



COLORADO
Department of Education

Dyslexia Working Group Kickoff Meeting

September 22, 2023

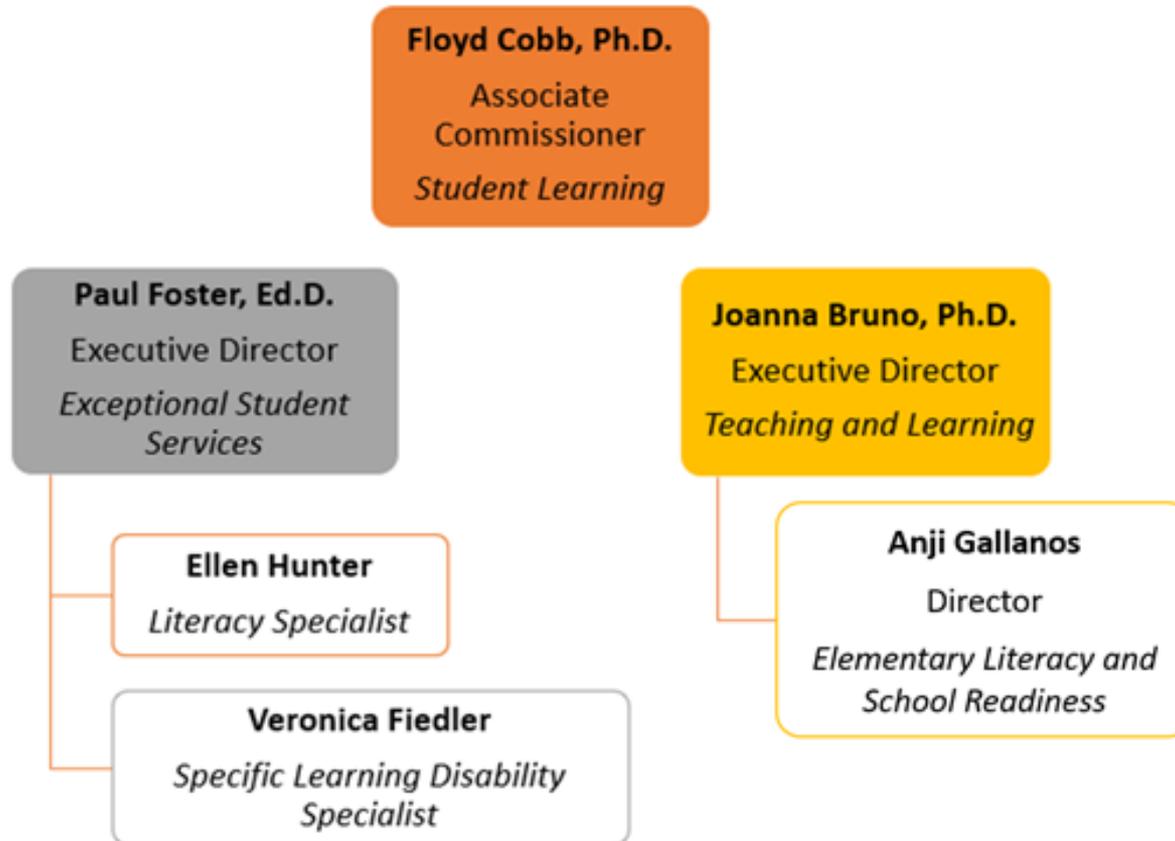
Agenda

- **CDE Welcome (10:00-10:30)**
Introduce the CDE team, share updates and DWG highlights (years 1-4)
- **Getting to Know the Group (10:30-11:00)**
Introductions, expectations, and group agreements
- **Clarifying the DWG Scope/Role (11:00-11:20)**
Discuss what is in scope/out of scope & establish group operating agreements
- **BREAK (11:20-11:30)**
- **Revisiting Priorities/Timelines (11:30-12:00)**
- **LUNCH 12:00-12:45**
- **Priority Activities - Small Group Work (12:45-2:30)**
- **Closing/Next Steps (2:30-3:00)**

Introductions



- Dyslexia Working Group Facilitators
 - Kara Schmitt - Rocky Mountain Center for Positive Change
 - Betsy Kummer - Elevate Consulting
- Colorado Department of Education
 - 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.

DWG Highlights

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 5 criteria for dyslexia screening tools by grade level in conjunction with READ Act
 - Amend READ Act to require the 5 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

Year Four Recommendations from DWG

- Promote future improvements of the READ Act to include universal dyslexia screening
- Increase awareness of parents/caregivers of children with dyslexia, teachers, administrators and other relevant stakeholders about CO's new Reading Specialist requirements, which require that the reading specialist recognizes that dyslexia, dysgraphia, and other reading disorders exist along a continuum of severity and understands how reading difficulties and their characteristics may change over time in response to instruction and development
- Ensure that the “What Teachers Should Know About Dyslexia” matrix (working document) be used to inform curriculum development for Institutes of Higher Education in Colorado and to help guide reauthorization efforts
- Post documents on the CDE website and distribute via other appropriate channels

Implementation Updates from Year 1-4 Recommendations

- CDE shared resources with CO 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 published the handbook as requested by the DWG on its webpage and continues to make periodic updates.
- CDE engaged 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. The review was completed in August 2022 and CDE presented recommendations for updating the CDE READ Act interim assessment list to the State Board of Education for approval. The assessments approved by the State Board of Education met the statutory requirements, in addition, met the expectation set by the board for the inclusion of a dyslexia screener.

Next Steps For 2023-2024

- Review the Dyslexia Pilot Program final report and establish recommendations for CDE based on the lessons learned.
- Work with CDE to map out what resources, including funding opportunities and partnerships, currently exist to support rural districts and under-resourced schools in dyslexia-related professional development.
- Explore ways to build up a pool of specialists who are available to assist students with dyslexia.
- Research successful practices being utilized in other states (and in Colorado) that connect students with dyslexia to trained specialists.
- Continue to work with CDE, the State Board of Education, and Colorado General Assembly to implement universal screening of dyslexia in the state of Colorado.
- Work with CDE and IHEs to further refine dyslexia standards for reauthorization.
- Work to specify how phonemic awareness and other related components are included in screening/interim assessments.
- Provide updates with new research and resources annually.

READ Act Assessments

1 CCR 301-92

9.1 In choosing approved interim reading assessments, the following criteria are considered: (1) whether the assessment is 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. The following are approved interim assessments through the conclusion of the 2023-24 school year:

- 9.01(A) Acadience Reading (previously published under DIBELS Next) published by Acadience;
- 9.01(B) Amplify mCLASS with DIBELS 8th Edition, 2018; mClass Lectura 2022;
- 9.01(C) aimswebPlus (English and Spanish) published by Pearson;

READ Act Assessments



- 9.01(D) FAST earlyReading English (K-1) and FAST CBMreading English (1 - 3);
- 9.01(E) Incidadores Dinamicos del Exito en la Lectura (IDEL) published by the University of Oregon;
- 9.01(F) Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation;
- 9.01(G) i-Ready published by Curriculum Associates;
- 9.01(H) Curriculum Associates, LLC i-Ready Assessment for Reading, 13.0, 2022;
- 9.01(I) Phonological Awareness Literacy Screening (PALS) and Phonological Awareness Literacy Screening Espanol published by the University of Virginia; and
- 9.01(J) Star Early Learning publishes by Renaissance Learning, Inc.

1 CCR 301-92

- 9.2 Starting in the 2024-25 school year, the following will be approved interim reading assessments:
 - 9.01(A) Acadience Reading (previously published under DIBELS Next) published by Acadience;
 - 9.01(B) Amplify mCLASS with DIBELS 8th Edition, 2018; mClass Lectura 2022;
 - 9.01(C) Curriculum Associates, LLC i-Ready Assessment for Reading, 13.0, 2022;
 - 9.01(D) Indicators of Progress for Early Reading (ISIP ER) (English and Spanish) published by Istation; and
 - 9.01(E) Star Early Learning published by Renaissance Learning, Inc.

Getting to Know the Group

From a veteran group member perspective:

- What are the biggest accomplishments of the DWG to date? What milestones has the group met?
- 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?
- What are the biggest priorities that the group needs to focus on now?
- What else do you want new members to know?
- New members:
 - What else do you want to know?

Expectations

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

Pre-Meetings - 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 Meetings - 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

Post Meetings – 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

Norms for Public Participation (In Person)

DWG meetings are open to the public. The public can observe but not participate. While in the meeting, please observe the following norms:

- Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
- Be respectful of time. If you cannot stay the whole meeting, then please plan on staying until a break (e.g., lunch) in order to limit disruptions.
- Be quiet and respectful of all DWG conversations and opinions.
- Be mindful of technology use - cell phones should be muted and calls should be taken outside.
- Be respectful of others in the audience who may have differing views.
- Be seated in the designated seating area only.
- When you leave a room, hold your conversations until your entire group has left the room and the doors have closed.
- Keep your conversations in the hallways quiet to avoid disrupting the proceedings.
- Be aware that photography and videography are not allowed



Norms for Public Participation (Virtual)

While in the meeting, please observe the following norms:

- Be punctual. Try to arrive before the DWG work time has begun to minimize disruptions.
- Be quiet and respectful of all DWG conversations and opinions. You must remain muted during the meeting.
- Be mindful of technology use-cell phones should be muted and calls should be taken offline.
- Be respectful of others in the audience who may have differing views.
- Using the chat function during DWG meetings will not be allowed and be disabled.
- Be aware that screenshots and videography are not allowed.



Clarifying DWG Scope/Role

- **CDE:** Provides content expertise, functions as liaison to State Board of Education
- **Facilitators:** Support the process by ensuring balanced participation, gathering information, and creating space for effective decision-making
- **DWG Members:** Share their expertise based on content expertise/lived experience in the field of dyslexia to inform recommendations that will improve support and services for children with dyslexia (This may include policy, practice and/or awareness raising)

Policy Roles

School/District Policy

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

State Policy

- Licensure requirements
- Academic Standards
- Specific state assessments, etc.
- State Accountability

Federal Policy

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.
- Federal accountability



Colorado Association
of School Boards





Federal Government's Role

Federal Government's Role in Educational Governance

Legal Rights
(equal access to education,
privacy, free
speech, etc.)



**Formula
and
Competitive
Grant
Funding**

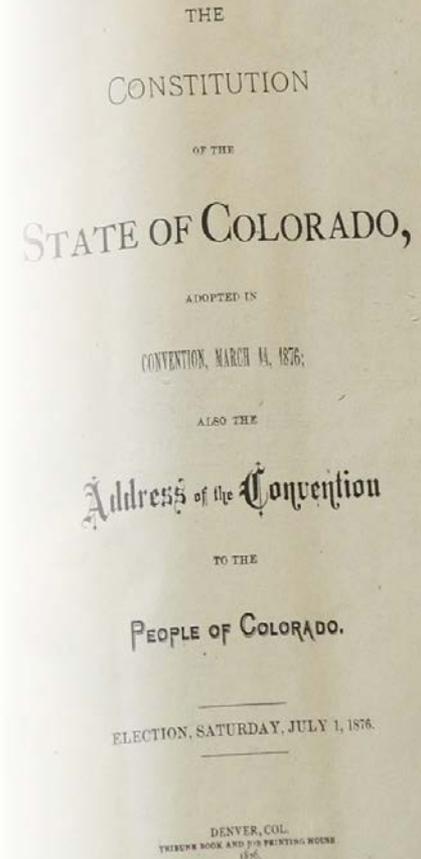


State Legislature's Role

General Assembly's Role in Educational Governance

The Colorado Constitution, in Article IX, Section 2, states:

*“The General Assembly shall...provide for the establishment and maintenance of a **thorough and uniform** system of free public schools throughout the state, wherein all residents of the state, between the ages of six and twenty-one years, may be educated gratuitously.”*



Colorado General Assembly's Lawmaking Authority



Colorado Constitution
provides the
Colorado General
Assembly with
authority to create
law



Legislature considers
and adopts bills that
either create new
law, amend existing
law, or repeal
existing law

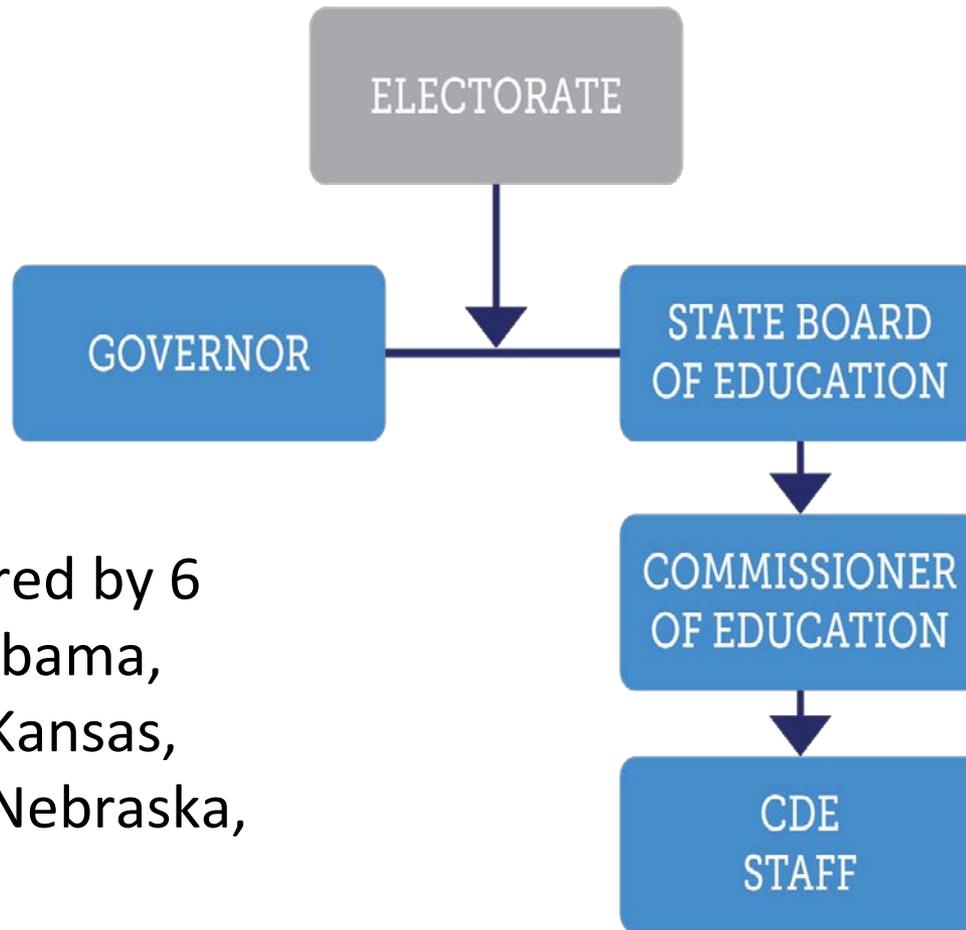


State statutes
may not
violate the
Colorado
Constitution, the
U.S. Constitution, or
federal law



State Board of Education's Role

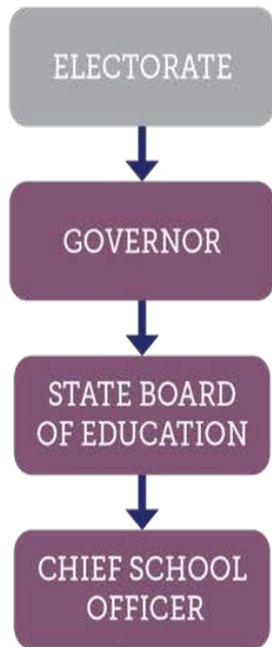
Colorado's Education Governance Model



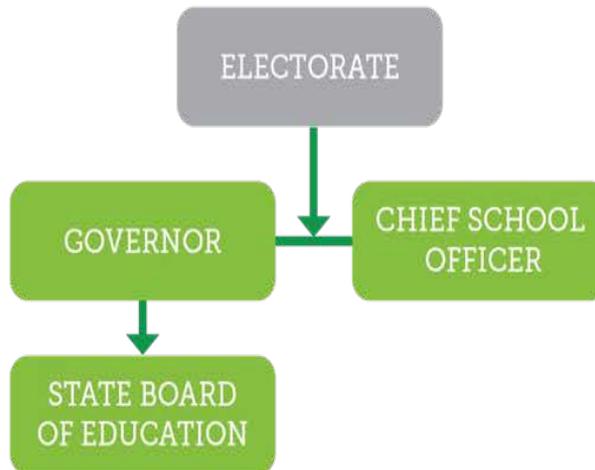
Model shared by 6 states: Alabama, Colorado, Kansas, Michigan, Nebraska, Utah

Other Models of Educational Governance

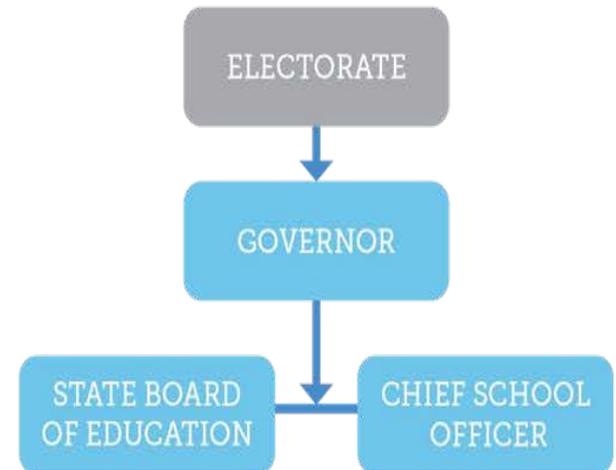
Governor Appoints Board, Board Appoints Chief, 12 states:
AK, AR, CT, FL, HA, IL, KY,
MD, MA, MO, RI, WV



Governor Appoints Board and Chief, 10 states:
DE, IA, ME, NH, NJ, PA,
SD, TN, VT, VA

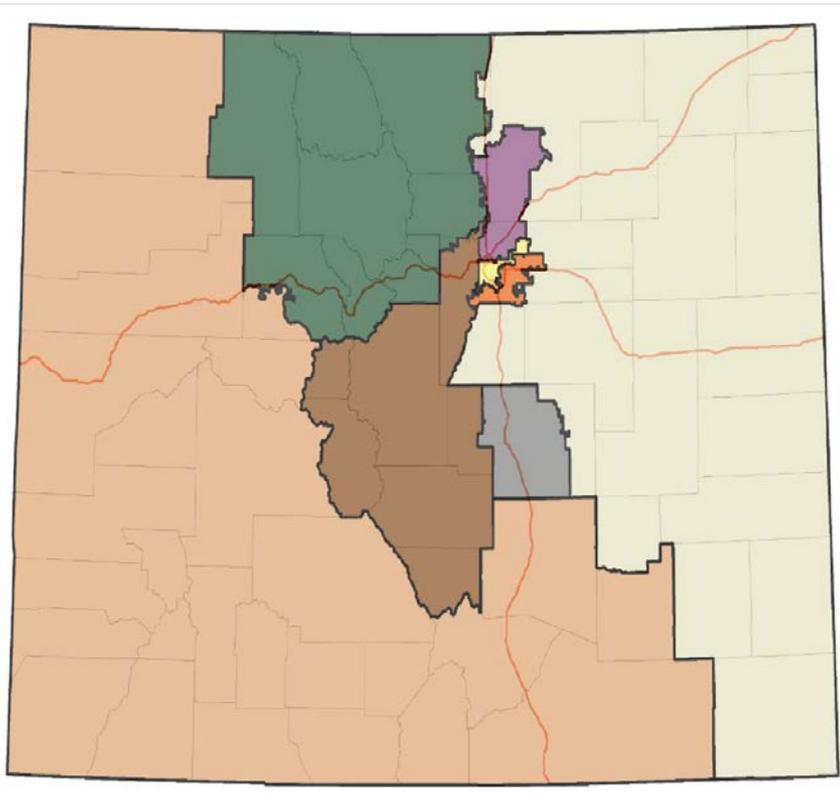


Governor Appoints Board, Elected Chief, 10 states:
AZ, CA, GA, ID, IN, MT,
NC, ND, OK, WY



Colorado State Board of Education

Composed of 9* elected officials, each elected to 6-year terms. Eight members are elected to represent their congressional district and one member is elected at large.

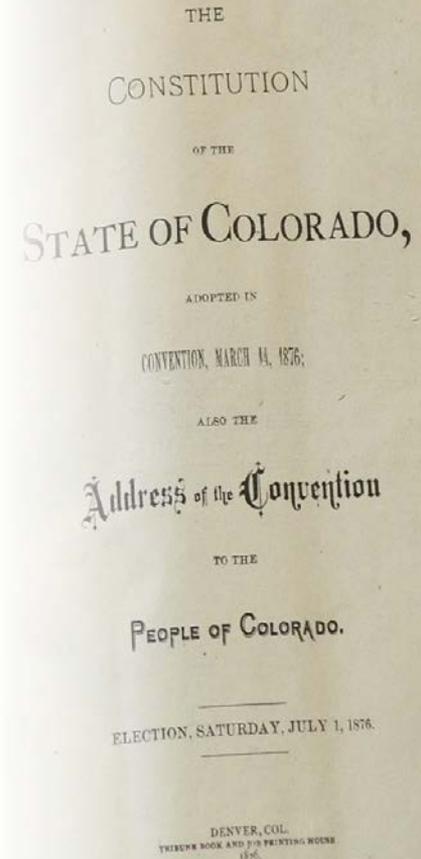


- Lisa Escarcega (D), 1st Cong. District, Denver**
- Angelika Schroeder (D), 2nd Cong. District, Boulder**
- Stephen Varela (R), 3rd Cong. District, Carbondale**
- Debora Scheffel (R), 4th Cong. District, Parker**
- Steve Durham (R), 5th Cong. District, Colo. Springs**
- Rebecca McClellan (D), 6th Cong. District, Centennial**
- Karla Esser (D), 7th Cong. District, Arvada**
- Rhonda Solis (D), 8th Cong. District, Brighton**
- Kathy Plomer (D), At-large Member**

State Board of Education Constitutional Authority

The Colorado Constitution, in Article IX, Section 1, states:

*“The **general supervision** of the public schools of the state shall be vested in a board of education whose powers and duties shall be as now or hereafter prescribed by law.”*



State Board Statutory Authority

Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of the state board, including:

*Overseeing
Commissioner and
Department of
Education*

*Adopting state
standards, assessments
and graduation
guidelines*

*Evaluating and
monitoring school
performance (i.e.,
annual targets, district
accreditation, etc.)*

*Adopting rules for
education programs
and grants*

*Adopting educator
performance standards
and licensure
requirements*

*Hearing charter school
appeals*

*Approving grant
recipients and amounts*

*Granting waivers from
state education
statutes*

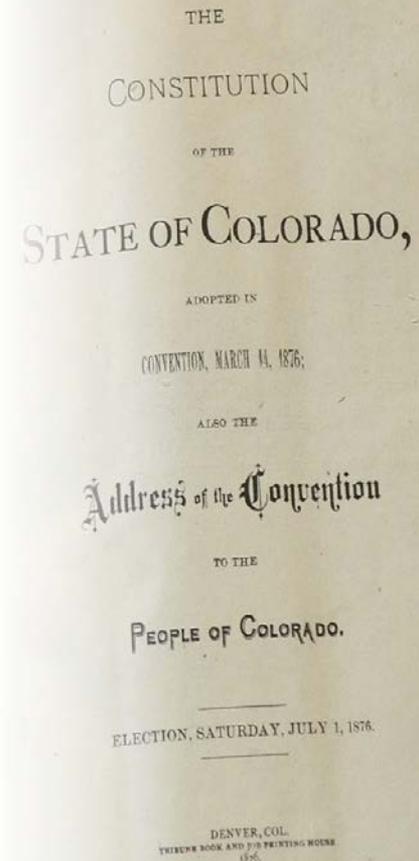


Commissioner's Role

Commissioner's Constitutional Authority

The Colorado Constitution, in Article IX, Section 1, states:

*“(2) The commissioner of education shall be appointed by the board of education and shall not be included in the classified civil service of the state.
(3) The qualifications, tenure, compensation, powers, and duties of said commissioner shall be as prescribed by law, subject to the supervision of said board.”*



THE
CONSTITUTION
OF THE
STATE OF COLORADO,
ADOPTED IN
CONVENTION, MARCH 11, 1876;
ALSO THE
Address of the Convention
TO THE
PEOPLE OF COLORADO.
ELECTION, SATURDAY, JULY 1, 1876.
DENVER, COL.
TRENKLE BOOK AND JOB PRINTING HOUSE
1876.

Commissioner's Statutory Authority

Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of the Commissioner, including but not limited to:

Advise state board on status of education system

Carry out policies and rules adopted by the state board

Evaluate performance of schools and accredit school districts

Provide guidance and technical assistance on education laws

Distribute funding in accordance with statute

Establish and maintain data systems

Administer grant programs

Conduct finance audits

Submit departmental budget to state board

CDE Policymaking



Administrative arm of the State Board of Education

Commissioner and staff have discretion when making certain decisions about how to apply a statute or rule

Written policies or guidelines describe how CDE intends to exercise discretion
(a roadmap that ensures executive functions are carried out in an objective, fair, and consistent manner)

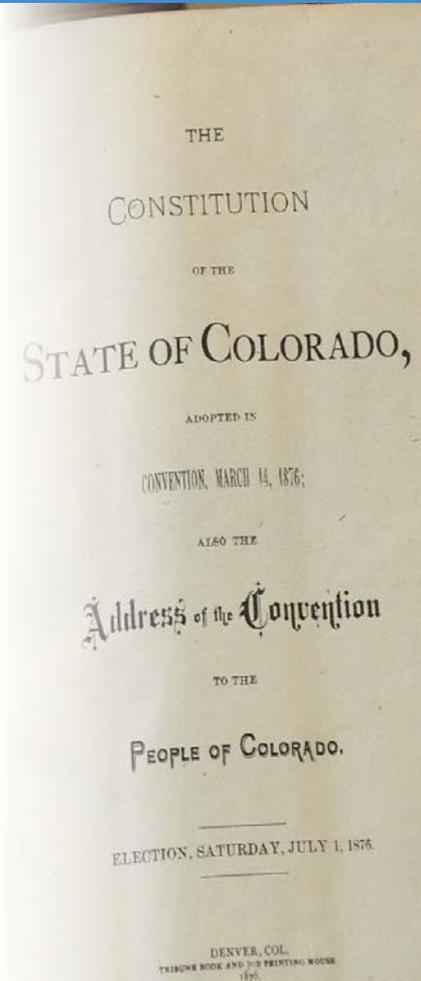


Local School Board's Role

Local School Board Constitutional Authority

The Colorado Constitution, in Article IX, Section 15, provides for the establishment of local school boards:

“The general assembly shall, by law, provide for organization of school districts of convenient size, in each of which shall be established a board of education, to consist of 3 or more directors to be elected by the qualified electors of the district. Said directors shall have control of instruction in the public schools of their respective districts.”



Local School Board Statutory Authority

Title 22 of the Colorado Revised Statutes outlines the roles and responsibilities of a local school board, including but not limited to:

Adopting policies and regulations for the district

Employing a chief executive officer

Approving employment contracts for district personnel

Adopting academic content standards

Accrediting schools of the district

Adopting district calendar and schedule

Authorizing charter schools

Setting attendance boundaries

Maintaining and posting financial/ accounting records



What's happening in the dyslexia landscape?



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:

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

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?)
- Is there content that the group would want shared during future meetings to inform the work?

**Next Meeting:
November 17th, 2023**