

Preparing for Implementation of the Dyslexia Law & Guidebook

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Today's Resources

**“House Bill 436 - Ohio’s Dyslexia
Legislation” Padlet**



**53 minute recording of this
session.**



Access the guidebook, resource from ODE,
and all resources embedded throughout
each section of the guidebook.

Today's Topics

- *What is Dyslexia ?*
- *Understand the intent & requirements of HB 436*
 - *Adjustments made based on HB 583*
- *Ohio's Dyslexia Guidebook Overview*

NOTE: This presentation serves as an overview. Please be sure to review the legislation and guidebook in detail to ensure proper implementation of HB 436/HB 583 Requirements.

Dyslexia Facts

- A learning disability that is neurobiological
- Difficulties with accurate and/or fluent word recognition, poor spelling and decoding
- Typically a deficit in phonology
- Not related to cognitive ability

What Are You Hearing?

It's not funded, so it won't be monitored.

We will just have the sped department monitor it.

Dyslexia or not, kids are so far behind because of covid, how will they ever catch up?

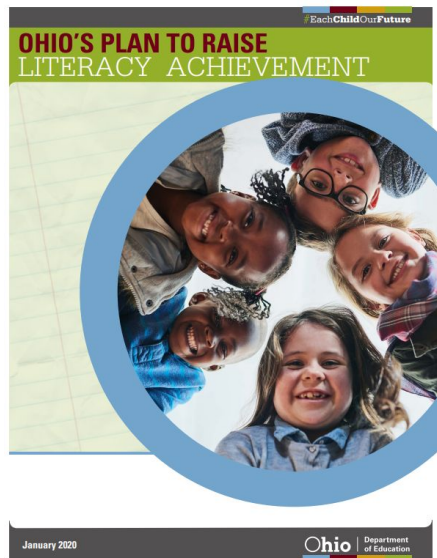
We don't have time to read that. Plus how is it any different than TGRG?

Why Should We Even Consider a Change?

- *Does current evidence show that what we are doing isn't supporting all learners?*
- *Has research from the field changed?*
- *Is there evidence that a more impactful strategy is available?*

Ohio's Plan to Raise Literacy Achievement Root Cause Analysis

“The purpose of a root cause analysis is to find out what happened, why it happened and determine what changes need to be made. “



5 Primary Root Cause of Literacy Underperformance



#1 : Learners who “start behind, stay behind”

Although learners may make progress in school, for example, make a year’s worth of growth in one school year, students who begin kindergarten academically behind generally remain behind.

2: District infrastructure/support for educators

Districts are challenged in providing effective support, specifically:

- District administrators have many responsibilities and currently are experiencing initiative overload
- The larger the district, the less likely it is that a teacher will receive effective supports
 - Districts often lack systems and structures that effectively plan for and implement evidence-based literacy instruction. It was found that programs changed frequently and did not identify evidence-based practices that can be implemented with fidelity
 - Due to limited funding and resources, many children lack access to early childhood programming and preschools, which affects their readiness for kindergarten and their earliest introduction to literacy development.

3: *Instructional Practices*

Districts are not using effective practices or are not implementing with fidelity, specifically, districts:

- Used outdated special education and intervention practices; • Lacked differentiation in all tiers of instruction
 - Continued intervention(s), even when progress is not occurring
- Lacked effective progress monitoring and data literacy skills, for example, analyzing and using data to inform instruction
- Had a limited understanding of how to build emergent and early literacy skills in young children
- Lacked deep knowledge of Ohio's Learning Standards for English language arts, particularly foundational reading skills

4: District/Building Culture

The culture of the district or building often was not conducive to effective improvement. Specifically, districts and buildings lacked:

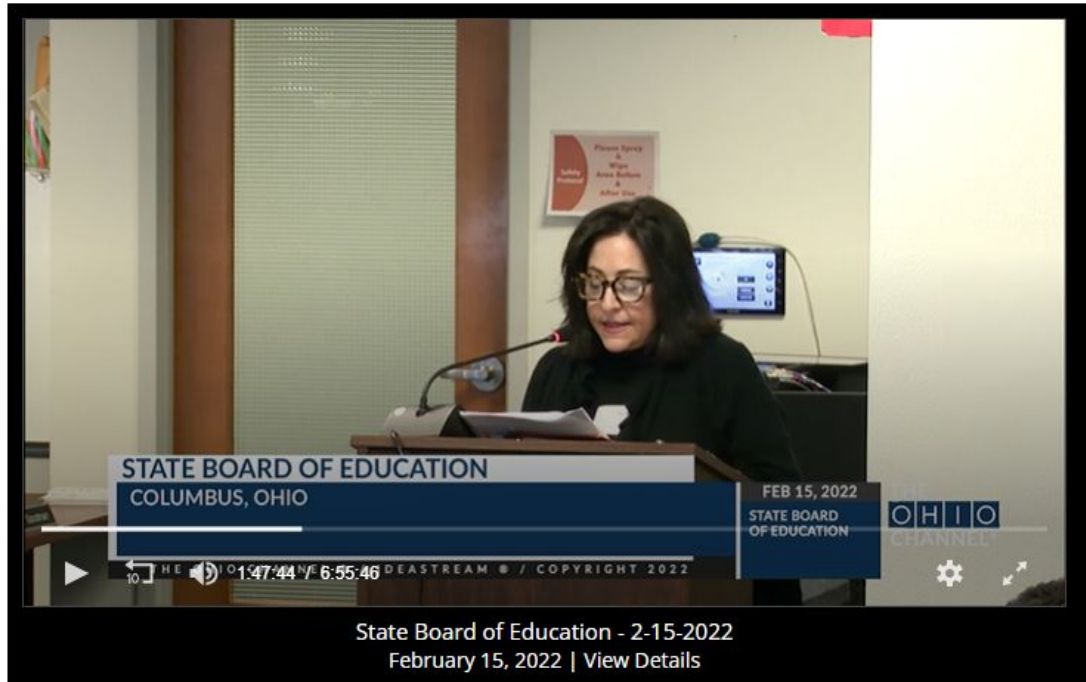
- Collaboration between special educators and general educators
- A collective belief that all children can learn and all educators can teach
- The implementation of proactive planning

5: Family Knowledge & Involvement

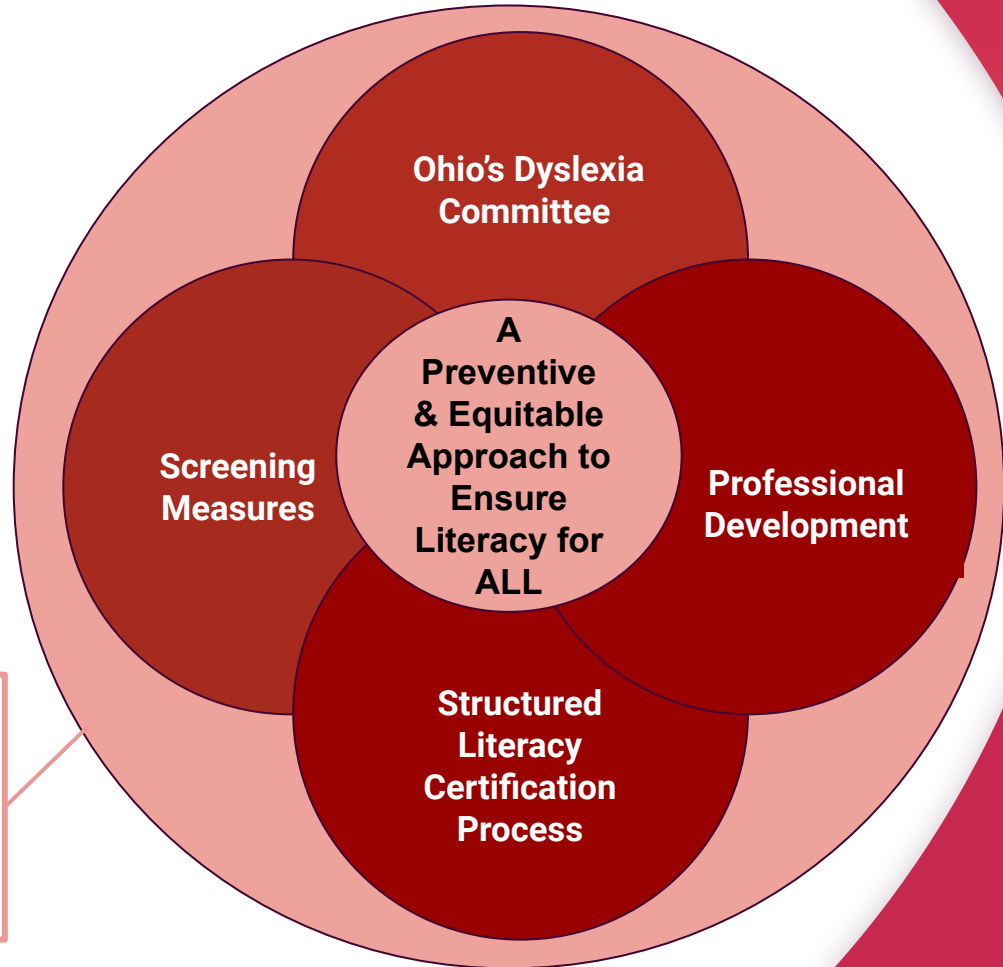
Families were not being appropriately leveraged as partners in literacy improvement. Specifically, families lacked:

- Meaningful educator and family partnerships
- Depth and/or meaning in family engagement interactions

The Intent of Ohio's Dyslexia Legislation, HB 436

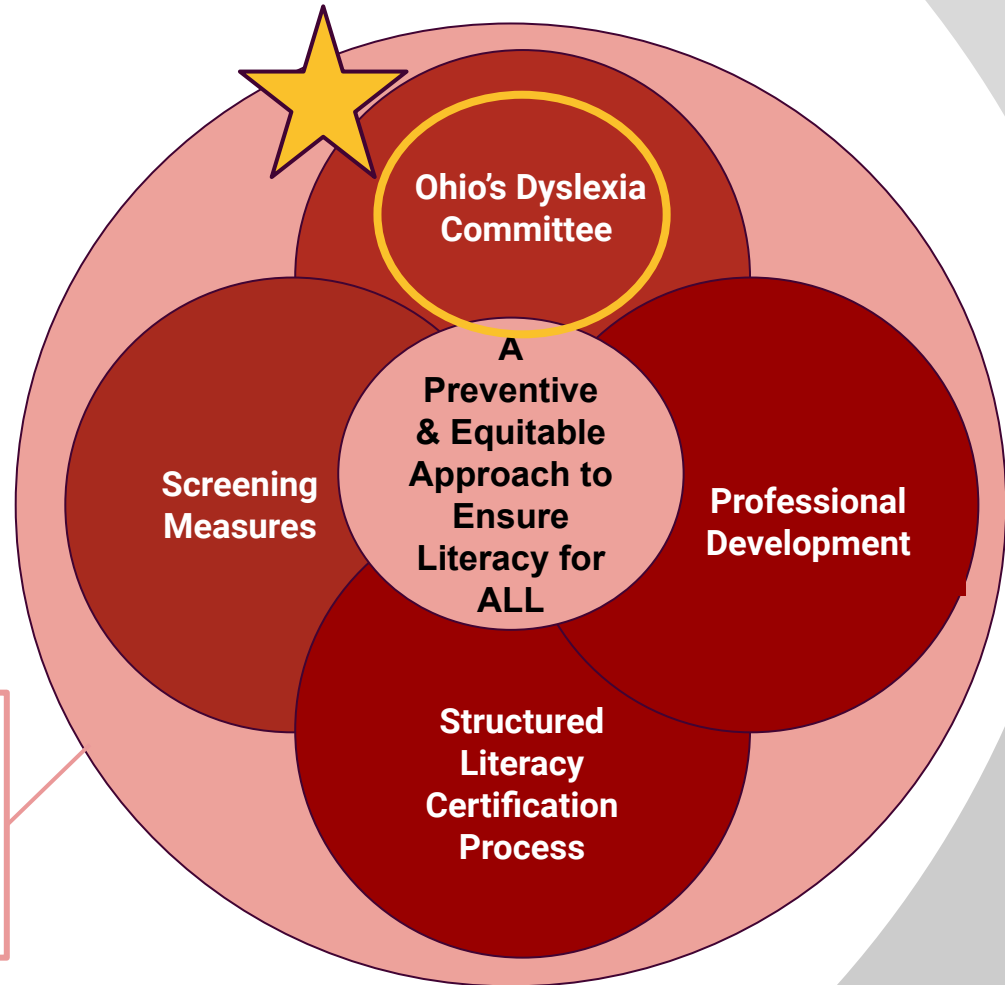


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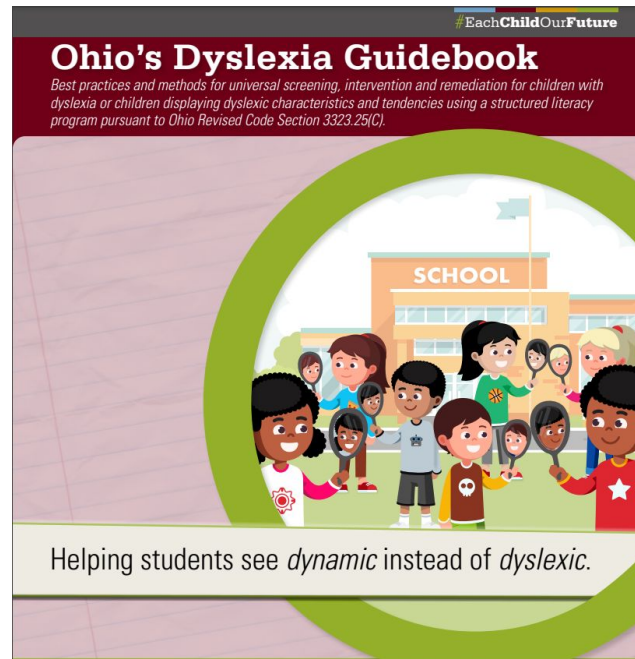
Infrastructure to Support School Improvement & T1 Structured Literacy for ALL Learners

House Bill 436 “Dyslexia Law”



Ohio's Dyslexia Committee

The primary charge of the committee was the development of Ohio's Dyslexia Guidebook.



Ohio's Dyslexia Guidebook

Section 1: Best Practices in Literacy Instruction

Section 2: Methods for Screening, Intervention-Based Assessment & Progress Monitoring

Section 3: Methods for Intervention & Remediation

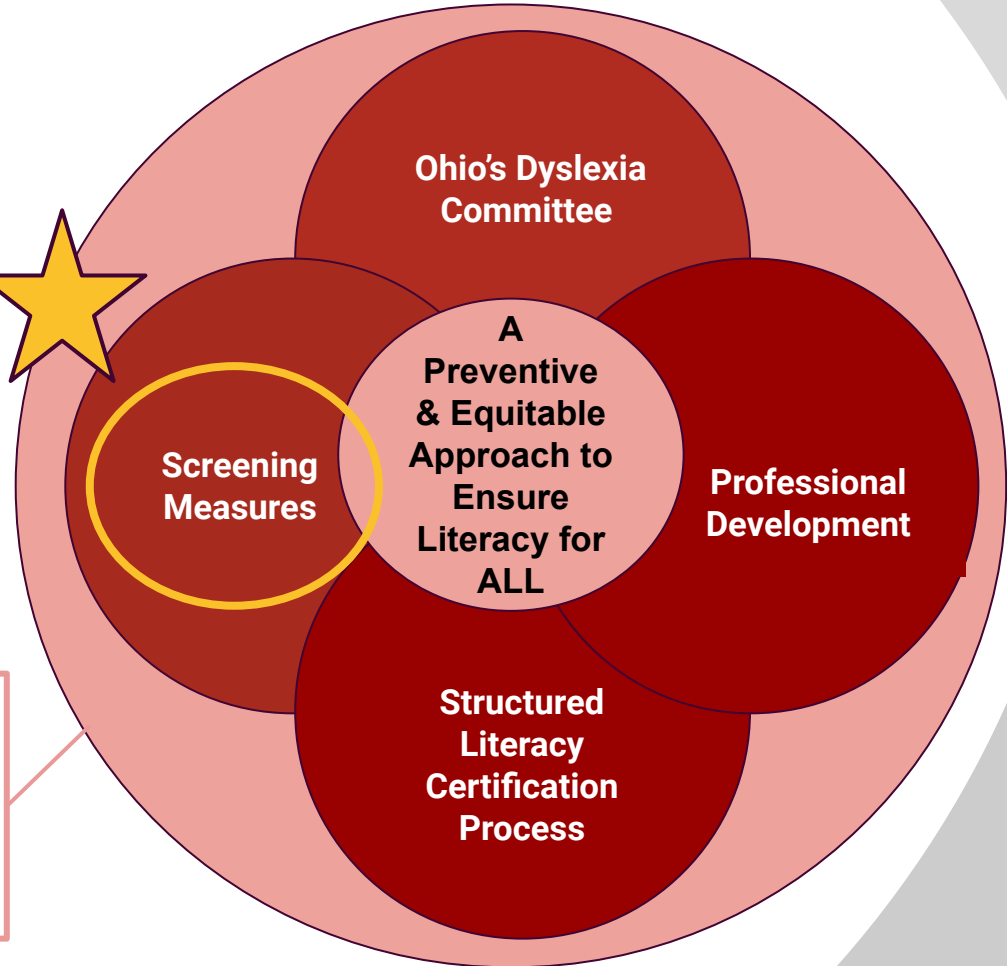
Section 4: Certification in Structured Literacy Instruction

Purpose & Use of Ohio's Dyslexia Guidebook

Recommendations for **Best Practices** for Effective Structured Literacy Across All Tiers of Support

Critical information for **successful implementation** of Ohio's dyslexia support laws

House Bill 436 “Dyslexia Law”



Infrastructure to Support School Improvement & T1 Structured Literacy for ALL Learners

Dyslexia Screening Measures

- Starting in 2023 -2024, T1 & T2 screening requirements will begin
- The Ohio Department of Education will release a list of approved T1 dyslexia screening assessments
- A list of T2 screeners (diagnostics) will not be provided.
- T2 Dyslexia Screening Measure example, Appendix B

T 1 Dyslexia Screening Components

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 (starting in midyear) | X | X (through beginning of 2nd) | |
| Real and non-word reading | X (end of year only and only non-words) | X (starting in midyear) | X (non-words through beginning of 2nd) | |
| Oral Text Reading Accuracy and Rate | | X (starting in midyear) | X | X |
| Comprehension | | | | X |

T1 & T2 Dyslexia Assessment Measures

| Universal Screening (Tier 1 Dyslexia Screening) | Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening) |
|--|--|
| <ul style="list-style-type: none">• Brief (10 minutes or less)• Standardized• Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)• Direct indicators of essential literacy skills• Given by classroom teachers with the support of other educators• Predictive of future reading outcomes through research-based skill levels and risk status• Include alternate forms for ongoing progress monitoring | <ul style="list-style-type: none">• 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 |

T1 Approved Dyslexia Screening Timeline

| Year | Grade | Screening Requirements | Screening Requirements for Students Transferring Into the District |
|--------------------|------------------|---|--|
| 2023-2024 | <i>K</i> | Administer a T1 screener to all students after January 1st of their kindergarten year. | Administer a T1 screener to each student in grades K-6 within 30 days of enrollment, unless the K-3 screener has yet to take place. |
| | <i>1st - 3rd</i> | Administer a T1 approved screener to all students. | |
| | <i>4th - 6th</i> | Administer a T1 screener to all students whose parent/guardian/custodian/teacher request the administration of the screener. | |
| 2024-2025 & beyond | <i>K</i> | Administer a T1 approved screening measure to all students after January 1st of their kindergarten year. | Administer a T1 screener to each student in grades K-6 within 30 days of enrollment, unless the Kindergarten screener has yet to take place. |
| | <i>1st - 6th</i> | Administer a T1 approved screening measure to all students whose parent/guardian/custodian/teacher request the administration of the screener . | |

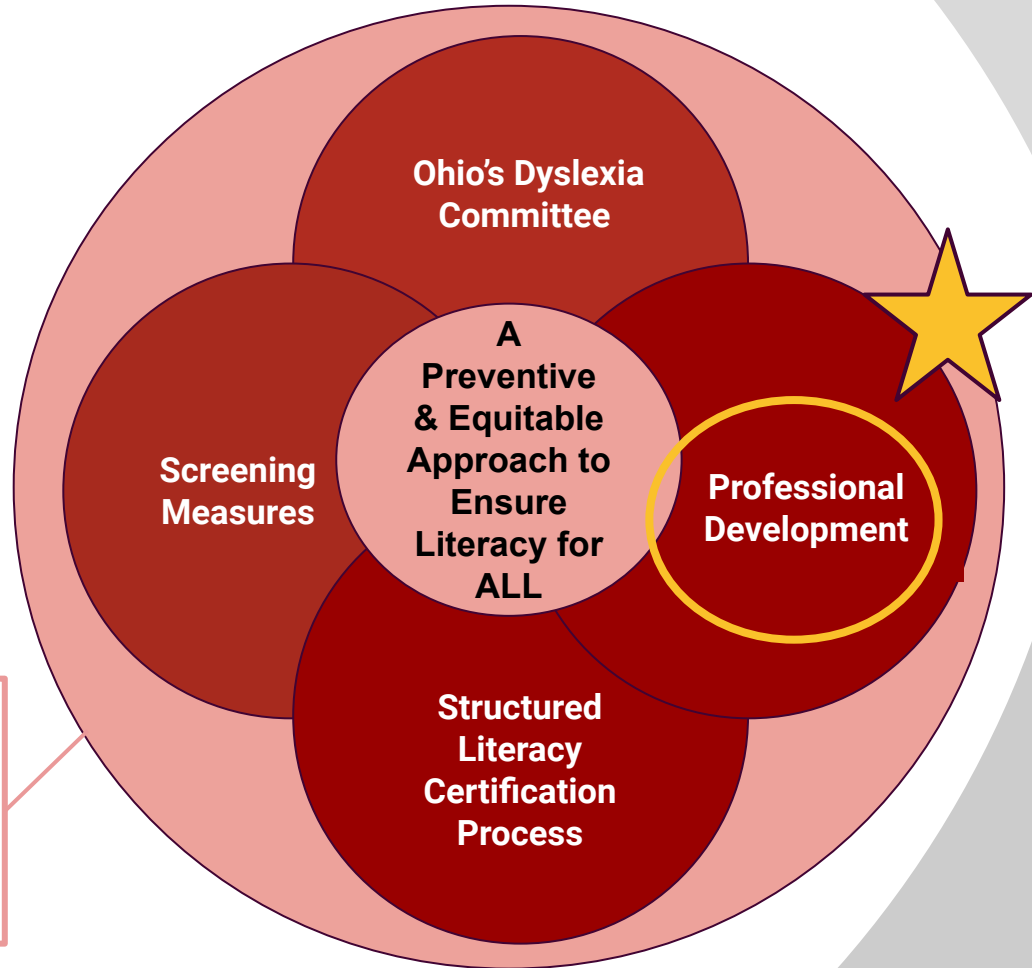
Students Determined to Be At-Risk

| Year | Students At-Risk | Task |
|--------------------|----------------------------------|--|
| 2023-2024 & beyond | <i>K - 6th</i> | <p>Student at-risk from T1 screener, will be progress monitoring for up to 6 weeks (by a multidisciplinary team with expertise)</p> <p>Student who do not demonstrate progress, will be administered a T2 screener (diagnostic).</p> <p>The district may administer a T2 screener to any student for whom they administered a T1 screener.</p> |
| | <i>K-6 Students who Transfer</i> | <p>District must administer a T2 screener in a timely manner to all students who transfer and are identified at-risk based on the T1 screener. (recommended within 30 days of T1)</p> |

Parents, Guardians & Custodians must receive the following in writing:

- *Notification if their student is at -risk*
- *Notification of T2 screener administration & the results*
- *If identified as having dyslexia tendencies inform parent/guardian/custodian about:*
 - *information about reading development*
 - *risk factors of dyslexia*
 - *description of evidence-based interventions*
 - *an explanation of the local structured literacy program*

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Infrastructure to Support School Improvement & T1 Structured Literacy for ALL Learners

Professional Development, PD (3319.077)

- Teachers must complete 18 hours of PD that aligns with the guidebook
- PD must be on ODE's list of approved trainings
- ODE will provide a free, online course that will meet the specified requirements

“Teacher” as it relates to the professional development requirements, **does not apply** to a teacher that provides instruction in **fine arts, music, or physical education.**

(ORC 3319.077 (A)(4)) as of June 24, 2022 HB 583.

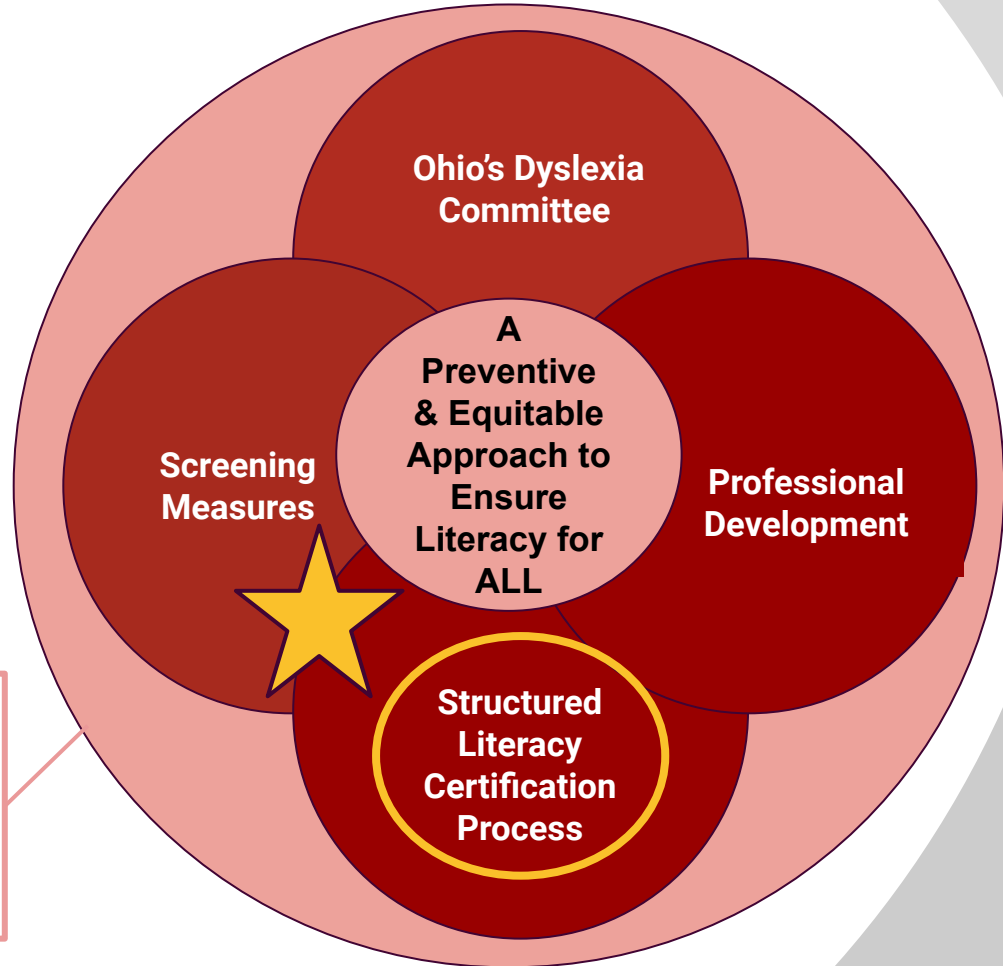
Professional Development Timeline

| Timeline | Teacher Guidelines |
|--|--|
| By the beginning of the 2023-2024 School Year | Teachers of grades K & 1 , including special education teachers |
| By the beginning of the 2024-2025 School Year | Teachers of grades 2 & 3 , including special education teachers |
| By the beginning of the 2025-2026 School Year | Special education teachers of students in grades 4-12 |

“Teacher” as it relates to the professional development requirements, **does not apply** to a teacher that provides instruction in **fine arts, music, or physical education**.

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Infrastructure to Support School Improvement
&
T1 Structured Literacy for ALL Learners

Structured Literacy Certification Process

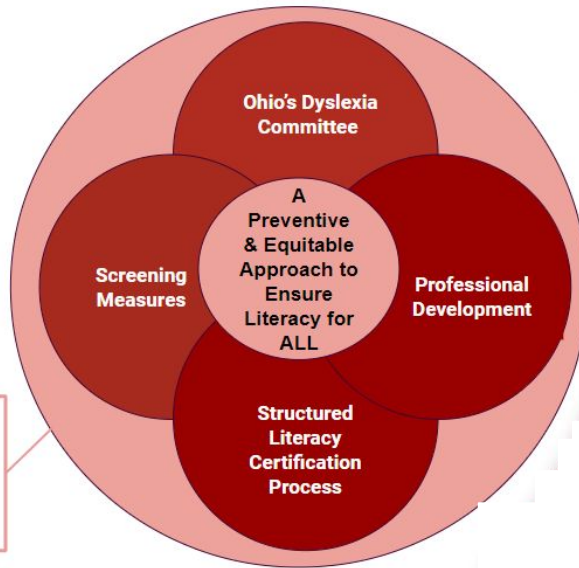
- District must establish a structured literacy certification process for teachers providing instruction to students in K - 3rd grade.
- Not every teacher will need to be certified (local decision)
- Districts may use the considerations in Section 4 to determine the best process for local needs

Approved Certification Pathways

- The Ohio Dyslexia Committee's Definition of Appropriate Certification
- Create a process for local certification, determine the role of certified educators, identify & recruit educators for the role, develop a training process, retain certified educators
- Difference from PD - “accreditation PLUS”

Aligning HB 436 with Local School Improvement Efforts

House Bill 436 “Dyslexia Law”



Reflection

- Are all students reaching reading proficiency?
- What part of your policies/practices/processes needs to adjust to make impact change?
- What will be your district/building message in regards to HB 436? Will it be focused in compliance of effective implementation?

Subscribe at our Website

sstr1.org

- Level Up With Literacy - a bi-monthly newsletter full of system and instructional considerations, supports and resources to improve literacy outcomes!
- eBRIEF! - stay up to date on all professional development and networking opportunities provided by State Support Team Region 1 .
- Save the Date! - Literacy Leaders Network 22-23!
 - 9/27/22, 11/10/22, 1/26/23, 3/23/23, 5/1/23
 - all sessions are virtual from 9:00 - 11:00

Questions?

Thank you!

Jackie Jacoby, esclew_jj@sstr1.org

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Additional Resources

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