

THE COLORADO DEPARTMENT OF EDUCATION DYSLEXIA PILOT PROJECT MANUAL

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Background and Introduction

The Colorado Dyslexia Pilot Project was initiated through Colorado House Bill 19-1134 in 2019, which called for Colorado Department of Education (CDE) to “implement a pilot program to develop and pilot **screening** and **identification processes** and **intervention strategies** for early identification of and support for students enrolled in kindergarten through third grade who may have dyslexia” (HB 19-1134, Section 22-20.5-104).

Thus, the purpose of the project is to support early screening and identification of students with dyslexia (i.e., a word-level reading disability) and provide instruction and intervention to meet their needs. The pilot project defines dyslexia as “a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge” (NICHD, 2003; CO HB 19-1134).

Colorado House Bill 19-1134 also called for CDE to “evaluate the implementation of the pilot program and the effectiveness of the strategies in identifying and supporting more students in the participating local education providers than were identified and supported in non-participating local education providers” (Section 22-20.5-104).

Project Goals

The operational goals of the Colorado Dyslexia Pilot Project are to:

1. Collaborate with the HB 19-1134 established Dyslexia Working Group (DWG) and CDE to obtain feedback related to the design and implementation of the pilot program as outlined in HB 19-1134.
2. Train and support pilot sites to implement an approach for dyslexia screening, intervention, and identification that is informed by research evidence.
3. Refine the dyslexia screening, intervention, and identification protocol taking into account feedback from stakeholders, including the DWG, CDE, and LEAs.
4. Collaborate with the external evaluator as necessary to inform the evaluation of the pilot program, whose results will be used by CDE to inform decisions about scaling the pilot program.

Project Premises

Screening

- Screening is the process of administering an assessment to determine *risk* for a particular condition.
- In a prevention-oriented framework, screening occurs as soon as is reasonably possible to allow for the provision of appropriate interventions.
- Dyslexia screening focuses on word-level reading skills we know students need to master to become proficient readers (e.g., simple view).
- Given the focus of early reading instruction on word-level reading skills, there is overlap between the skills assessed in screening for dyslexia risk and universal screening for reading difficulty.

Intervention

- Because dyslexia is a word-level reading disability, interventions to treat dyslexia should focus on word-level reading skills:
 - Phonemic awareness
 - Alphabetic principle (i.e., phonics)
 - Fluent and accurate reading
 - Encoding, or spelling
- It is critical these interventions use explicit instruction to teach essential reading skills.
- Ideally, these interventions are also evidence-based, meaning there is rigorous research that shows the interventions work for improving student word-level reading skills.

Identification

- There isn't a single assessment available that can definitively identify a student with dyslexia; we use data from multiple sources to make these determinations.
- In school-based settings, the Individuals with Disabilities Education Act (IDEA) provides guidance about how to identify students with disabilities, including dyslexia.
- Dyslexia is a form of specific learning disability (SLD), and Colorado uses Response to Intervention (RTI) as the mechanism for determining whether students meet eligibility criteria for SLD under IDEA.
- Thus, to identify students with dyslexia in Colorado schools, the pilot protocol uses RTI to determine the presence of SLD and need for special education.

Broad Project Timeline

Fall 2019: Colorado Department of Education released RFP

Winter 2020: University of Oregon awarded pilot project scope of work

Summer 2020: Intended start date (delay due to COVID-19)

Fall 2020-Spring 2021: Applications accepted and reviewed

Summer 2021: Actual start date

Fall 2021-Spring 2022: Pilot implementation

Summer 2022 and beyond: Potential continuation at CDE's discretion

Project Components

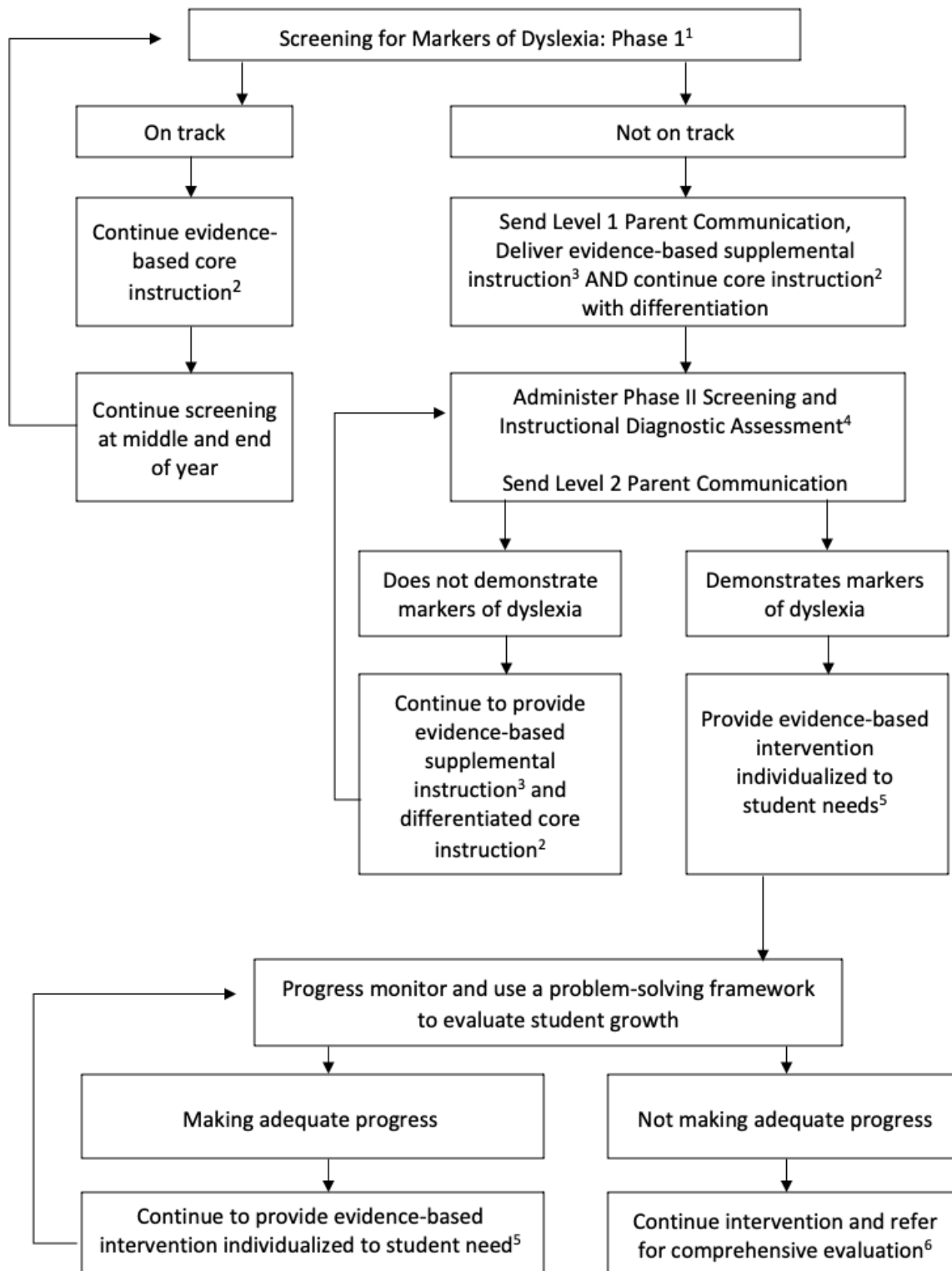
1. Assessment
 - a. Screening Phase I
 - b. Screening Phase II
 - c. Progress Monitoring
 - d. Comprehensive Evaluation

2. Instruction and Intervention
 - a. Core Instruction
 - b. Supplemental Intervention
 - c. Intensive Intervention

3. Professional Development and Coaching
 - a. Initial Training on MTSS-R, Instruction and Intervention, Data
 - b. Ongoing Support
 - i. Data Summits
 - ii. Additional Training
 - iii. Site Visits (virtual, due to COVID-19)

4. Documentation
 - a. Checklist 1: MTSS-R Implementation
 - b. Checklist 2: Dyslexia Identification Process
 - c. Feedback Surveys
 - d. Other Data Sources (for Evaluation)

Dyslexia Protocol Flowchart



Dyslexia Protocol

1. SCREENING FOR MARKERS OF DYSLEXIA: PHASE I

- a. Provided to all students in the Fall, Winter and Spring in grades K–3. Fall screening should take place in the first two weeks of school or according to the district’s established window for Fall reading benchmark assessments.
- b. Use READ Act Approved Interim Assessment. *For the pilot study this will be Acadience Reading, plus supplemental measures as needed (see Table 1 for minimum measures by grade level).*
- c. Purpose is to assess dyslexia risk and determine who needs additional support, recognizing early reading skills have a high degree of overlap with word-level reading skills that are impacted by dyslexia.
- d. Risk is determined using “benchmarks” (i.e., cut scores) that are built into the screening assessment or selected by the state:
 - i. Students are determined to be at risk based on a composite score below the developer-established benchmark score in grades K-3, *or*
 - ii. Performance on an individual subtest assessing the content identified in Table 1 below the 25th percentile.
- e. Communication goes home to parents of students who are determined to be at risk (Level 1 communication), to communicate that the student is demonstrating risk for reading difficulties and describe the instructional plan for addressing skill needs (see Appendix for sample letter).
- f. Address additional considerations for English Learners, as appropriate.

Table 1

Minimum Measures by Grade Level for Phase 1 Screening

Measure	K	1	2	3
First sound fluency	√			
Phoneme segmentation fluency	√	√		
Letter naming fluency	√	√		
Nonsense word fluency	√	√	√	
Oral reading fluency		√*	√	√
Multisyllabic nonsense word fluency		√	√	√
Word reading fluency	√	√	√	√

Note. Oral reading fluency does not need to be administered in the Fall of 1st grade unless recommended by the publisher of the assessment system being used.

2. CORE INSTRUCTION

- a. Provided to all students using READ Act Approved Program.
 - i. *For the pilot study this will be Enhanced Core Reading Instruction matched to a district’s adopted core program.*

3. SUPPLEMENTAL INSTRUCTION

- a. Provided to all students who are “not on track” (i.e., are at risk) per Phase I screening.
- b. Use READ Act Approved Program. *For the pilot study this will be Enhanced Core Reading Instruction.*
- c. Progress monitoring assessment can be administered regularly to all students at risk, and analyzed and interpreted using a data-based decision-making process. *For the pilot study this will be Acadience Reading.*

4. SCREENING FOR MARKERS OF DYSLEXIA: PHASE II AND INSTRUCTIONAL DIAGNOSTIC ASSESSMENT

- a. Provided to all students who are “not on track” (i.e., are at risk) per Phase I screening.
- b. Takes place within 60 calendar days of Phase I screening.
- c. Use the following process (see Table 2):
 - i. Readminister Phase I screening battery
 - ii. Administer a spelling measure
 - iii. Administer an instructional diagnostic assessment (e.g., phonics screener)
 - iv. Collect Family History Questionnaire
 - v. Collect Teacher Input Questionnaire
 - vi. Collect intervention implementation data
- d. Purpose is to (1) help determine student performance in relation to potential “Markers of Dyslexia” following implementation of evidence-based early reading instruction and intervention focused on word-level reading skills, and (2) determine individual instructional needs to further individualize and intensify instruction and intervention.
- e. Communication goes home to parents (Level 2 communication) describing the results of the assessment and the instructional plan (see Appendix for sample letter).

Table 2*Minimum Measures by Grade Level for Phase II Screening*

	K	1	2	3
Readminister Phase I Screening Battery:				
First sound fluency	√			
Letter naming fluency	√	√		
Phoneme segmentation fluency	√	√		
Nonsense word fluency	√	√	√	
Word reading fluency	√	√	√	√
Oral reading fluency		√	√	√
Multisyllabic nonsense word fluency		√	√	√
Spelling	√	√	√	√
Instructional Diagnostic Assessment	√	√	√	√
Family History Questionnaire	√	√	√	√
Teacher Input Questionnaire	√	√	√	√
Intervention Implementation Data	√	√	√	√

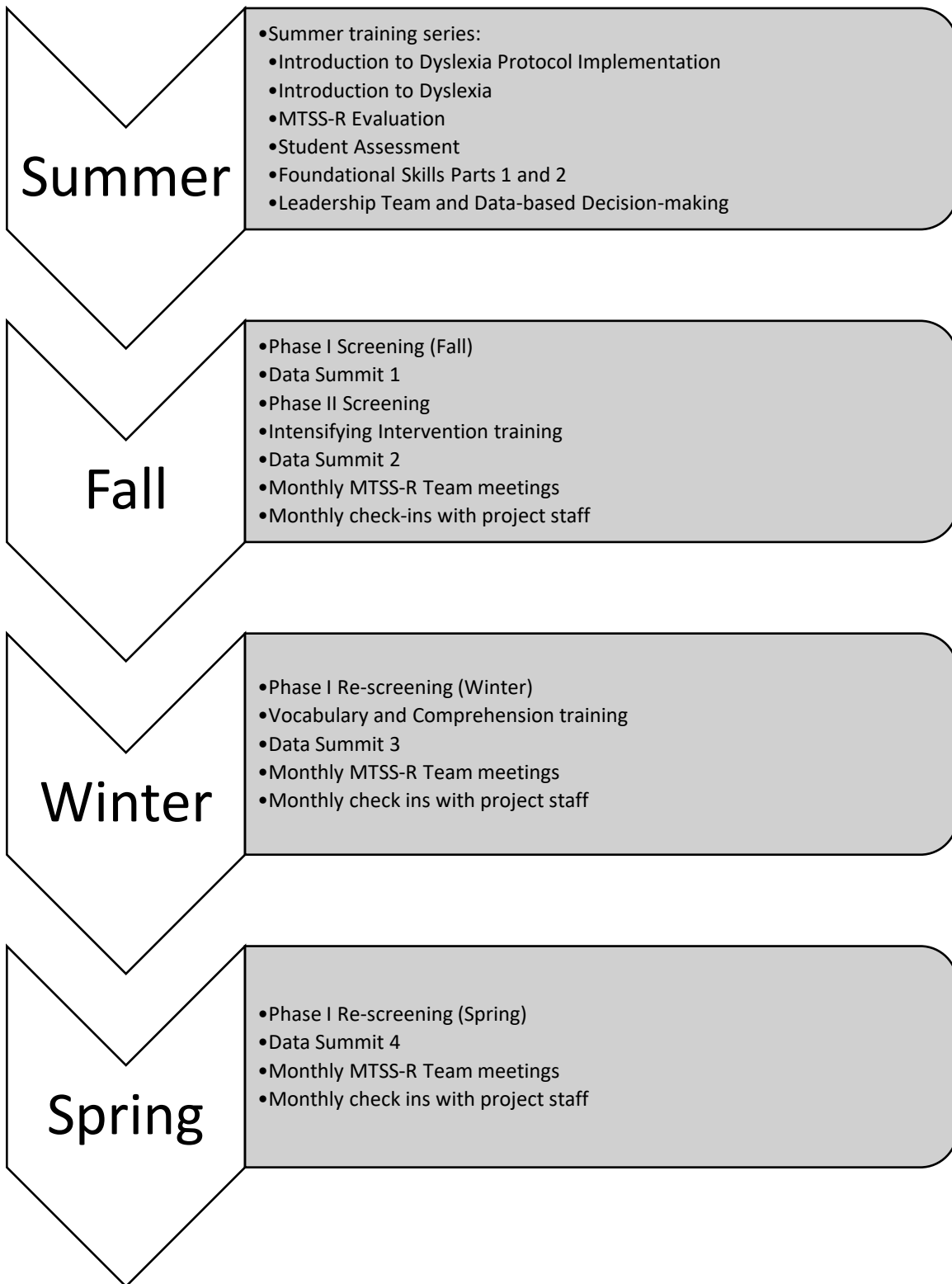
5. INTERVENTION

- a. Results of instructional diagnostic assessment are used to help refine interventions for students based on their individual needs.
- b. Progress monitoring data collected and analyzed using a data-based decision-making process.

6. COMPREHENSIVE EVALUATION*

- a. Provided to students who are “not making adequate progress” in intervention.
- b. Includes a referral to multidisciplinary team for additional comprehensive assessment (i.e., developmental history; standardized, norm-referenced assessments, additional diagnostic assessments; performance in other areas; student observations in multiple settings); and team eligibility decision making consistent with ECEA and IDEA.
- c. Students ineligible for special education who demonstrate “Markers of Dyslexia” may be provided 504 plan.
- d. *Referral for comprehensive evaluation can take place at any point if needed.

Dyslexia Pilot Project At a Glance



Dyslexia Pilot Project Overview

Professional Development

A series of synchronous and asynchronous training sessions will be provided to participating schools to support implementation of an approach for dyslexia screening, intervention, and identification that is informed by research evidence. Trainings will take place throughout the summer, fall, and winter of the pilot project:

Topic	Hours	Content focus	Timing
Introduction to Dyslexia Protocol Implementation	2	<ul style="list-style-type: none"> Description of the protocol flowchart; review of protocol manual and supporting documents 	Summer
Introduction to Dyslexia <i>*asynchronous</i>	2	<ul style="list-style-type: none"> The definition of dyslexia and distinguishing features The science of reading and how it can be implemented in schools to improve outcomes for students with dyslexia 	Summer
MTSS-R Evaluation <i>*asynchronous</i>	6.5	<ul style="list-style-type: none"> MTSS-R elements and evaluation of current systems 	Summer
Student Assessment <i>*asynchronous</i>	4	<ul style="list-style-type: none"> The purpose and importance of early screening for dyslexia How screening is implemented within the dyslexia protocol Components of an assessment for characteristics of dyslexia, how to use the information collected in the assessment, and how to implement next steps 	Summer
Foundational Skills: Part 1	6.5	<ul style="list-style-type: none"> ECRI routines for instruction and intervention reading program implementation focused on phonemic awareness, phonics, and reading connected text Program organization Use of mastery and progress monitoring data 	Summer
Foundational Skills: Part 2	6.5		
Leadership Team and Data-based Decision-making	6.5	<ul style="list-style-type: none"> ECRI implementation support Using data to make decisions 	Summer
Intensifying Intervention	6.5	<ul style="list-style-type: none"> Intensifying intervention practice categories Using mastery data to plan instructional intensification and remedies across tiers of instruction 	Fall/Winter
Vocabulary and Comprehension	6.5	<ul style="list-style-type: none"> ECRI routines for core reading program implementation focused on vocabulary and comprehension and active student engagement Use of mastery and progress monitoring data 	Winter

Ongoing Support

Ongoing coaching and technical assistance will be provided throughout the pilot project to support participating schools in implementing the dyslexia screening, intervention, and identification protocol. Support will include: 1) monthly meetings with a project Coach, 2) as-needed check-ins with project staff, and 3) regularly scheduled Data Summits.

The purpose of the Data Summits is to support participating schools in using student and schoolwide data to make instructional decisions at various stages of the protocol. Data Summits will take place throughout the fall, winter, and spring of the pilot project:

	Focus	Timing
Data Summit 1	<ul style="list-style-type: none"> Review Phase I screening data to determine if students are “at risk” or “not at risk” Determine next steps and plan instruction for students who are “at risk” 	Fall
Data Summit 2	<ul style="list-style-type: none"> Review Phase II screening data to determine if students are showing markers of dyslexia Use instructional diagnostic assessment data to individualize intervention for students Progress monitoring 	Fall/Winter <i>(as part of Intensifying Intervention training)</i>
Data Summit 3	<ul style="list-style-type: none"> Review progress monitoring data Use data to make adjustments to student instruction and interventions Determine if any students are in need of comprehensive evaluation 	Winter
Data Summit 4	<ul style="list-style-type: none"> Review end of year data Review schoolwide (systems level) data Review dyslexia protocol checklists Collect feedback on protocol implementation 	Spring

Other Project Activities

Participating schools will hold monthly MTSS-R Team Meetings to review implementation of the dyslexia screening, intervention, and identification protocol. Schools will complete two project checklists (see Appendix). Checklist 1 will focus on MTSS-R Implementation and will be completed at the beginning and end of the project. Checklist 2 will focus on dyslexia identification processes and will be completed at the end of the project. Schools will also work with project staff, including the project evaluator, to provide feedback on the dyslexia protocol.

Appendix

Checklist 1: MTSS-R Implementation Checklist

Multi-Tiered Systems of Support in Reading (MTSS-R) Implementation Checklist Tool

*Revised from: Kame'enui, E.J. & Simmons, D.C. (2003). *Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised (PET-R)* Eugene, OR: University of Oregon.

Multi-Tiered System of Support in Reading (MTSS-R) Implementation Checklist Tool

School: _____

Date: _____

Multi-Tiered System of Support in Reading (MTSS-R) Elements:

1. *Instruction and Intervention*
2. *Data Use*
3. *PD and Coaching*
4. *Infrastructure*
5. *Distributed Leadership (MTSS-R Teams)*
6. *Parents and Families*

Directions for the MTSS-R Team:

This checklist will be used to evaluate your existing multi-tiered systems of support in reading (MTSS-R). The results of this evaluation will guide action planning to support your school in building evidence-based literacy practices.

- Use the listed evaluation criteria to score your current implementation of effective MTSS-R implementation.
- The items in the evaluation have a value of 0, 1, or 2 to indicate the level of implementation:
0 = Not in place; 1 = Partially in place; 2 = Fully in place

ELEMENT I: CORE READING INSTRUCTION AND INTERVENTION

Reading instruction and intervention refers to *all* reading instruction and intervention students receive in school. In a three-tier MTSS–R approach, this is Tier I (core) instruction, Tier II supplemental intervention, and Tier III intense intervention. In the MTSS–R Checklist below, there are sections that focus on reading instruction and intervention overall, or across tiers, and sections for each separate tier. In the items, the term reading instruction refers to reading instruction in Tier I, II, and III.

Across Tiers

EVALUATION CRITERIA	SCORE		
¹ The MTSS–R Plan includes a master schedule that allocates sufficient time for reading instruction for all students.	0	1	2
³ A schoolwide systematic process is used for coordinating resources to ensure the optimal use of time during all reading instruction. Coordination includes personnel and fiscal resources devoted to (a) staffing for reading instruction, (b) adoption and use of reading programs and materials, (c) reading instruction training, PD, and coaching, and (d) reporting requirements for various administrative purposes.	0	1	2
¹ All time allocated to reading instruction is prioritized and protected from interruption.	0	1	2
² Reading instruction focuses on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.	0	1	2
² Explicit and systematic instruction is the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.	0	1	2
² Teaching strategies are used as needed to foster active student engagement and participation during reading instruction. Throughout the lesson, all students (or the majority of students) are engaged.	0	1	2
³ Student reading data and MTSS–R implementation data are used to make changes to improve reading instruction. These changes include but are not limited to adjusting (a) tiers of instruction, (b) group size, (c) instructional time, (d) instructional content, and (e) instructional delivery.	0	1	2

² Learning targets and objectives for all important facets of reading instruction are visibly posted and referred to during reading instruction.	0	1	2
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Tier I Reading Instruction

EVALUATION CRITERIA	SCORE		
¹ <i>Scheduling and Time:</i> At least 90 minutes of Tier I reading instruction is established in the master schedule in the School MTSS–R Plan and is protected from interruption.	0	1	2
¹ All students receive some degree of Tier I instruction daily. For students receiving just Tier I instruction, this amount is at least 90 minutes per day beginning in kindergarten. For students receiving Tier II or III intervention, their amount of Tier I instruction is based on their specific needs.	0	1	2
³ <i>Research-based Reading Program:</i> A comprehensive, core reading program (Tier I program) is adopted and used school wide. The Tier I program was developed on the basis of scientific research on reading development and emphasizes the five essential components of reading instruction.	0	1	2
² The Tier I program: <ul style="list-style-type: none"> • Provides thorough coverage of phonemic awareness instruction. • Provides thorough coverage of alphabetic understanding instruction. • Provides thorough coverage of reading fluency instruction. • Provides thorough coverage of vocabulary instruction. • Provides thorough coverage of academic language instruction. • Provides thorough coverage of reading comprehension instruction. • Provides thorough coverage of listening comprehension instruction. 	0	1	2
³ <i>Evidence-based Outcomes:</i> One or more scientific studies have been conducted demonstrating that the Tier I program improves student reading outcomes.	0	1	2
² <i>Explicit and Systematic Instruction:</i> All teachers use explicit and systematic instructional practices as the basis of Tier I instruction.	0	1	2
² Explicit and systematic instruction includes: <ul style="list-style-type: none"> • Teachers clearly explaining, showing, and demonstrating what they want students to know and do. • Teachers using clear and explicit language during instruction. • Teachers providing multiple opportunities for all students to respond and participate during the lesson. • Teachers using consistent, supportive, and corrective feedback. 	0	1	2

<ul style="list-style-type: none"> • Teachers using small sequential instructional steps progressing from simple to more complex. • Extended instructional interactions between the teacher and students that deepen understanding. • Extended instructional interactions among students that deepen understanding. 			
¹ Differentiated Instruction is part of Tier I instruction. All students receive differentiated instruction, which is based on their individual learning needs.	0	1	2

Tier II Reading Intervention

EVALUATION CRITERIA	SCORE		
¹ <i>Scheduling and Time:</i> At least 30 minutes of Tier II reading instruction, 3–5 days per week, is established on the master schedule in the School MTSS–R Plan and is protected from interruption.	0	1	2
² <i>Scheduling and Time:</i> Tier II instruction is provided in addition to at least 90 minutes of Tier I instruction.	0	1	2
² <i>Scheduling and Time:</i> Tier II interventions are typically 8–15 weeks and less than 20 weeks in duration.	0	1	2
¹ <i>Tier II Reading Teachers:</i> Tier II instruction is provided by general education teachers or intervention specialists who are trained in the effective implementation of the Tier II intervention program.	0	1	2
¹ <i>Instructional Grouping:</i> Tier II instruction is comprised of groups of 5–8 students, or fewer as needed.	0	1	2
¹ <i>Instructional Content:</i> Tier II instruction typically focuses on up to three essential components of reading instruction. Focusing on fewer or more components can occur with some students based on their needs.	0	1	2
¹ <i>Instructional Content:</i> It is clear which of the five essential components of reading instruction are the focus of Tier II instruction.	0	1	2
² <i>Instructional Content:</i> Tier II instruction combines as needed instruction on foundational skills with instruction on vocabulary and comprehension to ensure reading skills become integrated.	0	1	2
¹ <i>Explicit and Systematic Instruction:</i> All teachers use explicit and systematic instructional practices as the basis of Tier II instruction.	0	1	2
¹ Explicit and systematic instruction includes: <ul style="list-style-type: none"> • Teachers clearly explaining, showing, and demonstrating what they want students to know and do. 	0	1	2

<ul style="list-style-type: none"> • Teachers using clear and explicit language during instruction. • Teachers providing multiple opportunities for all students to respond and participate during the lesson. • Teachers using consistent, supportive, and corrective feedback. • Teachers using small sequential instructional steps progressing from simple to more complex. • Extended instructional interactions between the teacher and students that deepen understanding. • Extended instructional interactions among students that deepen understanding. 			
² <i>Instructional Focus:</i> Tier II instruction uses the core reading program and supplemental reading programs to teach, review, and practice core concepts taught during Tier I instruction.	0	1	2
² <i>Instructional Focus:</i> Critical features of Tier II instruction include: <ul style="list-style-type: none"> • Pre-teaching essential concepts to be taught during Tier I instruction. • Reteaching with review, as needed, essential concepts that have been taught during Tier I instruction. 	0	1	2
² <i>Instructional Practices:</i> Tier II instruction intensifies the instruction provided in Tier I through explicit and systematic instruction. Students have higher rates of responding and practice, receive more extensive feedback, and have deeper levels of lesson engagement.	0	1	2
¹ <i>Instructional Practices:</i> Tier II instruction uses instructional scaffolds to support student engagement and learning. The basic scaffold framework follows an “I do–We do together–You do alone” teaching routine.	0	1	2
³ <i>Student Responses:</i> During Tier II instruction, students should have 6–8 opportunities to respond per minute or more, on average.	0	1	2
³ <i>Student Accuracy:</i> During Tier II instruction, students should be at least 80% accurate in responding to new instructional material, and 90% accurate in responding to review instructional material.	0	1	2

Tier III Reading Intervention

EVALUATION CRITERIA	SCORE		
¹ <i>Scheduling and Time:</i> Based on the student’s individual needs, 45–120 minutes of Tier III instruction, 3–5 days per week, is established on the master schedule in the School MTSS–R Plan and is protected from interruption.	0	1	2
¹ <i>Scheduling and Time:</i> Tier III instruction is in addition to the 90 minutes or more of Tier I instruction. Tier III instruction either replaces Tier II instruction or is in addition to Tier II instruction depending on the student’s needs.	0	1	2

² <i>Scheduling and Time:</i> Tier III interventions are 20 or more weeks in duration.	0	1	2
¹ <i>Tier III Reading Teachers:</i> Tier III instruction is provided by intervention specialists, content specialists, or special education teachers.	0	1	2
² <i>Instructional Grouping:</i> Tier III instruction is comprised of groups of 2–3 students or is provided to students individually.	0	1	2
¹ <i>Instructional Content:</i> Tier III instruction typically focuses on up to three essential components of reading instruction. Focusing on fewer or more components can occur with some students based on their needs.	0	1	2
¹ <i>Instructional Content:</i> It is clear which of the five essential components of reading instruction are the focus of Tier III instruction.	0	1	2
² <i>Instructional Content:</i> Tier III instruction combines, as needed, instruction on foundational skills with instruction on vocabulary and comprehension to ensure reading skills become integrated.	0	1	2
³ <i>Instructional Content:</i> Tier III instruction supports the development of cognitive processing skills and dispositions that support learning to read. These skills can include self-regulation, working memory, and self-attribution. Cognitive skills instruction, based on the needs of the individual student, is integrated within Tier III reading instruction. These skills are not taught in isolation.	0	1	2
¹ Explicit and systematic instruction includes: <ul style="list-style-type: none"> • Teachers clearly explaining, showing, and demonstrating what they want students to know and do. • Teachers using clear and explicit language during instruction. • Teachers providing multiple opportunities for all students to respond and participate during the lesson. • Teachers using consistent, supportive, and corrective feedback. • Teachers using small sequential instructional steps progressing from simple to more complex. • Extended instructional interactions between the teacher and students that deepen understanding. • Extended instructional interactions among students that deepen understanding. 	0	1	2
² <i>Instructional Focus:</i> Tier III instruction relies on the use of highly structured, remediation-based intervention programs.	0	1	2
¹ <i>Instruction Focus:</i> Tier III programs and instruction align with the needs of the individual student.	0	1	2
² <i>Instructional Practices:</i> The basis of Tier III instruction is intensive instruction, review, and practice of core content. Considerable time is on reviewing concepts and student practice with teacher feedback.	0	1	2

¹ <i>Instructional Practices</i> : Tier III instruction uses instructional scaffolds to support student engagement and learning. The basic scaffold framework follows an “I do–We do together–You do alone” teaching routine. Tier III instruction is especially intense in guided practice: the “We do together” phase.	0	1	2
² <i>Student Responding</i> : During Tier III instruction, students should have 8–12 opportunities to respond per minute or more, on average.	0	1	2
² <i>Student Accuracy</i> : During Tier III instruction, students should be at least 80% accurate in responding to new instructional material, and 90% accurate in responding to review instructional material.	0	1	2

ELEMENT II: DATA USE (PART I)

In MTSS–R, data are used to make decisions that affect MTSS–R implementation and student outcomes. Two types of data are used: student data (Part I) and MTSS–R implementation data (Part II). Below are five sections that focus on student reading data. The first section addresses general considerations; each of the remaining four sections addresses one of the four types of student reading data that are collected in MTSS–R.

Student Reading Data: General Considerations

EVALUATION CRITERIA	SCORE		
² The school has a comprehensive system of student reading measures. The reading measures, the purpose of each measure, and how the data from the measures are collected, organized, and used in decision making are clearly specified in the School MTSS–R Plan.	0	1	2
¹ Sufficient MTSS–R resources are allocated for the collection, organization, and use of student reading measures that are part of the School MTSS–R Plan.	0	1	2
MTSS–R resources are not used to support the collection, organization, or use of student reading measures that are not part of the School MTSS–R Plan.	0	1	2
² The purposes of student reading measures include the following: <ul style="list-style-type: none"> • screen students for reading difficulties • determine if students are meeting key reading benchmarks for their grade • monitor student progress toward reading goals • determine specific problem areas where students are experiencing difficulty • determine if students are learning lesson content being taught day to day in the classroom 	0	1	2
² Measurable reading goals are established at each grade level that define precisely what students need to do to be on track for reading success.	0	1	2
² The percentage of students who are on track for reading success is measured at each grade level and is prioritized in MTSS–R decision making.	0	1	2
² The percentage of students who are on track for reading success is prioritized in the school's ongoing, formative evaluation process of the overall "health" of the School MTSS–R approach.	0	1	2

Student Reading Data: Universal Screening Data

EVALUATION CRITERIA	SCORE		
¹ Universal screening data are collected, organized, and used to screen students for reading problems three time per year.	0	1	2
² Universal screening measures are used at key points in time, such as at the beginning of the year to place students in tiers of instruction and at the end of the school year to help determine if students have met key grade-level reading benchmarks.	0	1	2
² The School MTSS–R Plan specifies how universal screening data are collected, organized, and used in decision making.	0	1	2
² The universal screening measure directly assesses all critical components of reading or is correlated with those components it does not measure directly. Critical components of reading are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.	0	1	2
² One or more scientific studies has established the technical adequacy of the universal screening measure for the purpose of screening students for reading difficulties.	0	1	2
² One or more scientific studies has established the technical adequacy of the universal screening measure for the purpose determining if students have met key grade-level reading benchmarks at key points in time, such as the end of the school year.	0	1	2
¹ A systematic process is used to collect universal screening data. If teachers are part of that process, they do not collect data on their own students.	0	1	2
¹ All staff (and others—e.g., parent volunteers) who collect universal screening data have been trained and have passed a training checkout process (i.e., met established criteria for data collection standards). The training checkout process includes a live session with a student at the beginning of formal data collection.	0	1	2
² A systematic and recurring process is used to document the reliable collection of universal screening data. This process includes one or more individuals who are “master” data collectors who make sure all data collectors are collecting data reliably.	0	1	2
¹ Universal screening data are organized for use and distributed to all necessary staff in a timely manner.	0	1	2
² School MTSS–R Teams and leaders use universal screening data for decision making. This process is specified in the School MTSS–R Plan.	0	1	2

Student Reading Data: Progress Monitoring Data

EVALUATION CRITERIA	SCORE		
² Standardized progress monitoring data are collected with all students receiving Tier II or Tier III instruction.	0	1	2
² The School MTSS–R Plan specifies how and for whom progress monitoring data are collected, how the data are organized for use, and how the data are used to change interventions, improve implementation, and increase the rate of student progress.	0	1	2
² Progress monitoring data are collected weekly, every two weeks, or monthly with all students in Tier II or Tier III. Progress monitoring data are collected in addition to universal screening data.	0	1	2
¹ The measure or measures used to monitor student progress are aligned with the area or areas of difficulty the student is experiencing.	0	1	2
² A progress monitoring reading goal represents the desired rate of progress on each progress monitoring measure for each student.	0	1	2
² The progress monitoring reading goal extends to the next universal screening assessment or an appropriate alternative time point.	0	1	2
² If student progress, in relation to the desired rate of progress, is not adequate there is a systematic process for adjusting the student’s intervention to increase the rate of progress.	0	1	2
¹ All teachers, staff, and others (e.g., parent volunteers) who collect progress monitoring data have been trained and have passed a training checkout process (i.e., met established criteria for data collection standards). The training checkout process includes a live session with a student at the beginning of progress monitoring data collection.	0	1	2
¹ A systematic process is used to collect progress monitoring data. If teachers collect data on their students, there is a process in place to make sure the data are collected reliably (i.e., according to standardized procedures).	0	1	2
² A systematic and recurrent process is used to document the reliable collection of progress monitoring data.	0	1	2
¹ Progress monitoring data are organized for use and distributed to all necessary staff members in a timely manner.	0	1	2

Student Reading Data: Diagnostic Assessment Data

EVALUATION CRITERIA	SCORE		
² A systematic process is used to determine which students receiving Tier II or Tier III instruction would benefit diagnostic reading data ¹ .	0	1	2
² The School MTSS–R Plan specifies how and for whom diagnostic reading data are collected, how the data are organized for use, and how the data are used to help plan instruction.	0	1	2
² Diagnostic reading data are collected to help determine which specific skills aligned with the essential components of reading instruction a student is struggling with.	0	1	2
² Diagnostic data are used to help plan instruction—core and intervention instruction—for individual students.	0	1	2

¹ Diagnostic assessments vary more than the other student reading assessments. At one end of the continuum, some diagnostic assessments are lengthy standardized tests that attempt to measure precisely what skills a student has mastered and which skills the student has not mastered. At the other end of the continuum, some diagnostic measures are much briefer, and more informally administered. The common feature in both standardized and more informal diagnostic assessments is the attempt to precisely measure what skills a student has or does not have in one or more areas. For example, both standardized and informal diagnostic assessments might attempt to determine which of the 44 phonemes in English a student can detect or produce. Both standardized and informal diagnostic assessments might try to determine which of the 44 letter-sounds a student is able to pair or produce with the corresponding written letter. In contrast, universal screening assessments and progress monitoring assessments do not typically try to determine what precise skills a student has or does not have. Rather, screening and progress monitoring assessments sample broadly from a number of different skills, or assess very quickly, and then summarize what the general skill level of the students is, compared to other similar students.

Student Reading Data: Lesson Mastery Data

EVALUATION CRITERIA	SCORE		
² For some specific students, or for all students, teachers administer Tier I tests (curriculum or lesson mastery tests) to help determine what students know and are able to do in relation to Tier I curriculum expectations. This information is used in particular to help plan and deliver differentiated, small-group instruction during Tier I instruction.	0	1	2
¹ For most or all students receiving Tier II or Tier III instruction, teachers administer curriculum or lesson mastery assessments during instruction to help determine how well students are learning and retaining specific content taught during reading instruction.	0	1	2
¹ The School MTSS–R Plan provides guidance on how curriculum or lesson mastery data should be collected and how the data can be organized and used to help plan instruction.	0	1	2

² Although these types of informal assessments are not strictly standardized, and do not necessary meet high standards of psychometric rigor, teachers within and across grades work to administer these assessments in a similar manner across time, teachers, and students.	0 1 2
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ELEMENT II: DATA USE (PART II)

In MTSS–R, data are used to make decisions that affect MTSS–R implementation and student outcomes. Two types of data are used: student data (Part I) and MTSS–R implementation data (Part II). Below are three sections that focus on implementation data. The first section addresses general considerations; each of the remaining two sections addresses one of the two types of implementation data that are collected in MTSS–R.

Implementation Data: General Considerations

EVALUATION CRITERIA	SCORE		
The school has a comprehensive plan of collecting, organizing, and using MTSS–R implementation data. The School MTSS–R Plan documents what the MTSS–R implementation measures are, what the purpose is of each measure, and how the data are used to improve MTSS–R implementation and student outcomes.	0	1	2
The main purpose of MTSS–R implementation data is to improve MTSS–R implementation and student reading outcomes.	0	1	2
Sufficient resources are allocated to the collection, organization, and use of MTSS–R implementation data.	0	1	2
Implementation data on Element I, Reading Instruction and Intervention, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.	0	1	2
Implementation data on Element III, PD and Coaching, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.	0	1	2
Implementation data on Element IV, MTSS–R School Leadership, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.	0	1	2
Implementation data on Element V, Mutual Support Between Families and the School, are used to improve MTSS–R implementation. The School MTSS–R Plan documents the process for this.	0	1	2

Implementation Data: Reading Instruction and Intervention

EVALUATION CRITERIA	SCORE		
Implementation data on Tier I, Tier II, and Tier III reading instruction are collected systematically.	0	1	2

Implementation data on Tier I, Tier II, and Tier III reading instruction are organized for use and distributed to all necessary staff members in a timely manner.	0	1	2
Implementation data on Tier I, Tier II, and Tier III instruction are used to improve reading instruction. The process of using data to improve reading instruction occurs in organized meetings attended by all relevant staff.	0	1	2
Direct observations of reading instruction are conducted systematically in all Tier I, II, and III settings.	0	1	2
Direct observations of reading instruction in Tier I, II, and III settings focus on at least three key instructional variables: <ul style="list-style-type: none"> • Structural aspects of instruction. • Essential components of critical reading skills. • High-quality instructional practices central to explicit and systematic instruction. 	0	1	2
The primary approach used to analyze direct observation data of reading instruction in Tier I, II, and III settings is to assess the difference between what is expected during reading instruction and what is observed during reading instruction.	0	1	2
Surveys of reading instruction are conducted in all Tier I, II, and III settings. Survey methods, or other similar methods, are used with one or more stakeholder groups to assess their perceptions of key features of reading instruction (see descriptors in next item).	0	1	2
At least three features of reading instruction are emphasized in the stakeholder surveys: <ul style="list-style-type: none"> • Structural aspects of instruction. • Essential components of critical reading skills. • High-quality instructional practices central to explicit and systematic instruction. 	0	1	2
The primary approach used to analyze survey data is to assess the difference between what is expected for reading instruction and what is observed during instruction according to the implementation data.	0	1	2

Implementation Data: PD and Coaching

EVALUATION CRITERIA	SCORE		
<i>Data are collected systematically</i> on the quantity and quality of PD and coaching services related to MTSS–R implementation.	0	1	2

Data on PD and coaching services related to MTSS–R implementation are <i>organized for use and distributed to all necessary staff members</i> in a timely manner.	0	1	2
Data on PD and coaching services related to MTSS–R implementation are <i>used to improve PD and coaching</i> . This process of data use occurs in organized meetings attended by all relevant staff.	0	1	2
<i>All recipients</i> of PD and coaching services and supports—teachers, interventionists, building leaders, specialists, paraprofessionals, reading coaches etc.—rate the <i>importance and quality of the service they receive</i> .	0	1	2
<i>All providers</i> of PD and coaching services and supports—coaches, specialists, other building leaders, outside professionals—rate the <i>importance and quality of the service they provide</i> .	0	1	2
Building coaches, or other leadership staff with a coaching role, keep a log of the PD and coaching services and supports they and others provide related to MTSS–R implementation.	0	1	2

ELEMENT III: PROFESSIONAL DEVELOPMENT

Professional development (PD) and coaching are the primary ways quality and continuous improvement of implementation is achieved for MTSS-R. Two important principles guide high-quality PD and coaching: (1) all staff involved in any element of MTSS-R implementation should be trained before they begin; (2) all staff involved in MTSS-R implementation should receive ongoing coaching as needed. A school's system for collaborative learning teams (e.g., PLCs) should be a prominent mechanism for helping organize and deliver coaching.

EVALUATION CRITERIA	SCORE
A district/school professional development plan includes ongoing job-embedded activities including planning, coaching, practiced-based learning, and evaluation of staff development throughout the school year for ALL staff (administrators, teachers, specialists, and paraprofessionals) and focuses on practices and programs that have been shown to be effective through documented research.	0 1 2

Workshops

EVALUATION CRITERIA	SCORE
Professional Development workshops ensure that all administrators, teachers, and instructional staff have a thorough understanding, and working knowledge, of grade-level instructional and reading priorities and effective practices.	0 1 2
Professional development is provided to administrators, teachers and instructional staff on assessments including the research, administration, analysis, and data-based decision-making processes.	0 1 2
Professional development is provided to administrators, teachers and instructional staff on implementation of the Tier I, Tier II, and Tier III reading programs, general features of effective instruction, active student engagement strategies, and behavior and classroom management techniques. <ul style="list-style-type: none"> • Teachers and other personnel who provide instruction and intervention to students are fully trained on all facets of the programs and delivery features <i>before</i> they provide any core instruction and intervention instruction to students. 	0 1 2
Professional development is to ensure the implementation of the MTSS–R approach meets the quality necessary for high-quality implementation.	0 1 2

Coaching

EVALUATION CRITERIA	SCORE		
Fidelity of implementation data is used to guide coaching for implementation support and includes high-priority instructional areas, components of explicit instruction, evidence-based reading practices, and intensity of instruction.	0	1	2

Collaborative Learning Teams (e.g., Professional Learning Communities or Teacher Study Groups)

EVALUATION CRITERIA	SCORE		
<p>Time is systematically allocated monthly for all staff members to analyze student-performance and instructional implementation data, and to reflect, evaluate, learn, modify, practice and plan instructional strategies and program delivery during grade-level, or cross grade-level data team and/or Professional Learning Communities (PLC).</p> <ul style="list-style-type: none"> • Debriefs and reviews instructional implementation application from previous month. • Defines meeting goals based on instructional implementation data. • Explores new practices (on-going PD). • Experiments with newly-learned strategies (practiced during PLC meeting). • Reflects and plans actions (instructional application for implementation with students). • Plans for coaching support or needed additional professional development. 	0	1	2

ELEMENT IV: INFRASTRUCTURE

The MTSS infrastructure element focuses essentially on establishing the MTSS system (e.g., putting in place the necessary elements in the system), and making sure the continuous improvement of the system occurs. Two factors are prioritized in establishing and continuously improving MTSS systems: Student data and MTSS Implementation data.

EVALUATION CRITERIA	SCORE
<p>A school Implementation Team (e.g., MTSS-R Team) is created to work with the administrator to coordinate schoolwide reading implementation and Multi-Tiered Systems of Support for Reading (MTSS-R).</p> <ul style="list-style-type: none"> • Uses the <i>Evaluation and Implementation Cycle for Improving Literacy</i> steps to guide the development and continuous improvement of an effective schoolwide reading model. • Create and monitor schoolwide action plans. • Develop and monitor a schoolwide literacy plan. • Establish student performance data management routines (scheduling and logistics), coordinate data collection, and analyze schoolwide and grade-level data. • Collect and analyze fidelity of implementation data. • Provides support, including professional development and classroom-based coaching for all staff implementing MTSS-R and resources, learning and engagement opportunities for families.. • Evaluate, select, deliver and maintain curriculum programs and materials. 	<p>0 1 2</p>

EVALUATION CRITERIA	SCORE
<p>College and Career Readiness <i>Standards</i> for reading are commonly understood and consistently used as instructional guides by all teachers of reading (e.g., Common Core Standards, State Standards, EL Standards, Dyslexia Legislation and Policy).</p>	<p>0 1 2</p>

EVALUATION CRITERIA	SCORE
<p>Student Outcome Goals are clearly communicated, understood, and articulated by all staff and families, across all grade levels (e.g., smart goals), consistently used within and between grades to evaluate and monitor student learning and improve implementation practices (i.e., using data during meetings to discuss progress and refine implementation toward reaching goals), and used to determine the objectives and outcomes of family engagement opportunities (e.g., trainings, activities, resources).</p>	<p>0 1 2</p>
<p>Implementation Goals are anchored to rigorous research, explicit instruction, dedicated to the essential elements in reading (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension), and quantifiable at each grade level.</p>	<p>0 1 2</p>

ELEMENT V: DISTRIBUTED SCHOOL LEADERSHIP

MTSS-R implementation is complex and requires school leadership to meet high-quality implementation targets. Because of the scope and complexity, it is best if several professionals in the school assume key leadership roles. The best way to organize this is to consider the key leadership functions necessary for MTSS.

EVALUATION CRITERIA	SCORE
Administrators and members of a school implementation team (e.g., MTSS-R Team) are knowledgeable of reading standards, priority reading skills and strategies, assessment measures and data-based decision-making practices, and instructional programs and materials. <ul style="list-style-type: none"> • Participate actively in all professional development activities. • Shadows the literacy coach and/or other literacy experts to build their knowledge base in reading. 	0 1 2
Administrators monitor implementation of all reading systems and provides guidance and coordination within and across systems.	0 1 2
Administrators coordinate with staff and school teams to develop effective schoolwide reading systems to attain school reading goals. <ul style="list-style-type: none"> • Implementation Team (coordinate schoolwide reading implementation – see this section for more details) • Student Data Teams (grade-level or cross grade-level teams to make instructional and intervention decisions – see Assessments section for more details) • Data-based Intervention Teams (response to intervention for SLD determination – see Assessments section for more details) • Professional Learning Community Teams (instruction modifications and improvements – see Professional Development section for more details) • Stakeholder Teams (a diverse range of families and community members are regularly consulted to identify issues, provide feedback on learning needs, literacy planning and implementation, and outreach strategies) 	0 1 2

EVALUATION CRITERIA	SCORE
<p>A school Implementation Team (e.g., MTSS-R Team) is created to work with the administrator to coordinate schoolwide reading implementation and Multi-Tiered Systems of Support for Reading (MTSS-R).</p> <ul style="list-style-type: none"> • Uses the <i>Evaluation and Implementation Cycle for Improving Literacy</i> steps to guide the development and continuous improvement of an effective schoolwide reading model. • Create and monitor schoolwide action plans. • Develop and monitor a schoolwide literacy plan. • Establish student performance data management routines (scheduling and logistics), coordinate data collection, and analyze schoolwide and grade-level data. • Collect and analyze fidelity of implementation data. • Provides support, including professional development and classroom-based coaching for all staff implementing MTSS-R and resources, learning and engagement opportunities for families. • Evaluate, select, deliver and maintain curriculum programs and materials. 	<p>0 1 2</p>
<p>Administrators work with a school implementation team (e.g., MTSS-R Team) to create a coherent master plan for reading instruction.</p> <ul style="list-style-type: none"> • A master schedule is created that protects a minimum of 90+-minute uninterrupted reading instruction blocks for Tier I instruction and additional 30+-minutes of small group instruction for Tier II and Tier III instruction. • Assign staff appropriately to maximize reading instruction for the full range of students each day. 	<p>0 1 2</p>

<p>Administrators maintain high-quality hiring practices, organize resources and personnel to support high-quality reading instruction, and maximize and protect reading instruction time.</p> <ul style="list-style-type: none"> • Creates and maintains a system for hiring high-quality staff members who are skilled reading instructors. • Ensures that strong, experienced, and well-qualified staff members are teaching the lowest-performing students. • Ensures that all teachers have the necessary training and materials to fully implement all components of reading instruction. • Minimizes interruptions during literacy instruction to maximize reading time over the course of the year (e.g., schedules drills, assemblies, visitors, etc. outside of the literacy blocks). 	<p>0 1 2</p>
<p>Administrators maintain a constant presence in all reading instruction settings.</p> <ul style="list-style-type: none"> • Monitors implementation through frequent implementation data collection. • Debrief with staff members based upon student data, and previous and current implementation data. 	<p>0 1 2</p>

ELEMENT VI: PARENTS AND FAMILIES

Children can learn academic and behavior objectives both in and out of school. Schools have the major responsibility for managing learning that occurs during school. Parents and families have the major responsibility for managing learning that occurs outside of school. The key to partnering successfully with parents and families in their child’s learning is establishing an effective co-communication.

Instruction and Intervention

EVALUATION CRITERIA	SCORE		
Families receive accessible information in various formats about the tiered instruction and intervention system, resources on how to support their children’s reading development, and regular opportunities to discuss and address issues together.	0	1	2

Data

EVALUATION CRITERIA	SCORE		
All families understand the multi-level assessment plan and what their role is in the system.	0	1	2
Families receive accessible information and resources in various formats about the assessment plan, measures, and schedule; timely notification of assessment results; and regular opportunities to discuss and address issues together.	0	1	2
Student performance data are analyzed and summarized in meaningful formats for various stakeholders and routinely used by teams to evaluate and adjust schoolwide systems, student instruction, and discuss student successes and challenges with families.	0	1	2

Infrastructure

EVALUATION CRITERIA	SCORE		
Student Outcome Goals are clearly communicated, understood, and articulated by all staff and families, across all grade levels (e.g., smart goals), consistently used within and between grades to evaluate and monitor student learning and improve implementation practices (i.e., using data during meetings to discuss progress and refine implementation toward reaching goals), and used to determine the objectives and outcomes of family engagement opportunities (e.g., trainings, activities, resources).	0	1	2

Distributed School Leadership

EVALUATION CRITERIA	SCORE		
Stakeholder Teams (a diverse range of families and community members are regularly consulted to identify issues, provide feedback on learning needs, literacy planning and implementation, and outreach strategies)	0	1	2
There is a two-way communication plan in place that acknowledges the critical role families play and uses multiple communication methods and various strategies to assess needs and seek and share information on student reading performance with school staff, families, district and state administrators, and other stakeholders.	0	1	2
Family engagement practices are built on mutual trust and are integrated, collaborative, interactive, asset-based, and culturally responsive and respectful.	0	1	2

SUMMARY

Score: The individual scores for each element can be used to evaluate areas of strengths and areas needing improvement. The total score can be used to evaluate the overall quality of the school's MTSS-R.

Percent: The percent score for each element allows you to determine the percentage of items the school is implementing within that element. The percentages can be used to evaluate the respective quality of implementation.

Element	Score	Percent
1. Instruction and Intervention	/	%
2. Data Use	/	%
3. Professional Development	/	%
4. Infrastructure	/	%
5. Distributed Leadership (MTSS-R Teams)	/	%
6. Parents and Families	/	%
Total Score	/	%

Levels of Prioritization. Levels of prioritization help schools implement MTSS–R in a systematic way, and to prioritize a sequence for implementation focus. Implementation should be conceptualized and scheduled so that all items (Levels 1–3) are planned for implementation and a schedule for implementation is developed. Different levels do not imply differences in importance. Also, it is not necessary to be highly proficient on Level 1 items (e.g., a consistent score of 2) before Level 2 and 3 items are addressed. In general, all items (Levels 1–3) should be targets of implementation in the first or second year of implementation.

¹ = Level 1 priority items. These areas of MTSS–R serve as the foundation for MTSS–R. Their establishment and consistent implementation helps enable a focus on Level 2 and 3 priorities.

² = Level 2 priority items.

³ = Level 3 priority items.

Checklist 2: Dyslexia Identification Process Checklist

The Dyslexia Identification Process Checklist is used in conjunction with the MTSS-R Implementation Checklist (Checklist 1 of the Protocol) to support school teams to complete the screening and identification process and make recommendations to school staff about how to provide assistance to students and their families.

The Dyslexia Identification Process Checklist includes the following steps: (a) screening assessment; (b) review of data and tier placement; (c) supplementary support provision focused on foundational reading skills and implementation monitoring; (d) evaluation of progress data using a problem-solving framework to differentiate support; (e) evaluation of student response to supplementary support; (f) diagnostic assessment to identify skill deficits of students who have not responded to supplementary support; (g) intensive intervention selection, provision, and implementation monitoring; (h) evaluation of progress data using a problem-solving framework to individualize and intensify intervention; (i) referral to multidisciplinary team for additional diagnostic assessment (i.e., developmental history; standardized, norm-referenced assessment, student observations in multiple settings); and (f) team eligibility decision making consistent with ECEA and IDEA.

The first five steps of the protocol are required for all students who perform below grade level on screening assessment; the remaining steps in the protocol may or may not be taken, depending on student response data consistent with a response to intervention framework.

Step	Completed	Evidence of Completion
<i>All Students</i>		
1. Conduct Phase I screening assessments.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Review data and assign students to tiers of support.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Send communication home to parents of students who are determined to be at risk, who will receive supplemental support.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Provide high-quality, comprehensive core instruction in all five “big ideas” to students on a daily basis.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Monitor fidelity of implementation of core and collect student data to support differentiation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Some Students</i>		
6. Provide supplemental instruction focused on foundational reading skills (i.e., phonemic awareness, phonics, and fluency).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Monitor implementation of supplemental instruction for fidelity and quality.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
8. Collect student progress (biweekly CBM and daily mastery) data during supplemental instruction implementation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
9. Evaluate progress and implementation data using a problem-solving framework to individualize and improve the implementation of supplemental instruction (at least monthly).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
10. Evaluate student response to supplemental instruction (at least twice annually).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
11. Administer Phase II screening assessment to assess markers of dyslexia and gather diagnostic information for students that did	<input type="checkbox"/> Yes <input type="checkbox"/> No	

not pass the Phase I screening assessment.		
12. Collect family history information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Collect teacher perceptions of student reading, academic, and behavioral skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Fewer Students</i>		
14. For students who do not pass the Phase II screening assessment, select an appropriate intensive intervention that addresses student reading needs based on diagnostic data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
15. Send communication home to parents of students who demonstrate markers of dyslexia	<input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Provide intensive intervention.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17. Monitor implementation of intensive intervention for fidelity and quality.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Collect student progress (weekly CBM and daily mastery) data during intervention implementation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19. Evaluate progress and implementation data using a problem-solving framework to individualize and improve the implementation of intensive intervention (at least biweekly).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20. Evaluate student response to intensive intervention (at least twice annually).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Fewer Students</i>		
21. Refer students who have not responded to intensive intervention to multidisciplinary team for data review. a. Provide a summary of all data collected to-date from	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>CBMs and diagnostic assessments.</p>		
<p>22. If warranted, administer additional diagnostic assessment (i.e., standardized, norm-referenced assessment beyond CBM) to establish presence of an academic skill deficit.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>23. Team review of data records and pursuit of special education eligibility consistent with ECEA, as appropriate.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

Sample Notification of Phase I Screening Results

Date:

Dear Parent/Guardian of _____:

Our team at [school name] is participating in a state-supported pilot project focused on supporting the needs of all students with or at risk for dyslexia. Two primary goals of the project are to (1) identify all students who are at risk for dyslexia and (2) provide these students with appropriate, high-quality reading supports to prevent ongoing reading difficulties.

To assist with these goals, all kindergarten through 3rd grade students at our school will participate in dyslexia screening assessments at key time points across the school year intended to help the district identify students who may be at risk for dyslexia. These screenings are designed to give valuable information to help school staff identify children who are demonstrating reading difficulties and who may need extra reading supports

The most recent screening results for your child are presented in the table below. Expected scores for a student achieving at grade level in a typical academic year are presented along with your child’s score. It should be noted that because of learning disruptions that have occurred due to the COVID pandemic, these screening results should be interpreted with caution. Many students may have scores that are below grade level expectations due to these learning disruptions. These students are expected to quickly improve their reading skills with the provision of effective instruction and/or intervention in the early part of the school year.

Area of Assessment	Name of Measure	What Does It Measure?	Fall Benchmark Goal (Grade level expectation)	Student Score
Phonological Awareness	Acadience First Sound Fluency	A child’s awareness that spoken words are made of individual sounds. This is a necessary preskill for reading.		
Phonological Awareness	Acadience Phoneme Segmentation Fluency	A child’s awareness that spoken words are made of individual sounds. This is a necessary preskill for reading.		
Risk Indicator/Rapid Automatized Naming	Acadience Letter Naming Fluency	How quickly and efficiently a child can pull knowledge of letter names		

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Area of Assessment	Name of Measure	What Does It Measure?	Fall Benchmark Goal (Grade level expectation)	Student Score
		from long term memory. It is a strong predictor of future reading success.		
Alphabetic Principle/Basic Phonics	Acadience Nonsense Word Fluency	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words. Focus on simple, 2- to 3-letter words (VC and CVC words)		
Alphabetic Principle/Advanced Phonics	DIBELS 8 Nonsense Word Fluency	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words. Focus on simple and more complex words (including long vowel sounds, vowel teams, and multisyllabic words)		
Word Reading	DIBELS 8 Word Reading Fluency	A child’s knowledge of common “sight” words with regular (e.g., in, we) and irregular (e.g., the, was) pronunciations		
Accurate and Fluent Reading of Text	Acadience Oral Reading Fluency	A child’s ability to apply phonics skills and sight word knowledge to reading connected		

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Area of Assessment	Name of Measure	What Does It Measure?	Fall Benchmark Goal (Grade level expectation)	Student Score
		text accurately and at an adequate pace.		

To help your child reach grade level reading benchmarks, the following reading supports will be provided in addition to typical reading instruction focused on grade-level reading standards:

Name/Description of Reading Supports: **(Choose/adapt the appropriate blurb below as needed)**

--

Tier 1 Core Instruction. Your child will receive Enhanced Core Reading Instruction (ECRI) daily during core instruction. ECRI is an evidence-based program that uses predictable, explicit, and effective instructional routines to teach students foundational early reading skills (e.g., phonological awareness, phonics, and reading fluency). Within ECRI lessons, students receive clear teacher explanations and models, multiple opportunities to practice skills, and immediate corrective feedback. Rigorous research studies have demonstrated that ECRI improves the reading achievement of students at risk for reading difficulties.

Tier 1 Differentiated Small Group Instruction. In addition to Tier 1 whole group instruction, your child will receive differentiated instruction in a small group during Tier 1 core instruction using the Enhanced Core Reading Instruction (ECRI) program. This instruction will provide your child with additional practice with 2-3 areas of reading difficulty, and may include instruction in phonological awareness, word phonics, and/or reading fluency skills.

Minutes Per Day: _____ /Days Per Week: _____

Delivered by: _____

A school team will monitor the progress of your child every _____ weeks to help make decisions regarding needed adjustments to the reading support. You will be updated on the progress of your child and any plans for changes to the instructional support.

Tier 2 Supplemental Intervention. In addition to Tier 1 whole group instruction, your child will receive 30 minutes of daily, Tier 2 ECRI intervention in a small group of ___ students. Tier 2 ECRI is aligned to students' core instruction, so that students receiving Tier 2 ECRI receive a pre-teach of the content they will learn in core instruction. Within Tier 2 ECRI lessons, students receive clear teacher explanations and models, multiple opportunities to practice skills, and immediate corrective feedback. Rigorous research studies have demonstrated that Tier 2 ECRI in combination with Tier 1 ECRI instruction improves the reading achievement of students at risk for reading difficulties above and beyond Tier 1 ECRI alone.

Minutes Per Day: _____ /Days Per Week: _____

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Delivered by: _____

A school team will monitor the progress of your child every ____ weeks to help make decisions regarding needed adjustments to the reading support. You will be updated on the progress of your child and any plans for changes to the instructional support provided.

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Early screening and high-quality intervention are key to preventing reading difficulties from developing. We will regularly inform you of your child's progress and follow up with you in approximately 60 calendar days if any additional data or instructional adjustments are necessary to support your child's reading needs. You can also support your child's reading development at home by engaging in reading activities with your child. You can learn more about how to support your child at home through the resources provided below.

If you have any questions about your child's screening results, the plan for reading support, or your child's reading needs and progress, please contact your child's classroom teacher or **[school representative]**.

[Contact Name of School Representative, phone number, email address]

Sincerely,

Resources for Parents to Support Reading at Home:

[National Center on Improving Literacy \(NCIL\): https://improvingliteracy.org/family](https://improvingliteracy.org/family)

[Reading Rockets- Launching Young Readers: https://www.readingrockets.org/audience/parents](https://www.readingrockets.org/audience/parents)

[Florida Center for Reading Research \(FCRR\): https://fcrr.org/families](https://fcrr.org/families)

Sample Request for Additional Data Letter
(to support Phase II screening/instructional diagnostic assessment)

Date:

Dear Parent/Guardian of _____.

We are writing to provide an update on your child’s progress in learning to read and next steps for supporting their reading needs. As part of our school’s participation in a state-sponsored dyslexia pilot program and based on your child’s fall dyslexia screening scores, they have been receiving extra reading help at school since **[date]**.

Your child’s progress in **[skill areas]** has been monitored every ___ weeks since beginning the supplemental reading support. The progress monitoring results are included in the graphs below. *[Remove this section if you’re not using a formal progress monitoring system]*

[Insert progress monitoring graphs from data system]

[Summarize results, highlighting growth that has been made. Highlight child’s current scores and the goal for each measure]

Per Colorado’s READ Act requirements and based on your child’s progress monitoring results, the school team would like to collect additional data to learn how to better support your child’s reading needs and the development of an instruction plan. The team will collect a variety of information from your child, your child’s teacher, and yourself to determine whether your child demonstrates markers of dyslexia, and to create an individualized instructional plan that meets your child’s reading needs. We will collect the following information:

- Early literacy screening assessments targeting phonological awareness, alphabetic principle, word reading, accurate and fluent reading of text
- Spelling assessment
- Instructional diagnostic phonics assessment
- Family History Questionnaire
- Teacher Input Questionnaire
- Intervention Implementation data

As part of this process, we would like to request that you complete the attached Family History Questionnaire and return it to your child’s teacher at your earliest convenience. Your answers to this questionnaire will help us learn more about your child’s risk for dyslexia.

Once we have obtained the information above, we will summarize and share this information with you. We will also communicate with you about an updated instructional plan for supporting your child’s individual reading needs.

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As always, if you have any questions about your child's screening or progress monitoring results or your child's reading needs, please contact your child's classroom teacher or **[school representative]**.

[Contact Name of School Representative, phone number, email address]

Sincerely,

Sample Notification of Phase II Screening Results

Date:

Dear Parent/Guardian of _____.

We are writing to provide an update on your child’s assessments for markers of dyslexia. These assessment results are intended to help school staff identify children who are at risk for dyslexia. *These assessments are NOT designed to diagnose dyslexia.* Students who demonstrate markers of dyslexia are considered to be at risk for dyslexia and will be provided with intensified reading intervention that meets their specific reading needs as part of our school’s participation in a state-sponsored dyslexia pilot program.

A summary of your child’s assessment results is presented in the table below.

Area of Assessment	Name of Measure	What Does It Measure?	Fall Benchmark Goal (Grade level expectation)	Previous Student Score (Fall screening)	Current Student Score	Risk Status
Phonological Awareness	Acadience First Sound Fluency	A child’s awareness that spoken words are made of individual sounds. This is a necessary preskill for reading.				
Phonological Awareness	Acadience Phoneme Segmentation Fluency	A child’s awareness that spoken words are made of individual sounds. This is a necessary preskill for reading.				
Risk Indicator/Rapid Automatized Naming	Acadience Letter Naming Fluency	How quickly and efficiently a child can pull knowledge of letter names from long term memory. It is a strong predictor of future reading success.				
Alphabetic Principle/Basic Phonics	Acadience Nonsense Word Fluency	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words. (Simple, 2- to				

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Area of Assessment	Name of Measure	What Does It Measure?	Fall Benchmark Goal (Grade level expectation)	Previous Student Score (Fall screening)	Current Student Score	Risk Status
		3- letter words (VC and CVC words))				
Alphabetic Principle/Advanced Phonics	DIBELS 8 Nonsense Word Fluency	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words. (Simple and more complex words (including long vowel sounds, vowel teams, and multisyllabic words))				
Word Reading	DIBELS 8 Word Reading Fluency	A child’s knowledge of common “sight” words with regular (e.g., in, we) and irregular (e.g., the, was) pronunciations				
Spelling	Words Their Way	A child’s ability to use letter sounds to spell words	n/a	n/a		
Phonics	Instructional diagnostic phonics screener	A child’s knowledge of the sound that each letter makes and his/her ability to use letter sounds to sound out and read words.	n/a	n/a		

A summary of information from the Family History Questionnaire, Teacher Input Questionnaire, and Intervention Implementation data are presented below:

[Include brief narrative summary of information]

Based on your child’s assessments, your child demonstrates markers of dyslexia and is at risk for dyslexia. Students who demonstrate markers of dyslexia *may or may not have dyslexia* but will benefit from more intensive intervention supports to prevent ongoing reading difficulties.

Dyslexia can be defined as a specific learning disability which primarily affects a child’s word reading development, including accurate and/or fluent word recognition, spelling, and decoding

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abilities. Dyslexia is a common reading problem and each person with dyslexia has slightly different signs and symptoms that are experienced with varying levels of severity. Research has shown that early screening and access to evidence-based reading intervention can provide children at risk for dyslexia with the supports they need to reach and stay at grade level and can prevent more substantial reading difficulties.

Based on your child's assessment results, our team has determined that your child would benefit from targeted, intensified intervention in **[areas of need]**.

To help your child reach grade level reading benchmarks, in addition to core instruction your child will receive the following reading supports:

[Brief description of intervention—what skills will be targeted, how skills will be taught. May use example text below or add alternate text. Use the ECRI Instructional Adjustments Planning Worksheet to support planning and tracking of instructional adjustments]

Supplemental Intervention. Your child will receive 30 minutes of daily, Tier 2 ECRI intervention in a small group of ___ students. Tier 2 ECRI is aligned to students' core instruction, so that students receiving Tier 2 ECRI receive a pre-teach of the content they will learn in core instruction. Within Tier 2 ECRI lessons, students receive clear teacher explanations and models, multiple opportunities to practice skills, and immediate corrective feedback. Rigorous research studies have demonstrated that Tier 2 ECRI in combination with Tier 1 ECRI instruction improves the reading achievement of students at risk for reading difficulties above and beyond Tier 1 ECRI alone.

Minutes Per Day: _____ /Days Per Week: _____

Delivered by: _____

Based on your child's data, the school team has determined that the intervention supports described in this letter are appropriate to meet your child's demonstrated reading needs.

Next steps: A school team will monitor the progress of your child every _____ weeks to help make decisions regarding needed adjustments to the reading support. If your child does not show adequate progress over time, we may make additional adjustments to your child's instruction. You will be updated on the progress of your child and any plans for changes to the instructional support.

If your child continues to demonstrate inadequate progress over time, the school team may consider requesting your consent to complete a comprehensive special education evaluation for a specific learning disability in reading such as dyslexia. Should a comprehensive special education evaluation be deemed appropriate, the school team will schedule a meeting with you to discuss your child's progress and an evaluation plan.

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As always, if you have questions about your child’s assessment results, the plan for intensified reading support, or your child’s learning needs or progress, please contact the classroom teacher or [school representative]. Additional online resources on dyslexia are listed below.

Sincerely,

Resources that Provide More Information on Dyslexia:

Colorado Department of Education – Dyslexia Page:
<https://www.cde.state.co.us/coloradoliteracy/dyslexia>

Understood: <https://www.understood.org/en>

International Dyslexia Association (IDA): <https://dyslexiaida.org/>

National Center on Improving Literacy (NCIL): <https://improvingliteracy.org/kit/understanding-dyslexia>