

ODAC Meeting

May 17, 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.

NEW MEMBER: Mariana Praschnik-Enriquez

- * 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 assistance/instructional support to students who demonstrate risk for reading difficulties, including dyslexia;
- * identify best practices for screening students;
- * 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

May:

- ODAC Meeting:
- List of Approved Screeners/Guidance for Universal Screening
- Guidance on Parent Notification
- **Guidance on Assistance/Instructional Support**
- **Best Practices for Screening Students**

June/July/August:

- **Work Group Meetings**
- 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
- * Identify key points for guidance regarding universal screening
- * Develop guidance on parent notification
- * Form work groups for instructional support and screening

Updates

- * OARs for Universal Screening for Risk Factors of Dyslexia
- * 2018 RFI for Dyslexia-Related Training Opportunities
- * Dyslexia Training Grants
- * Dyslexia Training OAR Clean Up
- * Dyslexia Training in 2018-19

OARs: Universal Screening for Risk Factors of Dyslexia

- * 581-002-1815 Universal Screening for Risk Factors of Dyslexia: Definitions
- * 581-002-1820 List of Approved Universal Screeners for Risk Factors of Dyslexia
- * **581-022-2445 Universal Screening for Risk Factors of Dyslexia**
- * 581-002-1825 Waiver for Universal Screening of Risk Factors of Dyslexia in a Student's Native Language Other Than English and Spanish

APPROVED BY THE STATE BOARD OF EDUCATION ON APRIL 19, 2018

2018 RFI for Dyslexia-Related Training Opportunities Timeline for Review

Event	Dates
Recruit Reviewers	Weeks of March 26, April 2 nd , and April 9 th , 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

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

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.”

Dyslexia Training Grants

- * Will take amended definition of K-5 school to State Board of Education on May 17, 2018 for approval as a temporary rule
- * Adoption of this temporary rule will allow the Department to adjust grant awards to include schools that enroll only K students and schools that enroll student in 1st grade and up
- * Adjusted award per K-5 school: \$2729.89

Other OAR Clean Up: Dyslexia Training OARs

TIMELINE	STATE BOARD OF EDUCATION ACTION
MAY 2018	Temporary Rule: Change to Definition of K-5 School
JUNE 2018	Permanent Rule (First Read): <ul style="list-style-type: none">• Change to Definition of K-5 School• Eliminate References to LTCT in Rule
SEPTEMBER 2018	Permanent Rule (Consent Agenda for Adoption): <ul style="list-style-type: none">• Change to Definition of K-5 School• Eliminate References to LTCT in Rule

Dyslexia Training in 2018-2019

- * COSA Conference in Seaside
- * Teaching, Learning, and Assessment Conference
- * COSA Fall SPED Administrators Conference
 - * Preconference Institute
 - * Break-out Session
- * Office of Student Services: School-Age Training Series
 - * Dyslexia as one of four options for afternoon session
 - * Presented in 8 regions across the state
- * IDA Conference in Connecticut

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.

Oregon Department of Education Criteria for Selection of a Universal Screening Tool

This rubric is designed to evaluate universal screening tools for use in Oregon districts.

Universal Screening Tool Name: _____
 Publisher: _____
 Contact Information: _____

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion, and indicate with a check mark those criteria that are met.



Criteria	Evidence in Screening Tool	Criteria Met
Screening Tool Qualities:		
Strong predictive validity:		
Strong classification accuracy:		
Norm-referenced scoring:		
Available in multiple, equivalent forms		



Criteria	Name of Measure(s)	Time of Year (B, M, E)	Criteria Met
Include measures of all the following areas at least once per year in kindergarten:			
Phonological awareness			
Letter-sound correspondences			
Rapid naming			
Include measures of all the following areas at least once per year in first grade:			
Phonological awareness			
Letter-sound correspondences			
Rapid naming			
Word or pseudo word reading fluency			
Oral reading fluency			

Criteria	Evidence in Screening Tool (list specific progress monitoring measures that are available and number of alternative forms for each)	Criteria Met
Includes options for progress monitoring measures - kindergarten		
Includes options for progress monitoring measures - first grade		

Criteria	Evidence in Screening Tool	Criteria Met
The screener is cost effective:		
The measures are easy to administer and score. They do not require a specialist for administration.		
The individual measures are brief		
Annual subscription cost per student is \$15 or less		
Annual subscription cost includes access to a data management system		
Publisher offers free or low cost options for training on administration		

All criteria met	
------------------	--



Selecting Screening Instruments:

Focus on Predictive Validity, Classification Accuracy, and Norm-Referenced Scoring



by Steven P. Dykstra, Ph.D.

Selecting Screening Tools

Predictive Validity:

If we used this screener to predict how every child will perform at some point the future, how good would those predictions be?

Classification Accuracy:

If we used this screener to divide our students into those considered at risk and those considered not to be at risk, how well would we do based on the outcome of their future performance?

Center on Response to Instruction Tool Chart

Center on
RESPONSE to INTERVENTION

at American Institutes for Research ■



Screening Tools Chart Continued

TOOLS	AREA	Classification Accuracy	Generalizability	Reliability	Validity	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations	Efficiency			
							Administration Format	Administration and Scoring Time	Scoring Key	Benchmarks / Norms
DIBELS 6th Edition	*Letter Naming Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes
	*Nonsense Word Fluency	●	Moderate Low	●	●	●	Individual	2 Minutes	No	Yes
	*Oral Reading Fluency	●	Moderate Low	●	●	—	Individual	2 Minutes	No	Yes
	*Phoneme Segmentation Fluency	●	Moderate Low	●	○	—	Individual	2 Minutes	No	Yes

Technical Standard 1: Classification Accuracy

The classification accuracy indicates the extent to which a screening tool is able to accurately classify students into “at risk for reading/math disability” and “not at risk for reading/math disability” categories.

Technical Standard 1: Classification Accuracy	
Rating	Rating defined
Convincing Evidence	Area Under the Curve (AUC) > 0.85 <i>and</i> All of Q1 – Q4 rated as YES
Partially Convincing Evidence	Area Under the Curve (AUC) > 0.85 <i>and</i> 1 of Q1 – Q4 rated as NO <i>or</i> 0.75 < Area Under the Curve (AUC) < 0.85 <i>and</i> 3 or more of Q1-Q4 rates as YES
Unconvincing Evidence	Area Under the Curve (AUC) < 0.75 <i>or</i> 2 or more of Q1 – Q4 rated as NO

Q1. Was an appropriate external measure of reading (or math) used as an outcome?

Q2. Were the children in the study only involved in general classroom instruction (i.e., they were not involved in a specialized tutoring program)?

Q3. Was risk adequately defined within an RTI approach to screening (e.g., 20th %-tile)?

Q4. Were the classification analyses and cut-points adequately performed?

Validity

Validity refers to the extent to which a tool accurately measures the underlying construct that it is intended to measure.

Technical Standard 4: Validity	
Rating	Rating defined
Full bubble: Convincing evidence	All of Q1 – Q3 rated as Yes
Half Bubble: Partially convincing evidence	1 of Q1 – Q3 rated as NO
Empty bubble: Unconvincing evidence	2 or 3 of Q1 – Q3 rated as NO
Dash: No evidence provided	Evidence was not provided

Q1. Was convincing evidence supporting content validity presented?

Q2. Was convincing construct validity presented (correlations above .70)?

Q3. Was convincing predictive validity presented (correlations above .70)?

Classification Accuracy

Classification Accuracy in Predicting Proficiency on The Stanford Achievement Test												
	Middle of Grade K		End of Grade K		Beginning of Grade 1		Middle of Grade 1		End of Grade 1		Beginning of Grade 2	
	Benchmark Goal	Cut Point for Risk	Benchmark Goal	Cut Point for Risk	Benchmark Goal	Cut Point for Risk	Benchmark Goal	Cut Point for Risk	Benchmark Goal	Cut Point for Risk	Benchmark Goal	Cut Point for Risk
False Positive Rate	0.28	0.25	0.31	0.24	0.30	0.26	0.30	0.24	0.29	0.25	0.39	0.27
False Negative Rate	0.19	0.17	0.19	0.19	0.18	0.20	0.19	0.20	0.19	0.20	0.19	0.20
Sensitivity	0.81	0.83	0.81	0.81	0.82	0.80	0.81	0.80	0.81	0.80	0.81	0.80
Specificity	0.72	0.75	0.69	0.76	0.70	0.74	0.70	0.76	0.71	0.75	0.81	0.73
Positive Predictive Power	0.60	0.37	0.58	0.39	0.64	0.43	0.65	0.46	0.67	0.45	0.61	0.45
Negative Predictive Power	0.88	0.96	0.87	0.95	0.85	0.94	0.84	0.94	0.84	0.94	0.59	0.93
Overall Classification Rate	0.78	0.76	0.73	0.77	0.75	0.75	0.74	0.77	0.75	0.76	0.82	0.74
AUC (ROC)	0.84	0.85	0.84	0.86	0.84	0.86	0.84	0.87	0.84	0.85	0.69	0.85
Base Rate:	0.34	0.15	0.35	0.16	0.40	0.19	0.41	0.20	0.42	0.21	0.41	0.22
Cut Points:	12	8	32	25	21	15	49	41	64	54	56	44
At 90% Sensitivity, Specificity equals	0.58	0.65	0.52	0.60	0.57	0.60	0.56	0.62	0.60	0.61	0.40	0.56
At 80% Sensitivity, Specificity equals	0.73	0.76	0.71	0.77	0.72	0.74	0.71	0.76	0.72	0.75	0.62	0.73
At 70% Sensitivity, Specificity equals	0.81	0.83	0.81	0.83	0.80	0.83	0.80	0.84	0.80	0.81	0.76	0.80

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient (if applicable)		Information (including normative data)/Subjects
				range	Median	
Concurrent	First	TOWRE Sight Word Efficiency	289	NR	0.69	Burke, Crowder, Hagan-Burke, & Zou (2009). Participants were from a primary school in rural northeast Georgia. All were native speakers of English and the majority received all their education within the regular classroom.
Concurrent	First	TOWRE - PDE	213	NR	0.75	Burke & Hagan-Burke (2007). Participants were from a public primary school in semirural northeast Georgia who came from middle- to lowermiddle- class families.
Concurrent	First	TOWRE - SWE	213	NR	0.68	
Predictive	K	G1 TOWRE PDE	180	NR	0.67	Burke, Hagan-Burke, Kwok, & Parker (2009). Participants were at a rural primary school in northern Georgia.
Predictive	K	G1 TOWRE SWE	180	NR	0.67	
Predictive	K	Mid 2 nd WRMTR (Pass. Comp.)	167	NR	0.56	
Predictive	First	Grade 1 Fall NWF – Grade 1 Spring SAT-10	3,506	NR	0.61	Fien et al. (2010). Participants were 3,506 first grade students in 50 Oregon Reading First schools. About 49.4% of these students were girls, 53.9% were ethnic minorities other than Caucasian, 24.8% were English language learners, and 6.7% were identified as special education eligible. Many students were also from economically disadvantaged families. On average, 75% of the students
Predictive	First	Grade 1 Winter NWF – Grade 1 Spring SAT-10	3,506	NR	0.62	

Cost	Technology, Human Resources, and Accommodations for Special Needs	Service and Support	Purpose and Other Implementation Information	Usage and Reporting
<p>The DIBELS 6th Edition materials can be downloaded, free of charge, at: https://dibels.uoregon.edu. The materials consist of the manuals and test materials, directions for administration, test forms, technical manuals, and student protocols.</p> <p>Use of the DIBELS Data System for the purpose of entering and managing data, as well as generating project, district, school, class, or student reports costs \$1.00 per student per year, and is optional.</p>	<p>Testers will require 1-4 hours of training.</p> <p>Paraprofessionals can administer the test.</p> <p>A list of DIBELS-approved accommodations is available in the Administration and Score Guide.</p>	<p>Where to Obtain: University of Oregon DIBELS Data System</p> <p>Address: 5292 University of Oregon Eugene, OR 97403</p> <p>Phone: 1-888-497-4290</p> <p>Website: https://dibels.uoregon.edu</p> <p>Field tested training materials are not included in the cost of the tool.</p> <p>Ongoing technical support is available by calling 1-888-497-4290 or emailing support@dibels.uoregon.edu.</p>	<p>DIBELS NWF is a standardized, individually administered test of a student's alphabetic principle skills, including letter-sound correspondences and of the ability to blend letters into words in which letters represent their most common sounds. NWF is designed for use with students in Grades K-2. The student is presented with randomly ordered Vowel-Consonant (e.g., ig, ot) and Consonant-Vowel - Consonant (e.g., sim, tob, lut) nonsense words on an 8.5"x11" sheet of paper and asked to verbally produce the individual letter sound of each letter or read the</p>	<p>The tool is intended for use in grades K-2 or with ages 5-8.</p> <p>DIBELS NWF is administered individually and takes 2 minutes per student.</p> <p>Available scores include: raw scores, developmental benchmarks and cut points, and error analysis.</p>

2014 Screening Tool Chart

AIMSweb	<ul style="list-style-type: none">• Reading CBM• Test of Early Literacy - LNF
DIBELS 6 th Edition	<ul style="list-style-type: none">• LNF• NWF• ORF• PSF
DIBELS Next	<ul style="list-style-type: none">• DAZE• ORF• FSF• NWF• PSF
easyCBM	<ul style="list-style-type: none">• MC Reading Comprehension• Passage Reading Fluency• Vocabulary
FAST	CBM Reading, composite, concepts of print, decodable words, letter names, letter sounds. nonsense words, onset sounds, rhyming, sentence reading, sight words, word blending, word segmenting

Considerations:

- * In general, the tools don't have convincing predictive validity
- * Predictive validity tends to be lower in kindergarten – especially at the beginning of kindergarten due to students entering school with a lot of differences in their preschool experiences.
- * What is strong in terms of predictive validity in K/1 is relative.

Possible Criteria for Screening Tool Qualities

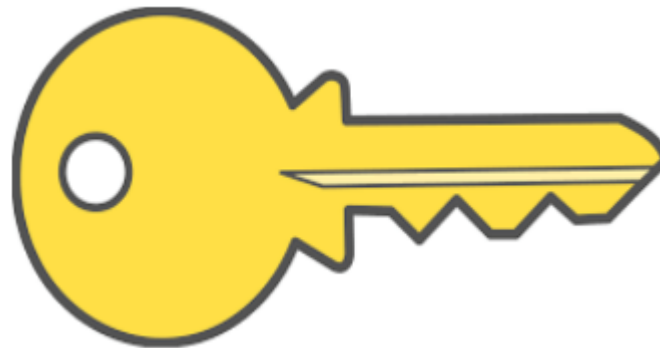
1. The measures have published data on the areas required in the OAR (PA, L/S, rapid naming in kindergarten).
1. The data supports the outcome information.
1. The publisher provides percentile ranks based on reference to a studied population.

Other Possible Criteria

- * Take average of all coefficients of measures in $K/1$ – measures must have higher than average coefficients.
- * Weight the screening tool qualities, giving the most weight to classification accuracy

The key to effective screening is maximizing the ability to predict future difficulties.

Dykstra, 2013



List of Approved Screeners

Task	Timeline
Finalize Scoring Rubric	Week of May 21, 2018
Announcement to Test Developers	May 25, 2018
Evaluate Screening Tools	Week of June 4, 2018
Draft Initial List of Approved Screeners	Week of June 11, 2018
Share Initial List with Districts	June 15, 2018
Continue to Evaluate Screening Tools	June, July, August, 2018
Post Final List of Approved Screeners	August, 2018

List of Approved Screeners

What suggestions do you have moving forward?

What universal screening tools are likely to meet the criteria and should be evaluated?

What information should be included on the list that is shared with districts?

What other resources will districts need?

Any special considerations for Spanish screeners?

Guidance for Universal Screening

ACTIVITY – 15 Minutes

Screening for Family
History

Special Considerations
for Screening PA, L/S,
Rapid Naming, Word
Reading, ORF

Data Interpretation

Screening ELs

Monitoring Progress

BREAK



Guidance for Universal Screening

DISCUSSION – 15 Minutes

Screening for Family History

Special Considerations for Screening PA, L/S, Rapid Naming, Word Reading, ORF

Data Interpretation

Screening ELs

Monitoring Progress

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

Parent Notification

When	Type of Notification
Initial universal screening in K	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?

Next Steps



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.

Report to Legislature

SB 1003

No later than September 15, 2018, the Department of Education shall submit a report, including recommendations for legislation, to the interim committees of the Legislative Assembly related to education about **best practices for screening students for risk factors of dyslexia** and **instructional support** for students who show risk for or who are identified as having dyslexia.

Work Group Sign Up

Work Group 1: Instructional Support

Work Group 2: Screening

Other Thoughts/Concerns/Questions?



Meeting Closure

- * **ODAC Next Steps**
- * **Travel Reimbursement**
- * **Substitutes**

Thank you for your service!

спасибо 谢谢
GRACIAS

THANK YOU

ありがとうございました MERCI

DANKE धन्यवाद

شُكْرًا OBRIGADO