



COLORADO
Department of Education

Colorado Dyslexia Pilot Program: Updates and Discussion

Presentation to the Colorado Dyslexia Working Group

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What is Dyslexia?

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. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge (NICHD, 2003).



Typical Subtyping of Reading Problems

Comprehension Skill

Poor

Good

<i>Poor</i>	General Poor Reading	Dyslexia
<i>Good</i>	Specific Comprehension Deficits	Typical Reading

**Decoding
Skill**

Key Tenets of Our Approach



Prevention and **early intervention** are critical for reducing risk and addressing early reading difficulties.



Research evidence and the “**science of reading**” should drive any approach to teaching, intervening, and supporting students with reading difficulties or disabilities, including dyslexia.



Data should guide decisions about instruction and intervention.



Fidelity and quality of **implementation matters** for facilitating decisions about instructional effectiveness and adjusting supports.

How Does This Align with Other CDE Initiatives?

- **MTSS-R and RTI are Central Mechanisms for School-Based Screening and Identification of Dyslexia**

Screening for Risk and Monitoring Progress	<ul style="list-style-type: none">• Technically adequate screening measures that accurately predict risk for reading difficulties and dyslexia are used to assign students to tiers of support.• Progress is monitored over time and supports are adjusted to meet student need.
High Quality Instruction and Intervention in General Education	<ul style="list-style-type: none">• Evidence-based core (Tier 1) literacy instruction that targets all major areas of literacy development and meets the needs of 80-85% of all students is provided.• Supplemental (Tier 2) interventions are implemented with fidelity and provided to 15-20% of students identified for additional support on the basis of screening and progress data.
Identification	<ul style="list-style-type: none">• Using RTI, students who fail to adequately respond to high quality instruction and intervention in general education are eligible for intensive, individualized interventions.• Identification mechanisms used locally may invoke additional resource access protocols.
Intensive Intervention	<ul style="list-style-type: none">• Systems utilize structures that permit and promote intensification (e.g., Fuchs, Fuchs, & Malone, 2017).• Alterable variables of instruction are systematically adjusted during intervention to support student success and mastery of targeted skills and concepts (e.g., Harlacher, Nelson-Walker, & Sanford, 2010).• Regular mastery and error data inform decisions about pacing, review, scaffolding, and practice during and across lessons.

Project Background



- Initiated in 2019 through [House Bill 19-1134](#)
- CDE “shall implement a pilot program to develop and pilot screening and identification processes and intervention strategies for early identification of and support for students enrolled in kindergarten through third grade who may have dyslexia” (HB 19-1134, Section 22-20.5-104).
- Focus is on screening, intervention, and identification of students with dyslexia in Colorado schools
- Includes an evaluation component (i.e., an external evaluator has been hired by CDE to evaluate pilot outcomes as specified in the bill)
 - CDE shall “evaluate the implementation of the pilot program and the effectiveness of the strategies in identifying and supporting more students in the participating local education providers than were identified and supported in non-participating local education providers” (HB 19-1134, Section 22-20.5-104).



Project Background



- Bill also established a [Dyslexia Working Group](#)
- Dyslexia Working Group is an advisory body that provides feedback “concerning the design and implementation of the pilot program” (HB 19-1134, Section 22-20.5-104).
- Adjustments to protocol that are consistent with current research have been made in response to feedback from DWG, CDE, and pilot schools



Project Timeline



- Colorado Department of Education released RFP in Fall 2019
- University of Oregon awarded pilot project scope of work in Winter 2020
- Pilot was intended to start in Summer 2020
- Revised start dates several times as a result of COVID-19 and LEA applications
- First pilot year in 2021-22 in three school sites
- Pilot extended through 2022-23 at CDE's discretion and authorization of funding
- Current implementation plan extends through June 2023



What is the Dyslexia Protocol?



- **Screening** and **identification** processes and **intervention** strategies for early identification of and support for students enrolled in kindergarten through third grade who may have dyslexia
- A systematic process for identifying and supporting students with or at-risk for dyslexia using evidence-based strategies
- Legislation drives the major foci of the protocol, the data sources we collect, and how it will be evaluated

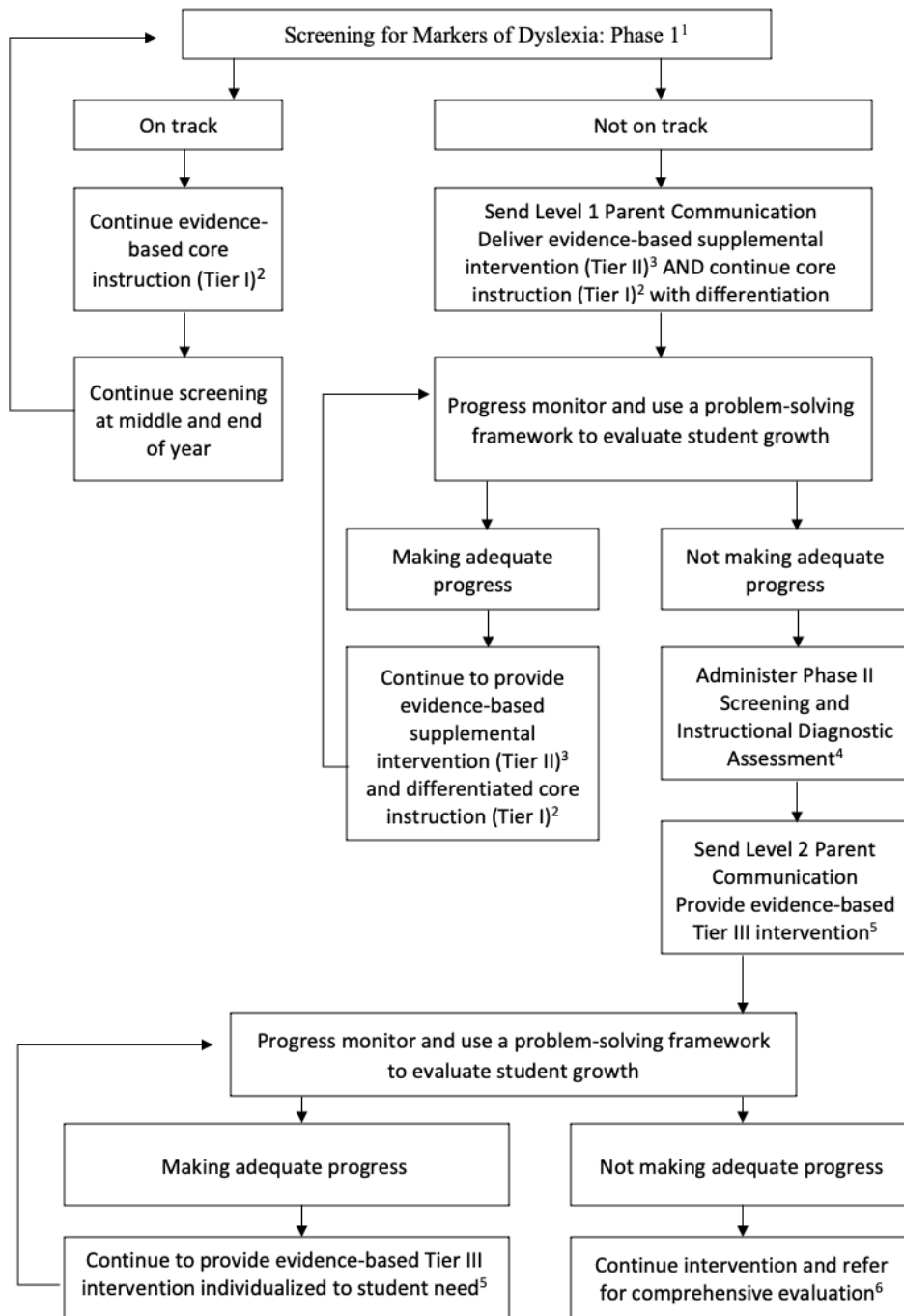


Dyslexia Protocol At a Glance



- Screening for Markers of Dyslexia: Phase 1
- Core Instruction
- Supplemental Instruction
- Screening for Markers of Dyslexia: Phase 2 & Instructional Diagnostic Assessment
- Intervention and intensification
- Comprehensive Evaluation

Protocol Flowchart

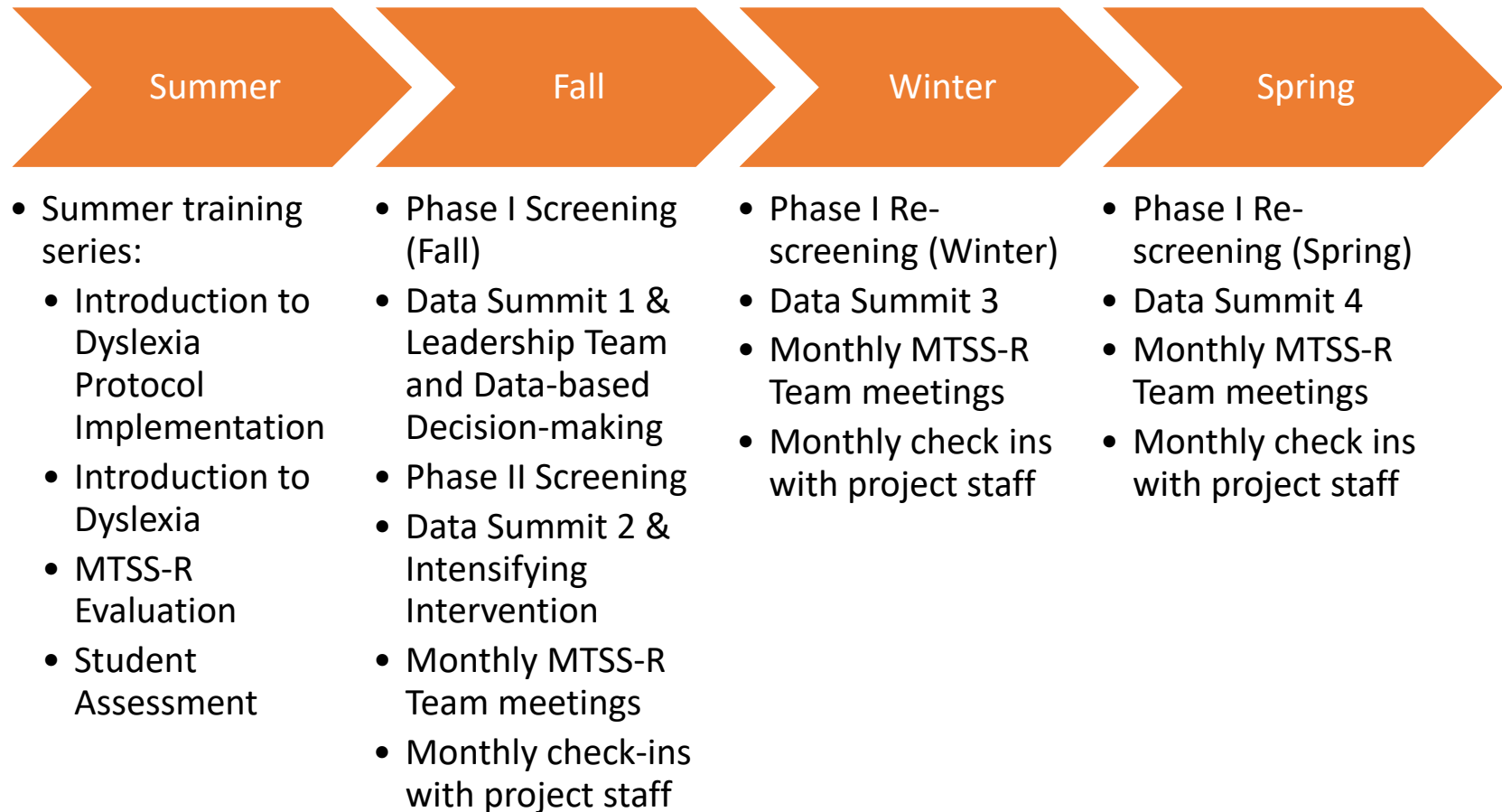


Feedback and Protocol Revisions To Date

1. Timing and content of dyslexia screening and diagnostic assessment by time of entry into school
2. Focus, timing, and intensity of intervention matched to student need
3. Ensuring high quality implementation of evidence-based instruction and intervention to address dyslexia
4. Recruitment of schools and delivery of professional development and training
5. Scaling of approach in Colorado over time



Pilot Project At-a-Glance



Coaching and Training Model



- Live (synchronous online) kickoff meeting
- Asynchronous training series to support scalability
- Project coach
 - Assigned to each school to support implementation
 - Primary contact
- Four Data Summits to support data-based decision-making, connected to training sessions when feasible



Trainings

Topic	Hours	Content focus	Timing
Introduction to Dyslexia Protocol Implementation	1	<ul style="list-style-type: none"> Description of the protocol flowchart; review of protocol manual and supporting documents 	Summer
Introduction to Dyslexia *asynchronous	2	<ul style="list-style-type: none"> The definition of dyslexia and distinguishing features The science of reading and how it can be implemented in schools to improve outcomes for students with dyslexia 	Summer
MTSS-R Evaluation *asynchronous	6.5	<ul style="list-style-type: none"> MTSS-R elements and evaluation of current systems 	Summer
Student Assessment *asynchronous	2	<ul style="list-style-type: none"> The purpose and importance of early screening for dyslexia How screening is implemented within the dyslexia protocol Components of an assessment for characteristics of dyslexia, how to use the information collected in the assessment, and how to implement next steps 	Summer
Leadership Team and Data-based Decision-making *asynchronous	2	<ul style="list-style-type: none"> Implementation support Using data to make decisions 	Fall
Intensifying Intervention *asynchronous	2	<ul style="list-style-type: none"> Intensifying intervention practice categories Using mastery data to plan instructional intensification and remedies across tiers of instruction 	Fall/Winter



- Year 2 Schools
 - Haxtun Elementary, Haxtun School District RE-2J
 - Trailblazer Elementary, Colorado Springs School District 11
 - Turman Elementary School, Harrison School District 2
- Returning Year 1 School
 - Academy for Advanced and Creative Learning, Colorado Springs School District 11

Current Status of Implementation



- All three new schools have completed summer training series, Phase 1 screening, and data summit 1
- Schools have notified parents about initial risk status
- Students at risk based on screening data are receiving intervention and progress monitoring to determine next steps
- New schools are entering phase 2 screening and data summit 2 timeframe
- Following phase 2 screening, which includes diagnostic assessment, parents will be updated about intervention response, assessment results, and plans to intensify support

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