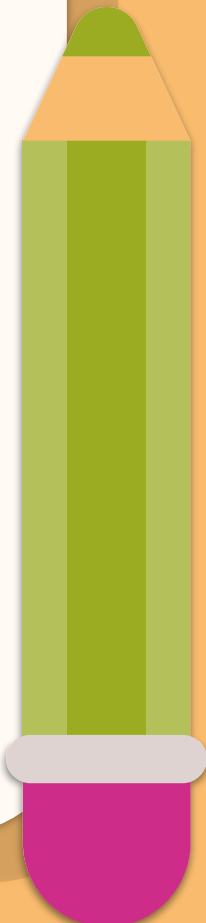


# Dyslexia Roadmap for Public Schools

Holly Robbertz, M.Ed., F/OGA



# 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.
- 



# Phonological Core Deficit-Dyslexia

## **Weakness in one or more of the following:**

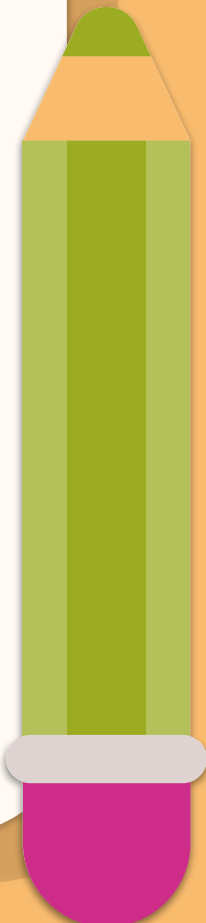
- Phonemic awareness/analysis
- Phonemic blending/synthesis
- Rapid automatized naming
- Phonological working memory
- Nonsense word reading, letter-sound knowledge acquisition






# International Dyslexia Association Definition

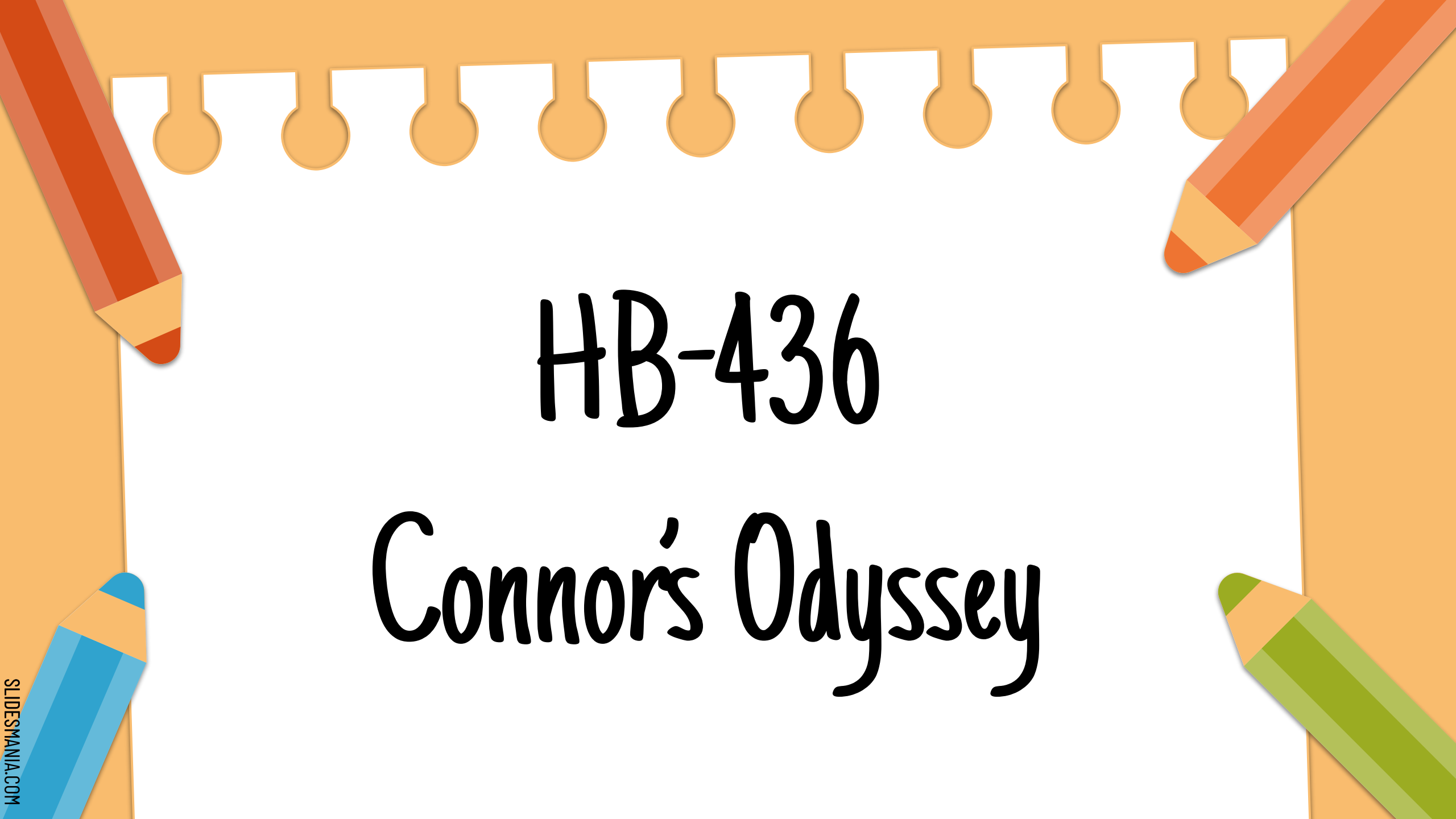
Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected 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.”





# Dyslexia is on a Continuum

- Dyslexia can be mild-moderate-severe
  - Some students with mild dyslexia may be able to get their needs met with with Tier 1 and Tier 2 instruction
  - Other students with dyslexia will need Special Education services
- 



HB-436

Connor's Odyssey

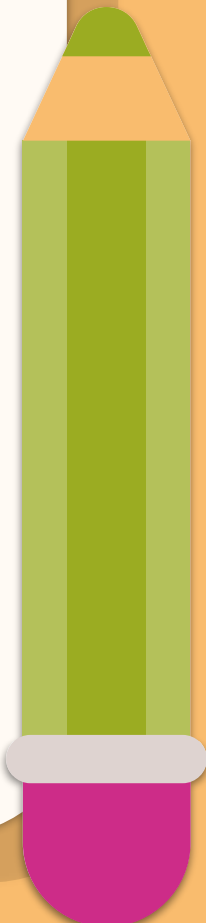


# HB 436: Connor's Odyssey: Right To Read Law

- Signed by Governor De Wine and went into effect April 2021.
- Committee of 11 members wrote the Dyslexia Guidebook (adopted May of 2022) (updated 7/2022)



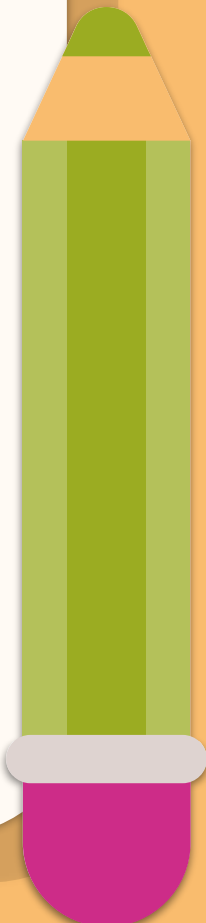
# HB 436: Connor's Odyssey: Right To Read Law

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





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

- September 2022/2023: PD begins for general education and intervention staff.  
[Olentangy OG Flowchart](#)
  - HB-436 PD can be met through OG1 or the asynchronous Schoology course
- 



# 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

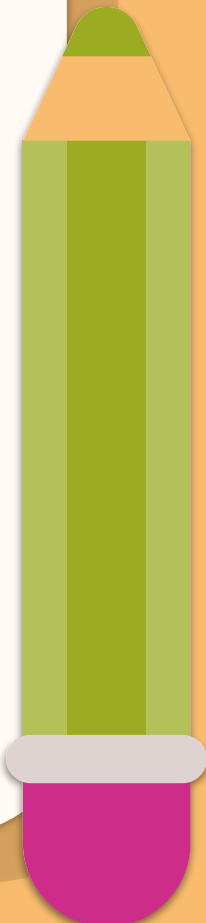
\*352 staff OLSD staff members have met HB-436 PD





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

How are students identified with dyslexia in a school setting?

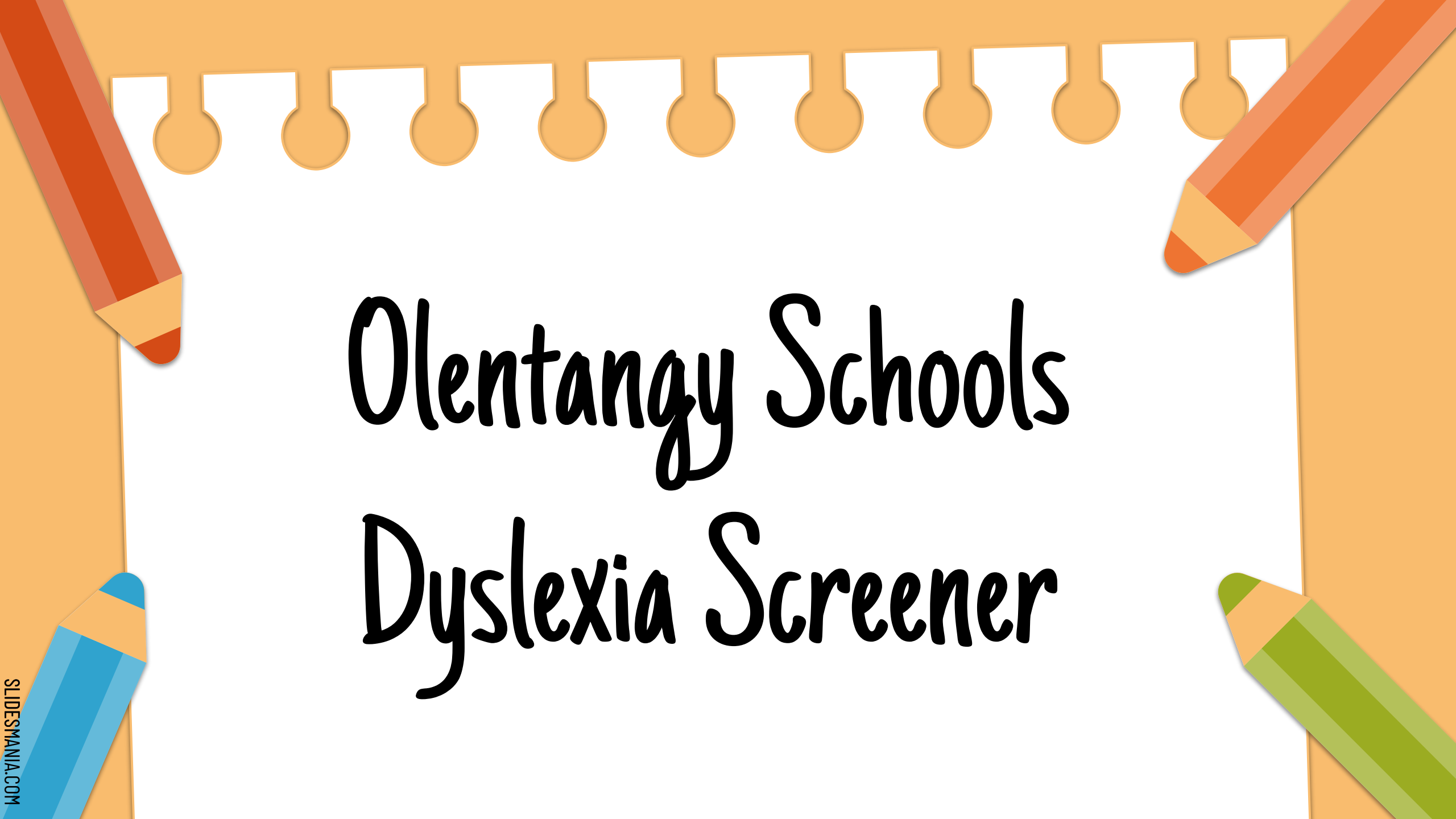
- ETR identification of SLD in Basic Reading or Reading Fluency (IEP team decision)
  - School Psychologists can provide an educational diagnosis of dyslexia
  - [Dyslexia Guidebook p. 40](#)
- 



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

The Ohio Administrative Code includes dyslexia in the definition of a specific learning disability. School personnel have the authority to identify students as having dyslexia. It is not necessary for parents to receive a dyslexia diagnosis from a professional outside the school. Under federal and state law, school districts are required to find, identify and serve students with disabilities, including dyslexia.

- [Dyslexia Guidebook](#) p. 40
- 



# Olentangy Schools Dyslexia Screener

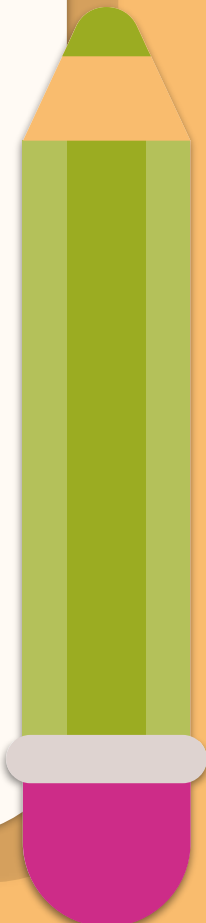


# Dyslexia Screener for Olentangy Schools

- Currently reviewing our AIMSweb Plus Universal Screener
- We are reviewing the newly identified list of screeners



# 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.
- 



# Current Dyslexia Screening for Olentangy Schools

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

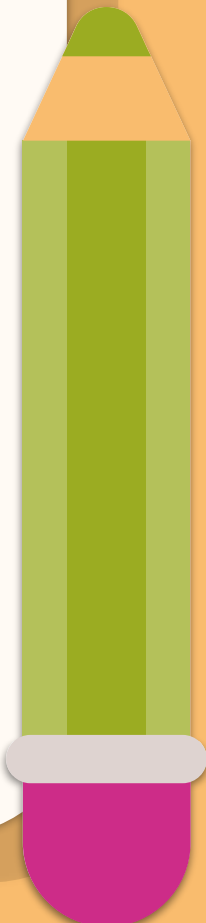
- Students who have a composite score **at/below the 15th %ile** in the Fall on the AIMSweb Plus (LNF-Letter Naming Fluency & LWSF-Letter Word Sounds Fluency) are placed on a RIMP (Reading Improvement Monitoring Plan). In the Winter and Spring AIMSweb Plus Universal Screener kindergarten students are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





# 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.
- 

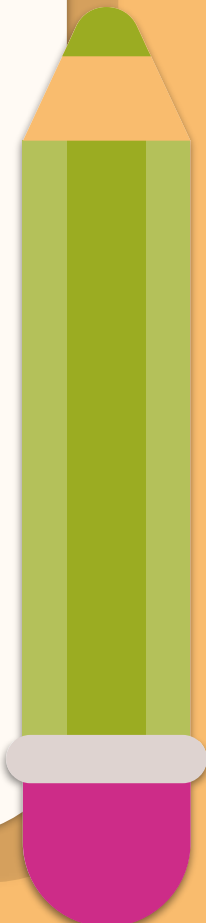


# Identification of Students at Risk



# 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.





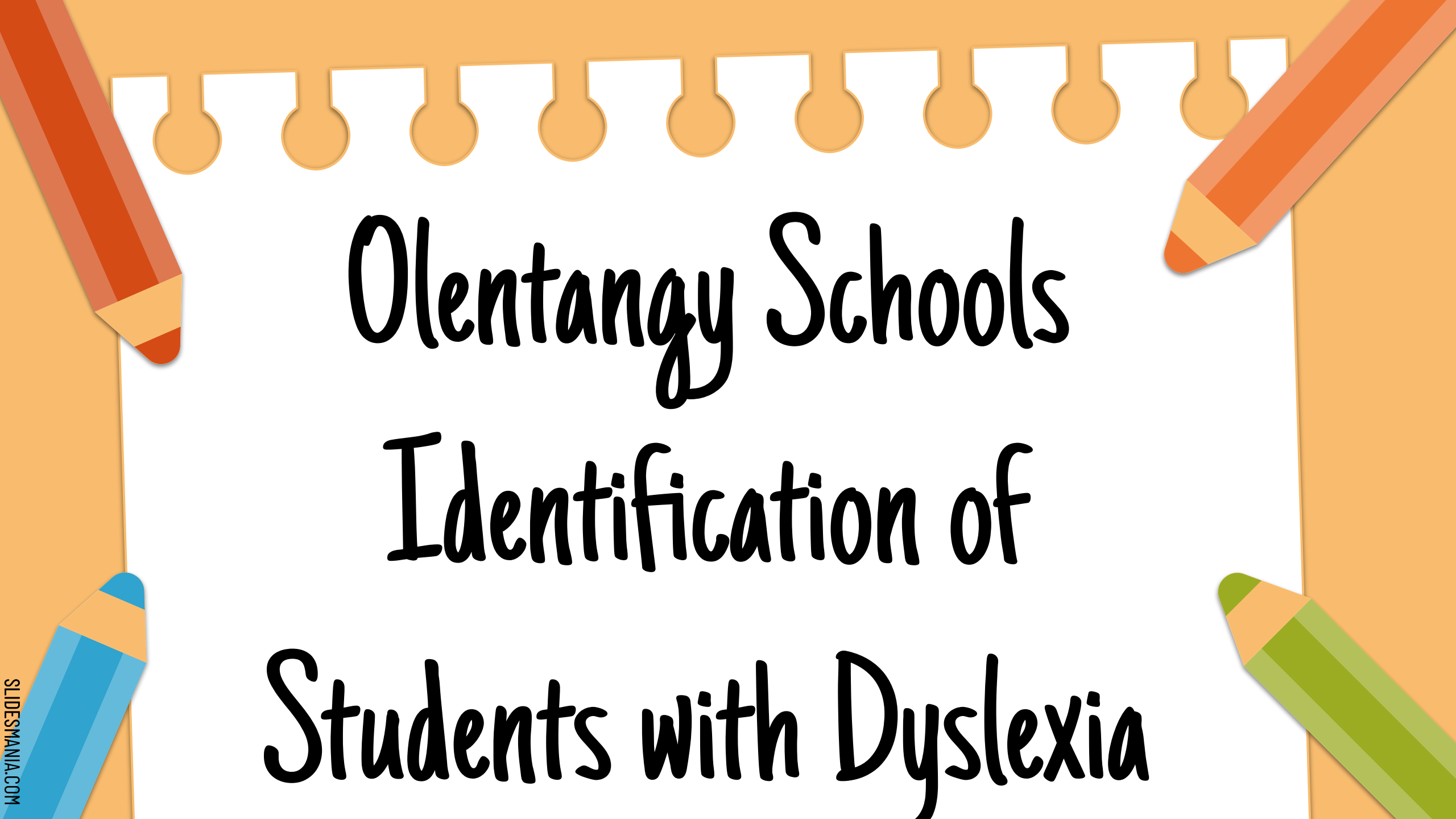
# Current RTI Model for Olentangy Schools

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

Tier 2: Small group instruction within the classroom: SPIRE, Foundations 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

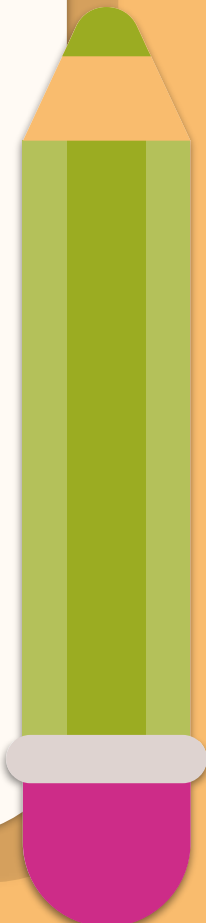
\*All ES Literacy Support staff have taken OG1



# Olentangy Schools Identification of Students with Dyslexia

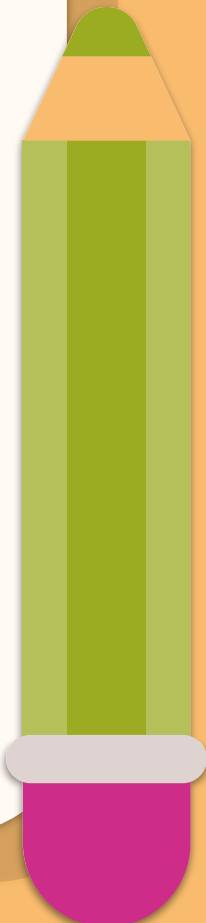


# Identifying Students With Dyslexia

- If a disability is suspected then a student is given a multi-factored evaluation (ETR).
  - 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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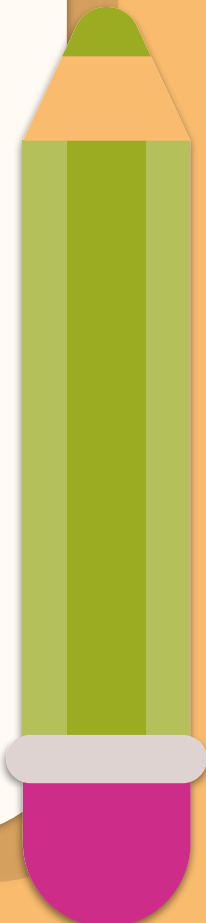


# Progress Monitoring OG- IEP Goals

- 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.
- 



# 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.
- 





# 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 30-45 minutes per session.



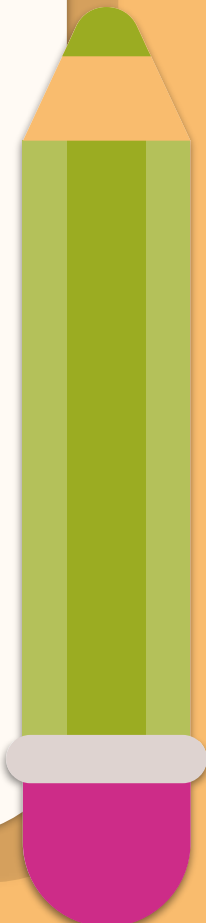


# HB-436 Certification Requirements



# HB-436 Structured Literacy Certification Requirements

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.





# 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

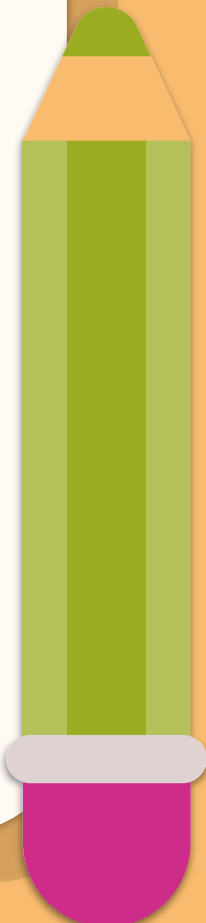
[Multisensory Structured Literacy Certification in Ohio](#)



# Olentangy Schools' Pathway to Certification



# 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**
- 

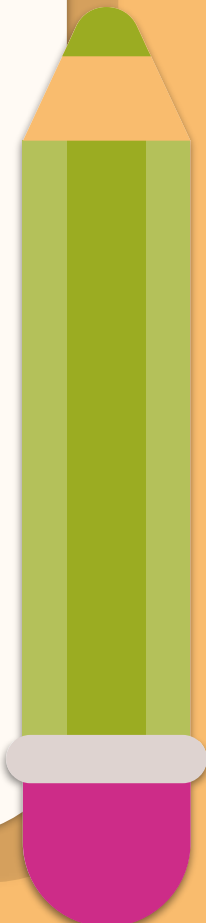


# Associate Certification for Gen Ed. and Intervention

## **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
- 

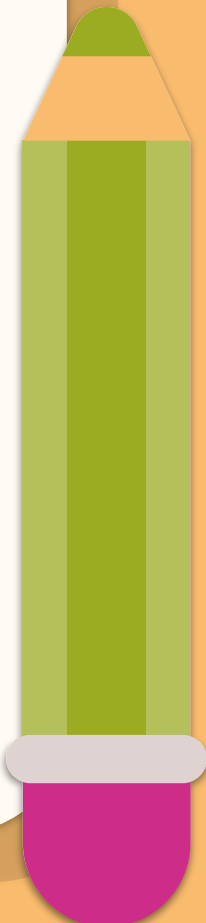


# Certified Certification for General Education and Intervention

## **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.

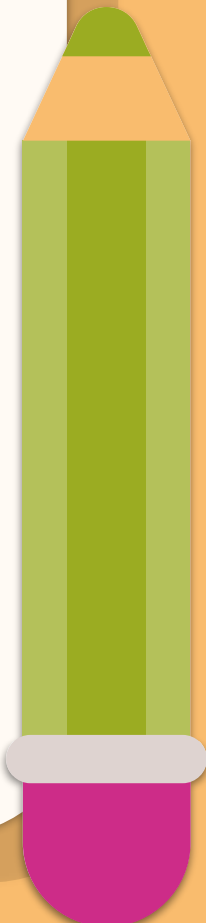
## **Certified Practicum:**

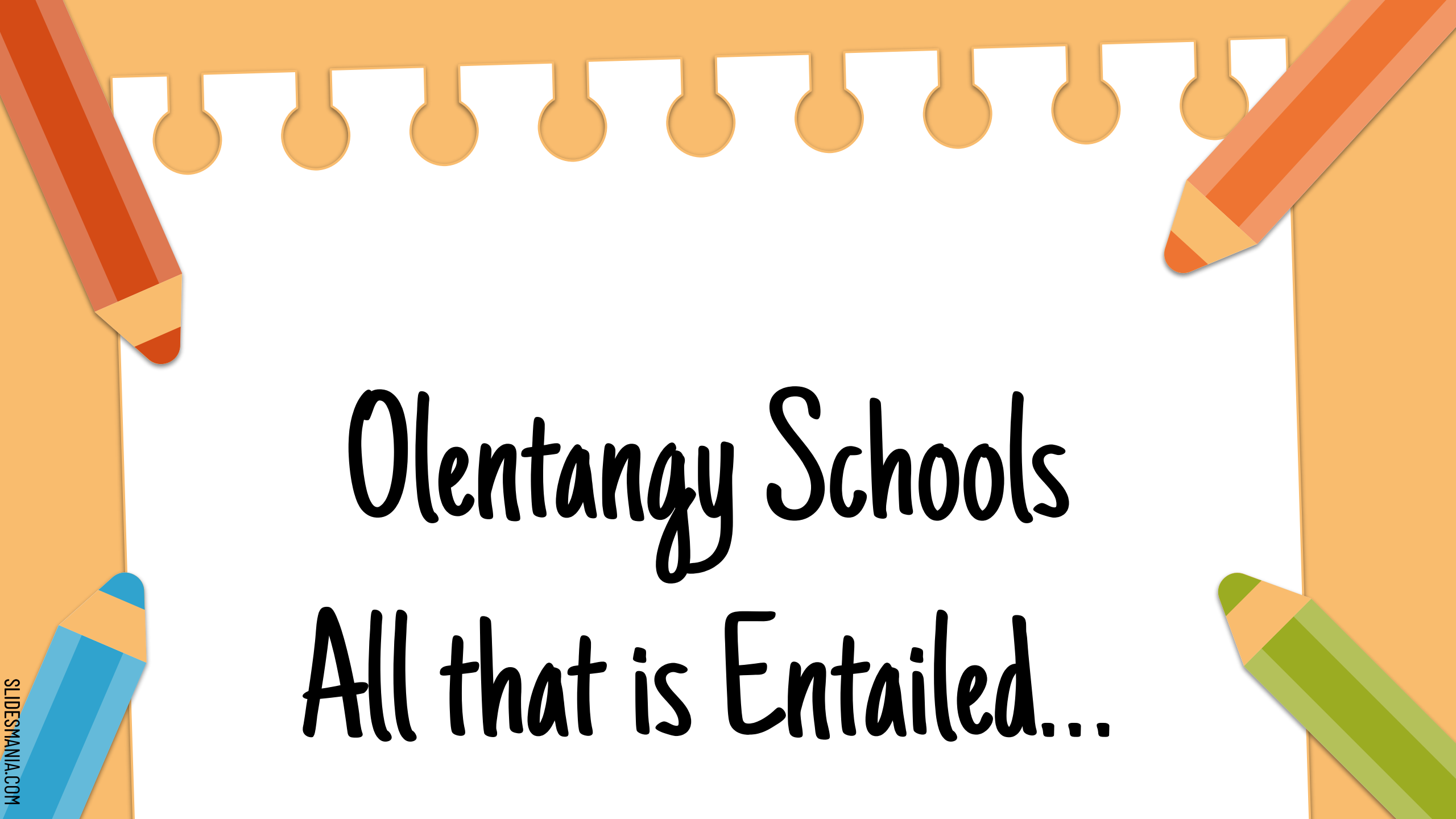
- Provide a 200-hour Certified level Orton-Gillingham practicum in compliance with OGA Standards
  - Teachers are eligible for 3 Ashland Graduate credits at the completion of their practicum.
- 





# District Certification Incentives

- Olentangy teachers receive OG training and practicum in-house at no cost.
  - Teachers can take PD days to train in OG.
  - OLSLD 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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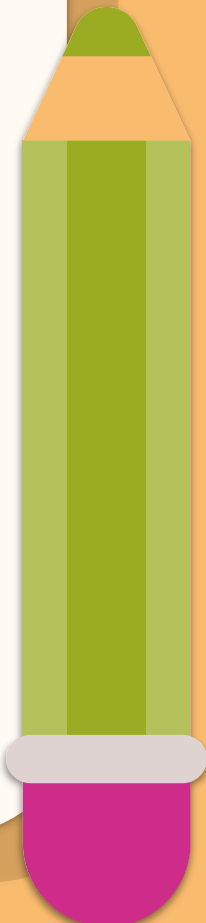
Olentangy Schools  
All that is Entailed...

# Olentangy Structured Literacy Statistics

- 861 students receive OG.
- Number of OLSD staff who have met the HB-436 course requirements - 352 (does not include Schoology course)
- Number of OLSD staff who have taken OG1 (30 hours of Associate coursework) - 352
- The Number of OLSD staff who have taken OG1 and OG2 (60 hours of Associate coursework) - 169
- Number of OLSD staff who have taken CERT 1 coursework - 32
- Number of OLS D staff who have taken CERT 2 coursework - 30
- Number of OLSD staff who have taken both Cert 1 and Cert 2 coursework - 27
- Number of OLSD staff certified at the Associate level-33
- Number of OLSD staff certified at the CALP level- 7
- Number of OLSD staff certified at the CALT level- 1
- Number of OLSD staff certified at the Certified level- 1
- Number of OLSD staff certified at the Certified/FIT level- 3
- Number of OLSD staff certified at the Fellow level- 1
- 2021/2022 trained a total of 59 teachers in 140 hours of synchronous online coursework; OG1: 12, OG2: 14, CERT 2: 5, June OG1: 28.
- August/September of 2022: 52 teachers in the fall OG1 30-hour coursework.
- 60 Teachers are currently in a practicum. We are currently scheduled to complete 300 observations by the end of the 2022/2023 school year.

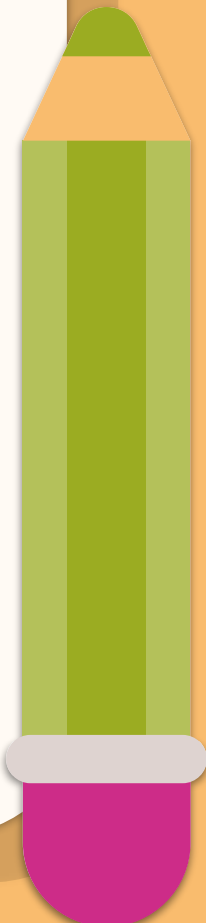


# Administrative Communication and Collaboration

- 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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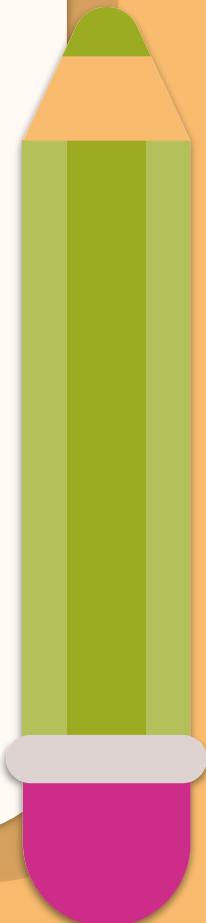
# Collaboration with Families and Professionals

- 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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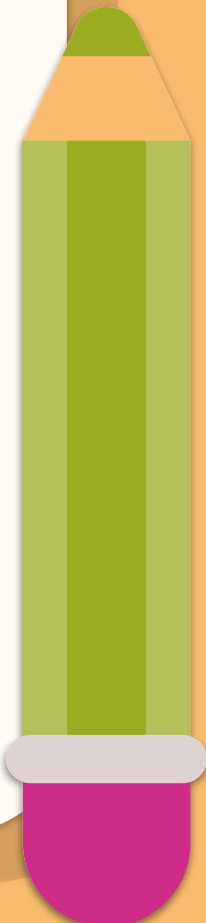
# Supervise Placement of OG Private Tutors

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.





## 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
- 



Thank you!

holly\_robbertz@olsd.us