



# Improvement Project Update

Kenyon-Wanamingo Tier 1-3  
Improvement Project: Year 3

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Prepared by  
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# KW Tier 1–3 Intervention

## aLEARNcoach Foundational Rdg. Inter.

### **Description:**

The project is designed to supplement existing instruction, support teachers with implementation, and form parent partnerships through the GCED Reading Center.

### **Classroom Instructional Time for Tier 1 Implementation**

15-20 minutes on average.

### **Goal:**

Increase grade-level foundational reading outcomes to 80% foundational reading proficiency.

- Primary indicators of proficiency are FastBridge Learning benchmark targets using earlyReading in Grades K-1 and CBMreading in Grades 2-5.
- Secondary indicators letter sounds in Grade K and CBMreading in Grade 1.
- Grade 5 outcome target for oral reading fluency is 150 words correct per minute with 98% accuracy, indicating minimum foundational reading proficiency.

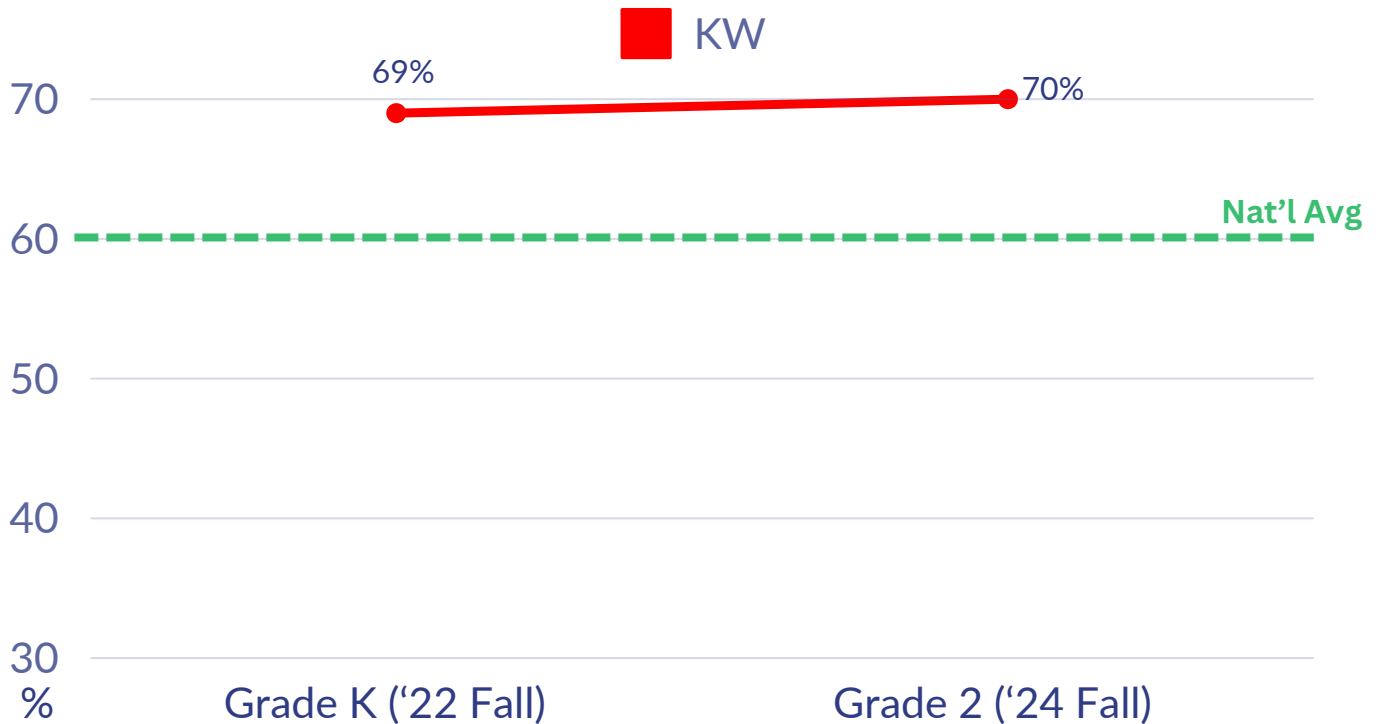
### **Dyslexia Risk:**

- Dyslexia occurs both along a normal distribution of scores (Shaywitz et al., 1992) and across a spectrum of severity.
- A broad range of dyslexia prevalence is between 5%-17% of students (Shaywitz & Shaywitz, 2003).
- Dyslexia risk reported here is only based on a single measure of foundational reading using the 15th %ile as a broad range dyslexia screening criteria and matching FastBridge Learning’s High Risk category.
- The use of dyslexia “risk” in this report indicates: a) the likelihood of significant, on-going challenges with learning to read and impact across content areas and b) varying severity of dyslexia.

Note: For evaluating individual student dyslexia characteristics, it is best practice to use multiple measures and monitor response to intervention.

# Learning to Read

## Grade K to Grade 2 (2 Years of aLEARNcoach)



### Describing Proficiency Levels

- **40%** of students will learn to read with most methods of reading instruction.
- **60%** of students on average will learn to read.
- Achieving **75%-85%** of students will require differentiated, systematic, and explicit instruction.
- Achieving **above 75%-85%** of students will require intensified, tiered intervention support, because the remaining **15-25%** of students will encounter learning to read as the most difficult challenge of their life.

### Learn to Read (LTR) Proficiency References

Young, N. (2017). The Ladder of Reading. Retrieved from <https://www.nancyyoung.ca/ladder-of-reading-and-writing>.

Lyon, R. (1998). Reid Lyon's Testimony to the US House of Representatives, Subcommittee on Education Reform.

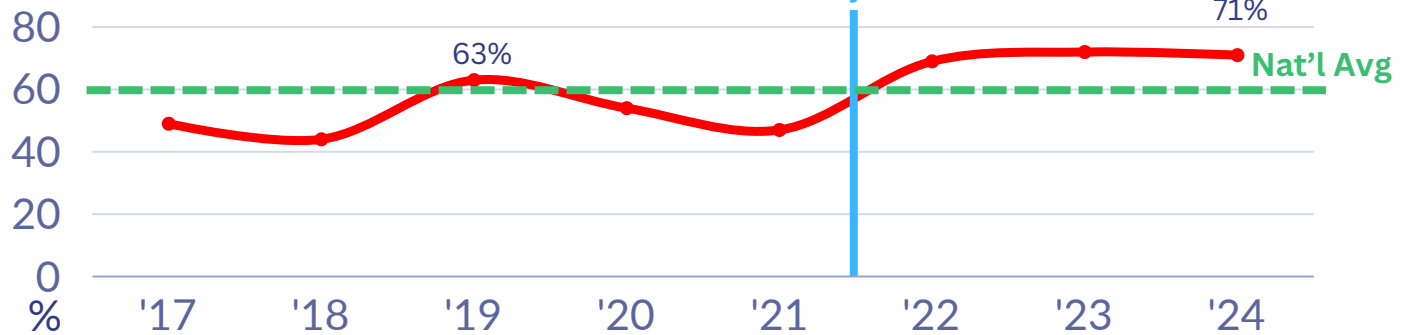
Lyon, R. (1998) Overview of NICHD reading and literacy initiatives, U.S. Senate Committee on Labor and Human Resources, United States Congress, Congressional Printing Office.

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769), U.S. Government Printing Office.

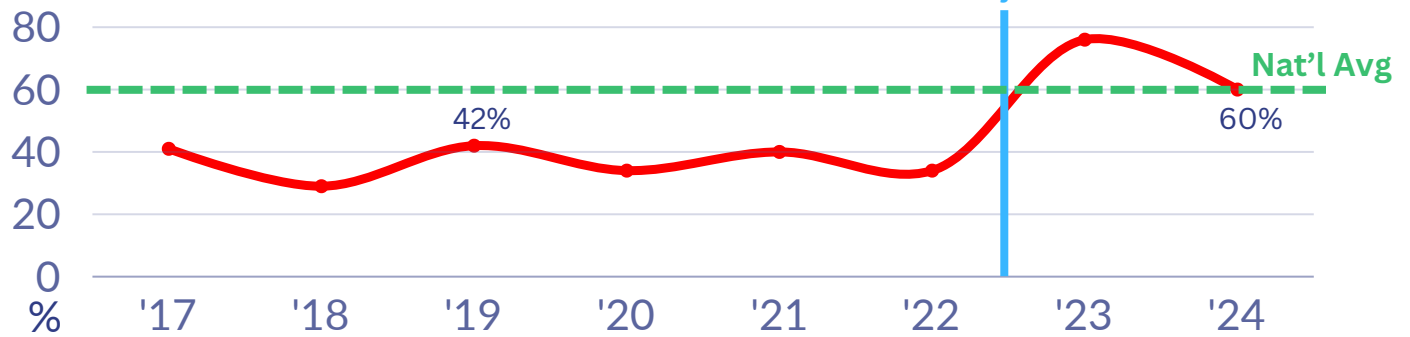
# KW Reading Proficiency

## Longitudinal Data

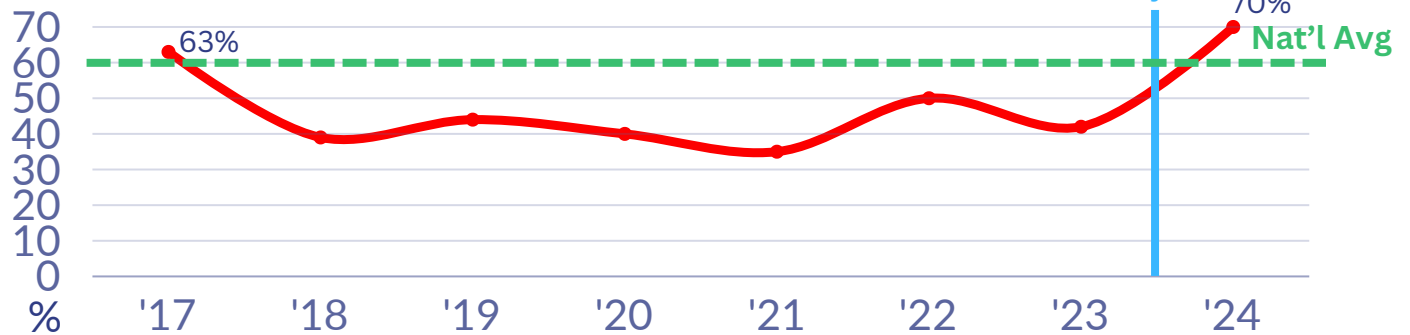
### Grade K



### Grade 1



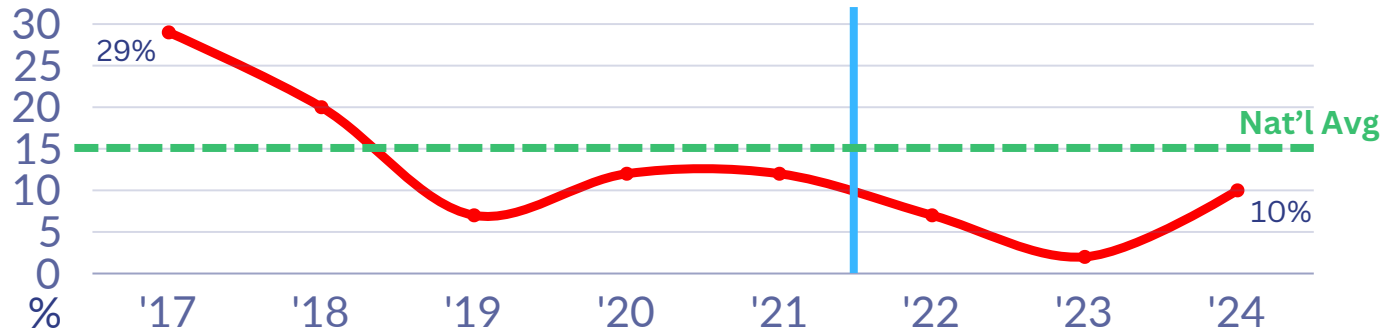
### Grade 2



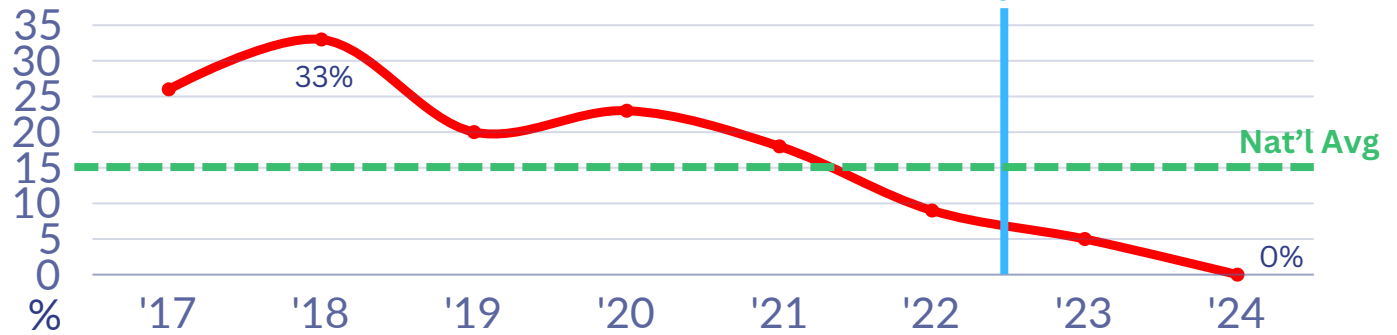
# KW Dyslexia Risk

## Longitudinal Data

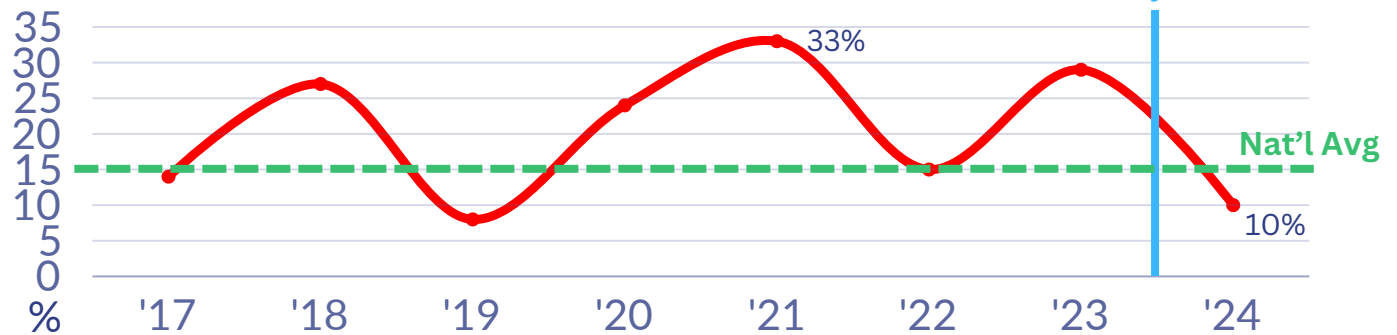
### Grade K



### Grade 1



### Grade 2



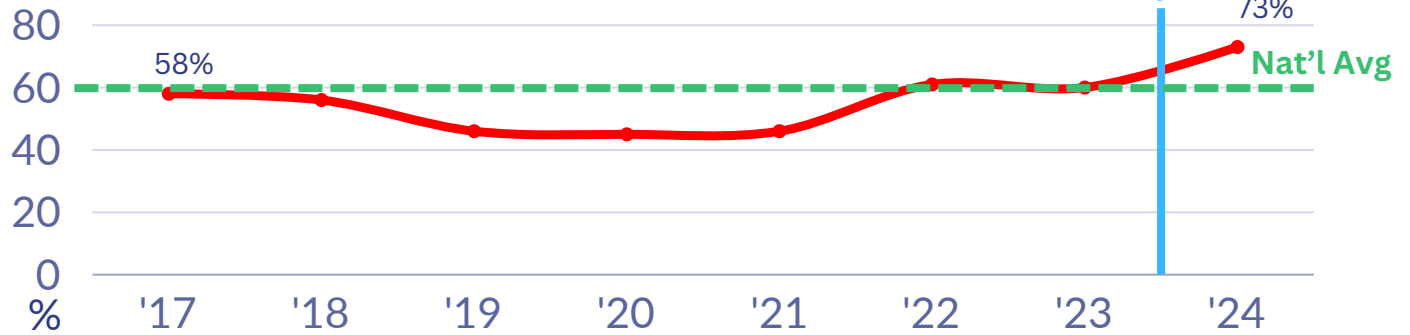
# KW Impact Beyond Foundational Rdg.

## Longitudinal Data

### Grade 2 Broad Rdg.



### Grade 2 Broad Math



Kenyon-Wanamingo's foundational reading project has not only improved foundational reading but broad reading and broad math skills.

This is in line with educational research findings.

**For inquiries,  
contact us.**



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