

COLORADO
Department of Education

Dyslexia Working Group
Virtual Meeting


December 14, 2021

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Meeting Objectives

- To ask questions of the CDE around dyslexia and the READ Act
- To be informed of updates about the Dyslexia Pilot and provide feedback
- To hear informative presentations by and provide feedback to the Teacher Training small working group




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Meeting Activities

- 10:00 - Opening
 - Reviewing Norms (Debbie)
- CDE Updates (Melissa)
 - Questions from November meeting
 - READ Act
- Begin small working group presentations
- 11:30- University of Oregon updates
- 12:30- Lunch




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Meeting Activities


- 1:00- Continue small working group presentations, discussion, and feedback
 - Updates on comprehensive assessments to Dyslexia Indicators Chart (Laura)
 - Presentation from Teacher Training small working group
 - Small Group Discussions on outcomes, subtopics, and resources (Kathy and Jenny)
 - Dyslexia Screening Chart (Jenny)
- 1:45- Wrap up and next steps for the January DWG meeting



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Small Working Groups


- Small working group team leads (Tamara, Laura, and Kathy) meet with Debbie in between DWG meetings
- Team leads form small groups based on next steps from DWG meeting
- Small groups meet and plan presentation for DWG, including clear objectives and guiding questions for feedback
- Small group uploads pre-meeting work in Google drive
- Small groups present at DWG meeting



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Before Meeting Norms

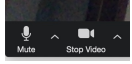

- Complete pre-meeting work in the Google drive folder
- Come prepared with notes from guiding questions in pre-meeting Google drive folder
- Hold each other accountable for following the norms



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During Meeting Norms


- Attend meeting
- Arrive on time for the virtual meeting
- Mute your microphone
- Turn camera on
- Listen to presentations and post questions in the chat box
- Provide feedback on guiding questions and presentations
- Use of breakout rooms/small groups to honor all voices
- During question and answer time, unmute your microphone and ask question. Debbie 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 norms

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After Meeting Norms

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



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Dyslexia Working Group Members

- Google Drive
- Dyslexia Working Group
- Meetings
- December Meeting
 - Agendas and Handouts
 - Pre-meeting review work



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<https://www.cde.state.co.us/coloradoliteracy/dyslexia/pilot>

Dyslexia Working Group

[Download the Year 1 Dyslexia Working Group Report](#) | [Download the Year 2 Dyslexia Working Group Report](#)

Background Information

Being an early language learner, the Colorado General Assembly passed SB19-021 (2019), which focused on new methods for students with dyslexia. This bill created a working group appointed by the Commissioner of Education to evaluate state and national data and practices concerning early detection and support of students with dyslexia. The working group is and leads state-wide working groups working with school districts to identify and support students with dyslexia, and education training in recognizing and providing interventions for students with dyslexia. The working group will provide advice in regard to the implementation of the Commissioner's plan and submit the report to the State Board of Education and the education committees of the General Assembly.

The bill also establishes a pilot program to assist local education providers in using SB19-021's assessment to screen for dyslexia and in providing interventions for students who are identified as having dyslexia. More information about the pilot program will be available in the fall of 2020 for questions regarding the Dyslexia Working Group, please contact Helene Calabrese at 303.426.8270 or Calabrese.H@CDE.state.co.us.

Working Group Facilitation

Colorado Governor Jared Polis serves as the facilitator of the Dyslexia Working Group. He, the Commissioner of Education, and the State Board of Education are committed to improved dyslexia screening, identification, and support for Colorado's students. The primary role of the facilitator is to manage the working group meetings and coordinate the working group's recommendations to their report. All meeting agendas and documents are available for public review.

2020-2022 Meeting Dates and Locations

Due to the COVID-19 pandemic, most meetings of the Dyslexia Working Group for the 2020-22 school year are anticipated to be held virtually. If conditions permit, the Dyslexia Working Group may meet in person following pandemic health protocols. The meetings are open to the public. However, only working group members have an active role in the meetings. The Dyslexia Working Group meetings are scheduled for the following dates below:

- Friday, November 12, 2021, 10am-2pm
- Virtual - 2020-2022 Meeting | Meeting ID: 777 467 7614, Passcode: 1111
- and by phone: 1-844-557-7777, TOLL-FREE 1-318-191
- Meeting Agenda | Meeting Summary
- Colorado Dyslexia Pilot | SB19-021

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Input

- Input (informal and not always in written form)
 - Input given during updates by CDE through questions and advice
 - Input for Dyslexia Pilot project
 - CDE takes all input into consideration in designing and conducting the pilot and any action the department takes on what it learns from the pilot

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Recommendations

- Recommendations
 - Initial recommendations
 - Substantial recommendations (**consensus** or enough of an agreement on substance on what we are recommending...the essence)
 - Final recommendations (go into the final report)
 - July 1 submit report with final recommendations to Commissioner
 - Commissioner submits report to the Legislature and State board
 - Up to the Legislature and State Board to act upon those recommendations or not

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DWG Meeting Dates for 2021 2022

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


- **November 12th**
 - Small working groups meeting between DWG meetings
- **December 14th**
 - Small working groups meeting between DWG meetings
- **January 7th**
 - Small working groups meeting between DWG meetings
- **February 25th**
 - Small working groups meeting between DWG meetings
- **May 23rd**
 - Small working groups meeting between DWG meeting



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


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



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


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



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2021 2022 School Year


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



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CDE Updates


- READ Act
- Questions from the November meeting



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University of Oregon

- First, questions submitted by the DWG
- Then, additional questions from the DWG



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Comprehensive Assessments to Dyslexia Indicators Chart

- Updates on comprehensive assessments to Dyslexia Indicators Chart (Laura)

CDE Dyslexia Handbook – Section 3.3 Identifying Dyslexia
**Consider including/linking chart with suggested measures to this section of the dyslexia handbook*

Recommended Reading Battery* – Comprehensive Diagnostic Assessment for Dyslexia Identification

Skill Area	Specific Measures	Age/Grade Level	Test Description
Phonological Processing			To be added for final chart
Phonological Awareness	1) CTOPP-2 <ul style="list-style-type: none"> • Elision • Blending Words • Phoneme Isolation • Sound Matching 	Ages 4+ Ages 4+ Ages 7+ Ages 4-6	
	2) WIAT-4 Phonemic Proficiency	Grades Pre-K+ Grades Pre-K+	
Phonological Memory	3) STEA-3 Phonological Processing		
Rapid Automatized Naming	1) CTOPP-2 <ul style="list-style-type: none"> • Nonword Repetition • Memory for Digits 	Ages 4+ Ages 4+	
	1) CTOPP-2 <ul style="list-style-type: none"> • Rapid Letter Naming • Rapid Digit Naming • Rapid Color Naming • Rapid Object Naming 	Ages 4+ Ages 4+ Ages 4-6 Ages 4-6	

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Teacher Training Small Working Group

- Presentation from Teacher Training small working group
- Overview- where the small group has been, where they are and where they are headed (Kathy)
- Small Group Discussions on outcomes, subtopics, and resources (Kathy and Jenny)

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Dyslexia Screening Chart

Indicators
 Classification Accuracy of Our Interim Screening

<https://www.measurementsurveys.com/assess>

Screening	Beginning of Year	Middle of Year	End of Year

Note: The criteria for 100 percent of classification accuracy is that students be classified and not for 100 percent of classification accuracy. This is the goal for the interim screening. However, students who are not classified as having a reading concern will be classified as having a reading concern if they are not classified as having a reading concern. This is the goal for the interim screening. However, students who are not classified as having a reading concern will be classified as having a reading concern if they are not classified as having a reading concern.


Indicators/Measures for Dyslexia to be Included in Screening Portfolio

Skill	Our Interim Assessment	Supplementary Available/Used
Phonological awareness (including phoneme segmentation, blending, onset- rime)		<ul style="list-style-type: none"> • Phonological Awareness Literacy Screening (PALS) (available on PALS website) • Ready Great Reading Phonological Screening (not to be derived from Ready Great Reading) • CORE Phonological Assessment • PALS Phonological Assessment of Reading, English & Spanish
Rapid Automatic Naming		<ul style="list-style-type: none"> • ASSIST-2/Reading Rapid Naming (in L1, English and Spanish) (not available) • PALS Phonological Assessment of Reading, English & Spanish
Letter Name Fluency (Letter & Sound) – (Other measure for automaticity)		<ul style="list-style-type: none"> • CORE Phonics Survey • CORE Spanish Phonics Survey

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New Small Working Group

- Review DWG resources
 - Where have we been?
 - Where are we going?
- What needs to happen to finalize and compile the resources?
 - Potential Indicators of Dyslexia by Grade Level
 - Dyslexia Criteria Chart
 - Screening Flowchart for Dyslexia and in the MTSS Process
 - Parent Dyslexia Screening Information



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Potential Indicators of Dyslexia by Grade Level


Recommendation #2

- The DWG recommends that CDE embed the DWG's Potential Indicators of Dyslexia by Grade Level (see Appendix A) within existing Colorado and CDE initiatives identified in Recommendation #1 and share with the additional groups the DWG identified (college and teacher preparation programs, Colorado government agencies, and educator training opportunities). The purpose of the indicators is to inform teachers in dyslexia screening and/or evaluation processes.

Appendix A
Potential Indicators of Dyslexia by Grade

Use the checklist to monitor areas of struggle with students and children. Dyslexia is 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. Any indicators from current and previous grades can help inform clinical writing.

Preschool	Language	Socio/Emotional	Pro-Reading/Early Literacy	Other
<ul style="list-style-type: none"> Language delay (often verbal) Difficulty learning common names (e.g., colors) Difficulty learning words, particularly baby talk Difficulty in learning/remembering names of letters/numbers Difficulty learning/remembering steps of the work, numbers, or other sequences 	<ul style="list-style-type: none"> Expresses dislike for reading and other academic tasks Exhibits anxiety or frustration Avoidance behaviors 	<ul style="list-style-type: none"> Difficulty with left and right/dominant hand/dominant eye Difficulty remembering spoken directions Appears distracted, unfocused 	<ul style="list-style-type: none"> Relates to new letters or new names Difficulty learning sound-letter correspondences Lack of letter/sound/phoneme recognition at various and frequent points (e.g., K-1, 1st, 2nd) 	




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Dyslexia Criteria Chart

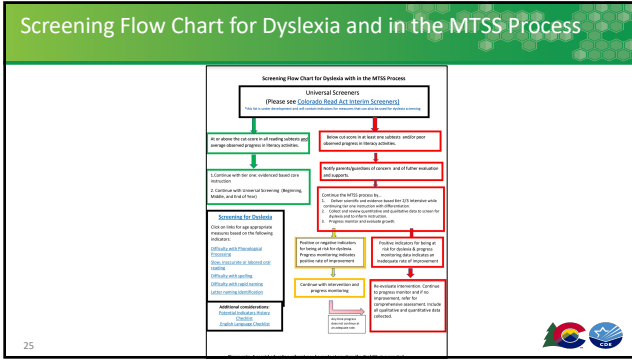
Recommendation #4

- The DWG recommends CDE use the revised rubric to review current READ Act interim assessments by July 2022 and share that information with the groups the DWG identified (i.e., CDE, college and teacher preparation programs, Colorado government agencies, and educator training opportunities). Following the review, the DWG recommends that CDE include a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.

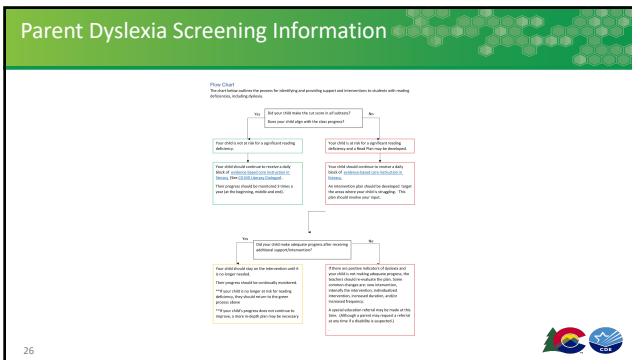
Approved READ Act Interim Assessments	Difficulty with phonological processing	Slow, inaccurate, or labored oral reading	Difficulty with spelling	Difficulty with rapid naming	Letter naming identification (initial and final and middle in 3 rd)
Acadience Reading					
Edmentax Plus					
Exploze					
Lexia					
MAP					
PARC					
STAR Early Literacy					



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Teacher Training Small Working Group with CDE

- **Began in Year 2, December-March. Finish in Year 3:** Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;

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Next Meeting: January 7, 2022
Have a wonderful day!



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