



Dyslexia Working Group January 8, 2020 Meeting Summary

Attendees

Dyslexia Working Group Members: Jamie Brackney, Alex Christy, Kathleen Collins, Amanda Harris, Karin Johnson, Andrea Kamper, Laura Santerre-Lemmon, Karen Leopold, Kathy McCall, and Jennifer Urbach

Colorado Department of Education Staff: Floyd Cobb, Veronica Fiedler, Paul Foster, Alex Frazier, Anji Gallanos, and Ellen Hunter

Meeting Facilitator: Debbie Hunsaker, STRIVE Consulting

Meeting Objectives

- Learn about Dyslexia pilot updates and provide feedback
- Provide feedback on timeline for Dyslexia Working Group (DWG)
- Identify and recommend screening assessment tools and processes
- Form mini-working groups for January and February

Meeting Activities

Context Setting

Floyd Cobb discussed the norms of observers in the room and provided information on HB 19-1134, DWG's roles and responsibilities, the READ Act, and the Dyslexia pilot.

DWG Timeline

The facilitator, Debbie Hunsaker, presented the timeline for the DWG through July 1, 2020. The DWG agreed on the timeline.

- January Meeting
 - Meet to determine substantial recommendations for screening tools and processes
 - Determine small working groups
- Outside Meeting Outside Activities: January and February
 - Small working groups research and identify initial recommendations
 - Comprehensive diagnostic assessments
 - Statewide plan
 - Dyslexia awareness training for teachers
 - Educator training
 - March Meeting
- March Meeting
 - DWG finalizes recommendations for screening tools and processes
 - Small working groups present research and provide initial recommendations

- April Meeting
 - DWG meets to identify initial recommendations from small working groups
- May Meeting
 - DWG meets to determine substantial recommendations from small working groups
- June
 - Report draft with final recommendations for screening tools and processes and substantial recommendations for comprehensive diagnostic assessments, statewide plan, dyslexia awareness training for teachers, and educator training

Discussion of Terminology for a Comprehensive Assessment System

Ms. Hunsaker developed a graphic to help with terminology including screeners, screening tools and processes and comprehensive assessments. The DWG provided feedback and Ms. Hunsaker added terminology to the Diagnostic Assessments to guide instruction, and the Comprehensive Diagnostic Assessment for Dyslexia, now Diagnostic Assessment for identification of Dyslexia.

Comprehensive Assessment System

STUDENTS					
Assessment Types	Response to Intervention (RTI)			Diagnostic Assessments	Comprehensive Diagnostic Assessment for Dyslexia
	Tier I	Tier II	Tier III READ Act- SRD		
4 types of Assessments Interim/Screening/Benchmark Formative Progress monitoring Summative/Outcome				READ Act Diagnostic- (on specific sub skill after initial SRD identification) Diagnostic- (focused on more than one sub skill)	<u>Assessment/Evaluation History</u> <hr/> <hr/> <hr/>
Interim/Screening/Benchmark	Fall	Fall	Fall		
Formative	Daily	Daily	Daily		
Progress monitoring with interim assessment		1 to 2 x per month	1 to 4 x per month		
Interim/Screening/Benchmark	Winter	Winter	Winter		
Formative	Daily	Daily	Daily		
Progress monitoring with interim assessment		1 to 2 x per month	1 to 4 x per month		
Summative/Outcome CMAS (beginning in 3 rd grade)	Spring	Spring	Spring		
Interim/Screening Benchmark	End of Year	End of Year	End of Year		
CO ACADEMIC STANDARDS					

Subcommittee Work Time: Dyslexia Screening Criteria

Following a work session, the DWG recommended screening criteria using the four criteria (commonly accepted features of dyslexia) from the CDE Dyslexia Handbook.

- **Difficulty with phonological processing**, which impacts one’s ability to effectively decode letters into blended sounds to form words. A fundamental phonological processing problem may block access to more advanced aspects of reading, such as word identification and comprehension.
- **Slow, inaccurate or labored oral reading**, i.e., lack of reading fluency.

- **Difficulty with spelling**, as demonstrated in an inability to efficiently write the letters comprising words from memory; increased time needed to spell words; and spelling errors that may be apparent.
- **Difficulty with rapid naming** may be evident, making it difficult to quickly retrieve the speech sounds and the correct letter-order patterns required to be an efficient reader or speller.

Additional recommendations from the DWG included:

- Adding letter naming and sounds in kindergarten and 1st grade as part of a screener and adding it for 2nd and 3rd grade in comprehensive diagnostic assessment for dyslexia.
- CDE should develop resources and guidance on differentiating the five criteria by age-appropriate and grade level, using the criteria beginning on page 24 on the CDE Dyslexia Handbook. Some ideas include developing a chart that is posted next to READ Act approved interim assessments and on CDE's website.
- Schools should ask one or two simple question as part of the screening process during kindergarten entry, home language questioner/screener, family night or school registration. This needs to stay simple for schools to manage such as, did you have difficulty reading or spelling? Adding additional questions would be part of comprehensive diagnostic assessment for dyslexia.
- Request additional information from the seven approved vendors from the READ Act approved interim assessments around the 5 criteria the DWG identified for substantial recommendations and the usability.

Future Meetings Focus

Small working groups were formed for the different components of the charge for the DWG: comprehensive diagnostic assessment for dyslexia identification, statewide plans, dyslexia awareness training (in-service), and educator training (pre-service). The working groups agreed to accomplishing work prior to the March meeting.