OSPI/Dyslexia Advisory Council Webinar Update

Shelly Milne, Director of Elementary Education Content
Annie Pennell, Program Supervisor for the Learning Assistance Program
Heidi Aijala, Associate Director of Secondary ELA
OSPI

Dr. Alicia Roberts Frank, Regional Administrator for Special Programs/Dyslexia Specialist
Capital Region ESD 113

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ESD 113

Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Coast Salish, Cowlitz, and Nisqually Tribes.

We acknowledge the pain and trauma from over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African American. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.
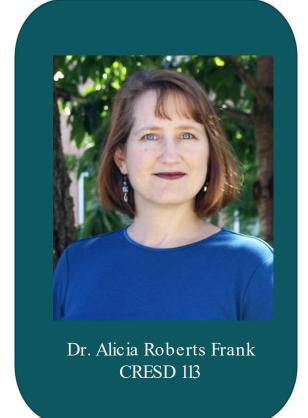
Introductions

Shelly Milne, NBCT
Director of Elementary
Education Content

Annie Pennell, M.Ed.
Program Supervisor
Learning Assistance Program
(LAP)

Dr. Heidi Aijala
Associate Director
Secondary ELA

Dr. Alicia Roberts Frank
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Other OSPI Partners

Glenna Gallo, Assistant Superintendent, Special Education

Dr. Tania May, Executive Director of Special Education

Lisa Ireland, Data/Research Analyst, Student Information

Morgan Sampson, Director, School Quality and Accountability, WSCSC

Yoona Park, WaKIDS Assessment Specialist, Early Learning

Dr. Kristen Percy Calaff, Director of Multilingual Education

Dr. Liz Stewart, SPED Program Improvement Supervisor

Justyn Poulos, MTSS Director

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Agenda/Goals

- Updates from the Dyslexia Advisory Council

- Implementation Reminders

- Implementation Clarification

- Available Supports

- Q&A

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Council Updates

- Reviewing & Updating Current Documents
- Data on Implementation on Workgroup Efforts
  - Collecting & Reviewing - Survey
- Next Steps
- Grace

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Document Updates

- First Round
  - Early Literacy Screening Guidance for Multilingual/English Learners
  - Best Practices for Early Literacy Screening Implementation: Administrators
  - Best Practices for Early Literacy Screening Implementation: Educators

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Document Updates

- Second Round
  - Dyslexia Fact Sheet
  - Best Practices for Supporting Grades 3 & Above
  - Best Practices for Using MTSS
  - Family and Caregivers Discussion Guide
  - Educator Discussion Guide
  - Multilingual Learner Guidance
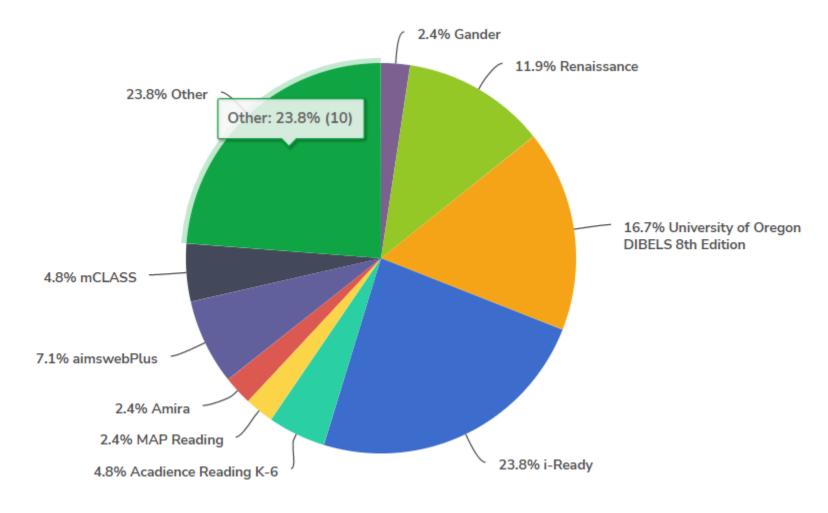
Implementation Data ~ Intervention Data

Survey Input from 45 Districts (out of 295)

- Number of Students Screened*
- Number of Students who show indications of or weaknesses associated with dyslexia*
- Screening Tools Used*
- Interventions
- Rate of Student Progress
- Implementation Issues

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Screening Tools*

Other:
- Easy CBM
- PAST
- Heggerty Phonemic Awareness Skills Screener
- NWEA

Interventions

iStation 3

ECRI

Sound Partners

Heggerty

iReady

FUNdamentals

Words Their Way

95% Intervention Program

Highline Word Study Guides

Really Great Reading

Road to the Code

Lexia

Orton-Gillingham methods

mCLASS activities

Phonics for Reading

Foun

Highli

ARC Curricul

IRLA

RISE

Readi

Read

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F&P LLI

Continuing Work of the Council

- April Council Meeting
- Handbook/Resource Guide Update
- Intervention Recommendations Based on SOR
- RAN RFQQ -- Inclusive of all 4 Criteria
- Screeners in Other Languages (Spanish)

Implementation Reminders

- Screening

- Interventions

  (b) The interventions must be evidence-based multisensory structured literacy interventions and must be provided by an educator trained in instructional methods specifically targeting students' areas of weakness.

- Multi Tiered System of Supports

- Parent/Family Communication

- Data Reporting

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Parent/Family Communication

For a student who shows indications of, or areas of weakness associated with, dyslexia, each school district must notify the student's parents and family of the **identified indicators** and **areas of weakness**, as well as **the plan for using multitiered systems of support to provide supports and interventions**. The initial notice must also include **information relating to dyslexia and resources for parental support** developed by the superintendent of public instruction. The school district must **regularly update the student's parents and family of the student's progress**

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Data Reporting

Location	Overview
V07 – Identification Assessment	Provides the **initial screener** used to determine eligibility for state assigned support
V08 – Identification Assessment Date	Date the **screening process began** in your district
V09 – Support Determination	Indicates the outcome of the **screening process**
V10– Interventions Used	Identifies the interventions provided to the student if they are determined to be at risk

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*Reporting clarification, 3/9/22

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Implementation Clarifications

- Screening Timeline
  - RAN
- Reporting
- #SayDyslexia

First Grade Band Matrix

RCW 28A.300.700 (b) Requirements "Identify indicators and areas of weakness that are highly predictive of future reading difficulty, including phonological awareness, phonemic awareness, rapid naming skills, letter sound knowledge…"

A Note about Administration of the Rapid Automatized Naming (RAN) Assessment

All **kindergarten and 1ˢᵗ grade students** should be administered the Rapid Automatized Naming Assessment (RAN) in January. If a student enrolls in the school after the January assessment window, the student should be administered the RAN within 4 weeks of enrollment to the school or at the next assessment window. Students who enroll in a Washington school for second grade with no record of participating in the RAN during kindergarten and 1ˢᵗ grade should be administered the RAN within 4 weeks of their enrollment to the school or at the next assessment window.
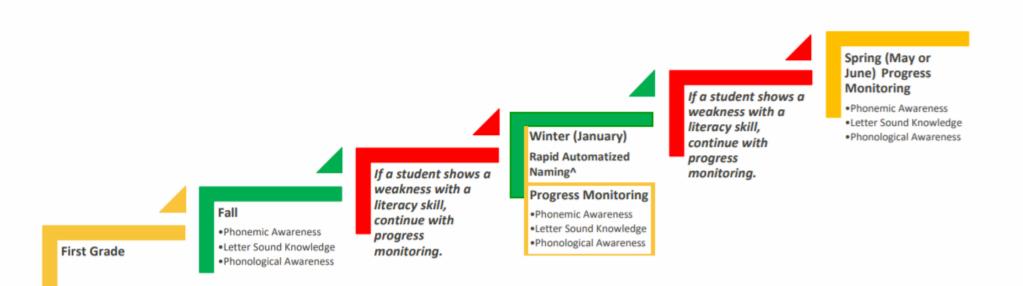^Please note the Rapid Automatized Naming assesses skills that cannot be pre-taught or remediated.

A Note about Supporting Multilinguals/ English Learners:
The Dyslexia Advisory Council has endorsed the recommendations of the **Dual Language Steering and Bilingual Education Advisory Committees** to use the WIDA English Language Development assessments & proficiency levels _(click here)_ to determine when an Multilingual/English Learner will be administered the literacy screener in English. For more information please review: **Early Literacy Screening Guidance for Multilingual/English Learners**

This document was originally created on July 29, 2019; Revised on April 8, 2021

First Grade

Fall
•Phonemic Awareness
•Letter Sound Knowledge
•Phonological Awareness

If a student shows a weakness with a literacy skill, continue with progress monitoring.

Winter (January)
Rapid Automatized Naming^

Progress Monitoring
•Phonemic Awareness
•Letter Sound Knowledge
•Phonological Awareness

If a student shows a weakness with a literacy skill, continue with progress monitoring.

Spring (May or June) Progress Monitoring
•Phonemic Awareness
•Letter Sound Knowledge
•Phonological Awareness

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Supports

- Updated FAQ Doc
- Professional Development
  - OSPI-Sponsored & Glean
- Early Literacy Screening Professional Learning Communities through ESDs (Regional Literacy Coordinators)
- Joyful Learning Summit May 12 & 13

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Dyslexia Beyond Awareness
Shifting to the Science of Reading

REGISTER NOW!

May 12-13, 2022
9 am - 3 pm

Reading is a social justice issue that requires moving toward equity and multi-tiered support for all children. The ability to read provides students with opportunities to explore identity, diversity, anti-bias, and engage in meaningful and appropriate social action behaviors.

Some Evidence-based Intervention & Practical Classroom Strategy:

- Family Engagement
- Phonemic Awareness
- Fluency
- Rhyming
- Phonological Awareness
- Active Read-alouds
- Letter Sound Knowledge
- Rapid Naming Skills

Catch them before they fall with an abundance of wisdom from our speakers.

Keynotes, Discussions, Panels, Debates, and lots of Strategies!

More Washington Workshop Leaders will be added in the January program. You may choose to attend one day or both. WA Clock Hours will be provided.

Both days will focus on defining what dyslexia is, how to screen for it, and what we can do in our classrooms with all children including those who present with learning differences like dyslexia.

HOLD THE DATES! Reserve Your Space!

$200 per registrant for 2 days
$150 for one day

Request a registration form by emailing
JoyfulLiteracy2020@shaw.ca

Speakers

Featured Speaker
Dr. Maryanne Wolf
AUTHOR OF:
Reader, Come Home:
The Reading Brain in a Digital World

The Deep Reading Brain
- How the Reading Brain Infuses Science, Poetry, and Joy into the Teaching of All Our Children
- Early assessment as the key to early, targeted intervention.
- The impact of the digital world – what we need to know and apply.

Dr. Hugh Catts
AUTHOR OF:
Early Identification of Dyslexia:
Research to Practice

Going Deeper: Defining and Operationalizing Dyslexia in Educational Settings
- Defining dyslexia. Changed research: Changing practice
- The negative impact on academic achievement, psychosocial development and quality of life
- Focus on a promising prevention model.

Dr. Julie Washington
AUTHOR OF:
Dyslexia: Revisiting Etiology, Diagnosis, Treatment, and Policy

The Impact of Language Differences on Reading Development
- The intersection of poverty, literacy, and dialectic differences
- The impact on language-based academic areas – reading, spelling, writing and math
- The impact on language, reading and assessment outcomes.

Dr. Nadine Gaab
Associate Professor of Education at Harvard University

Typical and atypical reading development: Neurobiology, early identification, and screening strategies
- Brain correlates of reading development
- Early identification of children at-risk
- Practical strategies for the screening process

Dr. David Kilpatrick
AUTHOR OF:
Equipped for Reading Success

Guiding Assessment, Instruction and Interventions with Word Level Reading Development
- How children read words and why some struggle
- Qualities of the most successful intervention program
- A focus on the best instructional practices.

Dr. Anne Cunningham
AUTHOR OF:
Book Smart: How to Develop and Support Successful, Motivated Readers

Phonics and Phonological Awareness
- The two most impactful early reading skills in detail
- Classroom strategies that develop successful, motivated readers
- Raising literate, book-happy kids.

Dr. Tim Rasinski
AUTHOR OF:
The Mega Book of Fluency:
Strategies and Texts to Engage All Readers

The Connections: Comprehension, Word Recognition and Fluency
- Accelerating reading with a weekly fun fluency plan
- Encouraging, engaging and enriching ALL children
- Strategies and texts that engage all readers.

Local Workshops

TBA: WA State organizations and individuals involved in state dyslexia programs are being invited to present plans and to engage participants in discussion and dialogue about evolving initiatives.

Questions and Answers

Contact Information

- Annie Pennell, M.Ed.
  - 360-725-6190
  - annie.pennell@k12.wa.us
- Heidi Aijala, Ph.D.
  - 360-972-4044

    heidi.aijala@k12.wa.us

- Alicia Roberts Frank, Ed.D
  - 360-464-6843

    arobertsfrank@esd113.org

- General questions
  - dyslexia@k12.wa.us

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