Dyslexia Working Group

2022 Annual Report

Submitted to:
Katy Anthes, Ph.D., Commissioner of Education

By:
Dyslexia Working Group

July 2022

COLORADO
Department of Education

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Introduction

House Bill 19-1134 (H.B. 19-1134) was passed during the 2019 legislative session, which called for the creation of a Dyslexia Working Group (DWG). See section 22-20.5-103, C.R.S. According to the statute, the Commissioner of Education was required to convene a working group to improve the educational outcomes for students with dyslexia. The DWG has seven tasks outlined in statute:

1. Analyze current national and statewide data related to students identified as having dyslexia, including but not limited to identification rates and achievement rates;

2. Analyze the implementation and demonstrated effectiveness in other states of statewide legislation for dyslexia screening, educator training, and other dyslexia related laws;

3. 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;

4. 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;

5. Identify and recommend components of dyslexia awareness training for Colorado educators, including the content, target audience, time frame for training, and projected cost;

6. 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,

7. Provide recommendations to CDE concerning the design and implementation of the pilot program.

In addition to these activities, the Dyslexia Working Group must, "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" 22-20.5-103(3), C.R.S.

Membership and Facilitation

Members of the Dyslexia Working Group

The authorizing legislation for the DWG required the group to include the following members:

- A parent of a child identified with dyslexia;

- A parent of a child identified with dyslexia and a disability;

- A school district literacy specialist;

- A school district director of special education;

- A state or national literacy expert;

- A state or national dyslexia expert;

- Two elementary grade teachers, one of whom teaches in a rural or small rural school district;

- A principal of an elementary school in rural school district or an employee of a BOCES who has expertise as a literacy specialist;
- A faculty member of an IHE who teaches in an approved educator preparation program for elementary grade teachers; and
- A member of the local chapter of the international dyslexia association.

The DWG is statutorily authorized through September 1, 2029. Members commit to serving for two years and may opt to serve a second two-year term. CDE solicits nominations and applications for the DWG to determine appointment recommendations for the Commissioner of Education. In determining its recommendation, CDE considers the quality of application packets, how the applicants meet the statutorily defined roles, and the applicants' ability to serve through the duration of the working group. At the direction of the Commissioner, CDE makes it a priority to include members who were representative from across the state, including small rural and rural districts, urban and suburban districts. Table 1 shows the membership of the DWG.

At the end of the 2020-21 school year, 5 positions were opened on the DWG as the first two-year term of initial members ended. The following members completed their service in the DWG, for which the department extends its gratitude:

- Alex Christy, Elementary Teacher
- Kathleen Collins, Rural Principal
- Amanda Harris, Rural Elementary Teacher
- Andrea Kamper, Parent of a child who is identified as having dyslexia
- Karen Leopold (deceased), member of the local chapter of an international dyslexia association

TABLE 1: Dyslexia Working Group Membership by Region and Role

Member	Region	Role
Holly Baker Hill	Metro	A state or national literacy expert
Jamie Brackney	Pikes Peak	A parent of a child who is identified as having dyslexia and a disability
Sarah Huffman	Southeast	Elementary teacher who is employed at an elementary school in a rural or small rural school district

Rita Robinson	Southeast	A principal who is employed at an elementary school in a rural school district or an employee of a board of cooperative services who has expertise as a literacy specialist
Tamara Durbin	Northeast	A school district director of special education
Kathleen Grubb	Metro Area	Elementary teacher
Karin Johnson	Metro Area	A parent of a child who is identified as having dyslexia and a disability
Sierra Loar	Metro Area	A parent of a child who is identified as having dyslexia
Jay Mayer	Metro Area	A member of the local chapter of an international dyslexia association
Kathy McCall	North Central	A school district literacy specialist
Laura Santerre - Lemmon	Metro Area	A state or national dyslexia expert
Jennifer Urbach	North Central	A faculty member of an institution of higher education who teaches in an approved educator preparation program for elementary grade teachers

CDE conducted an application process in the spring of 2022 to fill the open rural principal position, and at the time of the publication of this report, the application review process was underway.

Facilitation of the Working Group

For the 2021-22 school year, the department scheduled the DWG meetings for the following dates:

- November 12, 2021

- December 14, 2021

- February 25, 2022

- April 18, 2022

- May 23, 2022

Due to the continuing COVID-19 pandemic, the DWG conducted their work through online virtual meetings. All meetings of the DWG were open to the public; however, only working group members have an active role in the meeting. CDE has developed a DWG webpage (http://www.cde.state.co.us/coloradoliteracy/codyslexiaworkgroup) where all meeting dates, locations, and notes are posted for transparency.

The DWG has two working groups that focus on the different components of the DWG's charge. The working groups for the 2021-22 school year were (1) teacher training, relating to task 5 of the DWG, and (2) assessment protocol, relating to task 3 of the DWG.

Implementation Updates

Based on the recommendations from the DWG in its 2021 report, CDE has initiated the following actions.

Recommendations 1 and 2 from the 2021 DWG report was to disseminate DWG recommendations and resources with Colorado agencies and embed the recommendations and resources into a number of CDE initiatives, including the DWG's Potential Indicators of Dyslexia by Grade Level. CDE is currently embedding the resources and recommendations from the DWG in its Dyslexia Handbook. Following the update, CDE will be sharing the handbook as requested by the DWG.

Recommendations 3 and 4 from the 2021 DWG report related to actions for the READ Act interim assessment list. Specifically, the recommendations were to (1) revise the CDE READ Act interim assessment review rubric by including the dyslexia indicators, and (2) use the revised rubric to review current READ Act interim assessments. As of the writing of this report, CDE has 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. Once the review is complete, CDE will present recommendations for updating the CDE READ Act interim assessment list to the State Board of Education for approval.

2021-2022 DWG Recommendations

Recommendation #1

As recommended in the 2021 Annual Report, the DWG continues to recommend that CDE revise the rubric to review current READ Act interim assessments by October 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 create and disseminate a chart that indicates which subtests of approved interim measures assess specific dyslexia indicators.

Recommendation #2

The DWG has developed components of dyslexia awareness training for Colorado educators in fulfillment of task 5 of its legislative charge. The content, target audience, and time frame for training can be found in Appendix A. The DWG recommends the information be located on the CDE website and the CDE Dyslexia Handbook.

Recommendation #3

The DWG recommends that CDE post and disseminate the Comprehensive Diagnostic Evaluation for Dyslexia Identification Chart (see Appendix B) developed by the DWG as a resource for schools. The DWG recommends that Spanish-language assessments be added to the chart as well as specific test descriptions. The DWG recommends the information be located on the CDE website and the CDE Dyslexia Handbook.

Recommendation #4

The DWG recommends that CDE post and disseminate the Comprehensive Dyslexia Assessment Chart (see Appendix C) with the addition of a forthcoming flowchart and additional resources to be developed by the DWG to support the understanding of the levels of assessments.

Next Steps for the Dyslexia Working Group

For the 2022-23 school year, the focus for the DWG will be to:

- Continue to advise CDE on implementation of the dyslexia pilot project.

- Continue the work of the teacher training working group whose charge is to identify and 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.

- Continue the 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 and encoding skills.

- The working group will finalize their recommendations and additional resources.

- Begin an educator preparation 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.

Appendices

Appendix A

Potential Indicators of Dyslexia by Grade

Components of Dyslexia Awareness Training

The Dyslexia Working Group has recommended the following components for Dyslexia Awareness and Education for educators in the state of Colorado. The list is not exhaustive, and suptopics, resources, target audience, platforms/mode and time allocations should be adjusted as needed to reflect current research and the needs of educators.

Levels	Learning Outcomes	Subtopics	Resources	Target Audience	Platforms/Mode	Time
Level 1	Participants will develop empathy and understanding of those diagnosed with dyslexia., Participants will be able to explain dyslexia and its impact on students.	Understand the intent of House Bill (HB) 19-1134 **Dyslexia Awareness:** • Definition • Prevalence • Description, indicators • Brain Research • Myths • Equity • Social/Emotional Impact	CDE Dyslexia Handbook HB 19-1134 Stories, guest speakers READ Act International Dyslexia Association (IDA) website IDA Rocky Mountain Branch	• PK - 12th grade licensed educators • related service providers • school psychologists • social workers • counselors • administrators • paraprofessionals	**Consider offering multiple platforms:** • Asynchronous recordings • Synchronous webinars • In-person • Online modules • Utilize BOCES for rural	2-3 hours

		• Co-occurring conditions • Strengths • Multi-language learners	Myths video https://www.gaablab.com/dyslexia-myths		education opportunities	
	Participants will understand the importance of access to appropriate instruction and the use of accommodations.	What teachers need to know and be able to do • accommodations • access & instruction • student agency Universal Design Learning (UDL)	CDE Dyslexia Handbook Dyslexia Simulation Understood.org Reading Rockets Universal Design Learning (cast.org) YES! Ambassadors			
Level 2	Participants will appropriately respond to students with dyslexia by knowing and applying evidence-based literacy instruction,	Structured Literacy Principles of learning and effective instruction (i.e., build on student strengths, feedback, review) Teaching & Learning Cycle,	CDE-approved list: OG, Evidence-Based Teacher Trainings, SIMR, Lexia CDE Dyslexia	• Elementary teachers • Secondary English Language Arts teachers • literacy specialists	**Consider offering multiple platforms:** • Asynchronous recordings • Synchronous	**K-3 teachers:** • CDE READ Act Requirement • structured literacy instruction course • 5-8 hours (in addition to CDE READ Act

intervention and classroom accommodations	including progress monitoring Assistive Technology	Handbook Learning Ally Reading Rockets Toolkit	• special education PK-12 • Speech Language Pathologists • Occupational Therapists • school psychologists • administrators	webinars • In-person • Online modules • Utilize BOCES for rural education opportunities	training requirement) **4th-6th teachers:** • structured literacy instruction course • additional 5-8 hours **7th-12th teachers:** • access to curriculum using appropriate accommodations • 3-5 hours **Reading Specialists/Special Education:** • structured literacy instruction course • additional 5-8 hours
Participants will have the knowledge and resources to engage with families regarding the identification process and appropriate instructional responses.	Identification process: • screening • MTSS • Indicators • 504 plan • IDEA & IEP's How to speak with families regarding a teacher's concern How to speak with families regarding a parent's concern Helping parents understand types of assessments and assessment processes Understand the impact that dyslexia has on families Supporting the development of student advocacy and	Understood.org IDA Rocky Mountain Branch CDE Dyslexia Handbook COKid Parents Dyslexia Screening Info (draft) It's OK to Say Dyslexia (use sentence frames for speaking with families)			

		agency Helpful resources for families				
Level 3	Participants will understand indicators of dyslexia and the screening and identification process to implement specially designed instruction.	Screening Process Diagnostic Evaluation Process Tier 3 Instructional design & implementation (intensity, duration, frequency, progress monitoring)	Dyslexia Working Group documents (when completed) Screening and Evaluation Tools CDE Specific Learning Disability Resources: FAQ documents Creating a Body of Evidence	• Literacy Specialists • Special Educators • Psychologists • Diagnosticians • Literacy Therapists (Certified Academic Language Therapists, tutors)	**Consider offering multiple platforms:** • Asynchronous recordings • Synchronous webinars • In-person • Online modules • Utilize BOCES for rural education opportunities	5-8 hours

Appendix B

Comprehensive Diagnostic Evaluation for Dyslexia Identification Chart

The following chart is intended as a resource for specific norm-referenced measures and subtests that assess characteristics of dyslexia. Depending on examiner qualifications and training, these measures may be administered for more in-depth assessment of dyslexia characteristics throughout the assessment process and as part of a Comprehensive Diagnostic Evaluation for Dyslexia Identification. Information about examiner qualifications and additional domains commonly associated with dyslexia (e.g., comorbidities) can be found below the chart. The DWG recommends that norm-referenced Spanish-language assessments be added to the chart, as well as the specific test descriptions for the final online version.

Comprehensive Diagnostic Evaluation for Dyslexia Identification Recommended Reading Battery*

Skill Area	Specific Measures	Beginning Age/Grade Level	Test Description -– *specific test descriptions to be added for final/online chart*
Phonological Processing			

Phonological Awareness	1) CTOPP-2
	   • Elision
	   • Blending Words
	   • Phoneme Isolation
	   • Sound Matching
	2) WIAT-4 Phonemic Proficiency
	3) KTEA-3 Phonological Processing
		Ages 4+
		Ages 4+
		Ages 7+
		Ages 4-6
		Grades PK+
		Grades PK+	

Verbal & Phonological Memory	1) CTOPP-2
	   • Nonword Repetition
	   • Memory for Digits
		Ages 4+
		Ages 4+	

Rapid Automatized Naming	1) CTOPP-2
	   • Rapid Letter Naming
	   • Rapid Digit Naming
	   • Rapid Color Naming
	   • Rapid Object Naming
	2) KTEA-3
	   • Letter Naming Facility
		Ages 4+
		Ages 4+
		Ages 4-6
		Ages 4-6
		
		Grades K+
		Grades PK+	

	• Object Naming Facility		
Letter & Letter-Sound Knowledge*	1) WIAT-4 Word Reading 2) WJ-IV-Ach Letter-Word ID 3) KTEA-3 Letter & Word Recognition 4) WIST Sound-Symbol Knowledge	Grades PK+ Grades PK+ Grades PK+ Ages 7+	*Initial sections of these tasks include *some* letter & letter-sound items
Single-word Reading (untimed)*	1) WIAT-4 Word Reading 2) WJ-IV-Ach Letter-Word ID 3) KTEA-3 Letter & Word Recognition 4) WIST Word Identification	Grades PK+ Grades PK+ Grades PK+ Ages 7+	*These same tasks progress to word reading items
Nonword Decoding (untimed)	1) WIAT-4 Pseudoword Decoding 2) WJ-IV-Ach Word Attack 3) KTEA-3 Nonsense Word Decoding 4) WIST Sound-Symbol Knowledge	Grades 1+ Grades PK+* Grades 1+ Ages 7+	*WJ-IV-Ach Word Attack items are letter-sound identification for early grades
Oral Reading Fluency			
Single-word & nonwords	1) TOWRE-2 • Sight Word Efficiency • Phonemic Decoding Efficiency 2) WIAT-4 • Orthographic Fluency • Decoding Fluency 3) KTEA-3 • Word Recognition Fluency • Decoding Fluency	Grades 1+ Grades 1+ Grades 1+ Grades 3+ Grades 1+ Grades 3+	
Passages	1) GORT-5 Reading Fluency 2) WIAT-4 Oral Reading Fluency	Grades 1+ Grades 1+	
Spelling (encoding)	1) WIAT-4 Spelling 2) WJ-IV-Ach Spelling 3) KTEA-3 Spelling 4) WIST Spelling	Grades K+ Grades PK+ Grades K+ Ages 7+	

This list is not exhaustive but provides a sample of specific norm-referenced measures that may be used to assess word-level reading-related skills in more depth and as part of a Comprehensive Diagnostic Evaluation for Dyslexia Identification. It should be updated as needed to reflect current research and new or updated versions of appropriate norm-referenced measures.

CTOPP-2 - Comprehensive Test of Phonological Processing, Second Edition
KTEA-3 - Kaufman Test of Educational Achievement, Third Edition
GORT-5 - Gray Oral Reading Tests, Fifth Edition
TOWRE-2 - Test of Word Reading Efficiency, Second Edition
WIAT-4 - Wechsler Individual Achievement Test, Fourth Edition
WIST - Word Identification and Spelling Test
WJ-IV-ACH - Woodcock-Johnson, Fourth Edition, Tests of Achievement

WIAT-4 & KTEA-3 Dyslexia Index Scores – The WIAT-4 & KTEA-3 Dyslexia Index Scores involve administration of selected tasks for the purpose of brief screening for risk for dyslexia. The Dyslexia Index does not constitute a comprehensive assessment but can be helpful in further evaluating dyslexia risk.		
WIAT-4 Dyslexia Index tasks	1) Phonemic Proficiency 2) Word Reading	Grades PK-3
	1) Word Reading 2) Orthographic Fluency 3) Pseudoword Decoding	Grades 4+
KTEA-3 Dyslexia Index tasks	1) Phonological Processing 2) Letter & Word Recognition	Grades K-1
	1) Nonsense Word Decoding 2) Spelling 3) Word Recognition Fluency	Grades 2+

Qualification for Test Administration: All measures in the above chart require similar general user qualifications, which are described on test publisher websites (e.g., Qualification Level B for Pearson assessments). All qualified users should have formal training in administration, scoring, and interpretation of assessments.

Additional Domains: Measures in the Comprehensive Diagnostic Evaluation for Dyslexia Identification chart assess for possible word-level reading and spelling difficulties associated with dyslexia. It is also important to note that it is common for students with dyslexia to have co-occurring (i.e., comorbid) challenges, such as ADHD, oral language difficulties (developmental language disorder), problems with written language (dysgraphia), math difficulties (dyscalculia), and/or social-emotional concerns. It is therefore important to assess other potential areas of challenge, as well as to identify strengths within an individual student's profile. Information about dyslexia and common comorbidities can be found in the CDE Dyslexia Handbook (chapter 7.4).

Appendix C

Comprehensive Dyslexia Assessment Chart

Comprehensive Dyslexia Assessment System

The following Comprehensive Dyslexia Assessment System resources are intended to support the understanding of READ ACT assessments, including increasing levels of assessments in the evaluation of risk for and identification of dyslexia.

Types of Assessments
- **Universal Screener** (Interim/Screening/Benchmark)

used to determine a student's risk for reading difficulties and the need for intervention. A universal screening applies to all students (CDE Dyslexia Handbook). READ Act approved interim assessments.

Analysis of Interim Screeners aligned with Indicators of Dyslexia (document to be developed by CDE)
- **Formative**

used to measure to what extent students are learning the material/content they are being taught.
- **Progress monitoring**

used to determine whether progress following instruction is adequate or whether more intensive or different intervention is required (CDE Dyslexia Handbook).
- **Summative/Outcome**

used to look at instructional outcomes and often provide a "big picture" of instruction. Summative and outcome measures can help in identifying positive and concerning trends about how the comprehensive or systemic approach to literacy instruction is meeting the needs of all students, as well as specific subsets of students with identified risk (CDE Dyslexia Handbook)
- **Diagnostic Evaluation**

used to identify a student's learning strengths and weaknesses and the underlying root cause of any academic difficulties. The information from this type of assessment can be used to further refine intervention. In some instances, a comprehensive diagnostic evaluation is essential in determining whether the profile fits the definition of a learning disorder and can provide a diagnosis or the identification of a specific disability.

* READ ACT Diagnostic assessments are required for students identified with a significant reading deficiency for the purpose of identifying the child's specific reading deficits(s) (CDE Website, January 2020). READ Act approved diagnostic assessments.

Analysis of Diagnostic Assessments aligned with Indicators of Dyslexia (document to be developed by CDE)

** Comprehensive Diagnostic Evaluation for Dyslexia- is frequently referred to as a diagnostic evaluation but is sometimes referred to as a multi-

disciplinary evaluation, psycho-educational evaluation, educational evaluation or comprehensive education evaluation. Regardless of the name, the purpose of this type of evaluation is to determine whether the individual demonstrates the characteristics of dyslexia and to rule out other causes of the identified reading/writing concerns. Testing for dyslexia can verify the presence of a specific learning disability/dyslexia, can aid in determining the severity of the dyslexia, and can provide the needed documentation for eligibility for specially designed instruction (special education) and accommodations throughout an individual's educational career from elementary school through college and postgraduate education. (CDE Dyslexia Handbook)

Assessment Types	Response to Intervention (RTI) (RTI is part of Multi-tiered Systems of Support/MTSS)			READ Act Approved Diagnostic Assessments for instruction*	Comprehensive Diagnostic Evaluation for Dyslexia Identification**
	Tier I	Tier II READ Plans- SRD	Tier III READ Plans- SRD	READ Act Approved Diagnostic- (specific sub skill or skills after SRD identification) READ Act approved Diagnostic Assessments *How well does your diagnostic assessment identify risk for dyslexia? (document to be developed by CDE)* Supplemental assessment measures (document to be developed) Potential Indicators of Dyslexia Family History (develop an exemplar)	Body of Evidence Comprehensive Diagnostic Evaluation for Dyslexia Identification Chart Family History (develop an exemplar) Educational History (MTSS/RTI, evidence-based intervention, progress monitors, etc)
Universal Screener (Interim/Screening/Benchmark) READ ACT approved Interim Assessments *How well does your interim screener identify risk for dyslexia? (document to be developed by CDE)* Typical Screening Measures by Grade Level	Fall	Fall	Fall		
Formative	Daily	Daily	Daily		
Progress monitoring		1 to 2 x per month	1 to 4 x per month		
Universal Screener (Interim/Screening/Benchmark) *READ ACT approved interim*	Winter	Winter	Winter		
Formative	Daily	Daily	Daily		

Progress monitoring		1 to 2 x per month	1 to 4 x per month		
Summative/Outcome CMAS (beginning in 3rd grade)	Spring	Spring	Spring		
Universal Screener (Interim/Screening/Benchmark) *READ ACT approved interim*	End of Year	End of Year	End of Year		