

Ohio Dyslexia Committee

April 25, 2023

Ohio Department of Education

Committee Members Attending: LM Clinton, Steve Griffin, Melissa Spangler, Mike McGovern, Amy Murdoch, Rebecca Tolson, Trevor Thomas, Olivia Weisman

Committee Members Attending Virtually: LaMonica Davis, Chinnon Jaquay, Dana Hamilton

Ohio Department of Education Presenters: Sherine Tambyraja, Dyslexia Administrator – Office of Literacy Achievement and Reading Success

Department Staff Providing Information:

Recording Secretary: Kyaundra Ellis, Ohio Department of Education

Opening

Mike McGovern, Committee Chair, welcomed the committee members and called the meeting to order at 8:55. a.m. Chair McGovern called roll. A quorum was present to proceed with the committee. Notes from the previous meeting were approved. Chair McGovern informed committee members attending virtually that they would not be allowed to vote on voting items.

Chairman Mike McGovern shared with the committee the support of Governor DeWine that is happening all over the state of Ohio around the science of reading.

Chairman Mike McGovern informed the committee that there are some concerns from parents and advocates about the language within the Dyslexia Guidebook. The committee chair stated that schools are not understanding the clarification on reading instruction for all and using reading instruction first.

Dr. Melissa Weber-Mayer informed the committee that any updates to the Dyslexia guidebook will have to go through State Board of Education. Dr. Melissa Weber-Mayer also mentioned that if it happens to be about support or implementation the committee can revise that as far as clarity.

Report from the Ohio Department of Education

I. State Literacy Efforts – Dr. Melissa Weber-Mayer

Dr. Melissa Weber-Mayer Director from the *Office of Literacy Achievement and Reading Success* provided an update to the committee on the Governor's school visits for building the science of reading throughout Ohio. There have been a total of 13 visits within the last six weeks.

- The Governor's office and the Ohio Department of Education visited Akron City Schools on April 4th.
 - LaMonica Davis shared the great things her school is doing by implementing the science of reading and the excitement of her students and staff.
- The Governor's office and the Ohio Department of Education visited Heath City Schools on April 12th.

- Trevor Thomas shared that Heath City Schools was able to show higher than third grade intervention lessons with 1 teacher and 4 students during the governor's visit. Heath City Schools setup has been K-3 for the past six years whereas 4-8 grade is two years in. Kelly Holbrook, Heath City Schools Assistant superintendent explained the history of Heath City Schools before Governor DeWine had the opportunity to walk through the classrooms which lead to a conversation about the importance of teacher training and support.
- The Governor's office and the Ohio Department of Education visited Mount St. Joseph School on April 19th.
 - Amy Murdoch shared with Governor DeWine how Mount St. Joseph implements the science of reading. During his visit at Mount St. Joseph the Governor had the opportunity to observe classrooms for a teacher seminar which focused on assessment and intervention planning.
- Dr. Melissa Weber-Mayrer shared with the committee that there were three districts visits in which higher education was also on site. The following districts/ school visits were Lockland School Districts, Marietta College, and the University of Akron.

II. Introduction to Dyslexia, K-3 Learner Data – Dr. Sherine Tambyraja

Dr. Sherine Tambyraja gave an update to the committee on the K-3 Introduction to Dyslexia Course which launched on November 6, 2022. As of April 20, 2023, there are 15,753 educators that have been enrolled in the course and 7,034 educators who have completed the course. Evaluation feedback so far has been extremely positive. The average score on the pretest assessment is 70%, but the average score on the posttest assessment is 92%. Dr. Sherine Tambyraja shared that she is tracking enrollment and completion of the course regularly.

Open Q&A/comments

Q: Can you tell us a little more about the facilitator and how that works for the course?

Answer: The facilitators are trained via a two-day training and are provided information regarding all the course content and additional activities. There are four timelines on how to facilitate the course. The role of the facilitator is to ensure conversation about the content and provide more opportunity to engage.

- Olivia Weisman commented on her experience with the course and module. Olivia stated that the course has been tailored to district need because all districts have different PD schedules to make the training happen.

Q: Are you receiving any feedback from districts regarding the course?

Answer: It is a challenge keeping track of what we need to do for the following year to deepen our knowledge, etc. as there are a lot of questions that have come up. It is also hard for teachers to find the time to complete the training.

Q: Are these K-1 grade teachers?

Answer: It is based on the districts and the role that the individuals are in.

- Dr. Melissa Weber Mayrer commented that what the Governor is seeing is different stages of implementation within our districts.

Q: Are there plans for districts to be able to provide feedback on the courses?

Answer: There is an evaluation at the end of the course in which individuals can complete.

- Dr. Sherine Tambyraja stated that most of the individuals taking the K-3 course are classroom teachers, special education teachers, ESL teachers, Reading intervention specialist, district leaders, etc.

Q: For new hires, what is the timeline to complete the course?

Answer: As of now, as soon as possible, however, there is language that will be placed in the law that new hires are required to complete the course within two years.

III. Tier 1 Dyslexia Screener List – Lisa Chandler

The committee heard from Lisa Chandler from the Office of Assessment. Lisa shared with the committee the request for qualifications process which has been in place for five years. Lisa Chandler shared the criteria for a reviewer and the necessary items they are looking for. The goal is to make sure the assessments and all documentation that is provided by the vendors meets each of the area elements.

Chair Mike McGovern noted he had made a public records request concerning the vendor applications and screening process and asked for an update. Lisa Chandler responded that the request had been received and was going through the necessary channels.

Committee Discussion: Workgroup Updates

I. Professional Development Workgroup Updates

Olivia Weisman and Melissa Spangler provided an update to the committee on the next steps and support for grades 4-12 general education teachers. Olivia and Melissa mentioned using supporting documents such as a flow chart to help the field navigate the requirements.

Olivia Weisman stated to the committee that the professional development workgroup wanted to be able to provide information about high quality evidence based professional developments that are out there to provide to general education teachers and special education teachers. The more we can provide resources of high-quality tools in which districts can utilize will be helpful.

Open Q&A/comments

- Rebecca Tolson commented on the flow chart which in her opinion is a great option to have as a supporting document.

- Melissa Weber-Mayrer agreed with Melissa Spangler's point on the importance of providing supports for students who transition from 6-7th grade, or transition from building to building.

Q: Is it an option to create a course within the 18-hour course for 4-12 educators?

Answer: Through the certification process, if a district has a buy in to structured literacy, the district will train to continue.

- Dr. Melissa Weber-Mayrer informed the committee that the department is developing a strong communication plan around all things literacy which targets specific focus areas. Dr. Weber-Mayrer also mentioned that the department is accessing some of the recovery funds to support adolescent literacy specialists across the state.
- Dr. Sherine Tambyraja informed the committee that a 4-12 course is being developed. The course corresponds to the K-3 course but will be more geared to educators of older students.

Q: Will there be facilitator training for facilitators or those who are wanting to facilitate?

Answer: Yes

Q: Olivia Weisman mentioned a comment she received when we look at the IDA approved list and the updated versions. Some of the lists have different versions or volumes. Would this require an individual to take another course?

Answer: We worked on a list that had the original approved lists on IDA, however, if you have completed something that was previously approved by IDA then you should be covered.

- Steve Griffin commented that the facilitator should come from within or be internal. You want to target principals, instructional coaches, and curriculum coordinators.
- Amy Murdoch stated to the committee that one connection to make is the MTSS guide that districts can go through.
- Olivia Weisman mentioned that the internal capacity and the way to build this is to empower local areas that ODE can work with.

Next Steps:

The committee discussed the next steps of the professional development workgroup.

- Guidance on how to implement the course within a district.
- Different examples of what can be done if there is no facilitator.

II. Certification Workgroup Updates

Dr. Sherine Tambyraja shared the Certification guidance template that is shared on the department website with the committee. The template allows individuals to document their completion of different aspects of the certification process.

The committee discussed ways to clarify if there is an appeals process and review meeting recording and notes from last time to verify what the committee voted on with regards to the template.

The committee discussed how to move forward with recommending ratios of certified educators to students.

Open Q&A/comments

Q: Are these IDA accredited?

Answer: Yes

- Trevor Thomas commented to the committee that the focus is on the need of the student and having that certified specialist.

Q: When we are talking about ratios, do we need to put them into categories of people working in IDA and then tier 2? Are we talking about tier 2 mostly or are we lumping them together.

Answer: It would be nice to say that the IDA ratios would take care of it, however, they don't.

Q: Would it be appropriate to ask teachers what their turnover by grade level of students, teachers and administrators is? This would be a critical pillar.

- Olivia added to Steve's point that also the practices of who your reading teachers are for support. To serve our students, we would need to look at these practices as well.

Next Steps:

- Gather some exemplars of how districts are determining ratios
- Continue discussion at next meeting

III. Family Communication Workgroup Updates

Olivia Weisman provided an update on the Family Communication Workgroup and tools provided by the OSU Family Engagement Center. Olivia stated the trigger points around communications for parents.

There was discussion around how to navigate requirements around dyslexia tendencies and markers. Sherine Tambyraja shared some suggested guidance and the committee agreed this would be helpful.

Open Q&A/comments

Q: Where would this language live to make this suggestion?

Answer: The Ohio Department of Education (ODE) can work with Ohio State University (OSU) Family engagement center to include specific language in their letters. Another option would be to use the "Not the implementation" manual.

Next Steps:

- Continue building out and refining letter templates
- Consider other ways to inform districts about this communication piece – zoom meetings co-led by ODC and ODE, office hours with ODC/ODE members

IV. District Supports Workgroup Updates (Trevor Thomas and Chinnon Jaquay)

Trevor Thomas provided feedback to the committee on the School Leader's Guide which is coming soon to the Department of Education.

Action Item: Role of the Committee; Chair Elections

Dr. Sherine Tambyraja shared the role of the committee chair and future planning of the Dyslexia Committee. The committee discussed the following:

- 2023-2024 Meeting Schedule
 - Will decide at a later date whether meeting in May is needed. Otherwise, a meeting later in summer will be planned.
- Committee Goals
- Workgroup Membership
- Follow Activity on HB33 – Budget Bill
- Success Stories
- Nominations for Chair of the Ohio Dyslexia Committee for 2022-2023
 - Chair McGovern nominated Rebecca Tolson for Ohio Dyslexia Committee Chair of 2022-2023
 - Amy Murdoch 2nd Rebecca's nomination
- LM Clinton nominated himself for Chair of the Ohio Dyslexia Committee
 - Trevor Thomas seconded LM's vote.

Chair McGovern made a motion to vote for the next committee Chair. Chair McGovern made a motion to vote for Rebecca Tolson. Amy Murdoch seconded the motion. LM Clinton made a motion to vote for himself to serve as the next committee chair. Trevor Thomas and Steve Griffin seconded LM Clinton's vote.

Voting Item:

Nomination to vote for Rebecca Tolson

Affirmative Votes: Amy Murdoch, Rebecca Tolson, Mike McGovern, Olivia Weisman, Melissa Spangler,

Nomination to vote for LM Clinton

Affirmative Votes: Steve Griffin, Trevor Thomas, LM Clinton

Rebecca Tolson will serve as the Ohio Dyslexia Committee Chair for 2022-2023

Public comments

One individual provided public comment regarding his grandson's struggle with dyslexia and the difficulty in accessing appropriate school supports. The committee thanked him for his comments and shared similar concerns and thoughts.

Adjournment

Mike McGovern adjourned the meeting at 3:40p.m.