



OFFICE OF DYSLEXIA AND READING DISABILITIES

DRAFT Strategic Plan for Public Comment

Deadline: 5:00 pm, Monday, February 26, 2024

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THE OFFICE

The Office of Dyslexia and Reading Disabilities (ODRD) was established in 2021 with the enactment of Conn. Gen. Stat. Section 10-14z. The office is administratively situated within the Talent Office of the Connecticut State Department of Education and is responsible for implementing Connecticut’s dyslexia and structured literacy laws and supporting the implementation of related regulations and policies.

Mission: Our “Why”

The ODRD envisions a future when Connecticut’s schools are regarded as the standard of excellence for students with dyslexia and other reading disabilities.

Our Mission is aligned with that of the Connecticut State Department of Education, which prioritizes the agency’s commitment to providing the public with leadership, services, and resources intended to help them positively impact the personal, career, and life outcomes of Connecticut’s students, and reads:

The Office of Dyslexia and Reading Disabilities is committed to providing – through leadership and service - insight, expertise, training, encouragement, and resources to assist those in the education and related communities to succeed in helping all Connecticut students with dyslexia and other reading-related learning disabilities develop the reading and writing skills necessary to become effective lifelong learners, able to reach their personal and career goals and become involved, productive, confident, and satisfied members of society.

Actions: Our “How”

The ODRD partners with stakeholders to advance initiatives designed to ensure that Connecticut’s general and special educators are adequately prepared and supported to meet the diverse literacy needs of K-12 students, including students with dyslexia and other reading disabilities, so they can become skilled readers and writers, who are able to reach their personal and career goals and become involved, productive, confident, and satisfied members of society.

In everything we do, the ODRD is committed to:

- ✓ innovative work rooted in scientific reasoning and research
- ✓ collaborating with diverse stakeholder groups
- ✓ advocating for decisions and actions that promote equitable student access, opportunity, and outcomes.

INTRODUCTION

The Office of Dyslexia and Reading Disabilities' (ODRD) inaugural Strategic Plan (2023-2028) addresses the following four priorities, which are aligned with the Connecticut State Board of Education's expressed commitment to ensuring that "all learners are supported, including those with high needs, and have equitable access to education regardless of background or advantage, as well as access to great teachers and leaders, and a diverse educational workforce," as articulated in their [Comprehensive Plan for Education 2023-2028](#):

- Strategic Priority #1: Ensure accountability to scientific evidence-based reading research in educator preparation, development, and credentialing.
- Strategic Priority #2: Support the ability of families and districts to develop and maintain positive, solutions-oriented relationships.
- Strategic Priority #3: Promote consistency and equity in Specific Learning Disability (SLD): Dyslexia special education eligibility determination.
- Strategic Priority #4: Increase the percentage of special education students with SLD: Dyslexia meeting or exceeding Connecticut's English Language Arts and Reading performance standards.

These priorities were arrived at following meetings with stakeholder groups and representatives, and the completion of an extensive environmental audit that included a review and analysis of a wide-range of Connecticut Department of Education policy, guidance, regulatory, and federal reporting documents; testimony submitted on behalf of Connecticut's dyslexia specific legislation (PA 14-49; PA 15-97; PA 16-92; PA 17-3; PA 19-8; PA 21-168); customized data reports prepared for the ODRD by the Connecticut State Department of Education Performance Office; and, national reports that reference Connecticut's educator preparation and development practices.

What follows is a description of the actions and intended outcomes associated with each priority, including actions that address legislative charges assigned to the office by PA 21-168, and responsibilities designated to the office by the Bureau of Special Education (BSE). Because Connecticut's persistent literacy achievement crisis impacts students identified with SLD: Dyslexia as well – in fact, more significantly- each priority also includes actions that promote various forms of intra-agency collaboration intended to promote and support a coordinated agency-wide effort to improve reading achievement outcomes for *all* students, including those identified with SLD:Dyslexia and other reading disabilities.

RATIONALE

Literacy is a human right and serves as the foundation for how we learn, work, make decisions, engage with our communities, socialize, and care for ourselves. For many children with dyslexia, basic literacy is out of reach. Prevalence estimates for dyslexia range between 5-20% of the general student population. Presently, Connecticut's prevalence rate is <1% of the overall student population; two of Connecticut's 169 public school districts have SLD: Dyslexia identification rates that rise to the lowest of national prevalence estimates (5%). Not surprisingly, 80% of the Special Education administrators who attended the *Collaborative Conversations with the Office of Dyslexia and Reading Disabilities* networking sessions at the 2023 Bureau of Special Education's Back to School Meeting identified the need to better understand how to identify dyslexia as a top priority. A closer examination of how dyslexia is identified by Connecticut's educators, and how Connecticut determines dyslexia prevalence rates in general, is warranted.

Consistent and equitable identification of students with SLD: Dyslexia allows necessary access to appropriately intensive specialized instruction. A closer look at identification rates in Connecticut reveals a disparity in identification of SLD: Dyslexia between students who are White and their Black and Hispanic peers. In 2021, White students were identified with SLD: Dyslexia at a rate more than twice that of Black and Hispanic students. Ensuring that families of color, and the agencies that support them in advocating for their children's educational needs and rights, are educated about dyslexia and other reading disabilities is a key priority of the ODRD, as is promoting consistent and equitable reading screening, intervention, and eligibility determination practices.

Connecticut's 2020 IDEA Part B Annual Performance Report submitted to the United States Department of Education identified a reading performance gap between Connecticut students with and without Individualized Education Plans (IEPs) and set a 2025 target goal of reducing the performance gap by 15%. The plan articulated here supports this goal by focusing on improving performance outcomes for students identified with SLD: Dyslexia.

Even after receiving special education services under the eligibility category of SLD: Dyslexia, literacy achievement deficits persist for these students. In 2021, approximately 75% of Connecticut's students identified with SLD: Dyslexia in Grades 3 and 6 failed to meet the Smarter Balanced Assessment Consortium (SBAC) English Language Arts achievement standard - with the provision of accommodations.

This plan also commits to actions that strive to ensure that students with SLD: Dyslexia graduate High School having met state-adopted reading/language arts proficiency standards. Presently, Connecticut's 2020 IDEA Part B Annual Performance Report indicates that more than 60% of Connecticut High School students with an IEP failed to meet these standards. The ODRD intends to explore where students identified with SLD: Dyslexia fall within this statistic and to develop a

better understanding of what the post-school outcomes are for students with SLD: Dyslexia who meet/don't meet state adopted High School Reading proficiency standards.

On average, Connecticut students identified with SLD: Dyslexia receive approximately seven hours of special education services per week, although current data reporting doesn't permit us to determine how many of these hours are allocated to remediating students' literacy deficits in appropriately intensive special education settings. Given what is known about the persistent reading achievement gap for students identified with SLD: Dyslexia, as reported above, it is suggested that the educational environment, setting, and instruction provided to students with SLD: Dyslexia is not effective for the overwhelming majority of students.

A request for programming guidance ranked second among priorities identified as requiring support from the ODRD by Connecticut's Special Education Directors (2023 BSE Back to School Meeting). Directors identified the need for resources such as a bank of research-based intervention curricula that target specific reading skill deficits, guidance on how to monitor the reading progress of students with dyslexia and other reading disabilities to make timely adjustments to service delivery for non-or weak responders, and training in the use of both. Collaborating with education stakeholders to better understand and creatively address the environmental, setting, and instructional barriers to closing the literacy achievement gap for students with dyslexia is of paramount importance to the ODRD.

Strengthening communication with parents is a theme that runs throughout the BSE's 2020 IDEA Part B Annual Performance Report and our State Systemic Improvement Plan (SSIP); additionally, Directors of Special Education identified needing support from the ODRD to assist with improving communication and relationships with families of students identified as at-risk for and with SLD: Dyslexia as their third top priority (BSE Back to School Meeting 2023). For this reason, parent engagement is featured prominently across strategic priorities outlined below.

The ODRD's inaugural strategic priorities for the next five years advance us toward realizing our vision for Connecticut's schools to serve as the standard of excellence for students with dyslexia and other reading-related learning disabilities. As this plan is implemented, all work across the ODRD will be aligned with the vision and goals articulated here and carried out with consideration for our team values.

Strategic Priority #1

Ensure accountability to scientific evidence-based reading research in educator preparation, development, and credentialing.

ACTIONS

The ODRD will take the steps necessary to advance the following actions to ensure accountability to scientific evidence-based reading research in educator preparation, development, and credentialing for the purpose of advancing equitable access to education for all learners:

- 1.1** Develop, maintain, and update as warranted, a comprehensive set of evidence-based literacy (including language, reading, writing, and the principles and practices of structured literacy) and dyslexia competency targets (Educator Literacy Competencies) for assessment and instruction, by educator certification type (applicable to all certifications) and level that meet the requirements of PA 21-168 and support the CSDE's ability to advance concurrent scientific research-based reading and literacy initiatives and priorities.
- 1.2** Develop and implement an Educator Preparation Program (EPP) Educator Literacy Competency target compliance and audit process and refine the state's existing program approval process accordingly.
- 1.3** Develop, curate, maintain, promote, and support a comprehensive collection of web-based resources and guidance documents for EPPs specific to dyslexia and reading disabilities.
- 1.4** Provide ongoing information, assistance, training, encouragement, guidance, and resources to EPPs as they engage professional development and program/course reform efforts in response to the refined program approval process, which will include the EPP Educator Literacy Competency target compliance and audit processes.
- 1.5** Identify, celebrate, and highlight EPPs that are preparing educators to meet adopted Educator Literacy Competency targets in innovative, accountable, and sustainable ways.
- 1.6** Develop, disseminate, and support the implementation of model in-service professional development programs aligned with the adopted Educator Literacy Competency targets for use by local and regional boards of education.
- 1.7** Align existing CSDE-developed or endorsed training, webinars, and workshops to adopted Educator Literacy Competency targets and publish alignment guidelines for the creation of new training, webinars, and workshops.
- 1.8** Prepare a set of educator learning proposals in consultation with Connecticut's Parent Training Institute (Connecticut Parent Advocacy Center) for review and approval by the Bureau of Special Education that is responsive to the needs of the community and that increases the awareness of scientific evidence-based reading and writing research.
- 1.9** Develop and support the implementation and evaluation of a certification eligibility verification process that meets the requirements of PA 21-168 and promotes sustained accountability to the adopted Educator Literacy Competency targets.

The ODRD will take the steps necessary to advance the following actions, that reinforce the Connecticut State Department of Education’s commitment to *“One Agency, One Voice”* for the purpose of ensuring equitable access to education for all learners:

- 1.10** With the input of the Bureau of Special Education (BSE) and the Center for Literacy Research and Reading Success (CLRRS), and in partnership with the Bureau of Educator Standards and Certification (BESC), present a set of recommended changes to Connecticut’s certification regulations to the State Board of Education (SBOE) to be incorporated in the revised Regulations of the Connecticut State Board of Education Concerning State Educator Certificates, Permits and Authorizations for the purpose of ensuring Educator Preparation Program (EPP) accountability to the Educator Literacy Competency targets developed by the ODRD.
- 1.11** Invite collaboration with the CLRRS to ensure that professional learning experiences and web-based resources provided to EPP faculty related to the science of reading, evidence-based literacy curricula, instruction, intervention, and assessments implemented within an RTI/SRBI/MTSS framework is aligned with the Educator Literacy Competency targets developed by the ODRD to ensure EPP success with the refined program audit and approval process.
- 1.12** Invite collaboration with the CLRRS and the BSE to support schools, districts, and agency partners in providing professional learning opportunities that are aligned with the adopted Educator Literacy Competency targets.
- 1.13** Invite collaboration with the Bureau of Educator Effectiveness to support schools and districts implementing the new CT Guidelines 2023 to promote alignment of Indicator 2.2 (Establishing a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission, and goals) with the adopted evidence-based Educator Literacy Competency targets.
- 1.14** Invite partnership with the CLRRS and the BSE to develop a Community of Practice for professionals providing reading and writing interventions and specialized reading and writing instruction to students identified as at-risk for and with SLD: Dyslexia.
- 1.15** Support the BSE’s Communities of Practice in being able to provide effective, equitable, professional development related to scientific evidence-based reading research and the Educator Literacy Competencies developed by the ODRD.
- 1.16** Provide feedback to the CLRRS on how existing K-3 curriculum evaluation frameworks and protocols can be refined to ensure that approved curricula, programs and compendiums reinforce and do not include practices contrary to the adopted Educator Literacy Competency targets.
- 1.17** Provide input to the Certification Council charged with modernizing educator certification about ways to incorporate the adopted competency targets into proposed certification refinements to support the sustainability of agency-wide literacy reform initiatives.

OUTCOMES

The ODRD expects that the above-listed actions will ensure accountability to scientific evidence-based reading research in educator preparation, development, and credentialing, thereby promoting the Connecticut State Board of Education's priority of equitable access for all learners:

- 1.18** Connecticut's EPPs are accountable for preparing all educators to master certification-aligned Educator Literacy Competencies.
- 1.19** Professional learning offerings developed or endorsed by the Connecticut State Department of Education advance the approved Educator Literacy Competencies.
- 1.20** The Regulations of the Connecticut State Board of Education Concerning State Educator Certificates, Permits and Authorizations reinforce accountability to the certification-aligned Educator Literacy Competencies.
- 1.21** Connecticut's schools are staffed by educators who possess the requisite scientifically based knowledge and skills to effectively assess, teach, and remediate key language and literacy competencies.
- 1.22** Improved district capacity to develop and successfully implement a schoolwide RTI/SRBI/MTSS reading model.
- 1.23** Improved alignment between general and special education reading instructional practices.
- 1.24** Improved opportunities for students with SLD: Dyslexia and other reading disabilities to receive appropriately individualized, intensive specialized instruction through the provision of special education services.

Strategic Priority #2

Support the ability of families and districts to develop and maintain positive solutions-oriented relationships.

ACTIONS

The ODRD will take the steps necessary to advance the following actions to promote the ability of families to meaningfully support their child’s literacy achievement, and develop and maintain positive, solutions-oriented relationships with educators, schools, and districts for the purpose of ensuring equitable access to education for all learners:

- 2.1** Provide consultation support, information and assistance to parents and guardians of students (as well as local and regional boards of education) about matters related to dyslexia, reading disabilities, and structured literacy.
- 2.2** Develop, curate, maintain, promote, and support a comprehensive collection of web-based resources and guidance documents for families and students specific to dyslexia and reading disabilities, promoting the overall academic and social-emotional well-being of students with dyslexia and other reading disabilities, and cultivating positive family-school relationships.
- 2.3** Create and promote a dyslexia awareness campaign and resources in partnership with the Connecticut Parent Advocacy Center (CPAC), Decoding Dyslexia-CT (DD-CT), the Dyslexia Alliance for Black Children (DABC), and the Connecticut Council of Administrators of Special Education (ConnCASE).
- 2.4** Prepare a set of parent learning proposals in consultation with Connecticut’s Parent Training Institute (Connecticut Parent Advocacy Center) for review and approval by the Bureau of Special Education that is responsive to the needs of the community and that increases the awareness of scientific evidence-based reading and writing research.
- 2.5** Provide training and support, in English and Spanish, to the Connecticut Parent Advocacy Center’s Parent Leadership Roundtables.
- 2.6** Provide BSE Call Center staff with ongoing consultation supports to enable them to address calls related to dyslexia and reading-disabilities.
- 2.7** Develop and align guidance documents and resources with consideration for the recommendation for “plain language” established by The Connecticut Parents with Differing Cognitive Abilities Work Group to promote parent engagement.
- 2.8** Identify, and promote access to technologies and services that enable effective, timely communication between schools and families whose primary or preferred language is not English.

The ODRD will take the steps necessary to advance the following actions, that reinforce the Connecticut State Department of Education’s commitment to “*One Agency, One Voice*” for the purpose of ensuring equitable access to education for all learners:

- 2.9** Invite partnership with the BSE and the CLRRS to develop, coordinate, and support family engagement initiatives and school-family partnerships that strive to promote student reading achievement, including but not limited to, messaging, activities, and resources.
- 2.10** Support the work of the BSE by proposing professional learning opportunities for IDEA funding that are responsive to the needs of the community and that increase the awareness of dyslexia, reading disabilities and structured literacy in consultation with the Connecticut Parent Advocacy Center (CPAC).
- 2.11** Contribute to the development of BSE publications created for families, including the Parent’s Guide to Special Education.
- 2.12** In consultation with the BSE, establish a Youth Advisory Council focused on supporting and soliciting the input of middle and high school special education students identified with SLD and SLD: Dyslexia.
- 2.13** Invite collaboration with the Academics Office and the BSE to develop a resource guide that outlines the technologies, resources, and supports that can enable multilingual families to more fully engage in timely, effective communication with teachers, schools, and support agencies.

OUTCOMES

The ODRD expects that the above-listed actions will support the ability of families to meaningfully contribute to and support their child’s literacy achievement and to develop and maintain positive, solutions-oriented relationships with educators, schools, and districts, thereby promoting the Connecticut State Board of Education’s priority of equitable access to education for all learners:

- 2.14** Families and educators have a shared understanding of dyslexia, the special education SLD: Dyslexia eligibility determination process, and the Individualized Education Plan (IEP) development, implementation, and monitoring processes.
- 2.15** Multilingual families can more fully engage in timely, effective communication with teachers, schools, and support agencies.
- 2.16** Increased participation of ethnically and linguistically diverse families in state-sponsored and supported special education events and activities.
- 2.17** Improved family-school relationships throughout the special education referral, eligibility determination, program development, program implementation, and program evaluation processes.
- 2.18** BSE Call Center staff are prepared to respond to the needs of families who call with questions related to dyslexia and other reading disabilities.
- 2.19** Family engagement initiatives and school-family partnerships that promote literacy achievement offered, sponsored and/or endorsed by the Connecticut State Department of Education (inclusive of the CLRRS) include families of general *and* special education students.

Strategic Priority #3

Promote consistency and equity in SLD: Dyslexia special education eligibility determination.

ACTIONS

The ODRD will take the steps necessary to advance the following actions to promote consistency and equity in SLD: Dyslexia special education eligibility determination for the purpose of ensuring equitable access to education for all learners:

- 3.1** Develop and disseminate written guidance for use by general and special educators on how to analyze progress monitoring data secured via one of the approved K-3 universal reading screeners to determine if a student is responding adequately to reading instruction/interventions provided.
- 3.2** Develop a supplement to the Bureau of Special Education’s Guidelines for Identifying Children with Learning Disabilities (*publication pending*) to promote consistency and equity in SLD: Dyslexia eligibility determination, to include guidance on the identification of multilingual learners with SLD: Dyslexia.
- 3.3** Support agency initiatives focused on the diversification of the educator workforce, with a focus on special education and remedial reading specialists.
- 3.4** Identify, celebrate, and highlight districts that are consistently and equitably identifying students with SLD: Dyslexia.

The ODRD will take the steps necessary to advance the following actions, that reinforce the Connecticut State Department of Education’s commitment to “*One Agency, One Voice*” for the purpose of ensuring equitable access to education for all learners:

- 3.5** In consultation with the CLRRS and the BSE, develop and disseminate written guidance for each approved universal screener on how to utilize data secured to screen for dyslexia risk (Grade K) and how to utilize data to identify characteristics of dyslexia (Grades 1-3).
- 3.6** In partnership with the BSE, provide opportunities for special educators to receive training on measures included on Connecticut’s Menu of Approved Universal Screeners.
- 3.7** In partnership with the BSE, support districts in their efforts to implement consistent and equitable SLD: Dyslexia eligibility determination processes.
- 3.8** In partnership with the CLRRS, develop or approve a family history questionnaire to assist in the identification of students who are at risk of reading proficiency challenges, including dyslexia.
- 3.9** Invite collaboration with the CLRRS and the BSE to:
 - a.** develop and disseminate resources that promote a shared understanding of the science of reading, including the principles and practices of structured literacy, RTI/SRBI/MTSS, and dyslexia.
 - b.** support schools, districts, and agency partners in their efforts to educate families about Connecticut’s approach to reading instruction and intervention (RTI/SRBI/MTSS), the special education referral process, and the disabilities – including dyslexia - that impact students’ reading achievement.

- c. ensure the alignment of reading assessment and instruction initiatives that have the potential to impact the identification of students as at-risk for or with SLD: Dyslexia and other reading disabilities.
- d. develop and disseminate model professional learning opportunities and resources to prepare and enable general educators to recognize the characteristics of dyslexia at various grade levels and to understand their role in and responsibilities to the special education referral, evaluation, and eligibility determination processes.
- e. identify funding sources to support general and special educator development initiatives related to RTI/SRBI/MTSS, determining student progress and response, determining reading disability/dyslexia risk, and evaluation of RTI/SRBI /MTSS data as part of the SLD and SLD: Dyslexia eligibility determination processes.
- f. establish or engage a working advisory to ensure that complementary strategic literacy priorities are developed and/or refined with consideration for multilingual learners and families.

OUTCOMES

The ODRD expects that the above-listed actions will promote consistency and equity in SLD: Dyslexia eligibility determination, thereby promoting the Connecticut State Board of Education's priority of equitable access to education for all learners:

- 3.10** Improved early and appropriate referral of students (inclusive of all grade levels) who present with characteristics of dyslexia to RTI/SRBI/MTSS and/or special education.
- 3.11** Improved district capacity to develop and implement school-wide reading models that are inclusive of special education.
- 3.12** SLD: Dyslexia prevalence rates that reflect national prevalence estimates.
- 3.13** Equitable identification of SLD: Dyslexia by race.
- 3.14** Strategic literacy priorities that equitably address the needs of multilingual learners and families.

Strategic Priority #4

Increase the percentage of special education students with SLD: Dyslexia who are meeting or exceeding Connecticut's English Language Arts and Reading performance standards.

ACTIONS

The ODRD will take the steps necessary to advance the following actions to promote an increased percentage of special education students with SLD: Dyslexia who are meeting or exceeding Connecticut's English Language Arts and Reading performance standards, for the purpose of ensuring equitable access to education for all learners:

- 4.1** Develop, and update annually, protocols to support districts in evaluating and selecting literacy intervention curricula and programs for adoption.
- 4.2** Develop, curate, maintain, promote, and support a comprehensive collection of web-based resources and guidance documents for administrators and educators specific to dyslexia, reading disabilities, and cultivating positive family-school relationships.
- 4.3** Develop, disseminate, and support school and district application of guidance resources for writing IEPs for students identified with SLD: Dyslexia and other reading disabilities that are aligned with (1) the state's academic content standards for the grade in which the student is enrolled; and (2) the student's present levels of performance.
- 4.4** Develop and disseminate guidance to local and regional boards of education on innovative special education staffing and service delivery models designed to meet the individualized and intensive reading and writing needs of students with SLD: Dyslexia and other reading disabilities, with consideration for identified special education staffing shortages.
- 4.5** Identify, celebrate, and highlight districts that have demonstrated meaningful increases in the percentage of special education students identified with SLD: Dyslexia who are meeting or exceeding Connecticut's English Language Arts and Reading performance standards.

The ODRD will take the steps necessary to advance the following actions, that reinforce the Connecticut State Department of Education's commitment to *"One Agency, One Voice"* for the purpose of ensuring equitable access to education for all learners:

- 4.6** In consultation with the BSE, identify specific structured literacy, dyslexia, RTI/SRBI/MTSS, and SLD: Dyslexia activities, trainings, publications, information, support, and services that will be assigned to the ODRD.
- 4.7** In consultation with the BSE, identify and/or develop and disseminate best practice guidelines for how general educators can support students with SLD: Dyslexia in the inclusive classroom setting.
- 4.8** In consultation with the BSE, identify ways to increase support for districts to engage in continuous quality improvement to promote the improved reading achievement of students identified with SLD: Dyslexia.
- 4.9** In consultation with the BSE, develop exemplar IEPs for students with SLD: Dyslexia at the Elementary, Middle, and Secondary levels.

- 4.10** Support the work as the BSE by contributing to the development of (and contributing to reporting related to) the IDEA Part B Statewide Systemic Improvement Plan (SSIP), with attention to improving achievement, performance, and transition outcomes for students with disabilities.
- 4.11** Support the work as the BSE by contributing to the development of a Data-Based Individualization (DBI) guidance document and training resources, including a plan for technical assistance, as related to the current SSIP.
- 4.12** Support the work as the BSE by contributing to the development of BSE Special Education Call Center protocols for engaging with the ODRD, providing information and resources for reference by Call Center staff, and by directly supporting calls transferred to the ODRD by the Call Center that are specifically related to dyslexia or reading disabilities.
- 4.13** Support the Connecticut State Department of Education and the CLRRS' development and implementation of policies that have a fundamental goal of closing reading equity gaps for all students, including those identified as at-risk for and with SLD:Dyslexia and other reading disabilities.
- 4.14** Support the Connecticut State Department of Education and the CLRRS' development and implementation of intra-agency collaborative efforts focused on updating Connecticut's Framework for Scientific Research Based Interventions (RTI/SRBI/MTSS), articulating Connecticut's statewide reading plan with consideration for the continuum of instruction and student needs and developing a coordinated plan for providing training and technical assistance to support the statewide implementation of this framework.
- 4.15** Foster intra-agency collaborations to explore and expand districts' use of disaggregated data to report on (a) special education disability category prevalence by race and (b) special education disability category performance across grade levels on the Smarter Balanced Assessment, by race.

OUTCOMES

The ODRD expects that the above-listed actions will increase the percentage of special education students with SLD: Dyslexia who are meeting or exceeding Connecticut's English Language Arts and Reading performance standards, thereby promoting the Connecticut State Board of Education's priority of equitable access for all learners:

- 4.16** Improved reading performance between schools in various demographic groups for both general and special education student populations.
- 4.17** Students identified with SLD: Dyslexia who have IEPs will be adequately and appropriately supported to succeed in the general education setting.
- 4.18** Students identified with SLD: Dyslexia who have IEPs will receive adequate and appropriate individualized and intensive specialized reading and writing instruction in the special education classroom or resource room setting.
- 4.19** Increased percentage of special education students with SLD: Dyslexia who are meeting or exceeding Connecticut's English Language Arts and Reading performance standards, with equity across race.