



**COLORADO**  
Department of Education

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# Dyslexia Working Group Kickoff Meeting

October 14, 2022

# AGENDA

## 1. CDE Welcome (9:00-9:30)

*Introduce the CDE team, share relevant updates and information*

## 2. Paired Conversations (9:30-10:00)

*To build relationships and understand connections to/hopes for the work*

## 3. DWG 101 (10:00-10:30)

*Insights from veteran members about the work of DWG to date*

## 4. Clarifying the DWG Scope/Role (10:30-11:00)

*Discuss what is in scope/out of scope & establish group operating agreements*

## 5. CDE update on Assessments (11:00-11:30)

## 6. Identify Priority Activities and Timelines for 2022-2023 (11:30-12:00)

*Interactive brainstorming exercise to identify priority actions in the areas listed in the 2022 report + discussion of workgroup structure and timelines*

## LUNCH 12:00-12:45

## 7. Update on Pilot Project (1:00-2:00)

## 8. Priority Activities (continued) + Road Map for Next Meetings (2:00-2:55)

*Small group activity to create more specific, short term plans*

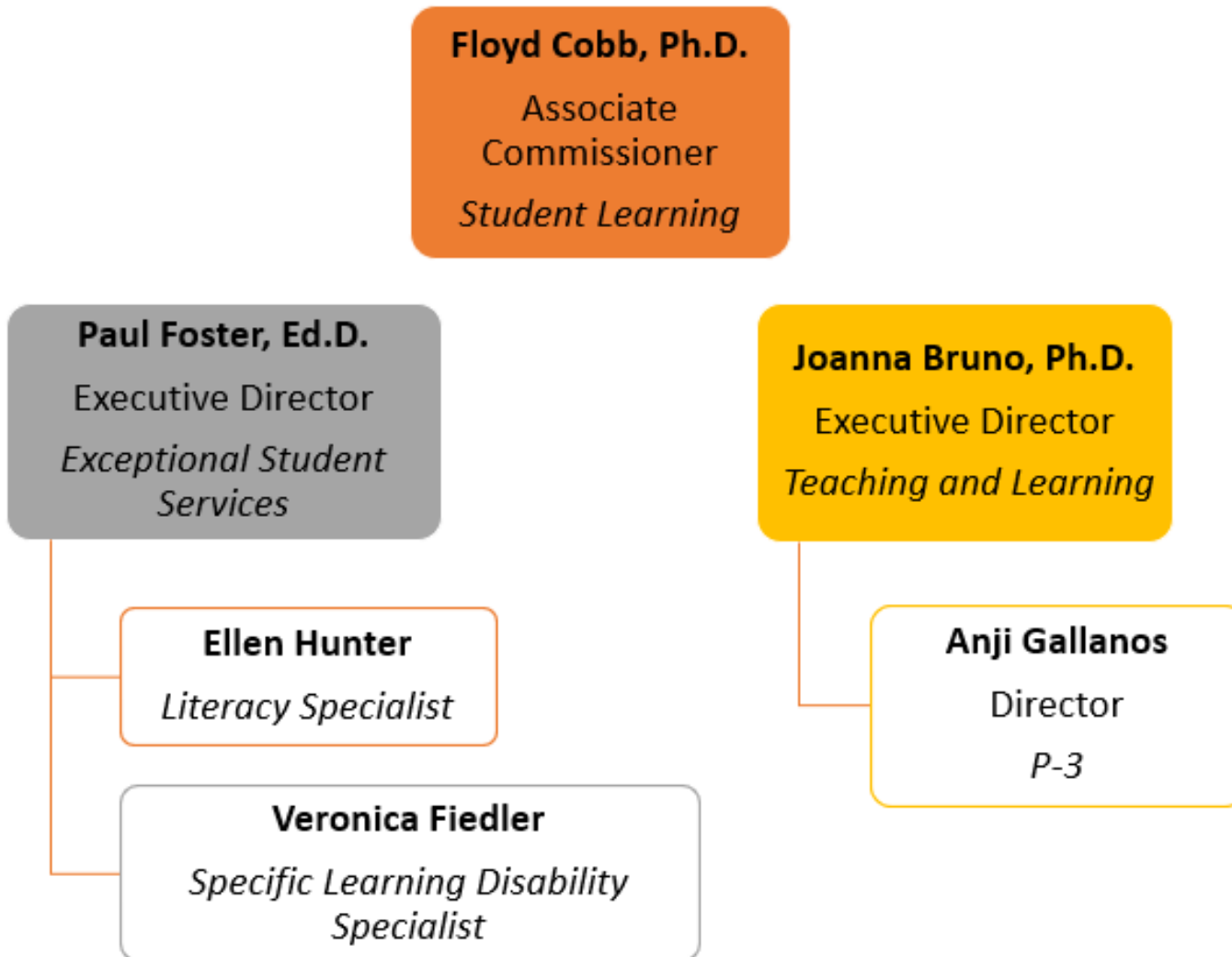
## 9. Closing/Next Steps (2:55-3:00)

# Introductions



- Dyslexia Working Group Facilitators
  - o Rocky Mountain Center for Positive Change/Elevate Consulting
    - Kara Schmitt
    - Betsy Kummer
- Colorado Department of Education
  - o DWG Steering Committee
- Dyslexia Pilot Program
  - o University of Oregon
    - Nancy Nelson, Ph.D.
    - Jessica Turtura, Ph.D.
- Dyslexia Pilot Program Evaluation
  - o Brian Gearin, Ph.D.

# CDE - DWG Steering Committee



# Legislative Charge / Tasks of the Group/Scope

## H.B. 19-1134, Section 22-20.5-103, C.R.S

- Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates;
- Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia related laws;
- 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;
- Identify and recommend a statewide plan for supporting students who are identified as having dyslexia, including specific intervention structures and their components, which must include evidence-based interventions, progress-monitoring systems, and data collection systems.
- Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;
- Identify and recommend educator training for in-state approved programs of preparation for teacher and alternative teacher programs and recommended training for current educators, based on effective practice in other states, as well as recommendation from state and national organizations focusing on literacy. The recommendations concerning educator training may include the content, target audience, time frame for training, and projected cost; and
- Provide recommendations to the Department concerning the design and implementation of the pilot program.



# Expectations

- Need to move forward with work already completed
- Not revisit decisions already made
- Members of the public are welcome to observe, not participate

# Highlights

# Highlights from DWG Years 1, 2, & 3

- Year One
  - DWG analyzed of national and statewide dyslexia data and policies related to students identified as having dyslexia
  - DWG analyzed the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia-related laws
- Year Two
  - The DWG focused on indicators of dyslexia; screening tools and processes; dyslexia awareness training for Colorado educators
- Year Three
  - The DWG focused on teacher training, related to task 5 of the DWG; and the assessment protocol, related to task 3 of the DWG
  - CDE has begun initial steps of implementation based on recommendations by DWG

# Year One Recommendations From DWG

- Five criteria for inclusion on a dyslexia screening tool (difficulty with phonological processing; slow, inaccurate, or labored oral reading; difficulty with spelling; difficulty with rapid naming; and letter naming identification)
  - Develop guidance on the five criteria for dyslexia screening tools by grade level in conjunction with READ Act
  - Amend READ Act to require the five criteria for dyslexia screening tools be a part of all READ Act approved interim assessments
- Provide guidance to schools that the READ Act screening process shall assess for dyslexia risk and that significant reading deficiency is indicative of the characteristics of dyslexia
- Legislatively require that dyslexia screening tools be used by all schools and provide a timeline for implementation
- Use the term comprehensive diagnostic assessment for dyslexia identification instead of comprehensive assessments
- Provide a state-recommended protocol for dyslexia screening that is grade-level specific, identifies characteristics of dyslexia not identified in universal screeners, and will inform a body of evidence should students' progress to a comprehensive dyslexia evaluation



# Year Two Recommendations from DWG

- Share recommendations and resources with other Colorado agencies and embed into CDE initiatives
- DWG's Potential Indicators of Dyslexia by Grade Level be shared to inform teachers in dyslexia screening and/or evaluation processes
- Revise the current CDE READ Act interim assessment review rubric to include dyslexia indicators
  - Use the revised rubric to review current READ Act interim assessments by July 2022
  - Include a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.

# Year Three Recommendations from DWG

- CDE to continue to revise the rubric to review current READ Act interim assessments by October 2022 and share that information with the groups the DWG identified
- CDE create and disseminate a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators
- Dyslexia awareness training for educators be available on the CDE website and Dyslexia Handbook
- CDE post and disseminate the Comprehensive Diagnostic Evaluation for Dyslexia Identification Chart developed by the DWG as a resource for schools
- CDE post and disseminate the Comprehensive Dyslexia Assessment Chart, with the addition of a flowchart and additional resources, be posted to support the understanding of the levels of assessments

# Implementation

- Implementation Updates from Year 1-3 Recommendations
  - CDE shared resources with Colorado agencies and embedded recommendations into a number of initiatives
  - Embedded the resources and recommendations from the DWG on CDE's webpages and in the Dyslexia Handbook
  - CDE engaged with the University of Massachusetts to revise the CDE READ Act interim assessment rubric to include dyslexia indicators and conduct a review of currently approved assessments and those submitted to the department through a request for information process
  - CDE has presented recommendations for updating the CDE READ Act interim assessment list to the State Board of Education for approval

# READ Act Assessments

# READ Act Assessment Criteria

- C.R.S 22-7-1209 (2)(a)(I)
  - The department shall update the list of approved reading assessments on or before July 1, 2019, and every four years thereafter as necessary.
    - Evidence-based or scientifically based and is aligned with the preschool through elementary and secondary education standards for reading;
    - Valid and reliable and proven to effectively and accurately measure students' reading skills in the areas of phonemic awareness; phonics; vocabulary development; reading fluency, including oral skills; and reading comprehension;
    - Proven to accurately identify students' specific reading skill deficiencies;
    - At least one of the recommended reading assessments for kindergarten and first, second, and third grades is normed for the performance of students who speak Spanish as their native language, which assessment is available in both English and Spanish; and
    - The list of recommended reading assessments and reading diagnostics includes at least one assessment and one diagnostic that a student can complete using pencil and paper rather than using a computer.

# Assessment Protocol & Tools



- **Assessment Criteria**
  - READ Act Assessments must screen for the recognized challenges of dyslexia, including phonological processing, phonemic awareness, and decoding and encoding skills.

# Changes to the READ Act Rules

## Section 9.00



In choosing approved interim reading assessments, the following criteria are considered: (1) the assessment must be rated highly by the Department's external evaluator; (2) it must meet all statutory criteria; (3) *whether indicators that screen for the characteristics of dyslexia are imbedded into the assessment*; (4) *whether there is a Spanish version of the assessment that is normed for the performance of students who speak Spanish as their native language*; and (5) whether there is a paper and pencil version.

# Changes to the READ Act Rules

## Section 9.00

- Changes in Section 9.00: Approved interim reading assessments
- Section 9.01
  - 9.01(A) Acadience Reading (previously published under DIBELS Next) published by Acadience;
  - 9.01(B) aimswebPlus (English and Spanish) published by Pearson;
  - 9.01(C) FAST earlyReading English (K-1) and FAST CBMreading English (1 -3);
  - 9.01(D) Incidaores Dinamicos del Exito en la Lectura (IDEL) published by the University of Oregon;
  - 9.01(E) Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation;
  - 9.01(F) i-Ready published by Curriculum Associates;
  - 9.01(G) Phonological Awareness Literacy Screening (PALS) and Phonological Awareness Literacy Screening Espanol published by the University of Virginia; and
  - 9.01(H) Star Early Learning publishes by Renaissance Learning, Inc.





# Interim Assessment Review



- The Center for Educational Assessment at the University of Massachusetts Amherst completed a review of assessments submitted for approval to the Colorado Department of Education (CDE):
  - 16 interim assessments were submitted for review
  - 10 assessments were rated as Highly-Rated Assessments: Met or Exceeded the Standards Across all Three Areas of Review
  - 5 assessments were rated as Acceptable Assessments: Partially Meets the Standards for at Least One Part of the Rubric
  - 1 assessment was rated Assessments That Do Not Meet the Priority Standard

# Interim Assessment Review

| Publisher                                      | Assessment Name & Publication Year                                                       | External Evaluation<br>H=Highly Rated | Met all Statutory Criteria | Dyslexia | Spanish available | Paper Pencil Version |
|------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------|----------------------------|----------|-------------------|----------------------|
| NWEA                                           | MAP Growth 2020                                                                          | H                                     |                            |          |                   |                      |
| Edmentum, Inc.                                 | Exact Path, 2022                                                                         | H                                     |                            |          |                   |                      |
| Illuminate Education, Inc.                     | FastBridge Reading, 2015                                                                 | H                                     |                            |          |                   |                      |
| NWEA                                           | MAP Reading Fluency, 2018                                                                | H                                     |                            |          |                   |                      |
| Acadience Learning and Voyager Sopris Learning | Acadience Reading K-6 (including RAN & Spelling), 2021                                   | H                                     |                            |          |                   |                      |
| Curriculum Associates, LLC                     | i-Ready Assessment for reading, 13.0, 2022                                               | H                                     |                            |          |                   |                      |
| NCS Pearson, Inc                               | aimswebPlus (First Edition), 2016                                                        | H                                     |                            |          |                   |                      |
| Imagination Station Inc. dba Istation          | ISIP Reading and ISIP Lectura                                                            | H                                     |                            |          |                   |                      |
| Amplify                                        | mCLASS with DIBELS 8th Edition, 2018; mClass Lectura 2022                                | H                                     |                            |          |                   |                      |
| Illuminate Education, Inc.                     | Phonological Awareness Literacy Screening (PALS) ~ PALS-K, PALS Plus, PALS espanol, 1997 | H                                     |                            |          |                   |                      |

# Changes to Section 9.02

- Section 9.02: Starting in the 2024-25 school year, the following will be approved interim reading assessments, as long as they continue to meet the criteria named in 9.01, including a dyslexia screener:
  - 9.02(A) mCLASS with DIBELS 8th Edition, 2018; mClass Lectura 2022 (by Amplify); or
  - ~~9.02(B) Phonological Awareness Literacy Screening (PALS) ~PALS-K, PALS Plus, PALS Español, 1997 (by Illuminate Education, Inc.)~~
    - CDE was informed on October 6<sup>th</sup> that Renaissance and Illuminate were in the process of a merger and that they wished to withdraw the PALS assessment as they evaluate their assessment portfolio.



## Coming Up Ahead:

- Next month at the November 2022 State Board of Education meeting, the board will decide whether all assessments will require a dyslexia screener.
  - *If No*
    - The board can keep the current list the same
    - The board can keep the current list and add some or all of the assessments that were highly rated in the most recent review
  - *If Yes*
    - The board can change the list to only include those assessments that were highly rated in the most recent review and screen for dyslexia
    - This will result in six assessments on the list

# DWG Accomplishments



## From a veteran group member perspective:

1. What are the biggest accomplishments of the DWG to date?  
What milestones has the group met?
2. What big decisions were made? How were these decisions made? What worked well about the decision-making process?  
Anything we need to consider moving forward?
3. What are the biggest priorities that the group needs to focus on now?
4. What else do you want new members to know?

## New members:

- What else do you want to know?

# BEFORE MEETING AGREEMENTS

- Complete pre-meeting work in the google drive folder (if applicable)
- Come prepared with notes from guiding questions in pre-meeting google drive folder
- Hold each other accountable for following the agreements

# DURING MEETING AGREEMENTS

- Attend meeting
- Arrive on time for the virtual/ in person meeting
- Mute your microphone
- Turn camera on
- Listen to presentations and post questions in the chat box
- Be an engaged participant (active listening, thoughtful questions, sharing ideas and expertise)
- During question and answer time, unmute your microphone and ask question. Facilitators will read questions for presenters to answer if too many people need to talk at once
- Use the reaction button (thumbs up) for consensus on recommendations
- Hold each other accountable for following the agreements

# AFTER MEETING GROUP AGREEMENTS

- Review raw notes sent by facilitators
- Contact facilitators with any follow up or questions you may have
- If you miss a meeting, review notes or view the recording and respect the decisions and recommendations the DWG made and follow up with facilitators as needed
- Be prepared to move on to the next meeting topics and decisions
- Respect decision made by the DWG in past meetings
- Hold each other accountable for following the agreements

# NEXT STEPS FOR 2022-2023 *(pulled from Year 3 report)*

## **1) Continue to advise CDE on the implementation of the dyslexia pilot project**

## **2) Continue the work of the teacher training working group**

...whose charge is to identify & recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost. The working group will complete identification of training content and resources, the timeframe for training, and the project costs.

## **3) Continue work of the assessment protocol working group**

...whose charge is to 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/encoding skills. The group will finalize recommendations and additional resources.

## **4) Begin educator prep program training working group**

...whose charge will be to 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.

# PRIORITIZATION EXERCISE



There is one station set up in the room for each of the “next steps” from the 2022-2023 report. Rotate to each station and do the following:

1. Write down any **priority actions/activities** for the coming year. (1 activity per slicky)
2. Write down any **questions** you have about the topic (1 question per slicky)
3. Write down any **key pieces of information** you need on the topic(1 idea per slicky)

# Pilot Program Update

# LARGE GROUP DISCUSSION

- Do any of the ideas generated need clarification?
- Are any of the activities duplicative?
- What is the best way to organize yourselves to get all of this work done? (Can the work be tied into existing working groups or are new groups needed?)
- How should the activities be sequenced? (What's the timeline?)