

Children's Dyslexia Centers, Inc.

All Centers

FY 2014 Progress Summary

This report provides a basic summary of the progress made by children at all of the Children's Dyslexia Centers who received tutoring services during FY 2014. Because children started the tutoring program over the last few years, the analysis has been conducted by the length children have been in the program.

Children were tested within one to two weeks of their first tutoring session and during each succeeding spring. Tests used included:

- Woodcock Reading Mastery Tests (WRMT-R/NU and WRMT-III)
 - Word Attack (WA): This subtest measures the child's ability to apply phonological and structural analysis skills to read nonsense words.
 - Word Identification (WI): This subtest measures the child's ability to read words of increasing difficulty.
 - Passage Comprehension (PC): This subtest measures the child's ability to study a short sentence or passage and use a variety of comprehension and vocabulary skills to identify a missing word.
- Test of Written Spelling (TWS-4/TWS-5): This test measures the child's ability to spell words which increase in level of difficulty and complexity.
- Test of Word Reading Efficiency (TOWRE and TOWRE-2)
 - Sight Word Efficiency (SWE): This subtest measures the child's ability to pronounce real words accurately and fluently. Children read from a list which increases in level of difficulty and complexity for 45seconds.
 - Phonemic Decoding Efficiency (PDE): This subtest measures the child's ability to pronounce nonsense words accurately and fluently. Children read from a list which increases in level of difficulty and complexity for 45seconds.
 - Total Word Reading Efficiency (TWRE): This is a combined score of the child's ability to read real word and apply decoding strategies to nonsense words accurately and fluently.
- Comprehensive Test of Phonological Processing (CTOPP and CTOPP-2)
 - Phonological Awareness Composite (PA): This score is comprised of two subtests. One subtest measures the child's ability to say a word and then say what is left after dropping out designated sounds. The other subtest measures the child's ability to combine sounds to form words.
 - Rapid Naming Composite (RN): This score is comprised of two subtests. One subtest measures the child's speed at naming the numbers on two pages. The other subtest measures the child's speed at naming the letters on two pages. For younger children, there are alternate tests naming colors and objects. The results of these subtests are specifically impacted by cognitive deficits in working memory and processing speed, which are often present in children with

difficulties in reading. Processing speed indicates how fast a child's brain can process information; this is not a cognitive factor that can be improved through instruction.

The following charts indicate the average progress of the children who were tutored through this year using standard scores (Mean = 100, SD = 15). Standard scores indicate a person's achievement in relation to the average achievement for his/her age group, and, if a person's achievement growth is at the same pace as the group's average growth, the standard score remains relatively stable. Therefore, higher standard scores at the time of the posttest indicate accelerated growth.

Charts are provided for groups with more than two children. For All Centers, the number of children in each grouping is:

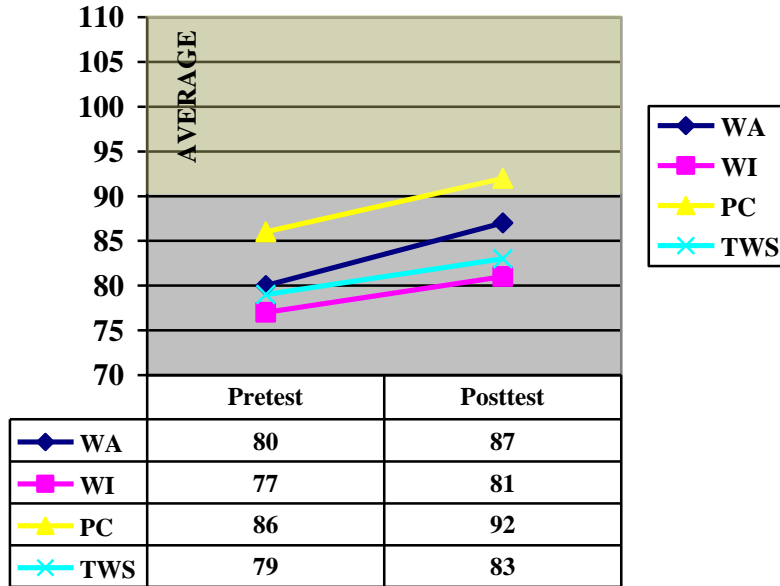
Year 1: 541 with an average of 46 sessions

Year 2: 385 with an average of 46 sessions the first year and 51 the second year

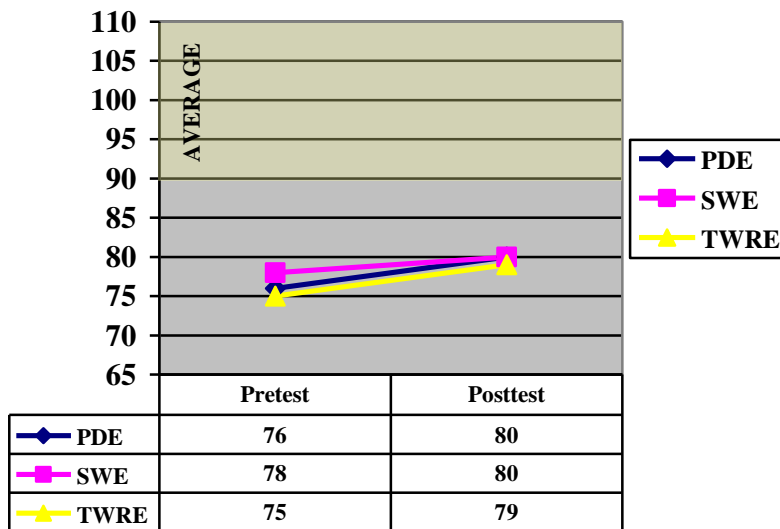
Please note that Centers are in the process of transitioning from older versions of some of the assessments and may have incomplete data for the next few years. For the Year 1 children, there are 538 children with scores reported for WA and WI, 537 children with scores reported for PC, 541 children with scores reported for the TWS, 538 children with scores reported for PDE, 539 children with scores reported for PDE, 534 children with scores reported for TWRE, 170 children with scores reported for PA and RN on the CTOPP, 343 children with scores reported for PA on the CTOPP-2, and 370 children with scores reported for RN on the CTOPP-2.

Year 1 Children

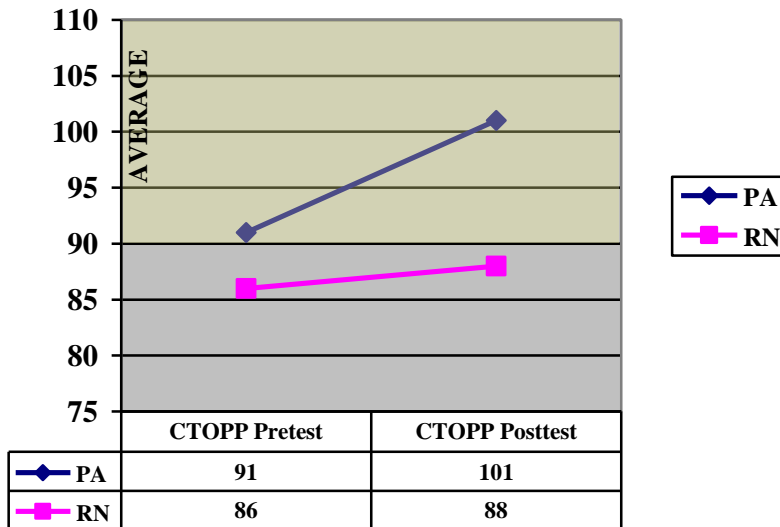
Reading & Spelling



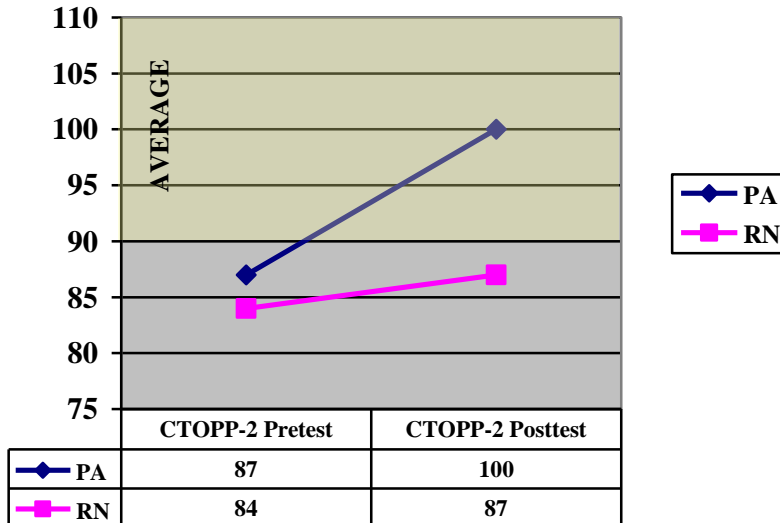
Word Reading Fluency



Phonological Processing

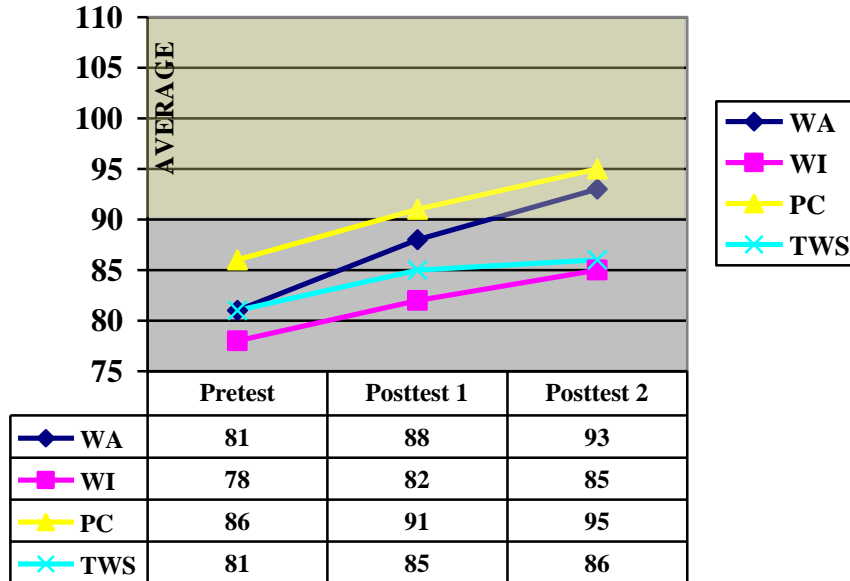


Phonological Processing

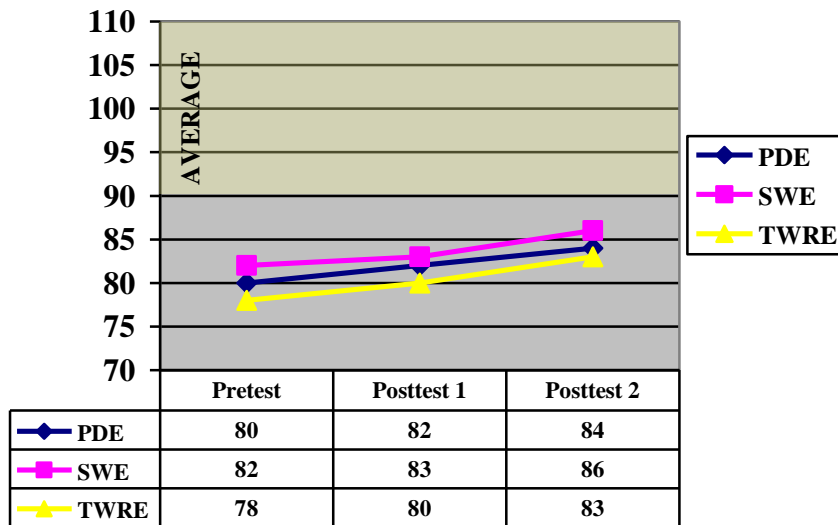


Year 2 Children

Reading & Spelling



Word Reading Fluency



Phonological Processing

