

Boots on the Ground

Implementation of ESSB 6162

Annie Pennell, M.Ed.,
Learning Assistance Program Supervisor, OSPI

Rebecca Estock, M.S.,
Integrated Student Supports Program Supervisor, OSPI
Dyslexia Specialist



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

A scenic landscape photograph of a mountain range. The mountains are covered in dense green forests, with some rocky peaks visible. The sky is a clear, pale blue. In the foreground, a calm body of water reflects the mountains and the sky. The text is overlaid on the image.

Tribal Land Acknowledgement

We would like to begin by acknowledging that we gather today on the ancestral homelands of The Yakama Nation, The Cayuse Indian Nation, The Umatilla Indian Nation, and the Walla Walla Indian Nation who have lived in the Pacific Northwest, throughout the Columbia Basin, from time immemorial.

Today's Objectives

- *Participants will learn about...*

Frameworks for implementing multi-tiered, evidence-based reading instruction and support.

State requirements for identifying and supporting students with heightened risk for dyslexia.

Data from the first year of implementation for dyslexia requirements.

Lessons learned and best practices in implementation.

Tools for evidence-based, sustainable implementation.





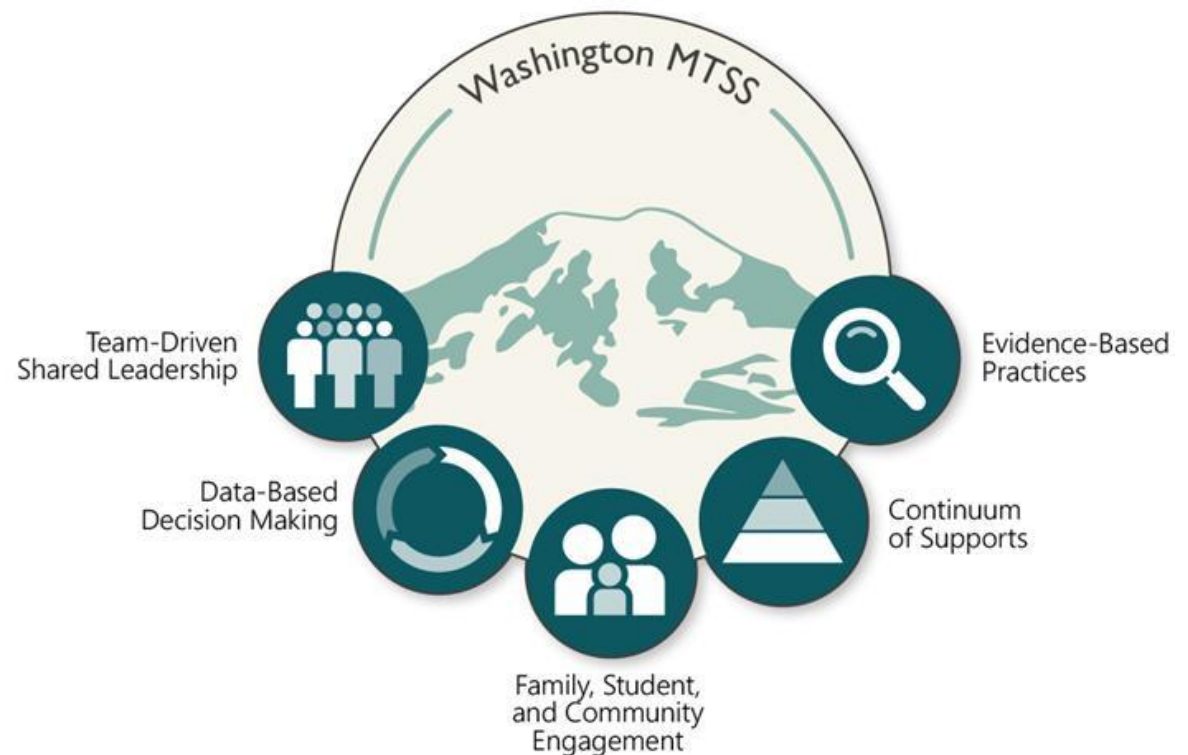
Conceptual Frameworks

Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

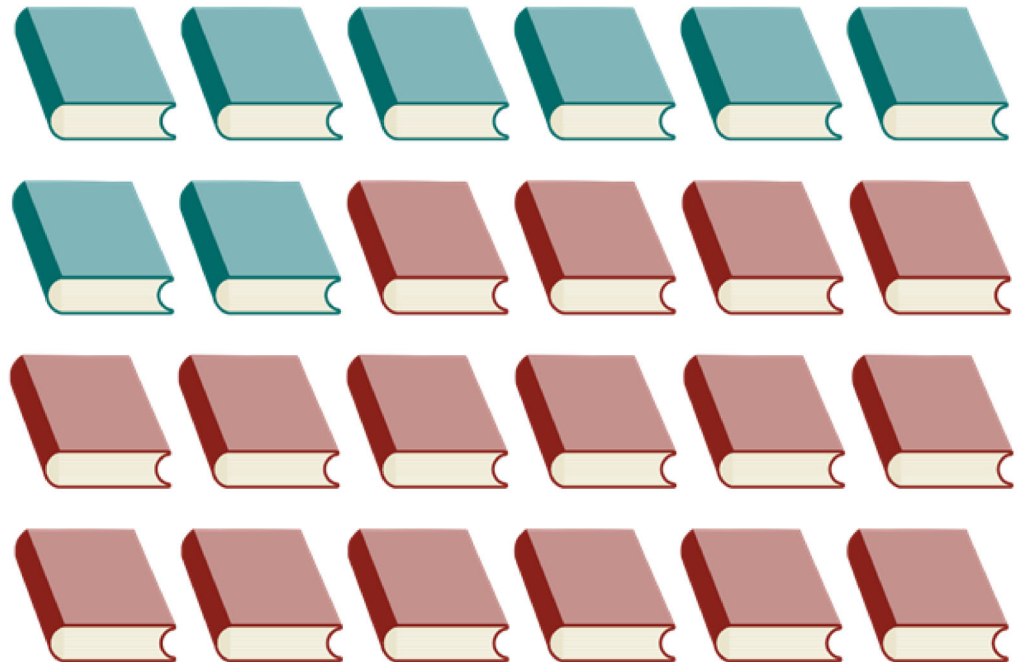
Learn More:

<https://www.k12.wa.us/mtss>

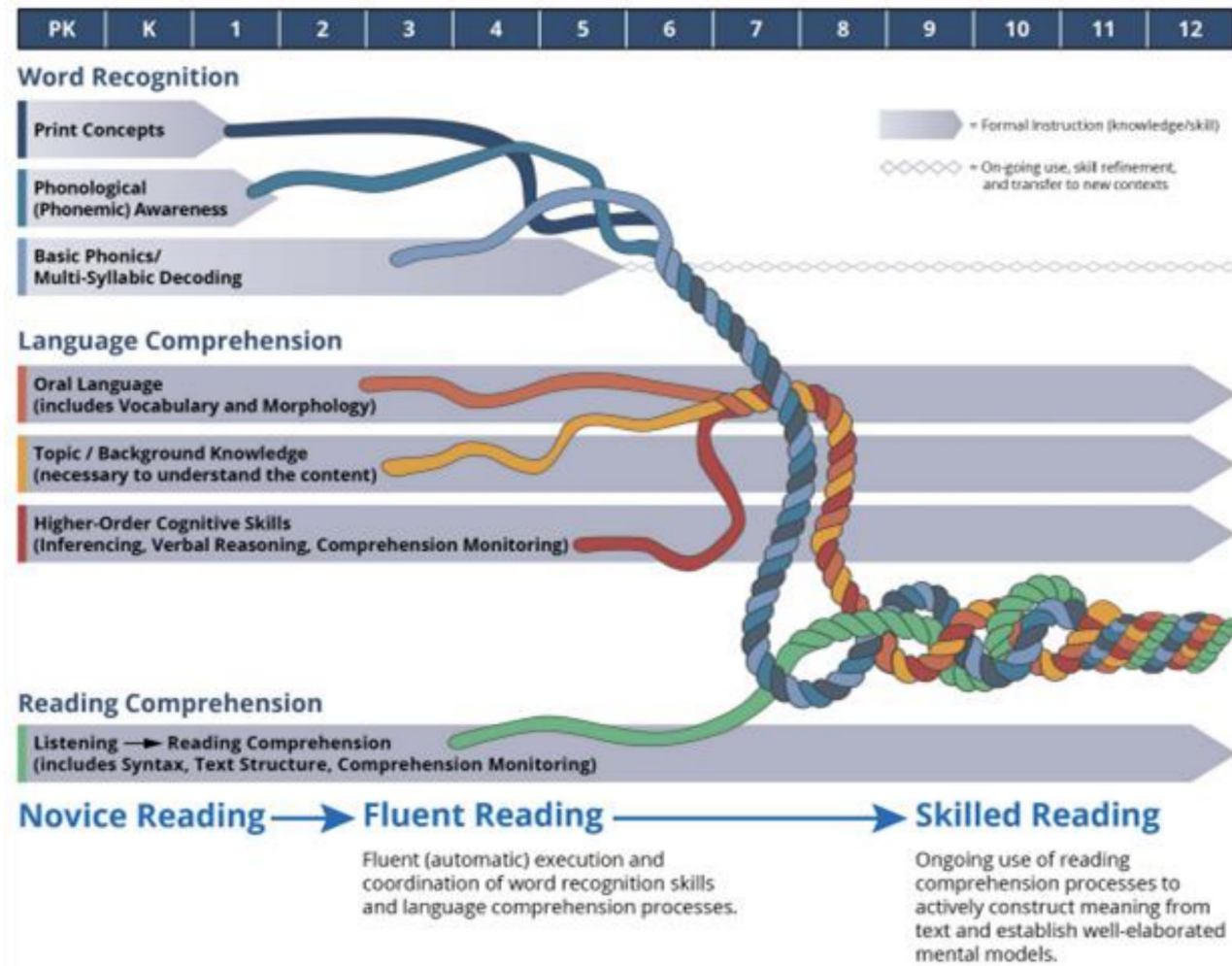


Why Early Intervention?

- In Washington, **65%** of 4th grade students read at or below the basic level.
- Students *below basic* struggle to:
 - **Find information**
 - **Make inferences**
 - **Identify details**
 - **Interpret meanings**

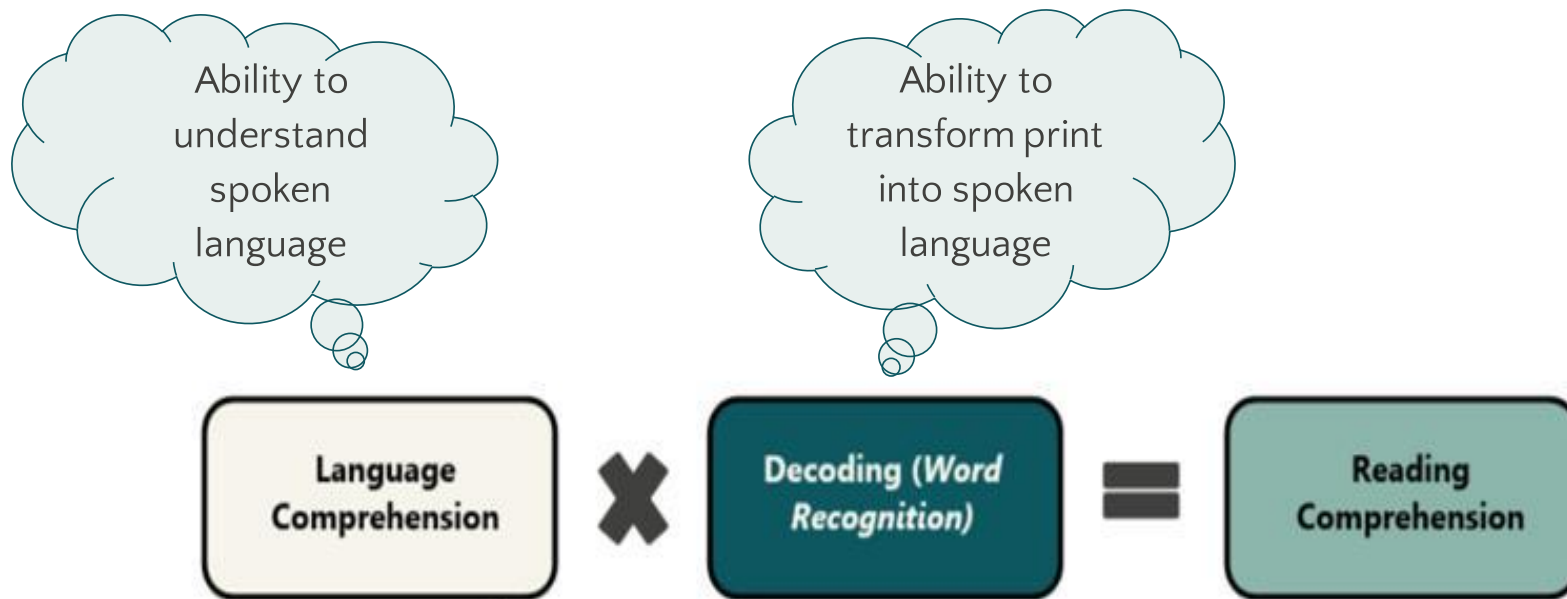


The Reading Rope





The Simple View of Reading



Pause to Reflect: Frameworks



Notice

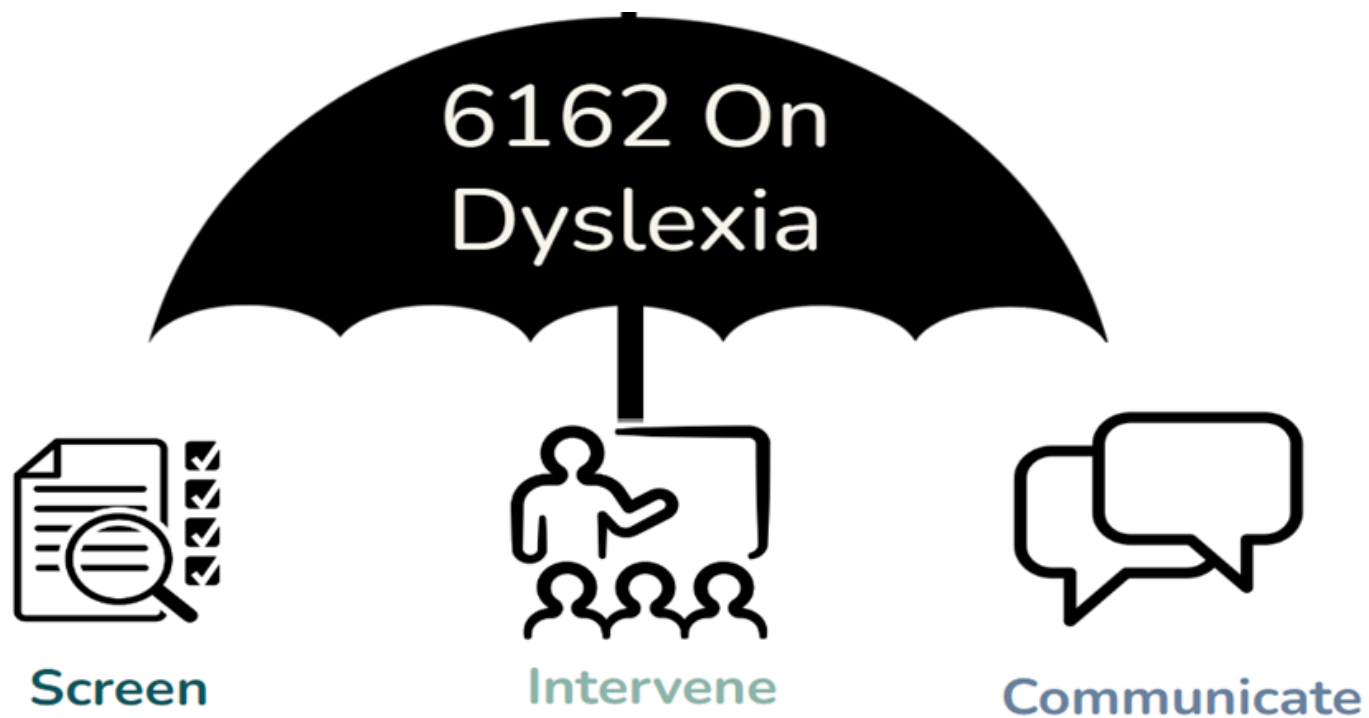


Wonder



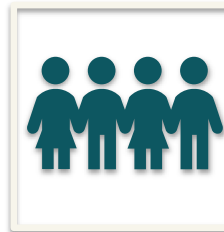
Legal Requirements

Overview of Requirements



Screen

Recommended Screening Timeline			
	Fall (Beginning of Year)	Winter (Middle of Year)	Spring (End of Year)
Kindergarten	WaKIDS Family History	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge Rapid automatized naming (RAN)	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge
Grade 1	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge Family History if unknown	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge RAN	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge
Grade 2	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge 	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge 	Literacy screener <ul style="list-style-type: none"> phonological awareness phonemic awareness letter-sound knowledge



All K-2 students

2-3 times per year



Phonological awareness, phonemic awareness, letter-sound knowledge, RAN, and family history

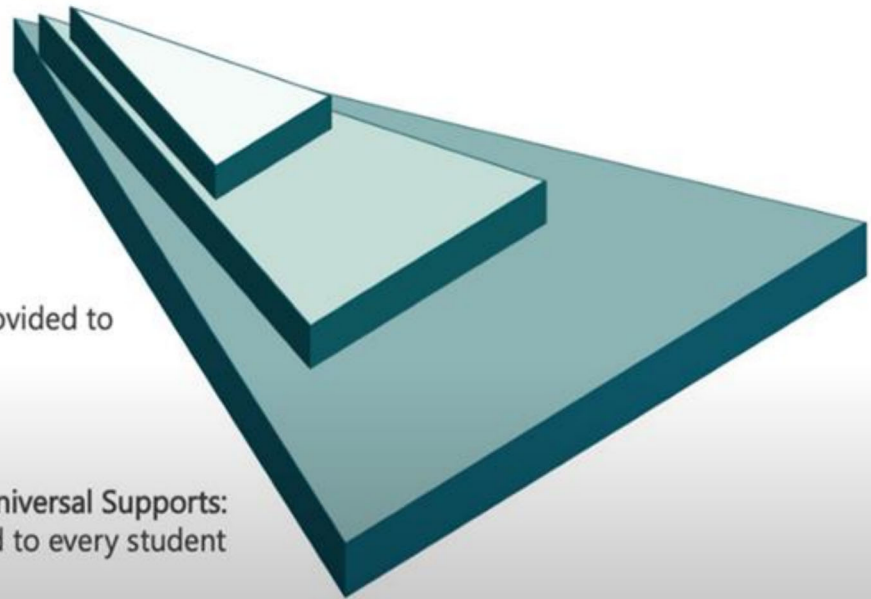
Intervene

Students who demonstrate below grade-level literacy development and/or indications of heightened risk for dyslexia.

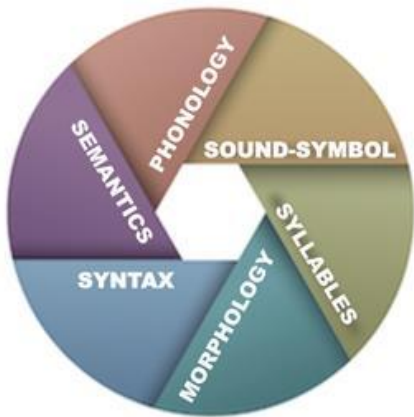
Tier 3/Intensive Supports:
Supplementary support
provided to a few students

Tier 2/Targeted Supports:
Supplementary support provided to
some students

Tier 1/Universal Supports:
Provided to every student



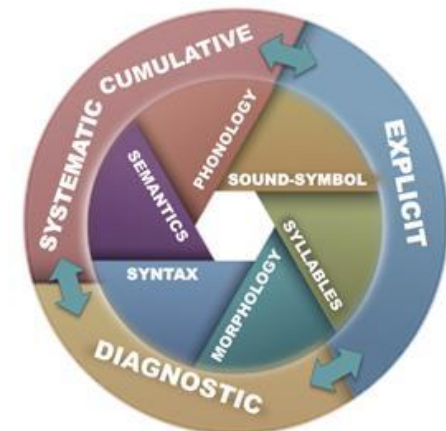
Structured Literacy Instruction & Intervention



Evidence-based
elements



Evidence-based
teaching principles



Effective reading
instruction

Communicate



Screening process and results



Plan for intervention



Student progress

Dyslexia Fact Sheet

Dyslexia is:

- A difference in the brain's ability to hear, substitute, and manipulate sounds
- Characterized by challenges with reading, writing, and spelling
- Likely to lead to problems with reading, and getting thoughts across
- Not related to overall intelligence
- Not a visual problem or an ineffective classroom

See also [What is Dyslexia?](#)

Focus on Strengths

A child with dyslexia may struggle with reading and writing, but has strengths and interests that should be encouraged.

- Creative, innovative problem-solving
- Listening skills
- Imagination and curiosity
- Pattern recognition
- Building, assembling, and constructing
- Athletic, artistic, or musical

Common Needs

Each Child is Different. Dyslexia is common for people with dyslexia. Each child may also exhibit the following difficulties.

Pre-School through Kindergarten

- Delayed speech (ages 2-3)
- Following oral directions
- Learning and remembering
- Rhyming

Early School Years

- Delayed speech; speech difficulties
- Connecting letters to sounds
- Getting thoughts on paper
- Following multi-step directions
- Memorizing math facts
- Slow or choppy reading
- Leaving out words, parts of words
- Poor and inconsistent spelling
- Mixing up terms for concepts
- Participating in reading

Sample Conversation & Notification

Indicators Associated with Dyslexia

At [school name], we regularly screen for risks associated with future reading difficulties, including weaknesses associated with dyslexia. The results guide us in providing timely support and interventions to students who may need them. The screening results for [student name] indicate needs for support in the following areas:

- ☐ Phonological awareness
- ☐ Phonemic awareness
- ☐ Letter-sound knowledge
- ☐ Rapid naming skills

One indicator that has been found to be highly predictive of future reading difficulty is a family history of difficulty with reading and language development. We would appreciate learning more about [student name's] family history if you are able and willing to share.

- ☐ Do you know about the reading, writing, and speaking experiences of [student name's] biological family?
- ☐ If yes, did any of [student name's] biological relatives experience difficulties learning to read, write, or speak? (Yes/No; names and relationships not necessary)

Please keep in mind no one factor guarantees or even predicts a student's literacy development. The information gathered contributes to a deeper understanding of each student's literacy strengths and needs and will be kept with the data on the student's literacy skills. Strengths and interests will be leveraged in the process of providing interventions and supports.

Plan for Support

Here is how we plan to provide interventions to strengthen [student name's] skills. We will adjust the plan as necessary and notify you of changes.

Intervention Plan	Focus	Frequency	Duration	Monitoring Tool	Next Update

Please remember we want to partner with you in this process. We will share specific strategies with you. Here are some general resources and [tips](#) for [supporting reading at home](#).

Resources for Families

- ☐ [Decoding Dyslexia Washington](#)
- ☐ [National Center on Improving Literacy: Dyslexia Resources for Families](#)
- ☐ [International Dyslexia Association \(IDA\) Handbook: What Every Family Should Know](#)
- ☐ [Oregon Branch of IDA's Dyslexia Guides & Videos \(in English & Spanish\)](#)
- ☐ [Myths of Dyslexia](#) article by understood.org
- ☐ [Reading Rockets: Target the Problem, things to look for](#)
- ☐ [NCIL: Learning About Your Child's Reading Development](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

[Dyslexia Guidance: Implementing MTSS for Literacy](#)

Pause to Reflect: Legal Requirements



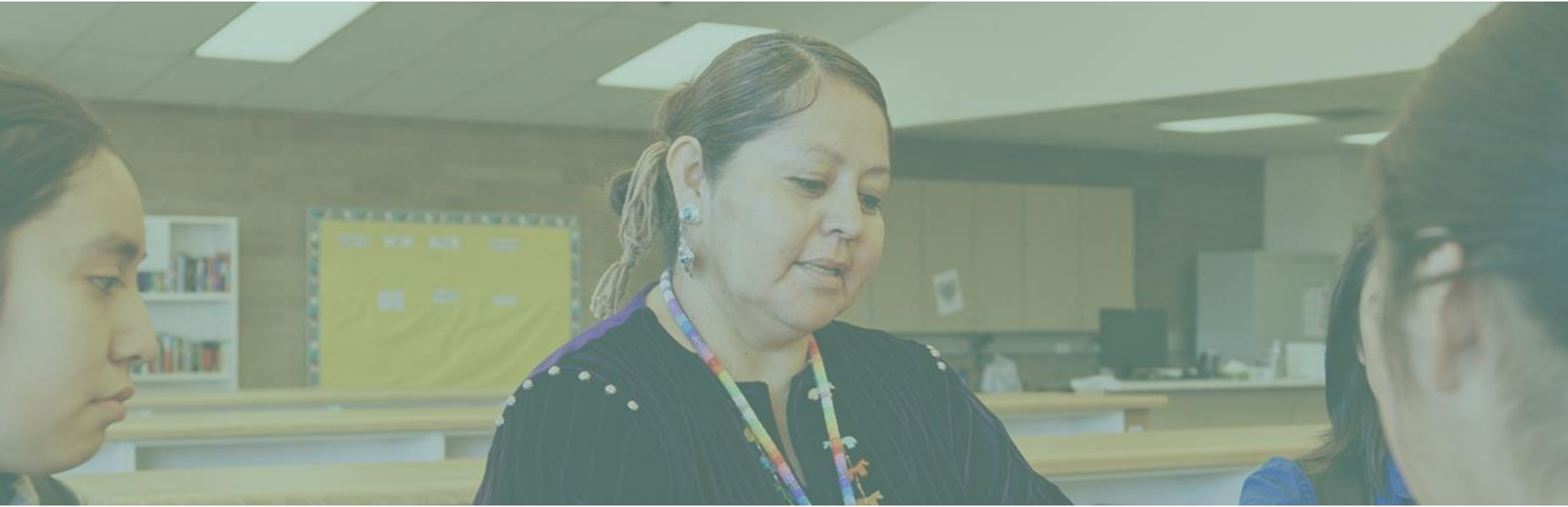
Notice



Wonder

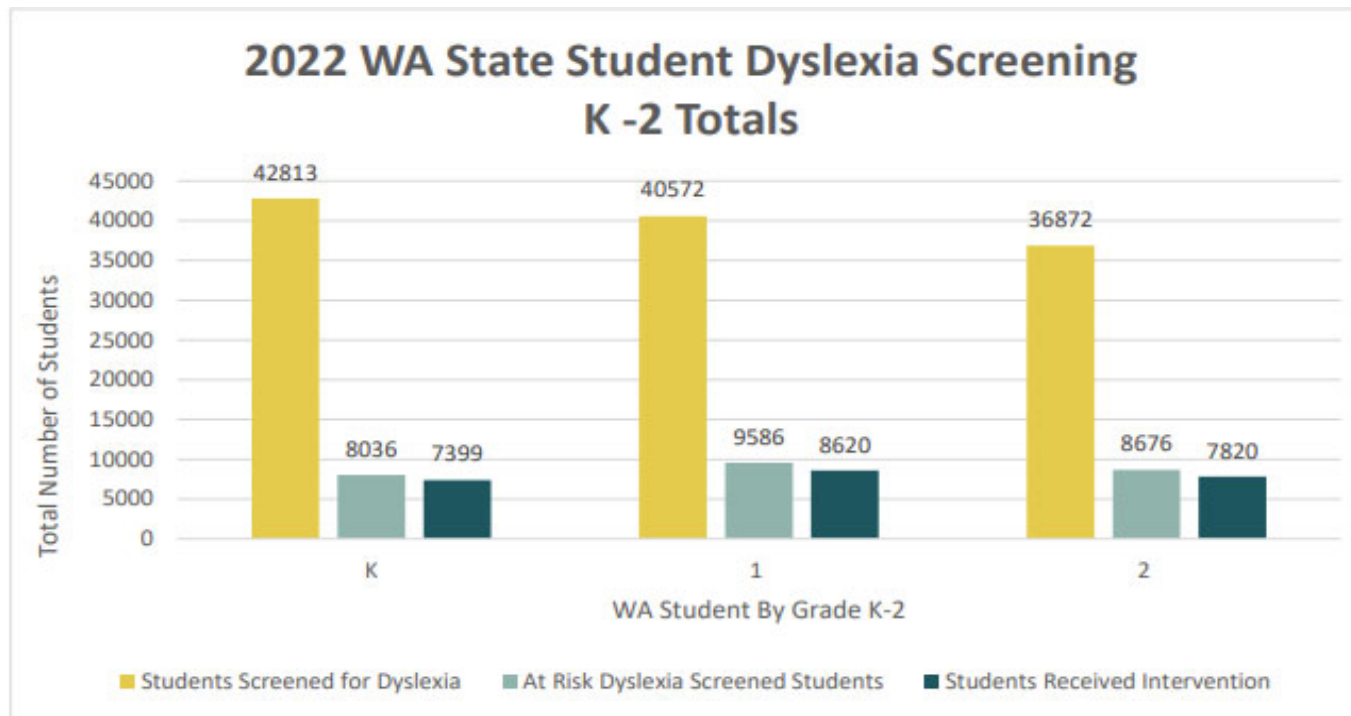


Washington Office of Superintendent of
PUBLIC INSTRUCTION



Dyslexia Data & Listening Tour

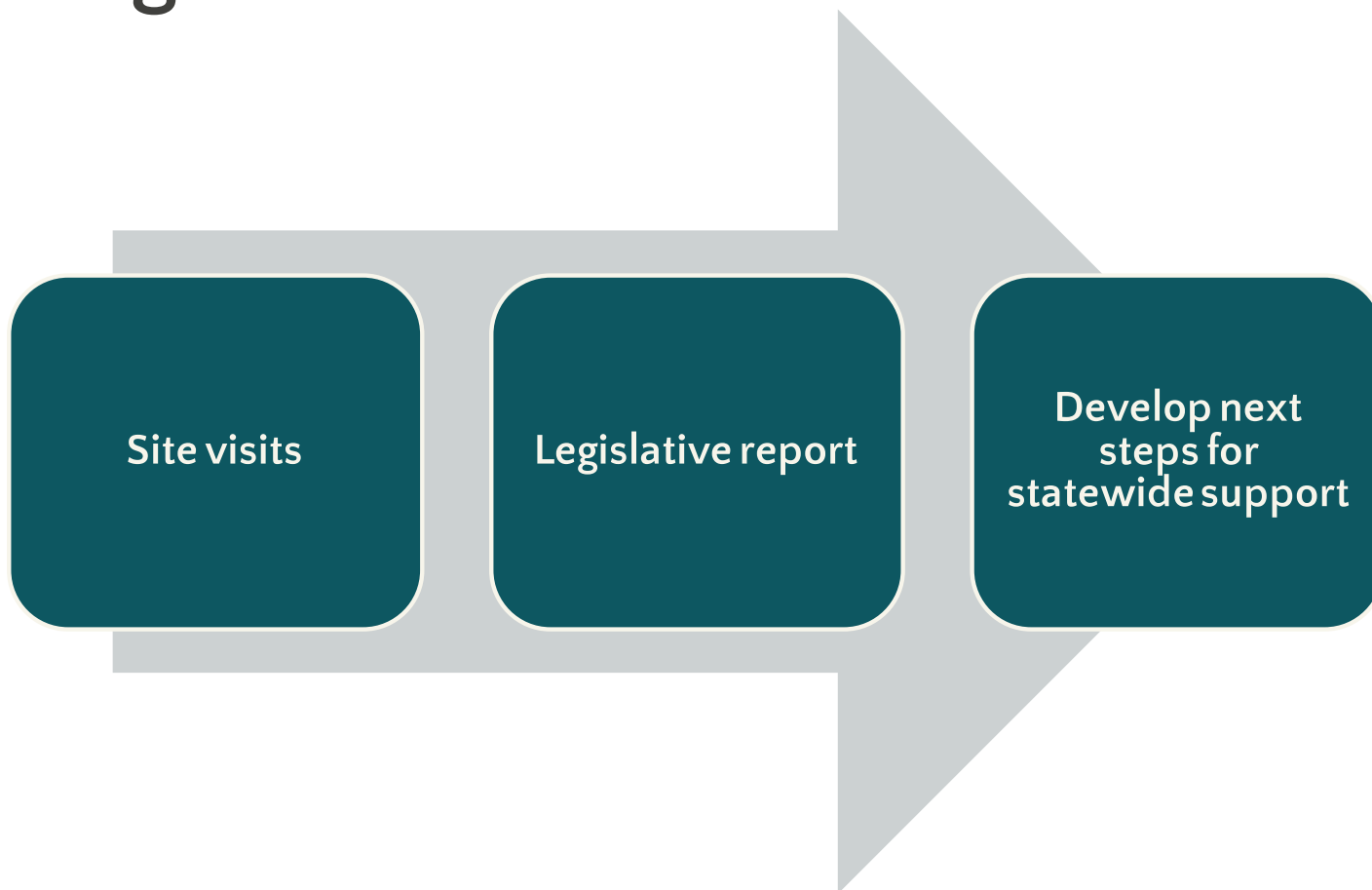
Screening & Intervention Data



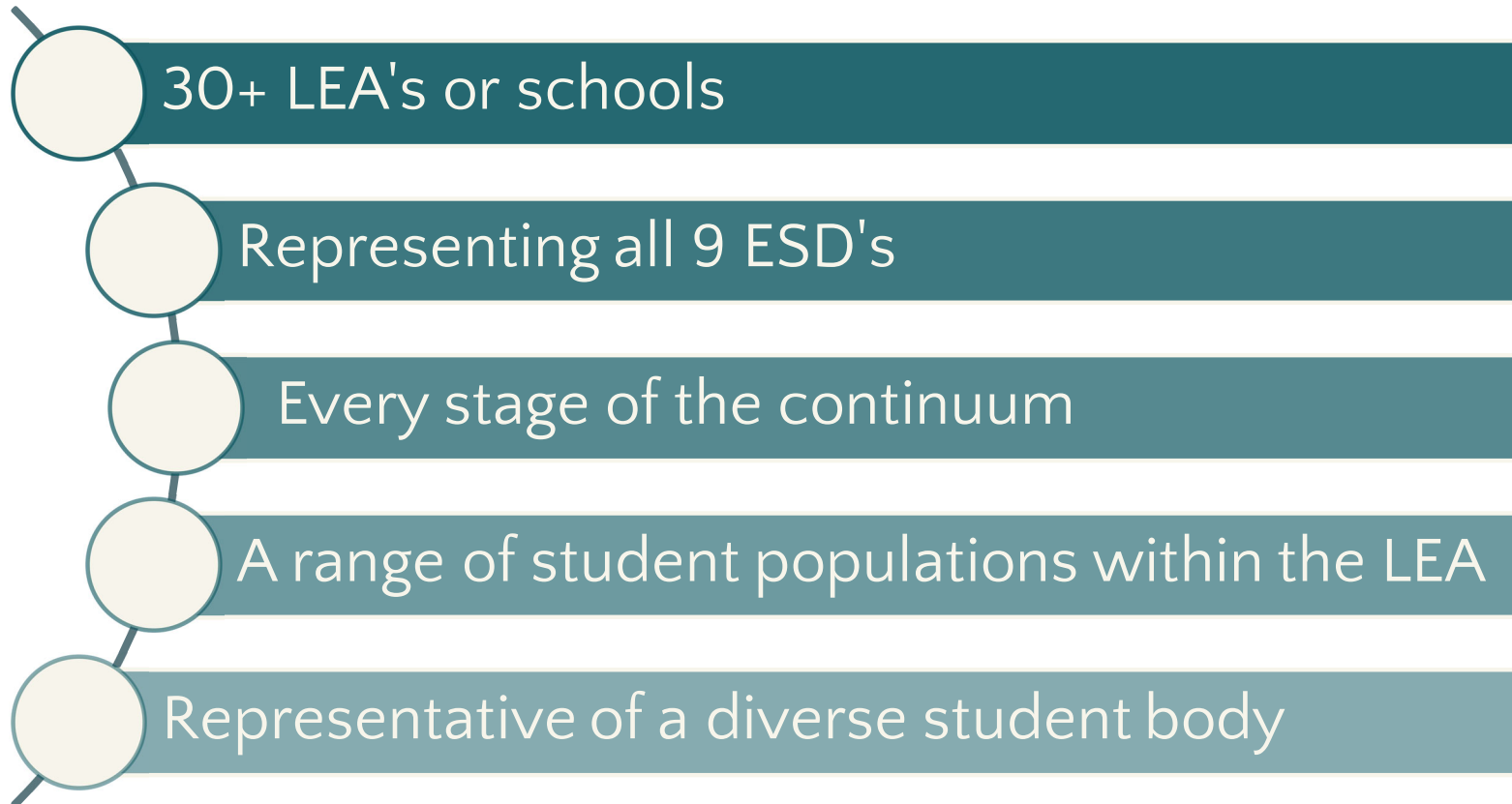
Listening Tour Purpose

- Are the requirements being implemented?
- What are the barriers, experienced by schools and LEAs, to successful implementation?
- What decisions or supports can be provided to support schools and LEAs in successful implementation?

Listening Tour Process



Listening Tour Participants



Listening Tour Themes

Common themes regarding the three (3) essential elements of the guidance							
Screen		Intervene		Communicate		Other Requests	
Screening- No Concerns	21	Intervening- No Concerns	12	Communicating- No Concerns	14	Special Education and Cont. of Supports clarification	2
Process, materials, training clarification needed	2	Tools, Supports and Continuum Mapping	10	Process and Procedure	6	Teacher workload- state required and supported PD	2
RAN Clarifications needed	1	Leadership Guidance and Training	2	Parent and/or Educator Information	4	General clarification of dyslexia	1

Listening Tour Themes

Common themes regarding the three (3) essential elements of the guidance							
Screen		Intervene		Communicate		Other Requests	
Screening- No Concerns	21	Intervening- No Concerns	12	Communicating- No Concerns	14	Special Education and Cont. of Supports clarification	2
Process, materials, training clarification needed	2	Tools, Supports and Continuum Mapping	10	Process and Procedure	6	Teacher workload- state required and supported PD	2
RAN Clarifications needed	1	Leadership Guidance and Training	2	Parent and/or Educator Information	4	General clarification of dyslexia	1

Listening Tour Themes

Common themes regarding the three (3) essential elements of the guidance							
Screen		Intervene		Communicate		Other Requests	
Screening- No Concerns	21	Intervening- No Concerns	12	Communicating- No Concerns	14	Special Education and Cont. of Supports clarification	2
Process, materials, training clarification needed	2	Tools, Supports and Continuum Mapping	10	Process and Procedure	6	Teacher workload- state required and supported PD	2
RAN Clarifications needed	1	Leadership Guidance and Training	2	Parent and/or Educator Information	4	General clarification of dyslexia	1

Listening Tour Themes

Common themes regarding the three (3) essential elements of the guidance							
Screen		Intervene		Communicate		Other Requests	
Screening- No Concerns	21	Intervening- No Concerns	12	Communicating- No Concerns	14	Special Education and Cont. of Supports clarification	2
Process, materials, training clarification needed	2	Tools, Supports and Continuum Mapping	10	Process and Procedure	6	Teacher workload- state required and supported PD	2
RAN Clarifications needed	1	Leadership Guidance and Training	2	Parent and/or Educator Information	4	General clarification of dyslexia	1

Pause to Reflect: Listening Tour



Notice



Wonder

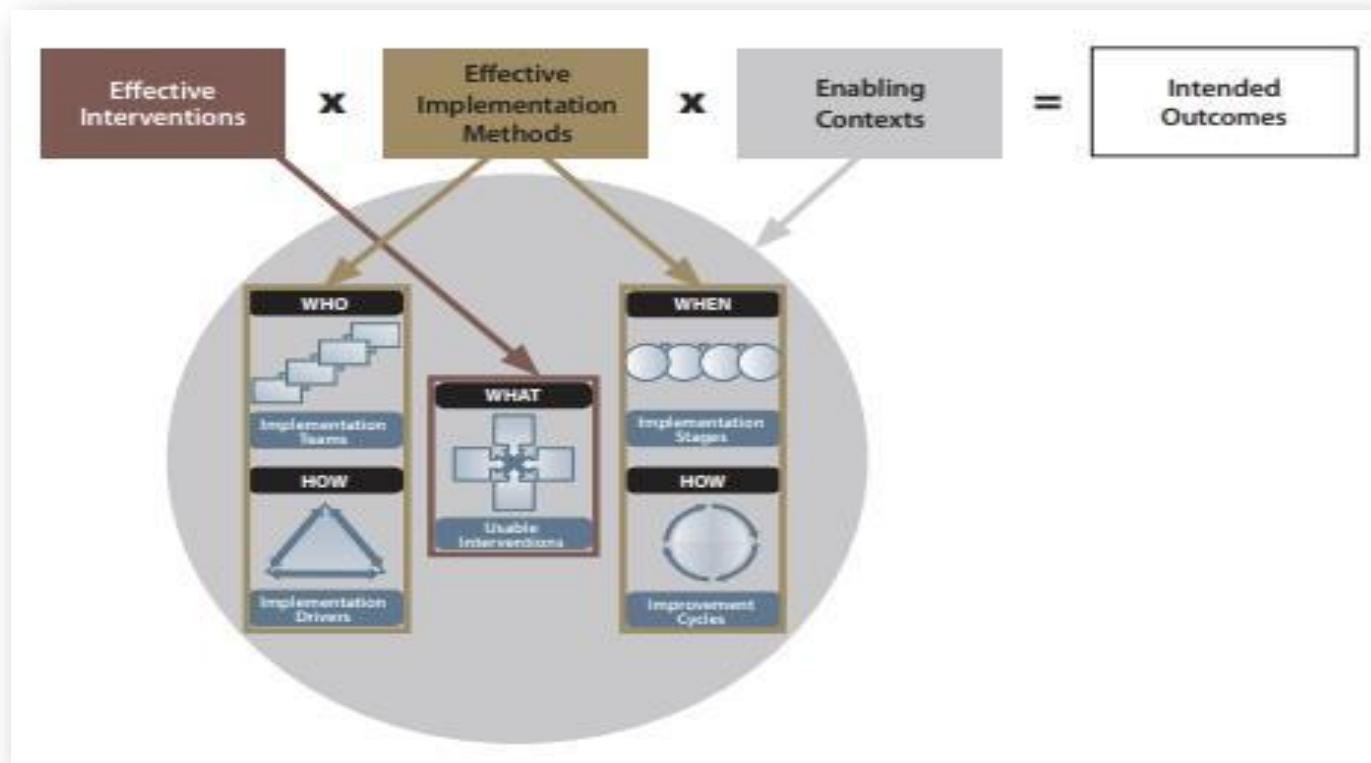


Washington Office of Superintendent of
PUBLIC INSTRUCTION



Implementation Science

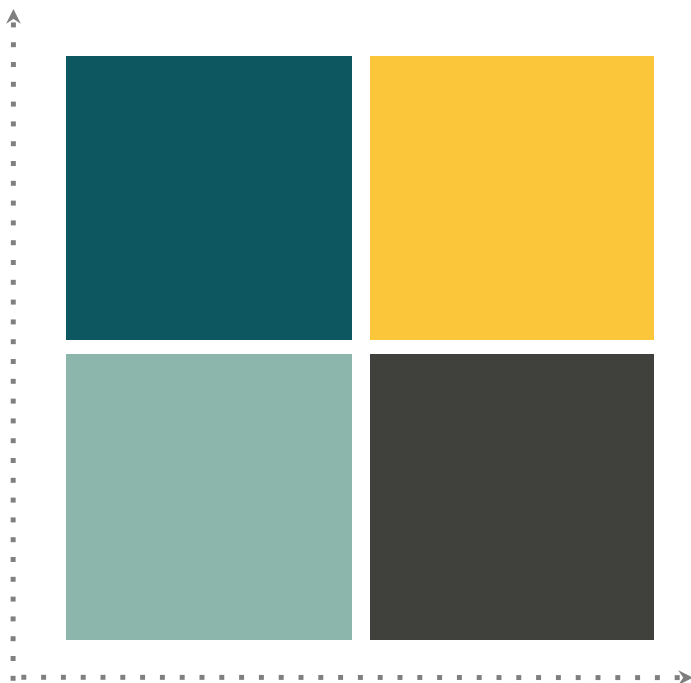
Implementation Science Overview



Implementation Drivers



Key Implementation Lessons



Invest Early

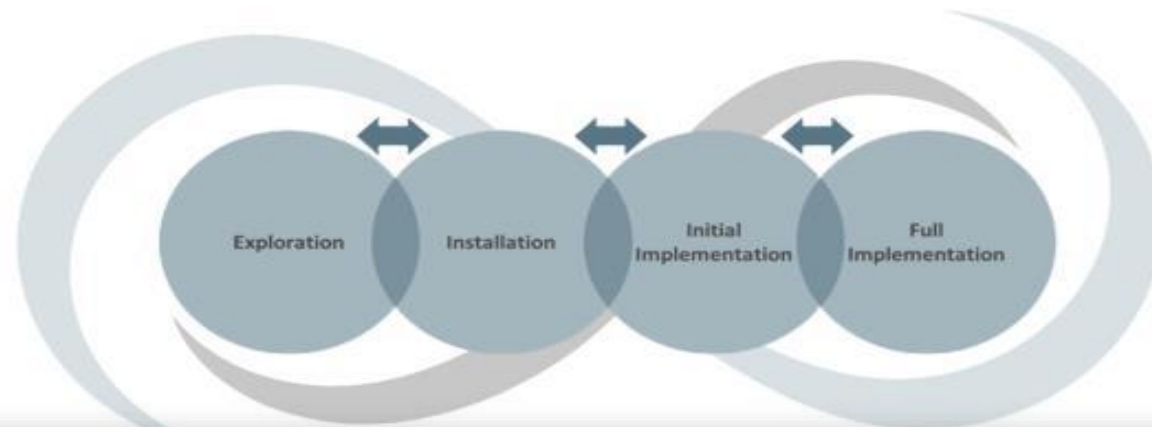
Implementation stages are not linear

Work can progress in more than one stage at a time for different programs/practices

Implementation work is continuous

Implementation Stages

The mission-oriented process



Initial Implementation – the first use of an innovation by practitioners and others who have just learned how to use the innovation



Full Implementation – the skillful use of an innovation that is well-integrated into the repertoire of practitioners and routinely and effectively supported by successive program and local administrations

on the data. Implementation supports are refined based on data. For example, we might find that a new skill educators are using as part of social and emotional development could be further strengthened by additional coaching from an expert; so we would think about how to embed these strategies into ongoing coaching opportunities, and how we would gather data on if the coaching is leading to the improved use of this skills.

Pause to Reflect: Implementation Science



Notice



Wonder



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Tools for Implementation



Tools for Stage-Based Implementation

Initiative
Inventory

Practice
Profiles

The Hexagon
Tool

Stage Analysis:
Where are We



Washington Office of Superintendent of
PUBLIC INSTRUCTION

[NIRN: Implementation Stages](#)



Initiative Inventory

Initiative Inventory Understanding the Implementation Landscape

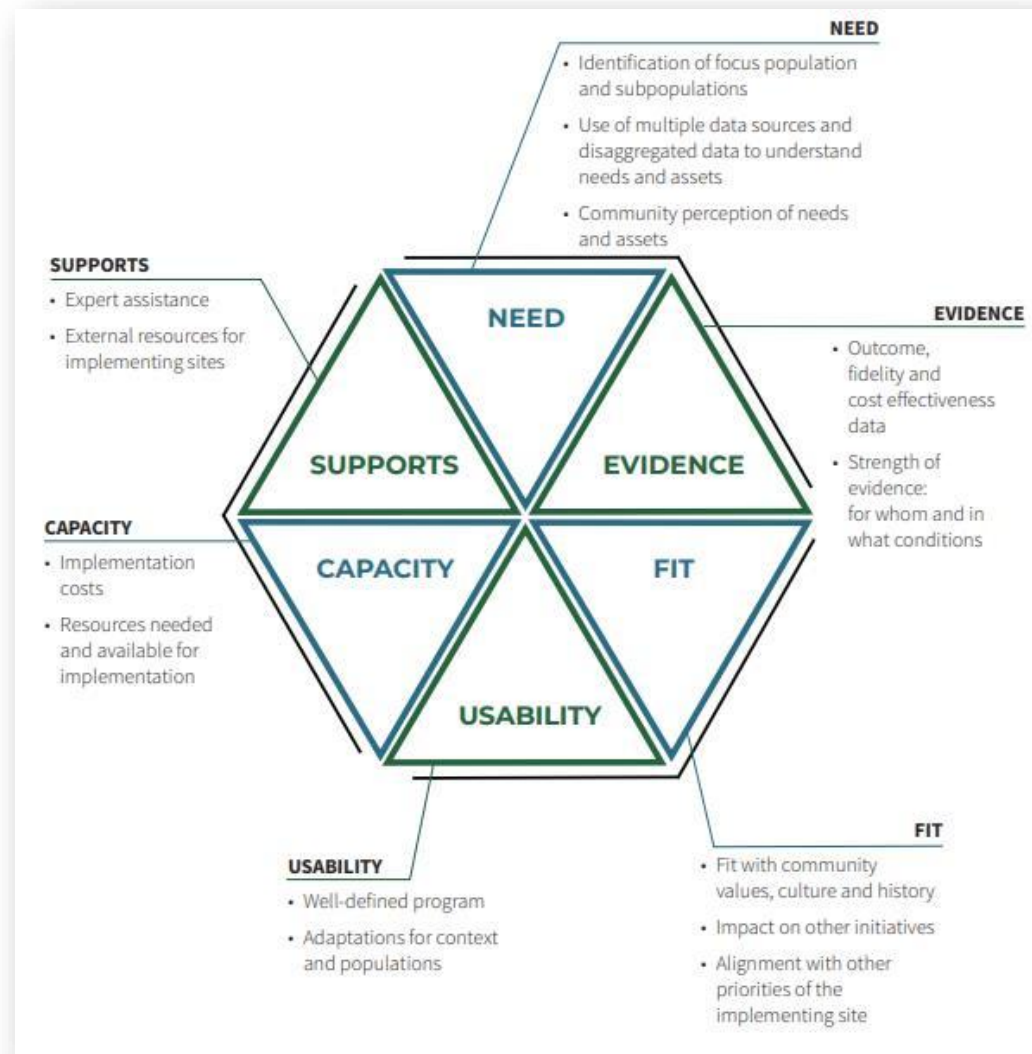


Team Members: _____

Date: _____

Name of Initiative	Leadership of Initiative (Team and/or Coordinator Name(s) and Department)	Expected Outcome	Target population	Start and End Date	Financial Commitment and Source of Funding (federal, state, grant, or other)	Relation to Organization Priorities & Strategic Plan	Evidence of Outcomes What has happened thus far?

Hexagon Tool



Practice Profiles

Essential Component: Selection and Implementation of Instruction, Interventions and Supports

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>3.1 The district maintains an initiative inventory, that is consistently used over time, to guide the district's review of current initiatives and produce a clear picture of all existing:</p> <ul style="list-style-type: none"> • instructional practices, interventions and supports • assessments • mandates • resource commitments <p>Information and data collected is used by the district to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with the alignment of efforts.</p>	<p>The district is developing an initiative inventory; however, the inventory may not be:</p> <ul style="list-style-type: none"> • complete and/or maintained for accuracy. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • consistently used by the district to explore the fit of additional initiatives with current work, guide decision making to make room for new work, and/or assist with the alignment of efforts. 	<p>The district has not developed an initiative inventory and is unclear on what is being implemented across the district.</p>

Intervention Plan (Platform)

Critical Reading Skill	Intervention Program or Practice Name	Entrance Criteria	Exit Criteria	Progress Monitoring Guidelines	Family/ Caregiver, Student Voice and Permissions
Phonemic Awareness	Phonological Awareness Training Program	Kindergarten or First Grade student performing below benchmark expectations on First Sound Fluency or Phoneme Segmentation Fluency	Students reach benchmark on FSF or PSF (2 consecutive times)	Phoneme Segmentation Fluency Bi-monthly	Enter relevant school/district communication information
Phonics	Phonics for Reading Level 1-2	Follow Phonics for Reading Placement Test guidelines	Student demonstrates mastery on Reading Placement	Content Mastery: Lesson Check-Up, Progress Monitor Acadience Bi-monthly for Tier 2	Enter relevant school/district communication information



Stage Based Implementation: Outcomes

INSTALLATION STAGE OUTCOMES

- ☐ Implementation team is functioning well
- ☐ Majority of practitioners are trained in the program/practice
- ☐ Infrastructure is in place to support coaching to effectively develop competencies required to use the program/practice
- ☐ Fidelity measure and criteria are established for the program/practice
- ☐ Infrastructure is in place to collect, analyze, and use data (i.e., fidelity, program/process, outcome) to continuously improve use of the program or practice
- ☐ Staff have access to data infrastructure and are equipped to use it
- ☐ Policies and procedures to support use of the program/practice are in place and understood by practitioners, leaders, community partners, and stakeholders
- ☐ Bi-directional communication is taking place among stakeholders including community partners, individuals and families, practitioners, supervisors and leaders



Pause to Reflect: Implementation Tools



Notice



Wonder



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Contact Information

Rebecca Estock

Program Supervisor, Integrated Student Supports
Center for the Improvement of Student Learning

rebecca.estock@k12.wa.us

Annie Pennell

Program Supervisor, Learning Assistance Program
Elementary, Early Learning, and Federal Programs

annie.pennell@k12.wa.us



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Connect with us!



k12.wa.us



facebook.com/waospi



instagram.com/waospi



twitter.com/waospi



youtube.com/waospi



medium.com/waospi



linkedin.com/company/waospi