

BEXLEY CITY SCHOOLS

A stylized DNA double helix logo composed of blue and light blue lines, positioned to the left of the main text.

***CHAMPIONING
OUR FUTURE***

Bexley City Schools & Ohio's Dyslexia Law

Wednesday, September 27, 2023 at 6:30pm

Casey Cosgray, Chief Academic Officer

Dr. Shirley Hamilton, Director of Curriculum & Gifted

Barb Gentile Green, Director of Student Services & Accessibility

Nyesha Clayton, Principal, Montrose Elementary

Katie Appel & Jana Clarke, Instructional Coaches

Kourtney Koehler, School Psychologist

Simina Albaiu, Meghan Dolan, Karen Kelly, & Melanie Newman, Teacher Reps

Meredith Stone & Colette Young, Literacy Specialists & Interventionists



Webinar Protocols

- Session is being recorded
- Presentation style
- Questions are welcome in the Q&A tab at the bottom of your screen
- We will gather questions and summarize them into a FAQ and publish them in the near future
- Closed Captioning is enabled for the group and you can activate it on your own device by clicking the Closed Captioning button on the bottom of your screen



What Is Dyslexia?



A general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but do not affect general intelligence.

- Defined as difficulty decoding text
- Learning challenges are **not** related to a child's intelligence/motivation
- Children with dyslexia **can & do** learn to read



What Are The Requirements Of Ohio's Dyslexia Law?

- **Screen ALL K-3 students**
 - Request screening by parent/teacher for 4th-6th
 - Move-ins from now on in 1st-6th
- **Communicate with families**
- **Plan for Structured Literacy Certification**
- **Complete Professional Development**
 - K-1 (by 23-24 School Year)
 - 2-3 (by 24-25 School Year)
 - 4th-12th IS (by 25-26 School Year)



What Has Bexley Been Doing In Response To The Law?

- **Established a Structured Literacy District Team**
 - Meet quarterly
- **Adopted resources aligned to the Science of Reading**
 - Heggerty
 - Foundations/95 Percent
 - Wit and Wisdom
- **Screened ALL K-5 students with Acadience**
- **Training ALL K-5 teachers in SoR/Acadience**



What Can Help A Child With Dyslexia?

Strong Tier 1 instruction that emphasizes The 5 Big Ideas in Reading

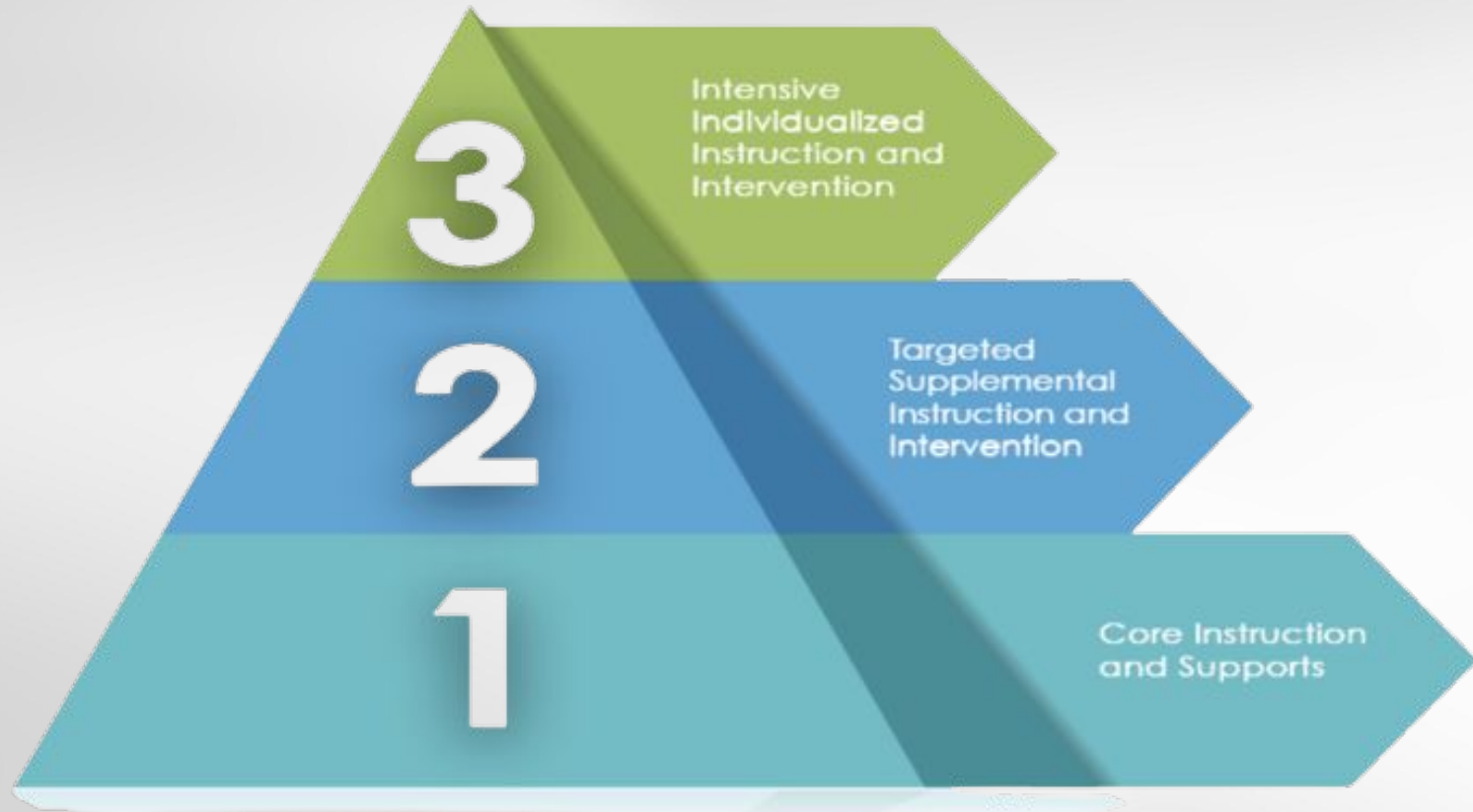


Multisensory, systematic, explicit instruction

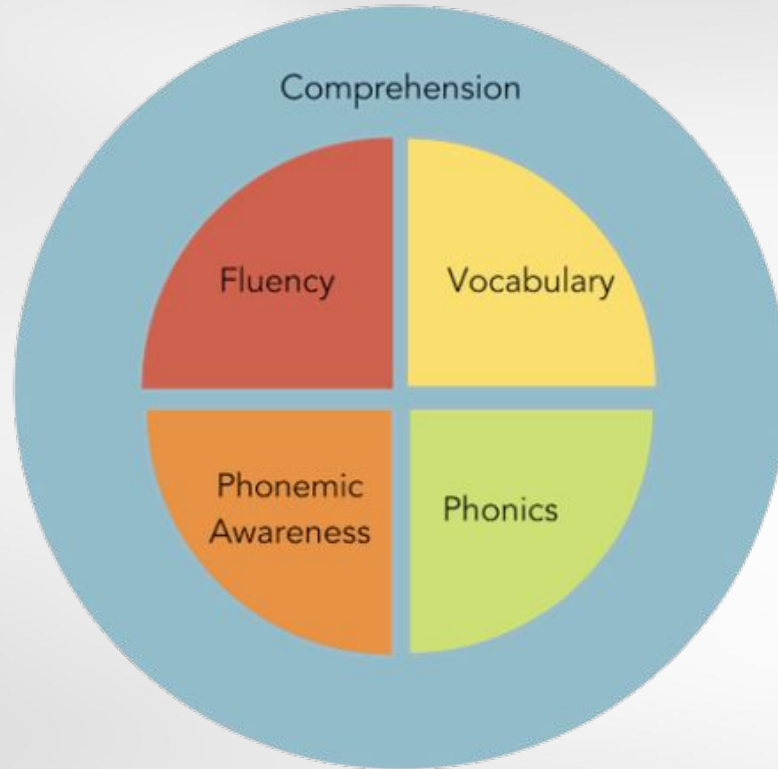


Intentional practice with the strategies they are learning

What Are The Tiers of Instruction?



What Are The 5 Big Ideas In Reading?



THE BUILDING BLOCKS OF READING

Concepts About Print	Phonological & Phonemic Awareness	Decoding & Word Recognition	Fluency	Vocabulary	Comprehension
Printed Materials Provide Information	Listening for Sounds	Match Sounds to Spellings	Accuracy	Word Classification	Vocabulary
Parts of a Book	Rhyming Words	High Frequency Words		Antonyms & Synonyms	Concept Development
Title & Author	Words in Sentences	Short Vowels		Affixes & Roots	Background Knowledge
Directionality	Syllables in Words	Consonant Blends	Rate	Multiple Meaning Words	Academic Language
Distinguish Letters From Words	Track & Order Phonemes	Long Vowels		Homophones & Homographs	Genres
ID Letters, Words, & Syllables	Phoneme Isolation	Vowel Digraph & Diphthongs		Word Learning Strategies	Text Structure
Match Oral Words to Print	Phoneme Identification	R-Controlled	Prosody	Word Origins & Derivatives	Comprehension Skills
Recognize & Name All Letters	Phoneme Blending	Multisyllable Words		Figurative Language & Idioms	Comprehension Strategies
	Phoneme Segmentation	Compound Words			
	Phoneme Deletion	Contractions			
	Phoneme Addition	Inflectional Endings			
	Phoneme Substitution				



What Instruction Is Happening In My Child's Classroom?

	K	1	2	3	4	5
HEGGERTY Phonemic Awareness	X	X				
FUNDATIONS Phonics, Decoding/Encoding	X	X	X	X	X	
95 PERCENT Phonics, Decoding/Encoding					X	X
WIT & WISDOM Fluency, Vocabulary, Comprehension	X	X	X	X	X	X

THE BUILDING BLOCKS OF READING

Concepts About Print	Phonological & Phonemic Awareness	Decoding & Word Recognition	Fluency	Vocabulary	Comprehension						
Printed Materials Provide Information	Heggerty	Match Sounds to Spellings	Accuracy	Word Classification	Vocabulary						
Parts of a Book		High Frequency Words		Fundations & 95 Percent	Antonyms & Synonyms	Concept Development					
Title & Author	Words in Sentences	Short Vowels	Rate		Affixes & Roots	Background Knowledge					
Directionality	Syllables in Words	Consonant Blends		Multiple Meaning Words	Homophones & Homographs	Academic Language					
Distinguish Letters From Words	Track & Order Phonemes	Long Vowels	Genres			Text Structure	Comprehension Strategies				
ID Letters, Words, & Syllables	Phoneme Isolation	Vowel Digraph & Diphthongs		Production	Figurative Language & Idioms			Comprehension Strategies			
Match Oral Words to Print	Phoneme Identification	R-Controlled	Wit and Wisdom			Comprehension Strategies	Comprehension Strategies				
Recognize & Name All Letters	Phoneme Blending	Multisyllable Words		Wit and Wisdom	Comprehension Strategies			Comprehension Strategies			
	Phoneme Segmentation	Compound Words	Wit and Wisdom			Comprehension Strategies	Comprehension Strategies				
	Phoneme Deletion	Contractions							Wit and Wisdom	Comprehension Strategies	Comprehension Strategies
	Phoneme Addition	Inflectional Endings									
	Phoneme Substitution			Wit and Wisdom	Comprehension Strategies			Comprehension Strategies			



How Does A Child In Bexley City Schools Get Screened?

2023-2024

Bexley City Schools is opting to screen all K-5 students*

**Ohio schools are required to screen all children in grades K-3*

2024-2025 & Beyond

New students and all Kindergarten students will be screened for dyslexia each year

At Request

Parents/Guardians and teachers are always able to request a screener beyond this school year



How Does A Child In BCS Get Screened?

Acadience Reading K-6

- Selected by BCS as our screening measure
- Assessed during the weeks of August 28/September 5

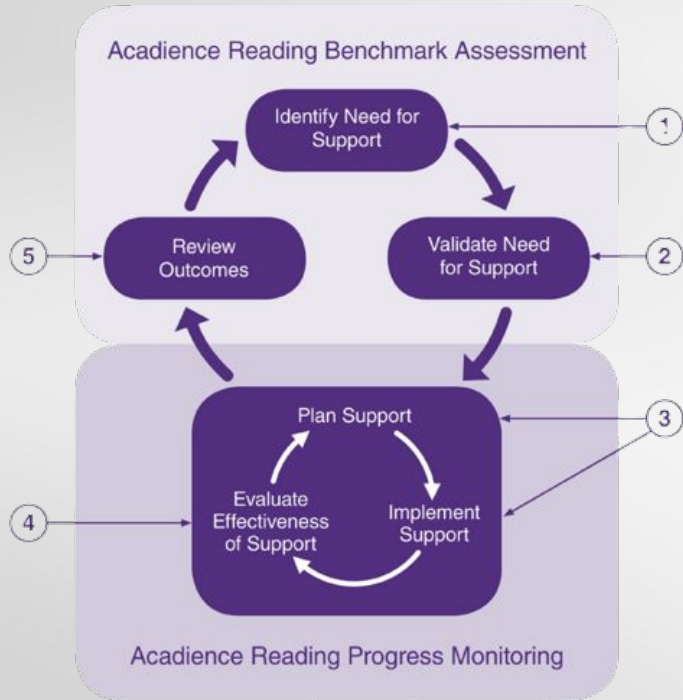
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Required TGRG Acadience Composite Score	Fall 2023	Fall 2023	Fall 2023	Fall 2023		
Required Dyslexia Law Acadience Area Red	Winter 2024	Fall 2023	Fall 2023	Fall 2023	Fall 2023 But Not Required	Fall 2023 But Not Required

What Is Acadience?

- Several short tests given to screen/monitor progress (6)
- Acadience measures are timed (1 min.)
 - Timing is to find out if a child is able to answer the questions **automatically**



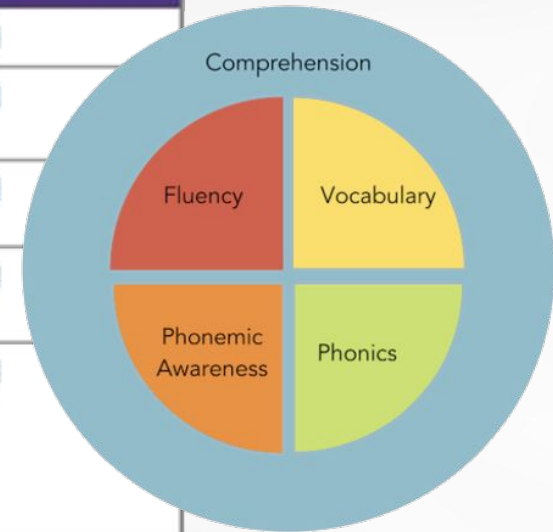
Why Is The District Using Acadience?



- Ohio approved screener
- Provides universal screening
- Helps teachers identify children at-risk
- Determine the skills to target for instructional support
- Detects when students need extra support
- Is sensitive to effects of intervention
 - Progress monitoring aligned/connected to benchmark information

What Skills Are Subtests Connected To?

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	<ul style="list-style-type: none"> Phonemic Awareness 	Individual
Phoneme Segmentation Fluency (PSF)	<ul style="list-style-type: none"> Phonemic Awareness 	Individual
Letter Naming Fluency (LNF)	<ul style="list-style-type: none"> indicator of risk 	Individual
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> The Alphabetic Principle and Basic Phonics 	Individual
Oral Reading Fluency (ORF), including Retell	<ul style="list-style-type: none"> Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Text Reading Comprehension 	Individual
Maze	<ul style="list-style-type: none"> Reading Comprehension 	Group-Administered



First Sound Fluency

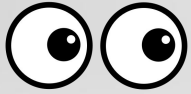


Test Items	Correct/2 points	Correct/1 point		Incorrect
1. laughed	/l/	/la/		0
2. pine	/p/	/pie/		0
3. skirt	/s/	/sk/	/sker/	0
4. flag	/f/	/fl/	/fla/	0
5. rang	/r/	/ra/		0
6. crow	/k/	/kr/		0
7. hide	/h/	/hie/		0
8. blame	/b/	/bl/	/blai/	0
9. deck	/d/	/de/		0
10. crab	/k/	/kr/	/kra/	0
11. bright	/b/	/br/	/brie/	0
12. knock	/n/	/no/		0
13. trash	/t/	/tr/	/tra/	0
14. list	/l/	/li/		0
15. spring	/s/	/sp/	/spr/ /spr/	0
16. chief	/ch/	/chea/		0
17. grand	/g/	/gr/	/gra/	0
18. sweat	/s/	/sw/	/swe/	0
19. shelf	/sh/	/she/		0
20. heard	/h/	/her/		0
21. crisp	/k/	/kr/	/kri/	0
22. plow	/p/	/pl/		0
23. hat	/h/	/ha/		0
24. sad	/s/	/sa/		0
25. swan	/s/	/sw/	/swo/	0
26. voice	/v/	/voy/		0
27. grapes	/g/	/gr/	/grai/	0
28. shell	/sh/	/she/		0
29. top	/t/	/to/		0
30. steal	/s/	/st/	/stea/	0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

Letter Naming Fluency



▶ s J z v e X T t V D
f F W Q P q l c O o
R n B w g E d u p y
S m x L k Z a Y H j
i K U G M r A N h C
I b S F f u L A m B
V T Y G e W E a N X
l b M C q z P x i Q
g J O s d Z K o v j
D t h w R U c r I k
n H y p s J z v e X

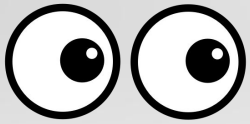
Phoneme Segmentation Fluency



				Score
▶ cave /k/ /ai/ /v/	take /t/ /ai/ /k/	holes /h/ /oa/ /l/ /z/	wake /w/ /ai/ /k/	<input type="text"/> /13
sides /s/ /ie/ /d/ /z/	hat /h/ /a/ /t/	world /w/ /er/ /l/ /d/	sick /s/ /i/ /k/	<input type="text"/> /14
match /m/ /a/ /ch/	told /t/ /oa/ /l/ /d/	wife /w/ /ie/ /f/	own /oa/ /n/	<input type="text"/> /12
clock /k/ /l/ /o/ /k/	bush /b/ /uu/ /sh/	goose /g/ /oo/ /s/	played /p/ /l/ /ai/ /d/	<input type="text"/> /14
will /w/ /i/ /l/	stopped /s/ /t/ /o/ /p/ /t/	bus /b/ /u/ /s/	look /l/ /uu/ /k/	<input type="text"/> /14
head /h/ /e/ /d/	shelf /sh/ /e/ /l/ /f/	like /l/ /ie/ /k/	near /n/ /i/ /r/	<input type="text"/> /13

Total: _____

Nonsense Word Fluency



▶ sut	kiz	es	jal	dos
lav	muk	vos	ij	hep
job	kul	jit	les	laj
im	rov	vak	nel	hus
ip	vuf	fes	han	dov
tof	yaj	lec	sij	yuc
fif	uz	wab	toz	bep
soc	nez	vug	fak	ic
ruc	nav	joj	kep	jid
jil	ap	rez	fum	dol

Oral Reading Fluency



Finding a Nest

▶ As Patrick walked along the path to his neighbor's house, he tripped over a tree root covered by some spiky leaves. He bent down to see if the leaves had scratched him. It was then that he saw the nest. It was tucked into the leaves with two tiny eggs inside. He remembered from his school trip to the nature center that he shouldn't touch it. He looked around for the mother bird. Not seeing her, he quietly backed away and continued down the path.

Each day, Patrick walked down the path and carefully checked the nest. Patrick made sure not to disturb anything that was near it. He knew that the brush protected the nest from predators. By the end of the week, there were a total of five eggs in the nest. Just one week later, there were nine eggs. He wondered what kind of bird would hatch out of them. The eggs were smaller than chicken eggs and they were cream-colored with brown speckles. One day, Patrick got his answer. As he crept over to look at the nest, he saw a mother quail sitting on the eggs.

Patrick continued to check on the nest every day. He was determined to keep it safe. After about three weeks, the eggs finally hatched. Patrick was thrilled to see all the little quails scurrying around their mother. After that, every time he passed the spot where the nest had been, he remembered the little baby birds and smiled.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

MAZE



A Train Trip to Remember

Several months ago, my father told me that he and I would take a train trip together this summer.

He explained that our journey would decided follow waterfalls the trail that was taken by the Lewis and Clark

expedition scenery while . The expedition happened almost two hundred years together exactly ago.

My father and I began to prepare books pulling for the trip by going to the library salad were and checking out books

on the several shore expedition . I learned that during Lewis and Clark's aware finishing era , the United States had just

purchased a force restaurant huge portion of land from France. The president service rough wanted Lewis and Clark to

explore the ago eighteen country's new territory. Lewis and Clark gathered a group became window of men to assist them. They

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Letter Naming Fluency	First Sound Fluency	Nonsense Word Fluency CLS	Oral Reading Fluency Accuracy	Antonyms & Synonyms	Oral Reading Fluency	
Directionality	Syllables	Consonant	Rate	Affixes & Roots		Retell/Retell Quality
Distinguish Letters From Words	Phoneme Segmentation Fluency	Nonsense Word Fluency WWR	Oral Reading Fluency WPM	Multiple Meaning Words		
ID Letters, Words, & Syllables	Isolation			Homophones & Homographs	Text Structure	
Match Oral Words to Print	Phoneme Identification	R-Controlled	Prosody	Word Learning Strategies	Comprehension Skills	
Recognize & Name All Letters	Phoneme Blending	Multisyllable Words	MAZE			Comprehension Strategies
	Phoneme Segmentation	Compound Words				
	Phoneme Deletion	Contractions				
	Phoneme Addition	Inflectional Endings				
	Phoneme Substitution					



What Does The Composite Score Mean?

At or Above Benchmark	Likelihood of achieving reading goals is 80-90%
Below Benchmark	Likelihood of achieving reading goals is 40-60%
Well Below Benchmark	Likelihood of achieving reading goals is 10-20%

What Constitutes A Student Who Is At-Risk For Dyslexia?

- Acadience states that anyone who is **well below benchmark** is **at-risk** in that particular area
- Each student will receive a letter with an individual student report based on Acadience scores
 - Letter will indicate which area(s) indicated risk

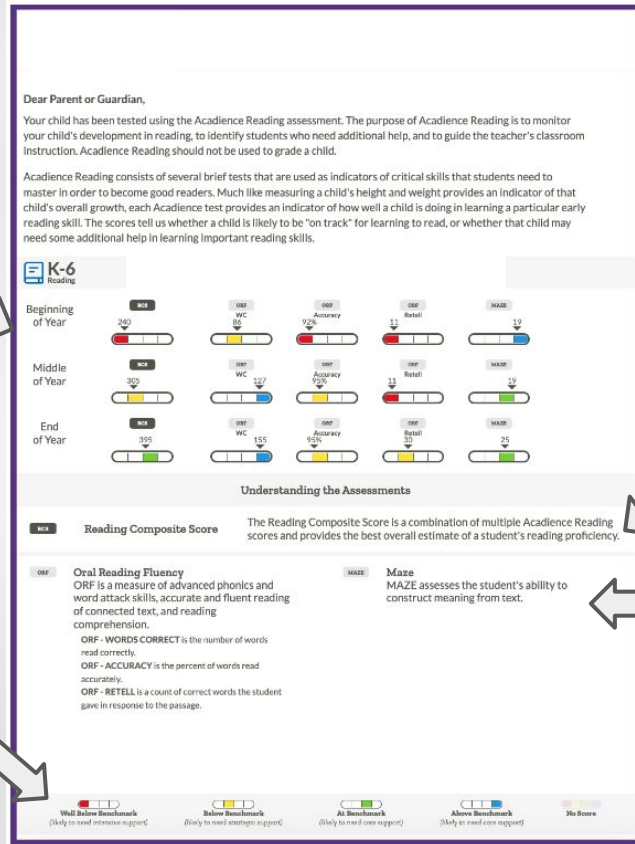


What Is The Acadience Parent Report?

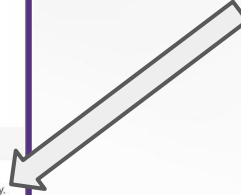
Your Child's
Acadience
Results



Acadience Scores:
Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark



Explanation of
the Composite
Score



Explanation of
each subtest



What Happens After My Child Is Screened?

If your child's screener indicates that they are at risk for dyslexia, your child will:

Be given a **more in depth screener** to further pinpoint the area for intervention

Be **provided with additional support** through Structured Literacy Instruction

Have their **progress monitored** every 2 weeks

Have their **teacher update you** on their progress



What Happens After My Child Is Screened?

Tier I Screener	Tier II Screener
<ul style="list-style-type: none">● Acadience● All K-5 students● Results sent home in the mail	<ul style="list-style-type: none">● If your child's Tier I screener (Acadience) indicates any areas in red, your child will be given a Tier II screener to further pinpoint areas for targeted instruction● These results will be shared with you



What Are The Additional In-depth Screeners?

Prior
Acadience
Subtests

+

Heggerty
Benchmark
Assessment

+

CORE
Phonics
Survey

What Is Structured Literacy Instruction?

Systematic & cumulative

- the organization of the material follows a logical order of language
- progresses from easy to more advanced in a methodical way
- builds on skills previously taught
- clear scope & sequence

Diagnostic

- teachers individualize instruction by using continuous assessment
- content must be mastered to the degree of automaticity before progressing to the next step

Explicit

- concepts are taught directly with student-teacher interaction
- no assuming students know concepts or absorb ideas through exposure - everything is explicitly taught without skipping any steps or concepts
- multisensory methods are encouraged

**Heggerty
Foundations
95 Percent**

**Benchmark Data
PM Data
Foundations Assessments**

Multisensory

- Visual
- Auditory
- Tactile
- Kinesthetic

What Does Structured Literacy Look Like?

ELEMENT	WHAT IS IS	WHAT IT LOOKS LIKE
Phonology	the study of the patterns of sounds in a language	identify, segment, blend, and manipulate sounds (phonemic awareness), rhyme, sort
Sound-Symbol Association	knowing that sounds (phonemes) are represented by symbols (graphemes)	Elkonin sound boxes, phoneme grapheme mapping, sound walls, phonogram cards, spelling
Syllables	recognizing syllable patterns to aid in decoding and spelling	teach and practice syllable patterns and division rules
Morphology	knowing the structure and form of words	teach morphemes: bases and affixes, word families
Syntax	grammar, sentence structure, and the mechanics of language	sentence scrambles, dictation, grammar instruction, sentence building, parts of speech
Semantics	understanding the meaning of text	comprehension strategies, develop background knowledge, vocabulary instruction, text organization

How Is Structured Literacy Different From Other Ways To Teach Reading?

Structured Literacy	Balanced Literacy/ Whole Language
Code Emphasis (Spelling/Writing Patterns)	Does It Look/Sound Right/Make Sense?
Monitoring in Lowest Area of Need	Track Levels
Phonemic Awareness	n/a
Decodable Readers	Leveled Readers

What Kind Of Structured Literacy Intervention Might My Child Receive?

- Double Dose of Heggerty (*Phonemic Awareness*)
- Double Dose of Foundations (*Phonics/Decoding*)
- UFLI (*Phonics/Decoding*)
- Repeated Reading (*Fluency*)
- Explicit Instruction in Retell (*Comprehension*)
- Multisensory Instruction



How Often Is My Child Receiving Intervention?

- 3-5 times per week
- 15-30 minutes a day

If your child is making sufficient progress, the frequency of their intervention may be decreased

If they are not making progress, the duration or frequency of their intervention may be increased



How Will I Know If My Child Is Making Progress?

- Progress will be monitored bi-weekly
- Teachers will share progress at Parent Teacher Conferences
- Acadience can tell us if they are making progress...



Well Below Benchmark

(likely to need intensive support)



Below Benchmark

(likely to need strategic support)



At Benchmark

(likely to need core support)



Above Benchmark

(likely to need core support)



What Happens If My Child Is In 6th Grade?

- **Families/teachers can request that their child be screened for warning signs of dyslexia**
 - Email ELA teacher/school counselor
- **Screened with Acadience**
 - Identify any areas of risk
 - Provide an intervention and progress monitoring
- **Communicate the results/effectiveness of the intervention**



How Is The Dyslexia Law Connected To Ohio's Third Grade Reading Guarantee?

	Third Grade Reading Guarantee	Ohio Dyslexia Law
Approved Screener	Acadience Reading	Acadience Reading
Date Completed	September 30	September 30
How a Student "Flags"	Composite Score	Red in Any Subtest and/or Composite Score

What Does It Mean If My Child Is At-Risk For Dyslexia, But **On-Track** For TGRG?

- If your child's report indicates an **area of risk** on a subtest, we are intervening in the lowest area of deficit and monitoring progress every two weeks



98



Percentile: 27th



41

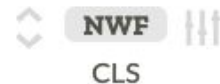
Percentile: 42nd



40



Percentile: 36th



17



Percentile: 17th



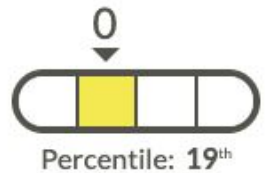
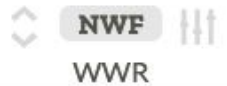
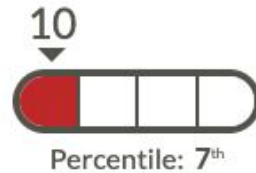
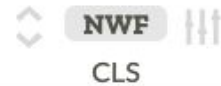
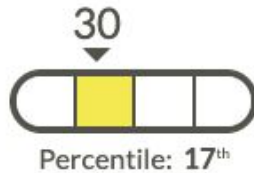
4



Percentile: 59th

What Does It Mean If My Child Is **Not On-Track** for TGRG?

If your child's composite is in the **red**, it indicates that they are **not on-track** for reading success by the end of 3rd grade



When Does My Child Receive A Reading Improvement And Monitoring Plan (RIMP)?

RESULTS OF DIAGNOSTIC ASSESSMENT DATA			
Acadience	FALL	WINTER	SPRING
First Sound Fluency			NOT ASSESSED
Letter Naming Fluency			
Phoneme Segmentation Fluency	NOT ASSESSED		
Nonsense Word Fluency CLS	NOT ASSESSED		
Composite Score			
Acadience Pathways of Progress	-	-	-
Comment(s)			

Goal/Area of Focus: Phonemic Awareness

Focus:

TIER I INSTRUCTION	INSTRUCIONAL PROGRESS
Foundations	• Implement identified intervention
Lexia Core 5	• Progress monitor to determine growth, instruction, and intervention
K-1 Heggerty	
Wit and Wisdom	• Plan for future instruction

CLASSROOM INTERVENTION	INTENSIVE INTERVENTION
<input type="checkbox"/> Heggerty Double Dose	<input type="checkbox"/> Foundations Double Dose
<input type="checkbox"/> Foundations Double Dose	<input type="checkbox"/> Heggerty Double Dose
<input type="checkbox"/> UFLI	<input type="checkbox"/> Sounds Sensible / SPIRE
<input type="checkbox"/> Repeated Reading	<input type="checkbox"/> Explicit, Multi-Sensory Instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
INSTRUCTIONAL SETTING	INSTRUCTIONAL SETTING
<input type="checkbox"/> Individual	<input type="checkbox"/> Individual
<input type="checkbox"/> Small Group	<input type="checkbox"/> Small Group
FREQUENCY	FREQUENCY
<input type="checkbox"/> Daily	<input type="checkbox"/> Daily
<input type="checkbox"/> 3-5 Times Per Week	<input type="checkbox"/> 3-5 Times Per Week
Service Provider: Classroom Teacher	Service Provider:

- Teachers and parents to work together to understand the student's reading difficulties
- Required for K-3 students **not on-track** for TGRG (Composite Score)
- Students who flag to be at-risk for dyslexia

In Conclusion

- It is the school district's responsibility to provide systematic, explicit instruction to **all** students
- If a student is at-risk, we are providing a structured literacy intervention, aligned to the skill area they need
- Your child's progress will be monitored over time and we can adjust as needed



How Can I Help At Home?

- **Stay Positive!** Talking positively about school and learning, and setting high expectations about learning are some of the best supports you can provide.
- **Keep in Touch!** You and your family are important partners with your child's school. Your child's teachers can share any ideas for what you can do at home, consistent with what the school is teaching your child.



MISSION:

LEARN WITH CURIOSITY

DEMONSTRATE KINDNESS

EMBRACE EQUITY

BEXLEY CITY SCHOOLS
***STRATEGIC
PLAN 2023***
CHAMPIONING OUR FUTURE