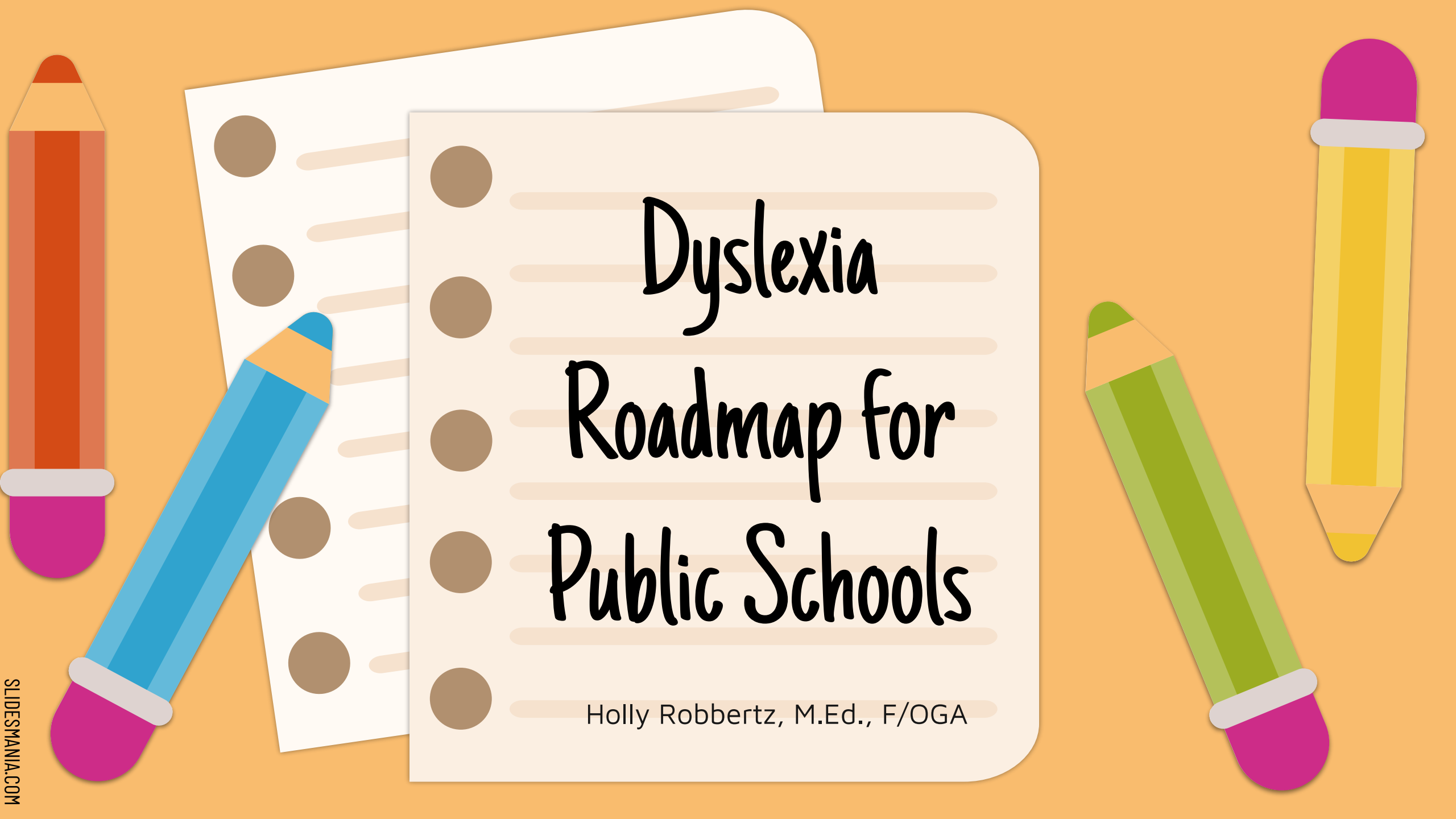

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What is Our Why?

- OG 1 training-Simon Sinek Youtube.com:
- Professional: Learning to read is a civil right (e.g. Z. story)
- Start training with Dyslexia Simulation
- End training with Navigating Dyslexia Panel discussion
- Building a culture of Structured Literacy throughout Olentangy Schools.

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Phonological Core Deficit

Weakness in one or more of the following:

- Phonemic awareness/analysis
- Phonemic blending/synthesis
- Rapid automatized naming
- Phonological working memory
- Nonsense word reading, letter-sound knowledge acquisition

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International Dyslexia Association Definition

Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age, and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifested by variable difficulty with different forms of language, often including, in addition to problems reading, a conspicuous problem with acquiring proficiency in writing and spelling."

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HB-436

Connor's Odyssey

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HB 436: Connor's Odyssey: Right To Read Law

Signed by Governor De Wine and went into effect April 2021.

Dyslexia Supports ODE website

- Committee to be formed of 11 members to vote on guidelines for Screening of students for dyslexia, Teacher training and certification to support students with dyslexia.

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HB 436: Connor's Odyssey: Right To Read Law

- **December 2021** Guidelines will be completed and distributed
- (C) Each district or school shall do all of the following:
- (1) Comply with the **guidebook** developed under division (C) of section 3323.25 of the Revised Code;

The guidebook is still under review

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HB 436: Connor's Odyssey: Right To Read Law

- **September 2022/2023**: Districts need to to have a plan for dyslexia screening.
- **September 2023/2024**: PD begins for general education and intervention staff

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Leadership Teams

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HB 436: District Leadership Team

Stakeholders with expertise in the identification, intervention, and remediation of dyslexia

- District and building administrators
- Teacher and staff representatives from each building
- Related service personnel
- Parent and community representatives

Olentangy's DLT has been meeting since September

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District Leadership Team Tasks

Tasks:

- Set a vision, priorities, and expectations
- Review district data to develop, implement, and evaluate a district action plan
- Review and establish district policies, professional development, and funding for alignment to the action plan
- Provide support for implementation (funding, PD, coaching) of building action plans;Guide building leadership teams

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HB 436 Building Leadership Team

Stakeholders with expertise in the identification, intervention, and remediation of dyslexia

- Principal
- Teacher representative from each grade, related service staff,
- Union representative
- Related service personnel
- Representative from non-certificated staff
- Parent
- Community representative
- A person in the role of systems coaching
- District office representative

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BLT Tasks

Tasks:

- Review building data to develop, implement, and evaluate a building action plan
- Develop knowledge and skills of building staff for implementation
- Plan and conduct professional learning and coaching
- Set a vision, priorities, and expectations
- Provide support for implementation (funding, PD, coaching) of the building action plan
- Guide building leadership teams

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Grade Level Teams

Grade-Level Team/Teacher-Based Team (TBT)

- **Who**: All teachers in the grade, Related service staff, Literacy Coach
- **Meeting Frequency**: Every other week
- **Tasks**: Review grade-level data to develop, implement and evaluate building action plan, Guide student teams

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Student Level Teams

Student-Level Teacher-Based Team

- Who: Teachers, Parents, Student when appropriate
- Meeting Frequency: As needed to support student learning
- Tasks: Review student data to develop, implement and evaluate student intervention plan

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Dyslexia Screening

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Dyslexia Screening Tool 2022-2023

For the 2022-2023 school year, administer a tier one dyslexia screening measure to a student to whom either of the following applies:

(a) The student is enrolled in any of grades kindergarten through three. A screening measure shall be administered to a student enrolled in kindergarten after January 1, 2023, but prior to January 1, 2024.

(b) The student is enrolled in any of grades four through six and either of the following applies:

(i) The student's parent, guardian, or custodian requests that the screening measure be administered to the student.

(ii) A classroom teacher requests that the screening measure be administered to the student and the student's parent, guardian, or custodian grants permission for the screening measure to be administered.

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Dyslexia Screening Tool 2023-2024 and After

For the 2023-2024 school year and each school year thereafter, administer a tier one dyslexia screening measure to a student to whom either of the following applies:

(a) A student enrolled in kindergarten. A screening measure shall be administered to a student after the first day of January of the school year in which the student is enrolled in kindergarten and prior to the first day of January of the following school year.

(b) A student enrolled in any of grades one through six if either of the following applies:

(i) The student's parent, guardian, or custodian requests that the screening measure be administered to the student.

(ii) A classroom teacher requests that the screening measure be administered to the student and the student's parent, guardian, or custodian grants permission for the screening measure to be administered.

A district or school may administer a tier two dyslexia screening measure to a student to whom the district or school administers a tier one screening measure under division (A)(1) or (2) of this section. In that case, a district or school shall not be required to complete division (A)(4) of this section.

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Identification of Students at Risk

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Identify Students At Risk for Dyslexia

3) Identify each student that is **at risk of dyslexia** based on the student's results on the tier one screening measure and notify the student's parent, guardian, or custodian that the student has been identified as being at risk.

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Progress Monitoring Reporting to Parents

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Progress Monitor Students at Risk

(4) **Monitor the progress of each at-risk student** toward attaining grade-level reading and writing skills **for up to six weeks**. The district or school shall check each at-risk student's progress on at least the second week, fourth week, and sixth week after the student is identified as being at risk. If no progress is observed during the monitoring period, the district or school shall notify the parent, guardian, or custodian of the student and **administer a tier two dyslexia screening measure** to the student.

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Report Results of Screen to Parent/Guardian

(5) **Report to a student's parent or guardian the student's results on a tier two screening measure** approved by the Ohio dyslexia committee **within thirty days** after the measure's administration. If, as determined by the tier two screening measure, the student is identified as having dyslexia tendencies, t**he student's parent or guardian shall be provided with information about reading development, the risk factors for dyslexia, and descriptions for evidenced-based interventions**.

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Student Demonstrates Markers for Dyslexia

(6) If a **student demonstrates markers for dyslexia**, provide the student's parents or guardian with a **written explanation of the district or school's multi-sensory structured literacy program.**

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Dyslexia Screener

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2022-2023 Screening for Transfer and At Risk Students

Administer a tier one dyslexia screening measure to each kindergarten student that transfers into the district or school midyear during the school's regularly scheduled screening of the kindergarten class or within thirty days after the student's enrollment if the screening already has been completed;

(b) Administer a tier one dyslexia screening measure to each student in grades one through six that transfers into the district or school midyear within thirty days after the student's enrollment.

(2) If a student is identified as being at risk of dyslexia under division (B)(1) of this section, the district or school shall administer a tier two screening measure in a timely manner.

(C) Each district or school shall do all of the following:

(1) Comply with the guidebook developed under division (C) of section 3323.25 of the Revised Code;

(2) Select screening and intervention measures to administer to students from the measures identified under division (E) of section 3323.25 of the Revised Code;

(3) Establish a multidisciplinary team to administer screening and intervention measures and analyze the results of the measures. The team shall include trained and certified personnel and a stakeholder with expertise in the identification, intervention, and remediation of dyslexia.

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Dyslexia Screener

Skills Measured by Universal Screening (Tier 1 Dyslexia Screening)

Skill to screen	Grade			
	K	1	2	3-6
Phonemic Awareness	X	X		
Letter Naming	X	X		
Letter-Sound Correspondence	X	X	X (through beginning of 2nd)	
Real and non-word reading	X (end of year)	X	X (non-words through beginning of 2nd)	
Oral Text Reading Accuracy and Rate		X (starting in mid-year)	X	X
Comprehension				X

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Dyslexia Screener When Tasks Are Given

Grade	Beginning Of Year	Middle Of Year	End Of Year
K	Phonemic Awareness Letter Naming	Phonemic Awareness Letter Naming Letter-Sound Correspondence	Phonemic Awareness Letter Naming Letter-Sound Correspondence Real and Non-word Reading
1	Phonemic Awareness Real and Non-word Reading	Letter-Sound Correspondence Real and Non-word reading Oral Text Reading Accuracy and Rate	Letter-Sound Correspondence Real and Non-word reading Oral Text Reading Accuracy and Rate
2	Letter-Sound Correspondence Real and Non-word reading Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate
3-6	Oral Text Reading Accuracy and Rate Comprehension Measure	Oral Text Reading Accuracy and Rate Comprehension Measure	Oral Text Reading Accuracy and Rate Comprehension Measure

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Olentangy Schools Dyslexia Screener

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Dyslexia Screener for Olentangy Schools

- Currently reviewing our AIMSweb Plus Universal Screener-the guidebook is under review
- Piloting our Early Bird Screener (describe and give background information-Nadine Gaab).

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Current RTI Model for Olentangy Schools

Tier 1: Fundations (k-3), Heggerty (pre-k and K-1), Words Their Way (grades 4)

Tier 2: Small group instruction within the classroom: SPIRE, Fundations review, Lexia, Read Naturally, IXL reading support software

Tier 3: Intensive OG services delivered 1:1 or in small groups, based on a diagnosis of a specific learning disability: Dyslexia

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Current Dyslexia Screening for Olentangy Schools

- Olentangy uses its universal screener of AIMSweb Plus
- C-TOPP-2 (when to use)
- Early Bird Screener- pilot for k screening

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Current Dyslexia Screening for Olentangy Schools

- K-12 Registration forms inquire about family history with dyslexia.

- Preschool is now utilizing a form to document concerns and history for students transitioning into kindergarten.

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Current Dyslexia Screening for Olentangy Schools

Kindergarten- Give Fall, Winter, and Spring AIMSweb Plus Universal Screener.

- Students who have a composite score at/below the 15th %ile in the Fall on the AIMSweb Plus (LNF-Letter Naming Fluency & LWSF-Letter Word Sounds Fluency) are placed on a RIMP (Reading Improvement Monitoring Plan). In the Winter and Spring AIMSweb Plus Universal Screener kindergarten students are given the following assessments: Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Letter Word Sounds Fluency.

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Current Dyslexia Screening for Olentangy Schools

1st grade - Give Fall, Winter, and Spring AIMSweb Plus Universal Screening.

- Students who have a composite score at/below the 15th %ile in the Fall on the AIMSweb Plus (Oral Reading Fluency) are placed on a RIMP.
- If a 1st-grade student scored at/below the 10th %ile on the Fall benchmark in Phoneme Segmentation OR Nonsense Word Fluency AND scored at/below the 10th %ile on Nonsense Word Fluency on the Winter benchmark, the student will be flagged for possibly needing a **C-TOPP-2.** In addition to those names, buildings have the ability to screen any additional students.

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HB-436 Tier 2 Screener

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HB-436 Tier 2 Screener

Identifying Tier 2 Dyslexia Screening Measures Intervention-based diagnostic assessments, referred to as Tier 2 dyslexia screening measures in Ohio's dyslexia support laws, identify where each student is on an instructional continuum and specifies next steps for instruction. These assessments may be selected to answer problem analysis questions, or they may be placement tests within instructional programs. **The purpose of intervention-based diagnostic assessment (tier 2 dyslexia screening) is to drive instruction and accelerate student progress** by identifying the next step for instruction or in the appropriate lesson within a Structured Literacy program. These measures are: Given to all students who demonstrate a need or are at risk of dyslexia • Linked to Structured Literacy instruction • Standardized or informal, rather than teacher-created • Norm-referenced, criterion-referenced, or curriculum-based • Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions • Individually administered • Connected to specific foundational skills

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HB-436 Tier 2 Screener

Grade	Beginning Of Year	Middle Of Year	End Of Year
K	Phonemic awareness Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Vocabulary/Oral Language Listening Comprehension
1	Phonemic awareness Phonics/Spelling Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension
2	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension
3+	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension	Phonemic awareness Phonics/Spelling Oral Reading Fluency Reading Comprehension Vocabulary/Oral Language Listening Comprehension

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Olentangy Schools Identification of Students with Dyslexia

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Identifying Students With Dyslexia

- If a disability is suspected then a student is given a multi-factored evaluation.
- If dyslexia is suspected the student will be given formal and informal assessments (e.g. C-TOPP-2) in the areas of decoding, encoding, fluency, written expression.
- The school psychologist in collaboration with the team can make a determination of dyslexia.

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Progress Monitoring OG- IEP Goals

- Students receiving Structured Literacy services have IEP goals in decoding, encoding, word recognition, oral reading fluency and comprehension.
- Students have quarterly progress-monitoring based on their IEP goals.

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Required Practice for OG Intervention Staff/Tutors

- Annually our intervention staff are required to administer the **Perry Assessment**, a criterion-referenced tool that provides baseline data on a student's knowledge of phonemes, graphemes, reading and spelling. In addition, the administer the **PAST** (Kilpatrick)
- In May, all teachers are required to upload this test data, with a face sheet (e.g. cog, achievement scores), the PAST and their **OG checklist** to share information about students with receiving IS and to help with groupings of students and to identify staffing needs.

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Frequency and Intensity of Structured Literacy Services

- Frequency and intensity of OG services is determined by a student's IEP team.
- It can vary from 1:1 or small group services, 2 to five days a week for 30-60 minutes per session.

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HB-436 Professional Development Requirements

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HB-436 Professional Development Requirements

Teachers are required to take 18 hours of Professional development in approved Structured Literacy coursework

- **2023-2024**: K-1 teachers (including special education) will complete required PD
- **2024-2025**: 2-3 teachers (including special education) will complete required PD
- **2025-2026**: Intervention teachers working with grades 4-12 will complete required PD

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HB-436 Certification Requirements

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HB-436 Structured Literacy Certification Requirements

- Ohio Dyslexia Committee to make recommendations regarding **ratios of students to teachers who have received certification** in identifying and addressing dyslexia
- Beginning in the **2022-2023 school year, each city, local, and exempted village school district shall establish a multi-sensory structured literacy certification process** for teachers providing instruction for students in grades kindergarten through three employed by the district.

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HB-436 Accredited Certification Pathways

- Olentangy Schools houses an accredited **Orton-Gillingham Academy Training Program**. It is the first and only public school district in the nation.
- OGA meets the criteria of being an **Independent Training Program** at the **Accreditation Plus level** for certification
  Multisensory Structured Literacy Certification in Ohio

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Olentangy Schools' Pathway to Certification

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Olentangy Intervention OG Training and Certification

- Require all newly hired intervention staff to take the **60 hours** of Associate level OG training (inform them of expectation during job interview)
- If providing OG Services need to be in a **practicum** and working towards **Associate Certification**

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OG Classroom Educator Certification for General Education

OGCE Coursework:

- Provide 30 hours of Associate level Orton-Gillingham coursework in compliance with OGA Standards
- Coursework is eligible for 2 Ashland graduate credits

OGCE Practicum:

- Provide OGCE 50-hour practicum in compliance with OGA Standards
- Eligible for 1 Ashland graduate credits at completion of practicum

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Associate Certification for Gen Ed. and Intervention

Associate Coursework:

- Provide 60 hours of Associate level Orton-Gillingham coursework in compliance with OGA Standards
- Eligible for 4 Ashland graduate credits

Associate Practicum:

- Provide Associate level Orton-Gillingham 100-hour practicum in compliance with OGA Standards
- Eligible for 2 Ashland graduate credits at completion of practicum

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Certified Certification for General Education and Intervention

Certified Coursework:

- Provide 100 hours of Certified level Orton-Gillingham coursework in compliance with OGA Standards (50 hours of coursework offered each year)
- Participants are eligible for a total of 6 Ashland graduate credits at the completion of the coursework.

Certified Practicum:

- Provide a 200-hour Certified level Orton-Gillingham practicum in compliance with OGA Standards
- Teachers are eligible for 3 Ashland Graduate credits at the completion of their practicum.

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District Certification Incentives

- Olentangy teachers receive OG training and practicum in-house at no cost.
- Teachers can take PD days to train in OG.
- OLSD reimburses OGA intervention application fees and pays annual dues.
- Teachers can take 2 PD days a year to write their application.
- Teachers can take OG1, OG2, CERT 1 and CERT 2 for Ashland credit or CEUs. OG1 and OG2 are worth 2 graduate credits each. CERT 1 and CERT 2 are worth 3 graduate credits each.
- After completing their OG practicum, teachers can apply for Ashland credit: OGCE: 1 credit, Associate: 2 credits, Certified: 3 credits.
- After completing required readings/summaries and submitting their application to OGA, teachers can apply for Ashland credit. Associate: 2 credits. Certified: 3 credits.

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Olentangy Schools
All that is Entailed...

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Olentangy Structured Literacy Statistics

- 861 students receive OG.
- Since 2012 We have trained **381** Teachers (does not account for them taking multiple classes) in Structured Literacy
- 2021/2022 we will have trained a total of 86 teachers in 190 hours of synchronous online coursework; OG1: 50, OG2: 13, CERT 1: 11, CERT 2-12
- 37 Teachers are currently in a practicum. We will complete 220 observations by the end of the school year.
- OGA Certified staff: Currently, we have 31 OG Classroom Educator, 19 Associate, 1 Certified, 1 FITs, 1 Fellow and 3 CALPs that are employees. In addition, we have 17 OG private tutors (1 FIT, 1 CERT, 10 Associate, 4 CALPs, 1 CALT)

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Administrative Communication and Collaboration

- District Dyslexia specialist meets monthly with District Pupil Services Administrative teams
- District Dyslexia specialist and Pupil Services directors meet annually (Nov-Feb) with building administrative teams to plan for OG training and practicum needs for the following school year.

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Collaboration with Families and Professionals

- District Dyslexia specialist, Pupil Services directors and OG staff serve on related boards promoting quality services for students with dyslexia (IDA -Columbus branch, Olentangy Dyslexia Network)
- OG staff attend local and national IDA, OGA and Reading League conferences

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Supervise Placement of OG Private Tutors

In addition to our trained and certified Intervention staff we also employ **17 OG Private Tutors**. It is important to include them in the district's OG community and to provide ongoing supervision and communication.

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Collaborate with IEP and RTI Teams

- **Collaborate with IEP teams** regarding assessment, IEP goals and placement of students with dyslexia and structured literacy services.
- **Collaborate with RTI teams** to develop a continuum of instruction (e.g. curriculum and intervention) for the development of reading skills and supports for struggling students

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Collaborate with IEP and RTI Teams

- **Collaborate with IEP teams** regarding assessment, goals and placement of students with dyslexia and structured literacy services.
- **Collaborate with RTI teams** to develop a continuum of instruction (e.g. curriculum and intervention) for the development of reading skills and supports for struggling students

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Thank you!

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