Building futures with an Outcomes Driven Model:
Identifying students with or at risk for dyslexia and supporting their progress

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Disclosure

Roland Good and Ruth Kaminski are co-owners of Acadience Learning Inc. (ALI)

ALI is an educational company that is dedicated to supporting success for children and schools. ALI was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. ALI 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 ALI is available at https://acadiencelearning.org/.

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Improving Academic Success for Students and Schools

Acadience Reading
is the new name for the DIBELS Next® assessment.

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.

Take-Away Big Ideas

1. Screening decisions for dyslexia should occur in the context of a decision-making model that emphasizes
   - ✓ Prevention
   - ✓ Early Intervention
   - ✓ Remediation
2. Good decisions improve outcomes for students.
   1. Prioritize things we can do something about.
   2. Do something about them.
3. It's not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

Dyslexia Screening with Acadience Reading
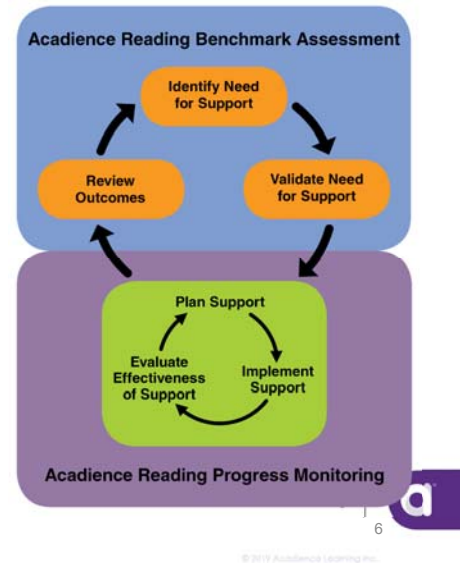

Outcomes Driven Model: Identify and Validate Need for Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Dyslexia screening should occur within a prevention and early intervention model.

IDA Dyslexia Definition

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

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: _Definition Consensus Project_.
Accessed 7/12/2019: https://dyslexiaida.org/definition-of-dyslexia/

Dyslexia Screening

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of

1. **Difficulty with essential reading skills** on measures of accurate and fluent reading, word reading and decoding, and especially phonological processing including phonemic awareness and phonics, and

2. **Sustained lack of adequate progress** in learning the essential reading skills, when provided with

3. When provided with **generally effective classroom instruction**.

Other indicators of risk include

(1) Rapid Automatized Naming (RAN)

(2) Spelling

Slide 9

(1) Difficulty with Essential Reading Skills

Some difficulty	Substantial difficulty	Essential Reading Skill
		Phonemic Awareness
		Phonics and Alphabetic Principle
		Word reading and decoding accuracy
		Fluent Reading
		Reading Comprehension

Slide 10

(1) Difficulty with Essential Reading Skills

Some difficulty

- Below the 40th percentile on a high quality measure of the essential reading skill.
- **Below benchmark** on the Acadience Reading measure of the essential reading skill.

  ☐ Below Benchmark / Likely to Need Strategic Support

Substantial difficulty

- Below the 20th percentile on a high quality measure of the essential reading skill.
- **Well Below Benchmark** on the Acadience Reading measure of the essential reading skill.

  ■ Well Below Benchmark / Likely to Need Intensive Support

Slide 11

(1) Difficulty with essential reading skills on measures of phonological processing including phonemic awareness, phonics and the alphabetic principle.

Otis and Evelyn are at high risk for dyslexia or severe reading difficulty

Other students are at some risk

Slide 12

(1) Difficulty with Essential Reading Skills: Evelyn

Some difficulty	Substantial difficulty	Skill Area
	✔	Phonemic Awareness: Acadience Reading Phoneme Segmentation Fluency
	✔	Phonics and Alphabetic Principle: Acadience Reading Nonsense Word Fluency - CLS
	NA	Word reading and decoding accuracy
	NA	Fluent Reading
	NA	Reading Comprehension

NA: At the beginning of first grade, many students are not yet reading for meaning, at an adequate rate, and with a high degree of accuracy.

(2) Serious lack of adequate progress on essential reading skills

Evidence of serious, stubborn, sustained lack of adequate progress in learning the essential reading skills or **adequate progress only with intensive, resource heavy support**.

Based on frequent progress monitoring in

- ❑ Phonemic Awareness
- ❑ Phonics and Alphabetic Principle
- ❑ Word reading and decoding accuracy
- ❑ Fluent reading
- ❑ Reading comprehension

❑ With adjustments to instruction to meet the individual students' learning needs

❑ Or adequate progress only with intensive support

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(2) Serious lack of adequate progress on essential reading skills

Lack of Adequate Progress	Severe Lack of Adequate Progress	Lack of adequate progress in essential skill area
		Phonemic Awareness
		Phonics and Alphabetic Principle
		Word reading and decoding accuracy
		Fluent Reading
		Reading Comprehension

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(2) Serious lack of adequate progress on essential reading skills

Lack of adequate progress

- Progress below the 40th percentile of progress compared to other students with the same initial skills.
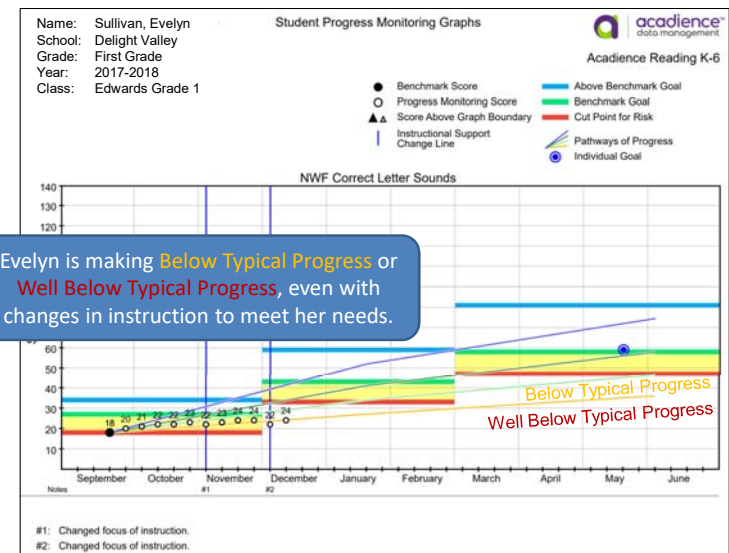- Below Typical Progress using Acadience Reading Pathways of Progress.

> Rate of progress compared to students with similar initial skills: Below Typical Progress ② ★ ★

Severe lack of adequate progress

- Progress below the 20th percentile of progress compared to other students with the same initial skills.
- Well Below Typical Progress using Acadience Reading Pathways of Progress.

> Rate of progress compared to students with similar initial skills: Well Below Typical Progress ② ★

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(2) Serious lack of adequate progress on essential reading skills,

Evelyn is making Below Typical Progress or Well Below Typical Progress, even with changes in instruction to meet her needs.

#1: Changed focus of instruction.
#2: Changed focus of instruction.

(2) Serious lack of adequate progress Middle-of-Year Pathways of Progress Report

School:	Delight Valley	Pathways of Progress™ Report	acadience data management
Grade:	First Grade, Middle of Year		
Year:	2017-2018		Acadience Reading K-6
Class:	Edwards Grade 1		

Name	BEGINNING OF YEAR	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS								MIDDLE OF YEAR OVERALL PATHWAY	
	Reading Composite Score	NWF Correct Letter Sounds Score	Pathway	NWF Whole Words Read Score	Pathway	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	Reading Composite Score	Pathway
Hernandez, Otis	40	33	4	0	1	6	3	46%	3	39	★★★
Sullivan, Evelyn	70	25	2	7	4	4	1	29%	1	36	★★

- Evelyn is making below typical progress given her initial skills on basic phonics skills.

- She is making well below typical progress in word reading and decoding and in fluency.

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(2) Serious lack of adequate progress on essential reading skills: Evelyn

Lack of Adequate Progress	Severe Lack of Adequate Progress	Beginning-of-year to middle-of-year lack of adequate progress in essential skill area
✔*		Phonemic Awareness
✔		Phonics and Alphabetic Principle
	✔	Word Reading and Decoding Accuracy
	✔	Fluent Reading
NA		Reading Comprehension

*Based on out-of-level intervention and progress monitoring using Phoneme Segmentation Fluency as a measure of Phonemic Awareness

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(3) when provided with generally effective instruction

The third defining indicator of risk for dyslexia and other reading difficulties is evidence that classroom instruction or intervention is generally effective. For example,

a) Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.

b) Evidence that students in the classroom are generally making adequate reading progress.

c) Evidence that students who are likely to need strategic and intensive support are generally increasing their skills and reducing their risk.

d) Intervention group is generally effective for students with similar instructional needs.

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(3) Evidence of generally effective instruction

| Moderate Evidence	Strong Evidence	Skill Area/Benchmark Status
		School is generally effective in improving outcomes
		Classroom is generally effective in supporting adequate progress
		Generally effective core support
		Generally effective strategic support
		Generally effective intensive support
		Intervention group is generally effective for students with similar instructional needs

(3) when provided with generally effective instruction
Evelyn's School

a) Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.

- Ex., School Overview Report: Growing the green, shrinking the red and yellow.
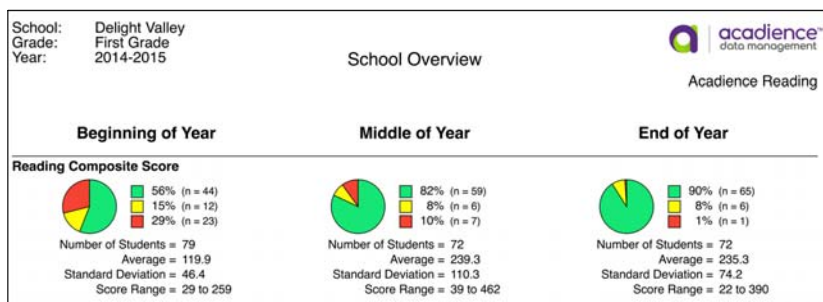
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(3) when provided with generally effective instruction
Evelyn's classroom

b) Evidence that students in the classroom are generally making adequate reading progress.

- Ex., Summary Growth Report: Average would be moderate evidence, Above average strong evidence

Classes	Total Students Included	Percent of Students in Pathway 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
First Grade				
Edwards Grade1	17	64.7% (n=11)	48	Average Classroom Reading Progress
Morris Grade1	16	81.3% (n=13)	79	Above Average Classroom Reading Progress

In the Edwards Grade 1 classroom, 65% of students are making typical progress or better which is average compared to other classrooms.
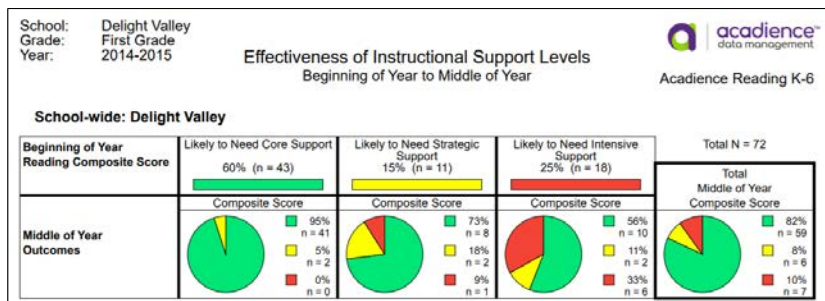
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(3) when provided with generally effective instruction
system of support in Evelyn's School

- Core systems of support is generally effective: Goal is 95% stay green.

- Strategic and Intensive systems of support are moderately effective: Goal is 80% reduce risk.
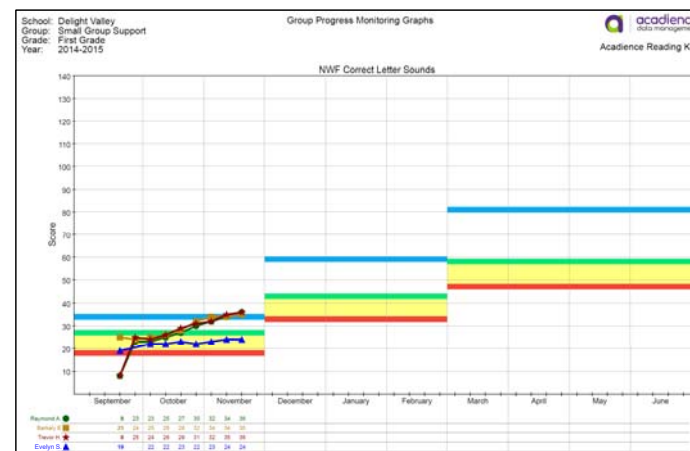
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(3) when provided with generally effective instruction

- Intervention group is generally effective for students with similar instructional needs.

(3) Evidence of generally effective instruction for Evelyn

Moderate Evidence	Strong Evidence	Skill Area/Benchmark Status
	✔	School is generally effective in improving outcomes
✔		Classroom is generally effective in supporting adequate progress
	✔	Generally effective core support
✔		Generally effective strategic support
✔		Generally effective intensive support
	✔	Intervention group is generally effective for students with similar instructional needs

Dyslexia Screening and Acadience Reading

Definitive indicators of risk for dyslexia and other reading difficulties include a combination of

(1) **severe low skills** on measures of accurate and fluent reading, word reading and decoding, and especially 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

Other indicators of risk

Moderate Evidence	Strong Evidence	Risk Indicator
		Rapid Automatized Naming
		Spelling Difficulty

Acadience RAN
Introduction and Overview

Acadience 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 processing

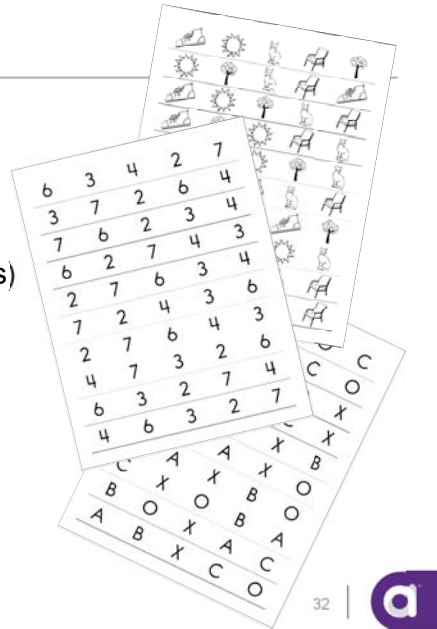- no known way to directly improve RAN

Acadience RAN

RAN Objects

RAN Letters

— RAN Numbers
(alternate to RAN Letters)

Spanish Version

Acadience Spelling
Introduction and Overview

Acadience 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

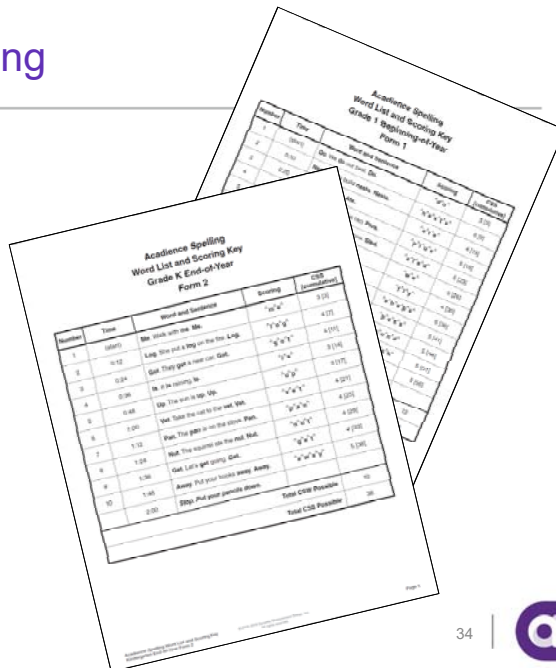- serves as an indicator of academic progress

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Acadience Spelling

Materials for

Kindergarten &

First Grade

The Purpose of Early Screening

The primary purpose of early screening for dyslexia is to **do something about it** with instruction and intervention.

➤ **Prevention** and **early intervention** are key.

We can make the biggest difference for children at risk for dyslexia and other reading difficulties **before there is a problem**. How?

- Explicit teaching.

- Targeted intensive intervention.

- Individual student learning goals, progress monitoring, modify instruction based on student progress.

- Professional Development on what and how to teach the essential skills
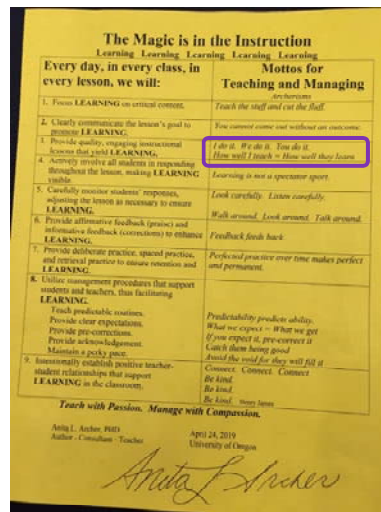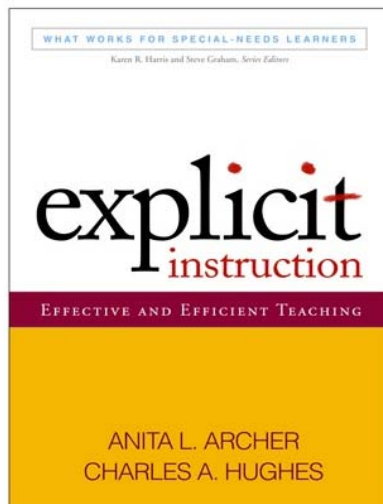
Explicit Instruction Improves Outcomes
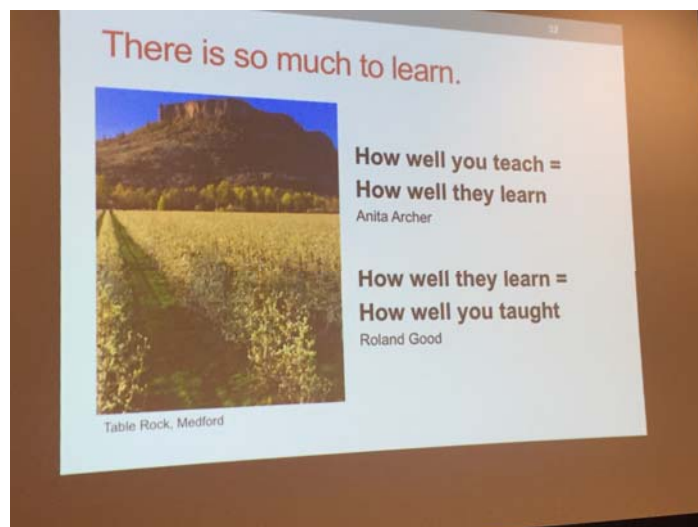*"How well I teach = How well they learn"*
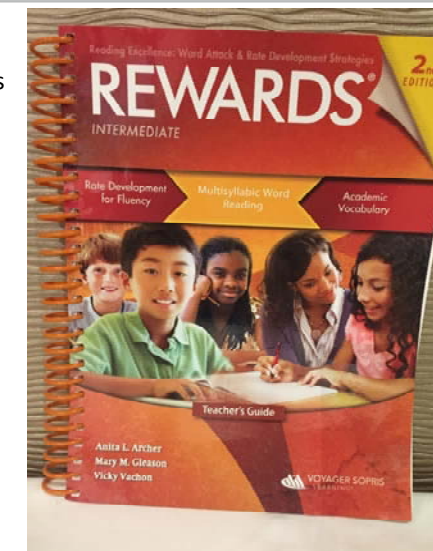
#1 Fan Boy

How well they learn = How well we taught

Targeted Intensive Intervention Improves Outcomes

Essential Skills to Target:
- ❑ Phonemic Awareness
- ❑ Phonics and Alphabetic Principle
- ✔ Word reading and decoding accuracy
- ❑ Fluent reading
- ❑ Reading comprehension

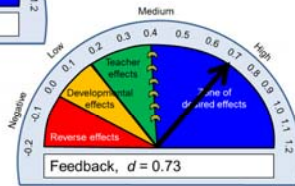For example, Rewards targeting Multisyllabic Word Reading

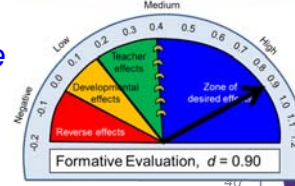## Individual Student Learning Goals Improve Outcomes

Desirable *Goals* are:
Meaningful,
Attainable,
Ambitious

Goals, *d* = 0.56

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

Feedback, *d* = 0.73

Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.
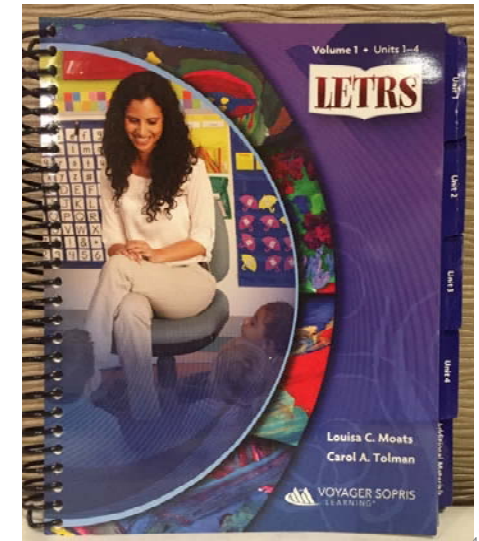
Formative Evaluation, *d* = 0.90

(Hattie, 2009)

Professional Development: What and How to Teach Essential Skills Improves Outcomes

Why are these Essential Skills and how can we teach them?
- ❑ Phonemic Awareness
- ❑ Phonics and Alphabetic Principle
- ❑ Word reading and decoding accuracy
- ❑ Fluent reading
- ❑ Reading comprehension

Key Steps in Prevention and Early Intervention

- ► Identify students who need support *early*.

- ► Focus *instruction* on *essential reading skills*.

- ► Focus assessment on *indicators* of important *essential outcomes*.

- ► *Use* assessment information to *impact instruction* to *improve outcomes* for students.

  - ∗ Benchmark goals

  - ∗ Individual student learning goals

  - ∗ Monitor progress

  - ∗ Formative evaluation
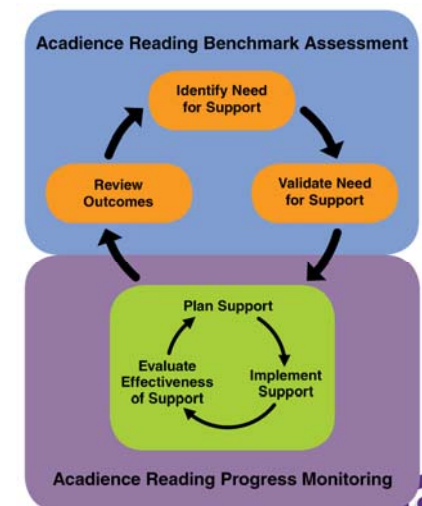

Outcomes Driven Model

Outcomes Driven Model Steps:
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2. Validate need for support.
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Take-Away Big Ideas

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   2. Do something about them.
3. It's not enough to evaluate the student, we must also evaluate the instruction the student is receiving.

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Reading is the point!

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Acadience Resources

- Find assessment resources on the Acadience website

  acadiencelearning.org

- Want to get started?
  Contact Acadience customer service at

  info@acadiencelearning.org

- Free training on Pathways of Progress

  https://www.acadiencetraining.org/

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