or intensive intervention attained a mean rate of improvement that met or exceeded the rate of improvement calculated from the benchmark goals for the strategic level on Letter Naming Fluency and Nonsense Word Fluency – Correct Letter Sounds (See Figures 1-3). The rate of improvement attained by students served within the core curriculum surpassed the rate of improvement for students calculated from the benchmark goals for the “core” level on all three measures.

Recommendation: It is recommended that progress monitoring be conducted weekly for students receiving intensive, individualized intervention and bi-weekly for students receiving strategic intervention.

Figure 1. DIBELS First Sound Fluency (FSF) Rate of Improvement: Beginning to Middle Benchmark

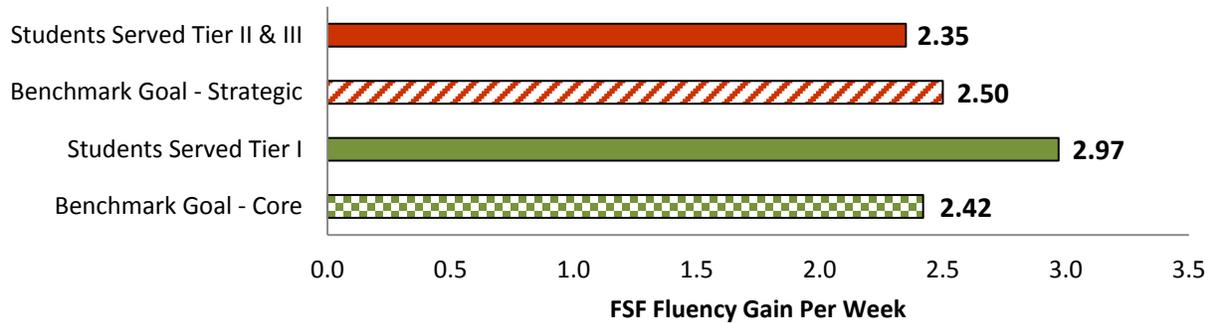


Figure 2. DIBELS Letter Naming Fluency (LNF) Rate of Improvement: Beginning to End Benchmark

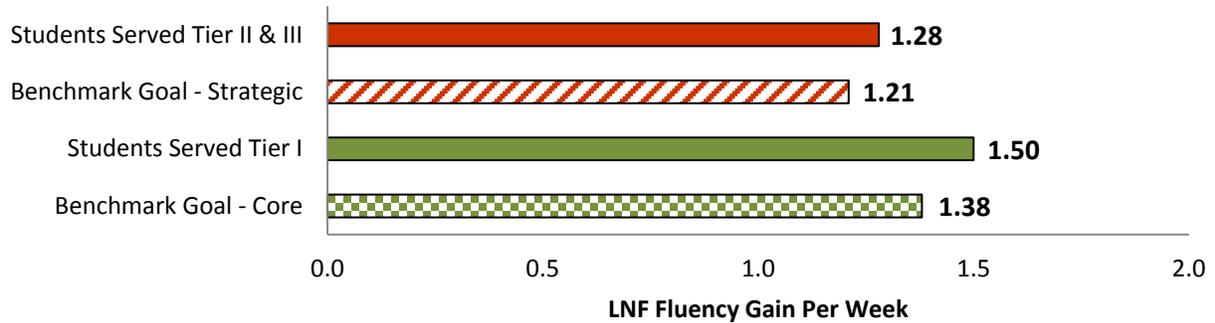
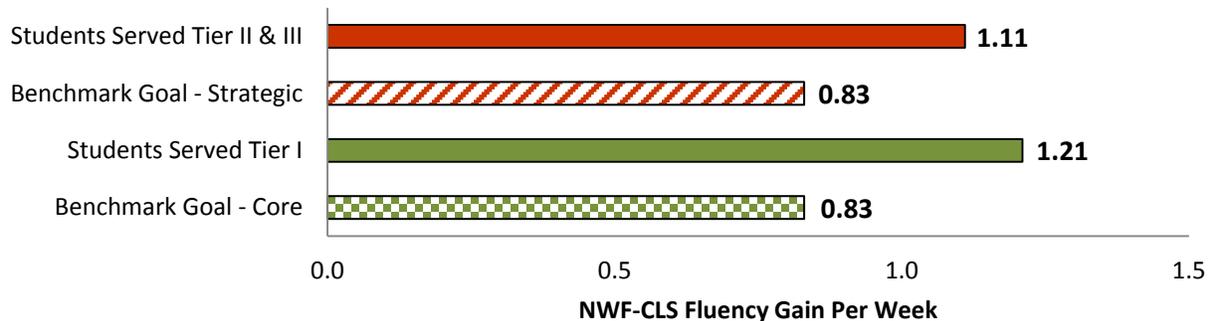


Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark



Note: These outcomes are based on the benchmark assessment of 24 students served in Tier I and 123 students served in Tier II and/or Tier III.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: The Indian Creek Local Dyslexia Pilot Project partnered with Step By Step Learning for the provision of professional development. Professional development in the use of DIBELS Next was provided to 35 teachers of students in grades kindergarten through third grade on 8/18/2012. Specialized training in Data Analysis and Instructional Planning was provided to 9 kindergarten teachers and 9 first grade teachers on 10/4/2012 and 1/22/2013 based on the beginning benchmark and end of benchmark data. Data Analysis and Instructional Planning professional development was conducted with 9 second grade teachers on 10/8/2012 and 1/24/2013 based on the beginning benchmark and end of benchmark data.

Dyslexia Pilot Project Evaluation: Year 1 Review
Medina Schools

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF SCREENING**

Not
Implemented

**Partially
Implemented**

Fully
Implemented

Findings: Medina City Schools used DIBELS (6th Edition) for the purposes of screening kindergarten students' basic early literacy skills at Heritage Elementary School in Year 1 (2012-13). Initial Sound Fluency (ISF) and Letter Naming Fluency (LNF) were administered during the beginning (fall) benchmark period. Only Initial Sound Fluency (ISF) was used to assess basic skills during the middle (winter) benchmark period, which marks a departure from the recommended guidelines that includes the administration of Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS). Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were administered during the end (spring) benchmark period to only a subset of the kindergarten students.

Fifty-five (55) kindergarten students participating in the Medina City Schools Pilot Project were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 7 (12.7%) of these students were classified as "at risk," 11 (20.0%) were identified as "some risk," and 37 (67.3%) were assessed to be "low risk" for reading difficulties. The screening outcomes for the middle and end benchmark periods are presented in the table below. Since only a subset of the kindergarten students were assessed during the end benchmark period, it is likely that this final assessment included only students assessed to be at-risk at an earlier benchmark period.

	Beginning (Fall)	Middle (Winter)	End (Spring)
Low Risk	67.3%	16.4%	15.8%
Some Risk	20.0%	65.5%	26.3%
At Risk	12.7%	18.2%	57.9%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 55 (fall), 55 (winter), 19 (spring).

Recommendation: It is recommended that the Medina City Schools Pilot Project follow the recommended guidelines for administration of the DIBELS measures in the middle benchmark period.

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF INTERVENTION PLANNING**

Not
Implemented

Partially
Implemented

**Fully
Implemented**

Findings: In addition to the DIBELS Next measures, the Phonological Awareness Test (PAT) was used to identify specific skills in need of remediation among the 18 lowest achieving kindergarten students.

ASSESSMENT DATA WERE USED TO DETERMINE THE STUDENT'S SPECIFIC READING DEFICITS IN ORDER TO PROVIDE EVIDENCE-BASED INTERVENTION MATCHED TO THE STUDENT'S SPECIFIC NEEDS

Not Implemented

Partially Implemented

Fully Implemented



Findings: Based on the DIBELS Next recommended benchmark goals, 42.9% of the students identified in need of “intensive” support during the beginning benchmark period received an intensive intervention. Overall, 70.9% of the 55 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 100% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 90.9% of the 55 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Medina City Dyslexia Pilot Project provided a continuum of instructional and intervention supports. All kindergarten students receive core instruction (Tier I) from their classroom teacher using Orton-Gillingham and Lindamood Phoneme Sequencing (LiPS). Additional small group intervention within the core was provided by the classroom teacher to students in groups of 2-4 based on student need. For Tier II intervention, students were grouped based on student need and received direct instruction from the classroom teacher using Orton-Gillingham, Lindamood-Bell “Seeing Stars” program, Lindamood Phoneme Sequencing (LiPS), and Visualizing and Verbalizing. At the kindergarten level, Tier III individualized, intensive intervention is commensurate with special education and remedial instruction is provided by the Intervention Specialist.

Recommendation: It is recommended that the Medina City Schools Pilot Project develop a Tier III level of support that involves individualized, intensive intervention within the general education program.

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS FOR THE PURPOSES OF PROGRESS MONITORING

Not Implemented

Partially Implemented

Fully Implemented

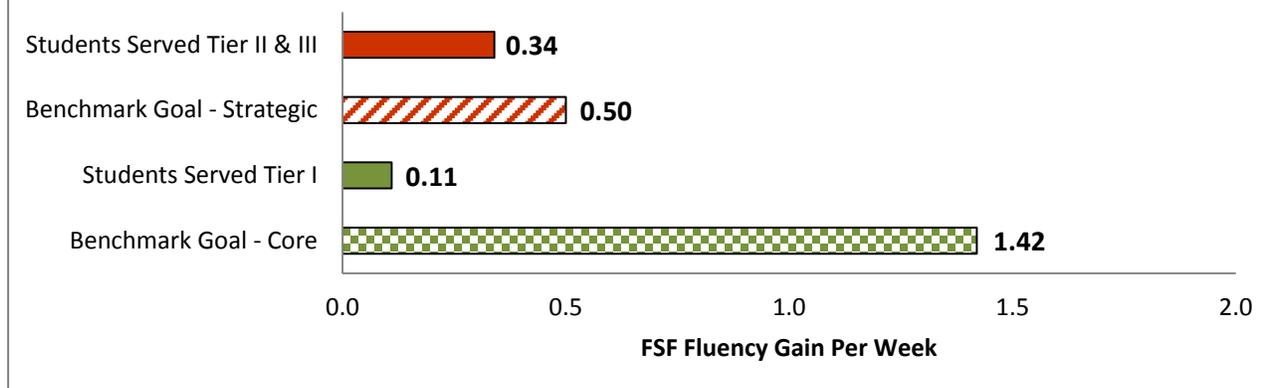


Findings: DIBELS measures were used to monitor student progress once every other week for students receiving intervention in the Medina Local Schools Pilot Project.

A rate of improvement was calculated for DIBELS Initial Sound Fluency (ISF) and Letter Naming Fluency (LNF) for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). A rate of improvement was not calculated for Phoneme Segmentation Fluency (PSF) nor Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) as these measures were not administered in the middle benchmark period. The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

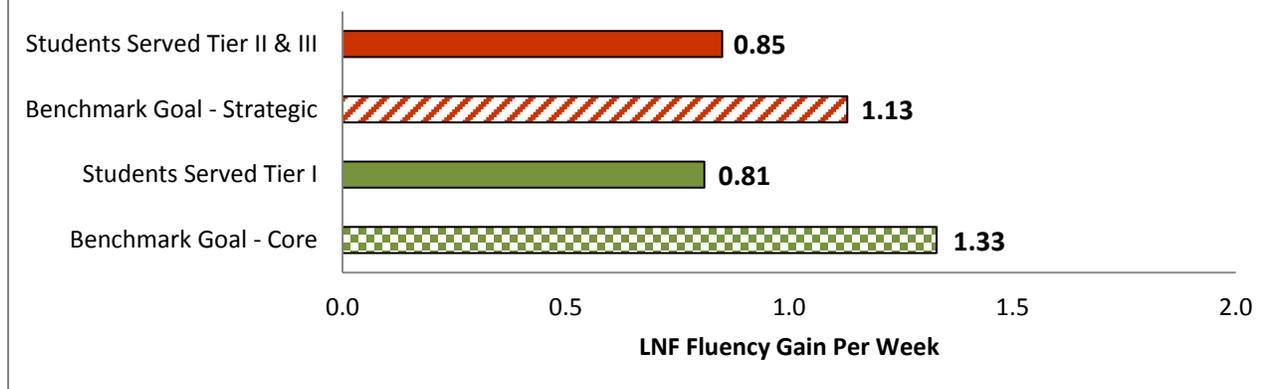
Kindergarten students receiving strategic or intensive intervention attained a mean rate of improvement that failed to meet the rate of improvement calculated from the benchmark goals for the strategic level on Initial Sound Fluency and Letter Naming Fluency. Likewise, rate of improvement attained by students served within the core curriculum failed to meet the rate of improvement for students calculated from the benchmark goals for the “core” level on both measures (See Figures 1 and 2).

Figure 1. DIBELS First Sound Fluency (FSF) Rate of Improvement: Beginning to Middle Benchmark



Note: These outcomes are based on the benchmark assessment of 43 students served in Tier I and 11 students served in Tier II and/or Tier III.

Figure 2. DIBELS Letter Naming Fluency (LNF) Rate of Improvement: Beginning to End Benchmark



Note: These outcomes are based on the benchmark assessment of 9 students served in Tier I and 10 students served in Tier II and/or Tier III.

Given that Letter Naming Fluency was administered to a subset of the kindergarten students during the end (spring) benchmark, it is possible that the gains demonstrated by these students do not represent the gains made by the entire kindergarten cohort.

Recommendation: It is recommended that progress monitoring be conducted weekly for students receiving intensive, individualized intervention and bi-weekly for students receiving strategic intervention. Interventions should be intensified or otherwise modified if they are not producing the expected outcome.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: Professional development for Year 1 included teachers from Heritage Elementary and Eliza Northrop Elementary. The Medina City Dyslexia Pilot Project partnered with The Institute for Multisensory Education for professional development in Orton-Gillingham. The Orton-Gillingham Refresher Training was provided to eight general teachers (2 kindergarten teachers, 2 first grade teachers, and 3 third grade teachers) and one Intervention Specialist on 10/11/2012 and 11/8/2011. A certified trainer from Handwriting Without Tears provided professional development in this program to six teachers (1 kindergarten, 2 first grade teachers, and 3 second grade teachers) on 11/3/2012. A certified trainer in Lindamood Bell provided professional development in Lindamood Phoneme Sequencing (LiPS) to 16 teachers and related service providers (2 kindergarten teachers, 3 first grade teachers, and 4 second grade teachers, 3 Intervention Specialists, 2 Reading Intervention/Title I teachers, and 2 Speech and Language Pathologists) from 2/4/2013 – 2/6/2013.

Dyslexia Pilot Project Evaluation: Year 1 Review
Shawnee Local Schools

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF SCREENING**

Not
Implemented

**Partially
Implemented**

Fully
Implemented

Findings: Shawnee Local Schools used multiple measures for the purposes of screening kindergarten students’ basic early literacy skills in Year 1 (2012-13). DIBELS Next measures were administered according to the established guidelines. First Sound Fluency (FSF) and Letter Naming Fluency (LNF) were administered during the beginning (fall) benchmark period. First Sound Fluency (FSF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were used to assess basic skills during the middle (winter) benchmark period. Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) were administered during the end (spring) benchmark period. The screening battery also included the Kindergarten Readiness Assessment-Literacy (KRA-L), Color Rapid Recall, Boehn, Sounds, Word Recognition, Sentence Dictation, Fine Motor, and Number Sense: Rote Counting and Counting Objects. Each of these assessment measures were assigned a point value and the kindergarten students were rank ordered based upon their performance.

One hundred and sixty-nine (169) kindergarten students participating in the Shawnee Local Schools Pilot Project were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 107 (63.3%) of these students were in need of “intensive” support, 32 (18.9%) were in need of “strategic” support, and 30 (17.8%) had their needs met within the schools’ “core” instruction. The screening outcomes for the middle and end benchmark periods are presented in the table below. Using a local norm based on the lowest 10% criterion, 19 students were in need of intensive, individualized intervention. The Shawnee Local Dyslexia Pilot Project identified 20 (11.8%) students in need of some level of intervention.

	Beginning (Fall)	Middle (Winter)	End (Spring)
Core	17.8%	24.9%	45.5%
Strategic	18.9%	36.7%	27.9%
Intensive	63.3%	38.5%	26.7%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 169 (fall), 169 (winter), 165 (spring).

Recommendations for Continuous Improvement: It is strongly recommended that Shawnee Local Schools streamline their screening process to include only measures validated for the purposes of screening basic early literacy skills. DIBELS Next has research-demonstrated reliability, validity, and utility for screening early literacy skills using multiple measures. Also, given the large number of students identified with an “intensive” need based on national DIBELS Next norms, it is recommended that Shawnee Local Schools continue to use a combination of national and local norms when matching interventions to students’ needs. A criterion should be established (e.g., lowest 10-15% of local students) regarding which students should receive Tier II and Tier III intervention.

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF INTERVENTION PLANNING**

Not
Implemented

Partially
Implemented

**Fully
Implemented**

Findings: In addition to the DIBELS Next measures and the KRA-L subtests, the Comprehensive Test of Phonological Processing (CTOPP) was used to identify specific skills in need of remediation among the 20 lowest achieving kindergarten students.

**ASSESSMENT DATA WERE USED TO DETERMINE THE STUDENT’S SPECIFIC READING DEFICITS
IN ORDER TO PROVIDE EVIDENCE-BASED INTERVENTION MATCHED TO THE STUDENT’S SPECIFIC NEEDS**

Not
Implemented

**Partially
Implemented**

Fully
Implemented

Findings: Based on the DIBELS Next recommended benchmark goals, 0.0% of the students identified in need of “intensive” support during the beginning benchmark period received an intensive intervention. Overall, 17.8% of the 169 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 42.1% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 90.5% of the 169 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Shawnee Local Dyslexia Pilot Project provided a continuum of instructional and intervention supports for students within their core instruction using the Harcourt Reading Series and supplemental Saxon Phonics (Tier I). Tier II intervention focused on multisensory instructional integration: Orton-Gillingham Red Word Strategy, Arm Tapping, Sand Trays, Blending Board, color sounds, finger on sounds, rubber band stretching, pounding syllables, finger tapping sounds, and Elkonin boxes with manipulatives. The structure for the provision of Tier II intervention included: (a) Small group or individual intervention from the classroom teacher for 10 minutes daily, (b) Individual intervention from the paraprofessional for 10 minutes daily, (c) Small group intervention from the Reading Specialist for 30 minutes daily. Students in need of “intensive” Tier III support received the same Tier I and Tier II intervention support, plus an additional 10 minutes of individual intervention from the paraprofessional daily (for a total of 20 minutes as opposed to the 10 minutes offered students receiving Tier II intervention).

Recommendation: Given the large percentage of students identified as needing strategic and intensive intervention, considerable effort should go into strengthening the core instruction provided in Tier 1, as well as strategic interventions in Tier II in order to reduce the number of students identified as at risk in subsequent screening periods.

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF PROGRESS MONITORING

Not
Implemented

Partially
Implemented

Fully
Implemented

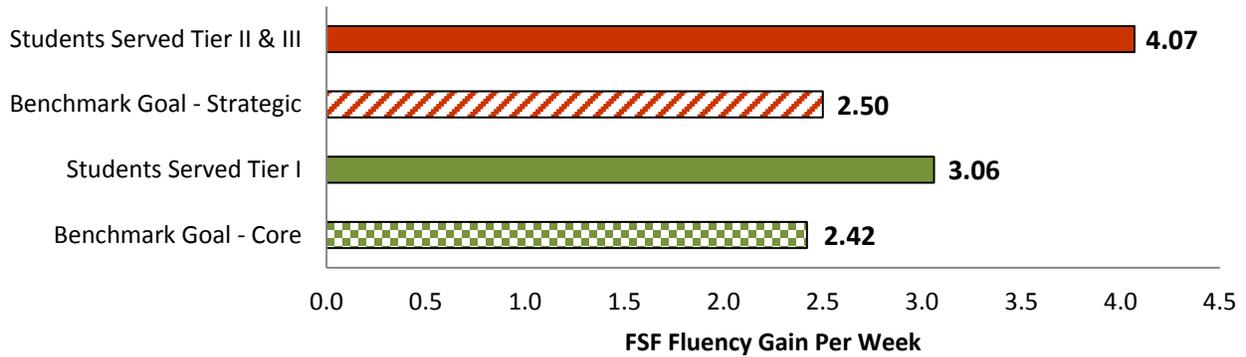


Findings: DIBELS Next measures were used to monitor student progress on a weekly basis for students receiving intervention as part of the Shawnee Local Dyslexia Pilot Project.

A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

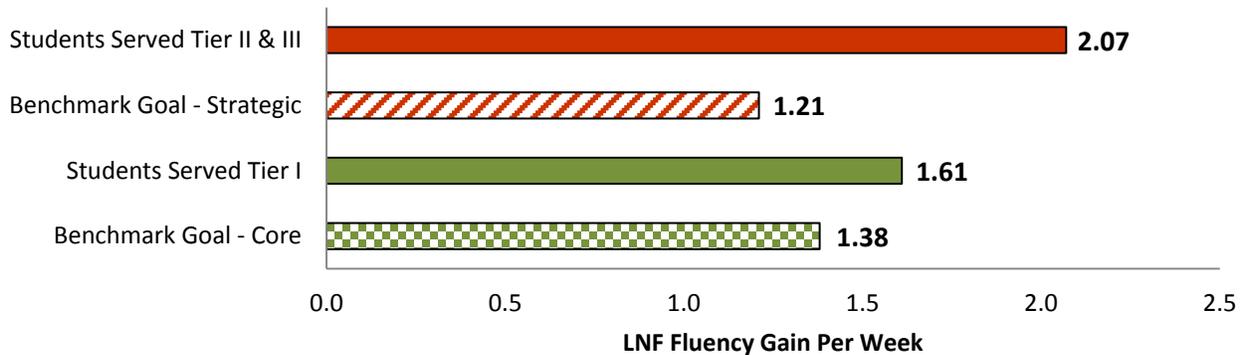
Kindergarten students receiving strategic or intensive intervention attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the strategic level on Letter Naming Fluency and Nonsense Word Fluency – Correct Letter Sounds (See Figures 1-3). The rate of improvement attained by students served within the core curriculum surpassed the rate of improvement for students calculated from the benchmark goals for the “core” level on all three measures.

Figure 1. DIBELS First Sound Fluency (FSF) Rate of Improvement: Beginning to Middle Benchmark



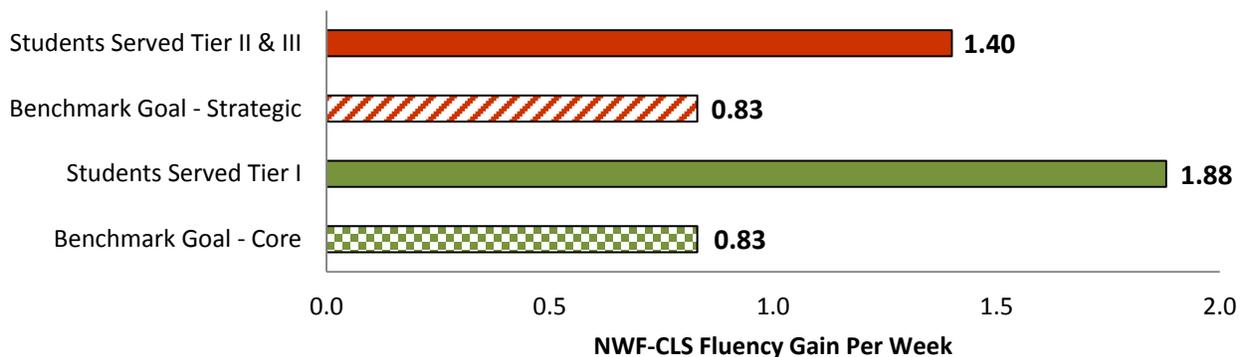
Note: These outcomes are based on the benchmark assessment of 151 students served in Tier I and 12 students served in Tier II and/or Tier III.

Figure 2. DIBELS Letter Naming Fluency (LNF) Rate of Improvement: Beginning to End Benchmark



Note: These outcomes are based on the benchmark assessment of 148 students served in Tier I and 11 students served in Tier II and/or Tier III.

Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark



Note: These outcomes are based on the benchmark assessment of 153 students served in Tier I and 11 students served in Tier II and/or Tier III.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: The Shawnee Local Dyslexia Pilot Project was designed to provide embedded professional development for teachers previously trained in evidence-based reading instruction, multi-sensory structured language instruction (i.e., Orton-Gillingham and Lindamood Bell). The Reading Specialist provided training, modeling, and coaching to all eight kindergarten teachers on Orton-Gillingham strategies. Professional development in the use of instructional strategies to increase phonemic awareness (e.g., Elkonin boxes, stretching sounds) was provided on 10/8/2012. A professional development session on 10/23/2012 focused on a review of instructional strategies to increase phonemic awareness along with strategies to increase blending and improve behavior conducive to learning. A professional development session on 12/4/2012 provided an opportunity for the Reading Specialist to model the instructional strategies previously featured. The planned professional development component of the Shawnee Local Dyslexia Pilot Project was interrupted by the unexpected departure of the Reading Specialist. The professional development resumed once a new Reading Specialist was put in place. Support for the kindergarten teachers and paraprofessional funded by the Pilot Project was provided by the new Reading Specialist with additional support from a Response to Intervention (RTI) leader assigned to each pod of kindergarten teachers.

Recommendation: It is recommended that the Shawnee Local Dyslexia Pilot Project continue with the implementation of embedded professional development in evidence-based reading instruction and intervention and the use of progress monitoring to support data-based decision making. The professional development support of the new Reading Specialist coupled with the support of the RTI leader will provide the expertise and continuity needed to move forward for Year 2 and 3.

Dyslexia Pilot Project Evaluation: Year 1 Review Trimble Local Schools

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS FOR THE PURPOSES OF SCREENING

Not
Implemented

Partially
Implemented

Fully
Implemented

Findings: Trimble Local Schools used the Kindergarten Readiness Assessment-Literacy (KRA-L) and DIBELS Next for the purposes of screening kindergarten students' basic early literacy skills in Year 1 (2012-13). DIBELS Next measures included First Sound Fluency (FSF) and Letter Naming Fluency (LNF) during the beginning (fall) benchmark period. First Sound Fluency (FSF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) and Nonsense Word Fluency-Whole Words Read (NWF-WWR) were administered during the middle (winter) benchmark period. Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS), and Nonsense Word Fluency-Whole Words Read (NWF-WWR) were used to assess basic skills during the end (spring) benchmark period.

Fifty-four (54) kindergarten students participating in the Trimble Local Schools Pilot Project were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 43 (79.6%) of these students were in need of "intensive" support, 5 (9.3%) were in need of "strategic" support, and 6 (11.1%) had their needs met within the schools' "core" instruction. The screening outcomes for the middle and end benchmark periods are presented in the table below. Using a local norm based on the lowest 10% criterion, 8 students were in need of intensive, individualized intervention. The Trimble Local Dyslexia Pilot Project identified 32.0% of the students to be "at risk" for early literacy challenges. An additional 44% were identified as needing assessment for targeted instruction and another 24.2% students were identified as needing assessment for enriched instruction.

	Beginning (Fall)	Middle (Winter)	End (Spring)
Core	11.1%	0.0%	5.4%
Strategic	9.3%	3.6%	7.1%
Intensive	79.6%	96.4%	87.5%

Note: Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 54 (fall), 56 (winter), 56 (spring).

Recommendations for Continuous Improvement: Given the large number of students identified with an "intensive" need based on national DIBELS Next norms, it is recommended that Trimble Local Schools continue to use a combination of national and local norms when matching interventions to students' needs. A criterion should be established (e.g., lowest 10-15% of local students) regarding which students should receive Tier II and Tier III intervention.

**TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF INTERVENTION PLANNING**

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Findings: DIBELS Next measures were used to identify specific skills in need of remediation.

**ASSESSMENT DATA WERE USED TO DETERMINE THE STUDENT’S SPECIFIC READING DEFICITS
IN ORDER TO PROVIDE EVIDENCE-BASED INTERVENTION MATCHED TO THE STUDENT’S SPECIFIC NEEDS**

**Not
Implemented**

Partially
Implemented

Fully
Implemented

Findings: Based on the DIBELS Next recommended benchmark goals, 0.0% of the students identified in need of “intensive” support during the beginning benchmark period received an intensive intervention. Overall, 11.1% of the 54 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 50% of the students identified in need of intensive support received an appropriately matched intervention. Overall, 68.5% of the 54 kindergarten students were correctly matched to the level of support needed based on the local norm.

The Trimble Local Dyslexia Pilot Project included three kindergarten classes. The instruction and intervention supports received by students were dependent on the teacher assigned to the class rather than the assessment of students’ needs. In two of the three classes, teachers provided core instruction using Harcourt’s *Journeys* curriculum, supplemented with decodable texts (*Primary Phonics Readers – Set 1*). Students in these two classes did not receive additional intervention support beyond the core curriculum. The third classroom teacher did not implement the core curriculum but rather provided whole group and small group instruction using supplemental programs including Lexia and Orton-Gillingham activities. All classes were to receive core literacy instruction for 90 minutes each day.

Recommendation: Given the large percentage of students identified as needing strategic and intensive intervention, considerable effort should go into strengthening the core instruction provided in Tier 1, as well as strategic interventions in Tier II in order to reduce the number of students identified as at risk in subsequent screening periods. It is also recommended that students’ access to intervention support be based on the assessment of students’ need.

TECHNICALLY ADEQUATE STANDARDIZED CURRICULUM-BASED ASSESSMENTS
FOR THE PURPOSES OF PROGRESS MONITORING

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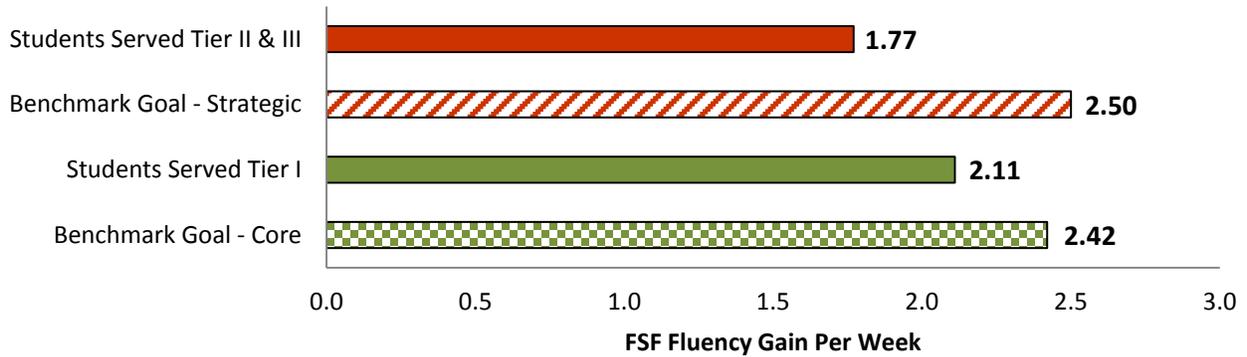
Findings: DIBELS Next measures were used to monitor student progress at the three benchmark periods. No evidence was provided that DIBELS Next data were collected between benchmark periods to monitor student progress.

A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for each of the three DIBELS measures was compared to the Rate of Improvement obtained from the DIBELS Next benchmark goals.

Kindergarten students receiving strategic or intensive intervention attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the strategic level on Nonsense Word Fluency – Correct Letter Sounds, but not on First Sound Fluency nor Letter Naming Fluency (See Figures 1-3). Likewise, the rate of improvement attained by students served within the core curriculum surpassed the rate of improvement for students calculated from the benchmark goals for the “core” level on Nonsense Word Fluency – Correct Letter Sounds, but not on First Sound Fluency nor Letter Naming Fluency.

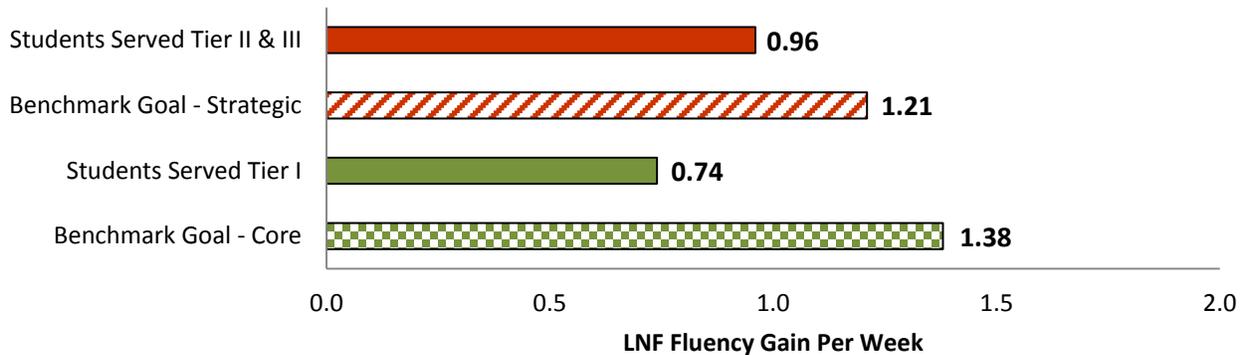
Recommendation: It is recommended that ongoing progress monitoring be conducted for all students receiving intervention supports to allow for timely evaluation and modification of intervention plans. It is recommended that students receiving intensive, individualized intervention be assessed weekly, with students receiving Tier II supports assessed on a bi-weekly or monthly schedule.

Figure 1. DIBELS First Sound Fluency (FSF) Rate of Improvement: Beginning to Middle Benchmark



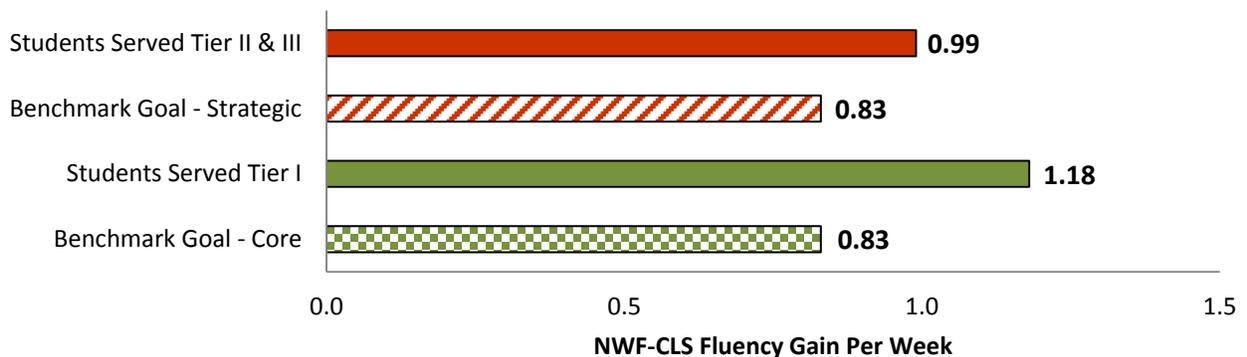
Note: These outcomes are based on the benchmark assessment of 37 students served in Tier I and 17 students served in Tier II and/or Tier III.

Figure 2. DIBELS Letter Naming Fluency (LNF) Rate of Improvement: Beginning to End Benchmark



Note: These outcomes are based on the benchmark assessment of 37 students served in Tier I and 17 students served in Tier II and/or Tier III.

Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark



Note: These outcomes are based on the benchmark assessment of 37 students served in Tier I and 19 students served in Tier II and/or Tier III.

PROFESSIONAL DEVELOPMENT WAS PROVIDED TO K-2 TEACHERS TO IMPLEMENT CORE EVIDENCE-BASED READING INSTRUCTION, MULTI-SENSORY STRUCTURED LANGUAGE INSTRUCTION, AND SPECIFIC READING INTERVENTION PROGRAMS AT EACH TIER

Not Implemented

Partially Implemented

Fully Implemented



Findings: The Trimble Local Dyslexia Pilot Project partnered with Ohio University's Patton College of Education for the provision of professional development. Professional development in the use of multi-sensory techniques and tools, including Orton-Gillingham and the Language Tool Kit, and DIBELS Next administration and interpretation was provided to all kindergarten teachers. The three kindergarten teachers attended two professional development sessions in September of 2012 and one teacher attended an additional session in that same month. In addition, this teacher, who implemented the interventions learned through the professional development in her classroom, received ongoing implementation support. Recommendation: It is recommended that the Trimble Local Dyslexia Pilot Project continue with the implementation of embedded professional development in evidence-based reading instruction and intervention. Professional development also may focus on identifying barriers to effective instruction and intervention delivery and ways to address these challenges. In addition, as teachers began collecting their own DIBELS Next data during the 2013-2014 academic year, professional development may be used to support teacher collection of progress monitoring data to promote data-based decision making.

Recommendation for Continuous Improvement: It is recommended that the Trimble Local Dyslexia Pilot Project continue with the implementation of embedded professional development in evidence-based reading instruction and intervention. Professional development also may focus on identifying barriers to effective instruction and intervention delivery and ways to address these challenges. In addition, as teachers began collecting their own DIBELS Next data during the 2013-2014 school year, professional development may be used to support teacher collection of progress monitoring data to promote data-based decision making.