

Connecticut Reading Leadership Implementation Council



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Connecticut State Department of Education



Connecticut Reading Leadership Implementation Council



Interim Director of the Center for Literacy Research and Reading Success

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Facilitator




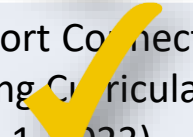







Building a Learning Culture In a Virtual Space



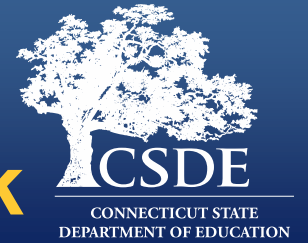
- Keep yourself on **mute** unless you're speaking
- Keep your **video** on when life allows it - We'd love to see you!
- Use the **chat** to ask questions and keep the conversation going
- Use the **raise hand** feature to share your thinking
- Use **emotion** icons to share feeling or thinking

Legislative Mandates

<p>Develop an Intensive Reading Intervention Strategy (July 1, 2022)</p> 	<p>Reading Curricula/Programs (July 1, 2022)</p> 
<p>Universal K-3 Reading Assessments and provide guidance (January 1, 2023)</p> 	<p>Receive & publicly report Connecticut's PK-3 Core Comprehensive Reading Curricula/Programs implemented by district (September 1, 2023)</p> 
<p>Provide support to districts (e.g., coaching, leadership training, professional development, family engagement, technical assistance)</p> 	<p>Conduct independent, random reviews of district implementation of approved Reading Curricula/Programs and Universal K-3 Reading Assessments</p>
<p>Oversee an intensive reading instruction program & provide K-3 supports upon request/within appropriations to Alliance Districts (July 1, 2022)</p> 	<p>Serve as collaborative center for institutions of higher education</p> 
<p>Engage external literacy coaches to provide professional learning, support intensive reading instruction program, and participate in family engagement activities</p> 	<p>Make available to faculty of teacher prep the science of reading, intensive reading instruction program, and Connecticut's PK-3 Core Comprehensive Reading Curricula and/or Programs</p>
<p>Develop & implement a state-wide reading plan for K-3 students (January 1, 2023)</p> 	<p>Review and publicly report progress made by teacher prep programs to include Connecticut's PreK to Grade Three Core Comprehensive Reading Curricula and/or Programs</p>



Review Draft K-3 Intensive Reading Intervention Strategy and Provide Feedback



Shall include:	Shall outline:
Rigorous assessments	Reading data analysis and used for instruction
Reading research and instruction	Leadership development
External literacy coaches (work with data, support principal, observe and coach, supervise reading interventions)	Family communication on reading strategies, goals and partnership opportunities
Reading interventionists who will develop a reading remediation plan for any student reading below proficiency and responsible for all supplemental reading instruction and conduct reading assessments as needed	Training for teachers and leaders in science of teaching reading
Train teachers and administrators in scientifically-based reading resources and instruction (including training administrators on what to look for in classrooms)	Periodic student progress reports



Research-based Universal Screening Reading Assessments for Grades K-3



Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education has approved reading assessments mandated for use by local and regional boards of education to identify students in kindergarten to Grade 3, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. These reading assessments have been approved for use by districts to “assist in identifying, in whole or in part, students at risk for Dyslexia, as defined in Sec. 10-3d of the C.G.S., or other reading-related learning disabilities.”



Research-based Universal Screening Reading Assessments for Grades K-3



- All districts must select and administer universal screening reading assessments from the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments* (July 1, 2023) for screening and progress monitoring. Such assessments shall:
 - measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic name (RAN) or letter name fluency;
 - provide opportunities for periodic formative assessment during the school year;
 - produce data that is useful for informing individual and classroom instruction; and
 - be compatible with current best practices in reading instruction and research.



Research-based Universal Screening Reading Assessments for Grades K-3



- In order to remain current with the field of assessment, the CSDE established an open review period to include additional assessments in the menu.
- During an open review period, districts may submit assessment recommendations to the CSDE for consideration. Based on recommendations of the CSDE, the State Board of Education may approve any new K–3 reading assessments to include in the publication of the Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments.
- An open review period was held July 2021 through September 1, 2021 to include additional assessments in the menu for use by districts commencing July 1, 2023.



Research-based Universal Screening Reading Assessments for Grades K-3



Assessments under review must meet the following guidelines.

- Have a high degree of technical adequacy and be constructed to be administered three times per year (fall, winter, spring).
- Provide norm-referenced scores and/or benchmarks, and when available, norm-referenced scores and/or benchmarks for students who speak Spanish.
- Be proven to accurately and effectively measure students' reading skills in the areas of 1) phonemic awareness; 3) decoding/phonics; 4) reading fluency; 5) vocabulary; 6) rapid automatic name or letter name fluency; and 7) reading comprehension.
- Be constructed to monitor the development of early reading skills to support a comprehensive evaluation of these component skills.
- Meet standards for technical rigor (i.e., reliability in scoring, content and construct validity).
- Meet efficiency standards (i.e., standardization and efficiency of administration and scoring).



Research-based Universal Screening Reading Assessments for Grades K-3



The following reading assessments were approved for use by districts commencing July 1, 2023.

- aimswebPlus™ Early Literacy and Reading; aimswebPlus RAN
- Amira Learning™
- easyCBM®
- DIBELS® 8th Edition
- mCLASS® DIBELS® 8th Edition; mCLASS® Vocabulary; mCLASS® RAN
- Acadience® RAN

In September 2022, the CSDE published, *Grades K-3: Universal Screening Reading Assessments Frequently Asked Questions*, the first in a series of guidance documents.