

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

Dr. Roland Good

*Acadience Learning Inc.
The Authors of DIBELS Next
info@acadiencelearning.org*



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/>.

Acadience™ Reading K-6 is the new name for the DIBELS Next® assessment. Acadience is a trademark of Acadience Learning Inc. (ALI). The DIBELS Next copyrighted content is owned by ALI. The DIBELS® and DIBELS Next registered trademarks were sold by ALI to the University of Oregon (UO) and are now owned by the UO.



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

acadience learning

Acadience Learning exists for a single reason: to improve outcomes. We help realize the potential of every student, every teacher, and every school.

Dyslexia Screening and the Use of Acadience™ Reading

Dynamic Measurement Group / October 2018

A hallmark of dyslexia is poor reading performance in the face of generally effective reading instruction. (VanDerHeyden & Burns, 2017). Thus, one of the most definitive indicators of dyslexia and risk for dyslexia is a combination of (1) severe low skills on measures of phonological processing including phonemic awareness and phonics and (2) a sustained lack of adequate progress in learning the basic early literacy skills when provided with generally effective instruction.

Using a single test to make important high-stakes decisions like the diagnosis of dyslexia is inconsistent with professional standards (AERA, APA, & NCME, 2014). However, Acadience Reading provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia, monitoring those students to determine whether they remain at risk, and identifying students who are not making adequate progress and should be referred for further assessment. Acadience Reading is specifically designed to be used within a comprehensive, school-wide model of literacy support designed to prevent reading failure. As early as kindergarten, Acadience Reading results predict the likelihood of students experiencing reading difficulty in the future, provide teachers with evidence-based instructional targets for instruction and intervention, and provide a means to evaluate progress toward those targets in time to modify instruction and intervention.

Acadience Reading supports students with dyslexia or who are at risk for dyslexia in the following four distinct ways:

1. Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia. Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.
2. Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia. Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.
3. Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia. Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.
4. Acadience Reading provides early screening for students with dyslexia or who are at risk for dyslexia. Acadience Reading provides an early warning system to teachers from the beginning of kindergarten and tracks progress through first grade and beyond. A child scoring Below or Well Below Benchmark on phonological and phonemic awareness, alphabet knowledge, or basic phonics skills provides the first piece of evidence that he or she may be at risk for dyslexia.

Acadience Data Management reporting tools, such as the Classroom Report (see Figure 1), provide a powerful and efficient way to identify students at risk for dyslexia and to target instruction to reduce risk and prevent reading failure.

Figure 1. Classroom Report

NAME	LUP		Exp		WWR		READING COMPOSITE SCORE	
	Score	CLS	Score	CLS	Score	CLS	Score	Score Level
Hernandez, Ois	12	18 (C)	18 (C)	18 (C)	9 (C)	9 (C)	48 (C)	Well Below-Benchmark

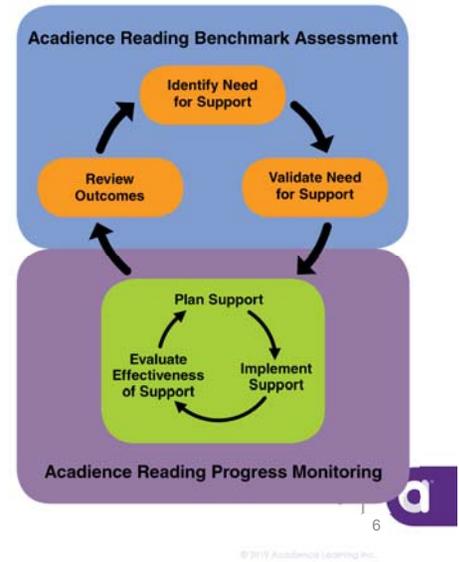
© 2019 Acadience Learning Inc.

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



(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



(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



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

School: Delight Valley
Grade: First Grade, Beginning of Year
Year: 2017-2018
Class: Edwards Grade1

Classroom Report

Acadience data management
Acadience Reading K-6

NAME	STUDENT ID	LNF		PSF		NWF		READING COMPOSITE SCORE				
		Score	National Percentile	Score	National Percentile	Score	National Percentile	Score	National Percentile	Score Level		
Hernandez, Otis	13302014V1	12	2	19	11	9	5	0	17	40	3	Well Below Benchmark
Sullivan, Evelyn	13252014V1	39	33	16	9	15	12	0	17	70	10	Well Below Benchmark
Cruz, Nathan	13702014V1	30	17	15	8	27	39	6	64	71	10	Well Below Benchmark
Becker, Darla	13852014V1	24	9	35	31	23	29	1	40	82	16	Well Below Benchmark
Price, Melvin	13252014V1	18	5	43	51	30	46	3	53	91	21	Well Below Benchmark
Hawkins, OJ						21	23	0	17	92	22	Well Below Benchmark
Collier, Tran						22	26	1	40	97	26	Below Benchmark
Lewis, Willie						28	42	0	17	97	26	Below Benchmark
Boyd, Willie						44	74	11	79	106	34	Below Benchmark
Warner, Abner						23	29	2	47	107	35	Below Benchmark
Brady, Marnie						33	53	0	17	110	38	Below Benchmark
Guerrero, Andre	13502014V1	46	52	44	54	21	23	0	17	111	39	Below Benchmark
Phelps, Vicki	13102014V1	64	88	22								Below Benchmark
Walton, Alfred	13652014V1	34	23	65								At Benchmark
Johnson, Gerard	13052014V1	65	89	51								Above Benchmark
Singleton, Tyler	13152014V1	67	91	45								Above Benchmark
Lopez, Angel	13452014V1	51	66	43								Above Benchmark
Simmons, Herbert	13802014V1	78	97	35								Above Benchmark
Gomez, Bradford	13002014V1	52	68	76	99	57	86	0	17	185	92	Above Benchmark
Stevens, Frank	13902014V1	64	88	62	93	59	87	19	90	185	92	Above Benchmark
GOAL				40		27		1		113		
AVERAGE		42.3		40.4		35.7		4.7		118.3		

Legend: ■ Above Benchmark / Likely to Need Core Support ■ At Benchmark / Likely to Need Core Support ■ Below Benchmark / Likely to Need Strategic Support ■ Well Below Benchmark / Likely to Need Intensive Support

Other students are at some risk

(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

13



© 2019 Acadience Learning Inc.

(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

14



© 2019 Acadience Learning Inc.

(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 🟡 ⭐⭐

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.

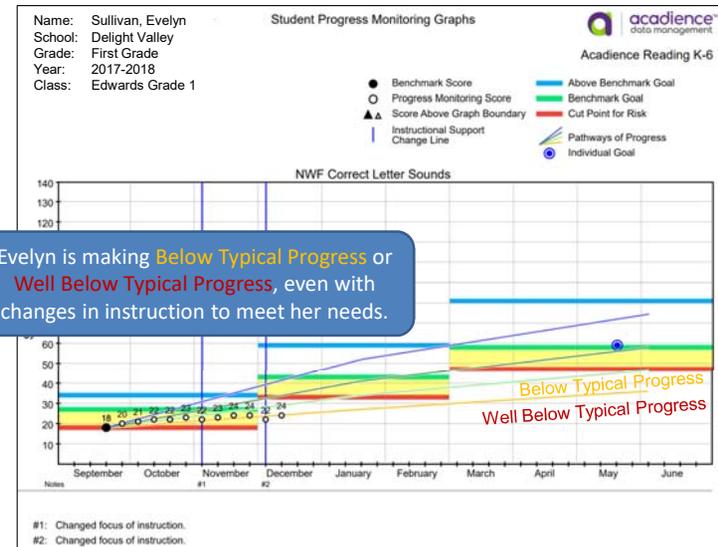
Rate of progress compared to students with similar initial skills:
Well Below Typical Progress 🔴 ⭐

15



© 2019 Acadience Learning Inc.

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



16



© 2019 Acadience Learning Inc.

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

SCHOOL INFORMATION		BEGINNING OF YEAR		MIDDLE OF YEAR COMPONENT SCORE PATHWAYS						MIDDLE OF YEAR OVERALL PATHWAY			
School: Delight Valley		Reading Composite Score		NWF Correct Letter Sounds Score		NWF Whole Words Read Score		ORF Words Correct Score		ORF Accuracy Score		Reading Composite Score	
Grade: First Grade, Middle of Year		Score		Pathway		Pathway		Pathway		Pathway		Pathway	
Year: 2017-2018		Score		Pathway		Pathway		Pathway		Pathway		Pathway	
Class: Edwards Grade 1		Score		Pathway		Pathway		Pathway		Pathway		Pathway	
Name		Score		Pathway		Pathway		Pathway		Pathway		Pathway	
Hernandez, Otis		40 □		33 □ ●		0 □ ●		6 □ ●		46% □ ●		39 □ ●●●	
Sullivan, Evelyn		70 □		25 □ ●		7 □ ●		4 □ ●		29% □ ●		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.

17



© 2017 Acadience Learning Inc.

(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

18



© 2017 Acadience Learning Inc.

(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,

- Evidence that the school is generally effective in getting more and more students on track for adequate reading outcomes.
- Evidence that students in the classroom are generally making adequate reading progress.
- Evidence that students who are likely to need strategic and intensive support are generally increasing their skills and reducing their risk.
- Intervention group is generally effective for students with similar instructional needs.

19



© 2017 Acadience Learning Inc.

(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

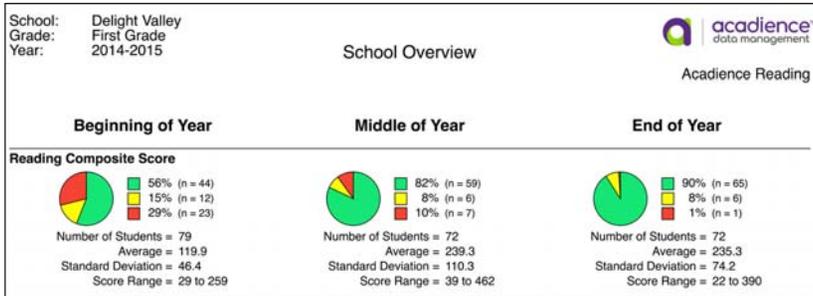
20



© 2017 Acadience Learning Inc.

(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.



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

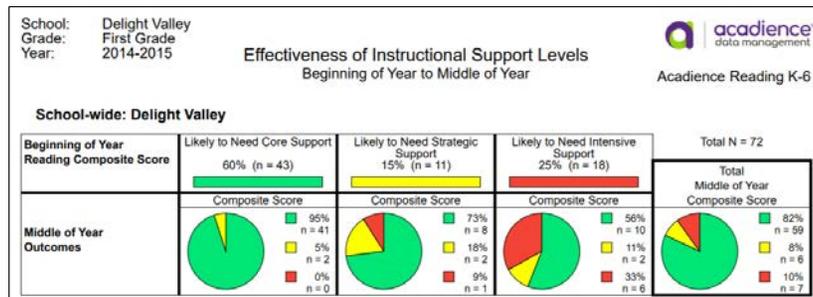
- b) Evidence that students in the classroom are generally making adequate reading progress.
- Ex., Summary Growth Report: Average would be moderate evidence, Above average strong evidence

Classes	Total Students Included	Percent of Students In Pathway 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor
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.

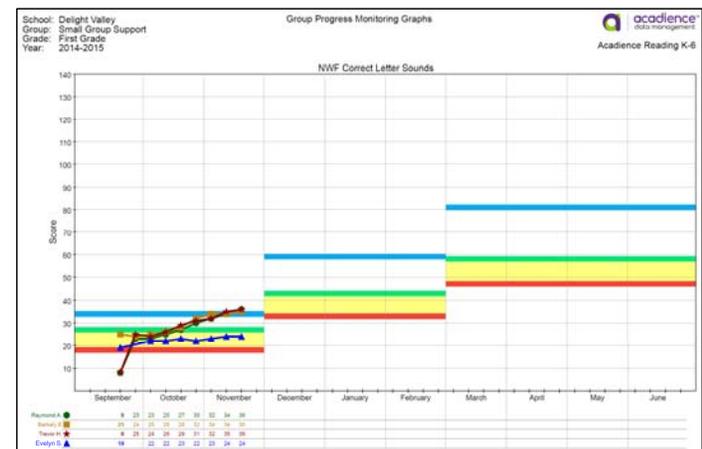
(3) when provided with generally effective instruction
system of support in Evelyn's School

- 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.



(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

28



© 2019 Acadience Learning Inc.

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

29



© 2019 Acadience Learning Inc.

Other indicators of risk

Moderate Evidence	Strong Evidence	Risk Indicator
		Rapid Automatized Naming
		Spelling Difficulty

30



© 2019 Acadience Learning Inc.

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

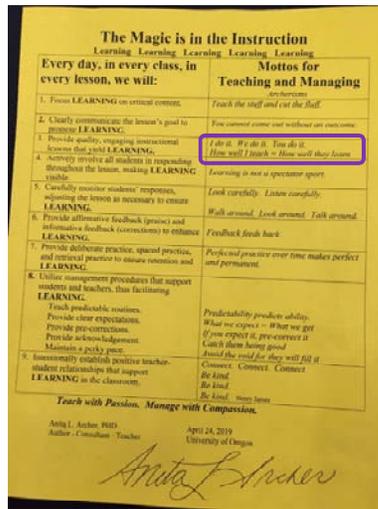
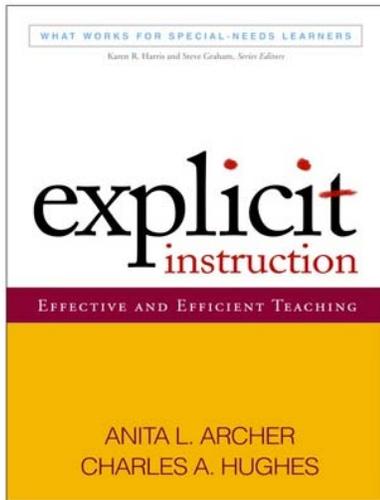
31



© 2019 Acadience Learning Inc.

Explicit Instruction Improves Outcomes

“How well I teach = How well they learn”



36



© 2019 Audience Learning Inc.

#1 Fan Boy

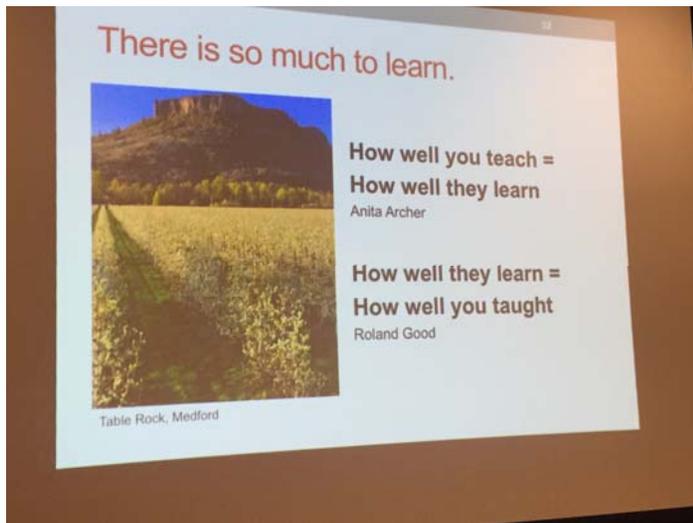


37



© 2019 Audience Learning Inc.

How well they learn = How well we taught



38



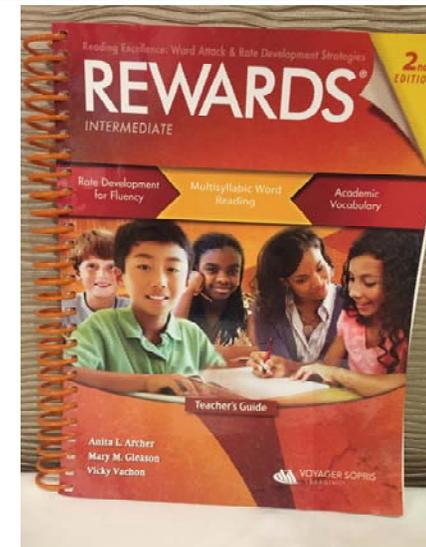
© 2019 Audience Learning Inc.

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



39

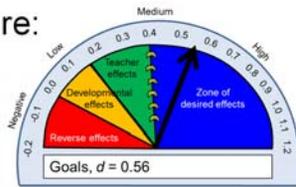


© 2019 Audience Learning Inc.

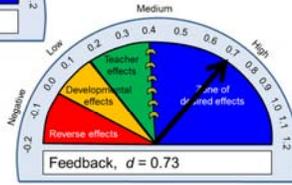
Individual Student Learning Goals Improve Outcomes

Desirable *Goals* are:

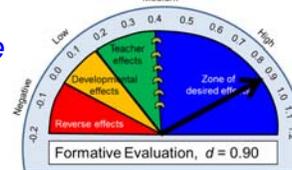
Meaningful,
Attainable,
Ambitious



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.



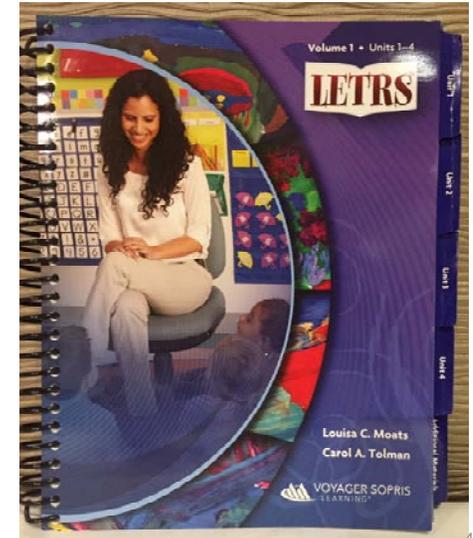
(Hattie, 2009)

© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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

42

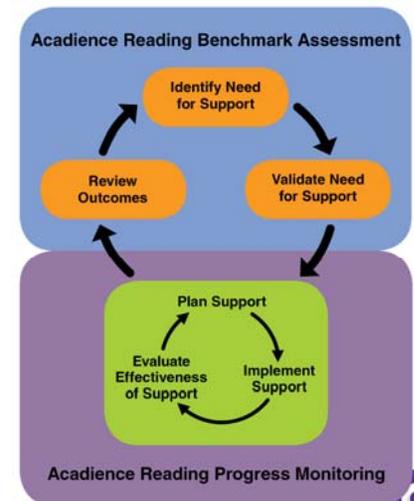


© 2019 Acadience Learning Inc.

Outcomes Driven Model

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.



43

© 2019 Acadience Learning Inc.

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.

44



© 2019 Acadience Learning Inc.

Reading is the point!



45

© 2019 Acadience Learning Inc.

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/>

46



© 2019 Acadience Learning Inc.