



Dyslexia Institute of Indiana

Ready, Set, READ!
3-Year Program Report
August 2008

August 4, 2008

Dear Reader:

The Dyslexia Institute of Indiana releases the attached report with a great sense of accomplishment. The three-year *Ready, Set, READ! Program* enabled our staff to help more than 400 “at risk” students significantly grow in their reading and writing skills. In addition, many gains in students’ self-esteem and academic confidence were made that cannot be quantitatively measured.

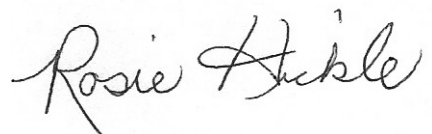
As with most projects of this magnitude, there were both great gains made and challenges to overcome. Indianapolis Public Schools (IPS) personnel welcomed our assistance with open arms. Even in schools where a number of teachers were trained and utilize multi-sensory educational techniques, we found student needs outweigh the teachers’ availability to work with all children. Numerous teachers commented that they just needed “extra hands” to help. With the assistance from *Ready, Set, READ!*, more children received the intervention support they needed and classroom teachers were more equipped to support students in their core subject learning. Working with students in their primary learning environment is an integral part of maximizing long-term retention of skills learned.

With the generous support of many Central Indiana citizens, foundations, and organizations we were able to extend DII’s mission to our urban schools. The funding we received over the past three years allowed us to support students who otherwise may have missed opportunities to realize their individual potential.

Our work in IPS is not complete! We sincerely hope the resources can be found to continue the *Ready, Set, READ! Program*. While DII is branching out to new school districts, our school support program would feel incomplete if we were not able to continue serving the needs of the largest school district in the state; the Indianapolis Public Schools.

Please join us in changing lives and Indiana’s educational results, one student at a time.

Sincerely,

A handwritten signature in cursive script that reads "Rosie Hickle". The signature is written in black ink and is positioned below the word "Sincerely,".

Rosie Hickle
Executive Director
Dyslexia Institute of Indiana

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Executive Summary

The *Ready, Set, READ!* Program was designed to provide multi-sensory, direct instruction to struggling readers in Indianapolis urban schools during the school day.

The three-year program enabled The Dyslexia Institute of Indiana (DII) staff to help more than 400 “at risk” students significantly grow in their reading and writing skills. In addition, many gains in students’ self-esteem and academic confidence were made that cannot be quantitatively measured.

On average, students who participated in the *Ready, Set, READ! Program* have seen their reading and spelling skills improve by 20%, or, a 2.07 grade level increase.

Based on findings from pre and post testing:

- On average, students who participated in *Ready, Set, READ!* for one year (and received approximately 55 instructional sessions) improved reading and spelling skills by 20%.
- Students who participated in the program for two consecutive years averaged a 38% improvement in reading and spelling skills.

DII achieved the following through the *Ready, Set, READ! Program*:

- Partnered with 13 Indianapolis Public Schools (IPS);
- Trained 123 teachers; and
- Provided approximately 10,300 hours of instruction to IPS students during the three-year project.

The schools in IPS with whom DII has worked through *Ready, Set, READ!* credit our program with helping *increase their overall student achievement numbers*. In fact, 70% of schools participating in *Ready, Set, READ!* in 2007 met AYP standards in Language Arts.

The main components of the *Ready, Set, READ!* Program include:

- **Direct services for students: Individualized Orton Gillingham instruction and Small Group Instruction in Phonemic Awareness, Written Expression, Phonology and RAVE-O Reading Fluency and Comprehension** (see Program Descriptions);
- **Professional Development and Teacher Training;**
- **Development of On-site Parent Education Workshops; and**
- **Continuous Access to DII’s Information Resource and Referral Services.**

With the assistance from *Ready, Set, READ!*, more children received the intervention support they needed and classroom teachers were more equipped to support students in their core subject learning. Working with students in their primary learning environment is an integral part of maximizing long-term retention of skills learned.

Ready, Set, READ! Program Supporters and Partners

A special thanks to the following **Program Supporters** for their generous contributions to *Ready, Set, READ!*

Nina Mason Pulliam Charitable Trust (3 years)
The Clowes Fund (3 years)
Hoover Family Foundation (3 years)
The Indianapolis Foundation (2 years)
Indianapolis Public Schools, Title I Funds (2 years)
Indianapolis Public Schools In-kind Donations (3 years)
Matthew and Amie Lacy (1 year)
Mothershead Foundation (1 year)
The Nicholas H. Noyes, Jr. Memorial Foundation (1 year)
Pacers Foundation (2 years)
The William Fortune Trust (1 year)
The Indianapolis Monthly *Dream Home* (3 years)
Individual DII Supporters (3 years)

Ready, Set, READ! Participating Partners

Indianapolis Public Schools

3-Year Participants:

- Center for Inquiry at School 2
- William McKinley School 39
- Ralph Waldo Emerson School 58
- Parkview School 81
- Christian Park School 82
- Rousseau McClellan School 91

2-Year Participants:

- McFarland Middle School

1-Year Participants:

- Elder W. Diggs School 42
- Floro Torrence School 83
- Center for Inquiry at School 84
- Theodore Potter School 74
- Emma Donnan Middle School
- John Marshall Middle School

The Current Educational Need for Ready, Set, READ!

As published by the Indiana Department of Education (IDOE), the Indianapolis Public Schools district failed to meet Adequate Yearly Progress in 2007. AYP is measured for all schools by student performance on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), student attendance records for elementary and middle schools, and graduation rates for high schools. The AYP report specifically cites inadequate Language Arts achievement by students of limited English proficiency, and students receiving free lunch or special education services as a main contributing factor to overall district failure. While 90% of students in Indiana are meeting AYP standards, only 36% of schools in the IPS district met AYP in 2007; 47% failing to meet Language Arts standards (Indiana Department of Education, 2008).

The schools in IPS with whom DII has worked through *Ready, Set, READ!* (RSR) credit our program with helping increase their overall student achievement numbers:

- 70% of schools participating in RSR in 2007 met AYP standards in Language Arts.
- 2 of the 3 schools that did not meet AYP standards for Language Arts just began the program this year in a limited, introductory capacity. The third school changed administrative leadership last year and while it did not meet AYP in 2007, significant strides were made in improving student I-STEP scores.

Christine Collier Principal, Center for Inquiry Schools 2 and 84

“The tutoring provided by the Dyslexia Institute of Indiana tutors was so beneficial to our CFI schools. We work hard to address individual needs through GEI plans, special education, after school tutoring, etc. It was a great resource to have the [DII] provide tutors who could work with small groups and individual students targeting their weaknesses.

The tutors were skilled and professional. The students responded positively to them and teachers noted gains for their students and improvement in school work. I can't thank you enough for sharing this valuable resource with our schools to benefit our students' achievement. I look forward to a continued partnership with the [DII] and to expanding the partnership as we work to develop parent skills and teacher proficiency.”

Program Description

The *Ready, Set, READ!* Program was designed to provide multi-sensory, direct instruction to struggling readers in Indianapolis urban schools. Having worked in the Indianapolis Public Schools for two years as an after-school Supplemental Education Service provider, DII realized the need to: a) increase the number of children served and b) provide quality, multi-sensory instruction during the school day. Embedding the intervention services offered by DII into the course of the school day achieved the following results:

- **Aligned instructional approaches with both district curricular goals and school learning culture;**
- **Identified students for program participation based on:**
 - **Quantitative measures: standardized test performance/ outcomes, and**
 - **Qualitative measures: teacher observations and evaluations;**
- **Increased collaboration with school administrators and educators; and**
- **Eliminated the need for parent/ guardian transportation.**

The main components of the RSR program, designed to ensure greater program sustainability, are:

- **Direct services for students** identified by school personnel as “at risk” for reading failure, provided by DII Instructional Staff;
- **Professional Development and Training** opportunities for educators working with at risk readers;
- **On-site Parent Education Workshops** designed to help parents support their children’s educational needs outside of school; and
- **Continuous Access to DII’s Information Resource and Referral Services** for parents and school staff.

Response to Intervention (RtI)

As the capacity of RSR has increased, so have the services offered to each school community. Using the Response to Intervention model to align our instructional offerings with student need, DII better accommodated at risk and *identified* language-learning disabled students. In this way, we were also able to connect our prevention and intervention services with the students' general classroom learning.

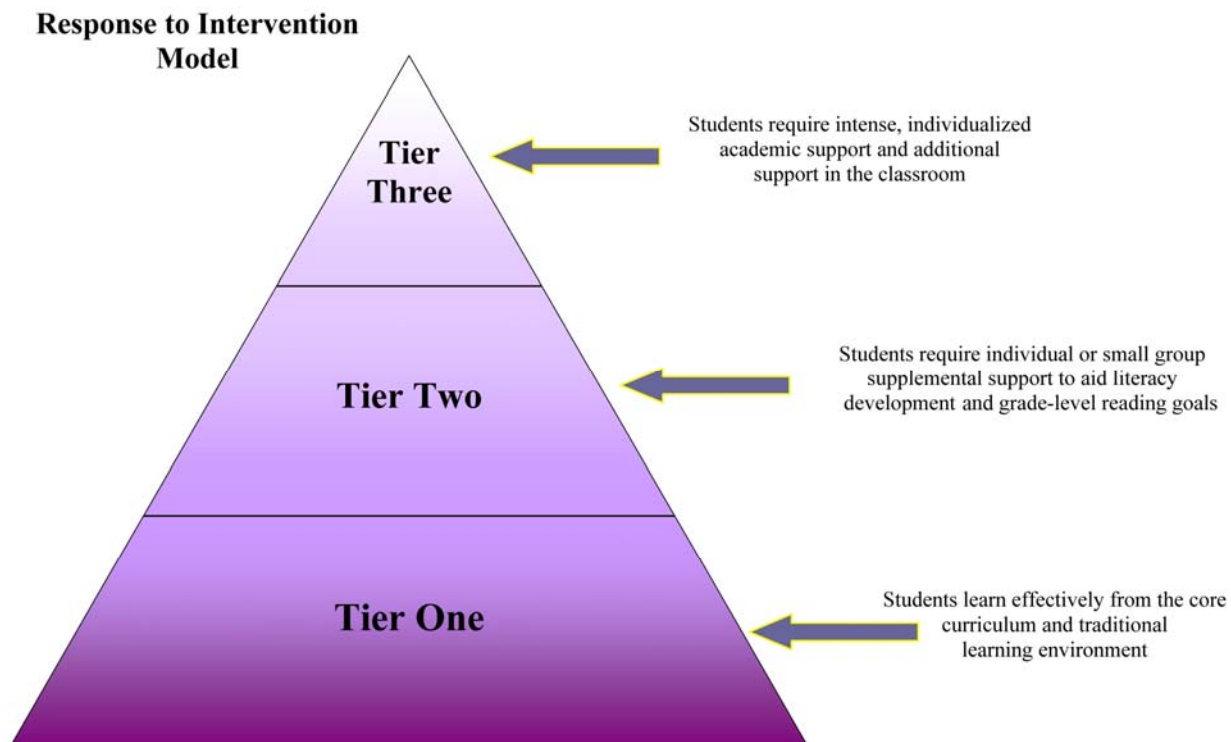
The Response to Intervention model was first introduced in 2004 as a new component of the Individuals With Disabilities Act (IDEA 2004). IDEA 2004 defines a Specific Learning Disability as:

a disorder in [one] or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (PL 2647, 118).

The RtI statute allows more students greater access to educational intervention services by creating a specific set of guidelines for identifying students with learning difficulties, and the type of services appropriate for their specific disabilities.

RtI is a three-level instructional framework guiding prevention and early intervention measures. The RtI model provides continuous assessment of student progress that involves measuring whether students are realizing adequate academic progress when provided with appropriate intervention strategies and instruction.

Students reading, writing, and spelling on or above grade level make up **Tier 1** of the RtI framework; these students find traditional classroom instruction adequate to meeting grade level benchmark standards. **Tier 2** (Strategic Level) students are considered "at risk" for reading failure and do not respond to the core curriculum offered in the classroom. These students require daily interventions in a small group or as an individual. **Tier 3** (Intensive Level) students have not responded adequately to either the core curriculum offered in the classroom, or the intervention services offered through Tier 2 instruction. These students most likely require intense, individualized instruction with academic progress frequently monitored.



The *Ready, Set, READ! Program* focuses primarily on supporting Tier 2 and 3 students with the goal of providing high quality intervention instruction to help students reach grade-level appropriate English/ Language Arts benchmarks.

Traci Bluiett
Teacher, Parkview Elementary School 81

“I wanted to share some good news with you. There are two students in my second grade class that are receiving services from DII. My second graders read a book to the Kindergarten class this morning. These two students had very little reading skill and even lower self-confidence at the beginning of this year. They would not have dared to read aloud to me, much less another child. They read today with such confidence and wonder at their abilities. I am so proud of their hard work; the work [their Ready, Set, READ! instructor] has already done with them has made a substantial difference. They practiced their book for about a week to gain better fluency. This morning the students were confident teachers/readers with the Kindergarteners. Thank you for making that happen!”

Ready, Set, READ! Direct Services and Evidence-based Instructional Practices

- **One-on-One Orton-Gillingham Language Instruction (2005-2008):**

The Orton-Gillingham Approach teaches reading, writing, and spelling, not as isolated subjects, but as different aspects of the language function. The multi-sensory nature of this approach dictates that instruction uses the visual, auditory, and tactile/ kinesthetic sensory learning channels simultaneously.

The evidence-based, internationally recognized Orton-Gillingham Approach is diagnostic and prescriptive in nature, catering to each individual student's exact learning needs. Through the use of a structured, sequential process, the learner moves step by step, from simple to more complex material, as the necessary body of language skills is assimilated. This phonetic approach is cumulative, each step based on those skills already mastered.

- **Phonology Small Group Instruction (2007-2008):** In this group, instructors use the phonological concepts and instructional techniques learned from the Orton-Gillingham Approach to teach language skills to students. While not as prescriptive as one-on-one instruction, the phonology small group experience teaches students the most fundamental concepts of written and spoken language, as well as the many linguistic layers of English.

- **Phonemic Awareness Small Group Instruction (2005-2008):** Multi-sensory Phonemic Awareness instruction allows students to learn how words work in spoken language. The ability to hear and manipulate sounds leads to early reading acquisition and understanding the relationship between sounds and their symbols in the English language. Phonemic awareness skills include rhyming and learning to identify or manipulate sounds in a word or set of similar words.

As with the Orton-Gillingham Approach, concepts are taught beginning with the most basic moving gradually to the more complex. Verbal learning activities engage all sensory learning pathways as students increase their skill levels as emerging readers.

Phonemic Awareness group instruction used in the RSR program targeted students in Kindergarten through 2nd grade, but also middle school-aged English Language Learners.

- **Written Expression Small Group Instruction (2005-2008):** Instruction in this small group utilizes a comprehensive, multi-sensory approach to teach students grammar, sentence structure and paragraph development. In addition to increasing reading comprehension and vocabulary skills, written expression helps students understand both punctuation and the organization of written language.

Written Expression instruction is a component of *Ready, Set, READ!* designed for use with older elementary and middle school students who have mastered many basic language concepts, but due to learning difficulties, still struggle to grasp syntactic and semantic structures.

- **RAVE-O Reading Fluency and Comprehension Small Group Instruction (2007-2008):** The RAVE-O (Retrieval, Automaticity, Vocabulary Elaboration, Orthography) program was created by Maryanne Wolf, Lynne Miller, and Katharine Donnelly-Adams of The Center for Reading and Language Research at Tufts University, Boston. Designed for use in conjunction with phonology instruction, this intervention program uses a series of basic words to teach many overlaying linguistic concepts.

Based in brain research, RAVE-O trains students to think about a single word in terms of its many meanings, uses, and associations with other words. Participation in the program increases students' vocabulary base, reading speed, accuracy, and comprehension.

The major pedagogical objective [of RAVE-O] is to harness the imagination of children and teachers in the service of transforming linguistically disenfranchised, impaired readers into children who can see, use, and ultimately enjoy the power of human language (Wolf, Miller, and Donnelly-Adams, 2000).

While currently under development to create a curriculum to accommodate other age groups, the RAVE-O program is currently designed for use with middle elementary-aged students reading at approximately a second grade level.

Program Summaries

Ready, Set, READ! Year 1

Project Scope: In Year 1, DII partnered with nine schools to pilot the *Ready, Set, READ! Program*. The IPS Literacy Office helped DII identify 12 schools in need of additional intervention services and nine of those schools committed to participation. DII spent the first part of the school year long-term planning with school administrators and educators, and acclimating to each school's culture of learning. Once direct student services and training was arranged, each school welcomed DII instructors into the building to provide both individualized and small group instruction to students.

Ready, Set, READ! Year 2

Project Scope: The main focus in Year 2 of *Ready, Set, READ!* was expansion of services to include a greater portion of each school's learning community. To obtain this goal, DII worked with schools to begin shaping on-site parent education workshops, offer more teacher training and in-school professional development workshops, and identify additional students. The Orton-Gillingham Approach is most effective when practiced long-term; while DII wanted to reach more students in Year 2, it was also important to continue working with as many students returning to the program from Year 1 as possible.

Ready, Set, READ! Year 3

Project Scope: Throughout Year 3, DII continued moving towards full implementation of teacher training and parent education workshops to give schools the resources needed to self-sustain multi-sensory instruction for struggling readers.

DII also began an English as a Second Language (ESL) pilot program at McFarland Middle School and participated in a national pilot of the RAVE-O program through Tufts University, Boston, MS. Training our instructors in the RAVE-O program, and bringing the program to three of our RSR participating schools, gave us the opportunity to further diversify the instructional offerings available to meet the varying needs of RSR students.

3-Year Program Outcomes

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Main Goal	Establish the <i>Ready, Set, READ! Program</i>	Expand services to include a greater portion of each school's learning community (more students, teachers, and parents)	Sustain the <i>Ready, Set, READ! Program</i> in IPS
Direct Services Provided	<p>One-on-One Orton Gillingham</p> <p>Written Expression Small Groups</p>	<p>One-on-One Orton Gillingham</p> <p>Written Expression Small Groups</p> <p>Phonemic Awareness Small Groups</p>	<p>One-on-One Orton Gillingham</p> <p>Written Expression Small Groups</p> <p>Phonemic Awareness Small Groups</p> <p>RAVE-O Small Groups</p> <p>Phonology Small Groups</p>
DII Staff Preparation	<p>20 new DII instructors trained in the Orton-Gillingham Approach</p> <p>6 DII instructors trained in Written Expression and Project READ: "Framing Your Thoughts" Curriculum</p> <p>DII instructors attend Diversity training provided by Ieva Grundy, Youth Programs Manager (now Adolescent Programs Manager) of the Children's Museum of Indianapolis</p>	<p>10 new DII instructors trained in the Orton-Gillingham Approach</p> <p>DII created a Menu of Teacher In-Service Workshops and distributed to schools to promote participation during the 2007-08 school year</p>	<p>8 new DII instructors trained in the Orton-Gillingham Approach</p> <p>20 DII Instructors trained in the RAVE-O program</p> <p>12 DII instructors trained in Phonemic Awareness and Phonology Small Group Instruction</p> <p>5 DII instructional staff members completed 20-hours of Spanish instruction provided by Brenda Graves-Croom of Latino Advocacy and Community Affairs (LACA); the class included vocabulary commonly used in multi-sensory instruction.</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
IPS Staff Training	10 teachers completed the 40-hour Basic Orton-Gillingham training provided by DII	8 teachers completed DII's 40-hour Basic Orton-Gillingham training	<p>2 teachers completed DII's 40-hour Basic Orton-Gillingham training</p> <p>3 teachers attended a DII <i>Phonemic Awareness and Phonology Small Group Professional Development Workshop</i></p> <p>100 educators attended a DII <i>What is Dyslexia?</i> Professional Development Workshop</p>
Students Served	<p>43 students received One-on-one Orton-Gillingham Instruction</p> <p>74 students participated in Written Expression Small Groups</p>	<p>48 students received One-on-One Orton-Gillingham Instruction</p> <p>112 students participated in Phonemic Awareness or Written Expression Small Group Instruction</p>	<p>55 students received One-on-One Orton-Gillingham Instruction</p> <p>103 students participated in Phonemic Awareness, Written Expression, Phonology or RAVE-O Small Group Instruction</p> <p>18 Middle school English Language Learners received group instruction in Phonemic Awareness and Phonology</p> <p>10 Middle school English Language Learners received one-on-one Orton-Gillingham instruction</p>

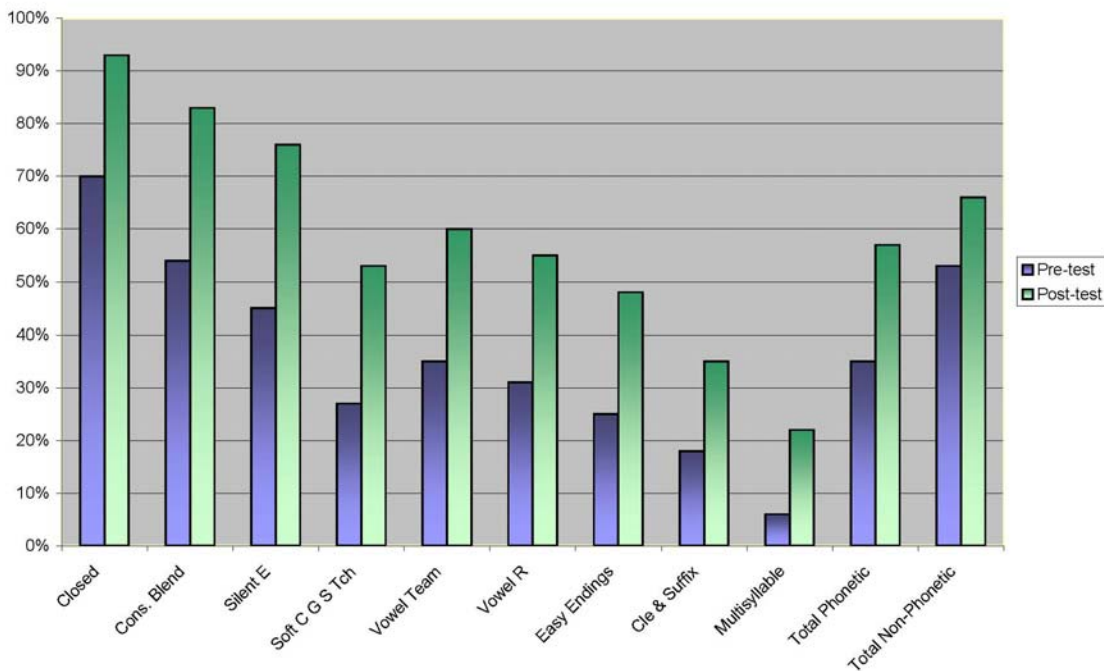
Student Outcome Data

Year 1 Student Outcome Data

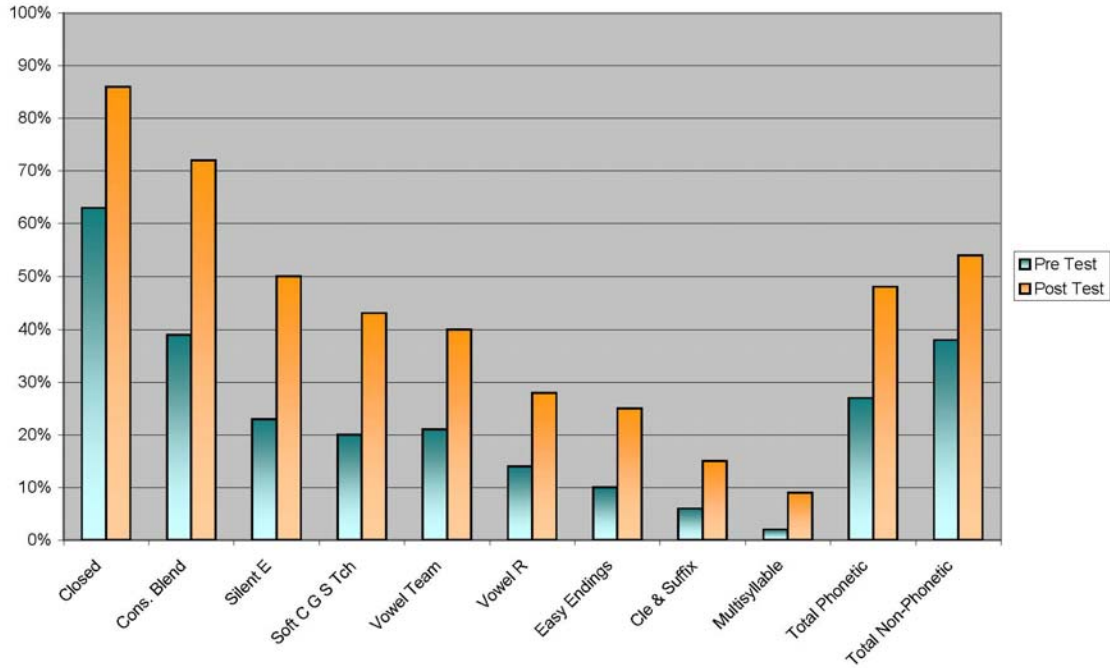
Pre and Post assessments were conducted with the students using the Gallistel-Ellis Test of Coding Skills. This criterion-referenced assessment measures coding skills for reading and spelling and looks at each student's skills in reading and spelling all phonic structures.

The cumulative scores of all students show an average improvement in spelling and reading of 20% (see graphs below). For example, a child who achieves a 40% total phonetic score using the Gallistel-Ellis Test of Coding Skills is reading at a 3.0 grade level (determined using the SMOG Readability Calculator, developed by Harry McLaughlin, PhD). A total phonetic score on the Gallistel Ellis post-test is the equivalent to a 5.07 grade level. Therefore, an increase of 20% is the equivalent to a 2.07 grade level improvement in reading and spelling skills. This calculation does not include a measure of all literacy skills including reading fluency and comprehension, but such a significant increase in basic reading and spelling dramatically helps a student in overall Language Arts achievement.

Ready, Set, READ! 2005-06 Student Reading Data



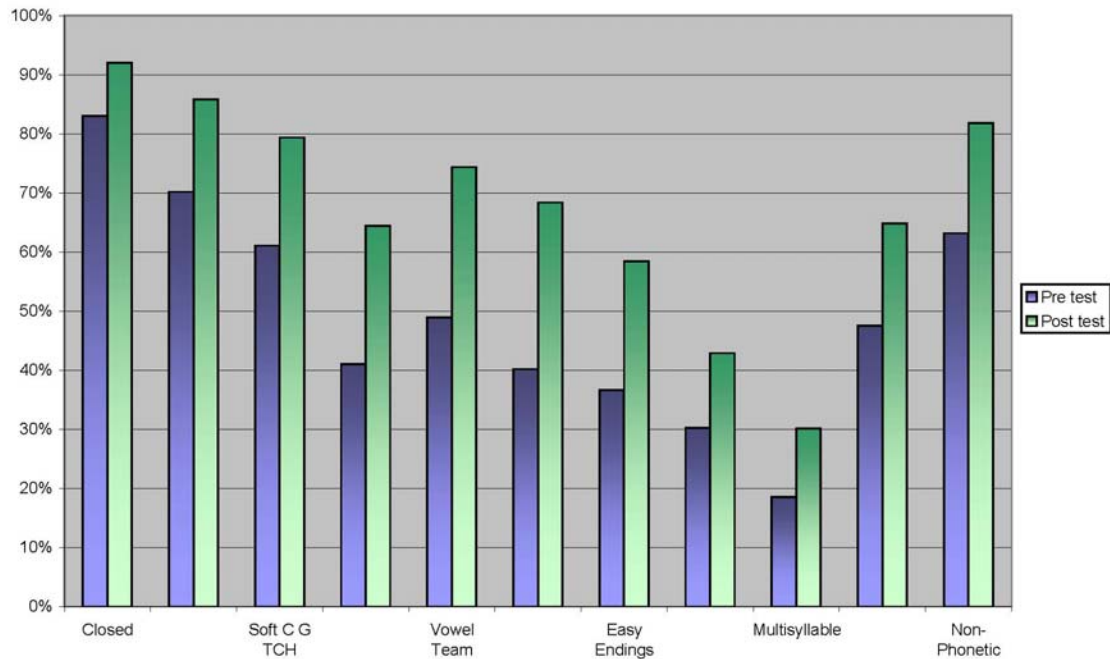
Ready, Set, READ! 2005-06 Student Spelling Data



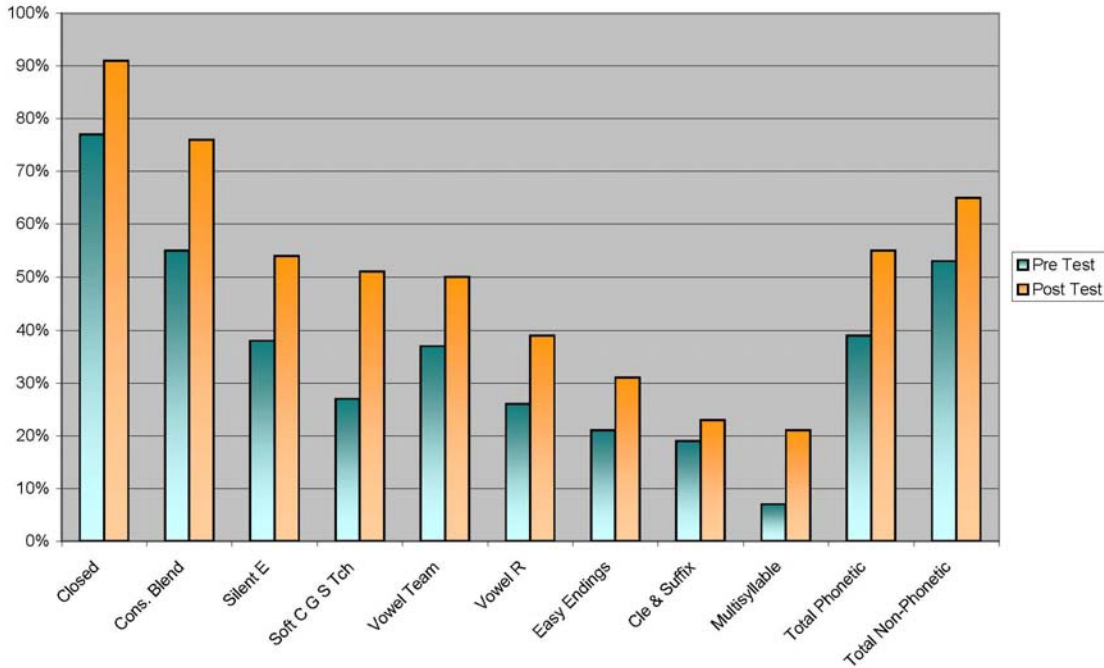
Year 2 Student Outcome Data

DII instructors conducted Gallistel-Ellis pre and post assessments with all students receiving one-on-one Orton-Gillingham instruction. On average, students increased reading and spelling skills by 20% again in Year 2.

Ready, Set, READ! 2006-07 Student Reading Data

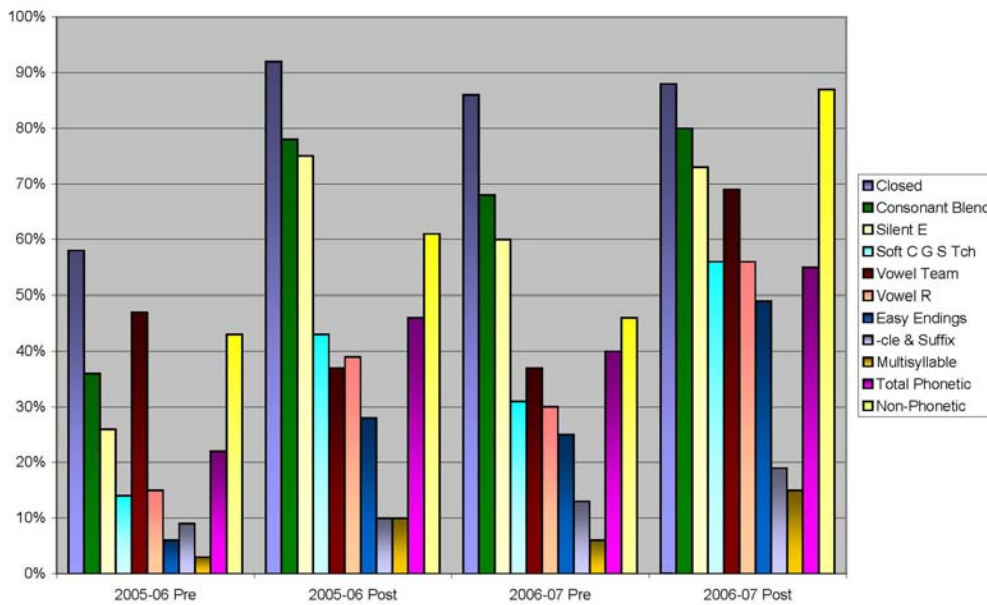


Ready, Set, READ! 2006-07 Student Spelling Data



Students who completed their second year of consecutive instruction, despite the summer break instructional gap, showed a cumulative 38% total improvement in reading skills over two years (see total phonetic score increase in graph below). This data shows the impact that ongoing instruction has on helping students reach their potential (after an estimated total of 100-120 instructional sessions).

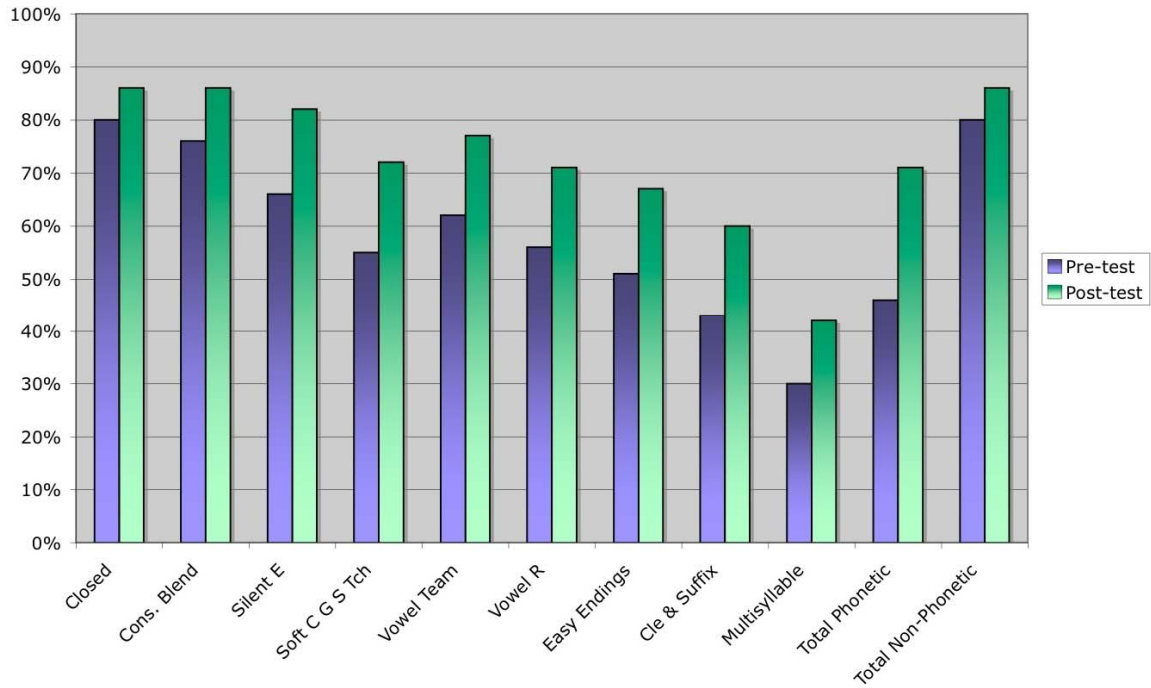
Two-Year RSR Student Reading Scores



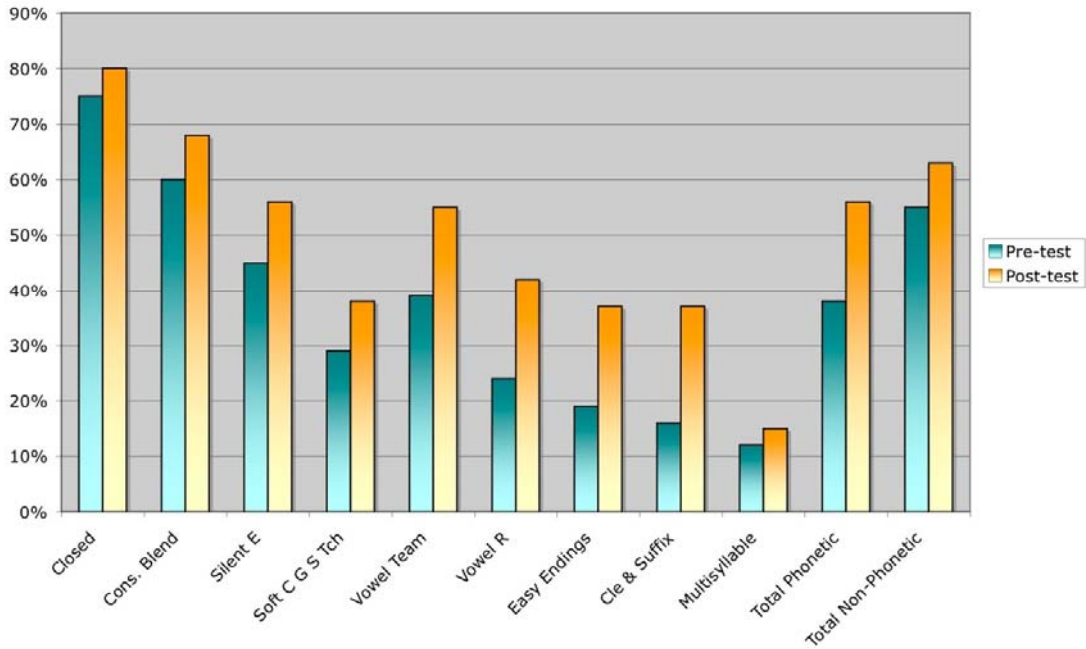
Year 3 Student Outcome Data

The Gallistel-Ellis assessment was used to pre and post test students' decoding and encoding skills. Students at the seven continuing schools completed 50-60 instructional sessions and improved reading skills by 25% and spelling skills by 18%.

2007-08 Ready, Set, READ! Student Reading Data

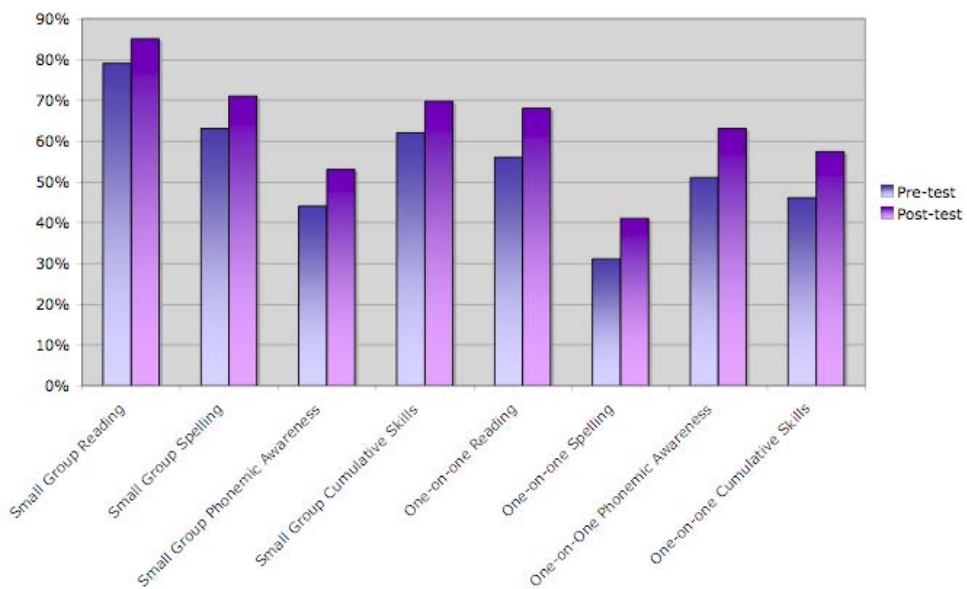


2007-08 Ready, Set, READ! Student Spelling Data



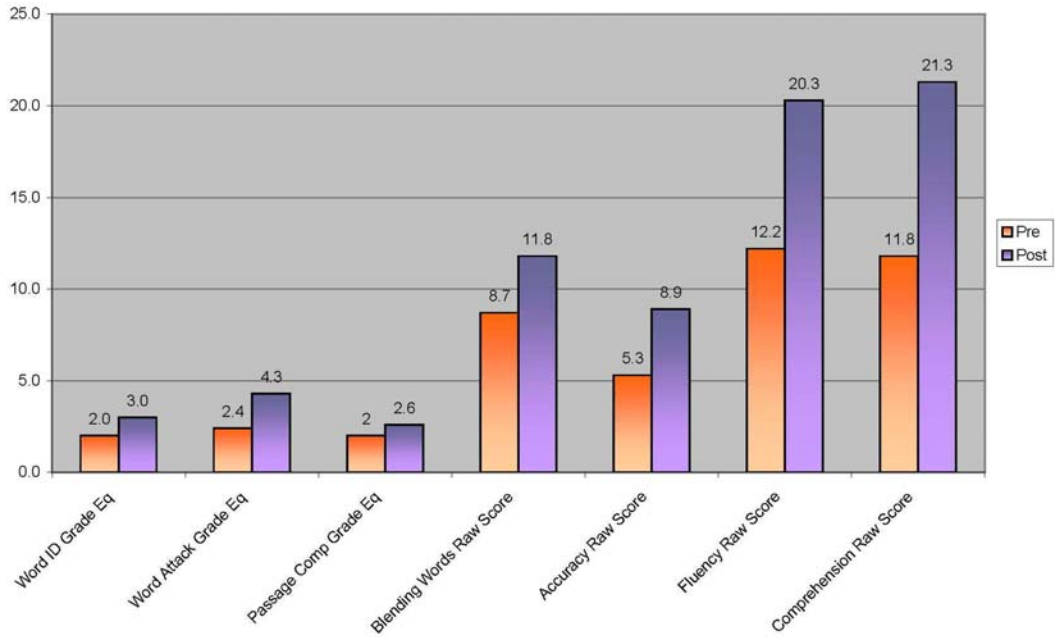
English Language Learners participating in *Ready, Set, READ!* received either individualized or group multi-sensory instruction. Those receiving one-on-one instruction improved reading skills by 12% and spelling skills by 10% after approximately 30 sessions. Students receiving group instruction showed, overall, a 6% increase in reading and a 8% increase in spelling skills. Next school year, we will make ESL groups smaller to allow for greater prescriptive instruction.

2007-08 ESL Pilot Results

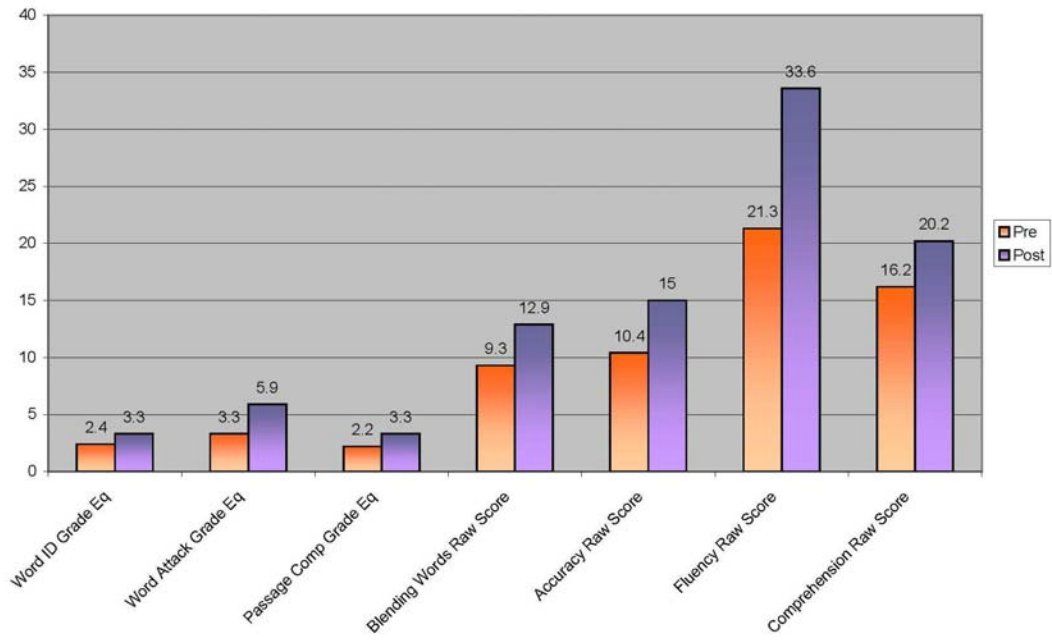


The RAVE-O pre and post testing were conducted by the DII Director of Programs and a consultant from the Tufts Center for Reading and Language Research. The battery of testing established a baseline of skills in word identification and attack, blending words, and reading fluency and comprehension (pre-test), and improvements made after 35 sessions (post-test). The following charts differentiate between students receiving only Phonology small group instruction and those who received both RAVE-O and Phonology instruction.

RAVE-O Control Group



RAVE-O Group



Lessons Learned

As the *Ready, Set, READ!* Program has been continuously refined and expanded over the last three years, DII has used the knowledge gained through challenges and hurdles to help shape program guidelines and practices. We are proud of the expanded program offerings and training opportunities we have created – out of both immediate necessity and anticipation of future needs – and have used the experiences with school staff and students to shape a succinct School Program Support Plan. We are confident that our collaboration with Indianapolis Public Schools has well-prepared our staff to continue revising and expanding the *Ready, Set, READ!* Program to accommodate the rapidly evolving needs of 21st century students, their parents, and educators who support them. To ensure continued successful implementation, DII has identified the following necessary elements:

- **Minimal changes to school leadership;**
- **Consistent and increased student attendance;**
- **Ongoing, sustainable funding;**
- **Increased Teacher Training/ Professional Development opportunities; and**
- **Greater parent involvement.**

Margaret Higgs
Principal, Rousseau McClellan School 91

“I am very satisfied in both the Student Services and Parent/Teacher Workshops offered by DII.

School 91 has been lucky enough to have the services of two dedicated, experienced DII instructors. We feel they have become part of our staff as we do not look at them as being outsiders but part of our instructional staff. The students enjoy going to them and have made great progress because of their instruction. One 7th grade student who was not reading by her 4th grade year was instructed with this program and is now an avid reader.

I can't say enough positive about the program. I am transferring one of my own staff members into an instructional position where she can teach Orton-Gillingham and phonemic awareness because I believe so highly in the program.”

Call to Action

The Dyslexia Institute of Indiana believes all students can reach their true intellectual potential. Our passionate staff will work to continue fostering the talents and continuing education of children with learning differences who consistently demonstrate a sincere desire to learn. As our organization gains new community partners and forges strong professional relationships, we hope the greater Indianapolis community will help us achieve our goal to entitle all students access to academic success and a love of learning.

The three-year pilot and the data we have collected sufficiently illustrates that our school support program works. DII would like the opportunity to continue supporting hard-working schools in Indiana in helping all students reach their maximum academic potential.

Over the past three years, we have made a significant difference in the lives of more than 400 students. With one student in the United States dropping out of high school every 26 seconds, DII feels an important responsibility to invest in our students' educational opportunities now, to both secure a stable future workforce for the state of Indiana and give our children a future they can believe in. Currently, one in three working adults in Indiana are functionally illiterate and we believe early intervention can improve this statistic for future generations.

Robert Guffin Principal, McFarland Middle School

“At McFarland, student growths in reading skills were significant. All students in the program (approximately 28) exhibited growth in their reading ability. In some cases, the reading skill of the student increased by more than two grade levels. The Ready, Set, READ! Program supplemented our District Reading Program.

I spoke individually with the students in the program. According to several students, the program not only helped them with their reading challenges, it provided them with the confidence that they could succeed. This confidence, I have noticed over the past three years, can lead a student to bring up his/her grades in all subject areas. One student went from D's and F's in Math in the 7th grade to a B for the last semester of his 8th grade year. He also finished his middle school career with an A in Language Arts. This student's father came up to me on the day of promotion and thanked me for placing Joey in the program. He credits Ready, Set, READ! with turning Joey around in school.”

Organizational Background

Founded in 1989, the Dyslexia Institute of Indiana's mission is: "to serve children, adolescents, and adults with specific reading/language disabilities. With the student at the center, DII provides one-on-one tutoring services specific to the needs of each individual. DII values and believes in the importance of providing skills, services, and strategies that enable individuals to attain their full potential by learning to not only manage the challenges of dyslexia, but to also benefit from its advantages."

DII serves children with learning disabilities through the following primary programs:

- Wells Outreach Education Program (community-based one-on-one instructional sessions);
- Camp Delafield (a summer academic and enrichment program);
- *Ready, Set, READ!* (school-based instructional sessions);
- Parent education and support; and
- Information and referral services.

In fiscal year 2006-2007, DII served 307 children through these programs, which is more than double the number of children served just two years ago.

If DII is given the opportunity to work with local partners to secure long-term sustainable program funding and keep children in the *Ready, Set, READ! Program* for longer periods of time (improving each child's literacy skills by 40-60% instead of the single-year average of 20%), we believe we can truly change lives and Indiana's educational results, one student at a time. We look forward to *Ready, Set, READ!* becoming a community-wide initiative. DII hopes to gain the support of other organizations; helping us reach our goals and showing our students how powerful a collaborative community can be in creating a brighter future for all.

The Dyslexia Institute of Indiana expresses our sincere appreciation to our
Director of Programs, Katie Maxwell, for compiling this report.

To obtain additional copies of this report please visit:

www.DIIreadysetread.org,

or contact our office: (317) 545-5451

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