

Mississippi Department of Education Literacy Summit

State Level Dyslexia Legislation

September 2019



Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS



Session Objectives

- Provide an opportunity for dyslexia stakeholders to learn about other states' models for implementing teacher training and intervention requirements of adopted dyslexia legislation.
- Offer strategies that will lead to a more successful implementation for those states that are earlier in the planning process.
- Allow time for participants to network with the presenters and one another to learn more information that will help drive their state-level work moving forward.

Panelist

Carrie Thomas Beck, Dyslexia Specialist, Oregon Department of Education

Aira Jackson, Director of English Language Arts and Literacy, Washington State Office of the Superintendent of Public Instruction

Robin Lemonis, State Director of Special Education, Mississippi Department of Education

Amy Schulting, Dyslexia Specialist, Minnesota Department of Education

Kim Stuckey, Dyslexia Specialist, Missouri Department of Elementary and Secondary Education

Fran Warkomski, Dyslexia Specialist, Pennsylvania Dyslexia Pilot



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Format of Session

1. Status of Dyslexia Legislation in the State/Q&A
2. Models for Teacher Training/Q&A
3. Models for Instructional Intervention/Q&A
4. Time to Network



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Status of Dyslexia Legislation



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Minnesota's Status of Dyslexia Legislation

Current Minnesota Statutes related to dyslexia include:

- Dyslexia definition, MN Statute 125A.01
- Dyslexia Specialist at MDE, MN Statute 120B.122
- Reading Proficiently No Later than Grade 3 (Screening), MN Statute 120B.12
- Alternative Instruction Prior to Eval. for Special Ed., MN Statute 125A.56
- Teacher Preparation Program Requirements, MN Statute 122A.092



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Minnesota's Status of Dyslexia Legislation

120B.12 Subdivision 2. Identification; report.

(a) Each school district must identify before the end of kindergarten, grade 1, and grade 2 all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened, in a locally determined manner, for characteristics of dyslexia.

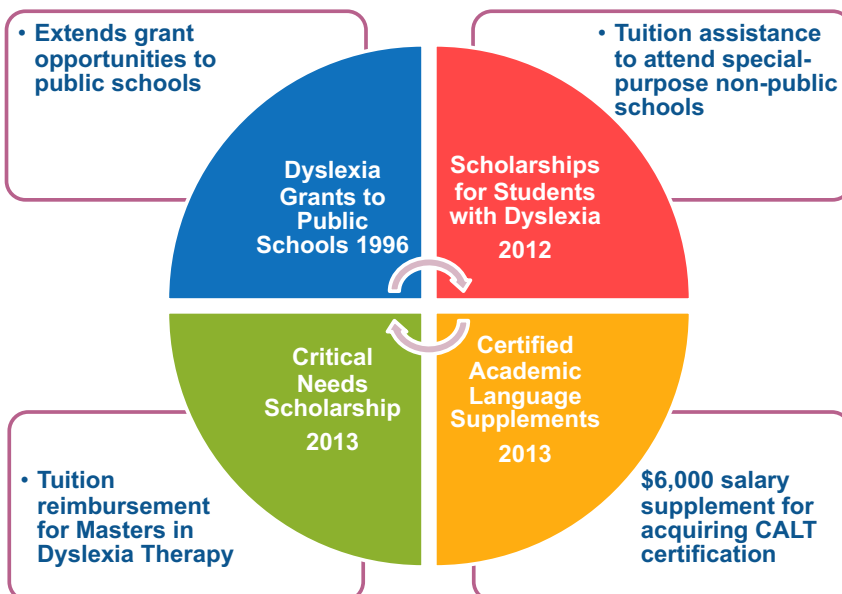
*Note: Dyslexia screening also required in grades 3+ "Unless a different reason for the reading difficulty has been identified."

Effective Date: July 1, 2020.



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Mississippi's Status of Dyslexia Legislation



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Mississippi's Status of Dyslexia Legislation

Dyslexia Grants (est. 1996)

- 3 year grant to public school districts
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments
- Pays up to 80% of the dyslexia therapist salary
- Funds professional development related to dyslexia for teachers, administrators, and parents



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Mississippi's Status of Dyslexia Legislation

Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)

1. Screen all students during the 2nd semester of Kindergarten and during the 1st semester of First Grade using a SBE approved Dyslexia Screener that addresses: phonological awareness and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, encoding skills, and rapid naming;
2. Adopt a local board policy about screening students for dyslexia.
3. Notify parents if a student fails the dyslexia screener.



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Mississippi's Status of Dyslexia Legislation

Dyslexia Therapy Scholarship for Students With Dyslexia (est. 2012)

- Provides the option to attend a public school other than the one to which assigned
- Funds students to attend qualified special purpose non-public school that offers Orton-Gillingham based instruction provided by a licensed dyslexia therapist 5 days a week
- Re-distributes public school funds from the public school to the special purpose non-public school selected
- Total funds awarded to date: \$4,850,116.23



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Mississippi's Status of Dyslexia Legislation

Critical Needs Dyslexia Teacher Scholarship

- Awarded through the Institutions of Higher Learner (IHL) Yearly to obtain a Masters Level degree as a Dyslexia Therapist
- Subject to the availability of funds
- Selection is based on a first-come, first-served basis
- Priority consideration is given to persons previously receiving the scholarship



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Mississippi's Status of Dyslexia Legislation

Certified Academic Language Therapist Supplement

- \$6000.00 supplement for CALT and reimbursement of the cost of completing the process for acquiring certification up to \$500.00
- Selection is first-come, first-served basis and only 20 applicants are accepted



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Missouri's Status of Dyslexia Legislation

HB 2379 became statute June 2016

- Established Legislative Task Force on Dyslexia; whose recommendations became the DOE guidance related to
- Mandated dyslexia screenings (K-3)
- Mandated classroom supports for students at risk
- Mandated yearly professional development for educators



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Oregon's Status of Dyslexia Legislation

SB 1003 passed in July of 2017:

Requires the Department of Education to:

- hire a Dyslexia Specialist
- annually develop a list of training opportunities related to dyslexia
- develop district guidance on parent notification
- develop district guidance on best practices for assisting students who show risk factors of dyslexia
- submit a report to the legislature about best practices for dyslexia screening and instructional support to include recommendations for future legislation



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Oregon's Status of Dyslexia Legislation

SB 1003 passed in July of 2017:

Requires that districts:

- ensure that at least one K-5 teacher in each K-5 school complete dyslexia related training
- universally screen for risk factors of dyslexia in kindergarten (and any first grade student newly enrolled in a school in Oregon as a first grader) in the areas of phonological awareness, letter/sound correspondences, and rapid naming using a screening test identified by the Department
- screen for family history of difficulty in learning to read for students who show risk factors of dyslexia



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Pennsylvania's Status of Dyslexia Legislation

Act 69 of 2014

- Implementation began with the kindergarten class of 2015–16 through second grade in 2017-18 with a new K cohort for each of the three years

Research Design- Two levels of supports:

- Classroom component: Enhance core instruction for all students focused on phonemic awareness, structured literacy, oral language, and
- Intervention component: MSL intervention for students for intensive additional instruction.

Act 37 of 2018

- Extended the original districts for two (2) more years (pilot extension sites)
- In process of adding additional districts for two (2) years to June 2021 (pilot expansion sites)



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Washington State's Status of Dyslexia Legislation

Spring 2018: Passage of the Early Screening of Dyslexia and Establishment of the Dyslexia Advisory Council

Summer 2019: Release of the Dyslexia Advisory Council Recommended Screening Tools

Summer 2020: Anticipated Release of Best Practices for Screening, Use of Multi-Tiered Systems of Support, Family Support and Resources, and Support for Grades 3 and Above

School Year 21-22: Implementation of the Early Screening of Dyslexia



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Questions



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Model for Teacher Training

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Minnesota's Model for Teacher Training

122A.092 Subd.5. Reading strategies. (c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

- (1) the nature of symptoms of dyslexia;
 - (2) resources available for students who show characteristics of dyslexia;
 - (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
 - (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.
- (d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.



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Minnesota's Model for Teacher Training

- Language Essentials for Teachers of Reading and Spelling (LETRS) is one model of teacher training in MN.
- 2019-2020 LETRS Implementation Cohort #1
- 17 schools/districts with 2 implementation sites
- 5 MDE Staff (2 are LETRS facilitators), 100 teachers, 34 administrators/coaches & 13 Higher Education
- Units 1-4 online, book chapters, 4 in-person training days



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Mississippi's Model for Teacher Training

Spring 2013
The Literacy-Based Promotion Act becomes law.

Summer 2013 Literacy coaches are deployed to the lowest performing schools based on 3rd grade data.

Spring 2014 Literacy coaches and the first cohort of educators attend LETRS training.

Winter 2014 The MDE procures a statewide pre-K-3 assessment system that includes: 1) K-Readiness Assessment, 2) universal screener, and 3) the 3rd grade assessment for promotion.

Spring 2015 The MDE establishes the offices of Early Childhood, Literacy (K-12), and Student Intervention Services (K-12).

Spring 2015 The LBPA promotion/retention requirement goes into effect for 3rd grade students.

Fall 2016 The LBPA is amended to require Individual Reading Plans for K-3 students with identified reading deficiencies and for 4th grade students promoted for good cause.

Ongoing supports include: the development and distribution of parent resources; opportunities for regional professional development on best practices in literacy instruction; and, communication to stakeholders through the Strong Readers=Strong Leaders campaign.



Language Essentials for Teachers of Reading and Spelling (LETRS)

LETRS Modules

1. Challenges of Learning to Read
2. Speech Sounds of English – Phonetics, Phonology, and Phoneme Awareness
3. Spellography for Teachers
4. Building Vocabulary and Oral Language

LETRS Modules

5. Developing Fluency
6. Teaching Text Comprehension
7. Teaching Phonics, Word Study, and Alphabetic Principle
9. *Teaching Beginning Spelling and Writing

LETRS Training has been provided to over 13,000 educators to date, including K-3 general education teachers, K-8 special education teachers, elementary principals, and Institutions of Higher Learning Reading Faculty.

**LETRS Module 8, Assessment for Prevention and Early Intervention, was not included in our training.*



Mississippi's Model for Teacher Training

- Appropriated over 69.5 million for literacy since 2013 to improve reading skills of Kindergarten through 3rd grade
- Procured Statewide Professional Development System in 2013 (LETRS) and have trained approximately 12,000 pre-K -12 teachers, administrators, and support staff
- Deployed over 82 literacy personnel to support 179 schools and 77 districts
- Supplied literacy resources to K-3 teachers and parents
- Awarded \$3.8 million in literacy grants to 34 schools over 3 years to improve literacy instruction



Launched Statewide Literacy Campaign Strong Readers=Strong Leaders

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Mississippi's Teacher Training

Orton-Gillingham Based Professional Development Training System

- Procured Phonics First (March 2017) to provide participants with the knowledge base to effectively implement core or supplemental Orton-Gillingham based instruction in reading.
- Provide Level 1 training to 1500 K-3 general Ed teachers, K-5 sped teachers, literacy coaches (prek-3), and certified interventionists (K-3) (2017-2018)
- Provide Structures (Level 2) to grade 6-8 teachers (2018-2019)
- Provide participants with training materials and either a classroom or small group kit for implementation
- CEUs and SEMIs; and 2 “graduate credits” can be obtained for a fee



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Mississippi Teacher Training Model: Educator Preparation

- **(Miss. Code Ann. § 37-3-2)** July 2016 Foundations of Reading licensure exam for Elementary Education candidates (K-6)
- July 2017 Foundations of Reading licensure exam for Alternate Route (4-6) candidates
- August 2017 SBE approved the CAEP Partnership
- March 2018 SBE established policy Chapter 14, Rule 14.20 to require all EPPs to obtain national accreditation



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Missouri's Model for Teacher Training

Dyslexia Consultants established in 10 RPDC's

- Monthly team meetings
- Provide mandated PD for educators
- Offer 3 full day workshops R&T I, II, III
- Offer LETRS 3rd Edition Facilitation; 15% LEA to date
- Offer Xtreme Reading Facilitation



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Missouri's Model for Teacher Training

- Currently consultants are .35 FTE
- Plan to increase to 1.0 FTE for FY 2021 if approved by Legislature
- LETRS Volume 2 training underway, June 2019/2020
- Request initiated for inclusion of LETRS content in the Special Reading Endorsement, December 2019



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Oregon's Model for Teacher Training

Oregon Administrative Rules state that the dyslexia training must address three areas:

- understanding and recognizing dyslexia
- foundational skills in reading
- intensifying instruction



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Oregon's Model for Teacher Training

- Program-neutral training
- Criteria based on IDA's Knowledge and Practice Standards for Teachers of Reading
- At least one training opportunity offered completely online
- List of approved training opportunities updated annually



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Pennsylvania's Model for Teacher Training

Classroom Component: Contracted Consultants

- Initially developed four (4) day review of NRP big five areas, adding oral language
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: (Foorman, et. Al, 2016)
- Improving Reading Comprehension in Kindergarten Through 3rd Grade: (Shanahan, et.Al, 2010)
- Focus on Effective Teacher Practices to improve child performance
- Integrate speech language pathologist (SLP) into Kdg classroom for oral language
- Expansion Pilot sites will receive demonstration teaching/modeling from original pilot sites



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Washington State's Model for Teacher Training

Currently requesting funding from the legislature for two online learning modules:

- Understanding Dyslexia
- Emergent Reading Skills for Grades 1-2



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Questions



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Model for Instructional Interventions



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Minnesota's Model for Instructional Interventions

Multi-tiered Systems of Support

- Differentiated core instruction (Tier 1)
- Supplemental (Tier 2) and Intensive Interventions (Tier 3)
- Special Education

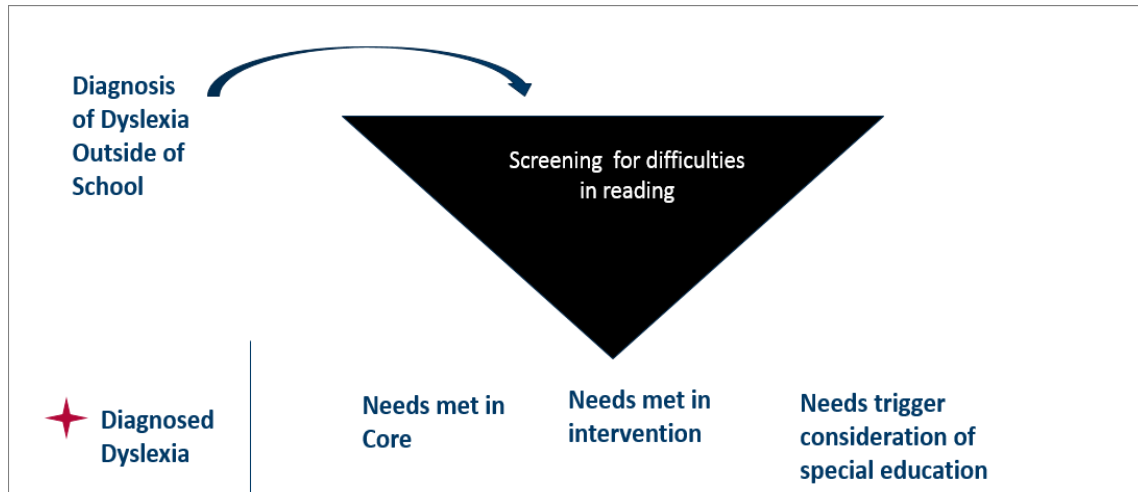
Dyslexia Screening, Identification and Intervention

- Gated, 2-step Dyslexia Screening Process
- **125A.56, subd 1.(c)** A student identified as being unable to read at grade level under section 120B.12 (subd 2.) must be provided with alternate instruction under this subdivision that is ***multisensory, systematic, sequential, cumulative, and explicit.***
- Curriculum and specific interventions determined by districts.



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Minnesota's Model for Instructional Interventions



Mississippi's Model for Instructional Interventions

State Board Policy requires every school district to follow an instructional model which consist of (3) three tiers of instruction:

Tier 1: Quality classroom instruction based on Curriculum Frameworks

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions specifically designed to meet the individual needs of students

- Requires the administration of screener addressing all components required by legislation

Mississippi's Model for Instructional Interventions

- Allows monitoring for compliance of policy and supports to ensure the instructional management system includes a tiered instructional model that provides teachers with the necessary supports and strategies to incorporate academic and behavioral interventions
- Requires districts to follow Child Find Procedure to identify, locate, and evaluate all children suspected of disabilities
- Requires that all K-3 students identified with a significant reading deficit be provided intensive reading instruction and intervention and it must be documented for each student in an **individual reading plan (IRP)**.



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Mississippi's Model for Instructional Interventions

Requires that all K-3 students identified with a significant reading deficit be provided intensive reading instruction and intervention. The intervention must be documented for each student in an **individual reading plan (IRP)**.

- The student's specific, diagnosed reading skill deficiencies as determined by diagnostic assessment data;
- The students goals and benchmarks for growth;
- How progress will be monitored and evaluated;



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Mississippi's Model for Instructional Interventions

- The type of additional instruction services and interventions the student will receive;
- The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.



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Mississippi's Model for Instructional Interventions

- Offer teacher Scholarships through IHL for individuals to attain a Class AA Educator's License in Dyslexia, indicating the individual has obtained a master's degree in a MDE approved, Orton-Gillingham-based dyslexia therapy training program at one of the four Mississippi (MS) approved universities
- Provide funding and joint professional development opportunities to MS universities in order to lower the cost of participants registration fees, reach a broader audience, and ensure a united front throughout the state
- Provide training and supports to teachers, administrators, hospitals, universities, and parents on Dyslexia and available MDE resources such as the MS Dyslexia Handbook Provide extensive implementation guidance and support through literacy coaches and multiple partnerships



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Missouri's Model for Instructional Interventions

Currently, there are no mandated or approved interventions Workshops (R & T) model explicit, systematic, cumulative, direct instruction practices addressing foundational skills; PA, Phonics, Spelling, Fluency, Vocabulary and Comprehension using the SVR and Scarborough's Reading Rope in a Tier 1 setting, using examples from a variety of curriculum options.



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Oregon's Model for Instructional Interventions

- Currently, there is **no language** in the law or in rule that addresses instructional interventions for students who show risk factors for dyslexia.
- Oregon law does require the state to develop district guidance on best practices for assisting students who show risk factors of dyslexia:
https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/guidanceonscreening.pdf



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Oregon's Model for Instructional Interventions

District Guidance

- Universal screening for risk factors of dyslexia in kindergarten is a strong first step in a more comprehensive screening and support system
- Provide instructional support, monitor growth, intensify instruction as needed
- Success of model depends upon the provision of explicit, systematic, evidence-based instruction provided across all tiers of support by qualified educators



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Pennsylvania's Model for Instructional Interventions

- Contract with Orton Gillingham dyslexia centers in PA to provide training and practicum
- Contract with Sonday- Winsor Learning
- Continuation with Wilson currently in use in some schools
- Continuation and contract with Lindamood Bell
- Identified interventionists to receive training- reading specialists, special ed teachers, SLP
- Identified Lead Teachers in each district to assist in training and onsite follow-up to build internal coaching capacity for sustaining support **and** Provided demonstration of structured literacy for classroom teacher



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School Year 21-22: Implementation of the Early Screening of Dyslexia



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Washington State's Model for Instructional Interventions

Current statute is requiring all grades in K-2 use Multi-Tiered Systems of Support starting in SY 2021-22.

Professional Learning is sporadic on the section and OSPI is advocating for more professional learning among school/district leaders and encouraging everyone to scale up their knowledge about Multi-Tiered Systems of Support.



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Questions



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