Implementation of Orton Gillingham in a Low-Performing School

Josh Clark, Head of School
Kim Day, PhD
Jennifer Burch, A/AOGPE

Partners:

- The Dyslexia Resource (TDR) at The Schenck School
- Purpose Built Schools Atlanta (PBSA)
- Georgia State University (GSU) Department of Communication Sciences and Disorders

The Dyslexia Resource at The Schenck School

To honor the legacy of David Schenck and to expand the reach of the School, The Dyslexia Resource (TDR) was established in 2014.

I never questioned the idea of working with these kids, getting them out of an impossible situation and giving them a better grip on how this language worked.
The Schenck School Reading Model

... is comprehensive reading instruction anchored in the Orton-Gillingham Approach.

It includes intensive practice in:

- phonology,
- morphology,
- fluency,
- comprehension,
- and written expression

In an academic environment that celebrates and nurtures the strengths and potential of each student.

Scarborough, H. S. (2001)

The Schenck School Reading Model: Grounded in the Science of Reading

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

- morphological awareness
- phonological awareness
- vocabulary
- syntax
- syntax organization
- language structures
- narrative, expository, etc.

READING REASONING

- visual-spatial
- visual-spatial reasoning
- non-linguistic

PHONOLOGICAL RECOGNITION

- basic phonological awareness
- phoneme blending and separation

WORD RECOGNITION

- orthographic awareness
- orthographic reasoning

SCERRE, H. S. (2001)

Purpose Built Schools Atlanta

- An outgrowth of Purpose Built Communities
- Serves as one of the APS (Atlanta Public Schools) Turnaround Strategy providers in targeted “partnership schools” (i.e., Thomasville Heights ES, Slater ES, Price MS, Carver HS)
- Operates with autonomy around curriculum and instruction (i.e., based on the Charles R. Drew Charter School educational model) though not a charter school
- Now in year 3 of a 15 year contract with APS
Where is Thomasville Heights Elementary?

School Demographics

- 462 Students, PK – 5th grade
- 98% African American
- 92% Economically Disadvantaged by direct certification
- 100% Free or Reduced Lunch
- CCRPI 2018: 43.0 (State Avg is 77.8) - 99% of schools in GA scored higher

*Data Source: GA Department of Education

Thomasville Heights Elementary – State Testing Data

- In 2018, 5% of students at Thomasville scored proficient or better in ELA.
- 72.1% of Third Graders scored below grade level in Reading (less than a Lexile score of 520)

*Source: www.apsinsights.org
The Schenck School (TSS) Reading Remediation Program – Year 0 (January 2018 – May 2018)

- 28 Third Graders
- 16 students received 2 – 45 minute sessions of instruction per week, at a 1:2 remediation specialist to student ratio
- 12 students received 1 – 45 minute session of instruction per week, at a 1:3 remediation specialist to student ratio
- Students were chosen based on:
  - MAP scores (25th – 50th Percentile)
  - Behavior
  - Attendance

The Schenck School (TSS) Reading Remediation Program – Year 1 (September 2018 – May 2019)

- Approximately 100 THES Students, 3 Remediation Specialists
- Grade Level | Students Receiving TSS Remediation | Total Students at THES
  | 1st      | 21                    | 42
  | 2nd      | 35                    | 68
  | 3rd      | 24                    | 72
  | 4th      | 16                    | 78

* Students were chosen based on:
  - MAP scores (10th – 25th percentile)
  - Behavior
  - Attendance

* Students grouped based on performance on informal assessments

* All participants receive 2 – 40 minute sessions of instruction per week, at a 1:3 remediation specialist to student ratio

Informal Assessments:

- Gallistel Ellis (GE) Test of Coding Skills
- Basic Reading Inventory (Johns)
Initial Observations based on Informal Assessments

Among students tested who were fluent readers, most 2nd - 4th grade students had difficulty:

- issues stemming from heavy dialect usage:
  - short vowel discrimination
  - hearing the second sound in a consonant blend
  - voicing the final consonant in a word with a final blend
- segmenting words into individual syllables and sounds
- identifying short vs. long vowels (magic e)
- defining vocabulary from grade level passages

TDR/TSS Intervention: Parts of a Lesson

1. **Phonological Awareness**: a broad skill that includes identifying and manipulating units of oral language
   1. Identify the number of words in a sentence
   2. Identify onset/rime in a word
   3. Syllable Level - blend, segment, delete
   4. Phoneme Level - blend, segment, add, change, isolate

Parts of a Lesson: Phonological Awareness
TSS/TDR Intervention: Parts of a Lesson

2. Symbol to Sound - Oral Reading
   1. Drill deck of previously learned phonemes/morphemes
   2. Reinforce previous concept by reading review words, or blending drill
   3. New Phoneme/Rule/Morpheme
      1. Read words lists
         HLS (Hill Learning System)
         App utilized for word lists
      2. Read words in sentences

Parts of a Lesson: Visual Deck Drill


Parts of a Lesson: Reading Words


TSS/TDR Intervention: Parts of a Lesson

3. Sound to Symbol – Dictation
   1. Auditory Drill – Dictation of sounds/morphemes
   2. Dictation of words
   3. Dictation of Sentences

Parts of a Lesson: Auditory Drill
Parts of a Lesson: Dictation of Words

Parts of a Lesson: Dictation of Sentences

TSS/TDR Intervention: Parts of a Lesson

4. Symbol to Sound – Oral Reading
   Oral Reading Passage
   1. HLS (Hill Learning System) App utilized for controlled text passages
   2. Reading for Comprehension Series used for non-fiction text passages
Parts of a Lesson: Oral Reading Passage

Preliminary Data from Fall to Winter 2018 (NWEA MAP growth scores)

Lessons Learned

Logistical issues getting started:
- Scheduling
- Space
- Start date
- Sessions during pre-planning
- Set up assessment protocol and times/spaces

Ongoing Logistical Issues:
- Flexibility with groups
- Space/scheduling changes
- Coordinating with SEL model
Lessons Learned

Relational Issues:

- How do you become part of the school culture?
- When and how to collaborate?
- When and how to communicate?

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Partnership with Georgia State University

Pilot Program
January 2019 – April 2019

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Explicit Vocabulary Instruction Targeting Morphology

- Why Morphology?
  - Morphemes are the smallest unit of language that contain meaning.
  - Learning morphology allows one to transfer old knowledge to new or unfamiliar targets.
- Morphological Skills for 4th and 5th Graders (Nippold, 2016):
  - Understanding of morphologically complex structures
  - Using morphological analysis and context clues simultaneously to infer word meanings
  - Using/Mastering inflectional morphology in writing