

# Lorraine Wojahn Dyslexia Pilot Reading Program 2007-2009

Report to the Legislature



**Dr. Terry Bergeson**  
State Superintendent of  
Public Instruction

December 2008

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# **Lorraine Wojahn Dyslexia Reading Pilot Program**

## **2007-2009**

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**Teaching and Learning**  
**Office of Superintendent of Public Instruction**

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**December 2008**

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## Executive Summary

In 2005, Washington State Legislature passed ESSB 5349 that created and provided funds (\$338,500 per year of the 2005–2007 biennium) for the Lorraine Wojahn Dyslexia Pilot Reading Program. In 2007 (for the 2007–2009 biennium), Washington State Legislature passed House Bill 1128 providing continuation funding in the 2007–2009 biennium (\$294,000 per year of the biennium) for up to five school districts.

The purpose of the Dyslexia Pilot Project Grant is threefold:

1. To provide financial support to four schools in the state of Washington to implement effective intervention programs for students with dyslexia or characteristics of dyslexia.
2. To provide professional development in the area of dyslexia and training on effective intervention programs.
3. Build capacity and sustainability among leadership and teaching staff within a three-tiered school system.

Beginning in the fall, 2005, four school districts received \$60,000 per year, for two years, to implement research-based, multi-sensory literacy intervention for students with dyslexia and/or who display characteristics of dyslexia (as identified by Shaywitz, 2005). Participating schools were required to have a three-tiered reading structure in place, provide professional development training to teachers, assess students, collect and maintain data on student progress (as recommended by research and OSPI) attend professional development training as requested by Office of Superintendent of Public Instruction (OSPI), and attend/present at a national conference.

<b>2005-2007 Districts that Received Dyslexia Grant Funds</b>	
Bremerton SD	View Ridge Elementary School
Mt. Adams SD	Harrah Elementary School
Tacoma SD	Roosevelt Elementary School
Tumwater SD	Black Lake Elementary School

<b>2007-2009 Districts that Received Dyslexia Grant Funds</b>	
Bremerton SD	View Ridge Elementary School Mountain View Middle School
East Valley SD	Trentwood Elementary School
Hoquiam SD:	Lincoln Elementary School
Walla Walla SD	Berney Elementary School Blue Ridge Elementary School Edison Elementary School Green Park Elementary School Prospect Point Elementary School Sharpstein Elementary School

Student achievement results varied by school, grade, and literacy area. Students were assessed in phonological awareness, word recognition, word attack, passage comprehension, fluency, spelling, and writing. With the exception of 6<sup>th</sup> grade, students made moderate to substantial overall gains in all areas of reading and written expression. In phonological awareness, students outperformed their grade-level peers in Grades K, 1, 2, 4, and 5. For 2007–2008 results, see Appendices A–E; for 2005–2007 results go to <http://www.k12.wa.us/curriculum/instruct/reading/DyslexiaPilotProj.aspx>.

Based upon feedback from participating schools, funding for intervention for students with dyslexia should continue. Schools report that faculty and parents/family members have had training on the topic of dyslexia and strategies for intervention in the general education classroom. Further, school leaders report that the funding has provided them with the ability to cement a strong three-tiered system (i.e., Response to Intervention and/or K–12 Reading Model) within a school or throughout the district. Students who have received services under this grant have shown substantial gains in reading and written expression. Of the students who received services in 2007–2008, approximately 40 percent met standard on the Reading WASL in 2008, whereas, approximately 17 percent of the same students met standard on the Reading WASL in 2007.

In fall 2008, teachers from all four participating school districts and Cheryl Young from OSPI presented their work and results at the International Dyslexia Association annual conference in Seattle, “*How it works: Implementing successful systems.*” Further, four students from Hoquiam participated in the presentation and demonstrated a reading intervention lesson.

## **I. Introduction**

Beginning in the fall 2005, four school districts applied for and received \$60,000 per year in grant funds for two years to implement research-based, multi-sensory literacy intervention for students with dyslexia and/or who display characteristics of dyslexia. To receive grant funding, schools were required to have a three-tiered reading structure in place, provide professional development training to teachers, assess students, collect and maintain data on student progress, attend professional development training as requested by Office of Superintendent of Public Instruction (OSPI), and attend/present at a national conference.

The purpose of the Dyslexia Pilot Project Grant is threefold: (a) to provide financial support to four schools in the state of Washington to implement effective intervention programs for students with dyslexia or characteristics of dyslexia; (b) to provide professional development in the area of dyslexia and training on effective intervention programs; and (c) build capacity and sustainability among leadership and teaching staff within a three-tiered school system.

OSPI uses the definition of dyslexia adopted by the National Institute of Child Health and Human Development (NICHD) and the International Dyslexia Association (IDA) in 2002:

*Dyslexia is a specific learning disability that is neurological 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.*

However, it should be noted that OSPI does not provide 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 pre-referral and referral processes, given the federal guidelines of IDEA (2004) and Section 504 of the Rehabilitation Act (1973).

## **II. Grant Award Process**

All K–12 public schools in the state of Washington were eligible to apply for grant funding under the Lorraine Wojahn Dyslexia Reading Pilot Program, hereby referred to as the Dyslexia Pilot Project. Twenty-six (26) schools/districts applied for the 2007–2009 Dyslexia Grant. Twelve (12) finalist schools/districts (70 teachers and administrators) participated in three days of professional development on the topic of dyslexia and reading, and submitted final

applications. Of those twelve (12) schools, four (4) school districts were selected as grant recipients.

Each school district was awarded \$60,000 per year, for two years, to implement research-based literacy intervention for students with dyslexia and/or students who display characteristics of dyslexia. Given the state budget cuts each school received \$58,500 for the 2008–2009 school year.

### **Grant Requirements**

Funded districts commit to implementing the following:

1. **Washington State K-12 Reading Model or RTI:** Dyslexia grant schools must implement the Washington State K-12 Reading Model or Response to Intervention (RTI) 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.
2. **Intervention:** Intervention must meet the criteria of a structured phonics research-based program which may include a multisensory approach. Teachers and paraeducators involved in the project receive professional development in the selected intervention.
3. **Assessment and Data Collection:** Schools will collect and share assessment data throughout the project.
4. **School Leadership:** Schools must assign a District Dyslexia Coordinator and a Dyslexia Coach/Teacher. Schools must ensure the following:
  - Assess and identify students who will receive services under the grant.
  - Provide professional development intervention training on a research-based reading intervention program.
  - Deliver intervention for students.
  - Collect and maintain the data for the school.
  - Monitor the fidelity of implementation of the intervention program(s).
  - Regularly attend and/or present at training/professional development sessions as requested by OSPI.

### **III. Findings**

The four school districts selected a reading intervention program that is supported through research. The table below is a list of intervention programs and the number of students receiving services through the Dyslexia Pilot Project grant.

## SCHOOLS' INTERVENTION PROGRAMS

District	Schools	# of Students	Description: Research-based small group interventions delivered by trained teachers and tutors
Bremerton	View Ridge Elementary Mountain View Middle	52	<i>Wilson Reading System</i> is a multisensory structured language program that teaches decoding and encoding (spelling) beginning with phoneme segmentation
East Valley	Trentwood Elementary	19	<i>Lindamood-Bell</i> improves word recognition, fluency, and spelling by developing students' understanding of mouth positions for sound and speech production and relationships to letter and words.
Hoquiam	Lincoln Elementary	20	<i>Wilson Reading System</i>
WallaWalla	6 elementary schools	44	<i>Lindamood-Bell</i>

Further, the following occurred as a result of the Dyslexia Pilot Project Grant 2007–2009:

- Approximately 80 educators (teachers and administrators) from twelve schools attended a three-day grant training on the topic of dyslexia and three-tiered reading systems.
- Four school districts were awarded grants in the amount of \$60,000 per year for two years. A total of ten schools (nine elementary and one middle school) use the funding to support students with dyslexia or characteristics of dyslexia.
- Approximately 135 students are provided with intervention services as a result of grant funding.
- All schools have provided in-service training to school faculty on the topic of intervention and dyslexia.
- Student achievement results varied by school, grade, and literacy area. Students were assessed in phonological awareness, word recognition, word attack, passage comprehension, fluency, spelling, and writing. With the exception of 6<sup>th</sup> grade, students made moderate to substantial overall gains in all areas of reading and written expression. In phonological awareness, students outperformed their grade level peers in Grades K, 1, 2, 4, and 5. The 2007–2008 results are provided in Appendixes A–E of this report. For 2005–2007 results, go to: <http://www.k12.wa.us/curriculuminstruct/reading/DyslexiaPilotProj.aspx>.
- Of the students who received services in 2007–2008, approximately 40 percent met standard on the Reading WASL in 2008, whereas, approximately 17 percent of the same students met standard on the Reading WASL in 2007.

- 62 percent of emails sent from teachers or parents/family members in the state of Washington to reading staff at OSPI are requests for information or help on the topic of dyslexia, including the Dyslexia Pilot Project.
- Six teachers and one OSPI representative presented at the annual International Dyslexia Association conference in Seattle, WA on October 31, 2008, "*How it works: Implementing successful systems.*" Four fifth grade students from Hoquiam school district participated in a lesson demonstration as part of the presentation.

59<sup>th</sup> Annual International Dyslexia Association Conference  
 October 29-November 1, 2008  
 Seattle, Washington



#### **IV. Recommendations/Next Steps**

All participating schools have underscored the positive effect of this funding on student achievement (see Appendixes F and G). Overall, students receiving intervention support through the Dyslexia Pilot Project grant have made substantial gains in all areas of reading and steady gains in writing and spelling. For the next biennium, it will be important to consider the items below to sustain this work and provide statewide support.

- Provide five full-day professional development sessions on the topic of dyslexia and intervention implementation to schools K–12.
- Collaborate with and train ESD reading specialists on the topic of dyslexia and effective practice – ESD reading specialists will offer professional development on dyslexia.
- Develop a Dyslexia Handbook for Washington State.
- Update and maintain OSPI website link – provide resources.
- Offer full-day dyslexia summit/conference in collaboration with the Washington Branch of the International Dyslexia Association – invite renowned researchers in the field.
- Support part-time Dyslexia Specialist/Program Manager and support staff within OSPI.

## **V. Conclusion**

In conclusion, funding for the Lorraine Wojahn Dyslexia Reading Pilot Program has shown to be effective for reading and spelling achievement for students who are currently receiving services.

## **VI. School District Reports**

Bremerton School District and East Valley School District each submitted a summary and recommendation report (see Appendices F and G).

## VII. References

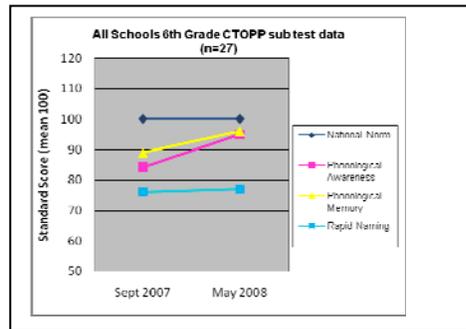
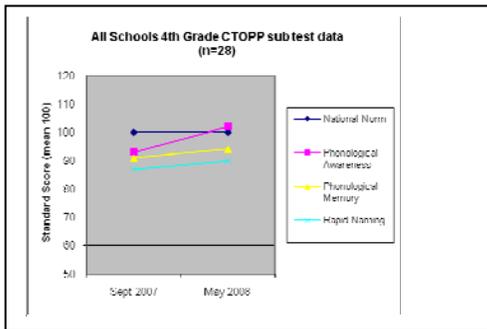
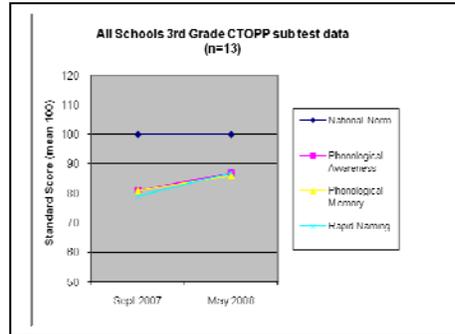
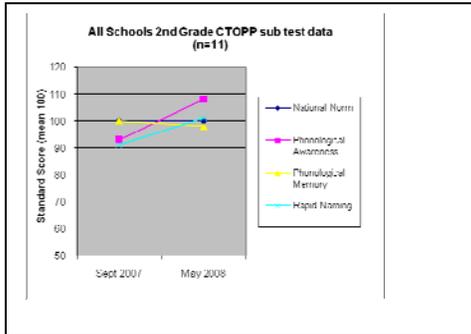
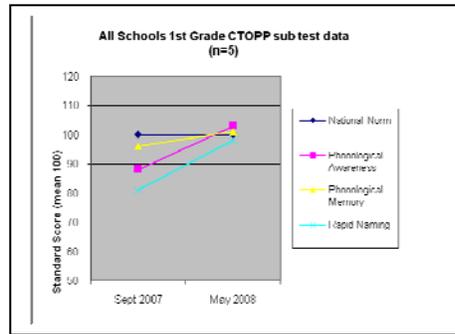
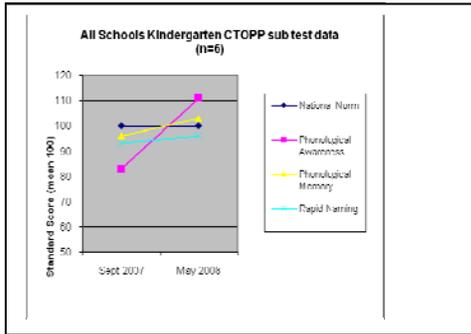
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## VIII. Appendices

### Appendix A

#### Phonological Processing

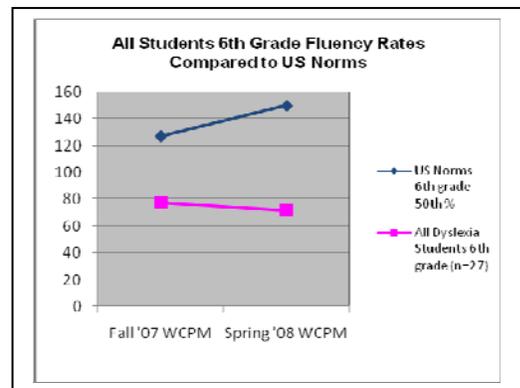
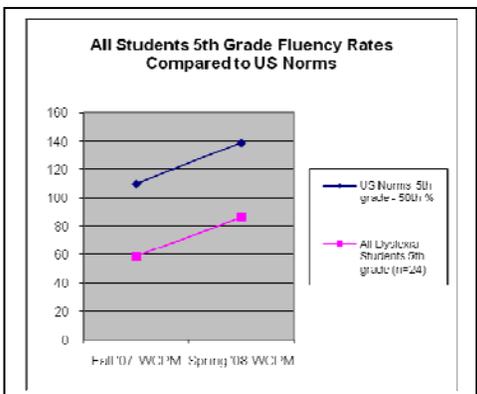
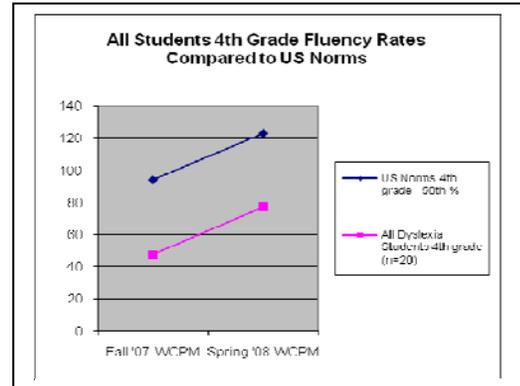
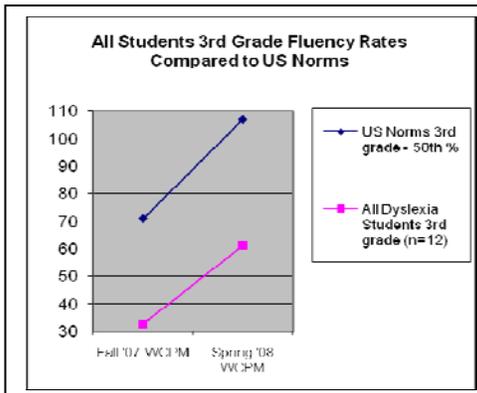
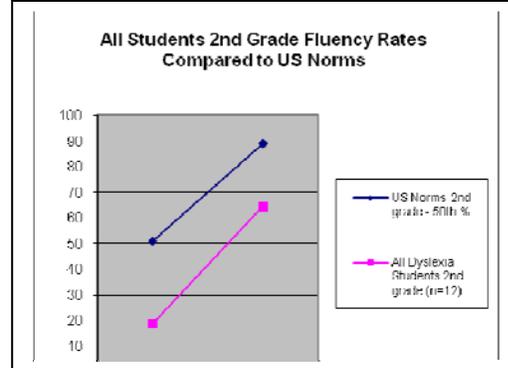
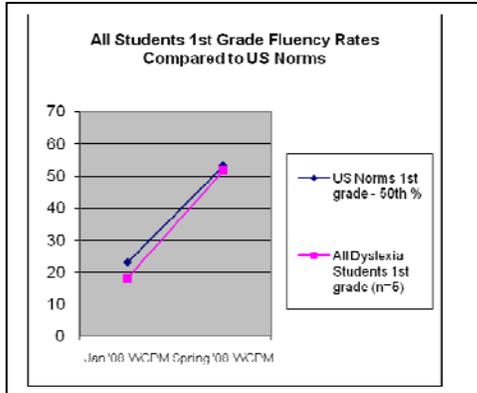
- The Comprehensive Test of Phonological Processing (CTOPP) was administered in K-6.
- Overall, students made substantial gains in all grades. Except for third grade, students outperformed their grade-level peers in phonological awareness.



## Appendix B

### Fluency

- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was administered in grades 1–6.
- Students in first grade achieved at the same rate as their grade-level peers. Students in sixth grade had declining fluency rates over the year. Students in all other grades made substantial gains; however, their fluency rate is substantially below their grade-level peers.



## Appendix C

### Overall Reading

The Woodcock Reading Mastery Test-Revised (WRMT-R) was administered in grades K–6; however, the results of kindergarten are inconclusive.

#### Word Attack (pseudo-word reading)

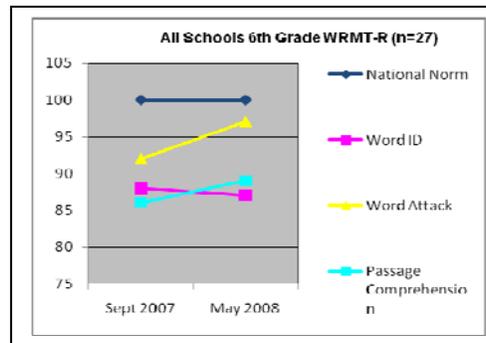
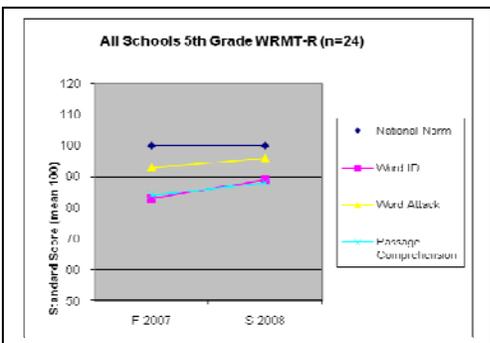
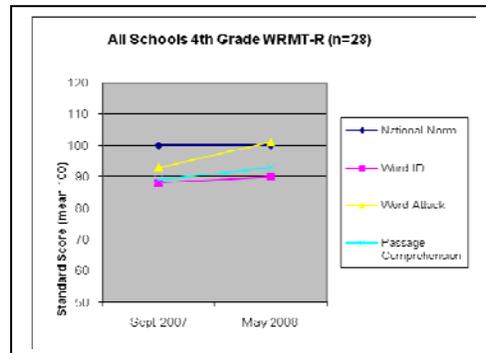
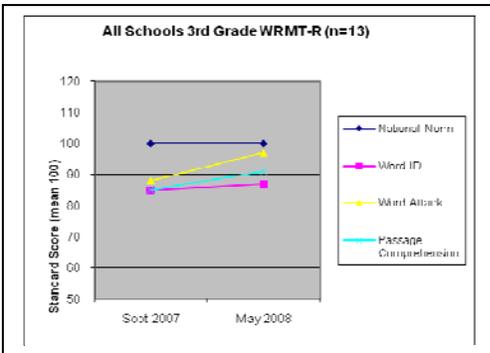
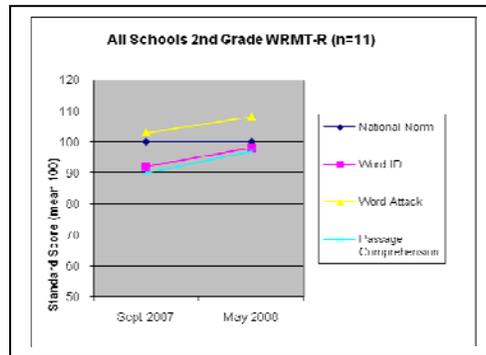
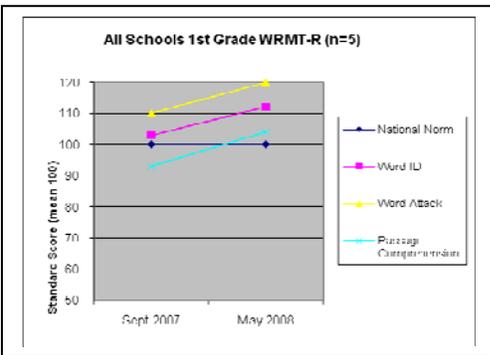
- Overall, students in all grades made substantial or steady gains.

#### Word Identification (word reading)

- Overall, students in first through fifth grade made steady gains; however, students in sixth grade lost skills in this area.

#### Passage Comprehension:

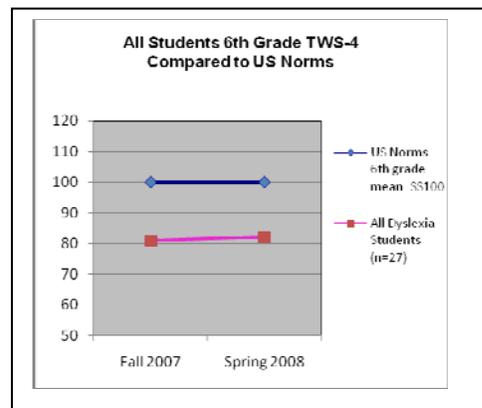
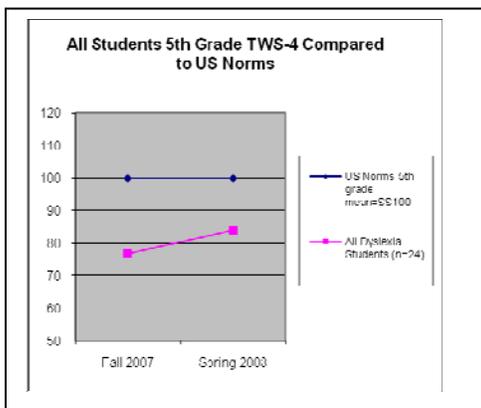
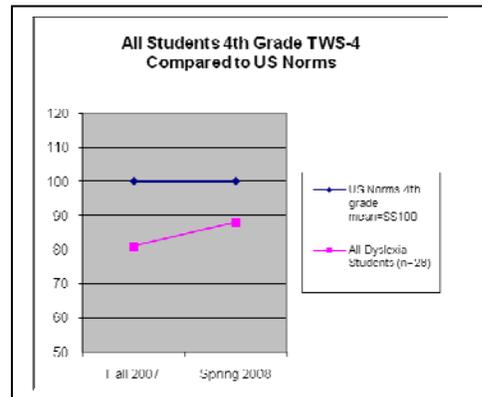
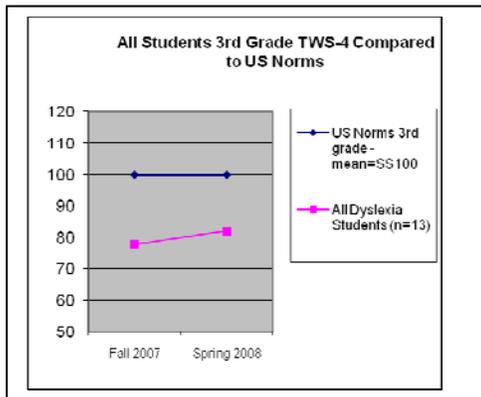
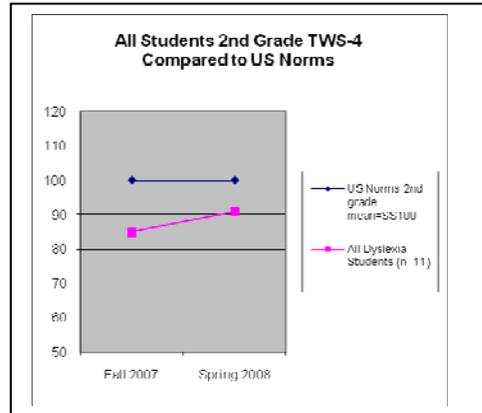
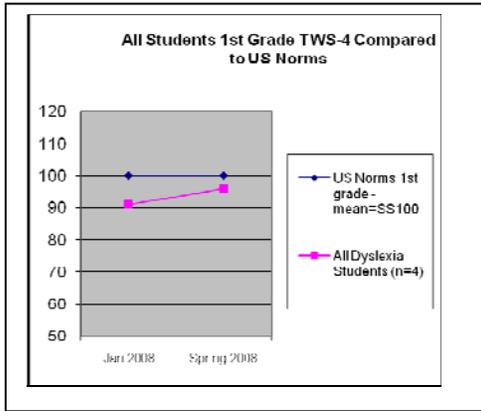
- Overall, students in all grades made steady or substantial gains; however, students in fifth and sixth grades are still achieving considerably below their grade-level peers.



## Appendix D

### Spelling

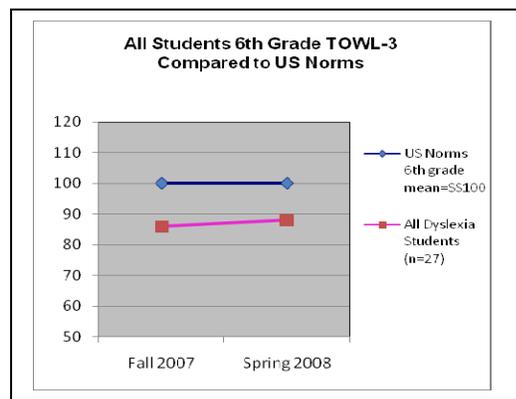
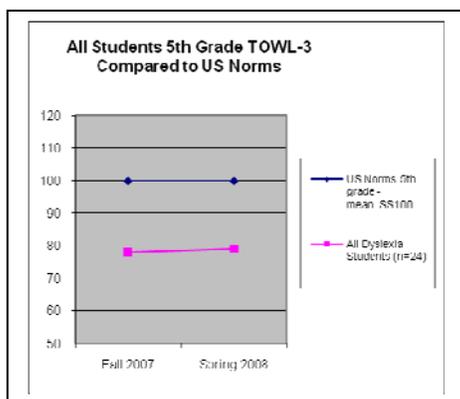
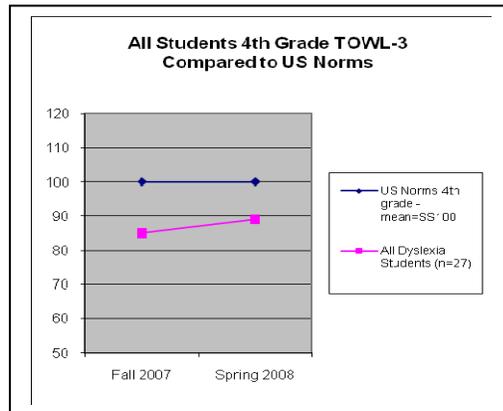
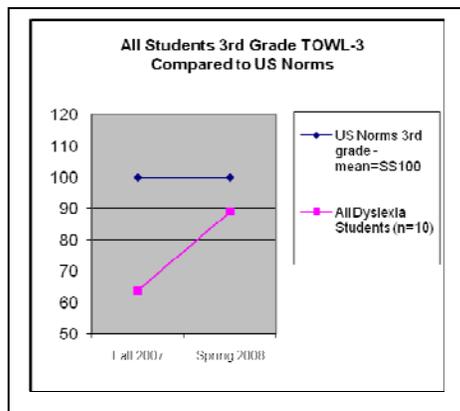
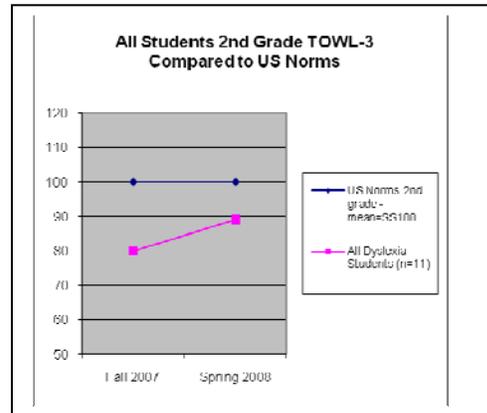
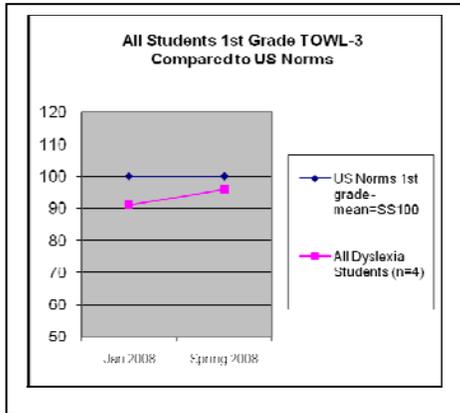
- The Test of Written Spelling-4 (TWS-4) was administered in Grades 1–6.
- Students in Grades 1–5 made steady gains in spelling; however, they are still substantially below their grade-level peers. Students in sixth grade did not demonstrate gains.



## Appendix E

### Writing

- The Test of Written Language-3 (TOWL-3) was administered in grades 2–6.
- Students in third grade made significant gains in writing. Students in grades 1, 2 and 4 made substantial gains. Gains were minimal in fifth and sixth grades. All students are achieving below their grade-level peers in writing.



## Appendix F

### Bremerton School District Report Lorraine Wojahn Dyslexia Pilot Reading Program 2007–2008 Summary Report

The Lorraine Wojahn Dyslexia Grant was awarded to two partner schools in the Bremerton School District. View Ridge Elementary School has a student population of over 500 and over 60 percent of the students receive free and reduced meals. Mountain View Middle School has a student population of nearly 1100, and again, over 60 percent of the students receive free and reduced meals.

View Ridge Elementary was awarded the Lorraine Wojahn Dyslexia Grant for 2005–2007 and at that time began implementation of the Wilson Language System. The program has been very successful, but as the grant neared completion it was noted that many 5<sup>th</sup> grade students had not yet completed the program and would not be able to continue their work at the middle school. It was decided at that time to reapply for the 2007–2009 grant, in partnership with the district's middle school.

During the 2007–2008 school year, 30 students (K–5) from View Ridge and 20 students (6<sup>th</sup> only) received instruction using Wilson Language Systems. During the 2008–2009 school year, the program will be extended through 7<sup>th</sup> grade at Mountain View Middle School; projected enrollment in the program will increase to 50 students.

At the elementary level the students receive instruction from classroom teachers, reading specialists, special education teachers, and paraeducators. These students receive at least 60 minutes of instruction in Wilson daily using either a “push in” or “pull out” model. Group sizes are 3–5 students.

At the middle school, students receive instruction from special education teachers, reading specialists, and language arts & reading teachers. The scheduling at the middle school has been much more complex. During the 2007–2008 school year the grant students received 50 minutes of Wilson instruction daily. Given the urgency of assisting struggling readers, the middle school has adopted a new master schedule for 2007–2009 that will provide daily academic enhancements for all students. This will also enable us to “double dose” the grant students and they will receive 2 periods (90 minutes) of instruction daily. Group size is 6 students.

The grant funds have been used to provide staff development and much needed curricular materials. Despite the use of a science based reading research (SBRR) core reading program these students continued to struggle to read. Dyslexia is a misunderstood but common learning disability. It is to be hoped that funding and awareness of these students' needs will continue to increase!

## Appendix G

East Valley (Spokane) School District Report  
Lorraine Wojahn Dyslexia Pilot Reading Program  
2007–2008 Summary Report

1. School: Trentwood Elementary
2. Programs: Lindamood-Bell: Seeing Stars, Visualizing and Verbalizing
3. Currently 18 students
4. Overview of structure:

Students in grades 3, 4, and 5 are involved in a pull-out reading intervention model primarily targeting students who are in need of Tier 2 intervention. Students are pulled out of their general education classroom 45–60 minutes per day, 4 days per week, as a supplement to core classroom instruction. Based on universal screener and standardized assessment results, students are targeted for strategic and intense reading instruction. Students receive Tier 2 instruction with a few students receiving Tier 3 instruction. Students are either targeted for instruction with an emphasis on phonological awareness, phonics, and fluency, as well as instruction in comprehension but not as explicitly; OR, students are targeted for instruction with an emphasis on fluency, comprehension, and visualization, as well as instruction in phonological awareness but not as intensely as the first category of students. Several groups are established homogeneously based on skill level and grade level.

5. Recommendations:

\*It's important to recommend that the state find a means to support more programs like this one, as it has had an important impact on the students and staff.