

ODAC Meeting

February 15, 2018

1:00-4:00 p.m.

Basement A Conference Room

Public Service Building

Welcome

- * Welcome back 2018 ODAC members!
- * Let's quickly go around the room to share your name and position.
- * Let's check in with who is on the phone.

Review of 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.

Assign Roles

- * Summarizer:
- * Writer(s):
- * 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 EIs; 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

March 22

OARs to SBOE for First
Read

April 19

OARS to SBOE for Second
Read/Possible Adoption

Rule Making Timeline

February 15-20: File OARs with the Secretary of State



March 1: Official Notice of Rule Making



March 22: First Reading of OARs at SBOE Meeting



April 9: Public Hearing on OARs

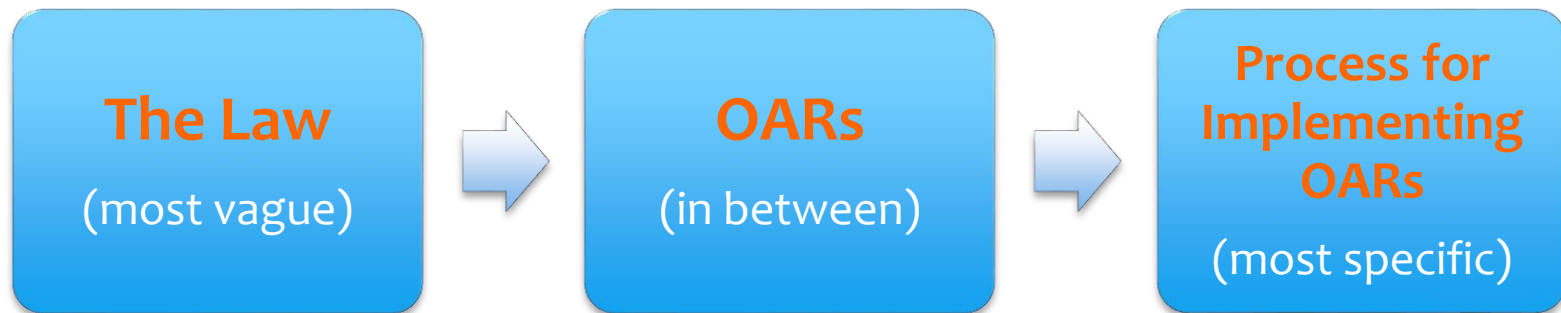


April 19: Possible Adoption of the OARs at SBOE Meeting

Today's Meeting Objectives

- * Finalize OAR language related to universal screening for risk factors of dyslexia:
 - * Screening for family history
 - * Screening students first enrolled in grade one
 - * Special considerations for screening Els
 - * Midyear enrollment
- * Discuss plan for developing the department's list of approved screeners

Keep in mind . . .



Screening for Family History

(4) If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for family history of difficulty in learning to read.

(a) A student is determined to show risk factors for reading difficulty, including dyslexia, if:

(A) Based on test developer guidelines, the student shows any risk on the universal screening measures; and

(B) The student does not make adequate progress as measured by the progress monitoring tools aligned with the universal screener as the result of intensive, small group, evidence-based reading intervention provided in addition to regular core instruction.

(b) Screening for family history of reading difficulty will be conducted verbally, either in person or through a phone or virtual connection, unless parents request written format.

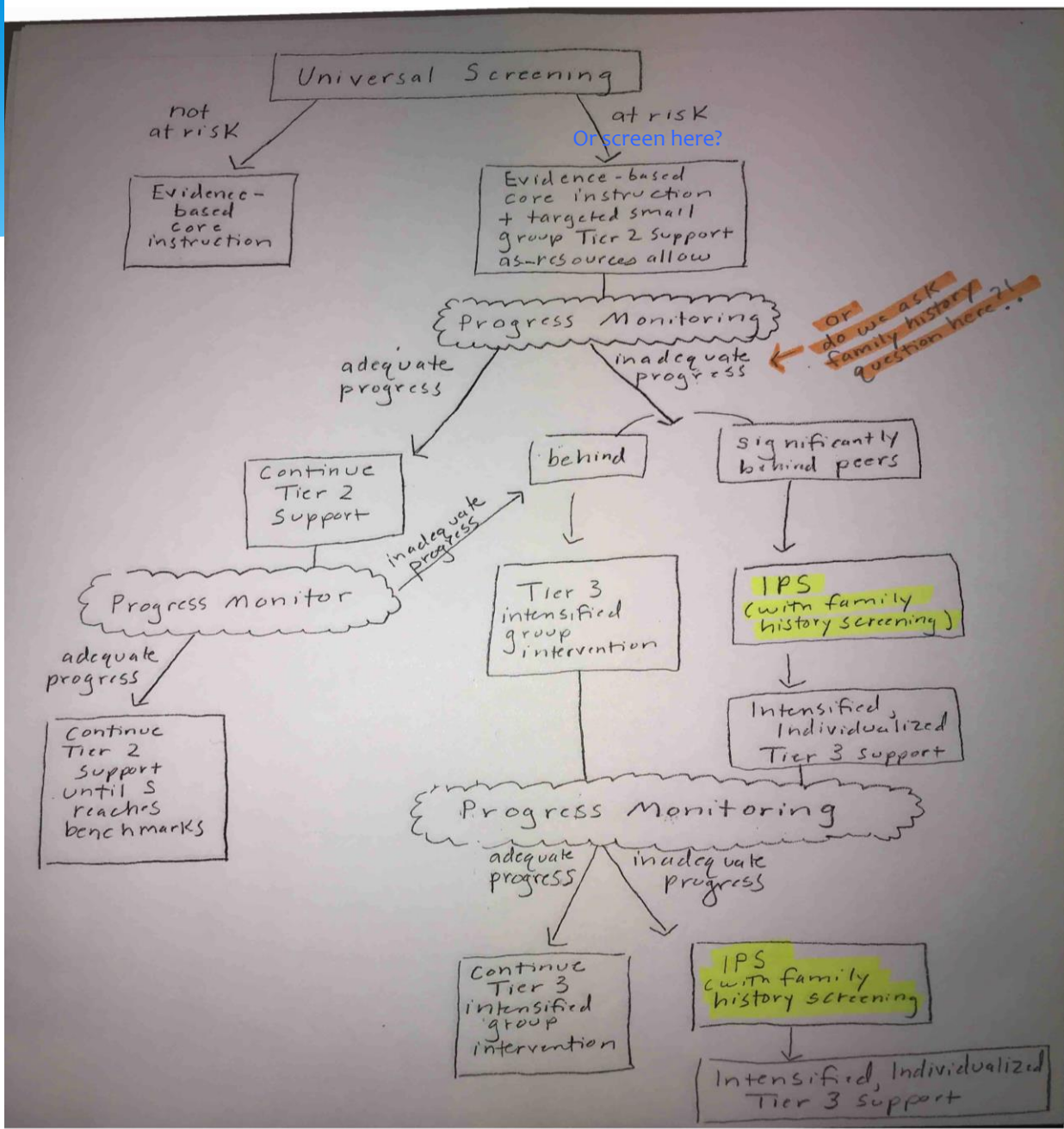
(c) The screening process will consist of asking a parent or guardian if an immediate biological family member has experienced difficulty in learning to read, write or spell.

(d) The screening process will include questions related to the student's developmental history.

(e) The screening process will be completed by the classroom teacher, data-review team member, or designee of the team.

Screening for Family History

- * When?
- * In determining the “when,” it is important to keep in mind **how** the data will be used.

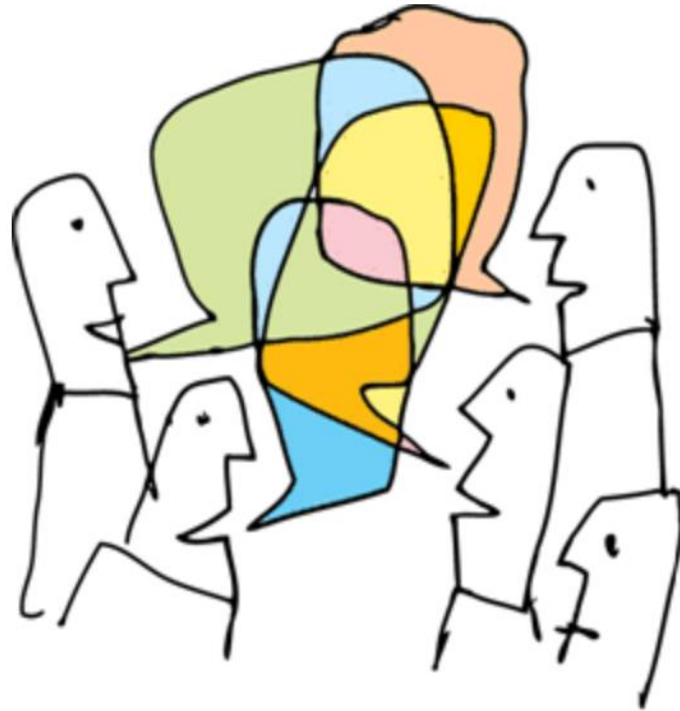


Screening for Family History

Options for Screening for Family History that are Aligned with the ORTI Model:

- * **Option 1:** Information on family history of reading difficulties is collected as part of the Individual Problem Solving (IPS) process:
 - * After Tier 2 support, if the student is not making adequate progress and is performing significantly below peers; or
 - * After Tier 3 support has started if a student is not making adequate progress in the intensified group intervention.
- * **Option 2:** Information on family history of reading difficulties is collected if a student does not make progress in a targeted small group Tier 2 intervention.
- * **Option 3:** Information on family history of reading difficulties is collected immediately following universal screening for those students who show risk.

Let's Discuss



Screening for Family History

- * The screening process will include questions related to the student's developmental history.

Developmental History:

means gathering information regarding the following: the child's meeting of developmental milestones related to language; family and environmental factors; home and educational performance, and the display of characteristics of any additional learning or behavioral problems.

- * **means gathering information regarding the following: the child's prenatal and birth history, including prenatal exposure to alcohol, prescription and non-prescription medications, or other drugs; meeting of developmental milestones, socialization and behavior patterns; health and physical/medical history; family and environmental factors; home and educational performance; trauma or significant stress experienced by the child, and the display of characteristics of any additional learning or behavioral problems. (A proposed definition for OAR 581-015-2000.)**
- * means information obtained in writing or through interviews with knowledgeable individuals, including parents, in response to inquiries about a child's prenatal and birth history, meeting of developmental milestones, socialization and behavior patterns, health and physical/medical history, family and environmental factors, and home and educational performance.

Consensus Check

5 – Love - I support the idea and work actively to help it become a reality.

4 – Really Like – I support the idea; I may not be a major player. I will do what is appropriate.

3 – Neutral – I'm not opposed to the idea; I won't undermine others.

2 – Really Dislike – I prefer other options. While I dislike the proposal, I will abide by the decision of the group for at least a trial period and I will not 'sabotage' the decision. I do not support it, but I will not actively sabotage it.

1 – Hate – I am opposed to the idea.

Screening Students First Enrolled in Grade 1

(c) Include measures of all of the following areas at least once per year in first grade:

- (A) Phonological awareness;
- (B) Letter-sound correspondences;
- (C) Rapid naming;
- (D) Word or pseudo word reading fluency; and
- (E) Oral reading fluency.

Screening Students First Enrolled in Grade 1

- * word reading fluency
- * pseudo word reading fluency
- * word or pseudo word reading fluency

Screening Students First Enrolled in Grade 1

Universal Screening in Grade 1



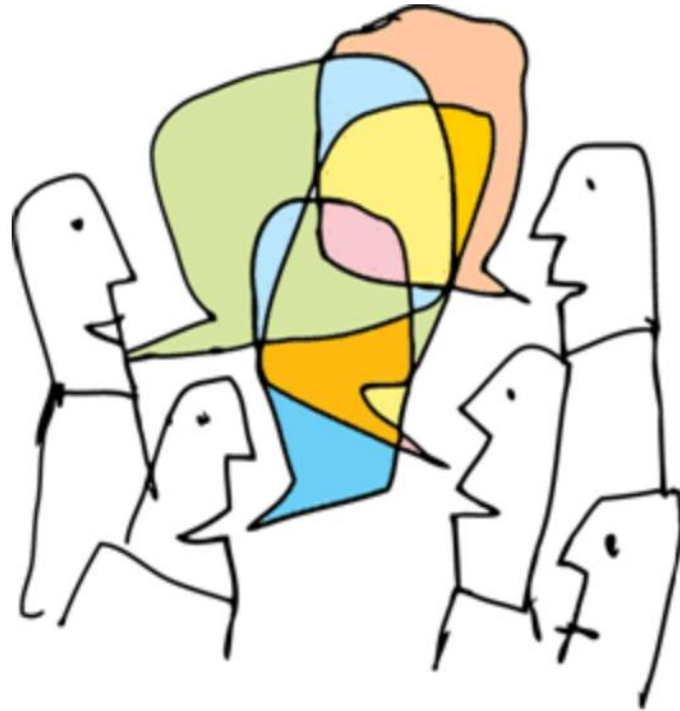
Area	DIBELS 6 th	DIBELS Next	<u>EasyCBM</u>	<u>Aimsweb - TEL</u>
Phonological Awareness	Phoneme Segmentation Fluency (B, M, E – not endorsed)	Phoneme Segmentation Fluency (B – optional, not endorsed)	Phoneme Segmenting (B – available through the end of Grade 1)	Phonemic Segmentation (B, M)
Letter-Sound Correspondences	Nonsense Word Fluency (B, M, E)	Nonsense Word Fluency (B, M, E)	Letter Sounds (B, M, E)	Letter Sound (B)
Rapid Naming	Letter Naming Fluency (B)	Letter Naming Fluency (B)	Letter Names (available through the end of Grade 1)	Letter Naming (B)
Word Reading	Nonsense Word Fluency (B, M, E)	Nonsense Word Fluency (B, M, E)	Word Reading Fluency (B, M, E)	Nonsense Word (B, M, E)
Oral Reading Fluency	Oral Reading Fluency (M, E)	Oral Reading Fluency (M, E)	Passage Reading Fluency (M, E)	Passage Reading (R-CBM) (M, E)

B = beginning of year

M = middle of year

E = end of year

Let's Discuss



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BREAK



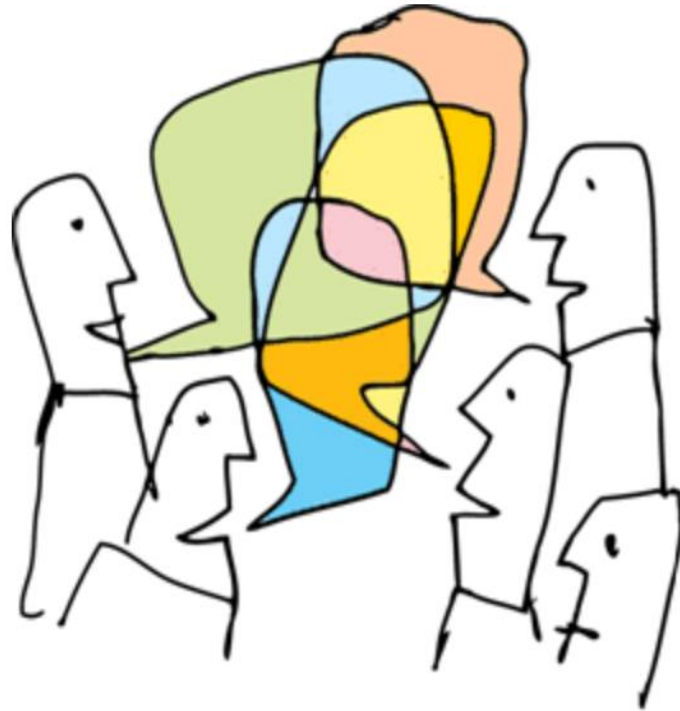
Root Beer Floats - \$2.00



Midyear Enrollment

(6) If a student enrolls in a public school in this state midyear, a school district must begin the universal screening process no later than 30 days following enrollment.

Let's Discuss



Special Considerations for Screening ELs

(5) School districts must include students who are English learners in the universal screening process.

(a) School districts will screen students who are English learners:

(A) In the student's native language, if the language of instruction is in the student's native language; or

(B) In English, if the language of instruction is English.

(C) In both native language and English, if the student is in a dual immersion program.

Special Considerations for Screening ELs

581-002-XXXX Waiver for Universal Screening of Risk Factors of Dyslexia in a Student's Native Language Other Than English and Spanish

- (1) A school district may petition the Superintendent of Public Instruction or their designee for a waiver to allow the district to administer screeners in a student's native language other than English and Spanish.
- (2) The Superintendent of Public Instruction or their designee, upon receipt of a waiver petition, will review the petition and may grant the waiver when:
 - (a) If screening in languages other than English and Spanish, districts select measures that:
 - (A) Assess each of the areas referenced in 581-002-XXXX (2)(b) at least once per year in kindergarten;
 - (B) Assess each of the areas referenced in 581-002-XXXX (2)(c) at least once per year in first grade;
 - (C) Include a fluency component;
 - (D) Can be administered in the fall, winter, and spring; and
 - (E) Include options for progress monitoring.
 - (b) The district includes an explanation of the process that will be used to develop benchmark goals for the measures.
- (3) Waivers would remain in effect as long as the district continues to universally screen for risk factors of dyslexia in a student's native language other than English and Spanish.

Special Considerations for Screening ELs

- * Screening in language of instruction?
- * Screening students participating in dual immersion programs?

Special Considerations for Screening ELs

- ① Should districts have the option to screen in English if instruction is in native language?
- ② What if a district does not have a screener in the student's native language?
- ③ How does this rule apply to dual immersion programs?
- ④ Are the criteria for screeners in native language reasonable?
- ⑤ Do the targeted areas for screening apply to all languages (e.g., alphabetic and logographic)?
- ⑥ Should there be more stringent requirements for Spanish screeners given that there are measures available that meet these requirements?

Special Considerations for Screening ELs

Equity



Special Considerations for Screening ELs

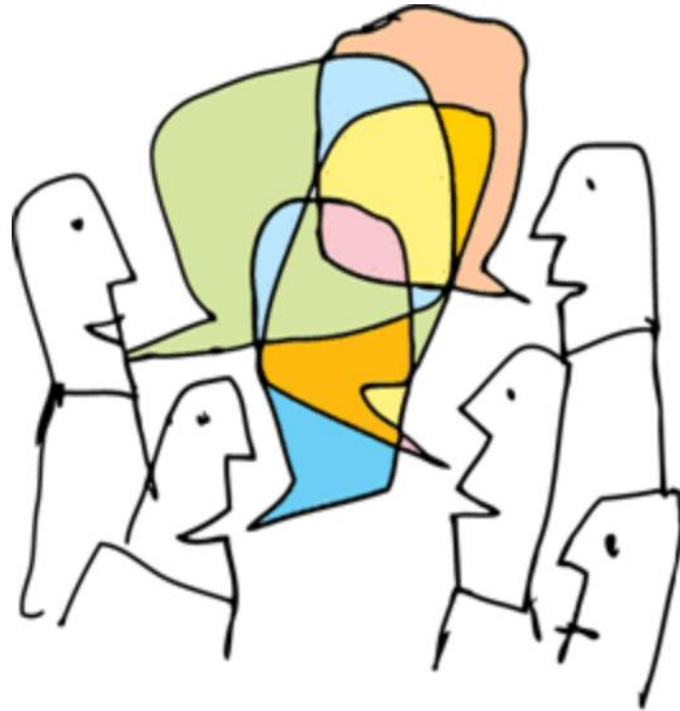
Oregon Equity Lens

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

Let's Discuss



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List of Approved Screeners

- * Identify target ranges for classification accuracy and predictive validity.
- * Define criteria for sample representation.
- * Using these as base criteria, develop a rubric to evaluate universal screening systems.
- * Evaluate universal screening systems using rubric.
- * Develop a list of approved screening measures.
- * List will include screeners in English and in Spanish.

Universal Screening Tool Name: _____ Publisher: _____

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1. If the criteria are not present, give it a score of 0.

Criteria	Evidence in Assessment Tool	Criteria Present (1)	Criteria Not Present (0)
Screening Tool Qualities	Brief		
	Good predictive validity		
	Good classification accuracy		
	Easy to administer and score		
	Standardized scoring rules		
	Valid and reliable		
	Available in multiple, equivalent forms		
Kindergarten	Phonological Awareness		
	Blending Onset-Rime		
	Phoneme Segmentation		
	Rapid Automatized Naming		
	Letter Naming Fluency		
	Letter-Sound Identification		
	Phonological Memory		
First Grade	Nonword Repetition		
	Phonemic Awareness		
	Phoneme Segmentation		
	Manipulation Tasks (Deletion, Substitution, & Reversal)		
	Rapid Automatized Naming		
	Letter Naming Fluency (Beginning of Year)		
	Sound-Letter Identification		
	Phonological Memory		
	Nonword Repetition		
	Oral Vocabulary		
Second Grade	Word Recognition Fluency (Real Word Reading in Isolation)		
	Word Recognition Fluency (Nonsense Word Reading in Isolation)		
	Oral Reading Fluency (Middle of Year)		
	Reading Comprehension		
Data Management	Data can be disaggregated by student, class, grade, and school		
Training	Training on how to administer is available online or in-person		
Total Criteria Present			

List of Approved Screeners

Feb 15: ODAC Meeting	<ul style="list-style-type: none">• Further define criteria• Create scoring rubric• Announcement to test developers• Score potential universal screening systems• Draft list of approved measures
March 22: SBOE Meeting – First Read of OARs	
April 12: ODAC Meeting	
April 19: SBOE Meeting – Possible Adoption of OARs	
End of April	<ul style="list-style-type: none">• Share list of approved measures with districts



Other Thoughts/Concerns/Questions?



Meeting Closure

- * **ODAC Next Steps**
- * **Travel Reimbursement**
- * **Substitutes**
- * **Next Meeting:** Thursday, April 12, 1:00 to 4:00 p.m. in room 251 A/B of the Public Service Building

Thank you for your service!

спасибо 谢谢
GRACIAS

THANK YOU

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