



# **Grand Forks Reading For All Dyslexia Screening Pilot Program**

## **2019-2021 Summary Report**

## **PROGRAM SUMMARY**

Grand Forks Public Schools recognized a need within the Grand Forks Public School system to identify dyslexia warning signs. The district formed a Dyslexia Task Force to identify three measurable action steps to be implemented with the Dyslexia Pilot Program funded through the North Dakota legislature for the 2019-2021 school years. The action step included:

- Professional Development of Grand Forks Public School Staff
- Enhanced Universal Screening Measures
- Implementation of a reading intervention program using Lindamood Phoneme Sequencing Program (LiPS)

### **Professional Development of Grand Forks Public Schools Staff**

The Grand Forks Public Schools provided professional development to educators on January 18, 2021. The professional development was four hours in length and consisted of staff watching training videos developed by Haley's Hope. The videos discussed the brain science behind dyslexia, red flags for dyslexia, the Orton Gillingham reading approach, and classroom-based interventions and accommodations teachers can implement for students with dyslexia.

Before watching the videos, principals emailed general and special education staff a Google Forms pre-test link to determine their baseline knowledge of dyslexia. Each staff member was directed to complete a pretest consisting of seven multiple-choice questions, two true/false questions, and one question based on a five-point Likert scale ranging from strongly agree to strongly disagree. School staff in each school within the Grand Forks Public School District then watched the videos as a school team. School principals and team leaders at each school led their individual school staff through a series of exercises that mimicked what reading is like for a student with dyslexia. Educators were then provided with a post-test link to assess if there was an increase in their knowledge of dyslexia.

Approximately 750 educators took part in the training and the pre and post-tests. After analyzing the data it was found that the average score on the pretest was 5.95 out of nine points. After the training, the average score increased to 7.68 out of 9. Prior to the professional development, the majority of the staff, 68% rated their understanding of dyslexia as a 1 or 2 on a scale of 1-5. After the training, 90% of the staff rated their understanding of dyslexia as a 3 or 4 on a scale of 1-5. Although there is room for improvement, it would appear that the majority of educators saw an increase in their knowledge of dyslexia.

## Enhanced Universal Screening Measures

The goal of the Grand Forks Reading For All program was to build upon our current reading assessments which include letter identification, letter sounds, rhyming, initial sound isolation, phoneme segmentation, and phoneme blending. The pilot program added a screen for nonsense word fluency and word identification. By adding nonsense word assessments, fluency, and fluent word recognition to the first-grade assessment portfolio we were able to identify students at risk for dyslexia.

The non-word repetition task is a criterion-referenced measure. The task consists of 16 words of increasing syllable length (4 single syllable, 4 two syllable, 4 three syllable and 4 four syllable). All words are nonsense words, but phonetically consistent within English. This means that while the words are not real, they contain the same sound sequences found in English words. Students are presented with each non-word (recorded for consistency) and asked to repeat what they hear. Each non-word is scored as correct or incorrect. A non-word repetition task provides information about a student's ability to process, store and recall sound sequences. Because the task does not use real words, a student's vocabulary knowledge or exposure to language is not a factor.

Students identified as at-risk of dyslexia through the screening process at the designated pilot schools will be recommended to participate in the LiPS reading intervention program (20 weeks). Only the students that are identified as having possible dyslexia will participate in the LiPS intervention.

Upon completion of the screening sessions, 18 students were assigned to the LiPS reading intervention program and 15 were assigned to the Reading Recovery reading intervention program.

## Implementation of a Reading Intervention Program using LiPS

### Screening and Student Demographics

During the 2020-2021 academic year, Grand Forks Public Schools identified students at risk for dyslexia and provided a multi-sensory, systematic approach, the Lindamood Phoneme Sequencing Program (LiPS) to target the phonological deficits that characterize dyslexia. Students identified as at risk for generalized reading difficulties participated in Reading Recovery (RR). Students in four schools participated, two schools provided LiPS intervention and two provided Reading Recovery. Schools were categorized broadly as high or low socioeconomic status (SES) based on the percentage of students receiving free or reduced lunch, following federal guidelines.

Table 1. Socioeconomic status and number of students receiving LiPS and RR.

School	SES	Intervention	Number of students
A	High	LiPS	8
B	Low	LiPS	10
C	Low	RR	8
D	High	RR	7

At the beginning of the school year, all students participated in screening measures in order to identify at-risk readers. The screening consisted of a nonword repetition task, a phonological awareness assessment, and Fountas and Pinnell running record of reading. Students who scored in the lowest 20% of these measures were identified for intervention. Some of the students included in the intervention were English learners and some were also receiving services through an Individual Education Plan (IEP), shown in the table below.

Table 2. *Number of students who are English learners and on an IEP*

	IEP	EL
LiPS	4	1
Reading Recovery	2	2

Initially, 18 students were assigned to LiPS intervention and 15 were assigned to RR. Students were removed from the data set if they were missing both winter and spring scores. Three students were excluded. One LiPS student switched to distance learning and then failed to attend further sessions. A second LiPS student began intervention, but the team decided his needs were best met through special education after two weeks. The third LiPS student moved during the school year.

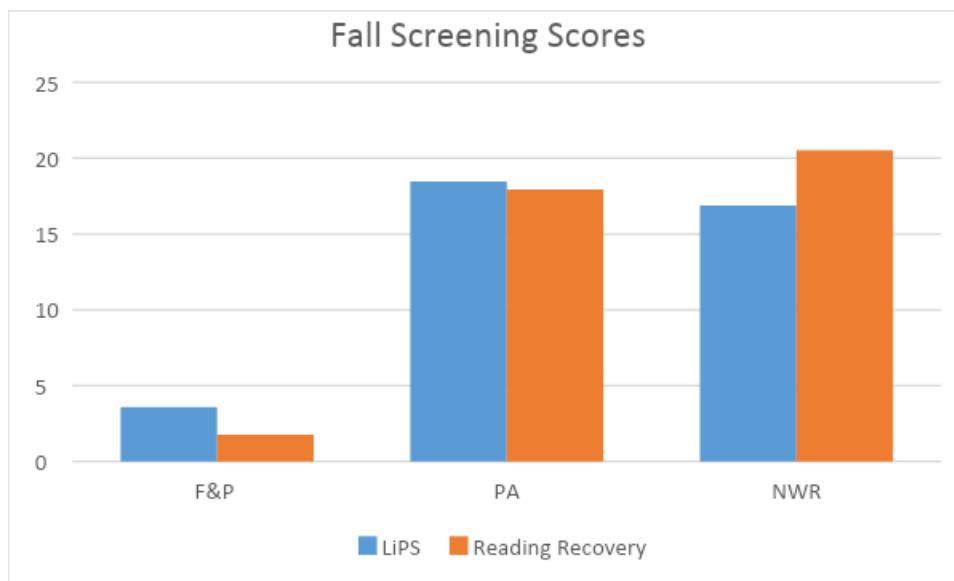


The table and graph below show fall scores for the remaining students (15 LiPS and 15 RR).

Table 3. *Fall screening scores for students selected for intervention*

	LiPS	Reading Recovery
F&P	3.60 (1.76)	1.79 (.80)
PA	18.47 (6.42)	17.93 (10.61)
NWR	16.87 (6.55)	20.53 (9.76)

Graph 1. *Comparison of intervention groups on fall screening measures*



Students assigned to the LiPS intervention scored higher in fall on the F&P running records than did students assigned to RR and the RR students scored higher than the LiPS student on NWR, but neither difference was significant at  $p < .05$  level. This means that while there was variability in the scores between the two groups, the variability or difference was not statistically significant. The two groups scored similarly on pre-test measures.

### Intervention

Students identified for intervention participated for 10 weeks. At the end of 10 weeks, the educational team considered students' progress in order to determine whether or not to continue with intervention for an additional 10 weeks. The number of sessions for each group is in table 4.

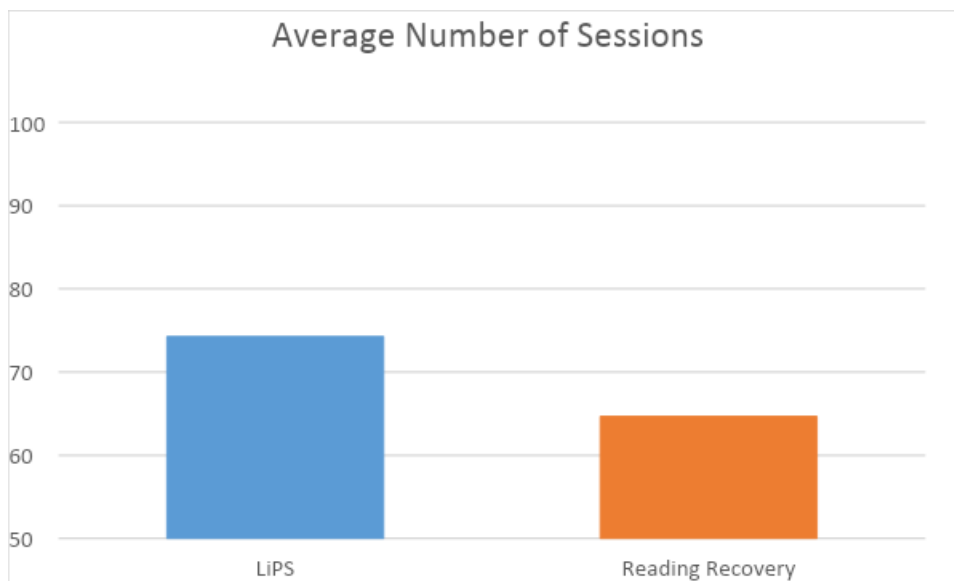
Students participating in Reading Recovery attended individual sessions for 30 minutes per day.

Students receiving the LiPS intervention participated 30 minutes per day in small groups of 2-3 students. Due to COVID-19 safety precautions, students were not grouped according to ability on pre-test measures but were grouped according to classroom. This presented difficulty in managing different levels in the same session. Therefore, after 10 weeks, a switch was made in order to see students individually for a shorter period of time (20-minute sessions). Because of the switch, the number of sessions increased, but actual time spent in intervention decreased. See Chart 2 and 3.

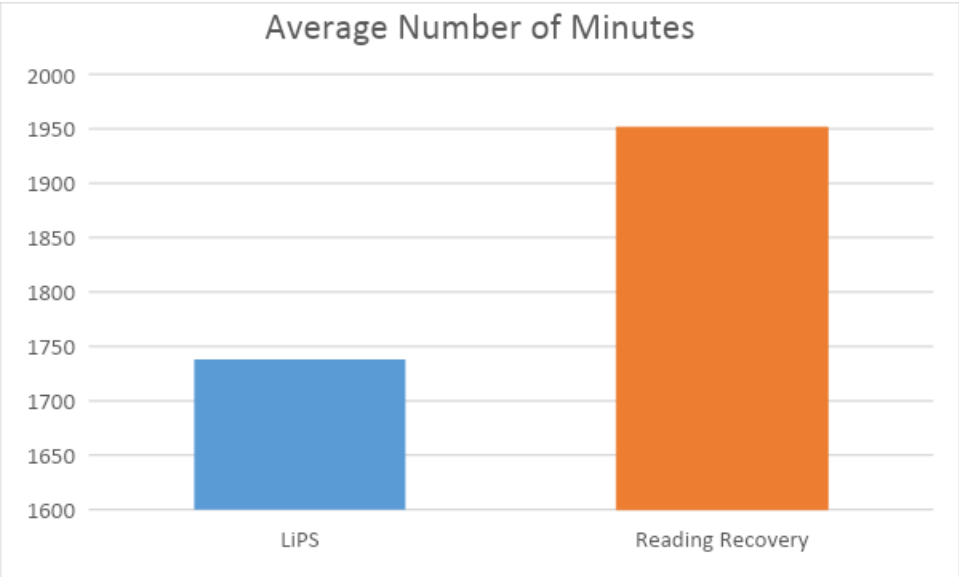
Table 4. *Average time students spent in intervention*

	LiPS	Reading Recovery
% Of Group Time	33.44	0
% Of Individual Time	66.56	100
Total Number of Sessions	74.27	64.67
Total Number of Minutes	1738.02	1951.33

Graph 2. *Number of sessions students participated in LiPs vs Reading Recovery*

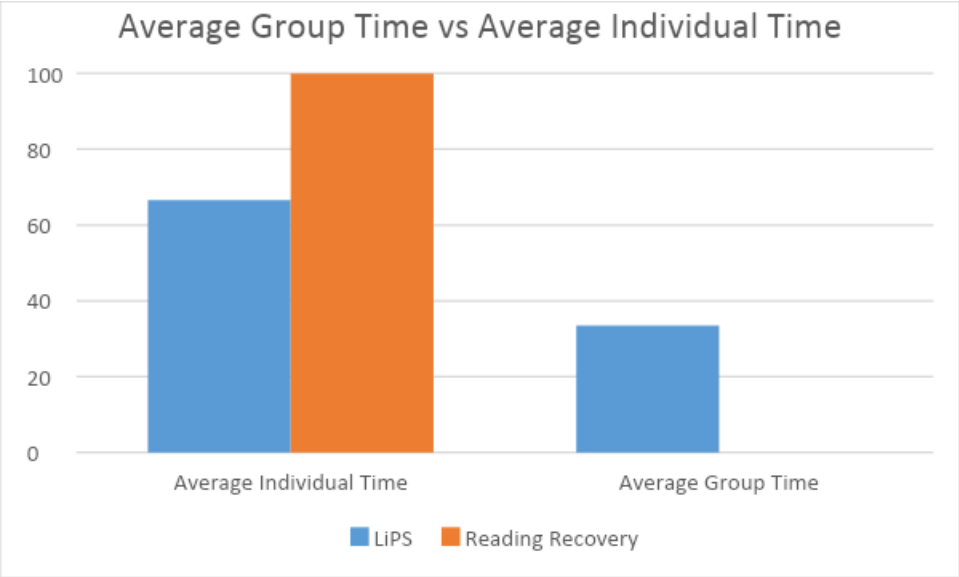


Graph 3. Number of minutes students received in LiPS vs Reading Recovery



While differences in the amount of service provided existed, neither the number of sessions nor the number of minutes was statistically significant between the two groups.

Graph 4. Percent of group vs individual sessions



Statistically significant differences did exist in the amount of individual service received ( $p < .001$ ). All RR sessions are provided individually, while 66% of LiPS sessions were individualized. This means in 33% of LiPS sessions, the teacher divided time amongst 2-3 students. Although there was not a difference in overall minutes, it could be argued that students in group LiPS sessions received less overall time because although the session was the same duration, they received less individualized instruction.

It should also be noted that for a significant number of intervention sessions, both interventions had to be modified to accommodate mask wearing due to COVID-19. This is noteworthy because beginning readers need to perceive sounds and sound differences accurately and often times using the mouth as a visual cue to aid in discrimination is necessary. This is especially important for struggling readers or students with dyslexia.

## **Intervention Results**

In order to measure the efficacy of the two programs, fall scores were compared to spring scores. Winter scores were not used because several students were missing winter scores on at least one measure. Three scores were compared: a phonological awareness assessment, the Fountas and Pinnell running record of reading, and the STAR reading assessment.

The phonological awareness assessment is a criterion-referenced assessment. The total number of correct responses are tallied to yield a raw score. The raw score was used for the analysis. Scores ranged from 0-31 in the fall and 16-31 in the spring.

The F&P yields a reading level of AA-Z. In order to quantify these levels for analysis, letter scores were converted to numerical scores. For example, AA=1, A=2, B=3, etc. Scores ranged from 1-8 in the fall and 2-14 in the spring.

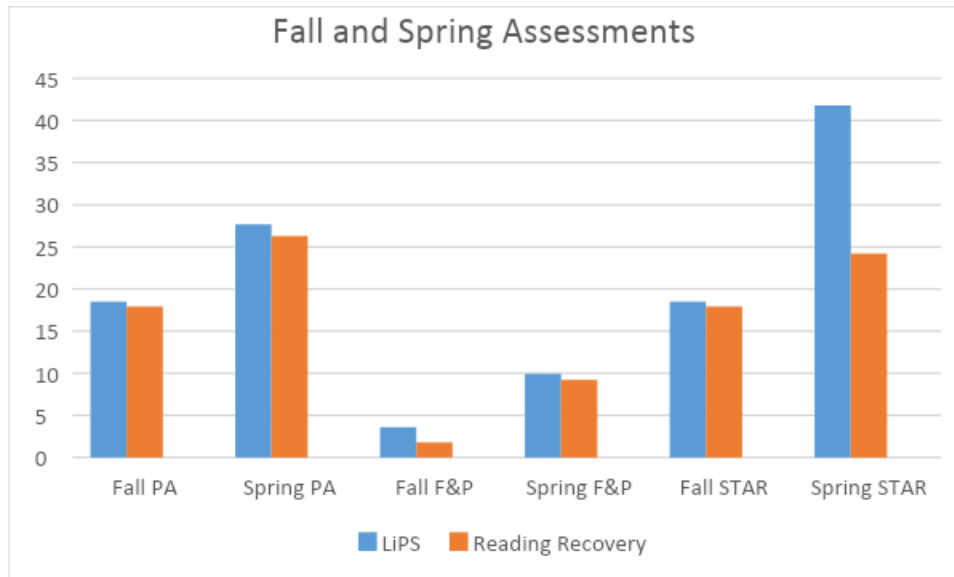
The STAR assessment is a standardized computer-based reading assessment. The assessment yields percentile scores that range from 1-99. In order to complete the STAR assessment, students should be reading at a F&P above a level of "D". No students participating in Reading Recovery met this level in the fall screening, although scores for 11 students were available and included in the analysis. One student receiving LiPS intervention met this criterion in the fall, but scores for 13 students were available and included in the analysis.

Table 5. Means and standard deviations for fall and spring scores

	LiPS M (SD)	Number of students	Reading Recovery M (SD)	Number of students
<b>Fall F&amp;P</b>	3.60 (1.76)	15	1.79 (.80)	14
<b>Spring F&amp;P</b>	9.93 (2.76)	15	9.20 (1.82)	15
<b>Fall PA</b>	18.47 (6.42)	15	17.93 (10.61)	14
<b>Spring PA</b>	27.69 (4.64)	13	26.29 (3.02)	14
<b>Fall STAR</b>	12.23 (19.78)	13	23.09 (19.21)	11
<b>Spring STAR</b>	41.80 (29.49)	15	24.21 (14.10)	14

\*p<.05

Graph 5. Students' scores on fall and spring reading assessments



The graph illustrates the differences in scores between the two intervention groups at the beginning and end of the school year. Although there is variability in scores, the only significant difference ( $p < .05$ ) is in the spring STAR score. Students who received the LiPS intervention scored higher at the end of the year on the standardized assessment of reading than did students participating in Reading Recovery. There was not a significant difference in either phonological awareness or in F&P reading level between the two groups.

## Summary

Students who participated in both LiPS and Reading Recovery made gains in reading over the course of the intervention. There were two findings that were statistically significant. First, students receiving LiPS intervention participated in more group sessions and therefore received less individualized instruction time compared to peers in the Reading Recovery group. Secondly, students receiving LiPS intervention scored significantly higher on the STAR reading assessment in the spring than did peers in Reading Recovery.

The results of this report should be interpreted in the context of the small sample size. In order to make widespread claims, this analysis should be replicated with a greater number of students. It should also be noted that many of the students participated in a secondary intervention, such as RISE, or may have started in one intervention and switched to the other. Students receiving more than one intervention may have had a greater opportunity to practice learned skills.

# Dyslexia Pilot Program Final Outcomes Report

Kindred  
Northern Cass  
Lisbon  
Enderlin

June 8, 2021

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# **A Multi-District Plan to Identify Characteristics of Dyslexia & Address Specific Needs of Learners**

Presenters:

*Justine Gibbon, Title 1 Reading*

*Kindred Elementary School*

&

*Rachel Richtsmeier, Performance Strategist*

*Northern Cass School*

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# Presentation Objectives

- Summarize the work our districts have done in the past two years
  - Share tips and tricks our districts have learned along the way
  - Review progress of students who were identified for the grant
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# Session Presenters

## **Justine Gibbon**

Title 1 Reading Specialist

Kindred Elementary School



## **Rachel Richtsmeier**

Performance Strategist

Northern Cass School



## Starting Point: HB 1461

ND DPI developed a grant opportunity in Fall 2019

- a) Four rural districts (Enderlin, Kindred, Lisbon, & Northern Cass) were awarded \$92,000 in state funding for the 2019–2021 biennium
  - b) Our districts were tasked with establishing and operating a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness.
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# Implementation Requirements

1. Screening
    - a. Develop a screening process to determine how to identify traits of dyslexia in our students under the age of 7 *and* students who are new to the district.
  2. Intervention
    - a. Purchase/implement an intervention curriculum to address the needs of our students who show characteristics of dyslexia
  3. Evaluation
    - a. Collect data on progress for students receiving instruction in the new curriculum(s)
  4. Professional Development
    - a. Deepen learning within our districts surrounding dyslexia by training interventionists, regular classroom teachers, all staff, & community
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# What is Dyslexia?

*“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.”*

*- International Dyslexia Association*

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# What is Dyslexia?

Common characteristics

No two dyslexic learners are the same

Not related to intelligence

Continuum Learning Disability

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**Students with dyslexia are likely to perform poorly on measures of phonemic awareness, rapid automatized naming, verbal working memory, and letter knowledge and can be identified with dyslexia indicators as early as preschool. The International Dyslexia Association outlines the following key domains by grade level:**

#### Kindergarten

- Phonological Awareness (phoneme segmentation, blending, onset and rimes)
- Rapid automatic naming (letter naming fluency, letter sound association)
- Phonological memory (non-word repetition)
- Language (vocabulary, syntax, & listening comprehension)

#### First Grade

- Phoneme Awareness (phoneme segmentation, blending, and manipulation tasks)
- Rapid automatic naming (letter naming fluency, letter sound association)
- Phonological memory
- Word Recognition fluency (accuracy & rate)
- Reading Fluency (starting mid-year)
- Language (vocabulary, syntax, & listening comprehension)

#### Second Grade

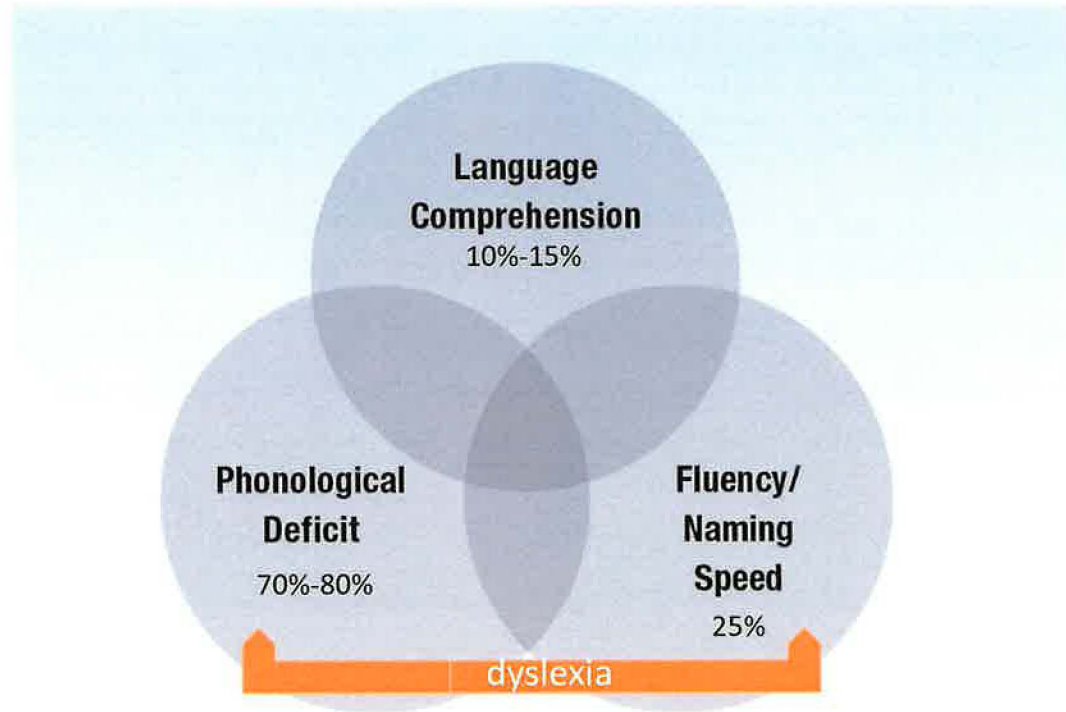
- Word identification
  - Oral reading fluency
  - Reading comprehension
  - Language (vocabulary, syntax, & listening comprehension)
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# SCREENING

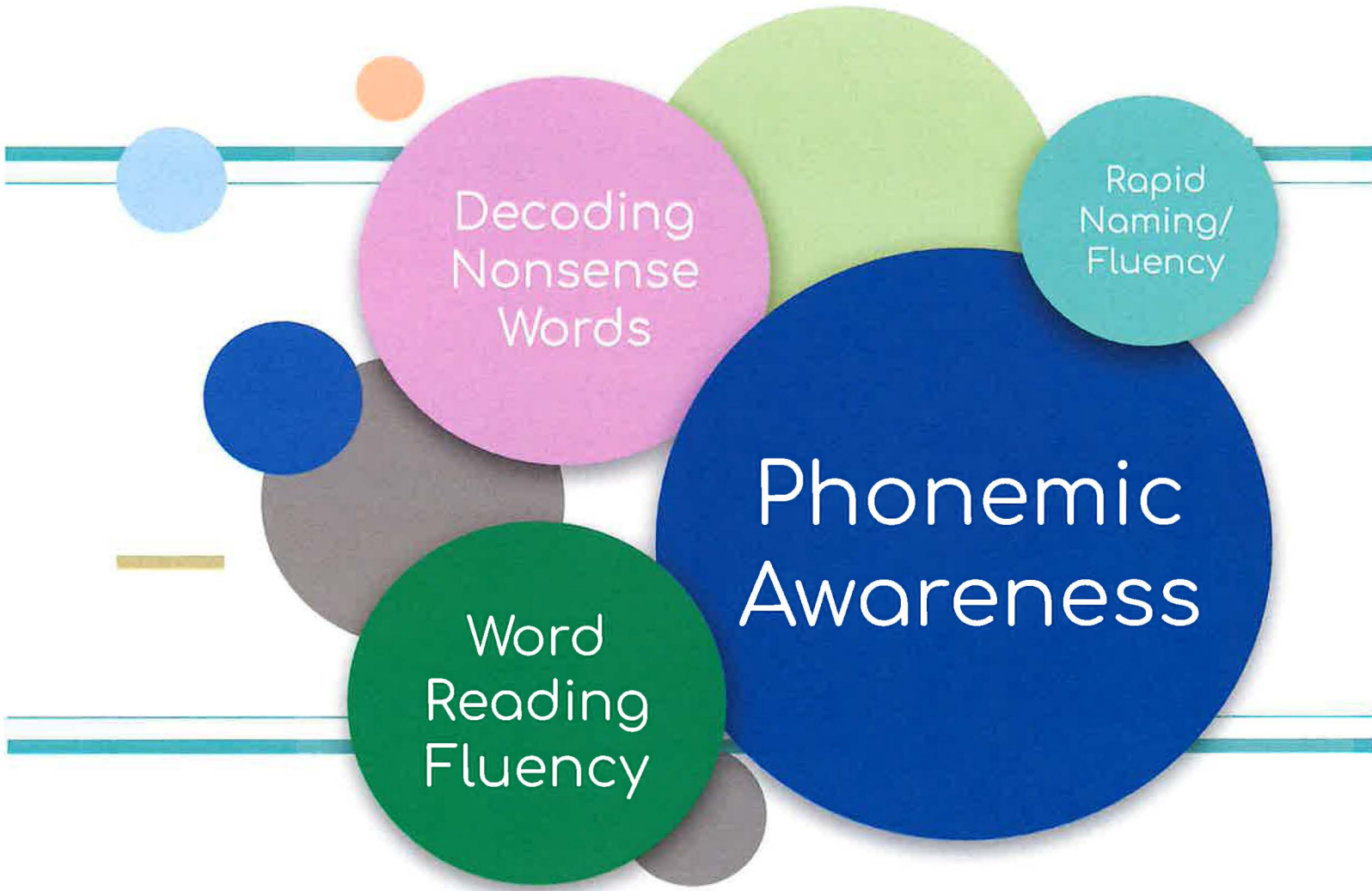




### Subtypes of Reading Disability



**Figure 1.16 Subtypes of Reading Difficulty**  
Figure also on page 55 of the LETRS manual.



Decoding  
Nonsense  
Words

Rapid  
Naming/  
Fluency

Phonemic  
Awareness

Word  
Reading  
Fluency

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**Phonological processing** is the *core problem* responsible for difficulties in word recognition and identification, as well as acquisition of the alphabetic principle. Thus, poor phonological awareness makes it difficult for individuals with dyslexia to understand how speech sounds map to print for decoding and spelling words.

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## Road Block

There is no direct, research-based guidance on how to integrate information from tests of phonological awareness, nonsense word reading, rapid automatized naming (RAN), and other assessments. As a result, interpreting skill profiles is more of an art form than a science.

## Insight

Researchers estimate the prevalence of dyslexia to be about 7-10% of the population or maybe even up to 15%. This collaborates with the idea that dyslexia is a spectrum disorder and can range from mild to severe. We also know that 70-80% of students with reading disabilities have dyslexia.

# Educational Assessment Tools

## Universal Screening

### **Benchmarking:**

Administer 3-4 subtests to generate a composite score at least 3x per year

K: Early Reading Composite

1: Early Reading Composite

2: Reading Curriculum Based Measurement

## Dyslexia Screening

### **Dyslexia Screening:**

Identify students at risk; Screen students for dyslexic type characteristics

K: Analyze subtests

1: Analyze subtests

2: TOWRE-2 & Heggerty PASSA

## Progress Monitoring

### **Progress Monitoring:**

Administer progress monitoring weekly with students receiving intervention

Choose from Early Reading measures that are available for progress monitoring.



**Type of Reader:**  
**Low Exposure / Environmental**

**Skills:**

- Phonemic Awareness: Typically Achieving
- Nonsense Words: data will vary
- High Frequency Words: data will vary

**Curriculum: Other**

**Type of Reader:**  
**Compensator**

**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low Avg/Avg
- High Frequency Words: Low Avg/Avg

**Curriculum: Small Group Heggerty**

**Type of Reader:**  
**Dyslexic**

**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low/Below Avg
- High Frequency Words: Low/Below Avg

**Curriculum: SPIRE**

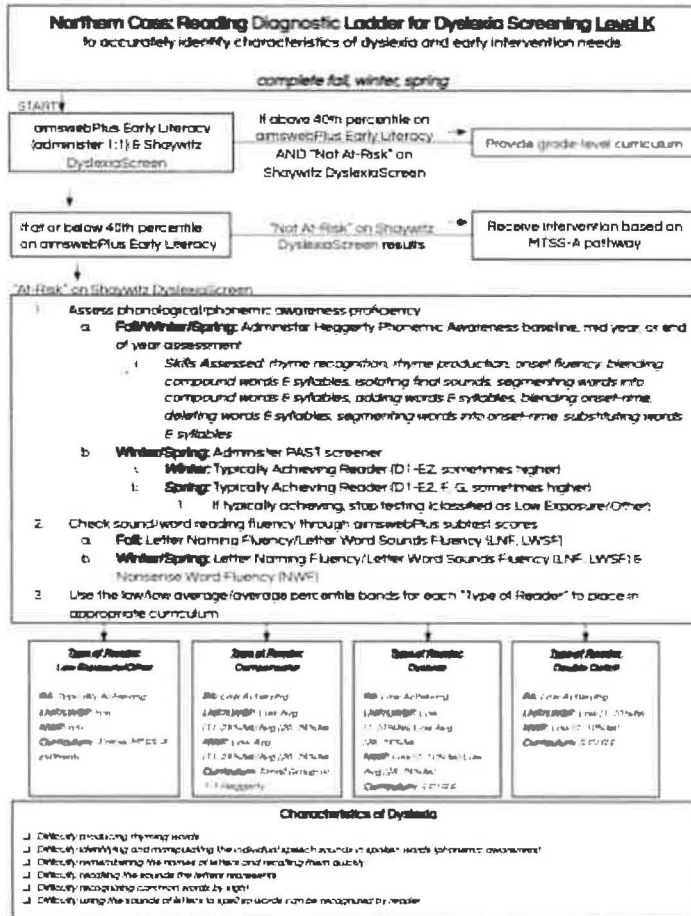
**Type of Reader:**  
**Double Deficit**

**Skills:**

- Phonemic Awareness: Low Achieving
- Nonsense Words: Low
- High Frequency Words: Low

**Curriculum: SPIRE**

# Dyslexia Ladders



Each district created a ladder to ensure a consistent process is followed in identifying learners who have characteristics of dyslexia.

There is a ladder for Kindergarten, a ladder for 1st grade, and a ladder for 2nd grade and above.

**Step 1:** Regular benchmarking process

**Step 2:** For students showing characteristics of dyslexia, further screen or analyze results in the following areas: Phonological/Phonemic Awareness proficiency, Letter Naming/Letter Sound/Word Reading Fluency

**Step 3:** Determine program placement based on the quadrant which matches the child's skill set

# Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level K

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED FALL, WINTER, & SPRING

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE)  
AND PASS SECONDARY SCREENER →

Receive intervention based  
on other MTSS pathway

## FALL

All students placed on MTSS pathways  
will first complete the Sounds  
Sensible intervention (prelevel to  
SPIRE intervention and will be  
rescreened in the Winter)

## WINTER

Further analyze FastBridge subtest  
scores when considering placing  
student into a dyslexia MTSS pathway

- Analyze phonemic awareness  
proficiency  
FastBridge Early Literacy Subtest for  
K: Phoneme segmentation
- Analyze rapid naming proficiency  
FastBridge Early Literacy Subtest for  
K: Letter Sound Fluency
- Analyze decoding proficiency  
FastBridge Early Literacy Subtest for  
K: Nonsense Word Reading

## SPRING

Further analyze FastBridge subtest  
scores when considering placing  
student into a dyslexia MTSS pathway

- Analyze phonemic awareness  
proficiency  
FastBridge Early Literacy Subtest for  
K: Phoneme segmentation
- Analyze word identification proficiency  
FastBridge Early Literacy Subtest for  
K: Sight Word Identification
- Analyze decoding proficiency  
FastBridge Early Literacy Subtest for  
K: Nonsense Word Reading

### Low Exposure/Other

**PA:** Good  
**NWF:** ---  
**LSF/HFW:** ---  
  
**Pathway:** Other

### Compensator

**PA:** Poor  
**NWF:** Low Avg/Avg  
**LSF/HFW:** Low Avg/Avg  
  
**Pathway:** Small Group  
Heggerty

### Dyslexic

**PA:** Poor  
**NWF:** Low/Below Avg  
**LSF/HFW:** Low/Below Avg  
  
**Pathway:** S.P.I.R.E.\*

### Double Deficit

**PA:** Poor  
**NWF:** Low  
**LSF/HFW:** Low  
  
**Pathway:** S.P.I.R.E.\*

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by teacher



# Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level 1

To accurately identify characteristics of dyslexia and early intervention needs.  
TO BE COMPLETED IN THE SPRING

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE)  
AND PASS SECONDARY SCREENER →

Receive intervention based  
on other MTSS pathway

Further analyze FastBridge subtest scores when considering placing student into a dyslexia MTSS pathway

1. Analyze phonemic awareness proficiency  
FastBridge Early Literacy Subtests for 1st grade: Phoneme segmentation
1. Analyze word identification proficiency  
FastBridge Early Literacy Subtests for 1st grade: Sight Word Identification
1. Analyze decoding proficiency  
FastBridge Early Literacy Subtests for 1st grade: Nonsense Word Reading

## Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

## Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

## Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

## Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

## Characteristics of Dyslexia

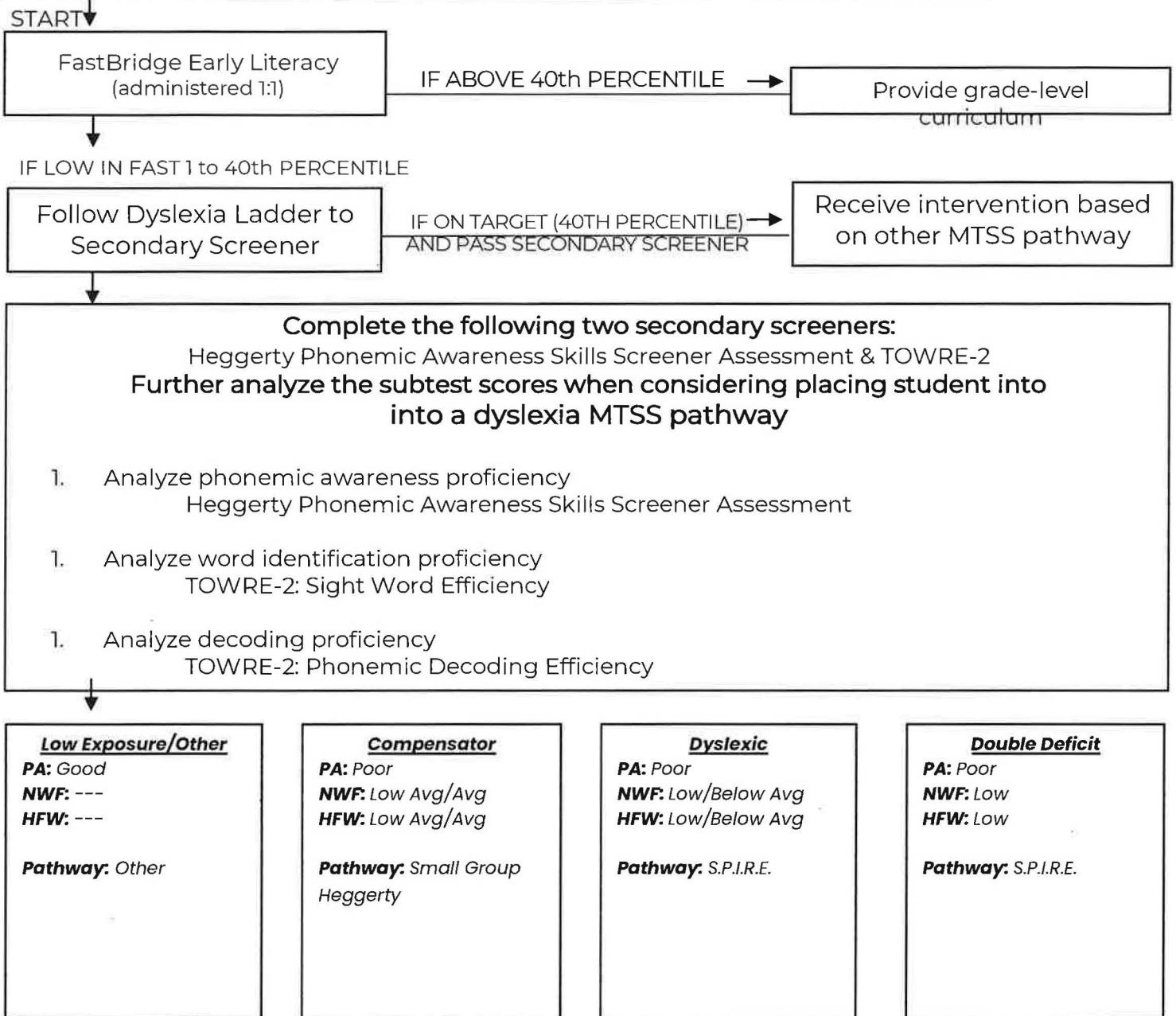
- Difficulty producing rhyming words
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- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by teacher

## Enderlin: Reading Diagnostic Ladder for Dyslexia Screening Level 2-6

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED WITH NEW TRANSFERS

AND/OR IF REQUESTED BY PARENT OR TEACHER FOR ANY STUDENT IN GRADES 2-6



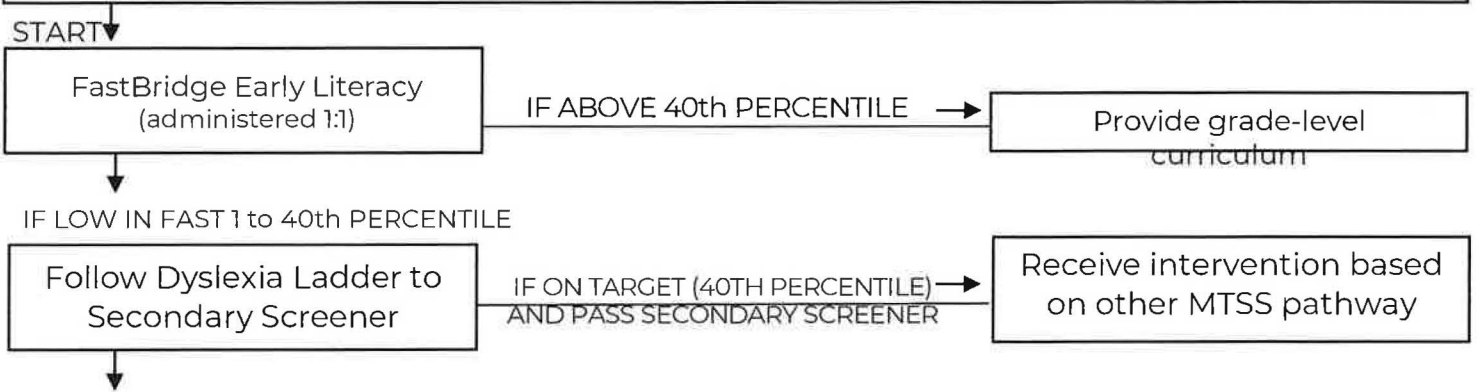
### Characteristics of Dyslexia

- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by teacher
- Poor handwriting
- Slow, choppy inaccurate reading
- Difficulty telling time on an analog clock
- When speaking, difficulty finding the correct word (whatchamacallits)
- Dreads going to school (complains of stomach aches or headaches)

# Kindred: Reading Diagnostic Ladder for Dyslexia Screening Level K

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED FALL, WINTER, & SPRING



**FALL**  
All students placed on MTSS pathways will first complete the Sounds Sensible intervention (prelevel to SPIRE intervention and will be rescreened in the Winter)

**WINTER**  
Further analyze FastBridge subtest scores when considering placing student into a dyslexia MTSS pathway

- Analyze phonemic awareness proficiency  
FastBridge Early Literacy Subtest for K: Phoneme segmentation
- Analyze rapid naming proficiency  
FastBridge Early Literacy Subtest for K: Letter Sound Fluency
- Analyze decoding proficiency  
FastBridge Early Literacy Subtest for K: Nonsense Word Reading

**SPRING**  
Further analyze FastBridge subtest scores when considering placing student into a dyslexia MTSS pathway

- Analyze phonemic awareness proficiency  
FastBridge Early Literacy Subtest for K: Phoneme segmentation
- Analyze word identification proficiency  
FastBridge Early Literacy Subtest for K: Sight Word Identification
- Analyze decoding proficiency  
FastBridge Early Literacy Subtest for K: Nonsense Word Reading

**Low Exposure/Other**  
PA: Good  
NWF: ---  
LSF/HFW: ---  
  
Pathway: Other

**Compensator**  
PA: Poor  
NWF: Low Avg/Avg  
LSF/HFW: Low Avg/Avg  
  
Pathway: Small Group Heggerty

**Dyslexic**  
PA: Poor  
NWF: Low/Below Avg  
LSF/HFW: Low/Below Avg  
  
Pathway: S.P.I.R.E.

**Double Deficit**  
PA: Poor  
NWF: Low  
LSF/HFW: Low  
  
Pathway: S.P.I.R.E.

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
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- Difficulty using the sounds of letters to spell so words can be recognized by teacher

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To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED IN THE SPRING

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FastBridge Early Literacy  
(administered 1:1)

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IF LOW IN FAST 1 to 40th PERCENTILE

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1. Analyze decoding proficiency  
FastBridge Early Literacy Subtests for 1st grade: Nonsense Word Reading

### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

### Compensator

**PA:** Poor

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**Pathway:** Small Group  
Heggerty

### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (Phonemic Awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by teacher

## Kindred: Reading Diagnostic Ladder for Dyslexia Screening Level 2-6

To accurately identify characteristics of dyslexia and early intervention needs.

TO BE COMPLETED WITH NEW TRANSFERS

AND/OR IF REQUESTED BY PARENT OR TEACHER FOR ANY STUDENT IN GRADES 2-6

START ↓

FastBridge Early Literacy  
(administered 1:1)

IF ABOVE 40th PERCENTILE →

Provide grade-level  
curriculum

IF LOW IN FAST 1 to 40th PERCENTILE

Follow Dyslexia Ladder to  
Secondary Screener

IF ON TARGET (40TH PERCENTILE) →  
AND PASS SECONDARY SCREENER

Receive intervention based  
on other MTSS pathway

### Complete the following two secondary screeners:

Heggerty Phonemic Awareness Skills Screener Assessment & TOWRE-2

**Further analyze the subtest scores when considering placing student into a dyslexia MTSS pathway**

1. Analyze phonemic awareness proficiency  
Heggerty Phonemic Awareness Skills Screener Assessment
1. Analyze word identification proficiency  
TOWRE-2: Sight Word Efficiency
1. Analyze decoding proficiency  
TOWRE-2: Phonemic Decoding Efficiency

#### Low Exposure/Other

**PA:** Good

**NWF:** ---

**HFW:** ---

**Pathway:** Other

#### Compensator

**PA:** Poor

**NWF:** Low Avg/Avg

**HFW:** Low Avg/Avg

**Pathway:** Small Group  
Heggerty

#### Dyslexic

**PA:** Poor

**NWF:** Low/Below Avg

**HFW:** Low/Below Avg

**Pathway:** S.P.I.R.E.

#### Double Deficit

**PA:** Poor

**NWF:** Low

**HFW:** Low

**Pathway:** S.P.I.R.E.

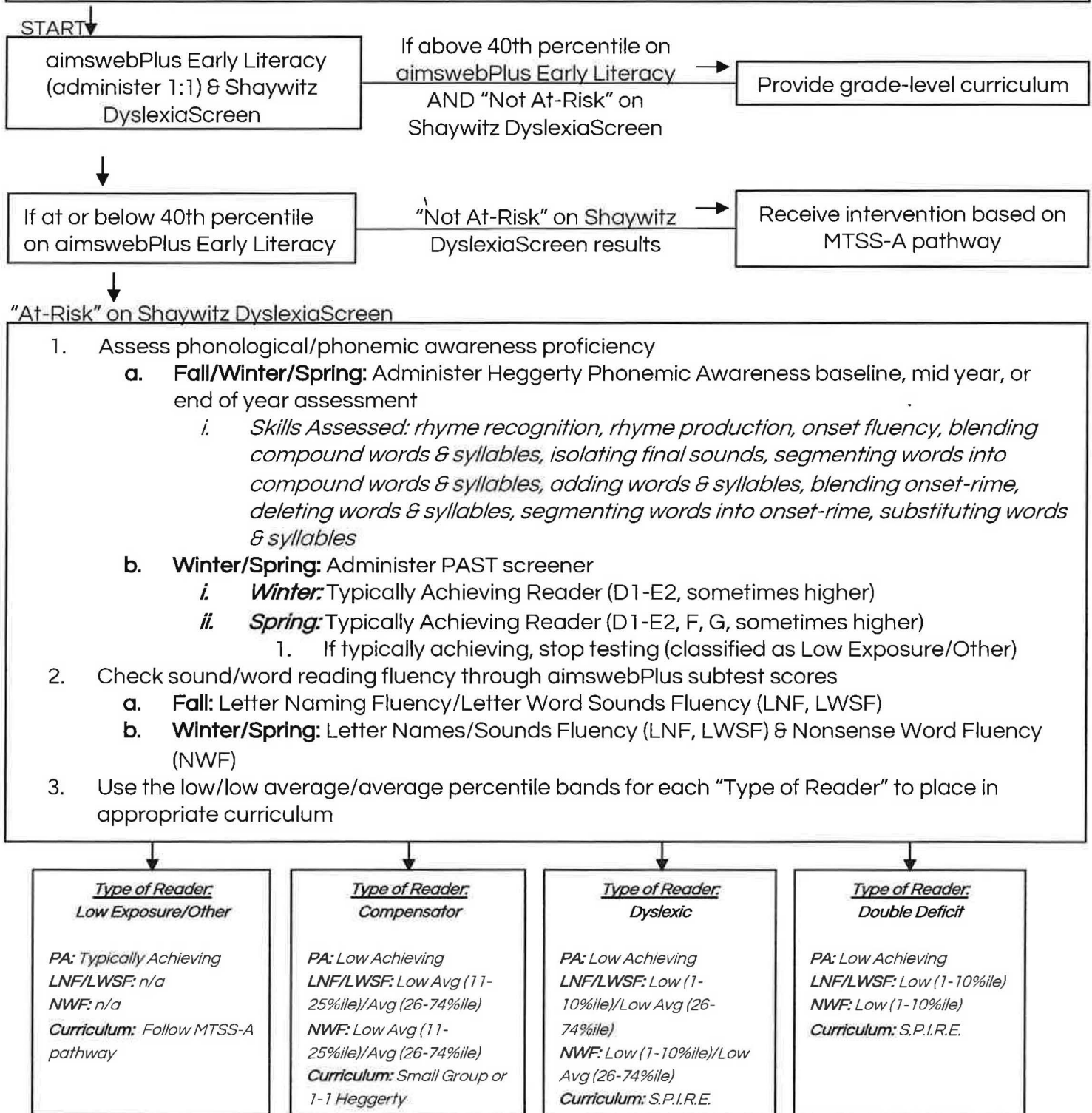
### Characteristics of Dyslexia

- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by teacher
- Poor handwriting
- Slow, choppy inaccurate reading
- Difficulty telling time on an analog clock
- When speaking, difficulty finding the correct word (whatchamacallits)
- Dreads going to school (complains of stomach aches or headaches)

# Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Level K

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*



### Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by reader



# Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Level 1

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*

START ↓

aimswebPlus Early Literacy  
(administer 1:1) & Shaywitz  
DyslexiaScreen

If above 40th percentile on  
aimswebPlus Early Literacy →  
AND "Not At-Risk" on  
Shaywitz Dyslexia Screen

Provide grade-level curriculum



If at or below 40th percentile  
on aimswebPlus Early Literacy

"Not At-Risk" on Shaywitz  
DyslexiaScreen results →

Receive intervention based on  
MTSS-A pathway



"At-Risk" on Shaywitz DyslexiaScreen results

1. Assess phonological/phonemic awareness proficiency
  - a. Provide Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. Skills Assessed: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting words into phonemes, isolating medial sounds, adding phonemes, deleting phonemes, substituting phonemes
  - b. Administer PAST screener
    - i. Passing score = stop testing (classified as Low Exposure/Other - follow MTSS-A pathway to determine intervention needs)
2. Check sound/word reading fluency through aimswebPlus Subtest Scores
  - a. Fall: Letter Word Sounds Fluency (LWSF), Nonsense Word Fluency (NWF), & Oral Reading Fluency (ORF)
  - b. Winter/Spring: Nonsense Word Fluency (NWF) & Oral Reading Fluency (ORF)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum



Type of Reader:  
*Low Exposure/Other*

*PA: Good (Typical/Average)*  
*LWSF: ---*  
*NWF/ORF: ---*  
*Curriculum: Follow MTSS-A pathway*



Type of Reader:  
*Compensator*

*PA: Poor (Below Average)*  
*LWSF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*NWF/ORF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*Curriculum: Small Group or 1-1 Heggerty*



Type of Reader:  
*Dyslexic*

*PA: Poor (Below Average)*  
*LWSF: Low (1-10%ile)/Low Avg (26-74%ile)*  
*NWF/ORF: Low (1-10%ile)/Low Avg (26-74%ile)*  
*Curriculum: S.P.I.R.E.*



Type of Reader:  
*Double Deficit*

*PA: Poor (Below Average)*  
*LWSF: Low (1-10%ile)*  
*NWF/ORF: Low (1-10%ile)*  
*Curriculum: S.P.I.R.E.*

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by reader

# Lisbon: Reading Diagnostic Ladder for Dyslexia Screening Levels 2-5

to accurately identify characteristics of dyslexia and intervention needs

*to be completed with new transfers (if learner has not been previously screened) or if requested by parent or educator*

START ↓

aimswebPlus Reading

If above 40th percentile →

Provide grade-level curriculum

↓  
If at or below 40th percentile  
on aimswebPlus Reading

## Further Assess PA & Analyze Fluency

1. Assess phonological/phonemic awareness proficiency
  - a. Provide Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. Skills Assessed: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting words into phonemes, isolating medial sounds, adding initial phonemes, deleting initial phonemes, substituting initial phonemes
  - b. Administer PAST screener
    - i. Passing score = stop testing (classified as Low Exposure/Other - follow MTSS-A pathway to determine intervention needs)
2. Check word reading fluency through aimswebPlus Subtest Scores
  - a. Fall/Winter/Spring: Oral Reading Fluency (ORF) & Silent Reading Fluency (Levels 4-8)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum

↓  
**Type of Reader:**  
*Low Exposure/Other*

*PA: Good (Typical/Average)*  
*ORF/\*SRF: ---*  
*Curriculum: Follow MTSS-A pathway*

*\*if age appropriate*

↓  
**Type of Reader:**  
*Compensator*

*PA: Poor (Below Average)*  
*ORF/\*SRF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*Curriculum: Small Group or 1-1 Kilpatrick Fluency Drills*

*\*if age appropriate*

↓  
**Type of Reader:**  
*Dyslexic*

*PA: Poor (Below Average)*  
*ORF/\*SRF: Low (1-10%ile)/Low Avg (26-74%ile)*  
*Curriculum: S.P.I.R.E.*

*\*if age appropriate*

↓  
**Type of Reader:**  
*Double Deficit*

*PA: Poor (Below Average)*  
*ORF/\*SRF: Low (1-10%ile)*  
*Curriculum: S.P.I.R.E.*

*\*if age appropriate*

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by reader

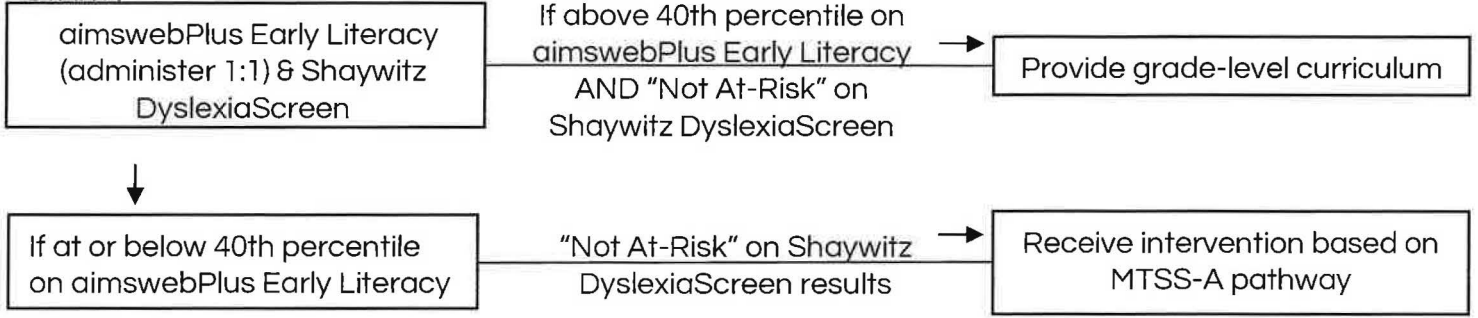


# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Level K

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*

START ↓



↓  
"At-Risk" on Shaywitz DyslexiaScreen

1. Assess phonological/phonemic awareness proficiency
  - a. **Fall/Winter/Spring:** Administer Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. *Skills Assessed: rhyme recognition, rhyme production, onset fluency, blending compound words & syllables, isolating final sounds, segmenting words into compound words & syllables, adding words & syllables, blending onset-rime, deleting words & syllables, segmenting words into onset-rime, substituting words & syllables*
  - b. **Winter/Spring:** Administer PAST screener
    - i. **Winter:** Typically Achieving Reader (D1-E2, sometimes higher)
    - ii. **Spring:** Typically Achieving Reader (D1-E2, F, G, sometimes higher)
      1. If typically achieving, stop testing (classified as Low Exposure/Other)
2. Check sound/word reading fluency through aimswebPlus subtest scores
  - a. **Fall:** Letter Naming Fluency/Letter Word Sounds Fluency (LNF, LWSF)
  - b. **Winter/Spring:** Letter Naming Fluency/Letter Word Sounds Fluency (LNF, LWSF) & Nonsense Word Fluency (NWF)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum

Type of Reader:  
**Low Exposure/Other**

*PA: Typically Achieving*  
*LNF/LWSF: n/a*  
*NWF: n/a*  
**Curriculum:** Follow MTSS-A pathway

Type of Reader:  
**Compensator**

*PA: Low Achieving*  
*LNF/LWSF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*NWF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
**Curriculum:** Small Group or 1-1 Heggerty

Type of Reader:  
**Dyslexic**

*PA: Low Achieving*  
*LNF/LWSF: Low (1-10%ile)/Low Avg (26-74%ile)*  
*NWF: Low (1-10%ile)/Low Avg (26-74%ile)*  
**Curriculum:** S.P.I.R.E.

Type of Reader:  
**Double Deficit**

*PA: Low Achieving*  
*LNF/LWSF: Low (1-10%ile)*  
*NWF: Low (1-10%ile)*  
**Curriculum:** S.P.I.R.E.

## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by reader

# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Level 1

to accurately identify characteristics of dyslexia and early intervention needs

*complete fall, winter, spring*

START ↓

aimswebPlus Early Literacy  
(administer 1:1) & Shaywitz  
DyslexiaScreen

If above 40th percentile on  
aimswebPlus Early Literacy  
AND "Not At-Risk" on  
Shaywitz Dyslexia Screen

Provide grade-level curriculum

↓

If at or below 40th percentile  
on aimswebPlus Early Literacy

"Not At-Risk" on Shaywitz  
DyslexiaScreen results

Receive intervention based on  
MTSS-A pathway

↓

"At-Risk" on Shaywitz DyslexiaScreen results

1. Assess phonological/phonemic awareness proficiency
  - a. Provide Heggerty Phonemic Awareness baseline, mid year, or end of year assessment
    - i. Skills Assessed: rhyme production, onset fluency, blending phonemes, isolating final sounds, segmenting words into phonemes, isolating medial sounds, adding phonemes, deleting phonemes, substituting phonemes
  - b. Administer PAST screener
    - i. Passing score = stop testing (classified as Low Exposure/Other - follow MTSS-A pathway to determine intervention needs)
2. Check sound/word reading fluency through aimswebPlus Subtest Scores
  - a. **Fall:** Letter Word Sounds Fluency (LWSF), Nonsense Word Fluency (NWF), & Oral Reading Fluency (ORF)
  - b. **Winter/Spring:** Nonsense Word Fluency (NWF) & Oral Reading Fluency (ORF)
3. Use the low/low average/average percentile bands for each "Type of Reader" to place in appropriate curriculum

↓

↓

↓

↓

Type of Reader:  
*Low Exposure/Other*

*PA: Typically Achieving*  
*LWSF: ---*  
*NWF/ORF: ---*  
*Curriculum: Follow MTSS-A pathway*

Type of Reader:  
*Compensator*

*PA: Low Achieving*  
*LWSF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*NWF/ORF: Low Avg (11-25%ile)/Avg (26-74%ile)*  
*Curriculum: Small Group or 1-1 Heggerty*

Type of Reader:  
*Dyslexic*

*PA: Low Achieving*  
*LWSF: Low (1-10%ile)/Low Avg (11-25%ile)*  
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*Curriculum: S.P.I.R.E.*

Type of Reader:  
*Double Deficit*

*PA: Low Achieving*  
*LWSF: Low (1-10%ile)*  
*NWF/ORF: Low (1-10%ile)*  
*Curriculum: S.P.I.R.E.*

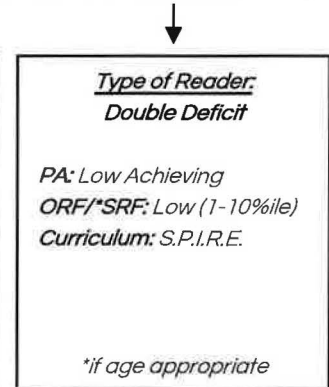
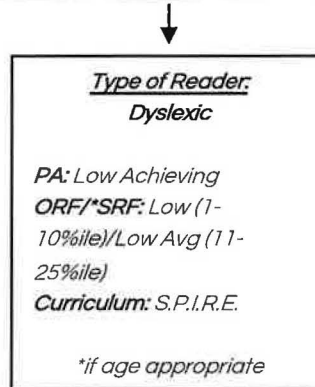
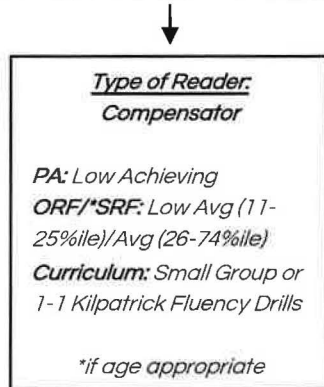
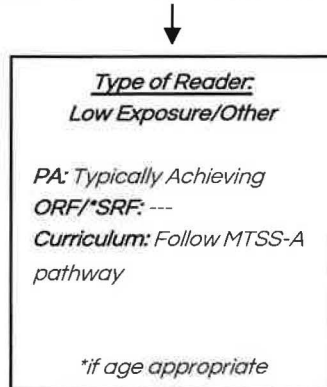
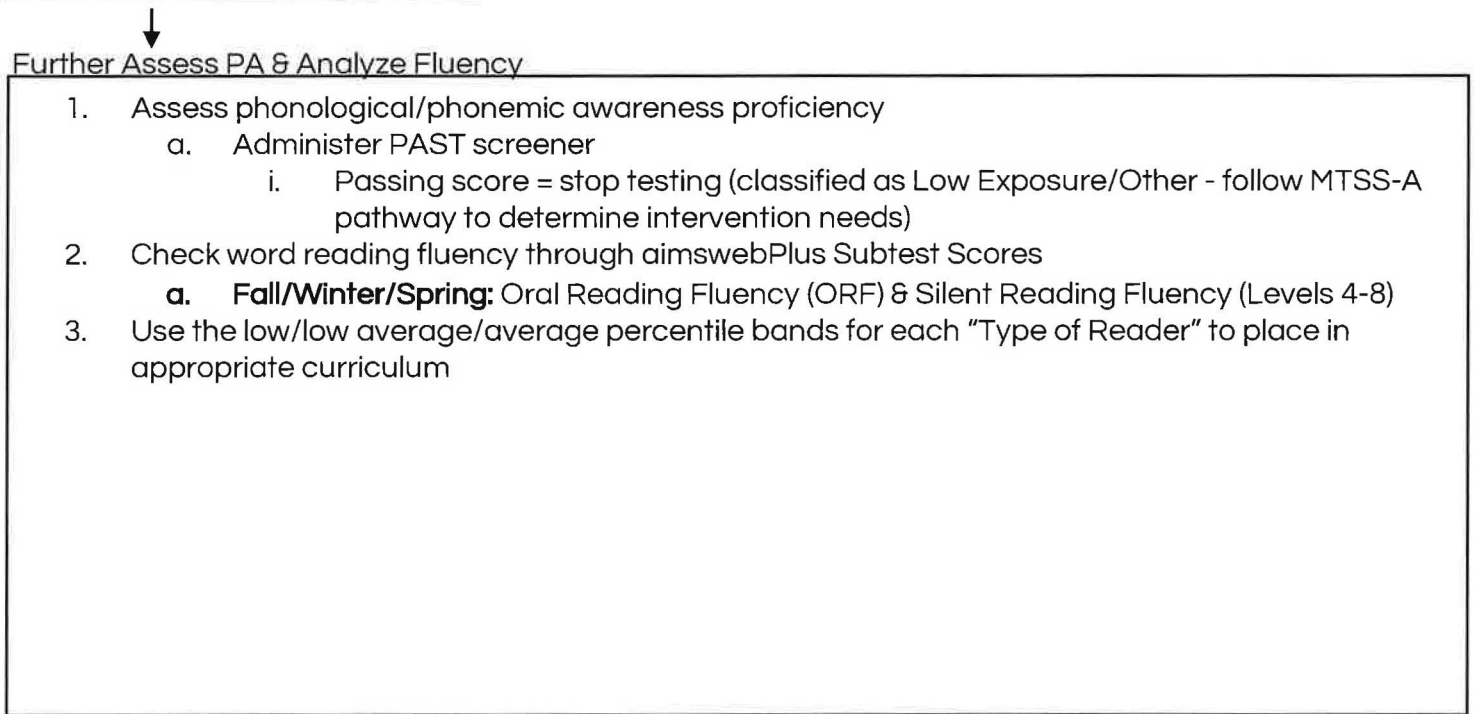
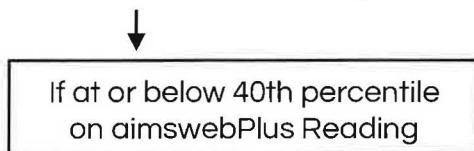
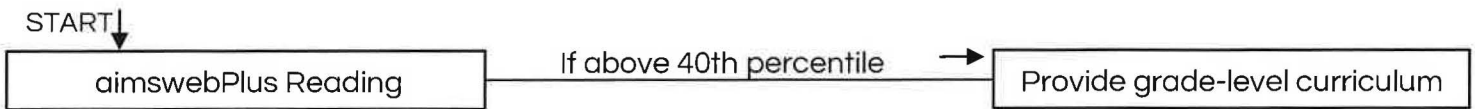
## Characteristics of Dyslexia

- Difficulty producing rhyming words
- Difficulty identifying and manipulating the individual speech sounds in spoken words (phonemic awareness)
- Difficulty remembering the names of letters and recalling them quickly
- Difficulty recalling the sounds the letters represents
- Difficulty recognizing common words by sight
- Difficulty using the sounds of letters to spell so words can be recognized by reader

# Northern Cass: Reading Diagnostic Ladder for Dyslexia Screening Levels 2-5

to accurately identify characteristics of dyslexia and intervention needs

*to be completed with new transfers (if learner has not been previously screened) or if requested by parent or educator*



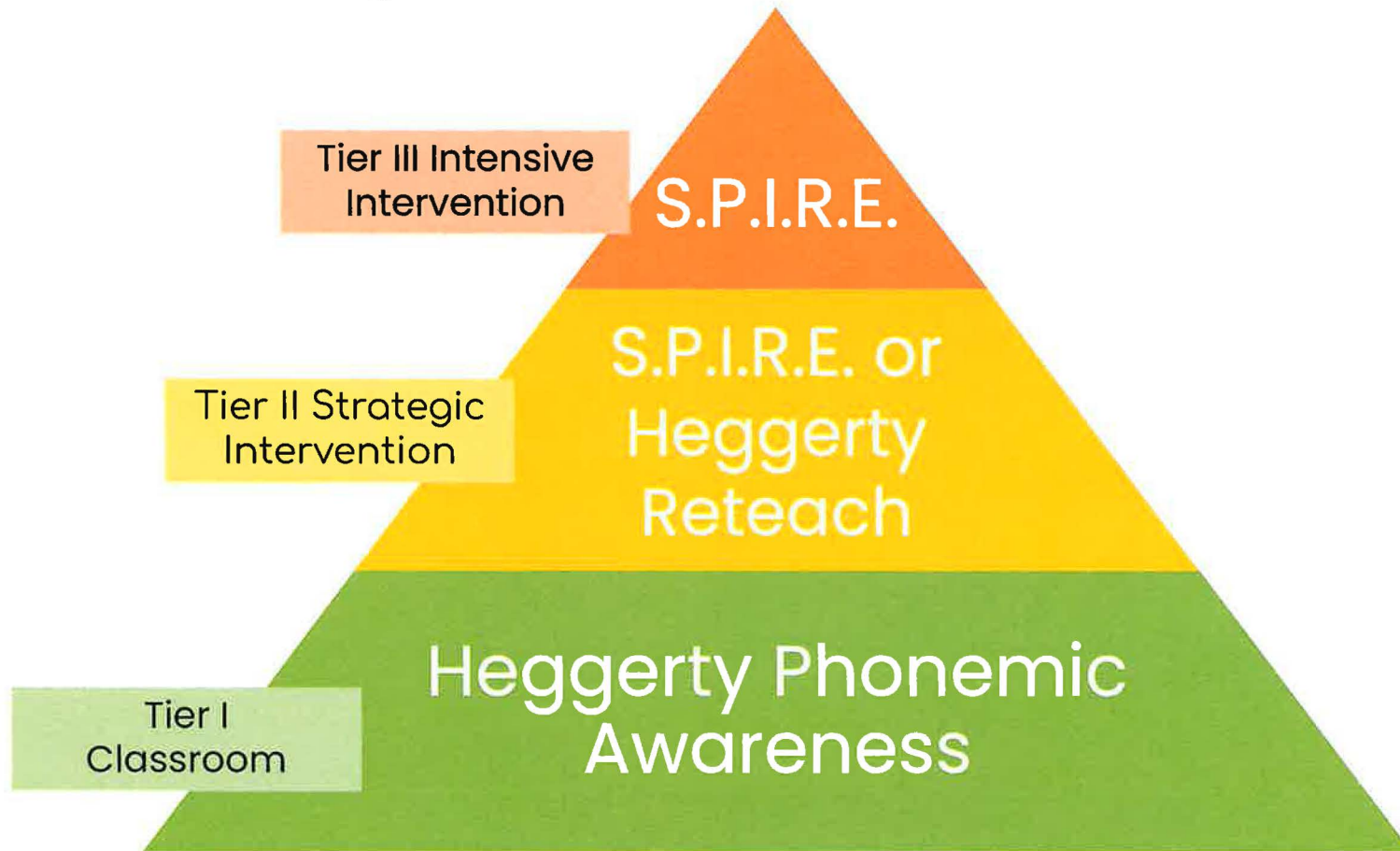
## Characteristics of Dyslexia

- Difficulty producing rhyming words
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- Difficulty using the sounds of letters to spell so words can be recognized by reader

# INTERVENTION / CURRICULUM



# Dyslexia Pilot Curriculum





# Heggerty Phonemic Awareness



**Heggerty Phonemic Awareness is a well-organized 35-week curriculum of daily phonemic awareness lesson plans.**

Developed on a systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic awareness instruction in a whole group setting and only take 10-12 minutes. For students in need of extra support, portions of lesson could be used in a small group and serve as a “second dose” of phonemic awareness instruction.

# Heggerty Phonemic Awareness: Quick Facts

## easy to implement

Lessons are easy to follow and include teacher directions for each skill and hand motions for some skills.

## 10 to 12 minutes

The lessons are short and fast-paced, taking 10-12 minutes to complete.

## cost effective

Since phonemic awareness is an auditory skill, there is no student component to purchase.

# S.P.I.R.E.



Print and  
Online  
COMBINED!

S.P.I.R.E.® Hybrid is a research-proven multisensory reading intervention program for your lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.

*Orton-Gillingham based*

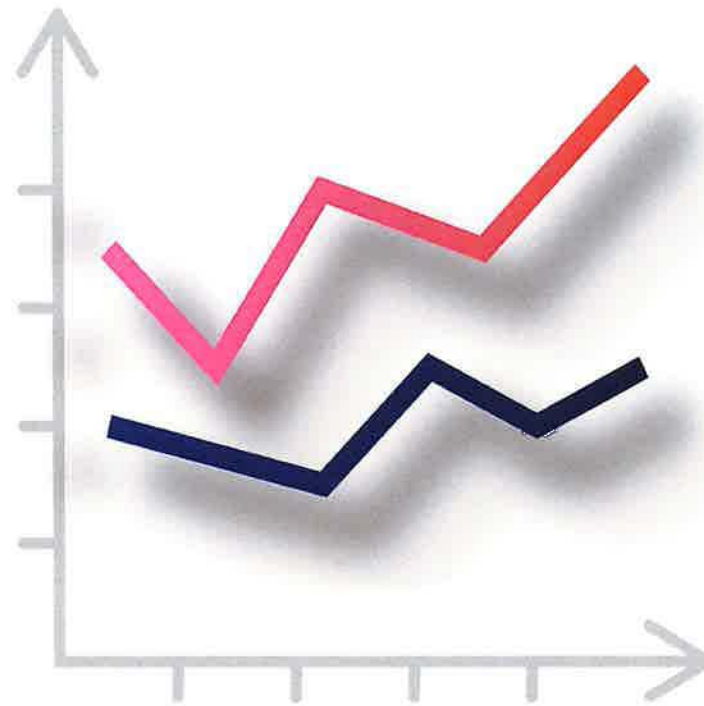
## Consistent 10-Step Lesson

Systematic, sequentially structured 10-Step Lessons ensures mastery of concepts in the five critical areas of reading. Consistent structure allows for easy implementation.



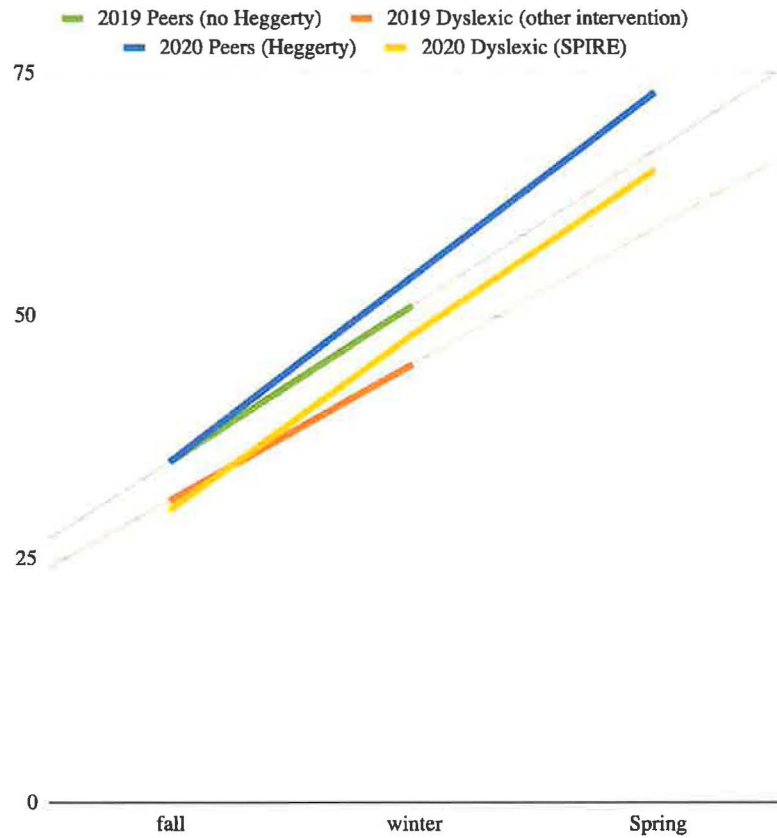


# EVALUATION

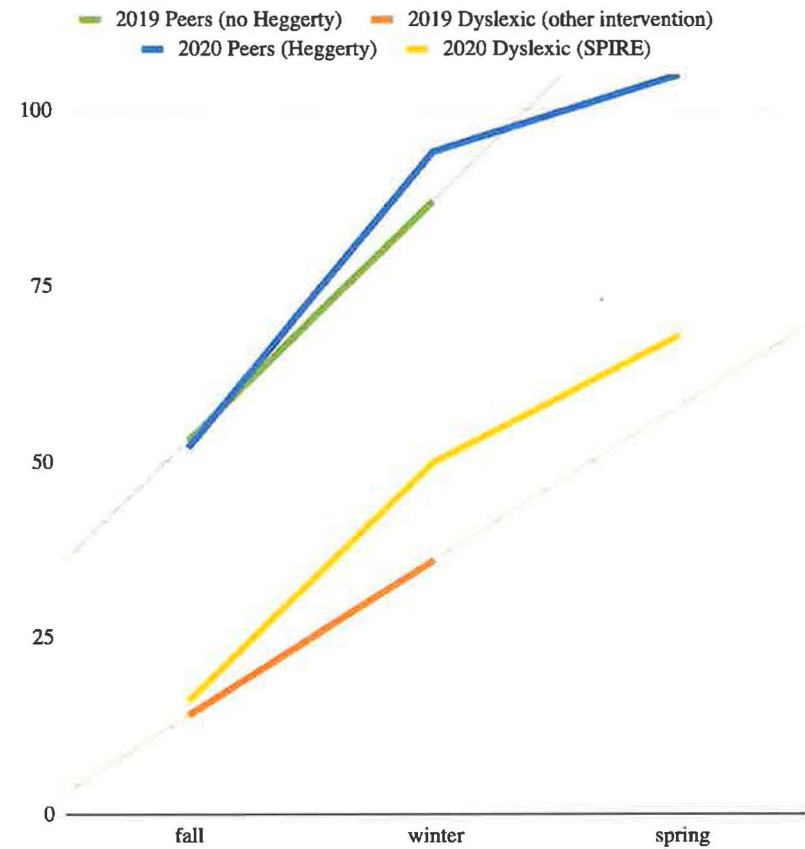


# Kindergarten

## Kindred Kindergarten Average Fastbridge Score

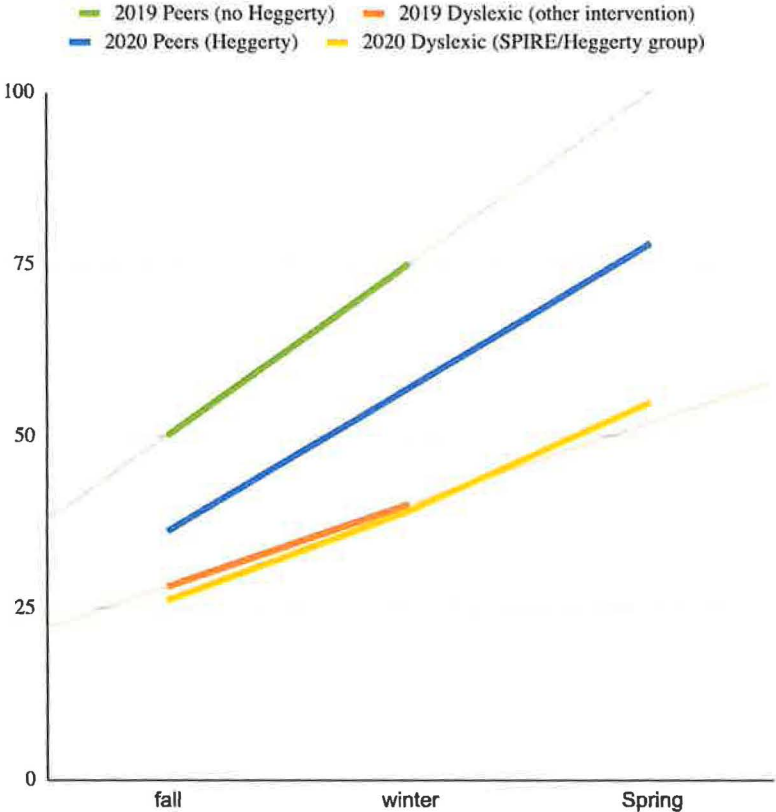


## NC Kindergarten Average aimswebPlus Score

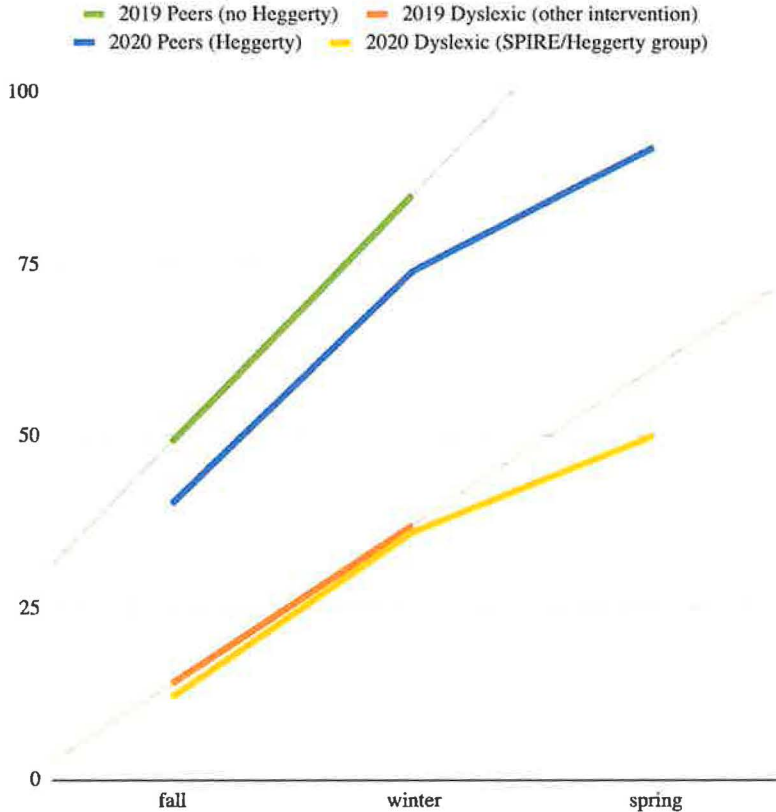


# 1st Grade

Kindred 1st Grade Average Fastbridge Score



NC 1st Grade Average aimswebPlus Score



## Enderlin's Data Summary for Dyslexia Grant

As Enderlin gathered data for this grant, we found it difficult because of our benchmark testing with NWEA. The results that we got back were too broad and didn't break down the results into the components we needed to focus on to catch students that have Dyslexic tendencies. When working with Kindred they showed us the results of FastBridge that they use for benchmarking. I brought back information about FastBridge to my administration and now Enderlin will also be using FastBridge for our benchmarking and progress monitoring. FastBridge will help us cut out extra assessments which take time to complete and be able to place our kids in the intervention groups faster. This spring we used FastBridge to test our Kindergarteners. The tests we conducted were letter sounds, sight words, word segments, and nonsense words. We found 4 out of the 20 students will be placed into a SPIRE intervention program and 2 out of the 20 students will be placed into a Heggerty intervention group. The first grade was also tested with the FastBridge Assessments which were sight words, word segments, nonsense words, and words correctly read in one minute. The results show that 4 out of 25 will be placed in a SPIRE intervention group and 3 out of 25 will be placed in a Heggerty intervention group. The SPIRE and Heggerty curriculums have been great resources for helping out students with reading difficulties.

## Dyslexia Grant End of Year Report for Lisbon Elementary School

The Lisbon Elementary School is participating in a Dyslexia Grant with three other schools. We have wrapped up the first official year of using material and implementing new instruction for students that fall into our different areas of need.

We were able to use data from NWEA and AimsWeb this year to help identify students that may need extra support. Our support staff continued to use instruction and material from previous years until they were comfortable in using the new material. Around winter break we started our first small group of 2<sup>nd</sup> graders using the SPIRE curriculum. Small group work, using a guided curriculum was new for our teachers and something to get used to. After having this group as a pilot for our teachers this past year, we feel more comfortable in how to make the shift into grouping students for next year.

Our team is meeting to align students based on their needs for the upcoming school year. A more explicit and direct approach to using the data will be used when looking at the student's needs.

Benjamin Zahrbock

Lisbon Elementary Principal

# Dyslexia Pilot School Overview

## 2020-2021 School Year

		ALL	Kindred	Northern Cass	Lisbon	Enderlin
<b>Number of Students Below Fall Benchmark 2020</b>						
Grade	K	59	22 (35%)	13 (29%)	39 (72%)	3 (17%)
	1	107	43 (63%)	26 (57%)	32 (80%)	10 (37%)
	2	-	19 (37%)	n/a	na	n/a
<b>Number of Students Below Winter Benchmark 2020</b>						
Grade	K	39	15 (26%)	10 (22%)	45 (80%)	2 (11%)
	1	80	34 (50%)	21 (46%)	29 (71%)	6 (22%)
	2	-	13 (25%)	n/a	n/a	n/a
<b>Number of Students Below Spring Benchmark 2021</b>						
Grade	K		7 (12%)	14 (30%)	34 (59%)	switched to new screener
	1		29 (43%)	16 (33%)	24 (60%)	
	2	-	12 (24%)	n/a	n/a	
<b>Number of Students Screened for Dyslexia</b>						
Grade	K	179	62 (100%)	45 (100%)	54 (93%)	18 (100%)
	1	181	68 (97%)	46 (100%)	40 (100%)	27 (100%)
	2	9	9 (17%)	n/a	n/a	n/a
<b>Number of Students in Dyslexia Intervention</b>						
Grade	K	32	14 (23%)	6 (13%)	10 (18%)	2 (11%)
	1	48	16 (23%)	14 (30%)	12 (30%)	6 (24%)
	2	11	6 (12%)	n/a	5 (13%)	n/a
<b>Number of Students on IEP for Reading</b>						
Grade	K	3	1 (2%)	0 (0%)	2 (3%)	2 (11%)
	1	14	10 (15%)	2 (4%)	2 (5%)	4 (15%)
	2	-	0 (0%)	n/a	2 (5%)	n/a

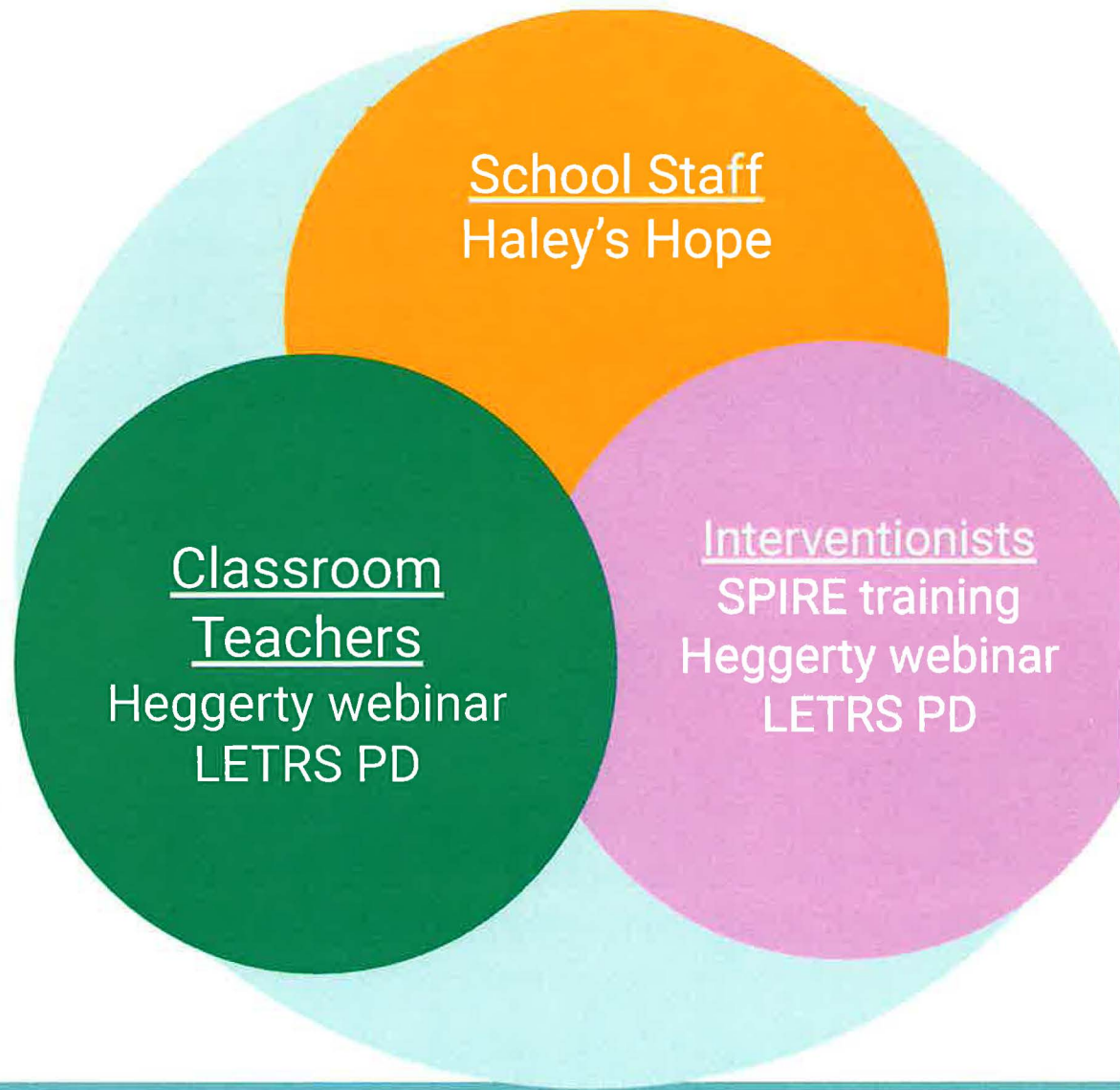
# PROFESSIONAL DEVELOPMENT





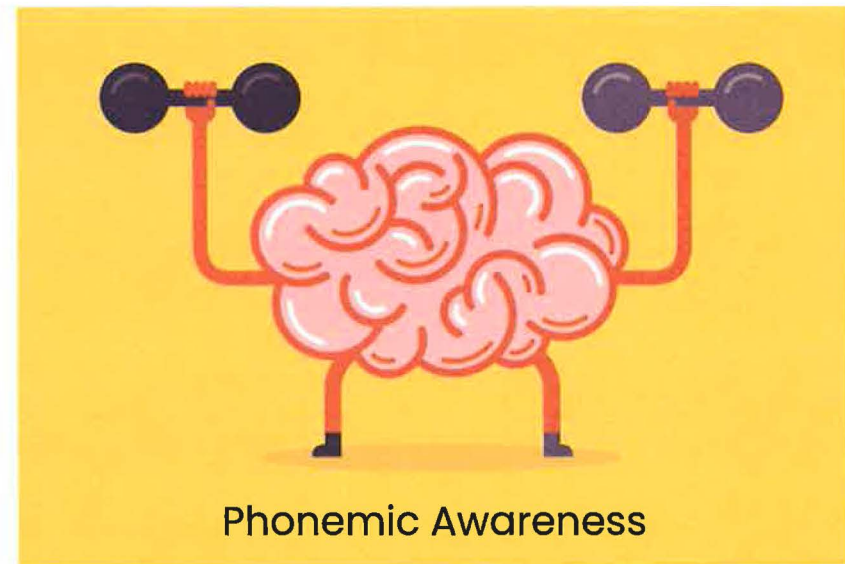
## Grant Team Professional Development

Groves Academy  
Heggerty Webinar  
Dr. Robinson from UND  
SPIRE training  
LETRS PD  
+ research, research, research





# Big Take-Aways



# What's Next?

Our districts reapplied for the grant and have been awarded additional funding to continue learning and developing our processes for students with dyslexia characteristics

- Richland School District will be joining the current districts
  - Since we've started working to develop knowledge & skills for staff members, we will share our learning by reaching out to our surrounding communities and offer a virtual dyslexia learning series.
  - LETRS PD continuing for interventionists/primary grade teachers and LETRS for Administrators
  - Create a new PLC with the cohort interventionists
-

## WEST RIVER STUDENT SERVICES DYSLEXIA PROJECT

### Final Summation

Dear Representatives:

This is a summary of the Dyslexia project implemented here at West River. Over the past two years WRSS implemented the project in accordance to the plan submitted to DPI. WRSS started by identifying students through assessments and Building Level Support Teams (BLST) as requiring intervention. A student identified in need of support went through additional assessment to identify the possibility of having Dyslexia. Although Covid restrictions put many of our timelines on an adjusted schedule we were able to identify and implement instruction for students within our participating districts. (See Attached form identifying assessments completed). The initial assessment phase of intervention based upon our tracking and assessment of initial evals. The timelines were bounced back initially because of Covid and the initial BLST meetings held prior to school closures. Once districts re-opened in August we started to go back to our initial BLST meetings and get those students moving forward with intervention.

Another stumbling block was the fact that students identified last year needed new assessment because now they had moved up a grade and their initial assessments weren't valid in accordance with our assessment tools.

In August we re-identified the students needing the second level assessment. The Unit then used the DIBELS assessment to identify those who would be given the opportunity for intervention with the identified reading specialist in each district.

One addition was made to the grant award for our Unit. We received approval from DPI to implement a reading camp this summer at one of our districts to see if additional intervention could correct identified short comings with our students identified as struggling readers. We used the same process for identification of need and condensed the instruction into the summer school program. At the time of

writing this summary data is unavailable because the summer program is still ongoing. Data, however will be shared upon its completion.

West River is grateful to have participated in the Grant award and it has helped our districts identify the ongoing need for data driven intervention along with sustained home and school partnerships.

Again, we thank you for the opportunity to engage our students in meaningful learning and progress.

Troy Knudsvig

Director, West River Student Services