



SUPERINTENDENT OF PUBLIC INSTRUCTION

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Washington State Lorraine Wojahn Dyslexia Pilot Project January 2007 Update

Bill or budget proviso request and due date

2007-09 State Operating Budget states:

“\$383,000 of the general fund—state appropriation for fiscal year 2006 and \$294,000 of the general fund—state appropriation for fiscal year 2007 are provided solely for the Lorraine Wojahn dyslexia pilot reading program in up to five school districts.”

Process Description

Grants were awarded to 4 schools (see below).

Criteria for Grant Awards:

Lorraine Wojahn Dyslexia Pilot schools receive \$61,000 per year for two years to implement research-based literacy intervention for students with dyslexia and/or displaying characteristics of dyslexia.

Washington State K-12 Reading Model: Students who have not been given the opportunity to experience success with a program that delivers critical components of literacy instruction *could* exhibit the characteristics of dyslexia simply by virtue of inadequate instruction. Therefore, participating schools must have a comprehensive literacy program aligned with the Washington State standards and with current scientific reading research.

Intervention: Pilot project students receive supplemental intervention in a structured phonics research-based program which may include a multi-sensory approach. Teachers and tutors involved in the project receive professional development in the selected intervention.

Schools have a Pilot Project Coordinator who:

- Delivers and supervises delivery of interventions for students.
- Collects and maintains the data for the school.
- Monitors the fidelity of implementation of the intervention program(s).
- Regularly attends and/or presents at training/professional development sessions as requested by OSPI.

Demonstration Sites: Schools act as demonstration sites for educators and policy makers.

Assessment and Data Collection: Schools will gather and share assessment data throughout the project.

NOTE: OSPI is not providing guidelines on how to diagnose dyslexia. Washington is a local control state, and therefore, schools and school districts are afforded the flexibility to establish procedures for prereferral and referral processes, given the federal guidelines of IDEA and 504.

Pilot Project Schools

School	District	Description: Research-based small group interventions delivered by trained teachers and tutors
Black Lake Elementary	Tumwater	<u>Lindamood-Bell</u> improves word recognition, fluency, and spelling by developing students' understanding of mouth positions for sound and speech production and relationships to letter and words. <u>Fast ForWord</u> is a computer-based program to develop rate and accuracy.
Harrah Elementary	Mount Adams	<u>Project Read</u> builds phonics and decoding skills using a systematic multi-sensory approach.
Roosevelt Elementary	Tacoma	<u>Lindamood-Bell</u> see Black Lake.
View Ridge Elementary	Bremerton	Wilson Reading System is a multi-sensory structured language program that teaches decoding and encoding (spelling) beginning with phoneme segmentation.

A statewide Dyslexia Summit was held June 10, 2006 in SeaTac.

Approximately 500 people attended, including educators, parents, and legislators. State funds allowed for a contract with the Washington Association of the International Dyslexia Association as a prime sponsor/organizer of the conference. The Summit was very well received by participants and demand far exceeded our available seating.

Findings/Outcomes

- Approximately 180 students total were provided services under the DPP grant
- All schools implemented professional development training on multi-sensory intervention programs
- Every teacher at each of the schools attended a presentation on dyslexia
- Student achievement results for 5 months of implementation (January – May, 2006) varied by school, grade, and academic area (see attached summaries of fluency, spelling, and phonological awareness data)
 - FLUENCY:
 - Overall, fluency rates for students in the DPP increased for students in all grades
 - However, students in the DPP were still substantially behind their grade level peers by spring
 - PHONOLOGICAL AWARENESS:
 - Student achievement in phonological awareness increased substantially in all schools across all grades
 - In fact, students in the DPP **outperformed** their grade level peers in 2nd, 3rd, 4th, and 5th grades in phonological awareness
 - SPELLING:
 - Little progress was made in spelling achievement
 - DPP students in the first grade lost skills (spelling scores decreased)

Recommendations

Future implementation of this project should include:

- In-depth pre-training for schools interested in applying for DPP funds
- If the funding level is the same in 2007-09, we recommend fewer grants with more intensive professional development in the areas of the effective interventions and the critical components of reading
- Continued alignment with K-12 Reading Model
- Include Response to Intervention (RTI) training

Future work still needed to be completed and due dates

By spring 2007, participating schools will provide final post-assessment data and OSPI staff will compile and analyze the results. Continued funding is requested in Governor Gregoire's 2007-09 budget proposal at maintenance levels.

OSPI Contact Person and phone number

Dr. Cheryl Young, 360-725-6429

**Table 1: Dyslexia Pilot Project Students
Comprehensive Test of Phonological Processing**

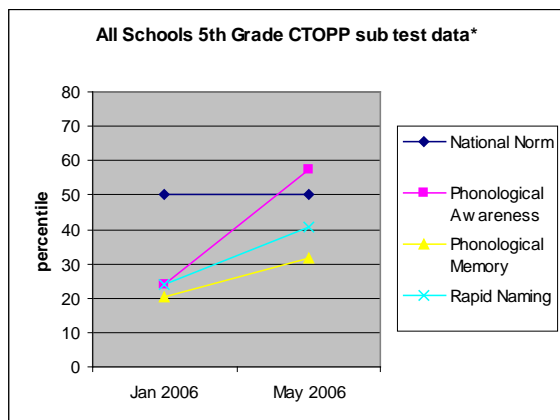
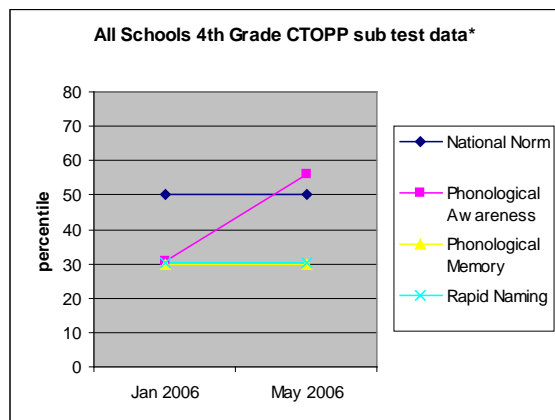
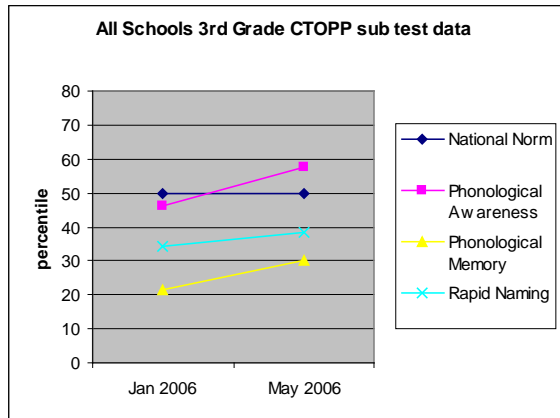
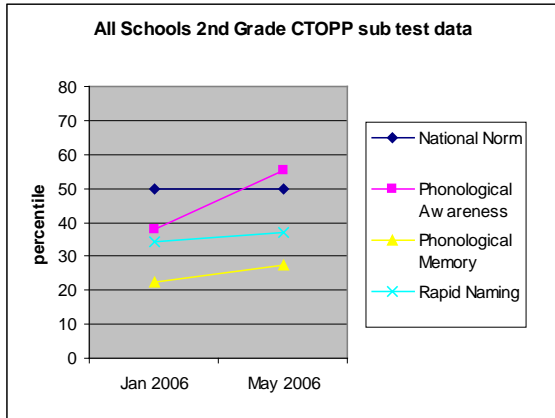
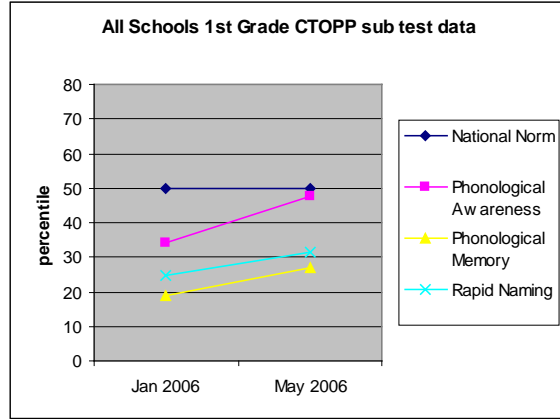
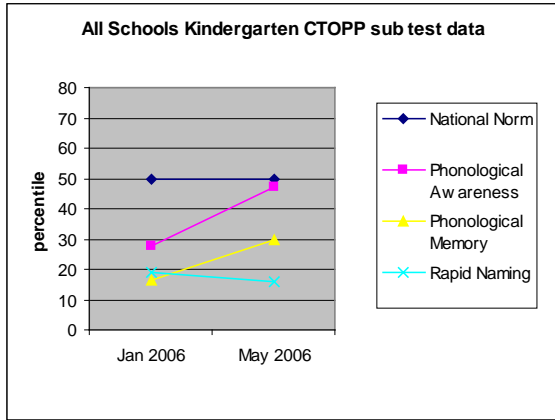
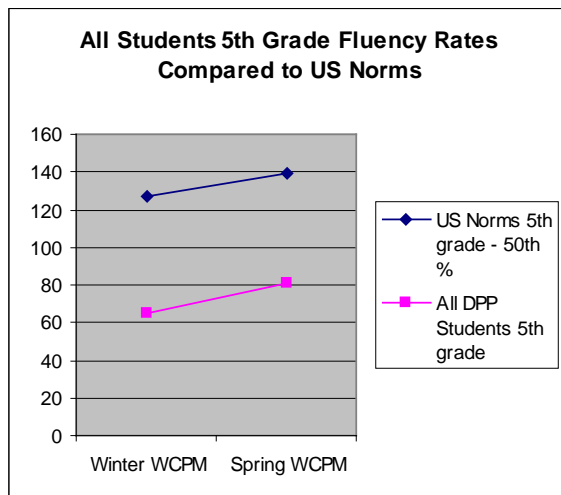
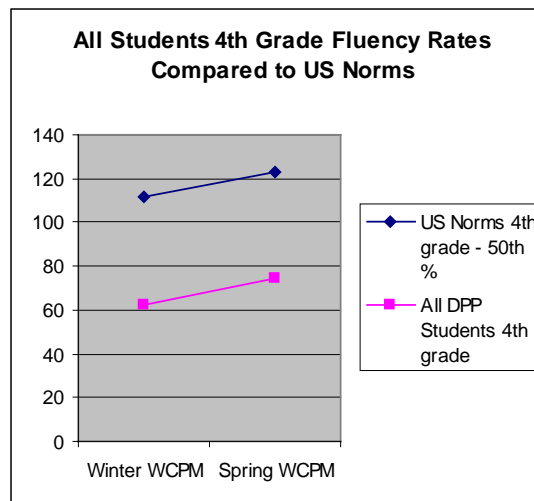
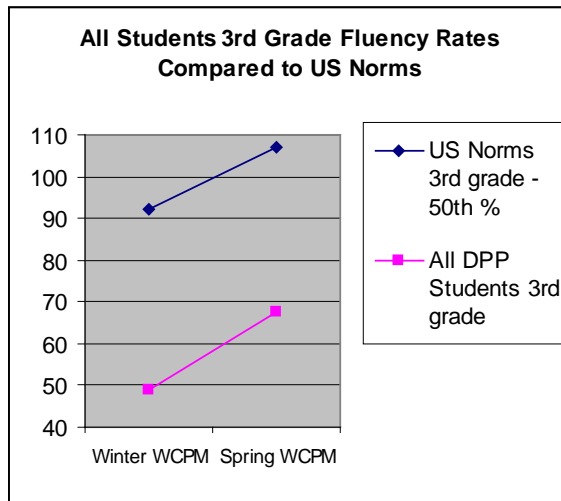
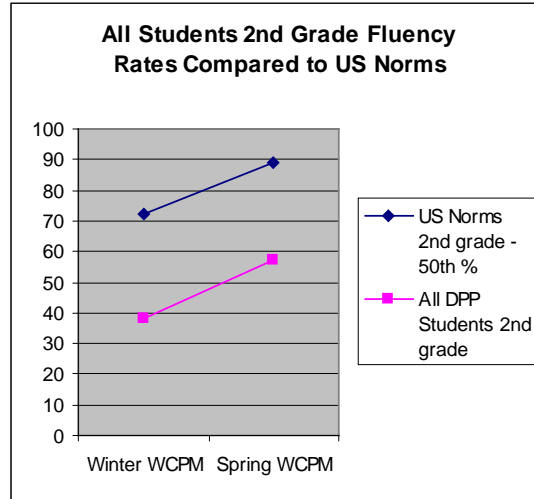
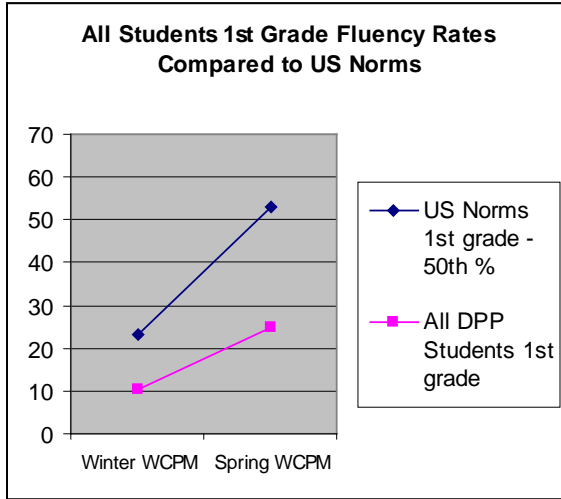


Table 2: Dyslexia Pilot Project Students Fluency (Words Correct per Minute)



**Table 3: Dyslexia Pilot Project Students
Test of Written Spelling – 4**

