Welcome and Introductions
Norms

- Speak from your experience
- Speak in facts as much as possible
- Listen and value the ideas and feedback of others
- Contribute, but monitor air time
- Seek to understand, not just to be understood
- Be solutions oriented
The report required by subdivision (f)(6)(A) shall include:

- (i) The number of students screened and the number of students provided with dyslexia intervention services;
- (ii) Information about specific accommodations needed for students who are provided dyslexia intervention services taking the annual state mandated assessment or other state or LEA mandated assessments;
- (iii) Descriptions, from the LEAs that provided dyslexia intervention services, of the intervention services provided to students; and
- (iv) The TVAAS growth data, when available, for the students receiving dyslexia intervention services.

(C) No information identifying individual students shall be included in the report.
Review report with partner

Identify trends and recommendations/ feedback by sections:
  - Screening
  - Dyslexia-specific intervention coding
  - Dyslexia-specific interventions
  - Accommodations
  - State assessment performance
Whole Group Share Out

- Screening
- Dyslexia-specific intervention coding
- Dyslexia-specific interventions
- Accommodations
- State assessment performance
Across sections, what recommendations to the department should be priority?
Dyslexia Advisory Council Responsibilities

- **Advise** the department in matters relating to dyslexia.

- **Report** on the work done to improve screening, identification, and delivery of dyslexia-specific interventions to **districts**, **stakeholders**, and the **general assembly**.
Dyslexia Advisory Council

Accomplishments

Tasks
- Creation of the Dyslexia Resource Guide
- Professional learning opportunities
- Development of parent and district one-page documents
- Technical assistance

Outcomes
Improvements in:
- district reporting of dyslexia-specific interventions and screening processes
- reliability of dyslexia-specific intervention coding
Questions for Consideration

- What positive outcomes have you seen come from the “Say Dyslexia” legislation?
- What are some areas of growth for the department and the LEAs?
- What do you think it is most important for legislators to know about students with characteristics of dyslexia?
Department Updates

- Strategic Plan
- Previous and upcoming professional development opportunities
- Resources
# 2019-20 Council Meeting Dates

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<thead>
<tr>
<th>Meeting</th>
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<th>Option 2</th>
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<tr>
<td>Meeting 2</td>
<td>November 12</td>
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<td>March 3</td>
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<td>Meeting 4</td>
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Which series of council dates work best for you: Option 1 or Option 2?
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork