

Dyslexia Committee
February 28, 2019
Admin Center, Room 204
9:30 AM

Members Present: Sam Ames, Becky Anderson, Jen Benson, Erin Chargualaf, Christy Clausen, Donna Gallagher, Audee Gregor, Aileen Hammar, Milt Miller, Heather Miller, Denise Need, Krystal ParkerMeyer, Leah Sawyer, Jen Welch, Bruce Cordingly

Unable to Attend: Karen Rogers, Pamela Stevenson, Kristie English, Renita Graff, Sherry Krainick, Krithika Rangan, Jenny Ross, Elizabeth Meza

Welcome

Missed last meeting due to the snow. Members shared stories of the snow storm. The district is still working on how we will make up the missed days. Introduction of agenda—we've combined agendas from our missed meeting with this meeting.

Presentations

Niki Arnold Smith and Derek Tucci were invited to attend and shared an update on District Assessment Committee – the snow has impacted timing of meetings and testing needing to happen in schools.

They Re-shared vision statement of the Assessment committee as presented previously. iReady Pilot Update: Pilot began in January. The iReady vendors are also willing to come and present if needed to committee members. Upcoming trainings with teachers will cover what to do with the information from administration of the tool. Training in January was to operate the test. February/March training will be to learn to interpret the test—the 'now what'. This will be done through a push-in model to classrooms. Due to the system, tests are thrown out after 21 days so some kids will need to retest if they tested originally before the snow days. New test questions will be used.

Instructional component (areas of weakness and strength)/ Teacher support-materials for teacher use: groups, etc. Assessment window: 12 weeks between original screening and progress. May need to adjust due to limited computers and beginning of SBAC window. They confirmed that the same students who were administered the STAR will be taking the iReady to have comparison data.

Instructional Component Survey Creation. Focus on assessments. Instructional components. STAR pilot survey was given in December. There won't be feedback from students, but possibly could be in the future.

The assessment committee looked at survey questions to determine needs and what's most effective.

9/12/18 (in) DRAFT

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Dug into the data. Group 1 – Elementary, Group 2 – Secondary.
Summarized the data: Strengths, Weaknesses, Opportunities, Threats
Strengths--simple, training delivered well
Weaknesses-reports, data
Opportunities
Threats
**See attached summary of the STAR survey results.

Professional Development Plan/Roll out options.
PD Thoughts- Training HAS to happen on using the assessment platform purchased.
Both systems will not sell their platform without a PD plan. The assessment team is looking at all of the options for the roll out.
More questions they are looking at: Do teachers who have already been trained need to do it again? How much training is needed? One year? Two year? Three?

Next steps:
CMAC timeline-present in May with materials due in April
June – Implementation and roll out plan

Questions:
The committee was asked to write down their questions and they will be given to Derek and Niki to take to the vendor. Our best resource for questions is the vendors themselves.

Aileen asked about the use of tools for students with known risk factors for Dyslexia/those students already identified. Hoping the roll out will include addressing this and should be a priority.

Kristie had a question about level of assessment and if the test starts at a low/entry point and moves up? Her own child had questions that were much lower than his abilities. There are some aspects of the test that we don't have information on but we will check in with the vendor.

ELA Supplemental subcommittee – Jen and Lynn

Merging of ELA curriculum adoption committee and dyslexia committee. Jen/Christy are co-chairing this committee. Purpose is to consider the needs of tier 2 and tier 3 students and instructional strategies. What do we already have and what's missing. What's next for recommendation.

Had a good response from both committees expressing interest to serve on this subcommittee. Will begin March 12. Dyslexia Committee members were invited to send questions to Jen Benson to make sure they are addressed in this new subcommittee. They will meet monthly. Start work this year then continue through next year.

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Aileen question: Overall structure – MTSS pyramid. Wondering who will be leading? Who are the experts in our district who are working with kids? Who have taken training on their own? Wanting to leverage who we already have. Concerned we haven't utilized and identified leaders/staff members. **This has been touched on in the subcommittee. Becky reminded that this committee is way to take these concerns forward. That is our task.

Do we have a list of the issues we need to address? We could include it in the Framework...critical needs or non-negotiables.

**After we see each groups' recommendations we will see what is missing. Our job, based on what we know, is to make the recommendations.

The district sets the charge. Heather and Becky will take those recommendations forward to the Superintendent. As a committee we need to be clear on the what and why we are recommending our components. The Superintendent will make the final decision.

There are things that we can control, there are things we can influence and there are things we cannot, and we must work within constraints. We need to keep our focus on our charge.

Old Business

Minutes from January 9 were adjusted regarding Phono-Graphix data. Members are wanting to see overall data from Phono-Graphix. Becky will follow up with Adra.

Google Team Drive (Becky)

Invite to view – invite sent on 2/22.

Team Drive contains resources and notes from past meetings.

In addition to the template for each group to complete their recommendations.

A category of *Limitations, if any*, was added to the template.

Other Resources: committee members can add research articles etc. This is currently for our committee only. Lynn put a copy of this template into each of the work group folders. Work groups will work off of these copies instead of on the main template.

Once complete, Becky and Heather will work on the recommendations to make a common language.

Would like to have a bullet list of non-negotiables document on the main page as a communication tool for the group. That document was discussed and added. It was recommended to have these resources available as read only for teachers.

The afternoon was spent with each sub group of the committee working on their respective sections.

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The group agreed to keep the meeting on March 6 and suggested that reviewing the work of our colleagues in advance of our meeting would be helpful.

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

Wed Mar 6, 2019 Room 208

Wed Apr 3, 2019 Room 204

Acronyms:

PD – Professional Developmental

RTI – Response to Intervention (academic)

PBIS- Positive Behavior Interventions & Supports (social/emotional)

MTSS – Multi Tiered Systems of Support

LAP- (Learning Assistance Program) State funded grant for students who are below grade-level standard in English and math.

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STAR DATA EVALUATED

ELEMENTARY:

STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> ● Login was straight forward after glitches ● Familiar-since being able to have experience ● Simple to take test ● Instruction to Administer were clear ● Having another Data Point ● On site training good 	<ul style="list-style-type: none"> ● Difficulty navigating ● Validity of test negative ● Take many administration to get anywhere close to actual level, etc. ● Glitchy without helpful tech support ● Low growth levels for these 40% proficiency ● Access to reports and how to get the info you want ● Lack of in depth grouping ● Can't make accommodation ● Timed ● Validity of scores: not consistent ● Doesn't match up with what is happening in the classroom ● Lack of math scoring for kinders ● Did not know where to go to get reports ● No parent friendly reports

OPPORTUNITY	THREATS
<ul style="list-style-type: none"> ● On-site training powerful ● Those that liked early literacy felt it useful ● Committee members should have a chance to take the tests as students 	<ul style="list-style-type: none"> ● Validity ● # of devices for teachers ● Accessibility for tech support ● Lack of effort from kids ● Data review provided by star (questionable) ● Population unknown ● Very small sample sizes/relatively ● Inconsistent administration of test ● Difficult to draw conclusions about data

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SECONDARY:

STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> ● Most teacher (76%) were trained initially ● Most had online school support (67%) ● Easy for students to take ● Easy to administer and look at data by others 	<ul style="list-style-type: none"> ● Not everyone responded to survey (little/no sped) ● Only 35% found initial training useful at all ● Only 32% found onsite training useful ● Only 29% found overall training useful ● Navigating system was tough for some teachers-some had to enter students one by one ● 45% found getting devices tough ● Poor reports ● Inaccurate levels ● Compare apples to apples: creating slides to show actual data - groups are over generalized! ● Can't use data to guide instruction

OPPORTUNITY	THREATS
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● We need better data ● We need better training ● We need better reports ● We want teachers to have access to data that helps close the gap (District goal 3) ● Instructional resources needed (specific topics & lessons) connected to standards ● Data should correlate to SBAC ● Year to year data for one student

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