



**Dyslexia Working Group**  
**May 22, 2020 Meeting Summary**

**Time and Location**

The meeting was conducted via Zoom from 10:30 to 1:30.

**Attendees**

**Dyslexia Working Group Members:** John Alexander, Alex Christy, Kathleen Collins, Tamara Durbin, Amanda Harris, Karin Johnson, Karen Leopold, Kathy McCall, Laura Santerre-Lemmon, Jamie Brackney, and Jennifer Urbach

**Colorado Department of Education Staff:** Melissa Colman, Paul Foster, Veronica Fiedler, Alex Frazier, Ellen Hunter

**Meeting Facilitator:** Debbie Hunsaker, STRIVE Consulting

**Meeting Objectives**

- Update the group on COVID impacts to assessments, fall school guidance, and the Dyslexia pilot program
- Presentation and update on the University of Oregon's Dyslexia pilot program
- Review and discuss final recommendations for screening and comprehensive assessments
- Present elements and review timeline for DWG final report

**Meeting Activities**

***Review***

The facilitator discussed the norms for virtual learning and reviewed several items from past meetings include the differences between input and recommendations. The progression of recommendations (initial, substantial, final) was reviewed. Initial, substantial and final recommendations made by the DWG for both the screening and comprehensive assessments and processes were discussed.

***CDE opening and sharing***

Melissa Colman gave an update on the READ Act and COVID impact including adjustments of READ Act assessments. Last year's numbers for SRD (significant reading deficiency) will be used to determine funding. She discussed that a stakeholder will be formed to help provide feedback on department guidance for schools for fall. She also said the timeline for schools to apply to be part of the dyslexia pilot schools is on hold due to the current public health situation. CDE is not quite clear on what fall will look like for schools, so they are considering the application process and protocols and possibly starting the pilot in January.

### ***University of Oregon: Dyslexia Pilot Program Update***

The University of Oregon introduced their team including experience and expertise. The team presented information in four sections over an hour and the DWG asked questions and provided feedback.

Nancy Nelson presented the first section on a framework for the protocols including the MTSS-R Implementation Checklist and Dyslexia Implementation Checklist.

Scott Baker presented MTSS-R and the essential elements:

- Core instruction and intervention
- Data use (student reading data and MTSS-R implementation data)
- Professional development and coaching
- MTSS-R school leadership
- Mutual support involving families and the school

### ***Standards of Quality and Scope of Work: Subcommittee Presentations***

#### ***Screening Processes Small Working Group***

The small working group discussed their goals and objectives. Their goal is to detail a state-recommended protocol for dyslexia screening that is grade-level specific, identifies characteristics of dyslexia not identified in universal screeners, and that will inform a body of evidence should students' progress to a comprehensive dyslexia evaluation.

The DWG came to consensus that this small working group was on the right track and should move forward with the continued work.

#### ***Letter Naming Identification Small Working Group***

The small working group shared out dyslexia markers by grade level. The DWG asked questions and determined that letter naming identification was important to add to the screening assessment as an important benchmark in winter kindergarten and spring and fall and winter for first grade.

### ***Final report timeline***

The facilitator provided a timeline for the final report.

- May 20: Facilitator sends draft of outline to CDE
- May 26: CDE provides feedback
- June 1: Facilitator sends draft of report to CDE and DWG
- June 8: Feedback from CDE and DWG sent to facilitator and additional follow up with DWG as needed
- June 15: Facilitator sends final report to CDE
- July 1: CDE submits report