

**Evaluation of the Dyslexia Pilot Project: Year 3**

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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. In accordance with the Ohio Revised Code Section 3323.25, the goal of the Dyslexia Pilot Project was to demonstrate and 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 and 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 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.

School districts were renewed for funding for Year 3 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 third year of funding. The six participating school districts in Year 3 (2014-15) included 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).

The findings of this evaluation of Year 3 implementation and outcomes were positive and point to many successes in screening and serving students at risk for reading failure. The Dyslexia Pilot Project met four 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 3 (2014-15); (c) communicate effectively to parents all aspects of the district's Pilot Project; and (d) 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 its objective of having participating school districts demonstrate accelerated rates of student learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions. Four of the school districts demonstrated positive student outcomes at Grades K-2, one school district's efforts yielded mixed results with regard to students gains. One school district did not use curriculum-based measurement in order to assess student growth over time, as required by the Dyslexia Pilot Project. Findings and recommendations for improving implementation in each school district are presented in the Appendix.

A cost-effectiveness analysis of the Dyslexia Pilot Project in Year 3 indicates cost savings attributable to the Pilot in light of the number and percentage of students with rates of improvement that would exceed the expected rate of improvement and preclude the need for more intensive, individualized intervention (in terms of a teacher time metric for intervention delivery). All of the participating school districts that met the requirements for the Dyslexia Pilot Project in Year 3 demonstrated meaningful gains in student rates of improvement in Year 3 that will likely be sustained with the initial Pilot Project investment. Over time, all of the school districts will have cost savings that exceed the initial investment. Some school districts will reach that point sooner than others.

### **Evaluation of the Dyslexia Pilot Project: Year 3**

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 2012 and codified in Ohio Revised Code Section 3323.25.

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 Reading 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 kindergarten and Grades 1 and 2 in Year 3 (2014-15)?
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

Six school districts continued their participation in the Dyslexia Pilot Project in Year 3 (2014-15): 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). The demographic characteristics of the student population for each school building is presented in Table 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
<b>Cincinnati Public Schools</b>			
Mt. Washington Elementary	73.7%	11.1%	3.4%
Roberts Paideia Academy	95.3%	20.5%	38.4%
Silverton Paideia Academy	82.9%	26.1%	3.4%
<b>Edison Local Schools</b>			
John E. Gregg Elementary	67.0%	15.3%	< 1.0%
Stanton Elementary	72.9%	12.9%	< 1.0%
<b>Indian Creek Local Schools</b>			
Hills Elementary	67.2%	15.1%	< 1.0%
Wintersville Elementary	55.6%	10.7%	< 1.0%
<b>Medina City Schools</b>			
Eliza Northrop Elementary	23.5%	16.8%	< 1.0%
Ella Canavan Elementary	16.1%	8.8%	< 1.0%
Garfield Elementary	50.1%	17.2%	< 1.0%
H. G. Blake Elementary	14.1%	9.4%	< 1.0%
Heritage Elementary	20.3%	10.1%	< 1.0%
Ralph E. Waite Elementary	6.6%	8.1%	< 1.0%
Sidney Fenn Elementary	21.9%	9.2%	< 1.0%
<b>Shawnee Local Schools</b>			
Elmwood Elementary	31.2%	8.3%	< 1.0%
<b>Trimble Local Schools</b>			
Trimble Elementary School	71.1%	21.5%	< 1.0%

Source: Ohio Department of Education, School Report Cards for 2013-14

## **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 3. 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 permitted 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 3.

## **Data Collection Procedures**

Descriptive data regarding the districts' implementation of the Pilot Project for Year 3 (2014-15) were obtained from the Ohio Department of Education, Office for Exceptional Children as submitted by the participating school districts. Site visits (face-to-face and via phone) were conducted mid-way through the 2014-15 school year. 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 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, first and second grade students screened in Year 3 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), rapid naming skills (e.g., letter naming fluency), and oral reading 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.

The objective costs of a multi-tiered reading intervention program consist of any objectively measurable resource (i.e., time and money) consumed as a result of implementing an intervention. Teacher time, or the amount of time a teacher is being diverted from other activities to provide intensive, individualized (Tier III) intervention, was used as an objective metric of a resource used (Noell & Gresham, 1993).

## **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 largely 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). All of the measures were used according to the recommended guidelines for administration and all of the kindergarten, first, and second grade students were assessed at each benchmark period. One school district, Medina City Schools, discontinued its use of curriculum-based measurement assessments following the 2013-14 school year. 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 kindergarten and Grades 1 and 2 in Year 3 (2014-15)?**

The Dyslexia Pilot Project largely 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 and first and second grade levels in Year 3 (2014-15). Across five of the six participating districts, 647 kindergarten students were screened during the beginning benchmark period (fall), 655 screened during the middle benchmark period (winter), and 640 kindergarten students screened during the end (spring) using curriculum-based measures (See Table 2). The STAR assessment was administered to 405 kindergarten students attending the seven elementary schools in Medina City Schools in the fall and 419 kindergarten students in the spring. The district determined that the STAR assessment addressed the district's overall testing needs, however it is not a curriculum-based measure, as required by the Dyslexia Pilot Project. These students are therefore not included in the screening totals in Table 2.

At Grade 1, there were 759 students screened during the beginning benchmark period (fall), 759 screened during the middle benchmark period (winter), and 752 students screened during the end (spring) using curriculum-based measures (See Table 3). In Medina City Schools, the STAR assessment was administered to 487 first grade students attending the seven elementary schools in Medina City Schools in the fall and 475 first grade students in the spring. Since the STAR assessment is not a curriculum-based measure, these students are therefore not included in the screening totals in Table 3.

At Grade 2, there were 577 students screened during the beginning benchmark period (fall), 577 screened during the middle benchmark period (winter), and 569 students screened during the end (spring) using curriculum-based measures (See Table 4). The STAR assessment was administered to 457 second grade students attending the seven elementary schools in Medina City Schools in the fall and 459 second grade students in the spring. Since the STAR assessment is not a curriculum-based measure, these students are therefore not included in the screening totals in Table 4.

Table 2. Number of Kindergarten Students Screened by Benchmark Period in Year 3 (2014-15)

	<b>Beginning (Fall)</b>	<b>Middle (Winter)</b>	<b>End (Spring)</b>
<b>Cincinnati Public Schools</b>			
Mt. Washington Elementary	68	68	66
Roberts Paideia Academy	97	98	92
<b>Edison Local Schools</b>			
John E. Gregg Elementary	52	54	55
Stanton Elementary	48	48	48
<b>Indian Creek Local Schools</b>			
Hills & Wintersville Elementary	172	173	167
<b>Medina City Schools</b>			
Eliza Northrop Elementary	*	-	*
Ella Canavan Elementary	*	-	*
Garfield Elementary	*	-	*
H. G. Blake Elementary	*	-	*
Heritage Elementary	*	-	*
Ralph E. Waite Elementary	*	-	*
Sidney Fenn Elementary	*	-	*
<b>Shawnee Local Schools</b>			
Elmwood Elementary	146	150	153
<b>Trimble Local Schools</b>			
Trimble Elementary School	64	64	59
<b>Number of KDG Students Screened in Year 3</b>	<b>647</b>	<b>655</b>	<b>640</b>
<b>Number of KDG Students Screened in Year 2</b>	<b>871</b>	<b>887</b>	<b>877</b>
<b>Number of KDG Students Screened in Year 1</b>	<b>686</b>	<b>687</b>	<b>638</b>

\* The STAR assessment was administered to 405 kindergarten students attending the seven elementary schools in Medina City Schools in the fall and 419 kindergarten students in the spring. Since the STAR assessment is not a curriculum-based measure, as required by the Dyslexia Pilot Project, these students are therefore not included in the screening totals.

Table 3. Number of Grade 1 Students Screened by Benchmark Period in Year 3 (2014-15)

	<b>Beginning (Fall)</b>	<b>Middle (Winter)</b>	<b>End (Spring)</b>
<b>Cincinnati Public Schools</b>			
Mt. Washington Elementary	72	77	77
Roberts Paideia Academy	98	94	93
Silverton Paideia Academy	56	56	55
<b>Edison Local Schools</b>			
John E. Gregg Elementary	49	50	51
Stanton Elementary	41	41	41
<b>Indian Creek Local Schools</b>			
Hills & Wintersville Elementary	174	174	170
<b>Medina City Schools</b>			
Eliza Northrop Elementary	*	-	*
Ella Canavan Elementary	*	-	*
Garfield Elementary	*	-	*
H. G. Blake Elementary	*	-	*
Heritage Elementary	*	-	*
Ralph E. Waite Elementary	*	-	*
Sidney Fenn Elementary	*	-	*
<b>Shawnee Local Schools</b>			
Elmwood Elementary	220	217	216
<b>Trimble Local Schools</b>			
Trimble Elementary School	49	50	49
<b>Number of Gr. 1 Students Screened in Year 3</b>	<b>759</b>	<b>759</b>	<b>752</b>
<b>Number of Gr. 1 Students Screened in Year 2</b>	<b>740</b>	<b>758</b>	<b>723</b>

\*The STAR assessment was administered to 487 first grade students attending the seven elementary schools in Medina City Schools in the fall and 475 first grade students in the spring. Since the STAR assessment is not a curriculum-based measure, as required by the Dyslexia Pilot Project, these students are therefore not included in the screening totals.

Table 4. Number of Grade 2 Students Screened by Benchmark Period in Year 3 (2014-15)

	<b>Beginning (Fall)</b>	<b>Middle (Winter)</b>	<b>End (Spring)</b>
<b>Cincinnati Public Schools</b>			
Mt. Washington Elementary	46	49	49
Roberts Paideia Academy	70	73	71
<b>Edison Local Schools</b>			
John E. Gregg Elementary	45	45	46
Stanton Elementary	22	22	22
<b>Indian Creek Local Schools</b>			
Hills & Wintersville Elementary	149	138	137
<b>Medina City Schools</b>			
Eliza Northrop Elementary	*	-	*
Ella Canavan Elementary	*	-	*
Garfield Elementary	*	-	*
H. G. Blake Elementary	*	-	*
Heritage Elementary	*	-	*
Ralph E. Waite Elementary	*	-	*
Sidney Fenn Elementary	*	-	*
<b>Shawnee Local Schools</b>			
Elmwood Elementary	184	189	187
<b>Trimble Local Schools</b>			
Trimble Elementary School	61	61	57
<b>Number of Gr. 2 Students Screened in Year 3</b>	<b>577</b>	<b>577</b>	<b>569</b>

\*The STAR assessment was administered to 457 second grade students attending the seven elementary schools in Medina City Schools in the fall and 459 second grade students in the spring. Since the STAR assessment is not a curriculum-based measure, as required by the Dyslexia Pilot Project, these students are therefore not included in the screening totals.



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 “well below” benchmark decreased from 30.6% during the beginning benchmark (fall) period to 7.4% in the end benchmark (spring) period. The percentage of students “at or above” benchmark increased from 60.4% during the beginning benchmark (fall) period to 76.4% in the end benchmark (spring) period (See Table 5).

Table 5. Percentage of Kindergarten Students by Screening Outcome, Year 3

<b>Kindergarten</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
Well Below	30.6%	15.6%	7.4%
Below	9.0%	17.7%	16.3%
At or Above	60.4%	66.7%	76.4%

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

An analysis of the screening results for a stable group of first grade students (that is, students who participated in their district’s Pilot Project for at least two benchmark periods), indicates that the percentage of students “well below” benchmark increased from 12.9% during the beginning benchmark (fall) period to 21.0% in the end benchmark (spring) period. The percentage of students “below” benchmark decreased from 31.4% during the beginning benchmark (fall) period to 19.9% in the end benchmark (spring) period and the percentage of students “at or above” benchmark increased slightly from 55.7% during the beginning benchmark (fall) period to 59.0% in the end benchmark (spring) period (See Table 6).

Table 6. Percentage of Grade 1 Students by Screening Outcome, Year 3

<b>Grade 1</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
Well Below	12.9%	25.8%	21.0%
Below	31.4%	13.8%	19.9%
At or Above	55.7%	60.3%	59.0%

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

An analysis of the screening results for a stable group of second grade students (that is, students who participated in their district’s Pilot Project for at least two benchmark periods), indicates that the percentage of students “well below” benchmark decreased from 28.9% during the beginning benchmark (fall) period to 21.4% in the end benchmark (spring) period. The percentage of students “below” benchmark decreased slightly from 16.8% during the beginning benchmark (fall) period to 12.4% in the end benchmark (spring) period and the percentage of students “at or above” benchmark increased from 48.4% during the beginning benchmark (fall) period to 61.4% in the end benchmark (spring) period (See Table 7).

Table 7. Percentage of Grade 2 Students by Screening Outcome, Year 3

<b>Grade 2</b>	<b>Beginning (Fall)</b>	<b>Middle (Winter)</b>	<b>End (Spring)</b>
Well Below	28.9%	26.3%	21.4%
Below	16.8%	14.4%	12.4%
At or Above	48.5%	54.7%	61.4%

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

**The results suggest a marked reduction in risk of reading failure for a stable group of kindergarten students, with a more modest reduction of risk for second and first grade students participating in their district’s Dyslexia Pilot Project. The results also indicate that additional comprehensive support of first and second grade 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, 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. Screening outcomes for each of the participating school districts are provided in the Appendix along with recommendations for improving screening implementation.

**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 8). 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 Mt. St. Joseph University's Science of Reading Partnership Program. Trimble Local Schools collaborated with a faculty member from Ohio University's Patton College of Education for training, on-site coaching, and supplemental support from Graduate Fellows (licensed teachers pursuing a Master's Degree in Special Education). Indian Creek Local Schools and Edison Local Schools partnered with Step-by-Step Learning for their professional learning opportunities in data-based decision making and intervention design. The Shawnee Local Schools and Medina City Schools secured professional development in multi-sensory structured language instruction primarily through The Institute for Multisensory Education. Additional detail regarding the professional development offered by each participating district and recommendations for improving districts' professional development is presented in the Appendix.

Table 8. Number of Teachers Receiving Professional Development through the Pilot

Professional Development Focus ( <i>Provider</i> )	Number of Teachers	
	Year 3	Years 1-3
<b>Cincinnati Public Schools</b>		
Orton-Gillingham Multisensory Reading Course + Practicum I/II ( <i>Mayerson Academy</i> )	28	51
Response to Intervention ( <i>Mayerson Academy</i> )	11	39
<b>Edison Local Schools</b>		
DIBELS Next ( <i>Step By Step Learning</i> )	0	70
Data Analysis and Instructional Planning (with Coaching) ( <i>Step By Step Learning</i> )	24	78
Student Intervention Response (SIR) ( <i>Step By Step Learning</i> )	24	24
<b>Indian Creek Local Schools</b>		
Small Group Instructional Modeling and Coaching ( <i>Step By Step Learning</i> )	31	83
DIBELS Next Data Analysis ( <i>Step By Step Learning</i> )	31	75
DIBELS Small Group Instructional Planning ( <i>Step By Step Learning</i> )	31	75
DIBELS Next Initial Training ( <i>Step By Step Learning</i> )	0	30
DIBELS Next Fall Assessment Coaching ( <i>Step By Step Learning</i> )	0	24
<b>Medina City Schools</b>		
Orton Gillingham Training (K-5 Teachers) ( <i>The Institute for Multisensory Education</i> )	123	123
Lindamood Bell Visualizing and Verbalizing ( <i>Certified Lindamood-Bell Trainer</i> )	35	56
Lindamood Phoneme Sequencing (LiPS) ( <i>Certified Lindamood Trainer</i> )	0	16
Strategies for Supporting Comprehension and Expression ( <i>Charles Haynes, Ed.D., CCC-SLP</i> )	0	13
Orton Gillingham Refresher Training ( <i>The Institute for Multisensory Education</i> )	0	9
Handwriting without Tears ( <i>Handwriting without Tears</i> )	0	6

Professional Development Focus ( <i>Provider</i> )	Number of Teachers	
	Year 3	Years 1-3
<b>Shawnee Local Schools</b>		
Orton Gillingham Multisensory Instruction ( <i>The Institute for Multisensory Education</i> )	7	17
Orton Gillingham Training - Embedded ( <i>Reading Specialist within Shawnee Local Schools District</i> )	0	8
Lindamood Bell - Embedded ( <i>Reading Specialist within Shawnee Local Schools District</i> )	0	8
DIBELS Next: Train the Trainer ( <i>Dynamic Measurement Group</i> )	1	1
PAX Good Behavior Game ( <i>Family Resource Center</i> )	14	14
<b>Trimble Local Schools</b>		
Orton-Gillingham and the Language Tool Kit ( <i>Ohio University's Patton College of Education</i> )	0	9
DIBELS Next ( <i>Ohio University's Patton College of Education</i> )	12	21
Coaching in Early Literacy Instruction & Intervention Strategies ( <i>Ohio University's Patton College of Education</i> )	12	12
Data-Based Strategies ( <i>Ohio University's Patton College of Education</i> )	4	4

\*Counts of teachers are based on the number of teachers receiving training each year. A teacher that participated in a training over the course of multiple years will be represented in the Year 1-3 total multiple times.

**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 met its objective of having participating districts communicate to parents the district's participation in the Dyslexia Pilot Project. The six school districts worked closely with the Ohio Department of Education, Office for Exceptional Children to ensure parents received notification of the district participation in the Pilot Project, parent permission forms for the selection of children to receive intervention through the Dyslexia Pilot Project, and specific information regarding student intervention support and movement within the tiers.

**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 four of the five school districts demonstrating 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: Cincinnati Public Schools, Edison Local Schools, Indian Creek Local Schools, and Shawnee Local Schools). *Student outcomes for Trimble Local were promising yet mixed. The degree to which Median City Schools' students demonstrated rates of improvement through their involvement in the Dyslexia Pilot Project was not able to be determined because they did not administer curriculum-based measurement assessments in Year 3, as required by the Pilot Project.* 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?**

The prevention and early intervention of reading difficulties requires an investment in a school districts' capacity to provide services, including the professional development of teachers in state-of-the-art evidence-based interventions and instructional supports and an infrastructure for their delivery. Early screening and intervention using evidence-based, multisensory-structured language instruction within a tiered model of reading instructional support and intervention is cost effective to the degree that a continuum of increasing intensive, evidence-based interventions meets the needs of students early, precluding the need for more intensive and costly interventions and specialized educational services. To address the evaluation question regarding the cost-effectiveness of the Dyslexia Pilot Project, we first examined effectiveness in terms of school districts' capacity over the three years of the Pilot Project to meet students' needs. Next we examined the objective costs of the Pilot Project in Year 3 in terms of teacher time in relation to the effectiveness by school district and by grade level.

Over the course of the three-year Dyslexia Pilot Project, participating school districts increased their capacity to conduct universal screening for reading difficulties and match students to early intervention suited to their level of need. The time-series analysis of student outcomes provides support for the finding that the investment in districts' capacity for early reading intervention resulted in a greater proportion of students that were "at or above" benchmark at the end of each year, with positive outcomes noted for all three incoming cohorts of students (See Figure 1). The percentage of students who ended the school year "well below" benchmark at the end of each year decreased markedly for each incoming cohort *and* across each program year.

The objective costs (and cost savings) of a multi-tiered reading intervention program consist of any objectively measurable resource (i.e., time and money) consumed as a result of implementing an intervention. Teacher time, or the amount of time a teacher is being diverted from other activities to provide intensive, individualized (Tier III) intervention, was used as an objective metric of a resource used (Noell & Gresham, 1993, p. 205). In this evaluative study, teachers' salaries (and the number of calendar days under contract) were obtained from the Treasurer of Ohio's website ([http://www.tos.ohio.gov/Teacher\\_Salary](http://www.tos.ohio.gov/Teacher_Salary)) for K-2 teachers, intervention specialists, and Title I teachers listed on each school's website. A day rate and an hourly rate were calculated for each teacher and the median hourly rate was determined for each school district participating in the Dyslexia Pilot Project. The median hourly rate for teachers' salaries ranged from \$38.87 an hour (for a 183 day contract) among Shawnee Local Schools teachers to \$50.14 (for a 191 day contract) for Cincinnati Public Schools teachers. The

Figure 1. Percentage of Students “At or Above” Benchmark and “Well Below” Benchmark at the End of Each School Year Over the Course of the Three-Year Dyslexia Pilot Project.



Note: Outcomes represent the performance of students in Cincinnati Public Schools, Edison Local Schools, Indian Creek Local Schools, Shawnee Local Schools, and Trimble Local Schools. Cohort A counts were: 595 (2012-13), 598 (2013-14), and 569 (2014-15). Cohort B counts were: 710 (2013-14) and 697 (2014-15). The Cohort C count was 639 (2014-15).



teacher time cost metric was used to calculate cost based on the median hourly rate multiplied by the number of minutes (converted to hours) of intervention provided weekly multiplied by the student unit (that is, number of students served divided by the student-teacher ratio for small group interventions). The teacher time metric was calculated for Tier III interventions at each grade level. For students receiving Tier II interventions who demonstrated a rate of improvement that exceeded the expected rate of improvement based on DIBELS benchmark goals, the reduction in risk precluded the need for more intensive (and costly) Tier III interventions. The annual projected cost savings of not needing Tier III interventions is presented in Table 9. These figures need to be understood within the context of the three-year Dyslexia Pilot Project. Each school district received \$40,000 from the Ohio Department of

**Table 9. Projected Cost Savings of Precluding the Need for Intensive, Individualized Interventions for Students Exceeding the Expected Rate of Improvement with Strategic Interventions (i.e., the Difference in Costs Between Tier II and Tier III Interventions).**

	Number and Percentage of Students with a Measureable Reduction of Reading Failure Risk at Tier II		Costs Savings (in Teacher Time) of Tier III Interventions Not Incurred
<b>Cincinnati Public Schools</b>			
Kindergarten	15	93.8%	\$16,922.25
Grade 1	67	72.8%	\$75,586.05
Grade 2	8	47.1%	<u>\$9,025.20</u>
			<b>\$101,533.50</b>
<b>Edison Local Schools</b>			
Kindergarten	7	100%	\$10,857.00
Grade 1	21	100%	\$32,571.00
Grade 2	12	80.0%	<u>\$18,612.00</u>
			<b>\$62,040.00</b>
<b>Indian Creek Local Schools</b>			
Kindergarten	18	85.7%	\$23,078.88
Grade 1	58	74.4%	\$74,365.28
Grade 2	28	66.7%	<u>\$35,900.48</u>
			<b>\$133,344.64</b>
<b>Shawnee Local Schools</b>			
Kindergarten	10	100%	\$4,372.88
Grade 1	26	83.9%	\$11,369.48
Grade 2	13	68.4%	<u>\$5,684.74</u>
			<b>\$21,427.09</b>
<b>Trimble Local Schools</b>			
Kindergarten	4	100%	\$2,803.20
Grade 1	10	62.5%	\$7,008.00
Grade 2	1	10.0%	<u>\$700.80</u>
			<b>\$10,512.00</b>

Education for each of the three years to invest in teacher professional development, intervention materials, and infrastructure for a tiered system of reading interventions and supports. Although no additional investment in professional development, materials, and infrastructure will be provided after Year 3, meaningful gains in student rates of improvement will likely be sustained with the initial Pilot Project investment. Over time, all of the school districts will have cost savings that exceed the initial investment. Some school districts will reach that point sooner than others.

The figures in Table 8 reflect the projected cost savings for students based on their gains in response to strategic (Tier II) interventions delivered in Year 3. The cost savings of interventions delivered in Years 1 and 2 are not included in this analysis. Likewise, the cost savings from having more effective core curriculum and instruction (an objective of the Dyslexia Pilot Project), which would preclude the need for strategic (Tier II) interventions, was not included because students appropriately matched to Tier I supports were not judged to be in need of intervention, although some of these students may need support at a later point in time. Finally, given that base rates for special education referrals and eligibility reflect the fact that a very small percentage of students in kindergarten and first and second grade are typically referred for a multi-factored evaluation, it seemed most reasonable to focus on the cost-effectiveness of preventing increasingly intensive intervention. Students who respond well to intensive, individualized (Tier III) intervention may be determined to be eligible (or not) for special education services based on individual student factors and considerations.

## **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 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.

School districts were renewed for funding for Year 3 contingent on their implementation of the core components of the Pilot Project. The focus of this annual evaluation was on the six school districts continuing in the Dyslexia Pilot Project in Year 3: 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 3 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 four of the five objectives by 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; and (d) communicate effectively to parents all aspects of the district's Pilot Project. The Dyslexia Pilot Project partially met its goal of having participating districts demonstrate accelerated rates of student learning in response to evidence-based, multisensory-structured language instruction and increasingly intensive interventions. Findings and recommendations for improving implementation in each school district are presented in the Appendix.

A cost-effectiveness analysis of the Dyslexia Pilot Project in Year 3 indicates cost savings attributable to the Pilot in light of the number and percentage of students with rates of improvement that would exceed the expected rate of improvement and preclude the need for more intensive, individualized intervention (in terms of a teacher time metric for intervention delivery). All of the participating school districts that met the requirements for the Dyslexia Pilot Project in Year 3 demonstrated meaningful gains in student rates of improvement in Year 3 that will likely be sustained with the initial Pilot Project investment. Over time, all of the school districts will have cost savings that exceed the initial investment. Some school districts will reach that point sooner than others.

## Appendix

The Appendix contains the Year 3 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 3 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 continued to use DIBELS Next for the purposes of screening students' basic early literacy skills at Mt. Washington Elementary and Roberts Paideia Academy in Year 3 of the Dyslexia Pilot Project. The Pilot Project was expanded to include a third school, Silverton Paideia Academy, in Year 3. The standard DIBELS Next universal screening battery was administered in the beginning (fall), middle (winter), and end (spring) benchmark periods for students in Grades K-2 at all three schools. 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-eight (68) 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, 41.2% of these students were "well below" benchmark, 5.9% were "below" benchmark, and 61.0% were "at or above" benchmark. 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.

<b>Mt. Washington: KDG</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	52.9%	64.7%	86.4%
Below Benchmark	5.9%	23.5%	13.6%
Well Below Benchmark	41.2%	11.8%	0.0%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 68 (fall), 68 (winter), 66 (spring).

At Grade 1, there were 72 students at **Mt. Washington Elementary** screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 11.1% of these students were "well below" benchmark, 45.8% were "below" benchmark, and 43.1% were "at or above" benchmark. 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.

<b>Mt. Washington: Grade 1</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	43.1%	58.4%	54.5%
Below Benchmark	45.8%	15.6%	16.9%
Well Below Benchmark	11.1%	26.0%	28.6%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 72 (fall), 77 (winter), 77 (spring).

At Grade 2, there were 46 students at **Mt. Washington Elementary** screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 17.4% of these students were “well below” benchmark, 26.1% were “below” benchmark, and 56.5% were “at or above” benchmark. 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, 5 students were in need of intensive, individualized intervention.

<b>Mt. Washington: Grade 2</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	56.5%	59.2%	61.2%
Below Benchmark	26.1%	20.4%	20.4%
Well Below Benchmark	17.4%	20.4%	18.4%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 46 (fall), 49 (winter), 49 (spring).

At **Roberts Paideia Academy**, 97 kindergarten students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 66.0% of these students were “well below” benchmark, 12.4% were “below” benchmark, and 21.6% were “at or above” benchmark. 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, 47 students were in need of intensive, individualized intervention.

<b>Roberts Paideia: KDG</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	21.6%	52.0%	79.3%
Below Benchmark	12.4%	23.5%	12.0%
Well Below Benchmark	66.0%	24.5%	8.7%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 97 (fall), 98 (winter), 92 (spring).

At Grade 1, there were 98 students at **Roberts Paideia Academy** screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 26.5% of these students were “well below” benchmark, 36.7% were “below” benchmark, and 36.7% were “at or above” benchmark. 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, 10 students were in need of intensive, individualized intervention.

<b>Roberts Paideia: Grade 1</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	36.7%	14.9%	30.1%
Below Benchmark	36.7%	3.2%	19.4%
Well Below Benchmark	26.5%	81.9%	50.5%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 98 (fall), 94 (winter), 93 (spring).

At Grade 2, there were 70 students at **Roberts Paideia Academy** screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 80.0% of these students were “well below” benchmark, 7.1% were “below” benchmark, and 12.9% were “at or above” benchmark. 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, 7 students were in need of intensive, individualized intervention.

<b>Roberts Paideia: Grade 2</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	12.9%	9.6%	9.9%
Below Benchmark	7.1%	4.1%	12.7%
Well Below Benchmark	80.0%	86.3%	77.5%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 70 (fall), 73 (winter), 71 (spring).

In Year 3, Cincinnati Public Schools extended the Dyslexia Pilot Project to include **Silverton Paideia Academy**. In its first year of implementation, students in kindergarten and Grades 1 and 2 were screened using DIBELS Next, however only data for the 56 students in Grade 1 were made available to the External Evaluators due to challenges in data access with the departure of a key staff member. Based on the DIBELS Next recommended benchmark goals, 10.7% of these first grade students were “well below” benchmark, 41.1% were “below” benchmark, and 48.2% were “at or above” benchmark. 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.

<b>Silverton Paideia: Grade 1</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	48.2%	46.4%	58.2%
Below Benchmark	41.1%	26.8%	10.0%
Well Below Benchmark	10.7%	26.8%	21.8%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 56 (fall), 56 (winter), 55 (spring).

**Recommendations:** An effective process for universal screening was evident in all three schools participating in Cincinnati Public Schools’ Dyslexia Pilot Project. The benchmark data show a marked increase in the percentage of students at or above the benchmark at the end (spring) benchmark relative to the beginning (fall) benchmark for kindergarten students. The results were modest and mixed for students in Grades 1 and 2. Despite many positive gains in early literacy skills (See Figures 1-18), the gains made were insufficient to raise the percentage of students above the threshold, which increased progressively each benchmark period. It is recommended that intervention intensity be increased at Tier II and Tier III to ensure students achieve the gains they need to reduce their risk of reading failure.

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

Not  
Implemented

Partially  
Implemented

Fully  
Implemented



**Findings:** DIBELS Next was the primary curriculum-based assessment used for the purposes of intervention planning. The MAP was also used in Grades K-2 as an additional assessment and the KRAL was used in kindergarten to identify specific skills in need of remediation. The IDEA Proficiency Test (IPT) was used to identify specific skills in need of remediation at Roberts Paideia Academy.

**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:** Overall, 58.8% of the 68 kindergarten students at **Mt. Washington Elementary** were correctly matched to level of support based on the DIBELS Next benchmark goals. Using a local norm based on the lowest 10% criterion, 78.9% of the students identified in need of intensive support received an appropriately matched intervention.

At Grade 1, 59.7% of the 72 students at **Mt. Washington Elementary** were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 11 students (15.3%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 75% of the students identified in need of intensive support received an appropriately matched intervention.

At Grade 2, 71.7% of the 46 students at **Mt. Washington Elementary** were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 6 students (13.0%) were provided *more* support than was warranted based on the screening data. 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, 78.4% of the 97 kindergarten students at **Roberts Paideia Academy** were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 21 students (21.6%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 1, 26.5% of the 98 students at **Roberts Paideia Academy** were correctly matched to level of support based on the DIBELS Next benchmark goals. Despite this relatively low percentage, students were largely over-served. Of the students not correctly matched to a level of support, 72 students (73.5%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 2, 80.0% of the 70 students at **Roberts Paideia Academy** were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 14 students (20.0%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 1, 48.2% of the 56 students at **Silverton Paideia Academy** were correctly matched to level of support based on the DIBELS Next benchmark goals. Despite this relatively low percentage, students were largely over-served. Of the students not correctly matched to a level of support, 13 students (23.2%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 75.0% of the students identified in need of intensive support received an appropriately matched intervention.

Cincinnati Public Schools instituted a new early *Literacy Framework* district-wide for the 2014-15 school year. The framework outlines evidence-based core instruction (Tier I) comprised of 120 minutes of English/Language Arts instruction utilizing Recipe for Reading for phonics and *Journey's* Common Core for vocabulary, reading comprehension, and writing. According to the *Kindergarten Literacy Framework*, 60% of instruction (70 minutes daily) is dedicated to decoding and encoding and 40% of instruction (50 minutes



daily) focuses on language comprehension. According to the *First Grade Literacy Framework*, 40% of instruction (50 minutes daily) is dedicated to decoding and encoding and 60% (70 minutes daily) of instruction focuses on language comprehension. Only 20% of instruction (25 minutes daily) is to be allotted for decoding and encoding, according to the *Second Grade Literacy Framework*, with 80% of instruction (95 minutes daily) focusing on Language Comprehension. Strategic (Tier II) are embedded and supplemental to (not in place of) Tier I core instruction. Small group intervention (Tier II) using Orton-Gillingham was provided by the classroom team in the classroom to students identified as in need of targeted according to the district's *Literacy Framework*.

At **Mt. Washington Elementary**, Tier II intervention was implemented three days a week for 20 minute-sessions using a student-to-teacher ratio of no more than 6:1. The Reading Specialist provided intensive intervention (Tier III) using Orton-Gillingham for 20 minutes a day at least 4 days a week with small groups featuring teacher-to-student ratios of 4:1. The Intervention Specialist also provided intensive intervention (Tier III) to another set of students using Orton-Gillingham for 30 minutes a day at least 4 days a week with small groups featuring teacher-to-student ratios of 4:1.

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. 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) was 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.

At **Silverton Paideia Academy**, Tier II intervention was implemented three days a week for 30 minute-sessions using a Kindergarten Peer-Assisted Learning Strategies (K-PALS) and Teacher Directed Paths to Achieving Literacy Success (PALS). Intensive intervention (Tier III) was provided to students who did not demonstrate using Orton-Gillingham for 20 minutes a day at least 4 days a week with small groups featuring teacher-to-student ratios of 4:1.

**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. Using a well-defined Response-to-Intervention Framework, teachers were engaged in grade-level team data meetings monthly to review student progress and designed interventions to meet students' needs for students receiving Tier I and II support. Problem-solving meetings were held as needed to monitor the progress of students receiving Tier III intervention.

Among the kindergarten students participating in the Dyslexia Pilot Program at Cincinnati Public Schools, a rate of improvement was calculated for DIBELS First Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency – Correct Letter Sounds for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). At Grade 1, a rate of improvement was calculated for Nonsense Word Fluency – Correct

Letter Sounds and Oral Reading Fluency for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). At Grade 2, a rate of improvement was calculated for DIBELS Oral Reading Fluency for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). At all three grade levels, the attained rate of improvement for each of the DIBELS measures was compared to the rate of improvement obtained from the DIBELS Next benchmark goals.

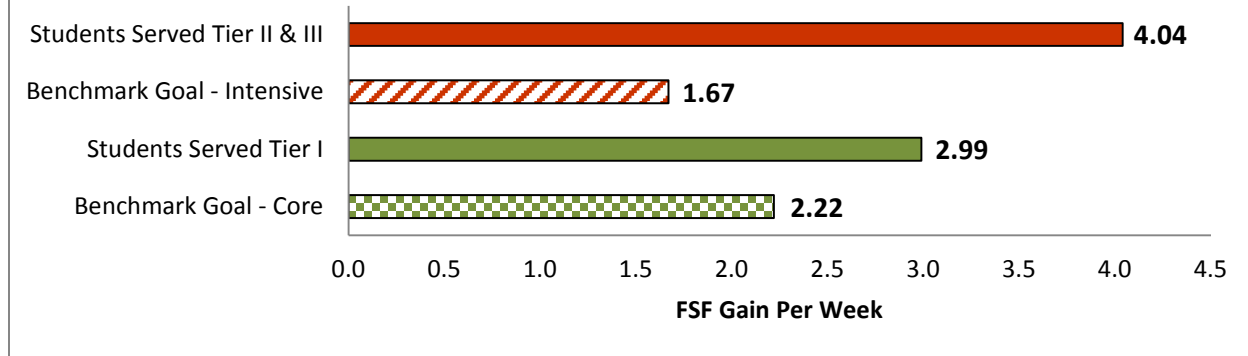
At **Mt. Washington Elementary**, kindergarten students receiving core instruction and strategic or intensive intervention attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals in First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds. Kindergarten students receiving core instruction attained a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the core level in Phoneme Segmentation Fluency, but students receiving strategic or intensive intervention attained a mean rate of improvement that fell short of the desired rate of improvement for Phoneme Segmentation Fluency (See Figures 1-3).

At **Mt. Washington Elementary** at Grade 1, students receiving strategic or intensive intervention attained a mean rate of improvement that surpassed the rate of improvement calculated from the benchmark goals for the intensive level in Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency. A similar pattern was demonstrated by first grade students receiving core instruction relative to the benchmark goals for the core level in Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency (See Figures 4-5).

Among the students in Grade 2 at **Mt. Washington Elementary**, students receiving strategic or intensive intervention attained a mean rate of improvement that exceeded slightly the rate of improvement calculated from the benchmark goals for the intensive level in Oral Reading Fluency (See Figure 6). Students receiving core instruction, however, attained a mean rate of improvement that fell short of the desired rate of improvement (See Figures 6).

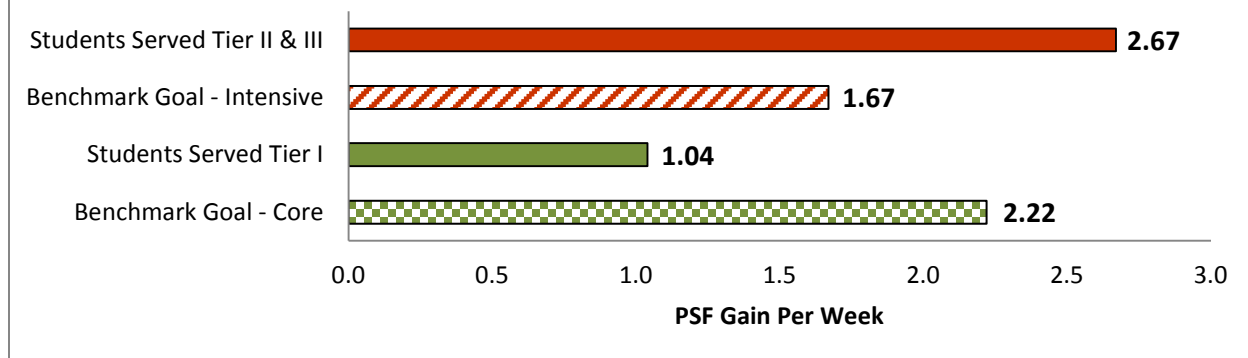
## Student Growth Outcomes for Mt. Washington Elementary

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



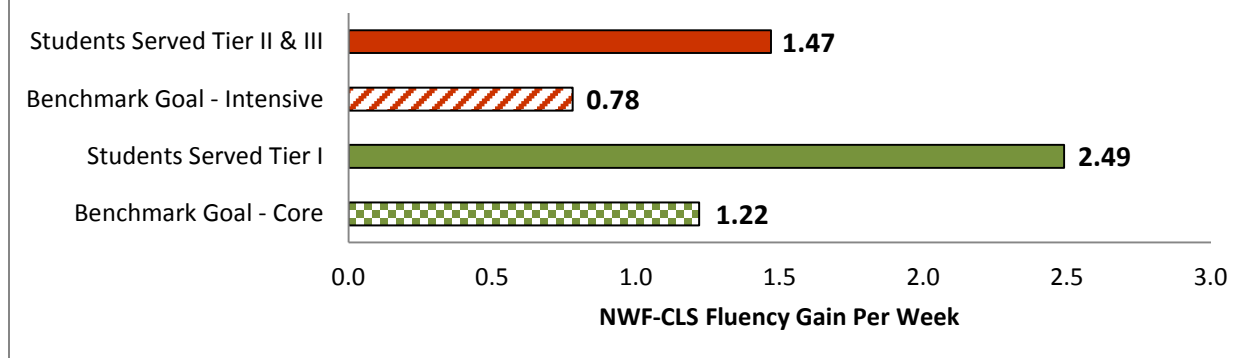
*Note:* These outcomes are based on the benchmark assessment of 42 students served in Tier I and 24 students served in Tier II and/or Tier III.

**Figure 2. DIBELS Phoneme Segmentation Fluency (PSF) Rate of Improvement: Middle to End Benchmark**



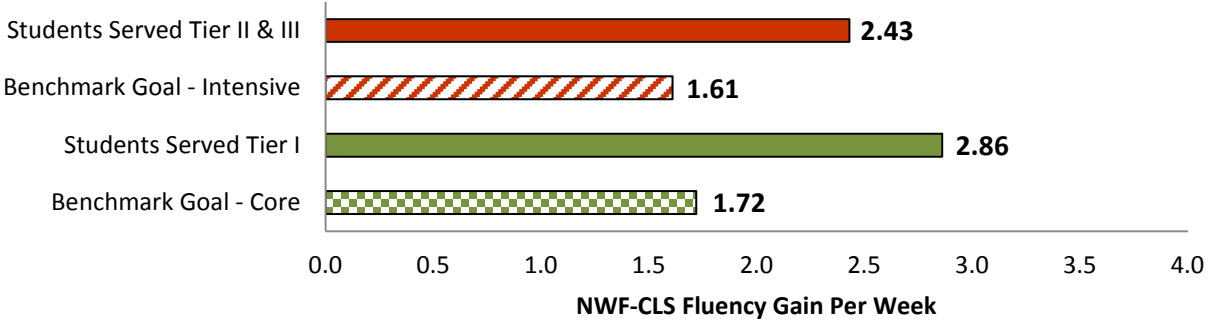
*Note:* These outcomes are based on the benchmark assessment of 41 students served in Tier I and 24 students served in Tier II and/or Tier III.

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



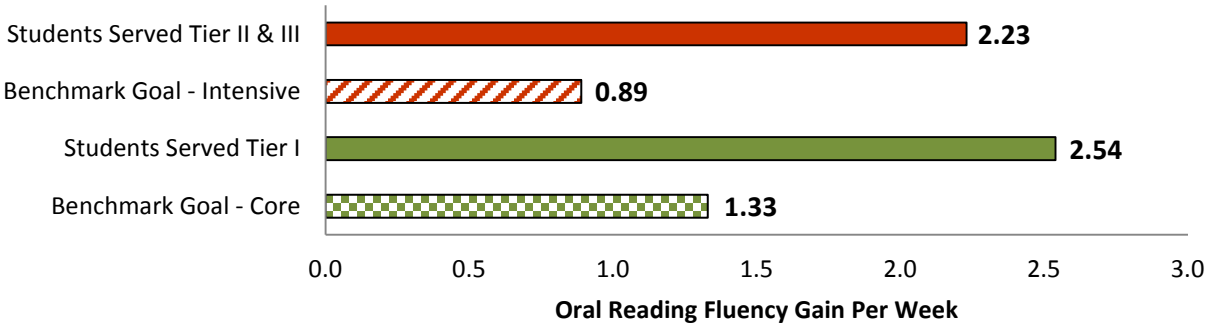
*Note:* These outcomes are based on the benchmark assessment of 41 students served in Tier I and 24 students served in Tier II and/or Tier III.

**Figure 4. DIBELS Nonsense Word Fluency (NWF-CLS) Rate of Improvement: Beginning to End Benchmark [Grade 1]**



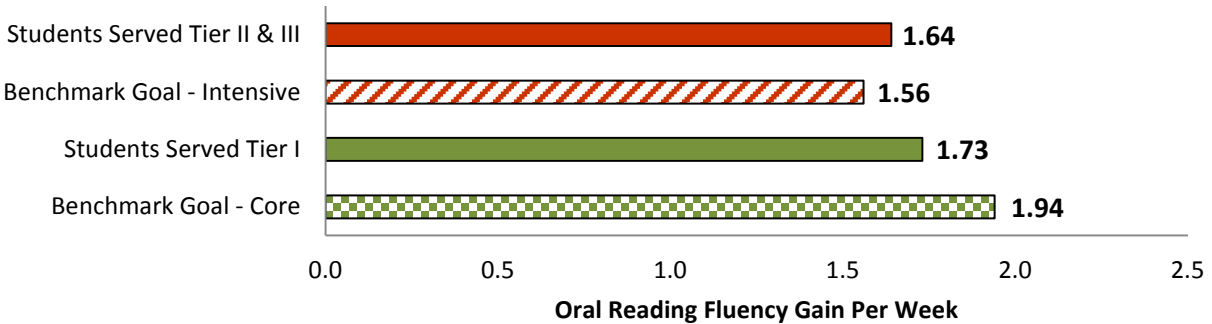
*Note:* These outcomes are based on the benchmark assessment of 45 students served in Tier I and 26 students served in Tier II and/or Tier III.

**Figure 5. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 1]**



*Note:* These outcomes are based on the benchmark assessment of 49 students served in Tier I and 27 students served in Tier II and/or Tier III.

**Figure 6. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 2]**



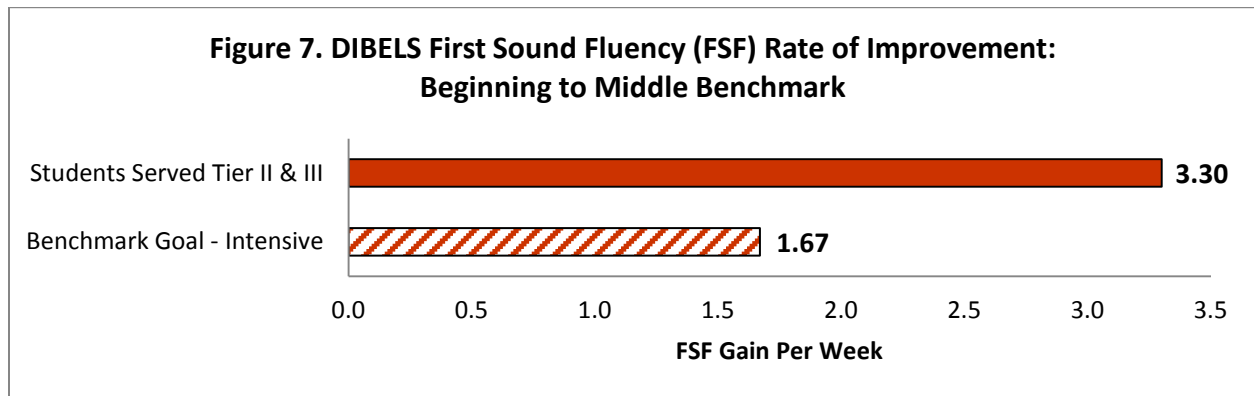
*Note:* These outcomes are based on the benchmark assessment of 30 students served in Tier I and 14 students served in Tier II and/or Tier III.

At **Roberts Paideia Academy**, all of the kindergarten students received either strategic or intensive intervention. These students attained a mean rate of improvement that far exceeded the rate of improvement calculated from the benchmark goals for the intensive level in First Sound Fluency, Phoneme Segmentation Fluency, and Nonsense-Word Fluency – Correct Letter Sounds (See Figures 7-9).

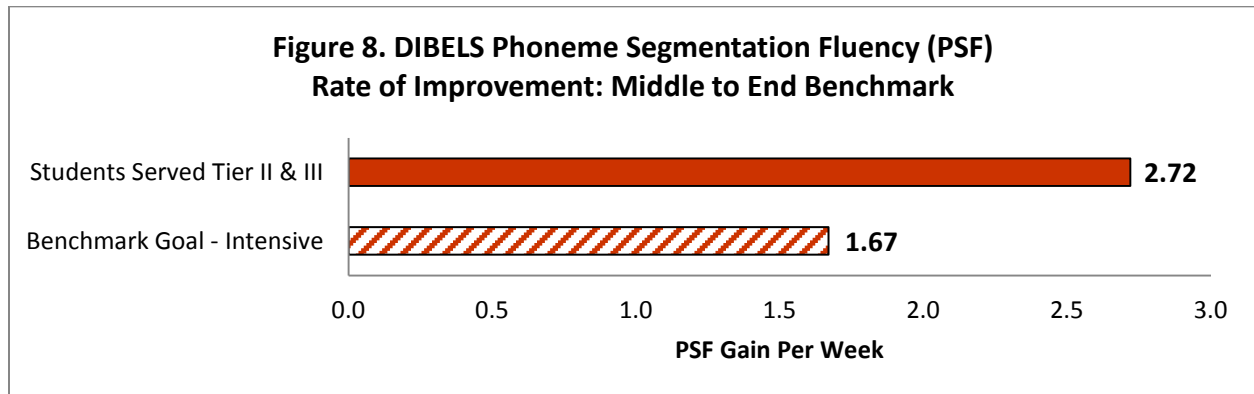
At **Roberts Paideia Academy** at Grade 1, all of the students students received either strategic or intensive intervention. These students attained a mean rate of improvement that surpassed the rate of improvement calculated from the benchmark goals for the intensive level in Oral Reading Fluency (See Figures 10-11).

At **Roberts Paideia Academy** at Grade 2, all of the students students received either strategic or intensive intervention. These students attained a mean rate of improvement that surpassed the rate of improvement calculated from the benchmark goals for the intensive level in Oral Reading Fluency (See Figures 12).

### Student Growth Outcomes for Roberts Paideia Academy

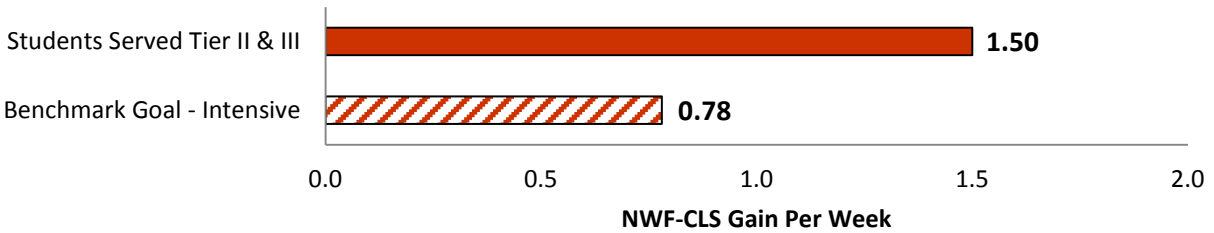


*Note:* These outcomes are based on the benchmark assessment of 96 students served in Tier II and/or Tier III.



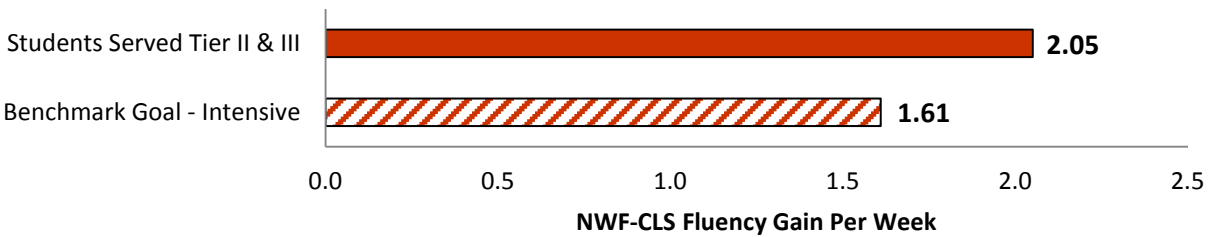
*Note:* These outcomes are based on the benchmark assessment of 91 students served in Tier II and/or Tier III.

**Figure 9. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark [Kindergarten]**



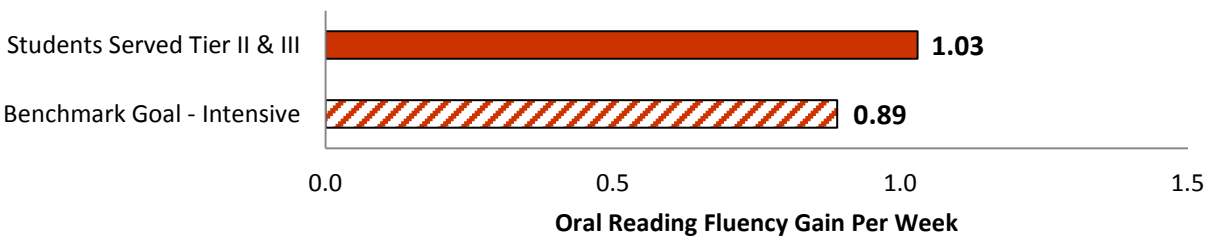
*Note:* These outcomes are based on the benchmark assessment of 91 students served in Tier II and/or Tier III.

**Figure 10. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Beginning to End Benchmark [Grade 1]**

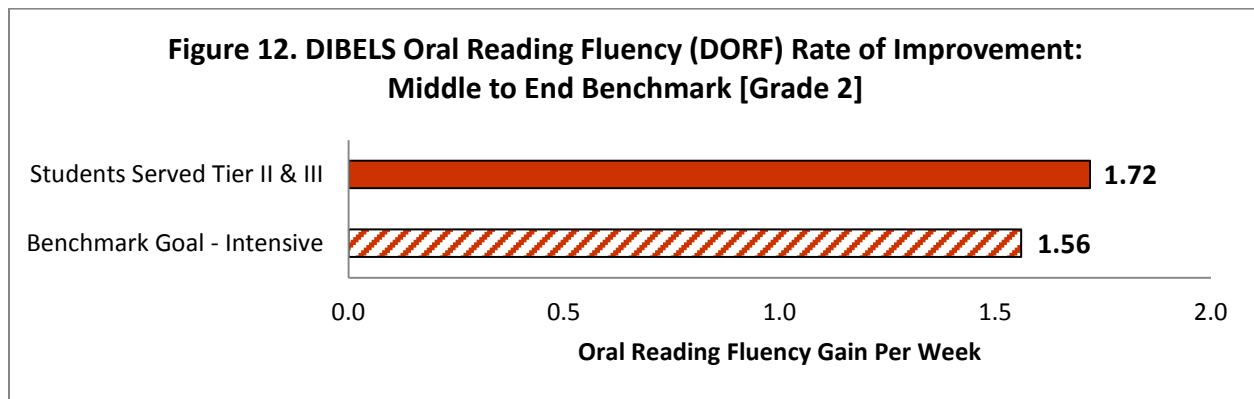


*Note:* These outcomes are based on the benchmark assessment of 92 students served in Tier II and/or Tier III.

**Figure 11. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 1]**



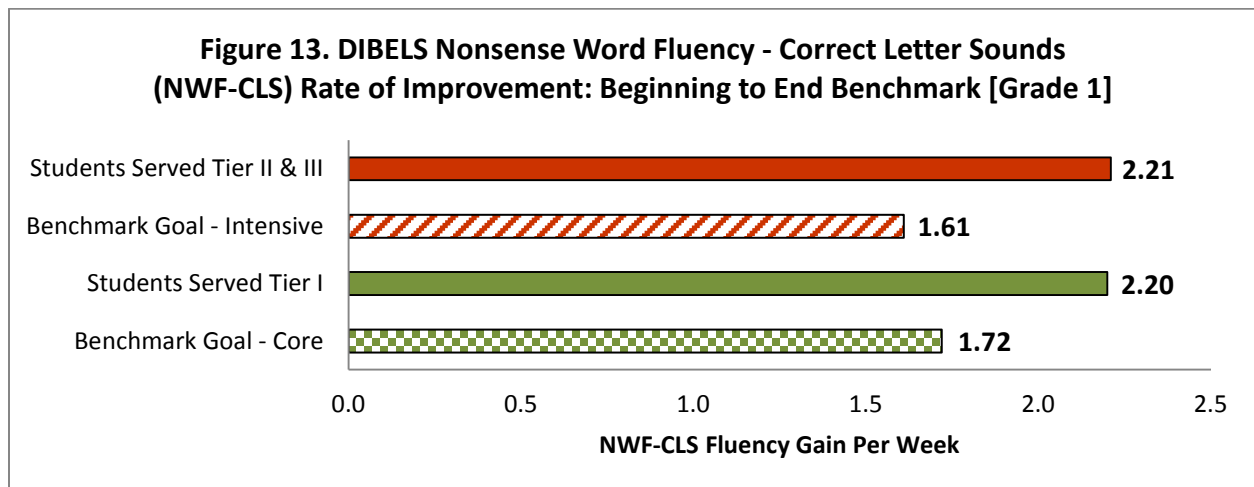
*Note:* These outcomes are based on the benchmark assessment of 92 students served in Tier II and/or Tier III.



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

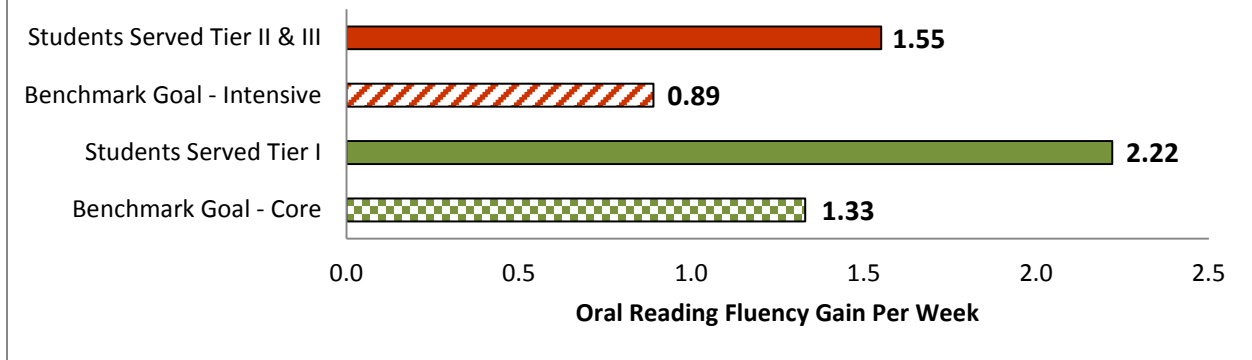
Among first grade students at **Silverton Paideia Academy**, students receiving strategic or intensive intervention attained a mean rate of improvement that surpassed the rate of improvement calculated from the benchmark goals for the intensive level in Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency. A similar pattern was demonstrated by first grade students receiving core instruction relative to the benchmark goals for the core level in Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency (See Figures 13-14).

### Student Growth Outcomes for Silverton Paideia Academy



*Note:* These outcomes are based on the benchmark assessment of 33 students served in Tier I and 22 students served in Tier II and/or Tier III.

**Figure 14. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 1]**



*Note:* These outcomes are based on the benchmark assessment of 33 students served in Tier I and 22 students served in Tier II and/or Tier III.

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

**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 continued its partnership with the Mayerson Academy in coordination with Mt. St. Joseph University’s Science of Reading Partnership Program for the provision of professional development in Year 3. The Mayerson Academy is accredited by the International Multisensory Structured Language Education Council (IMSLEC) and the International Dyslexia Association (IDA). In Year 3, professional development focused on the Response to Intervention framework at Mt. Washington Elementary 76 hours of professional learning support from Dr. Wendy Strickler with an additional 7 hours of coaching in support of 11 teachers of K-3 students. Professional development also involved the Orton-Gillingham Multisensory Reading Practicum I. Eight teachers at Silverton Paideia Academy and 2 teachers at Roberts Paideia Academy participated in 36 hours of Practicum I with an additional 12 hours each of coaching. Eighteen teachers from Mt. Washington Elementary and Roberts Paideia Academy participated in the Orton-Gillingham Multisensory Reading Practicum II, comprised of 3-8 hours of professional learning coupled with 3-8 hours each of coaching.



## Dyslexia Pilot Project Evaluation: Year 3 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 continued to use DIBELS Next for the purposes of screening students' basic early literacy skills in Year 3 of the Dyslexia Pilot Project. The standard DIBELS Next universal screening battery was administered in the beginning (fall), middle (winter), and end (spring) benchmark periods for students in Grades K-2.

One hundred (100) 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, 32.0% of these students were "well below" benchmark, 7.0% were "below" benchmark, and 61.0% were "at or above" benchmark. 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, 21 kindergarten students were in need of intensive, individualized intervention.

Kindergarten	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	61.0%	80.4%	86.4%
Below Benchmark	7.0%	14.7%	9.7%
Well Below Benchmark	32.0%	4.9%	3.9%

*Note:* Screening results are based on kindergarten students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 100 (fall), 102 (winter), 103 (spring).

At Grade 1, 90 students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 12.2% of these students were "well below" benchmark, 23.3% were "below" benchmark, and 64.4% were "at or above" benchmark. 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, 9 first grade students were in need of intensive, individualized intervention.

Grade 1	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	64.4%	70.3%	69.6%
Below Benchmark	23.3%	15.4%	18.5%
Well Below Benchmark	12.2%	14.3%	12.0%

*Note:* Screening results are based on first grade students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 90 (fall), 91 (winter), 92 (spring).

At Grade 2, 67 students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 25.4% of these students were "well below" benchmark, 22.4% were "below" benchmark, and 52.2% were "at or above" benchmark. The screening outcomes for the middle and end benchmark periods are presented in the table that follows. Using a local norm based on the lowest 10% criterion, 7 second grade students were in need of intensive, individualized intervention.

<b>Grade 2</b>	<b>Beginning (Fall)</b>	<b>Middle (Winter)</b>	<b>End (Spring)</b>
At or Above Benchmark	52.2%	49.3%	72.1%
Below Benchmark	22.4%	29.9%	11.8%
Well Below Benchmark	25.4%	20.9%	16.2%

*Note:* Screening results are based on first grade students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 67 (fall), 67 (winter), 68 (spring).

**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:** Overall, 49.0% of the 100 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark period. Of the students not correctly matched to a level of support, 42 students (42.0%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 1, 68.9% of the 90 students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark. Of the students not correctly matched to a level of support, 14 students (15.6%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 100% of the first grade students identified in need of intensive support received an appropriately matched intervention.

At Grade 2, 68.7% of the 67 students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark. Of the students not correctly matched to a level of support, 11 students (16.4%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 100% of the second grade students identified in need of intensive support received an appropriately matched intervention.

The Edison Local Dyslexia Pilot Project provided a continuum of instructional and intervention supports for kindergarten and first grade students within their core instruction using the Scott Foresman Reading Street (2008) reading series (Tier I) with supplemental supports from Scott Foresman Reading Sidewalks. Tier I instruction also included small group instruction in the classroom with the Title I teacher or Intervention Specialist for a duration determined by student need. Tier I instruction occurred daily during the first 90 minutes of the school day. Strategic support (Tier II) consisted of 30 additional minutes of instruction daily with the Title I teacher or Intervention Specialist daily provided via flexible grouping based on need with a 4 or 5:1 student-to-teacher ratio. DIBELS Small Group Toolkits, the ABC of Orton-Gillingham, and Orton-Gillingham Skills Workbooks were used to provide intervention at Tier II. Wilson Reading and

Visualize and Verbalize were used to supplement intervention at Tier II. Students were grouped Intensive intervention (Tier III) was provided by an Intervention Specialist using Orton-Gillingham for an additional 90 minutes per week with a student-to-teacher ratio no more than 3:1.

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

Not  
Implemented

Partially  
Implemented

**Fully  
Implemented**

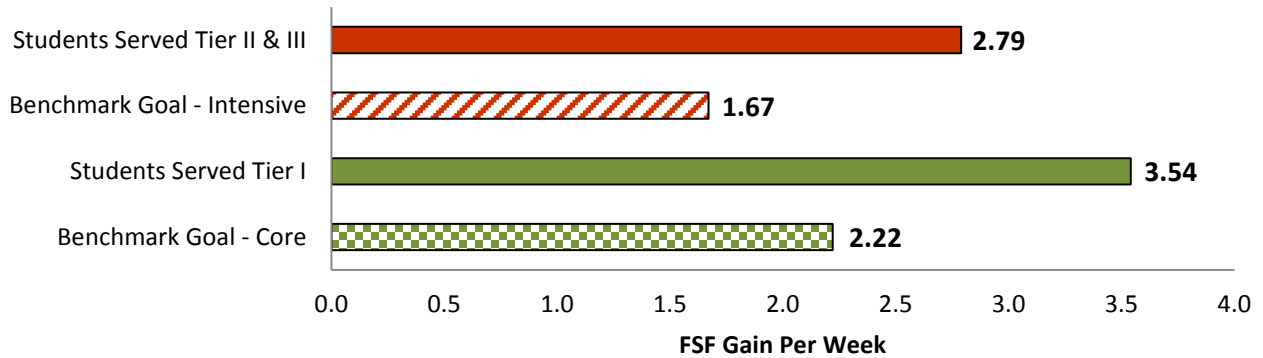
**Findings:** DIBELS Next measures were used to monitor student progress. Students receiving intensive (Tier III) interventions were progress monitored weekly. Students participating in targeted interventions (Tier II) were progress monitored bi-weekly. All other students were progress monitored monthly as part of their core instruction (Tier I).

Among the kindergarten students, a rate of improvement was calculated for DIBELS First Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency – Correct Letter Sounds for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). 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 intensive level on First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but not on Phoneme Segmentation 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 First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but not on Phoneme Segmentation Fluency.

At Grade 1, a rate of improvement was calculated for Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency for 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 DIBELS measures was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. Grade 1 students receiving strategic or intensive intervention demonstrated a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the intensive level for both Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency (See Figures 4-5). 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 both measures.

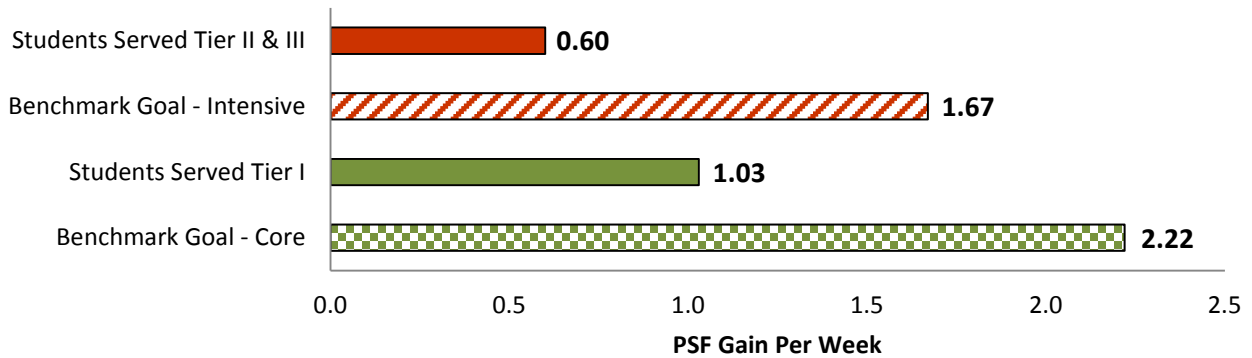
At Grade 2, a rate of improvement was calculated for DIBELS Oral Reading Fluency for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for this measure was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. Second grade students attained a mean rate of improvement that was exceeded the rate of improvement calculated from the benchmark goals on Oral Reading Fluency (See Figure 6).

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



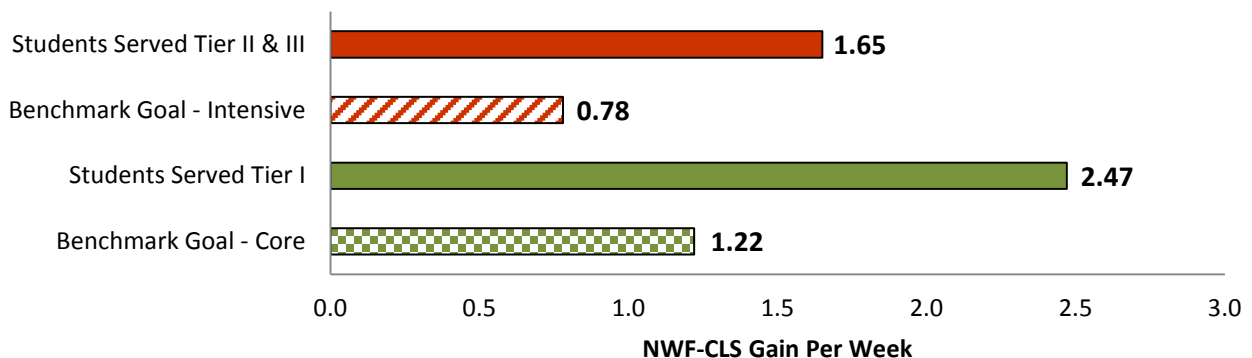
*Note:* These outcomes are based on the benchmark assessment of 77 students served in Tier I and 23 students served in Tier II and/or Tier III.

**Figure 2. DIBELS Phoneme Segmentation Fluency (PSF) Rate of Improvement: Middle to End Benchmark**

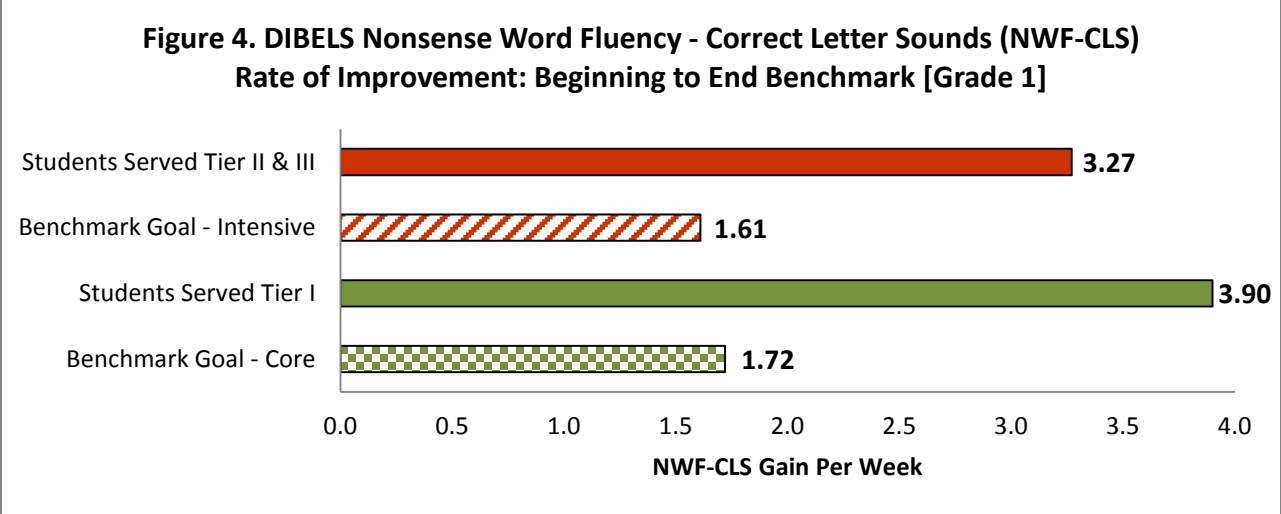


*Note:* These outcomes are based on the benchmark assessment of 77 students served in Tier I and 25 students served in Tier II and/or Tier III.

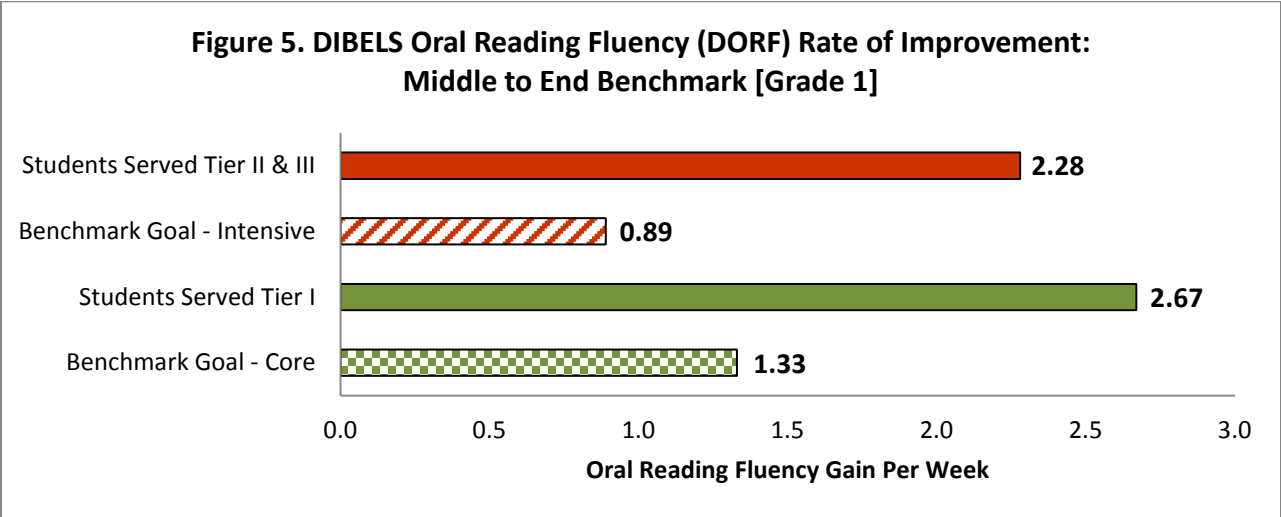
**Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Middle to End Benchmark [Kindergarten]**



*Note:* These outcomes are based on the benchmark assessment of 77 students served in Tier I and 25 students served in Tier II and/or Tier III.

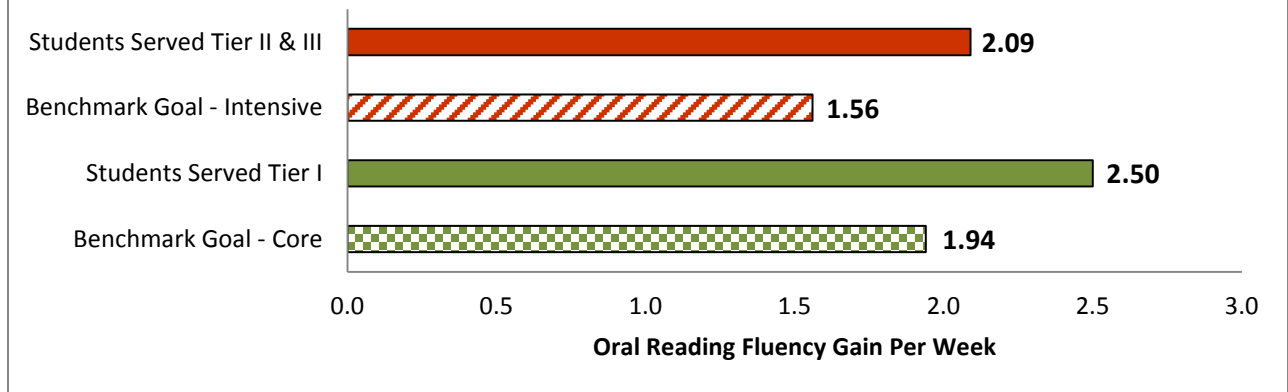


*Note:* These outcomes are based on the benchmark assessment of 58 students served in Tier I and 32 students served in Tier II and/or Tier III.



*Note:* These outcomes are based on the benchmark assessment of 58 students served in Tier I and 33 students served in Tier II and/or Tier III.

**Figure 6. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 2]**



*Note:* These outcomes are based on the benchmark assessment of 58 students served in Tier I and 33 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 continued its partnership with Step By Step Learning for the provision of professional development. Professional development in data analysis and instructional planning was provided monthly in the fall and winter for all teachers in Grades 2-3. A “train-the-trainer” model was initiated to build the internal capacity for providing Orton-Gillingham instruction. Edison Local now has seven Orton-Gillingham Master Teachers to provide professional development in Orton-Gillingham to the other teachers.

## Dyslexia Pilot Project Evaluation: Year 3 Review Indian Creek Local Schools

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

Not  
Implemented

Partially  
Implemented

Fully  
Implemented

**Findings:** Indian Creek Local Schools continued to use DIBELS Next for the purposes of screening students' basic early literacy skills in Year 3 of the Dyslexia Pilot Project. The standard DIBELS Next universal screening battery was administered in the beginning (fall), middle (winter), and end (spring) benchmark periods for students in Grades K-2.

One hundred and seventy-two (172) kindergarten students participating in the Indian Creek Local Schools Pilot Project were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 31.4% of these students were "well below" benchmark, 12.2% were "below" benchmark, and 61.0% were "at or above" benchmark. 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, 28 students were in need of intensive, individualized intervention.

Kindergarten	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	56.4%	54.9%	63.5%
Below Benchmark	12.2%	25.4%	24.6%
Well Below Benchmark	31.4%	19.7%	12.0%

*Note:* Screening results are based on kindergarten students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 172 (fall), 173 (winter), 167 (spring).

At Grade 1, there were 174 students screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 14.4% of these students were "well below" benchmark, 44.8% were "below" benchmark, and 40.8% were "at or above" benchmark. 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 first grade students were in need of intensive, individualized intervention.

Grade 1	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	40.8%	60.9%	48.8%
Below Benchmark	44.8%	14.9%	29.4%
Well Below Benchmark	14.4%	24.1%	21.8%

*Note:* Screening results are based on first grade students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 174 (fall), 174 (winter), 170 (spring).

At Grade 2, there were 149 students screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 34.9% of these students were "well below" benchmark, 28.2% were "below" benchmark, and 36.9% were "at or above" benchmark. The screening outcomes for the middle and end benchmark periods are presented in the table that follows. Using a local norm based on the lowest 10% criterion, 16 second grade students were in need of intensive, individualized intervention.

Grade 2	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	36.9%	60.9%	47.7%
Below Benchmark	28.2%	14.9%	28.7%
Well Below Benchmark	34.9%	24.1%	21.3%

Note: Screening results are based on first grade students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 149 (fall), 138 (winter), 137 (spring).

**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) from Read Naturally 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:** Overall, 70.9% of the 172 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 10 students (5.8%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 78.6% of the students identified in need of intensive support received an appropriately matched intervention.

At Grade 1, 59.8% of the 174 students were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 26 students (14.9%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 78.9% of the first grade students identified in need of intensive support received an appropriately matched intervention.

At Grade 2, 48.3% of the 149 students were correctly matched to level of support based on the DIBELS Next benchmark goals. Of the students not correctly matched to a level of support, 2 students (1.3%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 81.3% of the second grade students identified in need of intensive support received an appropriately matched intervention.

The Indian Creek Local Dyslexia Pilot Project provided a continuum of instructional and intervention supports for kindergarten and first grade students within their core instruction using the Scott Foresman Reading Street (2008) reading series (Tier I), supplemental "Sidewalks," and student centers. Tier I instruction occurred daily during the first 90 minutes of the school day. Strategic support (Tier II) consisted of 30 additional minutes of small group instruction three times a week daily with the classroom teacher or Intervention Specialist using a student-to-teacher ratio of 3-5:1. Intensive intervention (Tier III) was provided at Wintersville Elementary by an Intervention Specialist using Orton-Gillingham 30 minutes a day,



five days per week with a student-to-teacher ratio no more than 3:1. At Hills Elementary, intensive, individualized intervention (Tier III) was provided by the classroom teacher embedded in the school day.

**Recommendation:** It is recommended that Hills Elementary develop a focused and systematic Tier III intervention plan that would ensure that the students at highest risk for reading difficulties receive individualized and appropriately intense reading intervention services. It is also recommended that the Tier III intervention services be delivered by a teacher or staff member with specialized training in remediating reading difficulties for struggling students. It is likely that the staff at Wintersville Elementary would be an excellent resource in assisting Hills Elementary with the development of a strong Tier III program.

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

Not  
Implemented

Partially  
Implemented

**Fully  
Implemented**

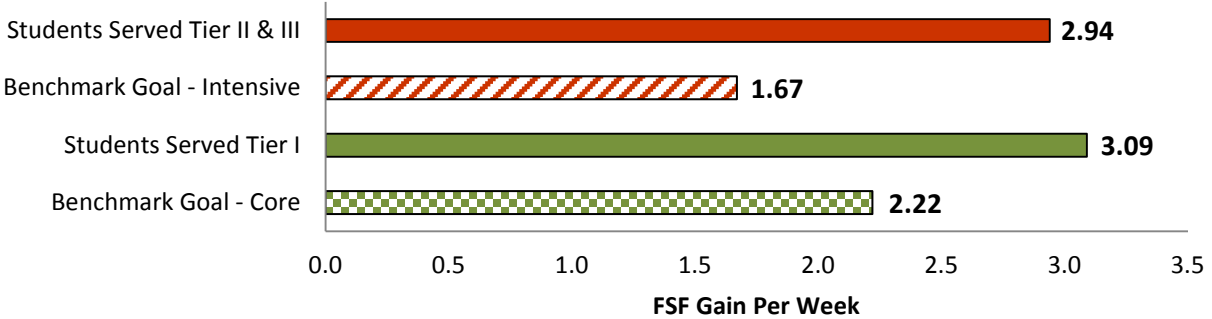
**Findings:** DIBELS Next measures were used to monitor student progress once a week for students receiving intensive (Tier III) intervention and for select students receiving strategic intervention (Tier II). Students receiving strategic (Tier II) intervention who were not monitored weekly were progress monitored at least every other week. Amplify was used to generate fidelity monitoring reports.

Among the kindergarten students, a rate of improvement was calculated for DIBELS First Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency – Correct Letter Sounds for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). 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 intensive level on First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but not on Phoneme Segmentation 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 First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but not on Phoneme Segmentation Fluency.

At Grade 1, a rate of improvement was calculated for Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency for 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 DIBELS measures was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. Grade 1 students receiving strategic or intensive intervention demonstrated a mean rate of improvement that exceeded the rate of improvement calculated from the benchmark goals for the intensive level for both Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency (See Figures 4-5). 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 both measures.

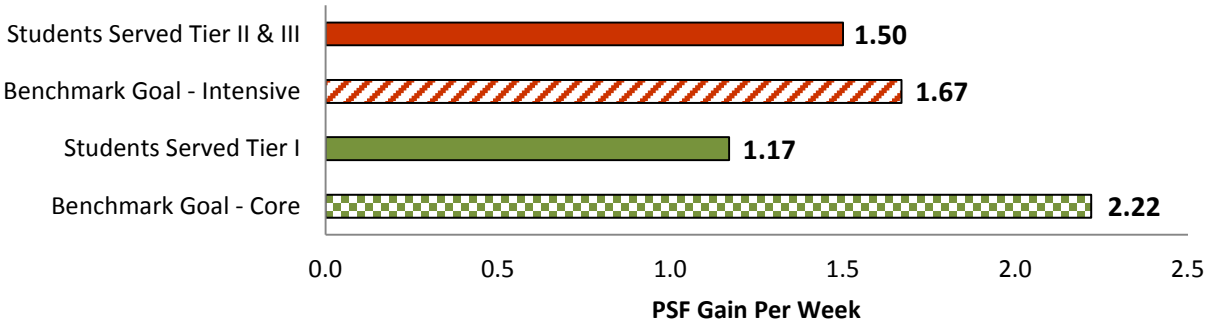
At Grade 2, a rate of improvement was calculated for DIBELS Oral Reading Fluency for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for this measure was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. Second grade students attained a mean rate of improvement that was exceeded the rate of improvement calculated from the benchmark goals on Oral Reading Fluency (See Figure 6).

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



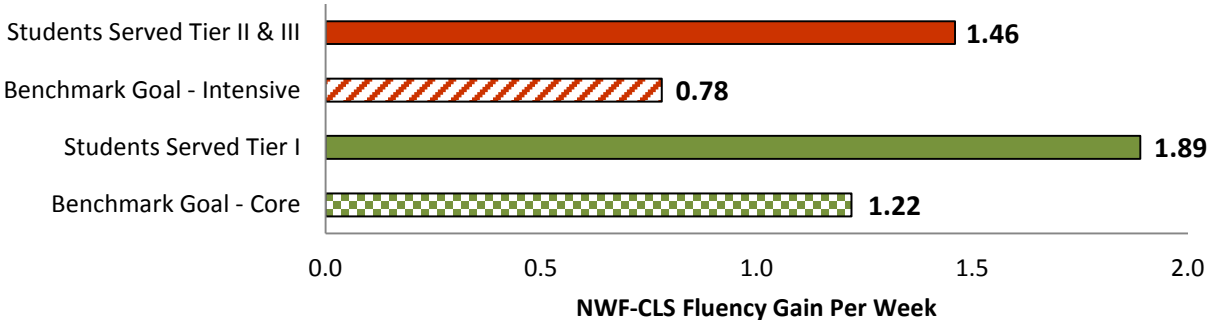
*Note:* These outcomes are based on the benchmark assessment of 81 students served in Tier I and 80 students served in Tier II and/or Tier III.

**Figure 2. DIBELS Phoneme Segmentation Fluency (PSF) Rate of Improvement: Middle to End Benchmark**



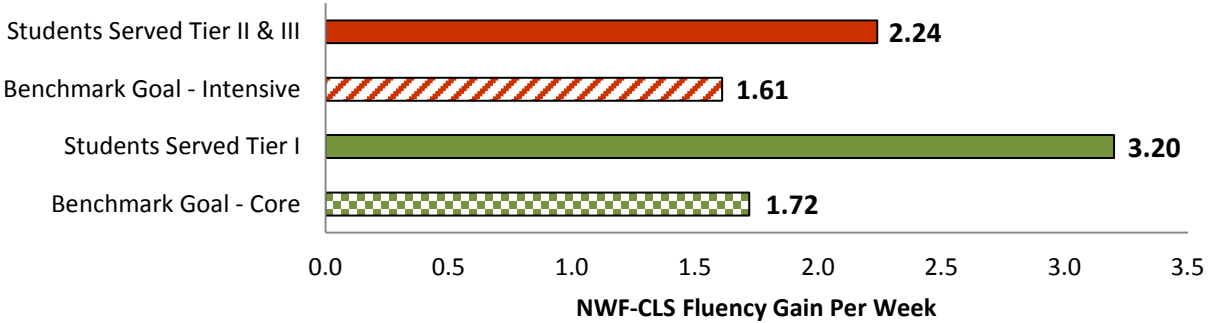
*Note:* These outcomes are based on the benchmark assessment of 83 students served in Tier I and 83 students served in Tier II and/or Tier III.

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



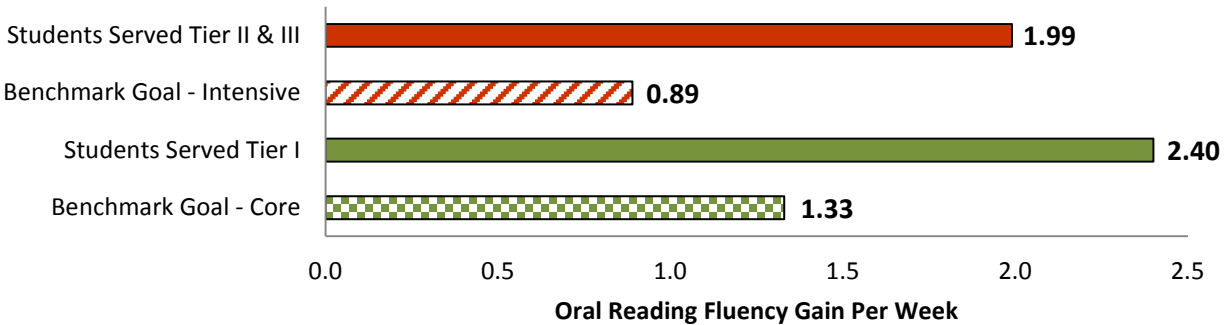
*Note:* These outcomes are based on the benchmark assessment of 83 students served in Tier I and 83 students served in Tier II and/or Tier III.

**Figure 4. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Beginning to End Benchmark [Grade 1]**



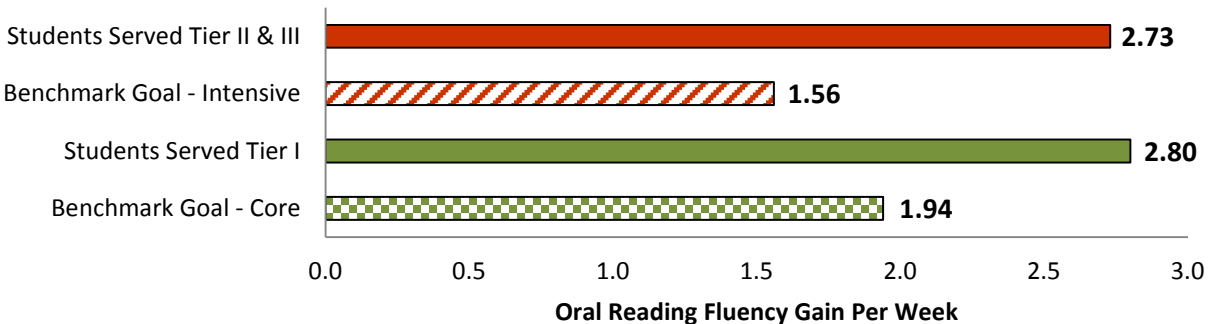
*Note:* These outcomes are based on the benchmark assessment of 84 students served in Tier I and 79 students served in Tier II and/or Tier III.

**Figure 5. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 1]**



*Note:* These outcomes are based on the benchmark assessment of 88 students served in Tier I and 79 students served in Tier II and/or Tier III.

**Figure 6. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 2]**




*Note:* These outcomes are based on the benchmark assessment of 85 students served in Tier I and 51 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 continued its partnership with Step By Step Learning for the provision of professional development. Modeling and coaching in data analysis and instructional planning was provided monthly throughout the year. The Title I teacher, Intervention Specialist, and general education teachers serving students in Grades K-3 participated in the professional development. teachers, Grade 2 teachers, and Grade 3 teachers. Intervention Specialists were included in these professional learning sessions.

Dyslexia Pilot Project Evaluation: Year 3 Review  
Medina Schools

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

**Not  
Implemented**

**Partially  
Implemented**

**Fully  
Implemented**

**Findings:** Medina City Schools discontinued its use of DIBELS (6<sup>th</sup> Edition) for the purposes of screening students' basic early literacy skills in Year 3 of the Dyslexia Pilot Project. In a departure from grant expectations and guidelines, Medina City Schools utilized STAR assessments as screening measures rather than curriculum-based assessments. STAR was administered to students in K-3 at all participating schools.

**Recommendation:** It is recommended that the Medina City Schools establish a new process for the universal screening of all students in kindergarten through second grade using a technically adequate curriculum-based measure validated for the purposes of screening, matching student to early intervention, and monitoring individual student's progress toward intervention goals. One example of a technically adequate screening tool is DIBELS Next. Once an assessment tool is selected, it is recommended that the district follow the guidelines for the administration of the recommended measures for each benchmark period and ensure that all students are screened at each benchmark period. A screening process tailored to Medina City Schools' unique context will need to be developed and include decision rules for when a student needs more intensive or less intensive intervention. Professional development in support of the screening process (i.e., assessment, data analysis, and data-driven instructional and intervention planning) will need to be secured.

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

**Not  
Implemented**

**Partially  
Implemented**

**Fully  
Implemented**

**Findings:** The use of adequate standardized curriculum-based assessments to inform intervention planning was inconsistent across schools. Some of the participating schools utilized DIBELS and/or AIMSweb data in combination with STAR assessment data to make decisions regarding interventions (e.g., Garfield Elementary, Heritage Academy). In other schools, however, standardized assessments such as the Comprehensive Test of Phonological Processing (C-TOPP) and the Phonological Awareness Test (PAT) were utilized, which are not consistent with grant expectations. Teachers in some of the schools were trained on AIMSweb, but the assessments were not utilized for intervention planning.

**Recommendation:** It is recommended that Medina City Schools utilize appropriate curriculum-based assessments (e.g., DIBELS, AIMSweb, etc.) for the purposes of intervention planning. When making decisions regarding intervention groups and implementation, curriculum-based data can provide valuable information that is not available with standardized assessments. Also, utilizing the same screening and progress monitoring assessments provides continuity and allows for effective decisions to be made.

**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:** Information regarding matching intervention to students' needs was provided for Garfield Elementary, Heritage Elementary, Eliza Northrop Elementary, and H. G. Blake Elementary. Missing information from Ella Canavan Elementary, Ralph E. Waite Elementary, and Sidney Fenn Elementary precludes an evaluation of the services provided to those students.

At Garfield Elementary, Heritage Elementary, Eliza Northrop Elementary, and H. G. Blake Elementary, all kindergarten students receive core instruction (Tier I) from their classroom teacher using the Fountas and Pinnel-Guided Reading curriculum and the Reading Workshop Model, supplemented with Orton-Gillingham, Multisensory Grammar, and Bringing Words to Life. Visualizing and Verbalizing was used at Garfield Elementary, Heritage Elementary, Eliza Northrop Elementary, and H. G. Blake Elementary. Lindamood Phoneme Sequencing (LiPS) was implemented only at Heritage Elementary.

For Tier II intervention, at Garfield Elementary and Heritage Elementary, students were grouped based on student need and received direct instruction from the classroom teacher using Orton-Gillingham and Lindamood Phoneme Sequencing (LiPS) with a student-to-teacher ratio of 3:1 for 120-150 minutes per week. For Tier II intervention at Northrop Elementary, H. G. Blake Elementary, Ella Canavan Elementary, Ralph E. Waite Elementary, and Sidney Fenn Elementary, students were grouped for Orton Gillingham for 120 minutes weekly during Intervention enrichment period.

At the kindergarten level, Tier III individualized, intensive intervention at the kindergarten level mirrors the intervention supports provided at Tier II for a minimum of 150 minutes per week provided by the Intervention Specialist based on student need. At Garfield Elementary and Heritage Elementary, these students were given more small-group focused intervention and individual intervention through resource support from retired teachers at Heritage and direct instruction with regular education teacher during silent reading.

At Grade 1 and Grade 2, students receive core instruction (Tier I) from their classroom teacher using the Fountas and Pinnel-Guided Reading curriculum and Visualizing and Verbalizing included in daily lesson plans. For Tier II intervention, students were grouped based on student need and received direct instruction from the classroom teacher and/or Title I teacher or Intervention specialist using Orton-Gillingham and Lindamood Phoneme Sequencing (LiPS) with a student-to-teacher ratio of 3:1 for 120 minutes per week. Tier III intervention is provided by the Title I teacher and/or Intervention Specialist using Leveled Literacy Intervention for up to 200 minutes per week.

**Recommendation:** It is recommended that Medina City Schools develop and report on a systematic plan for Tier I supports and interventions at Tiers II and III across all participating schools.

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

**Not  
Implemented**

Partially  
Implemented

Fully  
Implemented

**Findings:** The use of curriculum-based assessments for the purposes of progress monitoring varied among school buildings within Medina City Schools. The assessments that were utilized varied greatly (e.g., DIBELS, AIMswEB, STAR) and the frequency of progress monitoring also varied among buildings.

**Recommendations:** It is recommended that each building develop a systematic progress monitoring plan that is feasible for use at the local level. Systems should be put into place to ensure reliable and valid administration of curriculum based assessments according to a pre-determined progress monitoring plan. Curriculum-based measurement assessments should be consistent for the purposes of screening, intervention planning, and progress monitoring.

**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:** In Year 3, professional development activities included 35 teachers and school staff participating in two trainings on Lindamood Bell Visualizing and Verbalizing. In February 2015, 20 teachers (including a reading specialist and speech language pathologist) attended the training. In June 2015, 15 teachers (including Title 1, intervention specialist, speech language pathologist, alternative school teacher, and three non-public school teachers) attended the training. Following the Visualizing and Verbalizing trainings, teams were created at each school to help support core instruction and materials were purchased. In addition, all K-5 teachers attended Orton Gillingham professional development for a minimum of two days.

Dyslexia Pilot Project Evaluation: Year 3 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 continued its use of multiple measures for the purposes of screening kindergarten and first grade students' basic early literacy skills in Year 3 (2014-15). DIBELS Next measures were administered according to the established guidelines in the beginning (fall), middle (winter), and end (spring) benchmark period. The screening battery for kindergarten students also included the Kindergarten Readiness Assessment-Literacy (KRA-L). The screening battery for first and second graders also included the GATES, Reading Well, sight word accuracy, and sentence dictation for students who were performing below benchmark on the DIBELS measures and for students who have previously received intervention support.

One hundred and forty-six (146) 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, 3.4% of these students were "well below" benchmark, 6.8% were "below" benchmark, and 89.7% were "at or above" benchmark. The screening outcomes for the middle and end benchmark periods are presented in the table below.

<b>Kindergarten</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	89.7%	94.0%	98.7%
Below Benchmark	6.8%	4.0%	1.3%
Well Below Benchmark	3.4%	2.0%	0.0%

*Note:* Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 146 (fall), 150 (winter), 153 (spring).

Two hundred and twenty (220) first grade students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 4.5% of these students were "well below" benchmark, 14.1% were "below" benchmark, and 81.4% were "at or above" benchmark. The screening outcomes for the middle and end benchmark periods are presented in the table below.

<b>Grade 1</b>	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	81.4%	84.8%	84.7%
Below Benchmark	14.1%	10.1%	11.1%
Well Below Benchmark	4.5%	5.1%	4.2%

*Note:* Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 220 (fall), 217 (winter), 216 (spring).





teacher ratio of 3 to 5:1 for 15 minutes daily in addition to differentiated instruction from the classroom teacher. Tier III at Grades 1 and 2 was comprised of an additional 30 minutes of intervention (for a total of 50 minutes of individualized intervention) provided in a co-teaching classroom with support from the Intervention Specialist.

**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 intensive intervention (Tier III) and bi-weekly for students supported by strategic intervention (Tier II) as part of the Shawnee Local Dyslexia Pilot Project. Students who were not at or above benchmark at each benchmarking period were progress monitored every 3-4 weeks.

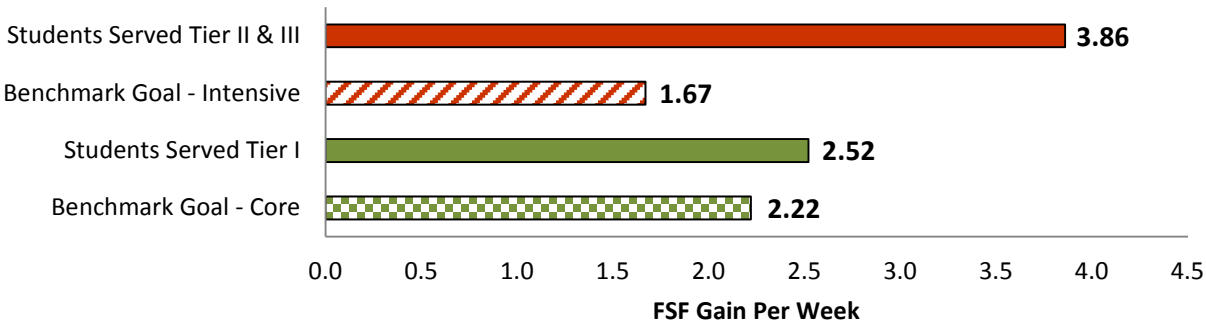
A rate of improvement was calculated for DIBELS First Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency – Correct Letter Sounds for kindergarten students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). At Grade 1, a rate of improvement was calculated for DIBELS Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency for 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 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 surpassed the rate of improvement for students calculated from the benchmark goals for the intensive level on First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but not Phoneme Segmentation Fluency (See Figures 1-3). Likewise, the rate of improvement attained by students served within the core curriculum exceeded the rate of improvement calculated from the benchmark goals for the intensive level on First Sound Fluency and Nonsense Word Fluency – Correct Letter Sounds, but lagged behind the desired rate of improvement for Phoneme Segmentation Fluency (See Figures 1-3).

Grade 1 students receiving strategic or intensive intervention attained a mean rate of improvement that far exceeded the rate of improvement calculated from the benchmark goals for the intensive level on Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency. Similarly, the rate of improvement attained by first grade students served within the core curriculum far surpassed the rate of improvement for students calculated from the benchmark goals for the core level for Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency (See Figures 4-5).

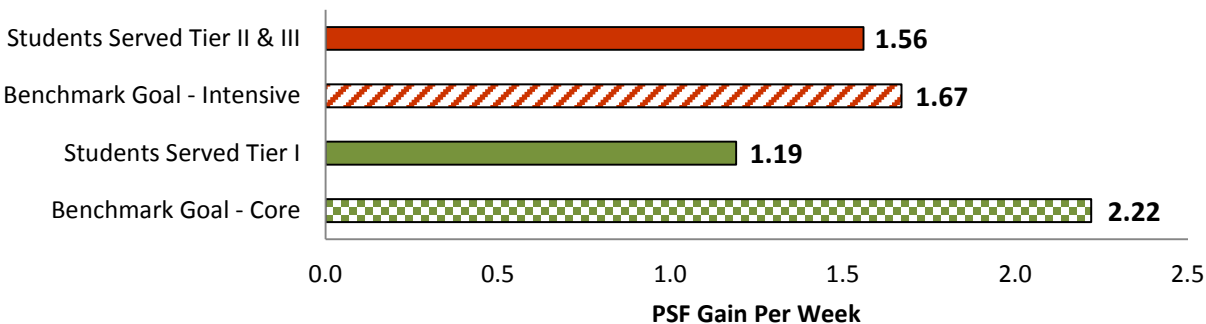
Grade 2 students receiving strategic or intensive intervention attained a mean rate of improvement that surpassed the rate of improvement calculated from the benchmark goals for the intensive level on Oral Reading Fluency. However, the rate of improvement attained by second grade students served within the core curriculum fell short of the rate of improvement for students calculated from the benchmark goals for the core level for Oral Reading Fluency (See Figure 6).

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



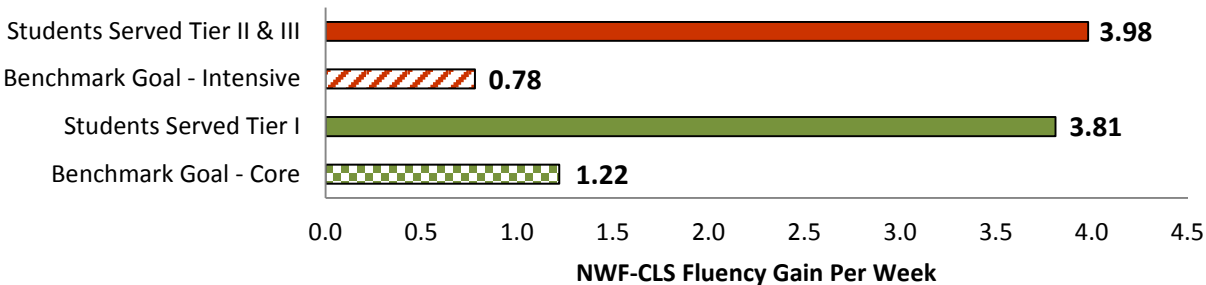
*Note:* These outcomes are based on the benchmark assessment of 123 students served in Tier I and 21 students served in Tier II and/or Tier III.

**Figure 2. DIBELS Phoneme Segmentation Fluency (PSF) Rate of Improvement: Middle to End Benchmark**



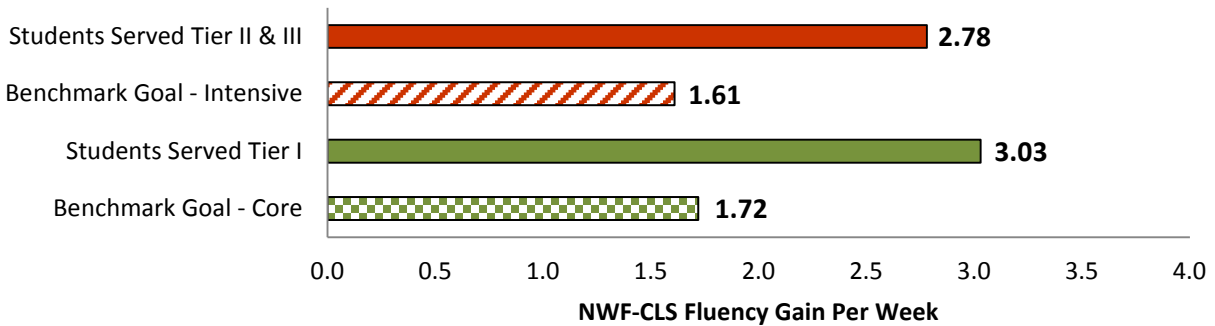
*Note:* These outcomes are based on the benchmark assessment of 127 students served in Tier I and 21 students served in Tier II and/or Tier III.

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



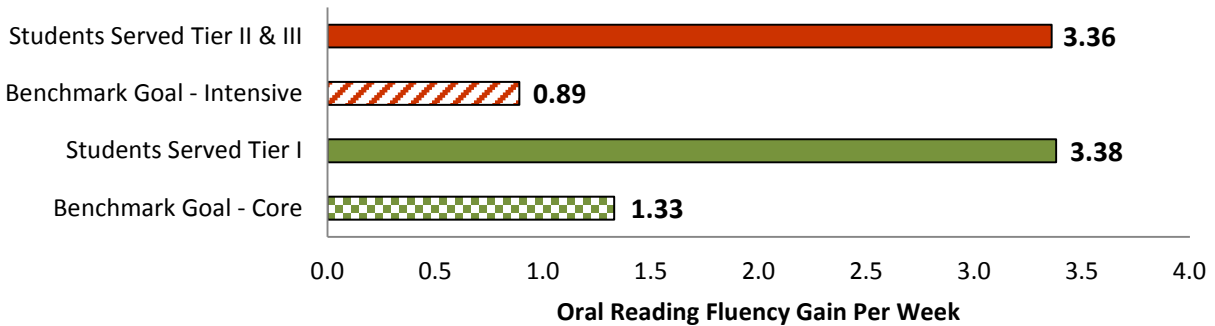
*Note:* These outcomes are based on the benchmark assessment of 127 students served in Tier I and 21 students served in Tier II and/or Tier III.

**Figure 4. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) Rate of Improvement: Beginning to End Benchmark [Grade 1]**



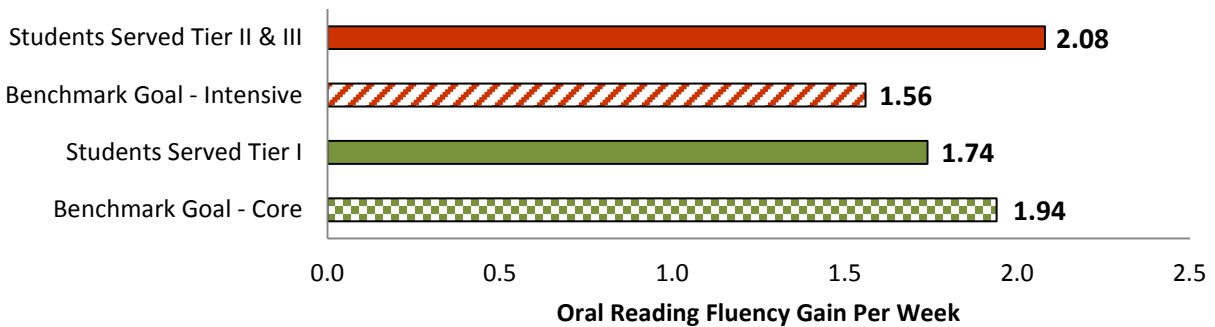
*Note:* These outcomes are based on the benchmark assessment of 194 students served in Tier I and 22 students served in Tier II and/or Tier III.

**Figure 5. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 1]**



*Note:* These outcomes are based on the benchmark assessment of 194 students served in Tier I and 22 students served in Tier II and/or Tier III.

**Figure 6. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 2]**




*Note:* These outcomes are based on the benchmark assessment of 152 students served in Tier I and 27 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 provided professional development in Orton-Gillingham during Year 3. Fifteen teachers serving students in Grades K-3, an intervention specialist, and the Director of Special Education all participated in 30 hours of professional development provided by the Institute for Multisensory Education (IMSE). At the end of Year 3, all of the kindergarten teachers and all but one of the first grade teachers had been trained in Orton-Gillingham. Second grade teachers have not yet been trained in Orton-Gillingham. In addition to professional development in Orton-Gillingham, the first grade Reading Specialist participated in the DIBELS Next – Train the Trainer. Finally, to address the non-academic enablers of learning, 14 teachers participated in professional development in a class-wide positive behavior support known as the Good Behavior Game. Professional development in the Good Behavior Game was comprised of 8 hours of training along with 4 hours of coaching.

Dyslexia Pilot Project Evaluation: Year 3 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 continued to use DIBELS Next as its primary measure for screening students' early literacy skills in Year 3 of the Dyslexia Pilot Project. The standard DIBELS Next universal screening battery was administered in the beginning (fall), middle (winter), and end (spring) benchmark periods for students in Grades K-2. The Kindergarten Readiness Assessment-Literacy (KRA-L) and other teacher measures (e.g., DOLCH site words) provided supplemental assessment data at the kindergarten level.

Sixty-four (64) 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, 23.4% of these students were "well below" benchmark, 6.3% were "below" benchmark, and 70.3% were "at or above" benchmark (see below). 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, 7 kindergarten students were in need of intensive, individualized intervention.

Kindergarten	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	70.3%	35.9%	22.0%
Below Benchmark	6.3%	18.8%	52.5%
Well Below Benchmark	23.4%	45.3%	25.4%

*Note:* Screening 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), 59 (spring).

At Grade 1, 49 students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 24.5% of these students were "well below" benchmark, 32.7% were "below" benchmark, and 42.9% were "at or above" benchmark (see below). Using a local norm based on the lowest 10% criterion, 5 first grade students were in need of intensive, individualized intervention.

Grade 1	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	42.9%	38.0%	24.5%
Below Benchmark	32.7%	26.0%	34.7%
Well Below Benchmark	24.5%	36.0%	40.8%

*Note:* Screening results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 49 (fall), 50 (winter), 49 (spring).

At Grade 2, 61 students were screened during the beginning benchmark period. Based on the DIBELS Next recommended benchmark goals, 54.1% of these students were "well below" benchmark, 16.4% were "below" benchmark, and 29.5% were "at or above" benchmark (see below). Using a local norm based on the lowest 10% criterion, 7 first grade students were in need of intensive, individualized intervention.

Grade 2	Beginning (Fall)	Middle (Winter)	End (Spring)
At or Above Benchmark	29.5%	31.1%	33.3%
Below Benchmark	16.4%	8.2%	12.3%
Well Below Benchmark	54.1%	60.7%	54.4%

*Note:* Screen results are based on students who participated in the Pilot Project for at least two benchmark periods. The counts of students are: 61 (fall), 61 (winter), 57 (spring).

**Recommendations:** The benchmark data show a decrease in the percentage of students at or above the benchmark at the end (spring) benchmark relative to the beginning (fall) benchmark. Despite positive gains in early literacy skills at kindergarten (See Figures 1 and 3) and first grade (See Figure 5), the gains made were insufficient to raise the percentage of students above the threshold, which increases progressively each benchmark period. It is recommended that intervention intensity be increased at Tier II and Tier III to ensure students achieve the gains they need to reduce their risk of reading failure.

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

Not Implemented

Partially Implemented

Fully Implemented

**Findings:** DIBELS Next measures were used to identify specific skills in need of remediation. Progress monitoring occurred weekly for students receiving intensive (Tier III) intervention and every other week for students receiving strategic (Tier II) intervention. In addition, the Beginning Decoding Survey (Grade 1) and the Advanced Decoding Survey (Grade 2 & 3) were administered mid-year to inform intervention planning. The Trimble Local Dyslexia Pilot Project received consultation support from an Ohio University faculty member/Orton Gillingham Certified Trainer to meet once a week to review student progress and design intervention strategies to address students' needs.

**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:** Overall, 54.7% of the 64 kindergarten students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark period. Of the students not correctly matched to a level of support, 26 students (40.6%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 1, 51.0% of the 49 students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark period. Of the students not correctly matched to a level of support, 10 students (20.4%) were provided *more* support than was warranted based on the screening data. 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.

At Grade 2, 45.9% of the 61 students were correctly matched to level of support based on the DIBELS Next benchmark goals for the beginning (fall) benchmark period. Of the students not correctly matched to a level of support, 2 students (3.3%) were provided *more* support than was warranted based on the screening data. Using a local norm based on the lowest 10% criterion, 85.7% of the students identified in need of intensive support received an appropriately matched intervention.

Teachers provided core instruction (Tier I) using Harcourt-Brace *Journeys* at Grades K-2 in Year 3. *Journeys* supports the Common Core curriculum by emphasizing explicit, systematic instruction and opportunities to practice and apply emerging skills to build fluency. Dr. Susan Nolan, an Ohio University faculty member and Orton-Gillingham Certified trainer, continued to work with the K-2 teachers to strengthen their core instruction (Tier I), with a proportionately greater amount of time devoted to supporting the second grade teachers. Strategic (Tier II) intervention was provided through a co-teaching structure between the classroom teacher and the Graduate Fellow, which enabled the classroom teacher to provide additional small group instruction to students. Small group instruction included multi-sensory strategies (e.g., Language Toolkit, auditory drill, visual drill, and blending drill) and used the Voyager and Foundations reading programs. Tier II intervention was provided to kindergarten students (20-30 minutes per week), first grade students (120 minutes per week), and second grade students (80-120 minutes per week) with a student-teacher ratio of 3-8:1. Supplemental small group instruction outside of the classroom was provided for students needing intensive, individualized (Tier III) intervention. This Tier III small group instruction was provided by a retired kindergarten teacher. Small group instruction included multi-sensory strategies (e.g., Language Toolkit, auditory drill, visual drill, and blending drill) and used the Voyager reading program and the basal reader. Tier III intervention was provided to kindergarten students (120-140 minutes per week), first grade students (120-140 minutes per week), and second grade students (120-210 minutes per week) with a student-teacher ratio of 6:1.

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

Not Implemented	<b>Partially Implemented</b>	Fully Implemented
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**Findings:** DIBELS Next measures were used to monitor student progress at the three benchmark periods. Between benchmark periods, DIBELS Next measures were used to progress monitor every 10 or more lessons.

A rate of improvement was calculated for DIBELS First Sound Fluency, Phoneme Segmentation 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). Students served by the Trimble Dyslexia Pilot Program (Tier I and Tier II/III) attained a mean rate of improvement for First Sound Fluency that surpassed the rate of improvement obtained from the DIBELS Next benchmark goals (See Figure 1), but did not match benchmark rates of improvement in Phoneme Segmentation Fluency (See Figure 2). The mean rate of improvement for students served in Tier II/III exceeded the rate of improvement obtained from the DIBELS Next benchmark goals for

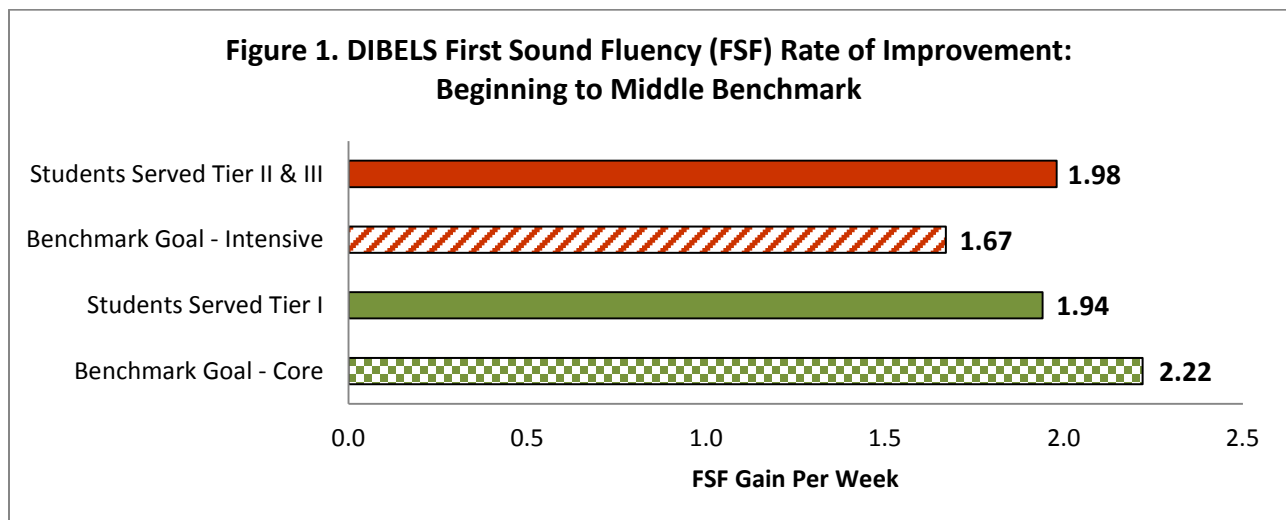


DIBELS Nonsense Word Fluency – Correct Letter Sounds, but this was not true for students served with Tier I supports (See Figure 3).

At Grade 1, a rate of improvement was calculated for DIBELS Nonsense Word Fluency – Correct Letter Sounds and Oral Reading Fluency for 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 these two DIBELS measures used at Grade 1 was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. First grade students in the Trimble Dyslexia Pilot Program attained a mean rate of improvement that was lower than the rate of improvement calculated from the benchmark goals on Nonsense Word Fluency – Correct Letter Sounds (See Figure 4), but far exceeded the rate of improvement based on DIBELS Next benchmark goals in Oral Reading Fluency (See Figure 5).

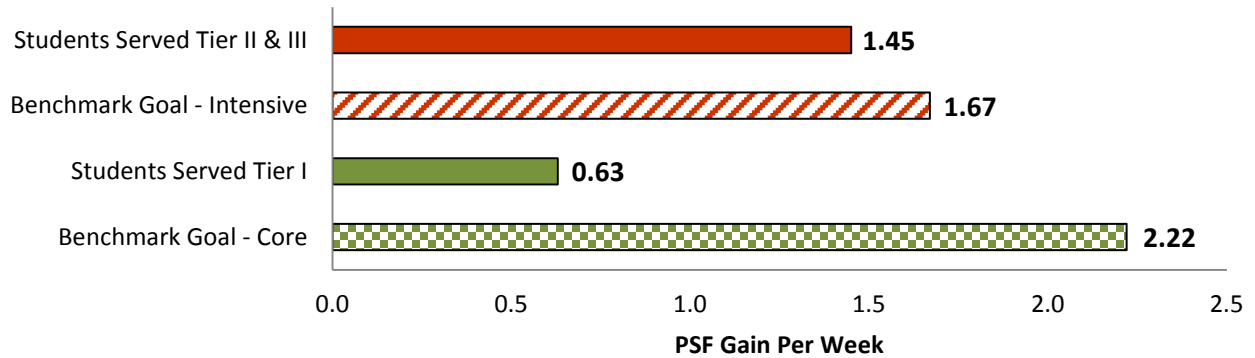
At Grade 2, a rate of improvement was calculated for DIBELS Oral Reading Fluency for students served with targeted and intensive interventions (Tier II and III) and for students who were provided core instruction without supplemental intervention (Tier I). The attained rate of improvement for this measure was compared to the rate of improvement obtained from the DIBELS Next benchmark goals. Second grade students in the Trimble Dyslexia Pilot Program attained a mean rate of improvement that was lower than the rate of improvement calculated from the benchmark goals on Oral Reading Fluency (See Figure 6).

**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.



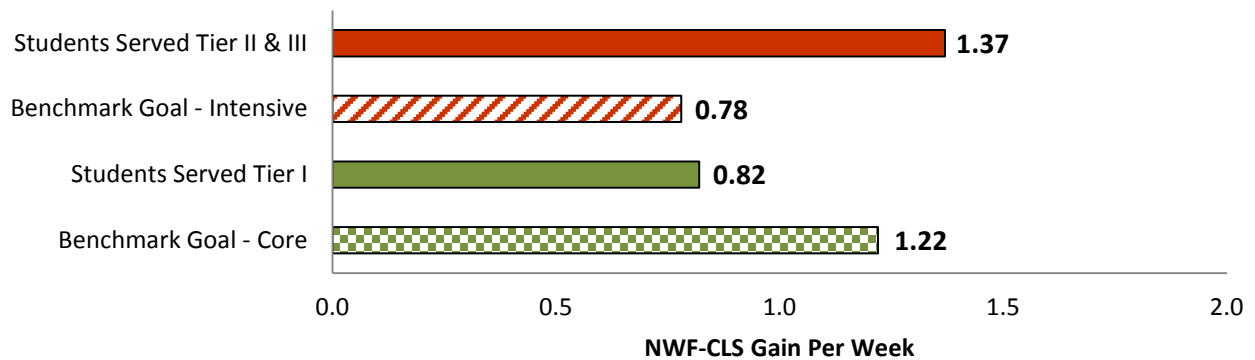
*Note:* These outcomes are based on the benchmark assessment of 39 students served in Tier I and 23 students served in Tier II and/or Tier III.

**Figure 2. DIBELS Phoneme Segmentation Fluency (PSF)  
Rate of Improvement: Middle to End Benchmark**

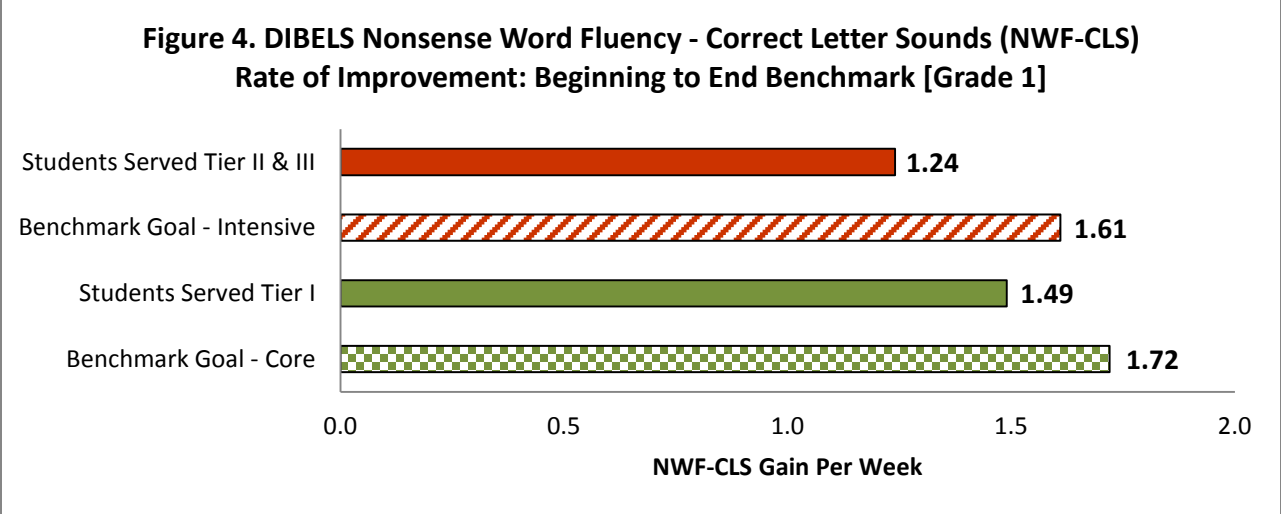


*Note:* These outcomes are based on the benchmark assessment of 39 students served in Tier I and 19 students served in Tier II and/or Tier III.

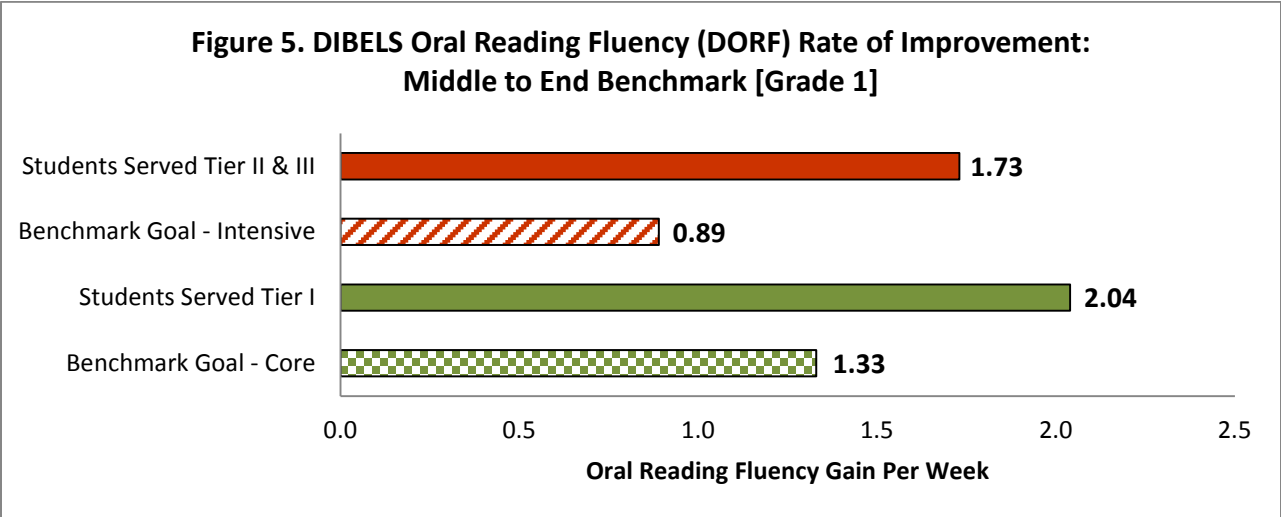
**Figure 3. DIBELS Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)  
Rate of Improvement: Middle to End Benchmark [Kindergarten]**



*Note:* These outcomes are based on the benchmark assessment of 39 students served in Tier I and 19 students served in Tier II and/or Tier III.

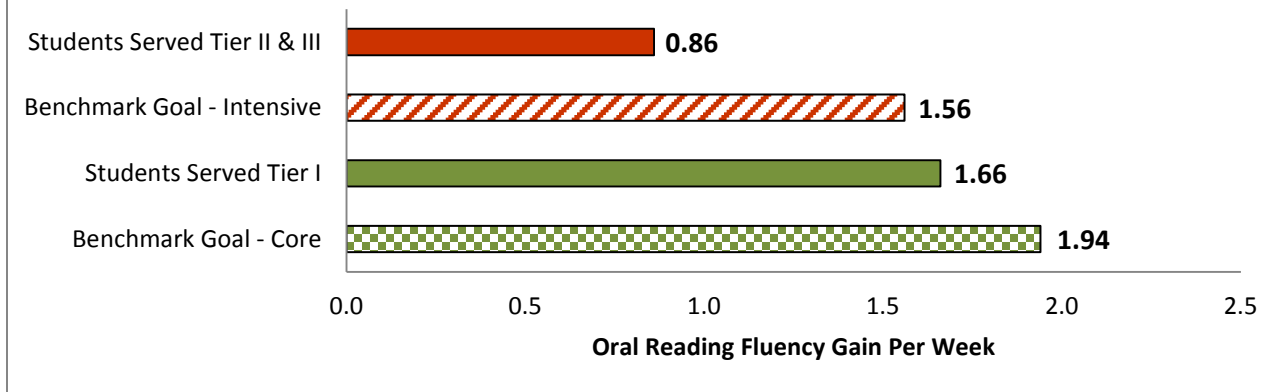


*Note:* These outcomes are based on the benchmark assessment of 29 students served in Tier I and 30 students served in Tier II and/or Tier III.



*Note:* These outcomes are based on the benchmark assessment of 30 students served in Tier I and 18 students served in Tier II and/or Tier III.

**Figure 6. DIBELS Oral Reading Fluency (DORF) Rate of Improvement: Middle to End Benchmark [Grade 2]**



*Note:* These outcomes are based on the benchmark assessment of 33 students served in Tier I and 25 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 continued its partnership with Ohio University's Patton College of Education for the provision of professional development in Year 3. Professional development in during the 2014-15 school year focused on the use of effective, phonics-based, multi-sensory techniques. Professional development included direct training, modeling in the classroom, and coaching.