

ODAC Meeting

January 11, 2018
1:00-4:00 p.m.
Basement A Conference Room
Public Service Building

Welcome/Introductions

- * Welcome 2018 ODAC members!
- * Please take a minute to share your name, position, and role on ODAC with the group



Group Norms

- * Start and end meetings on time.
- * Celebrate successes and play to each other's strengths.
- * Use parking lot to bookmark thoughts or issues that are off topic.
- * Assume positive intent.
- * Have courageous conversations about the real issues as a group.
- * Understand that the group will not always be in agreement on all issues.

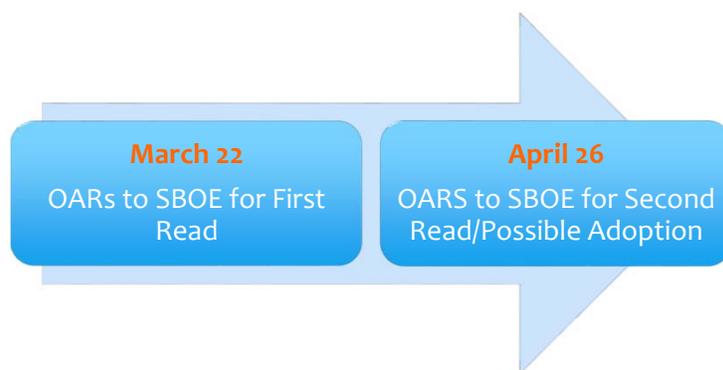
Roles Assigned

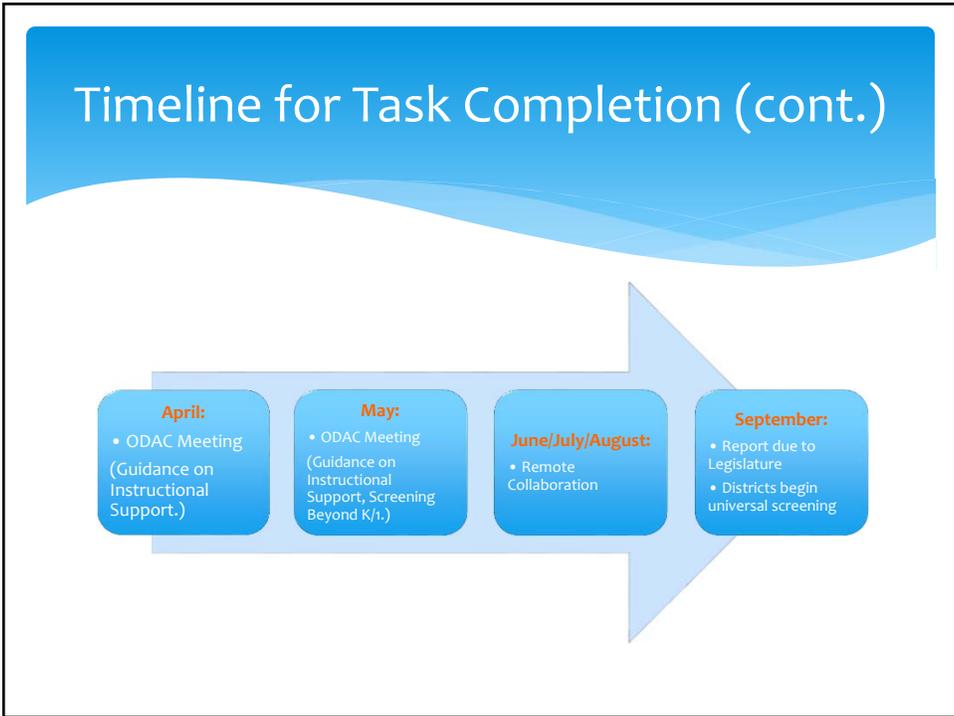
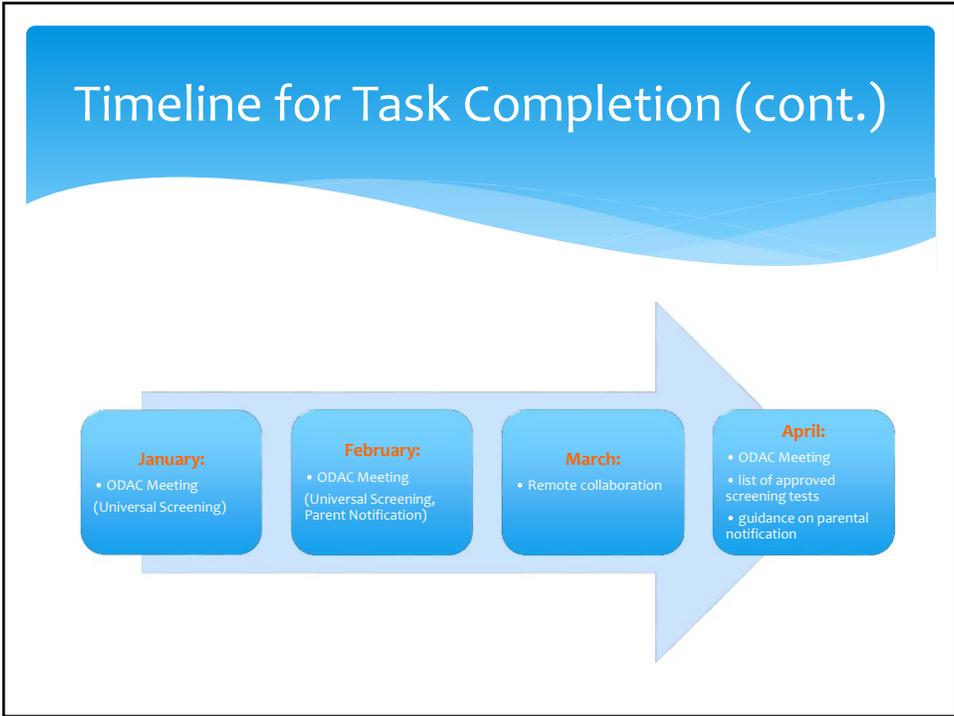
- * Summarizer
- * Writers
- * Time Keeper
- * Moderator

ODAC Tasks for 2018

- * finalize a plan for universal screening in kindergarten (and screening in grade 1 for students first enrolled in a public school in Oregon in grade 1);
- * develop Oregon Administrative Rules (OARs) related to universal screening to take to the State Board of Education for approval;
- * develop a list of approved screening tests;
- * develop guidance on parent notification;
- * develop guidance for districts on providing instructional support to students who demonstrate risk for reading difficulties, including dyslexia;
- * include guidance specific to Els; and
- * submit a report to the legislature by September 15, 2018 on best practices for screening students for risk factors of dyslexia and best practices for instructional support.

Timeline for Task Completion: OARs





Today's Meeting Objectives

- * Review legislative requirements for universal screening.
- * Revisit plan for universal screening.
- * Begin discussion of screening Els.
- * Gather input to help draft OARs related to universal screening.

Legislative Requirements for Screening

SB 1003:

- * adds explicit requirement for districts to universally screen for risk factors of dyslexia in kindergarten (or 1st grade if a student first enrolls in an Oregon public school in grade 1)
- * districts must use a screening test identified by the Department
- * requires the Department to identify screening tests that are cost effective and take into account PA, L/S correspondence, and rapid naming in kindergarten
- * requires districts to screen for family history of difficulty in learning to read IF the student shows risk factors for reading difficulties based on other measures
- * requires the Department to provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties
- * these amendments to ORS 326.726 first apply to the 2018-19 school year

Plan for Universal Screening

- * SB 612, enacted in July of 2015, directed the Department of Education to develop a plan to ensure that every student who is first enrolled at a public school in this state for kindergarten or first grade receives a screening for risk factors of dyslexia.
- * The plan was submitted to the legislature in September of 2015.

Organizing Principles

1	2	3	4
5	6	7	8
	9	10	

Selecting Screening Tools

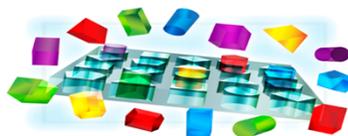
- * It is important for districts to utilize screeners that **accurately** and **reliably** identify students who are at risk of reading difficulties.



Universal screeners should have:

- * **strong predictive validity;**
- * **classification accuracy; and**
- * **norm-referenced scoring**

LITERATE NATION SCIENCE CORE GROUP—On the Reading Wave Fall 2013
Selecting Screening Instruments:
Focus on Predictive Validity, Classification Accuracy, and Norm-Referenced Scoring



by **Steven P. Dykstra, Ph.D.**

Literate Nation Science Core Group and Board of Advisors

Systems for Universal Screening should :

- * Have strong predictive validity, classification accuracy, and norm-referenced scoring;
- * Include measures of all three of the risk factors required by SB 1003 in kindergarten (PA, L/S correspondences, rapid naming) at least once per year;
- * Include options for progress monitoring measures; and
- * Be cost effective.

Districts will . . .

- * select one of the approved universal screening measures and administer the subtests in each area at designated points in time during the year with fidelity as per guidelines of the test developers.



Screening = multiple events over time

Fall



Winter



Spring



What needs to be updated based on SB 1003?

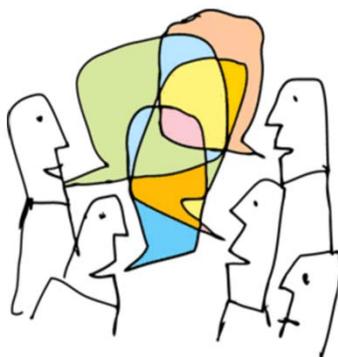
- * screening for family history of reading difficulties
- * screening students who first enroll in 1st grade

Other To Do's

- * Identify target ranges for classification accuracy and predictive validity
- * Using these target ranges, apply criteria from the plan to develop a list of approved screening measures



Let's Discuss



Family History

What is the process for screening for family history?

What information should be collected?

What is the best wording to use to ask the important questions?

What is the format (written, verbal)?

What will districts need to implement this requirement?

Screening for Students First Enrolled in Grade One

What areas should be universally screened in first grade?

What are resources that should be reviewed to determine these areas?

(Note that the same criteria for selecting tools as with kindergarten will be applied.)

Is there a timeframe that a grade 1 student should be screened within (e.g., within 30 days of enrollment)?

Other considerations that are unique to screening in first grade?

BREAK



Target Ranges for Validity



- * The Dyslexia Specialist will reach out to measurement experts to define these ranges – and bring back to the council for review.
- * Will need to develop short checklist of criteria to complete for each prospective universal screening system. (See rubric for selecting a universal screener in NJ Dyslexia Handbook as an example – page 16.)

Screening ELs

Do we screen in English, in native language or both?

If we do screen in native language, what are the criteria for identifying screening tools in K/1?

What are special considerations to keep in mind when reviewing the screening data from ELs?

What resources are available to help make these decisions?

What will districts need to meet the requirements for screening ELs?

Are we remembering to be cost effective?



OARs for Universal Screening

- * **Draft of OARs for Universal Screening for Risk Factors of Dyslexia included in Google folder.**
- * Highlighted areas require input from council to complete:
 - * Areas to screen in grade one
 - * Procedures for screening for family history
 - * Screening ELs
 - * Addressing students that enroll midyear

Other Thoughts/Concerns/Questions?



Meeting Closure

- * ODAC Homework
- * Contact List
- * Travel Reimbursement
- * Substitutes
- * Next Meeting: Thursday, February 15th, 1 to 4 p.m.

Thank you for your service!

спасибо 谢谢
GRACIAS
THANK YOU
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