

Ohio Dyslexia Committee

December 15, 2021

Ohio Department of Education

Committee Members Attending: LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Mike McGovern, Amy Murdoch, Rebecca Tolson, Trevor Thomas, Olivia Weisman (via phone)

Ohio Department of Education Presenters: LM Clinton-Program Administrator, Approaches to Teaching and Professional Learning, Sherine Tambyraja-Dyslexia Administrator, Approaches to Teaching and Professional Learning, Peggy Sorenson- Office of Data and Assessment

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 8:45 a.m. *Mike called roll.* A quorum was present to proceed with committee. Minutes from the November 30, 2021, meeting were approved.

Committee Discussion: [Vote on Revised K Standards](#)

The committee had a discussion on the revised kindergarten standards.

Voting Item: [Revised Kindergarten Standards](#)

Chairman McGovern motioned to approve the revised Kindergarten standards. Trevor Thomas seconded the motion.

Affirmative Votes: LM Clinton, Amy Murdoch, Steve Griffin, Dana Hamilton, Melissa Spangler, Rebecca Tolson, Chinnon Jaquay, LaMonica Davis

Committee Discussion: [ODE Assessment RFQ Process and Timeline](#)

Peggy Sorenson and Elizabeth Bridges presented to the committee the department's assessment request for the qualifications process. The committee had a discussion around the (following topics) or new approval categories for Tier 1 dyslexia assessment criteria.

I. **Assessments Requiring ODE's Approval**

- a. Comparable Assessments to Ohio's K-3 Diagnostic Assessment for the Third Grade Reading Guarantee (K-3 Diagnostic)
- b. Alternative Standardized Assessment for the Third Grade Reading Guarantee (Alt Reading)
- c. Alternative Standardized Assessment for Grades 3-8 (Alt 3-8) for Chartered Nonpublic Schools
- d. Alternative High School Assessments for Graduation (Alt HS) for Chartered Nonpublic Schools
- e. High Quality Student Data (HQSD)
- f. Gifted Prescreening and Identification (Gifted Assessment)

II. **New Approval Categories for 2022-2023**

- a. Comparable Assessments to Ohio's K-3 Diagnostic Assessment for the Third Grade Reading Guarantee with Dyslexia Screening (K-3 Diagnostic/Dyslexia Screener)
- b. Tier One Dyslexia Screening Measure (Dyslexia Screener)

III. Sources of Criteria

- a. Legal Requirements
- b. Stakeholder, vendor, and Staff Input
- c. Research and Best Practices
- d. Standards for Educational and Psychological Testing (Bible of assessment in terms of best practice)

IV. Specific Criteria Elements

- a. Administration, Scoring and Reporting
- b. Blueprints and Alignment
- c. Linking
- d. Validity
- e. Norming
- f. Reliability
- g. Technical Summary

The data and assessment team use a vendor submission tool which informs readers where to look for the appropriate documentation.

V. Reading Process overview: One group looks at the technical side

- a. Reviewers are trained and assigned groups
- b. If a vendor has not met all the criteria, the scoring sheet is sent back with the deficits and the explanation. Vendors have two weeks to respond. Vendors have the chance to appeal.
- c. Appeals will be read by a single team and the final determination will be made by Ohio Department of Education leadership

VI. References for Readers

- a. The RFQ document contains definitions, descriptions of each assessment type as well as each required component (tech report, alignment study, etc.).
- b. The Vendor Submission Tool lists all criteria individually (and is used for both submission and scoring).
- c. Readers also receive training on the review process and criteria

VII. Timeline

- a. RFQ posted
- b. Application Deadline
- c. Application Read
- d. Vendor Appeals
- e. List posted (March 31)

Open Q&A/comments

- Dana Hamilton, committee member made a note that vendors do have the option to change their assessments that meet the requirements of the Dyslexia Guidebook. As far as other assessments teachers are receiving now, this may be an opportunity to revamp their assessment policies. The screener may take longer than 10 minutes.
- Dr. Amy Murdoch shared with the committee that with the dyslexia screener the power is in the Instruction. Our model comes from Teach and Test versus Test and Teach. “Jack Fletcher talks about screening in grades K-6 being less than 5 minutes” – The reason is that it is not one and done screening, it is screen and then if a student is at risk allows for the screener to understand what is needed to put intervention in place right away and monitor progress. If we devoid our assessment from instruction and intervention, we will be at a disservice. “Reframe our model

assessment that we are working from, we are not here to identify children, we are here to save children and raise everyone's literacy score".

- Olivia Weisman, committee member shared that we are working to change an entire system. When looking at tier 1 screeners, we need to make changes. We need to see big changes for quality instruction.
- Peggy shared that based on the feedback, there will be an additional criterion that addresses the specifics of the purpose of the assessments. The time element, Peggy prefers to use suggestive language such as "10 minutes or less" so that we aren't laying out a hard element. We can expand the language that is in the RFQ.

Q: Dana Hamilton, committee member asked: can you give any clarification on the progress monitoring?

A: Peggy responded, we are asking vendors to do some sort of progress monitoring, however the law is not specific as to that being done by a tier 1 screener.

Sherine Tambyraja suggested that a few committee members work alongside Peggy for the final criteria and assessment of the tier 1 screener.

Committee Discussion: Initial Guidebook Feedback Review

Sherine Tambyraja presented to the committee what committee members are required to do to develop a guidebook under the Ohio Revised Code (ORC) 3323.25. Sherine also shared with the committee the common themes across all sections from the public comments.

I. Clarifying interpretation of Ohio Revised Code (ORC) 3323.25

- Revised code requires the Committee to develop a Guidebook regarding:
 - 1) Best Practices; and
 - 2) Methods for universal screening, intervention, and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a multi-sensory structured literacy program.
 - Items that do not pertain to one of those topics should be removed from the Guidebook and live in a separate document(s).
 - We should ensure that the portion that requires compliance is limited to "methods for universal screening, intervention and remediation"
 - Anything that may conflict with another area of the law (e.g., frequency of assessments) should be included as a best practice

II. Levels of feedback so far

- Legal advice
- Public initial input
- State board committee feedback

III. Substantiative Edits

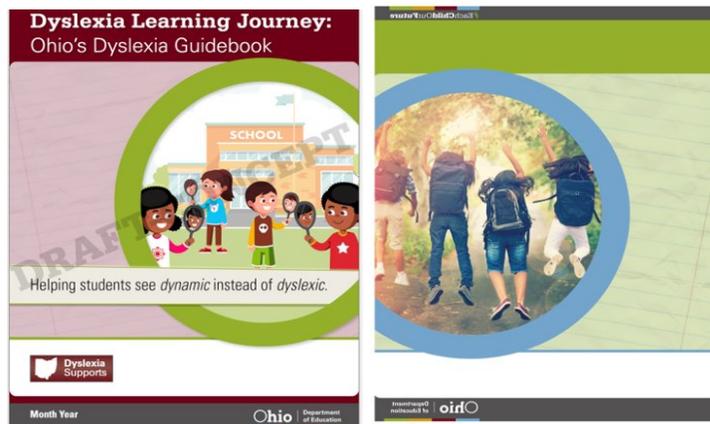
- Need more clarity on PD vs. Certification – who should be delivering Tier 2 and Tier 3 instruction
- "Buyer Beware" section in Part 2 (Effective Reading Instruction)
- 41 comments about this, across ratings
- Concerns that teachers who use some of these strategies would be considered out of compliance

Sherine Tambyraja shared that State Board met on 12/13 in which Melissa Weber-Mayrner, Beth Hess and LM Clinton discussed the Dyslexia Support laws. Feedback around the guidebook was also discussed and mirrored the public's input.

- Melissa Weber-Mayrer shared that two state board members have read the guidebook and most of their comments aligned with the common themes. Once we have a revised guidebook, the same committee will review. The committee will look closely at what is the language of the law and is it clear to districts when they look at the guidebook.
- The practitioner manual will be the implementation support piece for districts.

IV. Guidebook and Practitioners Manual

Elizabeth Hess and Sherine Tambyraja provided an overview of the changes made within the guidebook. Jason Wagner, legal counsel provided the committee the requirements of the law for the guidebook. The committee had a robust discussion on the changes made within the guidebook. A discussion about the changes made in the guidebook ensued. The following edits between versions 1 and 2 were made:



- Reorganizing based on recommendation from Department's legal counsel
- Delineating between:
 - Best practices
 - Methods for universal screening, intervention, and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a multisensory structured literacy program
- Reorganizing the tiered instruction sections to follow the same progression (overview, problem-solving, multidisciplinary team)
- Reframing of the "buyer beware" list based on the feedback from public input and increased alignment with the guidebook's purpose
- Adding guidance on the stakeholder with expertise in dyslexia to the multidisciplinary team section
- Conversion of tables to narrative text for ease of accessibility with a screen reader
- Transfer the PD section to the other document (called *Practitioner's Manual to Ohio's Dyslexia Support Laws* for now)
- Moved certification section to end for readability
- Added language on the varying roles of certified educators per the Committee's discussion on Nov. 30
- Removal of appendix with family letters (we will include after some revisions)
- Removal of appendix case studies but will add as vignettes throughout
- We will post these, but we need some time to design so they are screen reader accessible

Action Item: Review new / edited Guidebook content

The committee had a robust discussion around the edits that were made within the dyslexia guidebook. The following action items were discussed:

- Stakeholder definition (bottom of P.13)
- Progress Monitoring (top of p.22)
- Remediation and revision or previous section (p.26)
- Edits to Identifying Dyslexia as a Specific Learning Disability (Separate)

Stakeholder definition (bottom of p. 13)

- Olivia made a comment on adding to the “stakeholder” definition in making sure the stakeholder is knowledgeable and comfortable in guiding conversations around analyzing data and planning for instruction. Under the “who” section we should list their skill sets versus job titles.

Progress Monitoring (top of p.22)

Q: Should the guidance we provide to districts be the same criteria for grades 4-6?

- Steve suggested K-6 should be the same criteria
- Elizabeth Hess reiterated to the committee that the content as far as dyslexia expertise is the most important piece- We want to make sure the words in the guidebook are the correct words regarding best practice

Criteria for tier 2 screening (p. 19)

Q: Would the committee be interested in adding in more criteria to tier 2 screening?

- It may be difficult to add additional criteria as tier 2 is individualized
- Listing phonics awareness and the connection to structured literacy
- The question is the gap of best practice and the requirement of the law

Remediation and revision or previous section (p.26)

- Clarifying language is good as it provides rationale
- There needs to be consistency
- When you make a comment on “Buyer Beware” the language is problematic. We have changed the language around this.

Edits to Identifying Dyslexia as a Specific Learning Disability

This section is being reviewed by the Office of Exceptional Children

- There needs to be additional professional development
- Tier 3 is needed regarding understanding Dyslexia
- Should we keep this within this section or should we move it when defining
- Graphic – The committee agreed to remove the graphic
- Page 40- Additional content needed for older students and English learners

Open Q&A/comments

Q: Did the guidebook get released to the TESOL community?

A: I do not believe it did.

Q: Which draft of the guidebook went out for public comment?

A: The draft guidebook that was approved by the committee on the November 30th meeting went out for public comment.

Q: Will the case studies be in a different format?

A: Yes, however the issue is the table is not accessible. To post to the website, the table needs to be screen reader accessible. We could potentially get the same message across without using the table.

Q: Why not significantly revise the guidebook with this clarifying information that was made with the additional manual rather than create two documents?

A: The four statutes that these laws fall under cover more than what is required to be in the guidebook. For example, the professional development requirements that the committee has the authority to make decision on, live outside the requirements of the guidebook, however, still needs to be done. The other side is the practicality piece. Districts and schools are used to receiving manuals that lay out the compliance requirements of the law.

- LaMonica Davis, committee member, shared that the practitioner manual is terrific because it speaks into detail on how to do it.
- Dana Hamilton shared her concern with the practitioner manual as a person who is providing instruction
- Jason Wagner provided the committee with clarification on the guidebook. The guidebook itself has what would be required as methods for screening, intervention, remediation, and best practice. Jason's advice is to make clear for districts to understand within the guidebook what is there for best practice. The practitioner manual is there for support, readability, comprehension, and ease of implementation.
- Rebecca Tolson, committee member recommended changing the title of the practitioner manual so that there is no confusion within the dyslexia world.

Q: Dana Hamilton, committee member asked: With the concern of the practitioner manual on the instructional approach, will the support material change?

A: Per the end, yes, it will. These are the type of documents that get updated regularly.

Melissa Weber-Mayrer thanked the committee for their feedback. Melissa informed the committee that all the work the committee has done is meaningful and none of the work will be lost. The next step is to support our educators and districts. There will be several supports around all the documents that will be created.

Voting Item: Recommendations for Tier 1 Screener Results

LM Clinton gave an overview of the recommendations for Tier 1 screening results. The two options were discussed, each one narrower than the other. One option will be adopted with the vote of the committee.

Option A: *Districts report individual student Tier 1 screener status into EMIS annually*

Option B: *At-Risk, Not At-Risk, and other relevant categories*

Mike McGovern motioned to adopt option A. Amy Murdoch seconded the motion.

Affirmative Votes: LM Clinton, LaMonica Davis, Steve Griffin, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Trevor Thomas, Rebecca Tolson

Voting Item: Professional Development Reporting Options

LM Clinton gave an overview on the professional development reporting options. The two options were discussed, each one narrower than the other. One option will be adopted with the vote of the committee.

Option A: *Superintendent completes an attestation for each required year of Professional Development*

Option B: *No reporting of Professional Development to the Department*

Mike McGovern motioned to adopt option A. Amy Murdoch seconded the motion.

Affirmative Votes: LM Clinton, LaMonica Davis, Dana Hamilton, Melissa Spangler, Chinnon Jaquay, Steve Griffin, Rebecca Tolson

Abstained: Trevor Thomas (No)

Voting Item: Review and Approve the Professional Development section of the Practitioners Manual.

Mike McGovern Committee Chair motioned to keep the language changes on page 26. Amy Murdoch seconded the motion.

Affirmative Votes: Chinnon Jaquay, LaMonica Davis, Dana Hamilton, Rebecca Tolson, Melissa Spangler

Abstained: Steve Griffin (No), Trevor Thomas (No), LM Clinton (No)

Voting Item: Dyslexia Guidebook

The committee voted on the revised guidebook.

Mike McGovern motioned to approve the Revised 12.15 guidebook. Melissa Spangler seconded the motion.

Affirmative: Amy Murdoch, Steve Griffin, Trevor Thomas, Rebecca Tolson, Dana Hamilton, Chinnon Jaquay, LM Clinton

Don't forget that questions can always be directed to dyslexia@education.ohio.gov

Public comments

The committee heard from Michelle Hostetler, Director of Instruction for North Canton City Schools. Michelle addressed the committee with her concerns. The concern lies in the fact the guidebook does not match the Ohio Revised Code. There are decisions the Ohio Revised Code has charged the Ohio Dyslexia Committee with, such as selecting the tier 1 dyslexia screener and defining what appropriate certification means. These decisions will impact districts in terms of the monetary commitment to research-based tier 1 screeners and professional development already established. Furthermore, the amount of assessment and professional development required of our students and staff is staggering and has become difficult to meet. The number of hours required per year is straining to school districts. Students are assessed for the KRA, gifted identification in superior cognitive, reading, mathematics, and creative thinking, state tests in English Language Arts, Math, and Science in grades 3-12. The third-grade reading guarantee alone requires screenings for on-track reading in grades K-3. Results of those assessments are currently used to modify instruction, provide interventions, and meet the needs of all students: gifted and talented, English Learners, students with disabilities, as well as students who struggle, are on-level, and/or are high achieving. The guidebook should give us counsel on the best practices for meeting the needs of dyslexic students without hindering the growth and development of other student populations.

The committee heard from Denise Cooley, gifted instructor from North Canton City Schools. Denise shared her concerns with the guidebook and how as instructors, we need time to weigh in on our students. Denise stated that there is potential for the committee to get things right within the guidebook.

The committee heard from Dave Pilati, Assistant Superintendent from North Canton City Schools. Dave addressed the committee with his concerns around the guidebook.

The committee heard from Christy Grues. Christy shared her concerns with the guidebook and how professional development for educators is going to be crucial.

The committee heard from Stephanie K. Siddens, interim superintendent. Stephanie thanked the committee for their hard work.

Next steps

The next committee meeting will be Tuesday, January 25th from 8:45-4:00pm

Adjournment

Chairman Mike McGovern adjourned the meeting at 5:45 p.m.