ODAC Meeting

April 12, 2018

1:00-4:00 p.m.

Room 251 A/B

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.
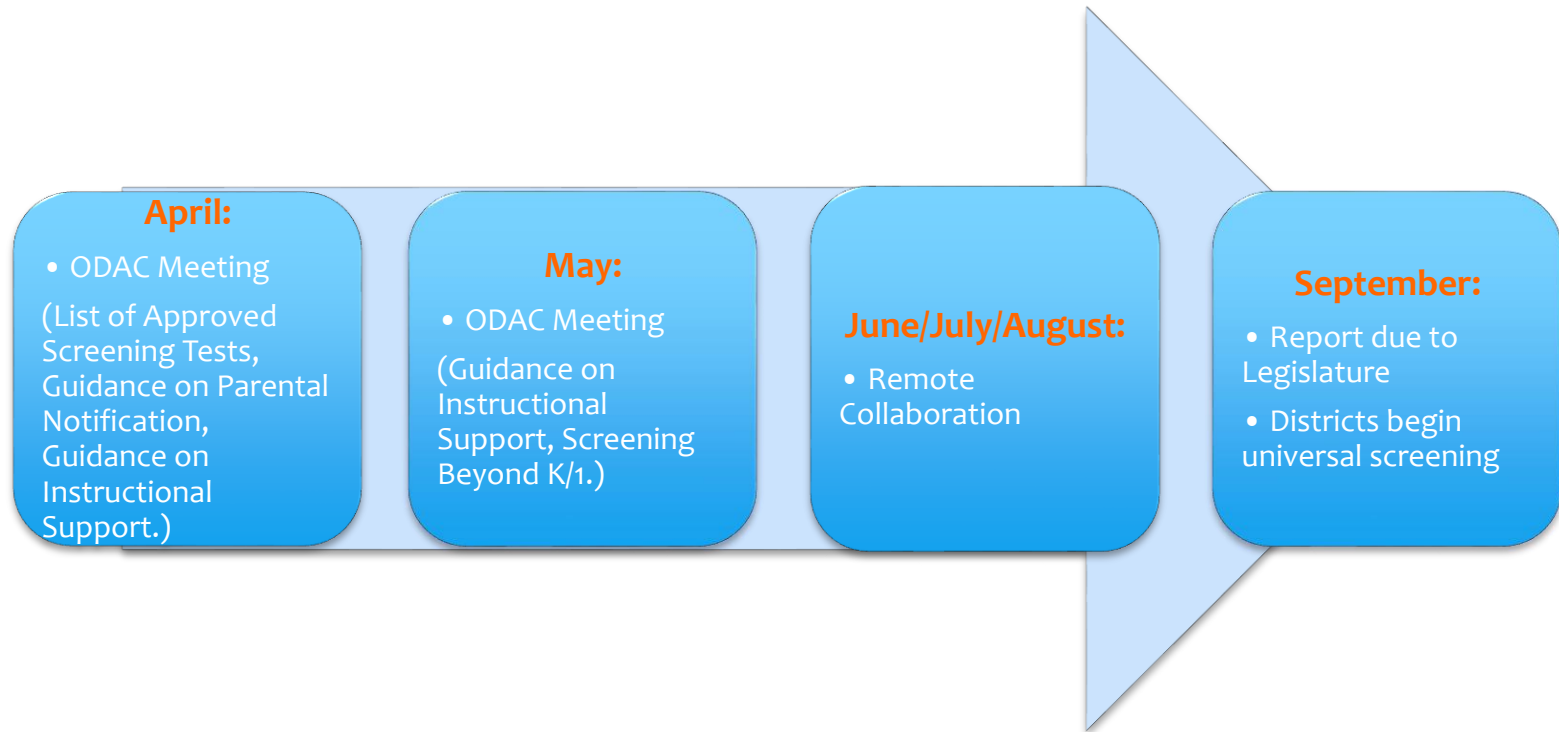* Understand that the group will not always be in agreement on all issues.

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 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 (cont.)

April:
- ODAC Meeting

(List of Approved Screening Tests, Guidance on Parental Notification, Guidance on Instructional Support.)

May:
- ODAC Meeting

(Guidance on Instructional Support, Screening Beyond K/1.)

June/July/August:
- Remote Collaboration

September:
- Report due to Legislature
- Districts begin universal screening

Today's Meeting Objectives

* Provide updates on the status of the dyslexia work
* Discuss development of the list of approved screening tests
* Develop guidance on parent notification
* Begin to discuss main points to include in guidance to districts on providing instructional support for students who demonstrate risk for reading difficulties, including dyslexia.

Updates

* 2018 RFI for Dyslexia-Related Training Opportunities
* Dyslexia Training Grants
* Initial Teacher Training Survey Results
* OARs for Universal Screening for Risk Factors of Dyslexia

2018
RFI for Dyslexia-Related Training Opportunities

* RFI closed on March 15, 2018

* 9 vendors responded to the RFI

* Responses from vendors included trainings with a focus on one, two, or all three of the required focus areas

* Responses included both face-to-face and online training opportunities

Responses to the 2018 RFI

Vendor	Focus Area(s)	Format
Intermountain ESD	URD II	face-to-face
Educator Learning Lab	URD/FSR/II	online
Lynn Lamping	URD/FSR/II	face-to-face
Julie Hiefield Language & Literacy Fund	URD/FSR/II	face-to-face
Brainspring	URD/FSR	face-to-face (with option to complete part of the training as an E-learning course)
LETRS – new version	URD/FSR/II	online or face-to-face options
Jennifer Ashlock Ashlock Consulting	FSR/II	face-to-face
University of Oregon	FSR (second version) II	face-to-face
Wired for Reading	URD	face-to-face

Timeline for Review

Event	Dates
Recruit Reviewers	Weeks of March 26, April 2nd, and April 9th, 2018
Screen and Select Reviewers	April 13, 2018
Notify Selected Reviewers	April 13, 2018
Assign Reviewers to Applications	April 13, 2018
Train Reviewers	Week of April 16, 2018
Reviewers Read and Score Applications	Weeks of April 23 and April 30, 2018
Reviewers Submit Completed Scoring Sheets	May 7, 2018
Dyslexia Specialist Summarizes Reviewer Scores	Week of May 7, 2018
Consensus Meetings	Week of May 14, 2018
Request Minor Revisions of Vendors	Week of May 21, 2018
Reviewers Evaluate Revisions	Week of May 28, 2018
ODE Notifies Vendors of the Status of Their Training	June 4, 2018
ODE Posts 2018/2019 List	June 15, 2018

Dyslexia Training Grants

Notification of Grant Awards Sent to Districts via EGMS on February 27, 2018 ($2523.24 per K-5 school)

Instructions for submitting a claim (including required deliverables) + Q&A posted on Dyslexia Page of ODE website

Adjustments to grant awards needed based on:

* District Programs
* Charter Schools
* Definition of K-5 Schools

Amendments to Dyslexia Training OARs also needed to address these issues related to grant awards

Current Definition of K-5 School

OAR 581-002-1800

Dyslexia-Related Training: Definitions

* **"Kindergarten through grade five school"** means any public school that enrolls students in kindergarten ~~and~~ **or** grade one including, but not limited to, kindergarten through grade eight schools, kindergarten through grade 12 schools, and primary schools serving student in kindergarten through grade two."

Reference to LTCT Programs in Waiver from Teacher Training Requirements Needs to Be Deleted from OARs

OAR 581-002-1810

Waiver from Teacher Training Requirements

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 Long-Term Care and Treatment program** provides services to students in kindergarten through grade 5 and the Education Service District or responsible district has a teacher who has completed the required training available to provide services to student in the Long-Term Care and Treatment program.
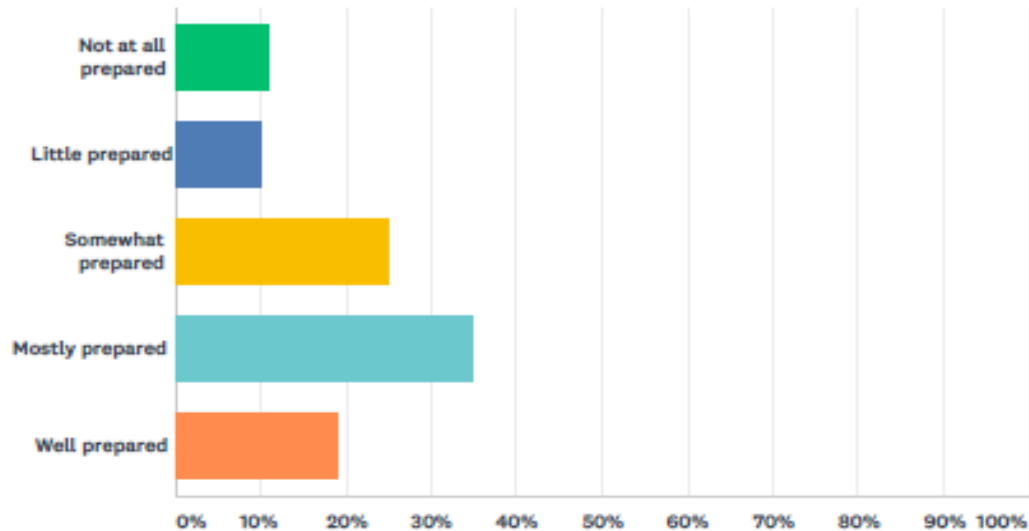
Initial Survey Results
n=104

Dyslexia Training

Q12 How prepared did you feel to teach struggling readers, including students with dyslexia, upon completion of your college program?
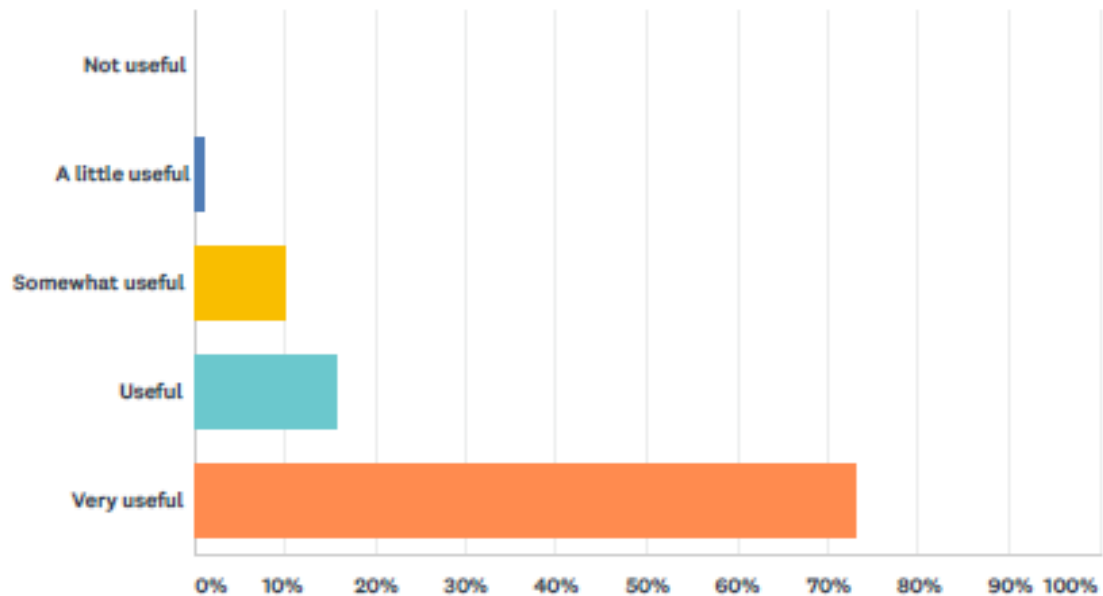
Answered: 100   Skipped: 14

ANSWER CHOICES	RESPONSES	
Not at all prepared	11.00%	11
Little prepared	10.00%	10
Somewhat prepared	25.00%	25
Mostly prepared	35.00%	35
Well prepared	19.00%	19
TOTAL		100

Q13 How useful was the information you received in the dyslexia training?
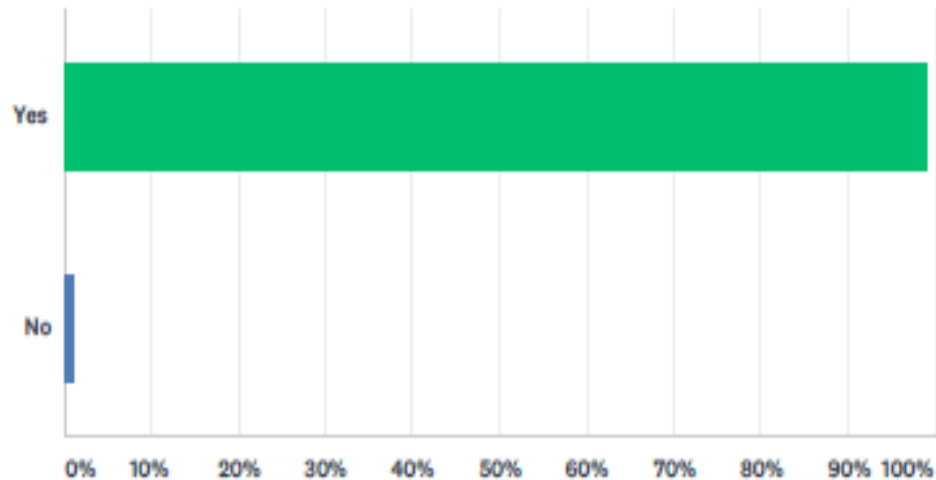
Answered: 100   Skipped: 14

ANSWER CHOICES	RESPONSES	
Not useful	0.00%	0
A little useful	1.00%	1
Somewhat useful	10.00%	10
Useful	16.00%	16
Very useful	73.00%	73
TOTAL		100

Q14 Would you recommend that other teachers and staff in your building complete the dyslexia training?

Answered: 99   Skipped: 15

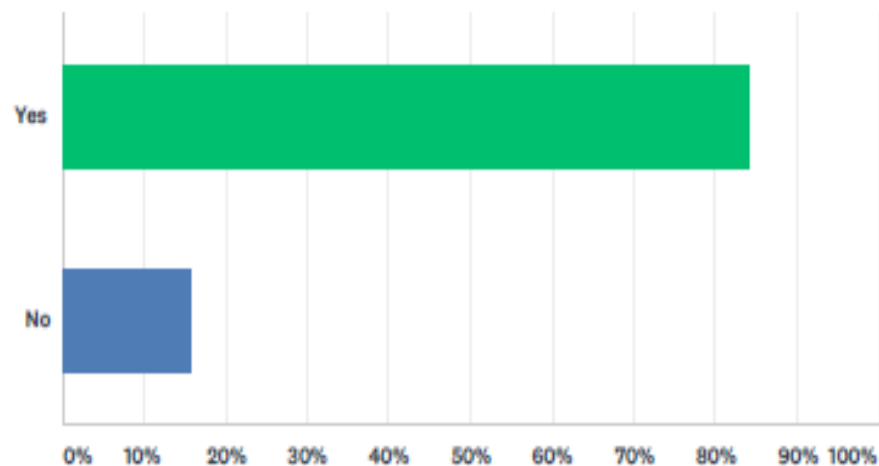| ANSWER CHOICES	RESPONSES	
Yes	98.99%	98
No	1.01%	1
TOTAL		99

Q18 Have the changes in your teaching as a result of the training had an impact on your students?

Answered: 94   Skipped: 20

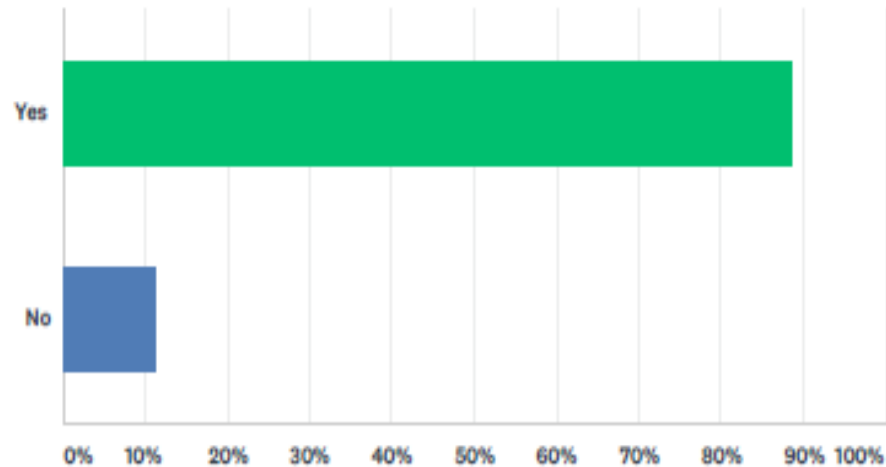| ANSWER CHOICES	RESPONSES	
Yes	84.04%	79
No	15.96%	15
TOTAL		94

Dyslexia Training

Q19 Did the training prepare you to act as a resource on dyslexia in your building?

Answered: 98   Skipped: 16

ANSWER CHOICES	RESPONSES	
Yes	88.78%	87
No	11.22%	11
TOTAL		98

Dyslexia Training

Q20 Are you able to apply what you learned in the training within the context of your school/district?

Answered: 99   Skipped: 15
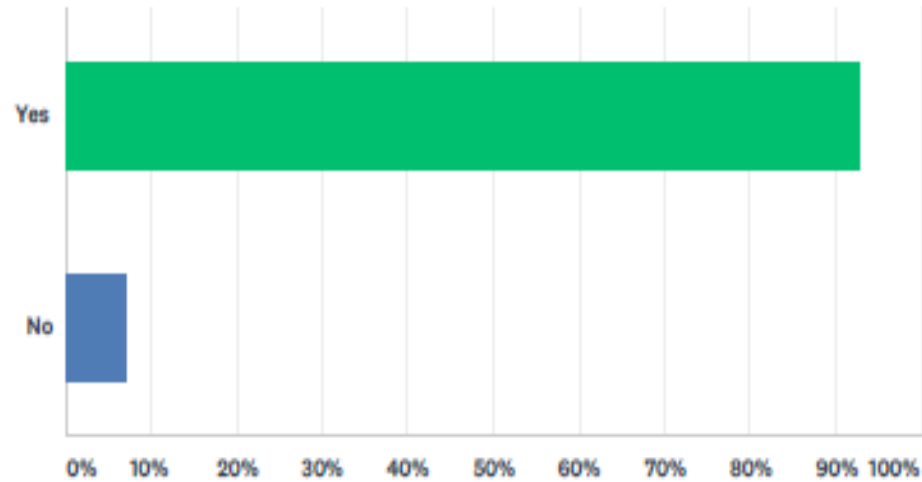
ANSWER CHOICES	RESPONSES	
Yes	92.93%	92
No	7.07%	7
TOTAL		99

Dyslexia Training

Q26 License Type:

Answered: 98   Skipped: 16
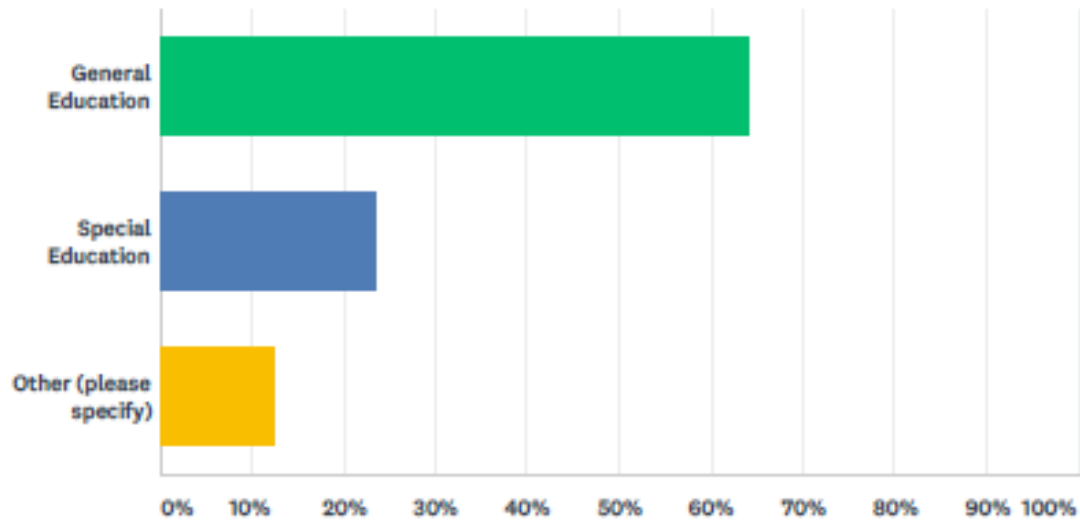
ANSWER CHOICES	RESPONSES	
General Education	64.29%	63
Special Education	23.47%	23
Other (please specify)	12.24%	12
TOTAL		98

Q29 Years Teaching?

Answered: 100   Skipped: 14
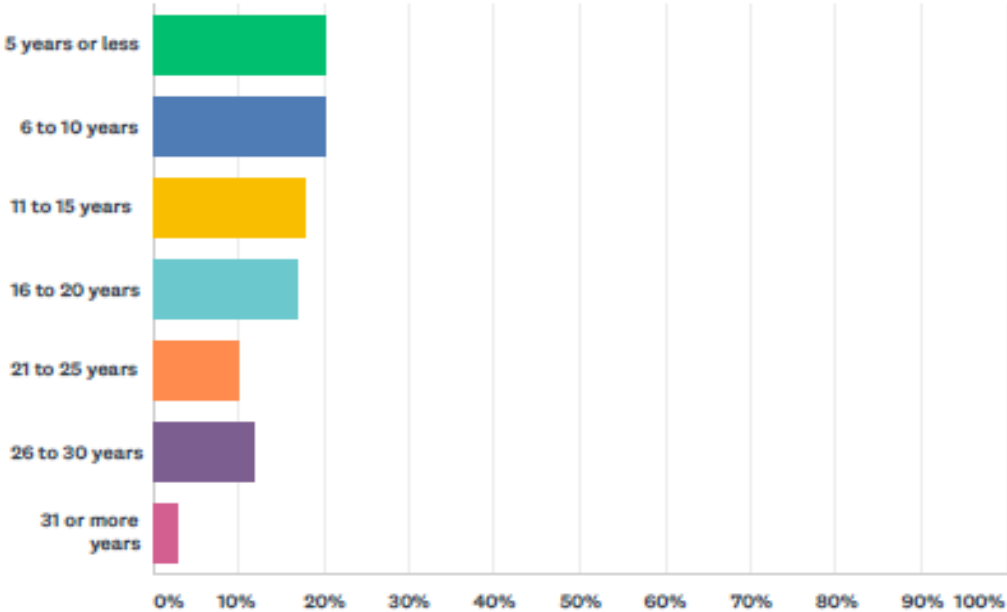
ANSWER CHOICES	RESPONSES	
5 years or less	20.00%	20
6 to 10 years	20.00%	20
11 to 15 years	18.00%	18
16 to 20 years	17.00%	17
21 to 25 years	10.00%	10
26 to 30 years	12.00%	12
31 or more years	3.00%	3
TOTAL		100

Q15 What did you like most about the dyslexia training(s) you attended?

Answered: 104   Skipped: 19

#	RESPONSES	DATE
1	Well organized and practical.	4/11/2018 7:58 AM
2	I feel it really gave me a true understanding of what dyslexia actually is. The training also reaffirmed the importance of the work we do with our little ones! I left inspired (and bit overwhelmed) to do everything in my power to give them the best foundation possible.	4/10/2018 1:54 PM
3	The presenter was excellent: enthusiastic, interesting to listen to, mindful of our time, concise, and a very enjoyable person.	4/10/2018 8:37 AM
4	The knowledge of how to identify and help students that are struggling with this LD	4/10/2018 7:40 AM
5	The information was well organized and explained. It was all relevant and appropriate to my daily role as a kindergarten teacher.	4/9/2018 5:48 PM
6	materials, presenter	4/9/2018 1:48 PM
7	I loved learning about the measurable/biological aspects of dyslexia.	4/9/2018 12:18 PM
8	I enjoyed learning the spelling tricks uses for students to help them remember different spelling patterns.	4/8/2018 8:30 PM
9	Many books and web resources were shared for easy access and sharing with cohorts back at school.	4/8/2018 3:18 PM
10	The modeling of classroom strategies and interventions.	4/6/2018 2:13 PM
11	What I liked most about the training was that we actually practiced planning and giving lessons. Our instructor made is sound and look fairly easy. We learned by doing...this helped me so much as I planned individual instruction back in my classroom!	4/5/2018 5:24 PM
12	Everything! The material covered the big picture and the micro-picture of working with students who are dyslexic. I appreciated Barbara Steinberg's breadth of knowledge and that she shared from experience with teaching students who are challenged with dyslexia.	4/5/2018 3:38 PM

Q16 Has your perception of dyslexia changed as a result of completing the training? Please describe.

Answered: 104   Skipped: 19

#	RESPONSES	DATE
1	In general, not much.	4/11/2018 7:58 AM
2	Yes. I didn't even have the definition of dyslexia correct. This training, really helped me understand what it is. It is not just the transverse of letters but is having extreme difficulty with reading, writing, spelling and sometimes math. In spite of average intelligence, motivation, and attendance at school.	4/10/2018 1:54 PM
3	I understand now that dyslexia and not necessarily a reading problem but a processing problem that can affect other academic areas.	4/10/2018 8:37 AM
4	Yes! I have learned that there is so much more to the actual term of having Dyslexia than I ever knew before.	4/10/2018 7:40 AM
5	Yes, I had believed that dyslexia was strictly reversals. I was so wrong! I learned so much! I am going to continue learning more on the subject.	4/9/2018 5:48 PM
6	yes, much more complete and accurate defninition	4/9/2018 1:48 PM
7	Yes... It's enormously important that educators recognize and help children with dyslexia very early on. Interventions must happen immediately so that these students don't fall through the cracks.	4/9/2018 12:18 PM
8	Not my perception, but the way in which I teach students with dyslexia has changed.	4/8/2018 8:30 PM
9	Yes, I have a more precise lens to understand with clarity. I can share a clear definition, effective strategies, and clarify misconceptions with parents and my staff.	4/8/2018 3:18 PM
10	Yes, I recognize the indicators, the importance of early childhood intervention, and strategies to use in teaching.	4/6/2018 2:13 PM
11	My perception of dyslexia has changed. I have a deeper understanding of struggling readers' trials, and I am better able to assess specific needs, communicate those needs, and plan instruction accordingly.	4/5/2018 5:24 PM
12	My perception hasn't changed, per se, because I've studied dyslexia in my master's program and read numerous articles on the topic.... however, the specific activities that I can use/ and now do use to target the specific needs of struggling readers has been more refined since taking the course. Also, I've learned of so many more resources for materials and supplementals. I am also encouraged that we will be meeting the needs of kindergarten students who have identified markers for dyslexia. (I am a reading intervention teacher.)	4/5/2018 3:38 PM
13	Yes. It has absolutely changed. I really had no background with dyslexia and this training opened my eyes to the facts about dyslexia and gave me a concrete understanding of how to see warning signs and how to address those with instruction.	4/5/2018 3:18 PM

Q17 What changes did you make in your teaching as a result of the dyslexia training?

Answered: 103   Skipped: 20

#	RESPONSES	DATE
1	Great ideas for adding more movement and sensory techniques!	4/11/2018 7:58 AM
2	Well, being that the year is almost over, I put special attention on the kiddos who were struggling with the base level phonics (we are now triple dosing them). I also went back and am working to fill in any "holes" for kiddos that have strengths in most areas, but might need a little support in another. I also have already taken a look at how I would like to implement things in the fall to make sure that I am teaching in line with an evidence based scope and sequence.	4/10/2018 1:54 PM
3	I began to look at my students' spelling and writing errors not so much in terms of who is a good or bad speller/writer but how I could help them make the connection between sounds we hear and how to represent them in symbols (letters/words).	4/10/2018 8:37 AM
4	I take more time to describe the rules to spelling and have also re-implemented cursive handwriting into my lessons and plan to use cursive from the start next year.	4/10/2018 7:40 AM
5	I am already a certified reading specialist so many strategies that were shared, I already use. However, I did learn some new strategies and resources (digital and others) that I have began to use and also share with my staff.	4/9/2018 5:48 PM
6	more phonological awareness and focus on accuracy even in older students	4/9/2018 1:48 PM
7	I already have an intense focus on phonemic awareness/phonics, but now I focus on it all the more!	4/9/2018 12:18 PM
8	More handwriting and spelling in my reading instruction.	4/8/2018 8:30 PM
9	Added rapid naming assessment when screening student. Continued to prepare individualized lessons with needs of students related to phonemic awareness, phonics, and connected text to ensure balance and instill love of reading and language.	4/8/2018 3:18 PM
10	I am using more specific strategies in my whole group teaching and more interventions in my small group teaching.	4/6/2018 2:13 PM
11	My teaching is more systematic, more sequential, and more individualized...even though my job entails teaching small groups anyway!	4/5/2018 5:24 PM
12	I use several of the letter card activities. I am more in-tune with looking for the specific areas of reading problems and determining ways to better meet my students' needs.	4/5/2018 3:38 PM
13	I analyze student errors or struggles with a much different perspective now. The biggest change to my practice is that I feel I can successfully identify types of student errors as warning signs of dyslexia. I also spend a bit more time on phonemic awareness than I did before.	4/5/2018 3:18 PM

OARs for Universal Screening

March 22

OARs to SBOE for First Read

April 19

OARS to SBOE for Second Read/Possible Adoption

Public Testimony

* When to screen for family history of reading difficulties

* Documentation of results from screening for family history of reading difficulties

Current Proposed OAR Language:

581-022-2445 Universal Screening for Risk Factors of Dyslexia

(4) If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for a 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 risk on the universal screening measures; and

(B) The student does not make adequate progress, as indicated by the progress monitoring measures 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 may be conducted verbally or in a 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.

Possible Revised OAR Language

581-022-2445 Universal Screening for Risk Factors of Dyslexia

(4) If a student shows risk factors for reading difficulties, including dyslexia, school districts must screen for a 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 risk on the universal screening measures; and

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

(b) The screening process will be completed <u>no later than</u> the next universal screening period if a child continues to show risk on the universal screening measures.

(c) Screening for family history of reading difficulty may be conducted verbally or in a written format.

(d) 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.

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

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

Let's Discuss
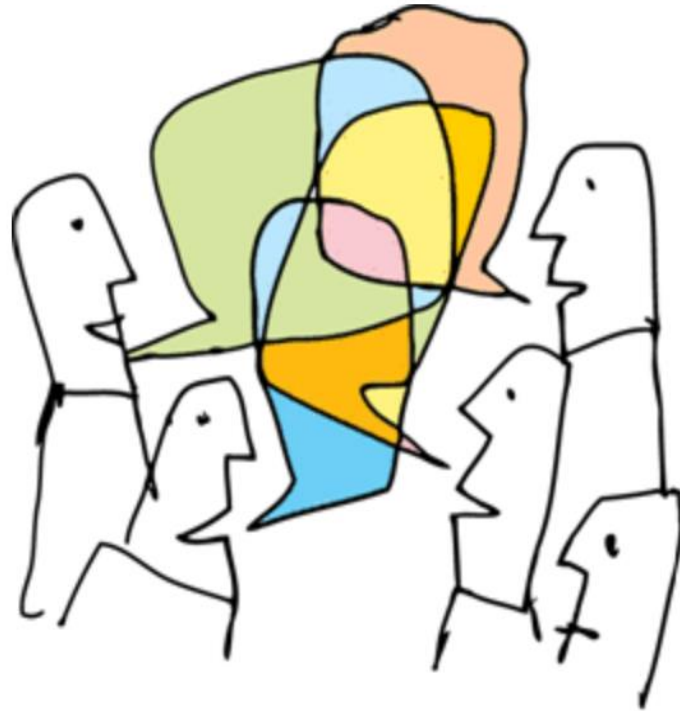
Consensus Check

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.

List of Approved Screening Tests

Criteria for Selecting Screeners

581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia

(1) The Oregon Department of Education shall develop a list of approved tests for universal screening for risk factors of dyslexia.

(2) To be included on the list of approved tests, the screener must:
(a) Have strong predictive validity, classification accuracy, and norm-referenced scoring;
(b) Include measures of all of the following areas at least once per year in kindergarten:
(A) Phonological awareness;
(B) Letter-sound correspondences; and
(C) Rapid naming.
(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.
(d) Include options for progress monitoring measures; and
(e) Be cost effective.

(3) The Oregon Department of Education shall annually review and update the list.

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		
	Nonword Repetition		
First Grade	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		
	Word Recognition Fluency (Real Word Reading in Isolation)		
	Word Recognition Fluency (Nonsense Word Reading in Isolation)		
	Oral Reading Fluency (Middle of Year)		
Second Grade	Word Recognition Fluency (Real Word Reading in Isolation)		
	Word Recognition Fluency (Nonsense Word Reading in Isolation)		
	Oral Reading Fluency		
	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	• Further define criteria
March 22: SBOE Meeting – First Read of OARs	• Create scoring rubric
April 12: ODAC Meeting	• Announcement to test developers
April 19: SBOE Meeting – Possible Adoption of OARs	• Score potential universal screening systems • Draft list of approved measures
End of April/Beginning of May	• Share list of approved measures with districts

List of Approved Screeners

What suggestions do you have moving forward?

What universal screening systems are likely to meet the criteria?

What information should be included on the list?

What other resources will districts need?

Spanish Screeners

Guidance for Universal Screening

BREAK

Parent Notification

Guidance on Parent Notification

SB 1003

* The department shall develop guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties, including dyslexia.

Parent Notification:
SB 612: Plan for Universal Screening for Risk Factors of Dyslexia

* The guiding principle in communication with parents should be to provide information early and seek input often.
* Consent is not required for screening and progress monitoring which all students participate in as part of the general education program. It is best practice to share this data with parents.
* Parents should be made aware of any interventions that occur beyond the core curriculum.
* Parents should be invited to participate in the planning of any individual interventions.
* If a student is not making progress after two group interventions and one individually-designed intervention, a special education referral will likely be made, and it is at this point that parental consent for evaluation is required

Source: OrRTI Technical Assistance to School Districts, ODE Dec 2007

Parent Notification

When	Type of Notification
Initial universal screening of K/1	A brochure describing the universal screening and instructional support process will be made available to all parents.
Student identified as showing risk factors based on universal screening	Directly provide brochure to parent and include notification letter. Letter will include initial screening results for their child and a description of the additional instructional support that will be provided.
Student does not respond to Tier 2 support	Provide parents with a letter that describes the additional instructional information to be collected and an invitation to participate in the planning for the intensified instructional support.
Intensive, more individualized structured literacy intervention is developed.	Provide parents with a letter that includes a summary of information collected and a description of the additional instructional support that will be provided.

Guidance on Parent Notification

When should parents be notified?

What information should be included in the notification?

What language should be used (reading difficulties vs. dyslexia)?

What resources would be helpful for districts?

What are the special considerations for notifying parents of English Learners?

Guidance on Instructional Support

Guidance on Instructional Support

SB 1003

The department shall develop guidance regarding best practices for assisting students who are identified through screening or through parental input as showing risk factors or being at risk for reading difficulties, including dyslexia. The department shall make the guidance available to school districts.

Guidance on Instructional Support

Start with focus on K/1?

ORISS as Framework for Support

Elements of Instruction

Principles of Instruction

Sources of Information for Guidance

Contents of this section

What resources do districts need?

Other Thoughts/Concerns/Questions?

Meeting Closure

* **ODAC Next Steps**
* **Travel Reimbursement**
* **Substitutes**
* **Next Meeting:** Thursday, May 17, 2018 from 1-4 p.m. in Basement Conference Room A, Public Service Building

Thank you for your service!