



PORTLAND PUBLIC SCHOOLS
OFFICE OF TEACHING AND LEARNING
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Date: December 17, 2019

To: School Board, Superintendent Guadalupe Guerrero

From: Dr. Luis Valentino, Chief Academic Officer
Dr. Tania McKey, Senior Director of Humanities
Elizabeth Martin, Program Administrator for Dyslexia

Subject: Dyslexia Update

This memo provides an update on our current status and next steps for addressing Dyslexia in Portland Public Schools through the broader context of ensuring all students learn how to read on grade level, especially students with Dyslexia.

PPS believes that one of the key elements that helps to ensure student access to grade-level content is a high quality learning experience every year of school. A critical aspect of that experience is students' development of early literacy skills, through the integration of a comprehensive approach. In the early grades the approach provides "systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse." (Baker et al., 2014; Gersten et al., 2008; Kamil et al., 2008; Vaughn et al., 2006).

For students with Dyslexia, or with identified precursors, targeted support structures must be provided through classroom, school, and district practices, with the allocation of resources to effectively meet the needs of our students. To address Dyslexia in PPS, we have developed a multi-year priority plan. This is inclusive of instructional support structures with advisory and feedback from school, district, community and family stakeholders.

In year 0 (2018-2019, planning year), we implemented the following support structures for instruction:

- Implementation of K-5 Foundational Skills Guaranteed and Viable Curriculum (GVC)
- Dyslexia Advisor training
- Kindergarten Task Force established and implemented Winter/Spring 2019
- Kindergarten professional development provided to all kindergarten teachers teaching English literacy in Spring of 2019
 - Training was inclusive of phonemic awareness and phonics instruction and resource alignment

We also implemented the following community and family stakeholder engagement opportunities:

- Community Advisory Team established in Winter of 2019
- Community Advisory Team co-planned evening event in order to engage PPS family and community members in learning more about Dyslexia, student supports and our three year priority plan

- *In This Together*, Family Engagement Event on Dyslexia, May 31, 2019, 120 attendees

Moving into year 1 (2019-20), the following support structures for instruction are to be implemented:

- Hired Program Administrator for Dyslexia
- Orton Gillingham Training for 18 reading teacher cohort in Summer of 2019
- 1st and 2nd grade Task Force establishing Fall of 2019
- 1st and 2nd grade professional development provided in Winter/Spring of 2020 by the task force to all 1st and 2nd grade teachers.
- The Dyslexia Administrator will participate as a member of the Foundational Skills Review Committee to identify, evaluate, and project plan the implementation of a K-2 foundational skills resource
- Orton Gillingham training cohort PLC
- Dyslexia sessions - Administrators, Teachers and Educational Assistants
- PPS Accessibility Improvements for Audiobooks
- PPS Dyslexia Brochure and Handbook

Within the Dyslexia Priority Plan, you will see the following highlights for years 2 and beyond:

- K-2 foundational skills professional learning - standards and resource
- 3rd, 4th and 5th grade foundational skills training
- 6-12 English Language Arts Teachers training
- 6-12 Content Teachers training
- Advocacy for additional FTE for Reading Support Staff in CSI/TSI/Title schools
- Reading Specialist Cadre and Orton-Gillingham Training

We have also invested in additional professional learning system-wide. We have sent forty teachers, administrators and parents to statewide inservice day training offered by University of Portland and co-sponsored by Decoding Dyslexia Oregon. In addition, 26 PPS senior leaders, teachers, administrators and parents attended the International Dyslexia Association Annual Conference held in Portland this past November.

Our Program Administrator for Dyslexia partners across PPS to ensure transparency, and seeking guidance and advisory. The PPS Dyslexia Advisory team meets quarterly and is inclusive of individuals across multiple PPS departments. The PPS Dyslexia Parent Advocacy Group meetings are attended by the Program Administrator for Dyslexia to further the partnership and advisory.

Finally, this plan moves us beyond compliance with Senate Bill 1003, ensuring every school has at least one trained Dyslexia Advisor, all Kindergarten and new-to-Oregon first graders are screened three times a year for precursors to Dyslexia and families are notified and surveyed when their students are found to be at risk.

ATTACHMENTS

- A. Dyslexia Definition
- B. Senate Bill 1003
- C. Dyslexia FAQ
- D. Dyslexia Priority Plan
- E. Dyslexia Update Slides

What is dyslexia?

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Questions and Answers about Dyslexia for Parents

This FAQ provides information about dyslexia and how Portland Public Schools will be providing support and guidance to families and teachers in meeting the needs of students with dyslexia.

1. What is dyslexia?

Dyslexia is a significant reading disability in people with normal intelligence. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Students with dyslexia often experience difficulties with both oral and written and other language skills, such as writing, and pronouncing words and writing.

2. What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions. Dyslexia has been found to be hereditary. Moreover, most people with dyslexia have been found to have difficulty with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, individuals with dyslexia can learn successfully.

3. What are the effects of dyslexia?

The impact of dyslexia is different for each person and depends on the severity of the condition and the effectiveness of instruction or remediation. The core difficulty is with reading words and this is related to difficulty with processing and manipulating sounds. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most challenging problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

4. What are the requirements of Dyslexia legislation - Senate Bill 1003 (ORS 326.726)?

Senate Bill 1003 carries forward the dyslexia-related training requirements first passed by the Oregon Legislature in 2015. The bill has three requirements for districts: to train a Dyslexia Advisor for each school with a Kindergarten or 1st grade classroom, to universally screen for risk factors of dyslexia in kindergarten (or first grade, if that is the child's first year of school) and notify parents of the results.

5. How is Portland Public Schools in compliance with Senate Bill 1003?

Training Requirement: More than 100 teachers completed the trainings in all 58 schools with Kindergarten or first grade classrooms and have at least one fully trained Dyslexia Advisor. Due to some staffing changes in the spring and summer of 2019, four buildings will need to train an additional staff member, which will occur in the Winter of 2020.

Questions and Answers about Dyslexia for Parents

Screening Requirement: The screening requirements first applied to the 2018-19 school year. Portland Public Schools will continue to use the DIBELS test with Kindergarteners three times a year to measure phonological awareness, blending, rapid naming skills, and letter/sound correspondences. If a student shows risk factors for reading difficulties, including dyslexia, parents will be notified. Discussions with parents will take into account family history, including any difficulty in learning to read.

6. What does it mean if my child is identified as high risk on the screener?

There could be several different reasons why a child gets identified as high risk on the screener including a deficit skill in one of the 5 Essential Reading Components; Phonemic Awareness, Phonics, Comprehension, Vocabulary, and Fluency. This could be a result of lack of instruction or understanding within one or more of these components which will result in a high risk result on the screener. In order to determine the specific lagging skill, diagnostic assessments may be administered to further understand the deficit. Once the deficit skill is determined, then tiered level of interventions that are specific to the identified deficit will be administered over a 4-6 week time period.

7. How can I support my child if they are struggling with reading and who should I contact with my concerns?

- Make an appointment to speak with your child's teacher either at your child's parent/teacher conference or another time.
- Ask about the specific reading skill your child is working on and ask about things you may be able to do at home

8. My student is no longer in Kindergarten, but I think they should be screened. Who should I contact?

Contact your child's teacher to express these concerns. The teacher will work with the school principal and school team to determine the next steps for supporting the student with reading difficulties.

9. If my child is multilingual and/or in a dual language program and is struggling with reading, should I be concerned?

- Dyslexia exists all over the world and in all languages.
- Dyslexia is often missed in bilingual children because people assume they're simply struggling with a new language.
- Experts also don't all agree on how speaking two languages affects kids with dyslexia.

10. How do we screen for learning difficulties including dyslexia?

Our current process for screening for learning difficulties including dyslexia is through the use of our universal screener, DIBELS as it assesses the measures that are successful in identifying a student's areas of need. The areas are: phonological awareness which includes phoneme segmentation, blending, letter naming fluency, and letter sound association.

Enrolled
Senate Bill 1003

Sponsored by COMMITTEE ON EDUCATION

CHAPTER

AN ACT

Relating to dyslexia; creating new provisions; and amending ORS 326.726 and section 5, chapter 790, Oregon Laws 2015.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 326.726, as amended by section 4, chapter 790, Oregon Laws 2015, is amended to read:

326.726. (1) The Department of Education shall designate a dyslexia specialist for the department to provide school districts with support and resources that are necessary to:

- (a) Assist students with dyslexia and their families; and
- (b) Comply with the requirements of this section.

[(2) The department shall annually develop a list of training opportunities related to dyslexia that satisfy the requirements described in subsection (3) of this section. The list must:]

[(a) Be developed in collaboration with the Teacher Standards and Practices Commission to ensure that the training opportunities also satisfy professional development requirements; and]

[(b) Include at least one opportunity that is provided entirely online.]

(2) Each school district shall ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must comply with the requirements described in subsection (3) of this section.

(3) For the purpose of **subsection (2) of this section**, a training opportunity related to dyslexia must:

- (a) Comply with the knowledge and practice standards of an international organization on dyslexia;
- (b) Enable the teacher to understand and recognize dyslexia; and
- (c) Enable the teacher to implement instruction that is systematic, explicit and evidence-based to meet the educational needs of students with dyslexia.

[(4) Each school district shall ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. The training must comply with the requirements described in subsection (3) of this section.]

(4) The department shall annually develop a list of training opportunities related to dyslexia that satisfy the requirements described in subsection (3) of this section. The list must:

(a) Be developed in collaboration with the Teacher Standards and Practices Commission to ensure that the training opportunities also satisfy professional development requirements; and

(b) Include at least one opportunity that is provided entirely online.
(5) Each school district shall ensure that every student is screened for risk factors of dyslexia using a screening test identified by the department when the student is in:

(a) Kindergarten, if the student first enrolls at a public school in this state for kindergarten; or

(b) First grade, if the student first enrolls in a public school in this state for first grade.

(6) For the purpose of subsection (5) of this section, the department shall:

(a) Identify screening tests that are cost effective. The tests administered to students in kindergarten must take into account the following factors:

(A) Phonological awareness;

(B) Rapid naming skills;

(C) The correspondence between sounds and letters; and

(D) Family history of difficulty in learning to read, if the student shows risk factors for reading difficulties, including dyslexia.

(b) Provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties, including dyslexia.

(7) The department shall develop guidance regarding best practices for assisting students who are identified through screening or through parental input as showing risk factors or being at risk for reading difficulties, including dyslexia. The department shall make the guidance available to school districts.

[(5)(a)] (8)(a) A school district that does not comply with the requirements of **subsection (2)** of this section and that does not secure a waiver from the department within the time required by the State Board of Education by rule is considered nonstandard under ORS 327.103.

(b) The board shall adopt by rule the criteria for a waiver from the requirements of **subsection (2)** of this section to address instances when noncompliance is outside the control of the school district.

SECTION 2. Section 5, chapter 790, Oregon Laws 2015, is amended to read:

Sec. 5. The amendments to *[section 1 of this 2015 Act]* **ORS 326.726** by section 4 *[of this 2015 Act]*, **chapter 790, Oregon Laws 2015, and section 1 of this 2017 Act** become operative on *[January]* **July 1, 2018.**

SECTION 3. The amendments to **ORS 326.726** by section 1 of this 2017 Act first apply to the **2018-2019 school year.**

SECTION 4. No later than September 15, 2018, the Department of Education shall submit a report, including recommendations for legislation, to the interim committees of the Legislative Assembly related to education about best practices for screening students for risk factors of dyslexia and instructional support for students who show risk for or who are identified as having dyslexia.

Passed by Senate April 11, 2017

Repassed by Senate June 12, 2017

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Lori L. Brocker, Secretary of Senate

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Peter Courtney, President of Senate

Passed by House June 1, 2017

.....
Tina Kotek, Speaker of House

Received by Governor:

.....M.,....., 2017

Approved:

.....M.,....., 2017

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2017

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Dennis Richardson, Secretary of State



Dyslexia Update

December 17, 2019

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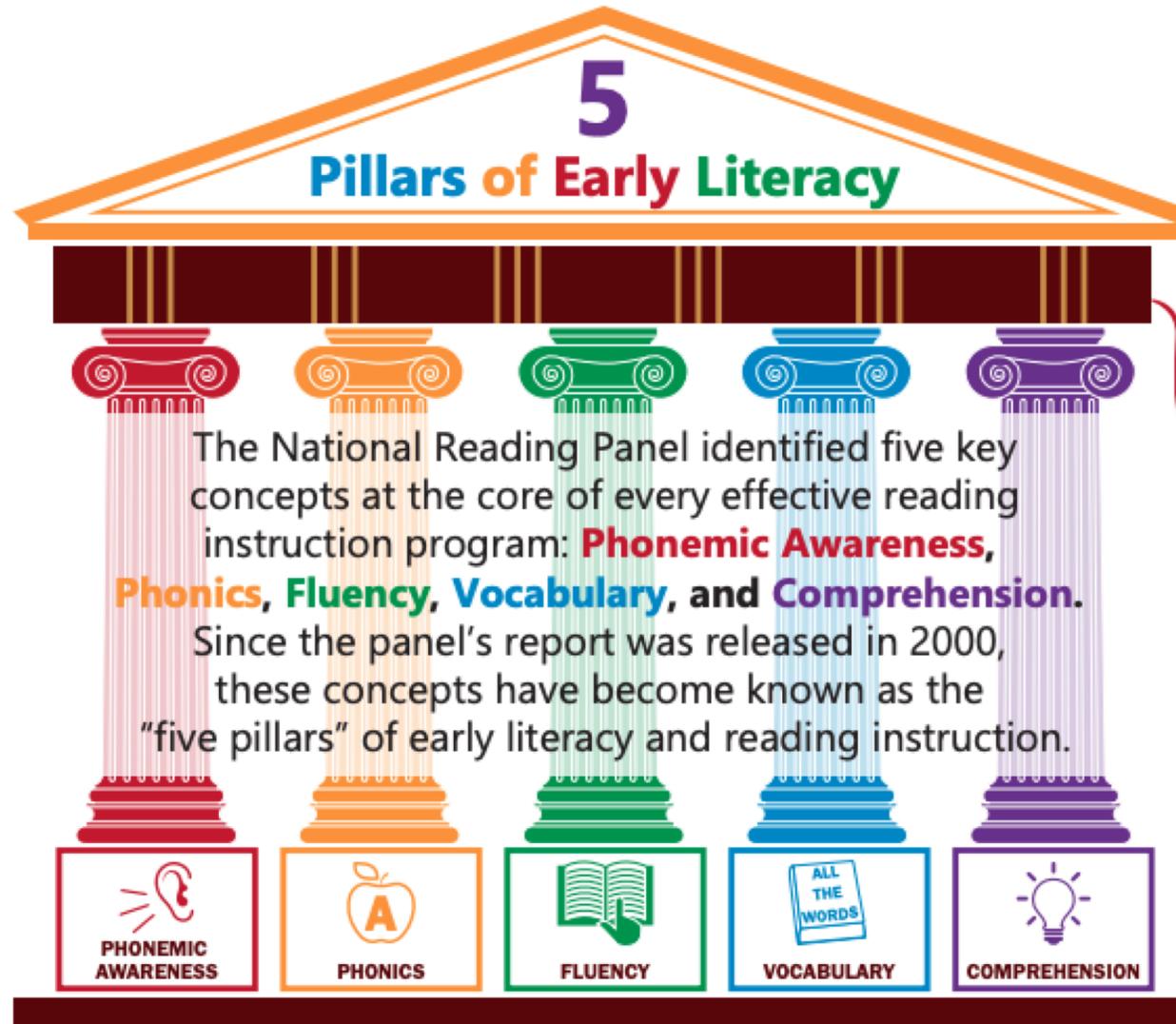
Agenda

- Overview of Literacy and Dyslexia
- Senate Bill 1003
- Dyslexia Priority Plan





What is Comprehensive Literacy?





Our Call to Action



The U.S. literacy crisis

@FumikoHoeft

Up to 20% have some symptoms of dyslexia*

1/3 of all children read below basic level**

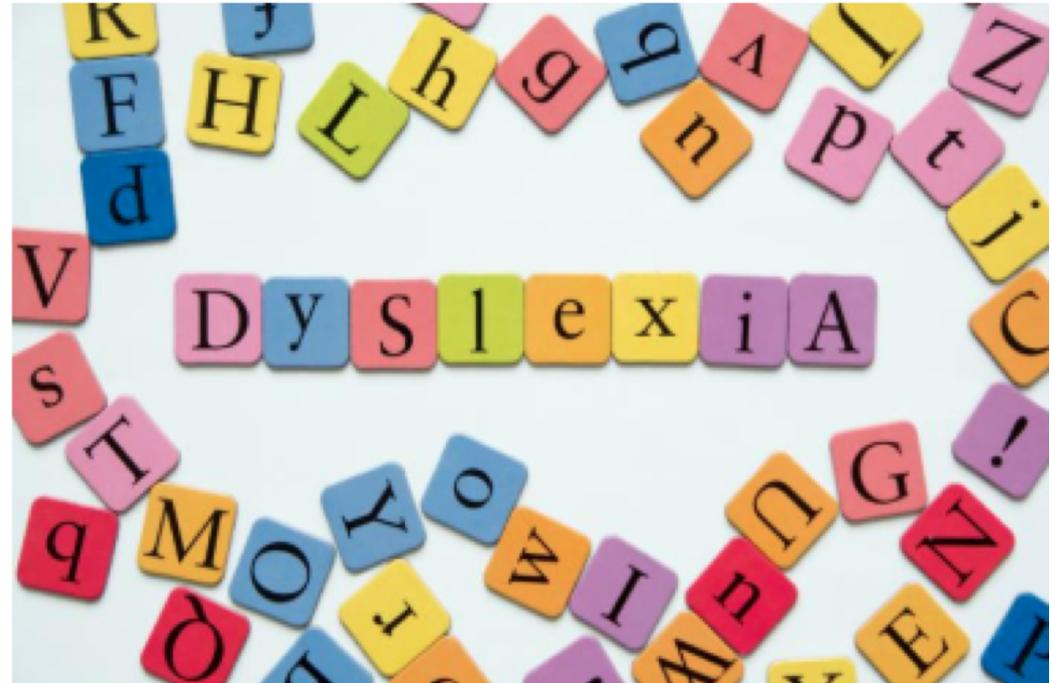
No change in reading level for almost 5 decades***

Over 1/3 of all adults cannot read drug labels,
with low literacy costing the U.S. economy
230 bn/yr in health care cost****

*NIH, **NAEP '17: Gr4, ***NCES '12: age 17, ****US Dept of Health '03

What is Dyslexia?

- Neurobiological in origin
- Characterized by difficulties with:
 - Accurate/ Fluent word recognition
 - Poor spelling and decoding abilities
- Unexpected in relation to cognitive abilities



Adopted by the IDA Board of Directors, Nov. 12, 2002



Senate Bill 1003

1. Advisor
2. Screening
3. Notification





Dyslexia Priority Plan

Theory of Action: If we implement our PPS Dyslexia Priority Plan with collective responsibility and collaboration, then our entire system, P-12 will be better equipped to address, prevent and intervene so that all PPS students will be able to read proficiently at grade level.

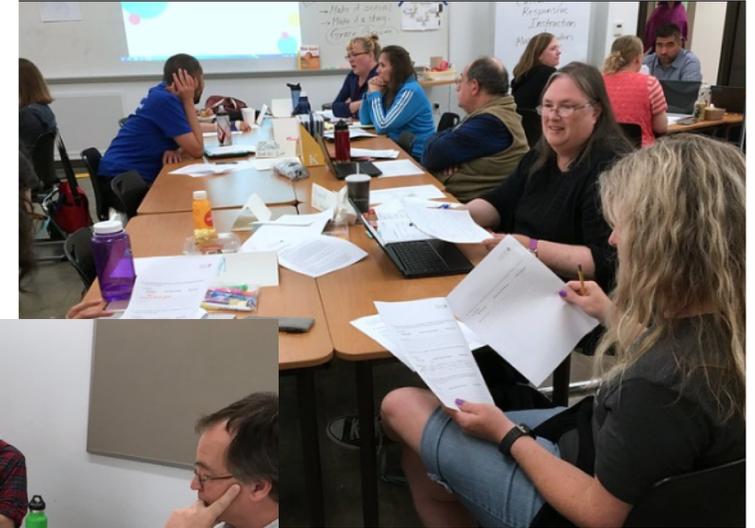


Dyslexia Priority Plan

Year 0, 2018-2019

Planning Year

- Kindergarten Task Force
- Kindergarten Professional Learning
- Foundational Skills Professional Learning, K-5
- K-5 Foundational Skills Guaranteed & Viable Curriculum
- Dyslexia Advisor Training



Dyslexia Priority Plan

Year 1, 2019-2020

- 1st and 2nd grade Task Force
- 1st and 2nd grade Foundational Skills Professional Learning
- Foundations Resource Advisory Committee
- Orton Gillingham Training and PLC
- Dyslexia Overview Sessions - Administrators, Teachers and Educational Assistants
- Accessibility Improvements for Audiobooks
- PPS Dyslexia Brochure and Handbook





Dyslexia Priority Plan

Year 2 and Beyond

- Professional Learning on Foundational Skills Resource, K-2 Teachers
- Professional Learning on Foundational Skills and Supporting Readers that Struggle
 - Grades 3-5 Teachers
 - Grades 6-12 ELA Teachers
 - Grades 6-12 All Content Teachers
- Advocacy for additional FTE for Reading Support Staff in CSI/TSI/Title schools
- Reading Specialist Cadre and Orton-Gillingham Training





Connecting to our PPS Vision

Educator Essentials

Knowledgeable and Committed to Lifelong Learning



PPS adults are highly competent in their areas of practice. Those engaged in instruction are also skilled in a variety of evidence-based, engaging teaching approaches, including strategies for social-emotional, culturally-responsive academic learning. Adults are proactive about keeping their professional knowledge up-to-date and even anticipating future trends in their fields, and contributing to innovations and best practices in their schools and departments. They are committed to using a range of tools, including current and emerging technologies and data to inform continuous improvement of practice, collaborate with colleagues throughout the system, and support diverse learners.

Graduate Portrait

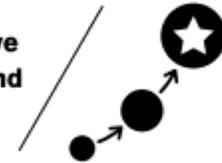
Inquisitive Critical Thinkers with Deep Core Knowledge



Students demonstrate mastery of core academic knowledge and skills. Through exploration of a range of disciplines (sciences, social studies, math, literature, arts, athletics, and music), students emerge with fundamental skills in literacy (reading, writing, speaking, and listening), mathematics, and critical thinking. They can read and analyze information, ask relevant questions, and develop compelling arguments based on facts and evidence. They use strong number skills in real-world mathematics applications, including finance. They are also strong scientific investigators, able to explore the natural world by developing relevant questions, conducting research, constructing hypotheses, designing experiments, collecting and analyzing data, and drawing conclusions.

System Shifts

Transformative Curriculum and Pedagogy



PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. The curriculum is standards-based, and culturally and linguistically responsive. With equitable learning supports and opportunities, every student can develop the foundational requirements of a high-quality education. Every student has access to multiple tiers of support and acceleration as needed.





Dyslexia Priority Plan

Community and Family Stakeholder Advocacy

2018-19

- *In this Together* Family Event on Dyslexia, May 31, 2019

2019 AND BEYOND

- Partnering with PPS Dyslexia Advocacy Group - Priority Plan, Handbook/Brochure feedback
- Supporting site-based Literacy Advocacy Groups



Dyslexia Community Events

- University of Portland/Decoding Dyslexia Oregon Statewide Inservice Day
- International Dyslexia Association Annual Conference

