



2019 AOGPE "Diversity in Dyslexia" Conference  
April 5, 2019

## Implementation of Orton Gillingham in a Low-Performing School

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

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### Partners:

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



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### *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.*



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## 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.




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

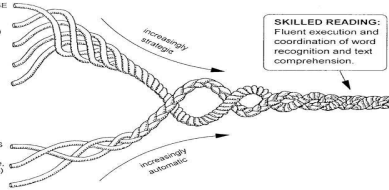
### THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

#### LANGUAGE COMPREHENSION

- BACKGROUND KNOWLEDGE (facts, concepts, etc.)
- VOCABULARY (breadth, precision, links, etc.)
- LANGUAGE STRUCTURES (syntax, semantics, etc.)
- VERBAL REASONING (inference, metaphor, etc.)
- LITERACY KNOWLEDGE (print concepts, genres, etc.)

#### WORD RECOGNITION

- PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)
- DECODING (alphabetic principle, spelling-sound correspondences)
- SIGHT RECOGNITION (of familiar words)



**SKILLED READING:**  
Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. S. (2001)

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## 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




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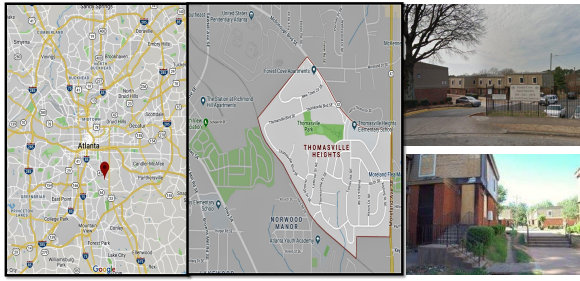
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## Where is Thomasville Heights Elementary?




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## 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



Dyslexia Resource

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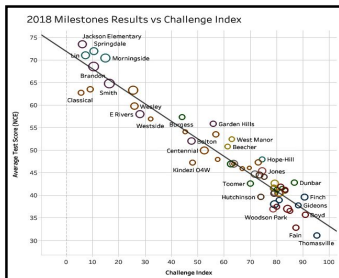


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## Thomasville Heights Elementary – State Testing Data



- 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](http://www.apsinsights.org)

Dyslexia Resource

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**The Schenck School (TSS) Reading Remediation Pilot 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




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**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	62
2nd	35	68
3rd	24	72
4th	16	76

- 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

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**Informal Assessments:**

- Gallistel Ellis (GE) Test of Coding Skills
- Basic Reading Inventory (Johns)

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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

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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

Phonological awareness activities  
 Florida Center for Reading Research \* [www.fcrr.org](http://www.fcrr.org) 

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Parts of a Lesson: Phonological Awareness

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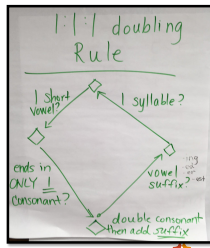


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TSS/TDR Intervention: Parts of a Lesson

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



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Parts of a Lesson: Visual Deck Drill

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Parts of a Lesson: Reading Words

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Parts of a Lesson: Reading Sentences/ Rule Reinforcement



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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**



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Parts of a Lesson: Auditory Drill



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Parts of a Lesson: Dictation of Words



The logo for Dyslexia Resource, featuring the text "Dyslexia Resource" and "HILL LEARNING SYSTEM" with a small star icon.

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Parts of a Lesson: Dictation of Sentences



The logo for Dyslexia Resource, featuring the text "Dyslexia Resource" and "HILL LEARNING SYSTEM" with a small star icon.

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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**



The logo for Dyslexia Resource, featuring the text "Dyslexia Resource" and "HILL LEARNING SYSTEM" with a small star icon.

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Parts of a Lesson: Oral Reading Passage



THE  
Dyslexia  
Resource  
Empowering Teachers & Educators


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THE  
Dyslexia  
Resource  
Empowering Teachers & Educators

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

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Lessons Learned

<p><u>Logistical issues getting started:</u></p> <ul style="list-style-type: none"><li>▪ Scheduling</li><li>▪ Space</li><li>▪ Start date</li><li>▪ Sessions during pre-planning</li><li>▪ Set up assessment protocol and times/spaces</li></ul>	<p><u>Ongoing Logistical Issues:</u></p> <ul style="list-style-type: none"><li>▪ Flexibility with groups</li><li>▪ Space/ scheduling changes</li><li>▪ Coordinating with SEL model</li></ul>
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Logos for various educational organizations including the University of Wisconsin-Madison, Science Education Resource Center, and Dyslexia Resource.

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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 4<sup>th</sup> and 5<sup>th</sup> 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




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