



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #: S356A080056

The STRIVE Project is designed to be a remedial reading program that specifically addresses the neurological processes involved in learning to read. Our program is research-based, multi-sensory and developed around culturally appropriate practices that enhance relationships among and across generations.

Since the inception of the STRIVE Program under the ANE grant, 81 students have been diagnosed with dyslexia and entered into the program for treatment. Additionally, 31 students from the Craig pilot program have been entered into the program for a total of 112 students served. We have hired STRIVE teachers in three of the four districts and a non-certified site coordinator for Hydaburg. The program employs 12 tutors spread amongst the four sites depending on the number of students identified at each. The STRIVE Director became full time (1FTE) in January of 2009, as soon as Craig Schools was able to hire a new principal for the Elementary and Middle School.

STRIVE has been very successful in meeting the objectives of the program. In the pre and posttests, using the Grey Oral Reading Test (GORT-4), students who have been treated for six to seven months increased an average of two years in reading accuracy. All identified students took the Alaska Standards Based Assessment (SBA) in April; these results will be available later this spring. Based on the increases in reading accuracy, we expect increases in proficiency in reading and writing on the SBAs as well. Additionally, both students and teachers have reported improved educational experiences. We are still gathering data from teachers, students, and parents and will report these results in the update during the summer of 2009. All of our current data from each audience is unfailingly positive with the best response coming from students. They feel more successful, more confident, and surer about their educational trajectory. We do feel that we have some work to do in helping students become better self-advocates and that is a goal to be achieved in the coming year.

Through extensive professional development, we feel that we have moved the teachers forward in their understanding of dyslexia and the needs of dyslexic students. Our school community is becoming more attuned to the needs of students with learning disabilities, which creates an environment where all are honored. We are planning a public awareness campaign for the 2009-2010 school year to increase understanding of dyslexia in the community. Using online survey tools, we're creating a baseline of data from the community that explores their understanding and experience with dyslexia. Due to decreased funding in Year 1 of the STRIVE grant, we postponed the adult service portion of the program until the 2009-2010 school year. We will be hiring two half time adult coordinators for Prince of Wales Island (Craig, Klawock, Hydaburg) and for Annette Island (Metlakatla) in August of 2009.



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 Project Status Chart

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SECTION C - Additional Information *(See Instructions. Use as many pages as necessary.)*

District	Number AKN Served	Number AKN in District	%	# of students expected (33%)	Difference
Craig	32	112	29%	37	5
Klawock	22	99	22%	33	11
Hydaburg	7	61	11%	20	13
Annette Island	26	284	10%	94	68

Based on our data at Craig Schools, we believe that Alaska Native students experience dyslexia at a higher rate than the average American population. The percentage that we expect for diagnostic planning is 33%. The difference in number of students diagnosed and served during year one and the number of students expected to need service helps us to determine the number of tutors needed, the learning materials to be ordered, and how much training to access for staff members and parents.

District	Severity of Dyslexia			Students on IEP
	Moderate	Severe	Profound	
Craig	20	20	9	28
Klawock	10	17	1	12
Hydaburg	4	2	0	0
Annette Island	14	16	0	7
Total	48	55	10	47

The severity of a student's dyslexia determines how many days of service are needed. A moderate dyslexic will receive 2-3 days of service. A severe dyslexic will receive 4-5 days a week of service and a profound dyslexic will need five or sessions a week of service. Sessions usually last from 30 – 50 minutes depending on the age of the student. We utilized the Diagnostic Descriptive Matrix to determine severity. **(See matrix)** The levels of severity also help us plan for the future of the program. A moderate student will usually take two years to complete the program, a severe student may take three to four years and a profound student will take four or more. This data is based on the speed the students have been moving through the curriculum.

District	Barton Reading and Spelling System LEVEL									
	1	2	3	4	5	6	7	8	9	10
Craig	2	3	17	15	4	0	0	0	0	1
Klawock	6	10	6	0	0	0	0	0	0	0
Hydaburg	0	1	5	0	0	0	0	0	0	0
Annette Island	4	6	14	0	0	0	0	0	0	0
Total	12	20	42	15	4	0	0	0	0	1

The curriculum used by the STRIVE program is the Barton Reading and Spelling System. Students progress through the system at differing rates depending on the severity of their dyslexia and their own abilities and/or cognitive level. We currently have one student who is nearly done with the program. We should have ten to fifteen students finished by the Spring of 2010. Once students "graduate" from the program, they will practice fluency until they are at a minimum of 145 correct words per minute (CWPM).

Project Status:

Chronology of Program Activities:

August, 2008	September, 2008	October, 2008
<ul style="list-style-type: none"> ▪ Created STRIVE Overview handbook for STRIVE districts, delivered to each consortium superintendent. ▪ Created STRIVE Referral Process. ▪ Designed the “Descriptive Diagnostic Matrix” (Sample Included) ▪ Hired Klawock STRIVE teacher and tutor. ▪ Hired Annette Island STRIVE teacher. ▪ Dyslexia expert in Craig to provide training. ▪ Hired 3 tutors for Craig. ▪ Supplies and materials for all four districts purchased. 	<ul style="list-style-type: none"> ▪ DIBELS completed in Craig and Metlakatla. ▪ Trained Craig, Klawock, Annette Island staff in referral processes. ▪ Supplies and materials delivered to districts. ▪ Traveled to Annette Island (Director and Diagnostician) ▪ Set up program offices at each site (Craig, Klawock, Annette Island). ▪ Purchased learning materials at Craig in order to “beta” test in classrooms for the 2008-2009 school year. ▪ DIAGNOSED and entered program: 7 ▪ Transferred the Craig pilot dyslexia program students into STRIVE program (27 students). 	<ul style="list-style-type: none"> ▪ Hired Craig STRIVE Teacher and Tutor. ▪ Hired Annette Island Tutor. ▪ Director and Diagnostician traveled to Seattle for International Dyslexia Conference. ▪ STRIVE Inservice in Klawock. ▪ STRIVE staff training. ▪ DIAGNOSED and entered program: 19
November, 2008	December, 2008	January, 2008
<ul style="list-style-type: none"> ▪ Traveled to Annette Island (Director and Diagnostician) ▪ Teacher and student surveys, first deployment. ▪ DIAGNOSED and entered program: 9 	<ul style="list-style-type: none"> ▪ Hired Hydaburg program coordinator. ▪ Hydaburg program coordinator prepares supplies and materials. ▪ Ordered fluency training materials. ▪ Ordered CD-Rom versions of HS textbooks for STRIVE qualified students. ▪ DIAGNOSED and entered program: 12 	<ul style="list-style-type: none"> ▪ DIBELS (mid-year) completed in Craig and Metlakatla. ▪ Hydaburg program officially begins with first day of the second semester. ▪ Traveled to Annette Island (Director and Diagnostician) ▪ DIAGNOSED and entered program: 13
February, 2008	March, 2008	April, 2008
<ul style="list-style-type: none"> ▪ Created and posted online surveys for community, administrators, and parents. ▪ Student notebook audit and tutor monitoring. ▪ Convened Craig Student Focus Group to gather feedback from high school level dyslexic students. ▪ Set up parent meetings to review student results. ▪ DIAGNOSED and entered program: 8 	<ul style="list-style-type: none"> ▪ Teacher and diagnostician convened individual teacher meetings to discuss testing results. ▪ Ordered, gift wrapped, and distributed STRIVE sweatshirts for students who successfully passed the Level 3 post test. ▪ DIAGNOSED and entered program: 11 	<ul style="list-style-type: none"> ▪ ALL students in program in grades 3-10 take Standards-Based Assessment (SBA), results will be available May 20. ▪ Student who entered the program prior to October 31st were re-administered the GORT-4. ▪ Grant APR completed, submitted electronically using eGrants. ▪ STRIVE website published. ▪ DIAGNOSED and entered program: 3
May, 2008	June, 2008	July, 2008
<ul style="list-style-type: none"> ▪ DIBELS completed for end of year in Craig and Metlakatla. ▪ STRIVE celebration picnic. 	<ul style="list-style-type: none"> ▪ STRIVE Summer School (June 22 – July 3) 	

STRIVE Project Status Activities

Activity	Accomplished			Comment
	Substantially	Partially	Not Yet	
100% of referred students will be assessed for dyslexia using the assessment protocol outlined.	X			All referred students are tested and placed on the Diagnostic Descriptive Matrix (see matrix). The initial identification and referral process is strong so, as yet, only 7% of students tested have not qualified. Those who have not qualified are typically mildly dyslexic and the STRIVE program does not serve mild dyslexics. We intend to maintain this level of success for both timely and effective diagnostic processes through training two more individuals who are qualified to diagnose dyslexia. 81 students have been diagnosed during the 2008-2009 school year.
100% of students identified will receive 1:1 (tutor: student ratio) Orton-Gillingham based services to remediate their dyslexia.	X			All qualified students who are moderate, severe, or profound dyslexics are matched with a tutor and begin STRIVE treatment services. Depending on severity, dyslexia may take 2-4 years to remediate. Craig employs 5 FTE tutors, Klawock employs 3 FTE tutors, Annette Island employs 3 FTE tutors and Hydaburg employs 1 FTE tutor. The number of tutors in each consortium district is dependent on the number of students identified and served. The expected ratio of tutors hired to identified students is 1:10. The STRIVE Program currently serves 112 students.
100% of identified students will have access to a range of accommodations specific to dyslexia in the classroom.	X			Severe or profound dyslexic students are placed on 504 plans to help support accommodations in the classroom. Accommodation expectations are made clear to the student, parents, and teachers through the 504 process. A list of suggested accommodations is provided to all parent and teachers of the identified students. Students grades and/or school success is monitored by the STRIVE teachers to ensure that accommodations are appropriate and supporting the students' success. We are planning to increase communication with the special education staff to ensure that individual education plans include STRIVE goals and that STRIVE staff may be included in education planning processes. We are particularly interested in training special education staff about issues surrounding dyslexia.

**STRIVE Project Status
Activities**

Activity	Accomplished			Comment
	Substantially	Partially	Not Yet	
100% of teachers in consortium districts will receive training about the challenges of dyslexia and the accommodations needed to support these students in learning.	X			All consortium district teachers and staff received training and information in accommodations for dyslexic students. We provided all elementary teachers with Levels I, II, and III of the Barton Reading and Spelling System training DVDs so that they understand the work the students are doing in STRIVE. The program director provided training to the full staff of each district about accommodations. Annette and Hydaburg had one training session each, Craig and Klawock had two training sessions each. In addition, we purchased a DVD burner for each site so that copies could be made (with permission, of course) of training DVDs to share. This means that teachers may have "just in time" instruction in dyslexia information, accommodations, and STRIVE processes.
100% of identified students will receive training in self-advocacy skills.		X		Students in the 8 th through 12 th grade received both individualized and small group supports in self-advocacy. Students are provided with tools to use in the classroom to help communicate with teachers and peers. Self-advocacy is an important element of a dyslexic student functioning successfully in the public school setting. In 2009-2010, we are planning to formalize self-advocacy training utilizing our "high functioning" dyslexic students to serve as role models and peer trainers for younger students. Additionally, we plan to involve the high school and middle school/elementary counselor in the efforts to provide training to students. We are also planning to establish a STRIVE student "club" where STRIVE students are safe to explore their gifts without fear of ridicule for their weaknesses.
100% of the families of identified students will receive information about dyslexia and it's impact on learning.		X		Approximately half of identified students families received information and training about dyslexia. This is a key element of our plan for Year II of the grant is to improve our communication with families and increase training for parents. We plan to have family events, regular training, direct email updates, and a website with a strong parent resource section. We provided many of our parents with copies of the DVD, "Dyslexia: Signs and Symptoms".

STRIVE Project Status Activities

Activity	Accomplished			Comment
	Substantially	Partially	Not Yet	
The program will create and maintain a public awareness campaign to assist the community in understanding the scope of dyslexia in the community. Public awareness activities will be held at least four times annually.		X		The STRIVE website was designed and posted. The STRIVE logo was created by an Alaska Native Artist and is becoming a familiar symbol in the communities. STRIVE posters are throughout the communities. Every student who completes Level 3 in the Barton Reading and Spelling System receive a hoodie sweatshirt with the STRIVE logo and their name on the back. We are making plans to produce a quarterly newsletter and create a variety of podcasts about STRIVE and dyslexia to publish on the website. Public awareness is also an area that did not receive the attention we would have liked. Of the four planned public awareness activities, we hosted two.
100% of Alaska Native adults who formally request a full evaluation will be evaluated for dyslexia.			X	The adult program will begin in the Fall of 2009.
100% of identified Alaska Native adults who commit to tutoring will receive the services of a tutor.			X	The adult program will begin in the Fall of 2009.

Dyslexia Descriptive Matrix (3rd - 8th Grade)



Name
Grade

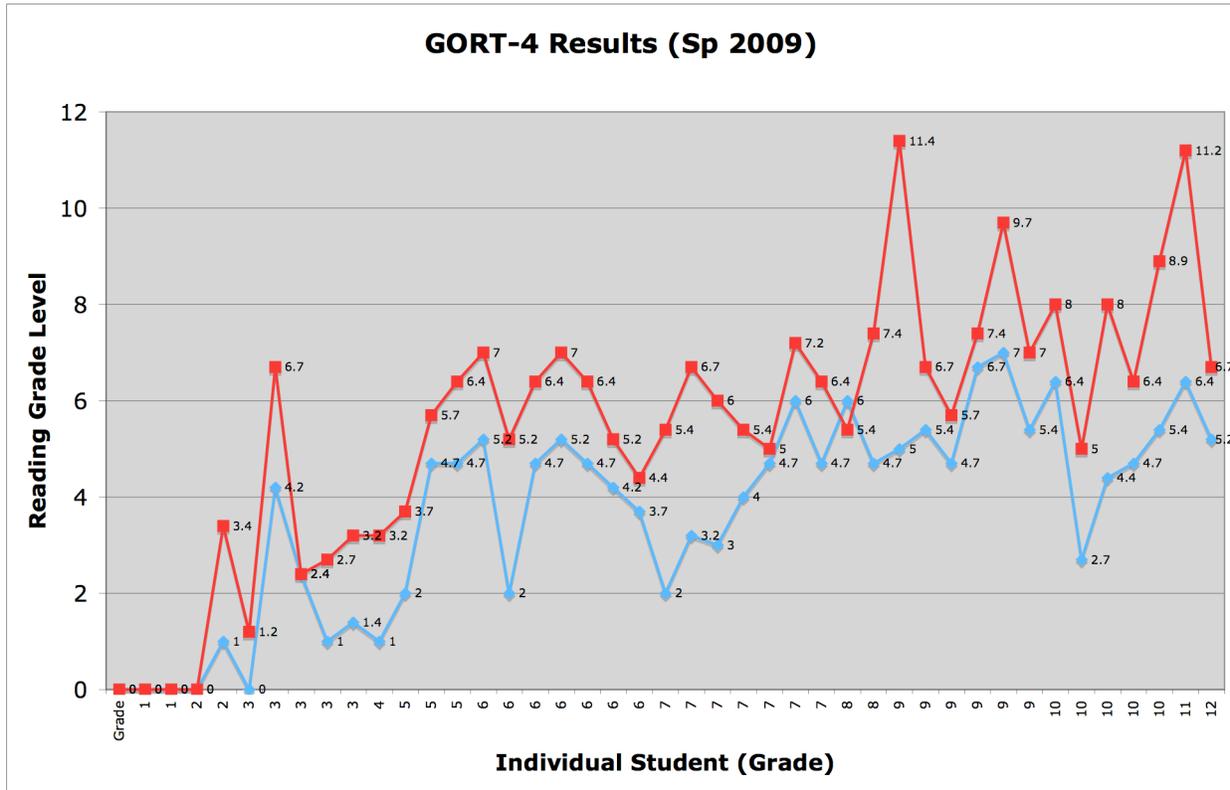
Completed by:
Date:

	<i>Classroom Accommodations Only</i>		<i>2-3 Days of Treatment @ 30-40 minutes per session</i>		<i>4-5 Days of Treatment@30 minutes or more per session</i>		<i>5+ Days of Treatment@30 minutes or more per session</i>	
	MILD		MODERATE		SEVERE		PROFOUND	
Point value of Symptoms indicated (list of 20 classic symptoms of dyslexia)	0 to 14		15 to 29		30 to 44		45 to 60	
Reading Fluency (CWPM- Correct Words Per Minute) On both skill level (Slosson) and grade level (Actual)	<i>Slosson</i>	<i>Actual</i>	<i>Slosson</i>	<i>Actual</i>	<i>Slosson</i>	<i>Actual</i>	<i>Slosson</i>	<i>Actual</i>
	<120 CWPM		80 - 119 CWPM		40 - 79 CWPM		> 40 CWPM	
CTOPP "Scatter" (Standard Deviation from the Mean)	2 or less		3 to 6		7 to 11		12 or more	
Slingerland Test Level (Based on Slosson Word List)	Grade Appropriate		1 to 2 years behind		3 to 4 years behind		5 or more years behind	
# of Errors on Slingerland [# of errors x actual grade level minus Slosson reading level]	21 to 30		31 to 50		51 to 150		151 or more	
Student is already Qualified For Special Education and has an IEP	NO		NO		YES		YES	

1 2 3 4 5 6 7 8 9

Spring 2009, GORT-4 Results

The following results are from the scheduled administration of the GORT-4 assessment. The GORT-4 (Grey Oral Reading Test, Version 4) is typically administered when students are initially diagnosed for dyslexia, prior to entering the program. Once the diagnostician notes that there are obvious indications of dyslexia, she makes the determination if the GORT is going to be administered. ALL students are given the GORT prior to treatment.



The blue line on the chart above shows student results on Form A of the GORT between July 30, 2008 and October 1, 2008. Each data point refers to a student. The grade level is indicated on the X-axis and the student's reading level is indicated on the Y-axis. The grade level year is indicated by the whole number and the month of that year is indicated by the decimal point, for example, 2.7 represents second grade, seventh month. The red line indicates student results on Form B of the GORT, which was administered in April, 2009. All students assessed have been treated for dyslexia by a STRIVE tutor for at least six to seven months. The average growth for these 42 students is 2 years.

In the early years of school, during first or second grade, students are making progress but as they are pre-readers and have been assessed with less than Kindergarten reading ability, they still do not show on the GORT as being at first grade level. We've also noted that some of the strongest gains have been in the 5th through 8th grade. In examining the optimal time for treatment due to maturity, motivation, performance plasticity, and cognitive skill, we're realizing that the middle school years are perhaps a key focus time for the program. Our high school students made wonderful progress but we've realized that many of their coping strategies and academic habits are difficult to overcome. All this means is that their gains are not as rapid, but they have made substantial gains.