

Dyslexia Committee
January 9, 2019
Administration Center Room 208
4:30PM – 6:30PM

Members Present: Sam Ames, Becky Anderson, Jen Benson, Erin Chargualaf, Christy Clausen, Bruce Cordingly, Donna Gallagher, Audee Gregor, Aileen Hammar, Milt Miller, Heather Miller, Denise Need, Krystal ParkerMeyer, Karen Rogers, Jenny Ross, Pamela Stevenson, Jen Welch, Renita DeGraff, Kristie English

Unable to Attend: Krithika Rangan, Elizabeth Meza, Leah Sawyer, Sherry Krainick

OLD BUSINESS

Minutes Approval:

The committee reviewed the 12/13/18 minutes. The following change was requested: In the New Business section under “Identify sub committees & charges”: Place an asterisk next to the names of those who were present and participated in the sub-committee work groups at 12/13/18 meeting.

Team Drive – Lynn Brewer set up a Team Drive giving Committee Members easy access to agendas, meeting resources, work group notes, etc.

NEW BUSINESS

Phono-Graphix Update:

Adra Davy presented an update on Phono-Graphix, a supplemental reading program that the District has adopted for SpEd. All Learning Center and Mid-Level Blended teachers have been trained. Paraeducators, Sensory and Social/Emotional teachers are participating in online training. Functional Skills & Academics (FSA) teachers are in the process of looking at core curriculum so only one FSA teacher is trained in Phono-Graphix and is looking at field testing.

Phono-Graphix was used during Camp Crack the Code, an intensive summer program which was held at Crystal Springs Elementary. Teachers identified students who were behind in reading based on Individual Reading Record (IRR). Students K-5 were invited to participate. 38 students (Gen Ed & Special Ed) accepted the invitation to participate in

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1/9/19 DRAFT MINUTES

Common Abbreviations/Acronyms Used: EL (English Learner), Hi-Cap (Highly Capable), LAP (Learning Assistance Program), MTSS (Multi Tiered Systems of Support), PBIS (Positive Behavior Interventions & Supports), PD (Professional Development), RTI (Response to Intervention)

the summer program. Preliminary fall IRR data taken on students who attended the summer program consistently (25 students) showed that average growth was steady at an increase of two IRR levels. This was measured from spring 2018 pre-test results to this fall's IRR. Seven students showed continued growth in IRR levels between the post test at the end of the summer program and fall IRR scores.

Parents also received training which may have contributed to continued growth. Parents provided transportation and parents stayed for the training. The program was available in English and Spanish and the group size was between 1-5 students.

One school's fall data showed the average growth at 3rd-5th grade since September is 3 IRR levels based on the STAR assessment crosswalk.

Support for staff is being provided: email account set up to address and field questions, creation of team drive, kick off in September, 2 open labs in September, teachers observing at training sites Oct-Dec (KO/AH/CS), trainers now going to schools to coach throughout the remainder of the year. ESAs will be provided an overview later this year.

Phono-Graphix is proving to:

- Close the gaps and catch kids up.
- Students are asking for books to read because reading is fun now.
- Teachers are seeing growth in comprehension.
- Students are going back to gen Ed class.
- Materials are presented in a fun unique way and this is something that maintains their attention.

98% will show growth but there are many factors to consider when growth is not made, such as behavior. It is necessary to look at the other 2% and consider the factors behind the behaviors, etc. Frequency and intensity also contributes to growth (i.e. a Mid-Level student would need 20 min per day of instruction to gain growth.)

Some members inquired about receiving test data from fall to the end of January indicating it is needed to make data-based decisions. Hard data can be valuable to help determine where the best work can be done, what types of students are impacted the most, and if Phono-Graphix can be expanded to other groups of students. Currently Phono-Graphix is in year 1 of implementation for Learning Center and Mid-Level SpEd students. Sub-committees could incorporate data into their work. Data is important to

identify where kids are in the district and what they might need. Concrete data will help inform decisions/recommendations for other programs or interventions.

CONTINUED BUSINESS

A Dyslexia Sub-Committee Recommendations template was created to maintain consistency for sub-committee work. The template outlined the following guidelines:

- What was your committee tasked to do and what problem(s) are you trying to solve?
- Background
- Research, justify rationale
- Data
- What are the findings?
- Conclusions/recommendations

FUTURE BUSINESS

Learning Ovations (A2i)

Joseph Connor from Learning Ovations followed up on our inquiry about their programs. They have been contacted by many other districts in the greater Seattle area who have also shown interest. Learning Ovations would like to schedule a visit to our area in late January or early February. To make this logistically possible, they need to confirm that a fairly large number of schools/districts want to learn more. Once this is determined, they will be able to schedule meetings or possibly a series of geographically spread presentations. More to come on this.

Updates to meeting schedule:

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|-------------|---------------|--|
| Wed Feb 6 | 4:30pm-6:30pm | Committee agreed to keep this date on the schedule |
| Thur Feb 28 | 9:00am-3:30pm | All day |
| Wed Mar 6 | 4:30pm-6:30pm | Will meet if needed. To be decided after Feb mtgs |

2018/2019 Meeting Dates 4:30pm – 6:30pm

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| Wed Sep 12, 2018 | Board Room |
| Wed Oct 3, 2018 | Room 208 5-6:30 invite assessment committee |
| Wed Nov 7, 2018 | Room 208 |
| Wed Dec 5, 2018 | Room 208 4:30pm–6:30 Work group |
| Thur Dec 13, 2018 | Board Room 8:30 AM – 3:30 PM |
| Wed Jan 9, 2019 | Room 208 |
| Wed Feb 6, 2019 | Room 208 |
| Thur Feb 28, 2019 | Room 208 9:00 AM – 3:30 PM |
| Wed Mar 6, 2019 | Room 208 |
| Wed Apr 3, 2019 | Room 204 |
| Wed May 8, 2019 | Room 208 |
| Wed Jun 5, 2019 | Room 208 |