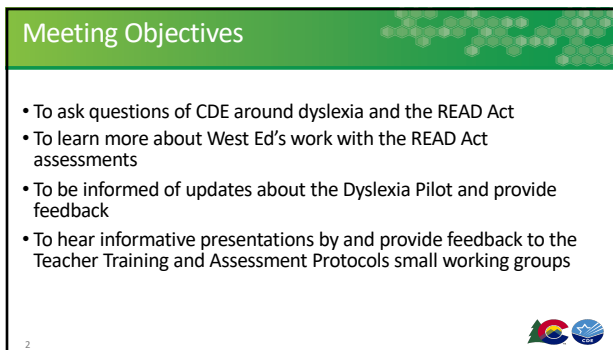
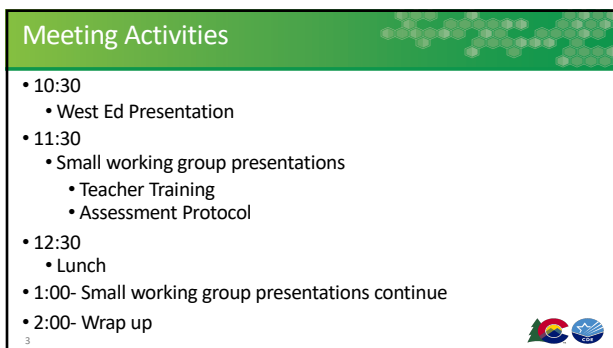


1



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3

Small Working Groups

- Small working group team leads (Tamara, Laura, and Kathy) meet with Debbie 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 groups upload pre-meeting work in Google drive
- Small groups present at DWG meeting



4

Before Meeting Norms

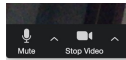
- Complete pre-meeting work in the Google drive folder
- Come prepared with notes from guiding questions in pre-meeting Google drive folder
- Hold each other accountable for following the norms



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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 to ask questions. 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
- February Meeting
 - Agendas and Handouts
 - Pre-meeting review work



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

Dyslexia Working Group

[Download the first Dyslexia Working Group Report](#)

[Download the first Dyslexia Working Group Report](#)

Background Information

During the 2019 legislative session, the Colorado General Assembly passed House Bill 20-1001 (HB20-1001), identification and interventions for students with dyslexia. The bill created a working group appointed by the Commissioner of Education to analyze state and national data and practices, assessing the effectiveness of current dyslexia practices. The working group also conducted a survey of dyslexia screening, both in-person and online, for the fall of 2020 and is currently reviewing the data and making recommendations for students with dyslexia. The working group must annually submit a report of its recommendations to the Commissioner, and the Commissioner must submit the report to the State Board of Education and the Education Commissioner of the General Assembly.

The bill also establishes a pilot program to assist local education providers in using HB20-1001 for 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 Melissa Coleman at 303.866.4777 or melissa.coleman@cde.state.co.us.

Working Group Facilitation

Deborah Weisner, K-12, serves as the facilitator of the Dyslexia Working Group. Weisner shares the group's ongoing commitment to improved business screening, identification, and support for Colorado's students. The primary role of the facilitator is to manage the working group meetings and ensure the working group's recommendations are a high priority. All meeting agendas and summaries are publicly available on this webpage.

2021-2022 Meeting Dates and Locations

Due to the COVID-19 pandemic, next meetings of the Dyslexia Working Group for the 2021-22 school year are anticipated to be held remotely. If conditions permit, the Dyslexia Working Group may meet in person following group health protocols. The meeting agenda is 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:

- Friday, November 12, 2021, 10am-2pm
• "Guest" (2021-2022 Meeting) Meeting ID: 797 862 7616, Passcode: 1111
• and by phone: 1-800-477-7616, 770-7616, 7616, 7616
- Thursday, December 9, 2021, 10am-2pm



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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
- **February 25th**
 - Small working groups meeting between DWG meetings
- **April 18th**
 - 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
- Dyslexia Pilot

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Teacher Training Small Working Group

- Presentation from Teacher Training small working group
 - Small Group Discussions on outcomes, subtopics, and resources (Kathy and Jenny)


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Teacher Training Small Working Group


- Breakout Rooms
 - What are your thoughts on the different levels of training?
 - What are your thoughts on required vs. recommended?



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Assessment Protocol Small Working Group

- Review DWG resources
 - Potential Indicators of Dyslexia by Grade Level
 - Utility of Interim screener to screen for dyslexia
 - Comprehensive Assessments to Dyslexia Indicators Chart
 - Screening Flowchart for Dyslexia and in the MTSS Process
 - Parent Dyslexia Screening Information (April or May meeting)



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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 about dyslexia screening and/or evaluation processes.

Appendix A

Potential Indicators of Dyslexia by Grade

Use this checklist to screen a group of students with students and children. Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Any individual with current and/or previous grades on any state assessment.

Pre-school	Language	Social/Emotional
<ul style="list-style-type: none"> Language delay (often earliest indicator) Trails learning common letter names Hyperverbal words/persistent baby talk Difficulty learning/remembering names of letters/numbers Difficulty learning/remembering first of the week, months, or other sequences 	<ul style="list-style-type: none"> Expresses dislike for reading and other academic tasks Self-doubt anxiety or frustration Avoidance behaviors 	
<ul style="list-style-type: none"> Re-reading/skips lines Strains to hear letters in own name Difficulty learning and/or letter correspondence Lack of interest/engagement/avoidance of phonics and spelling activities (e.g., No, Not, Not) 	<ul style="list-style-type: none"> Confuses left and right/dominant hand/direction Difficulty remembering question directions Appears distracted, unfocused 	



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Utility of Interim screener to screen for dyslexia

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.

Utility of interim screener to screen for dyslexia

The DWG researched various screening tools for identifying other state plans and the content of the CDE Systems Handbook. Based on that analysis, the DWG recommends the chart for inclusion on a dyslexia screening tool.

The screen provided is as follows:

- Difficulty with phonological processing**, which requires each ability to effectively process letters and blended sounds to form words, a fundamental prerequisite for reading, and the basis for all reading skills.
- Difficulties with reading, understanding and reading**, i.e., lack of reading fluency.
- Difficulties with reading, understanding and reading**, i.e., lack of reading fluency.
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- Difficulties with reading, understanding and reading**, i.e., lack of reading fluency.
- Difficulties with reading, understanding and reading**, i.e., lack of reading fluency.
- Letter naming fluency** is an important benchmark to screen kindergarten and early and late and early for first grade.


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Utility of Interim screener to screen for dyslexia 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.



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Comprehensive Assessments to Dyslexia Indicators Chart

**Potential chart design – combine with interim/screening measures and which domains they assess first, followed by list of norm-referenced measures that can be used as part of comprehensive evaluation for dyslexia identification*
**Chart to also include Spanish language interim/screening and norm-referenced measures*

CDE Dyslexia Handbook – Section 3.3 Identifying Dyslexia
 *Consider including this chart in this section of the dyslexia handbook


Recommended Reading Battery*	Specific Measures	Age/Grade Level	Test Description
Phonological Processing	(1) CUGP-2 • Blending Words • Phoneme Isolation • Sound Matching (2) WISC-4 Phonemic Awareness Grades PK-1	Age 4+ Ages 4+ Ages 3+ Ages 4-6 Grades PK-1	To be administered first
Verbal & Phonological Memory	(1) CUGP-2 • Nonword Repetition • Memory for Digits (2) CUGP-2 • Rapid Letter Naming • Rapid Digit Naming • Rapid Color Naming • Rapid Object Naming (3) KTEA-3 • Letter Naming Facility • Object Naming Facility	Age 4+ Ages 4+ Ages 4+ Ages 4-6 Ages 4-6 Grades PK-1	
Letter & Letter-Sound Knowledge	(1) WISC-4 Letter-Number Sequencing (2) WISC-4 Letter-Number Sequencing (3) KTEA-3 Letter & Word Recognition	Grades PK-1 Grades PK-1 Grades PK-1	*Initial sections of these tests include some letter & letter-sound items



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Next Meeting
April 18, 2022
Have a wonderful day!



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