



Dyslexia Working Group Virtual Meeting

May 23, 2022

Meeting Objectives

- To ask questions of CDE around dyslexia, the READ Act, and updates on the final annual DWG report
- To hear informative presentations by and provide feedback to the Teacher Training and Assessment Protocols small working groups
- To review final recommendations and provide feedback

Meeting Activities

- 10:00 CDE updates
- 10:30 Small working group presentations
- 11:30 Lunch
- 12:00 Small working group presentations
- 1:00 Review final recommendations and provide feedback
- 2:00 Wrap up

Before Meeting Homework



- DWG Final Annual Report
- DWG Final Recommendations for 2022
- Teacher Training Small Working Group
 - Dyslexia Education Levels of Educational Opportunities

DWG Meeting Dates for 2021-2022

All meetings will be held 10:00 to 2:00 with a 30-minute lunch break

- **November 12th**
 - Small working groups meeting between DWG meetings
- **December 14th**
 - Small working groups meeting between DWG meetings
- **February 25th**
 - Small working groups meeting between DWG meetings
- **April 18th**
 - Small working groups meeting between DWG meetings
- **May 23rd**
 - Small working groups meeting between DWG meeting

Standards of Quality- HB 19-1134 22-20.5-103 (a-g)

- **Year 1:** Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates;
- **Year 1:** Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia-related laws;
- **Began in Year 1. Finish in Year 2, September-December:** Identify and recommend appropriate dyslexia screening tools and processes as well as comprehensive assessments that address the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills;

Standards of Quality- HB 19-1134 22-20.5-103 (a-g)

- **Began in Year 2, December-March. Finish in Year 3:** Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;
- **Begin in Year 4::** Identify and recommend educator training for in-state approved programs of preparation for teachers and alternative teacher programs and recommended training for current educators, based on effective practices in other states, as well as recommendations from state and national organizations focusing on literacy.
- **Year 1, 2 and 3, September-May:** Provide recommendations to the department concerning the design and implementation of the pilot program. The working group shall analyze and integrate, as appropriate, the work and recommendations of other previous and ongoing state initiatives related to improving the identification and support of students who have dyslexia.



- Advance initial and substantial recommendations to final recommendations to continue to meet its charge.
- Provide input and feedback to CDE on Dyslexia Pilot Program.
- Continue the small working group work related to dyslexia awareness training recommendations.
- Begin the small working group focused on educator preparation program recommendations.

- READ Act
- Dyslexia Pilot
- DWG Final Annual Report
- CDE Assessment Review

Teacher Training Small Working Group

- Presentation from Teacher Training small working group
 - Updated information
 - Final recommendations
 - Levels
 - Learner Outcomes
 - Subtopics

- Small Group Discussions on resources, targeted audience, platforms/modes, and time (Kathy and Jenny)
 - Discuss resources, targeted audience, platforms/modes, and time
 - Identify final and substantial recommendations

Teacher Training Small Working Group

- Breakout Rooms
 - What are your thoughts on the resources?
 - What are your thoughts on the targeted audience?
 - What are your thoughts on the platforms/modes and time?

- Comprehensive Assessment System updates

DWG, April 2022, DRAFT of comprehensive assessment system by STRIVE consulting

Comprehensive Assessment System

Types of Assessments

- **Universal Screener** (Interim/Screening/Benchmark)

used to determine a student's risk for reading difficulties and the need for intervention. A universal screening applies to all students (CDE Dyslexia Handbook). [READ Act approved interim assessments.](#)

Analysis of Interim Screeners aligned with Indicators of Dyslexia

- **Formative**

used to measure to what extent students are learning the material/content they are being taught.

- **Progress monitoring**

used to determine whether progress following instruction is adequate or whether more intensive or different intervention is required (CDE Dyslexia Handbook).

- **Summative/Outcome**

look at instructional outcomes and often provide a "big picture" of instruction. Summative and outcome measures can help in identifying positive and concerning trends about how the comprehensive or systemic approach to literacy instruction is meeting the needs of all students, as well as specific subsets of students with identified risk (CDE Dyslexia Handbook)

- **Diagnostic Evaluation-** Diagnostic evaluation is used to identify a student's learning strengths and weaknesses and the underlying root cause of any academic difficulties. The information from this type of assessment can be used to further refine intervention. In some instances, a comprehensive diagnostic evaluation is essential in determining whether the profile fits the definition of a learning disorder and can provide a diagnosis or the identification of a specific disability.

* **READ ACT Diagnostic assessments** are required for students identified with a significant reading deficiency for the purpose of identifying the child's specific reading deficits(s) (CDE Website, January 2020). [READ Act approved diagnostic assessments.](#)

** **Comprehensive Diagnostic Evaluation for Dyslexia-** is frequently referred to as a diagnostic evaluation but is sometimes referred to as a multi-disciplinary evaluation, psycho-educational evaluation, educational evaluation or comprehensive education evaluation. Regardless of the name, the purpose of this type of evaluation is to determine whether the individual demonstrates the characteristics of dyslexia and to rule out other causes of the identified reading/writing concerns. Testing for dyslexia can verify the presence of a specific learning disability/dyslexia, can aid in determining the severity of the dyslexia, and can provide the needed documentation for eligibility for specially designed instruction (special education) and accommodations throughout an individual's educational career from elementary school through college and postgraduate education

Assessment Protocol Small Working Group

- Breakout Rooms
 - What are your thoughts on the definitions?
 - What needs clarifying?

Assessment Protocol Small Working Group

- Comprehensive Assessment System updates

SVWS, April 2022, Draft 1 of comprehensive assessment system by SVWSL Consulting

Assessment Types	Response to Intervention (RTI)			READ Act Approved Diagnostic Assessments for instruction*	Comprehensive Diagnostic Evaluation for Dyslexia identification**
	Tier I	Tier II READ Plans- SRD	Tier III READ Plans- SRD		
Universal Screener (Interim/Screening/Benchmark) READ ACT Interim Assessments Typical Screening Measures by Grade Level <i>How well does your interim screener identify risk for dyslexia? (link document)</i>	Fall	Fall	Fall	READ Act Approved Diagnostic- (specific sub skill or skills after SRD identification) READ Act approved diagnostic assessments <i>How well does your diagnostic assessment identify risk for dyslexia? (link document)</i>	<u>Body of Evidence</u> Comprehensive Diagnostic Evaluation Chart (link document) Family History Educational History (MTSS, Progress monitors, etc)
Formative	Daily	Daily	Daily	Supplemental assessment measures (link document)	
Progress monitoring		1 to 2 x per month	1 to 4 x per month	Supplemental qualitative data, such as observations and Family History (link to document)	
Universal Screener (Interim/Screening/Benchmark) <i>READ ACT approved interim</i>	Winter	Winter	Winter		
Formative	Daily	Daily	Daily		
Progress monitoring		1 to 2 x per month	1 to 4 x per month		
Summative/Outcome CMAS (beginning in 3 rd grade)	Spring	Spring	Spring		
Universal Screener (Interim/Screening/Benchmark) <i>READ ACT approved interim</i>	End of Year	End of Year	End of Year		

- Breakout Rooms
 - What are your thoughts on the system/chart?
 - What needs clarifying?

Have a wonderful day!