Dyslexia and Specific Learning Disabilities in Reading in an RTI System

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Disclosure

Roland Good and Ruth Kaminski are co-owners of Dynamic Measurement Group, Inc. (DMG). Kelly Powell-Smith and Stephanie Stollar are employees of DMG.

DMG is an educational company that is dedicated to supporting success for children and schools. DMG was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. DMG receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System. Acadience Reading K-6 (also published as DIBELS Next®) is available for free download and photocopying for educational purposes at acadiencelearning.org.

Additional information about DMG is available at https://acadiencelearning.org/.

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Acadience™ Math is the new name for the DIBELS® Math assessment. Acadience™ Data Management is the new name for DIBELSnet®.

The assessments remain the same.
Benchmark goals stay the same.
Scores are interpreted in the same way.
Definitive indicators of risk for reading difficulties such as dyslexia include a combination of

1. **severe low skills** on measures of phonological processing including phonemic awareness and phonics, and

2. **sustained lack of adequate progress** in learning the basic early literacy skills,

3. when provided with **generally effective instruction**.

Other indicators of risk include

1. **Rapid Automatized Naming (RAN)**

2. **Spelling**

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**Outcomes Driven Model Steps:**

- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.
(3) when provided with generally effective instruction

- School-wide system of support is generally effective.

- Tier 1, Tier 2, and Tier 3 systems of support are generally effective.

- Intervention group is generally effective.

Definitive indicators of risk for reading difficulties such as dyslexia include a combination of

1. **severe low skills** on measures of phonological processing including phonemic awareness and phonics, and
2. **sustained lack of adequate progress** in learning the basic early literacy skills,
3. **when provided with generally effective instruction**.

Other indicators of risk include

1. Rapid Automatized Naming (RAN)
2. Spelling
DMG RAN
Introduction and Overview

DMG RAN
Rapid Automatized Naming = quickly and accurately naming repeated sets of familiar items
- functions as a predictor of reading skills
- difficulties with RAN don’t impact reading as much as difficulties with phonological awareness
- no known way to directly improve RAN

DMG RAN
RAN Objects
RAN Letters
- RAN Numbers
  (alternate to RAN Letters)
Spanish Version

DMG Spelling
Introduction and Overview

DMG Spelling
- functions as a General Outcome Measure
- provides a broad indication of a student’s overall level of spelling skills
- assists educators in finding students who have low spelling skills compared to other students
- serves as an indicator of progress

DMG Spelling
Materials for Kindergarten & First Grade
The Power of Prevention

Key Steps in Prevention

- Identify students *early*.
- Focus *instruction* on essential *early literacy skills*.
- Focus assessment on *indicators* of important *outcomes*.
- *Use* assessment information to *impact instruction* to *improve outcomes* for students.
  - Benchmark goals
  - Individual student learning goals
  - Monitor progress
  - Formative evaluation

Outcomes Driven Model

Outcomes Driven Model Steps:
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:
- Student
  - Teacher
  - Teaching
  - Curricula
  - School
  - Home
Desirable Goals are:
- Meaningful
- Attainable
- Ambitious

Feedback to teachers & students:
Is what we are doing working?

Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

What is progress monitoring and formative evaluation?
To implement progress monitoring, the student’s current levels of performance are determined and goals are identified for learning that will take place over time. The student’s academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student’s progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

http://www.studentprogress.org/progresmon.asp#2
Accessed: 1/22/2015

Acadience Reading
Acadience Reading is a set of standardized indicators of the Basic Early Literacy Skills, designed for universal screening, progress monitoring, and formative evaluation for the purpose of preventing reading failure and improving reading outcomes for all students K-6.

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- At/Above Benchmark: Odds are generally 80% to 90%
  - Above Benchmark: Odds are generally 90% to 99%
  - At Benchmark: Odds are generally 70% to 85%
- Below Benchmark: Odds are generally 40% to 60%
- Well Below Benchmark: Odds are generally 10% to 20%
### Likelihood of Meeting Later Reading Goals and Acadience Reading At or Above Benchmark Status

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Benchmark Status</th>
<th>Benchmark Status Including Above Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;99%</td>
<td>At or Above Benchmark</td>
<td>Overall likelihood of achieving subsequent early literacy goals: 80% to 90%</td>
</tr>
<tr>
<td>95%</td>
<td>At Benchmark</td>
<td>Overall likelihood of achieving subsequent early literacy goals: 70% to 85%</td>
</tr>
<tr>
<td>90%</td>
<td>Below Benchmark</td>
<td>Overall likelihood of achieving subsequent early literacy goals: 40% to 60%</td>
</tr>
<tr>
<td>80%</td>
<td>Well Below Benchmark</td>
<td>Overall likelihood of achieving subsequent early literacy goals: 10% to 20%</td>
</tr>
</tbody>
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### Basic Early Literacy Skills Timeline


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### Acadience Reading Benchmark Goals

<table>
<thead>
<tr>
<th>Kindergarten Benchmark Goals and Cut Points for Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acadience Reading Measure</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Reading Composite Score</td>
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*The benchmark goal is the number that is in bold. The cut point for risk is the number that is italicized.
### Acadience Reading Measures, Grades, & Skills

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grades Used</th>
<th>Skills Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSF – First Sound Fluency</td>
<td>K</td>
<td>Phonological Awareness</td>
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<tr>
<td>PSF – Phoneme Segmentation Fluency</td>
<td>K-1</td>
<td>Phonological Awareness</td>
</tr>
<tr>
<td>NWF – Nonsense Word Fluency</td>
<td>K-2</td>
<td>Alphabetic Principle and Basic Phonics (Letter Sound)</td>
</tr>
<tr>
<td>ORF – Oral Reading Fluency</td>
<td>1-6</td>
<td>Advanced Phonics and Decoding, Accurate and Fluent Reading of Text, Reading Comprehension</td>
</tr>
<tr>
<td>Maze</td>
<td>3-6</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>LNF-Letter Naming Fluency</td>
<td>K-1</td>
<td>Risk Indicator</td>
</tr>
</tbody>
</table>

### ODM Step 3: Plan & Implement Support

Outcomes Driven Model Steps:
- Identify need for support.
- Validate need for support.
- Plan and implement support.
- Evaluate and modify support.
- Review outcomes.

The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.

### What is Pathways of Progress?

Pathways of Progress is a tool for:

(a) setting student progress monitoring goals (BOY)
(b) evaluating student progress (MOY & E0Y)
(c) evaluating system level progress (MOY & E0Y)

### Pathways of Progress™ Logic

Pathways of Progress™ depends on the level of initial skills.

Emphasizes the outcome or the end point of the Pathways of Progress™.

Pathways of Progress™ provides a normative framework for comparison in setting goals and evaluating individual student progress.
Typical ways to set goals:
- expected progress or rate of improvement
- local or national percentiles
- using only the benchmark goals

Pathways goal setting considers:
- different measurement materials,
- different grades and times of year,
- different levels of initial skill
- reading accurately, fluently, and for meaning
What is Pathways of Progress?

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(a) setting student progress monitoring goals (BOY)
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Three Guiding Principles in Establishing Individual Student Learning Goals

Meaningful.
- Goals should support students to achieve meaningful outcomes or increase the likelihood of achieving meaningful and important outcomes.

Ambitious.
- Above typical or well above typical progress are ambitious goals.
- Typical progress is not very ambitious especially for students who are Below or Well Below Benchmark at the beginning of the year.
- Below typical or well below typical progress are just not very ambitious.

Attainable.
- High in the well above typical range is probably not attainable.
- Typical and above typical progress is readily attainable.
- Well below typical and below typical progress may be attainable, but are not ambitious or meaningful.
Tabitha’s Initial Skills in Third Grade, Beginning of Year
- 205 Composite Score
- 65 ORF Words Correct
- 96% ORF Accuracy
- 14 Retell

Tabitha’s End of Year Goal:
- By the end of the year, Tabitha will read aloud a third-grade ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 45 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.

Jaclyn’s Initial Skills in Third Grade, Beginning of Year
- 169 Composite Score
- 65 ORF Words Correct
- 86% ORF Accuracy
- 42 ORF Retell
- 3 Retell Quality of Response
- 3 Maze Adjusted Score

Jaclyn’s End of Year Goal:
By the end of the year, Jaclyn will read aloud a third-grade ORF passage at a rate of 95 or more words correct per minute with at least 97% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

What is Pathways of Progress?
Pathways of Progress is a tool for:
(a) setting student progress monitoring goals (BOY)
(b) evaluating student progress (MOY & EOY)
(c) evaluating system level progress (MOY & EOY)
Evaluating Student Progress

Pathways of Progress Report

What is Pathways of Progress?

Pathways of Progress is a tool for:

(a) setting student progress monitoring goals (BOY)
(b) evaluating student progress (MOY & EOY)
(c) evaluating system level progress (MOY & EOY)

Summative Growth Report
Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers

Thursday, 4/25; Time: 1:15 – 2:30pm; Room: Bloch

Using Systems-Level Data to Examine Effectiveness of All Instructional Tiers
Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Stephanie Stollar, Director of Professional Development, and Roland Good, President and Associate Director of Research & Development, Dynamic Measurement Group
GRADE LEVEL: Elementary CONTENT AREA: Reading DOMAIN: DBQM, PM
NEW SESSION
This presentation will demonstrate using system-level data to inform decisions about instructional effectiveness across Tiers. Effectiveness of Instructional Levels Reports and Summative Growth Reports (SGR) will be shared. SGRs provide classroom progress data compared to other same-grade classrooms across the nation. With the SGR student progress is measured only in comparison to other students who began the year at a similar level, ensuring that classrooms systems comprised primarily of students with low skills are not unfairly compared to those comprised primarily of students with high skills. Participants will learn how to use system-level data to examine outcomes across instructional tiers.

Using Pathways of Progress to Set Goals and Evaluate Student Progress

Thursday, 4/25; Time: 2:45 to 4:00pm; Room: Bloch

Using Pathways of Progress to Set Goals and Evaluate Student Progress
Stephanie Stollar, Director of Professional Development, Roland Good, President and Associate Director of Research & Development, and Kelly Powell-Smith, Vice-President and Associate Director of Research & Development, Dynamic Measurement Group, and Sherrie Kendall, Literacy Instructional Coach, Centennial School District
GRADE LEVEL: Elementary CONTENT AREA: Reading DOMAIN: DBQM, PM
NEW SESSION
This presentation will introduce Pathways of Progress, a tool for setting progress monitoring goals that articulate where students are, and where they need to go to, to close the reading gap. Participants will learn to: (1) set goals that consider proficiency and growth, (2) evaluate student progress, and (3) change instruction if progress is insufficient. One Oregon school’s use of Pathways of Progress will be shared. All participants will receive information about how to obtain a demo account for Acadience Data Management, for a free trial of Pathways of Progress features.

Acadience Resources

• Find assessment resources on the DMG website
  acadiencelearning.org
• Contact DMG customer service at
  info@acadiencelearning.org
• Free training on Pathways of Progress
  https://www.dmgtraining.org/
Reading is the point!