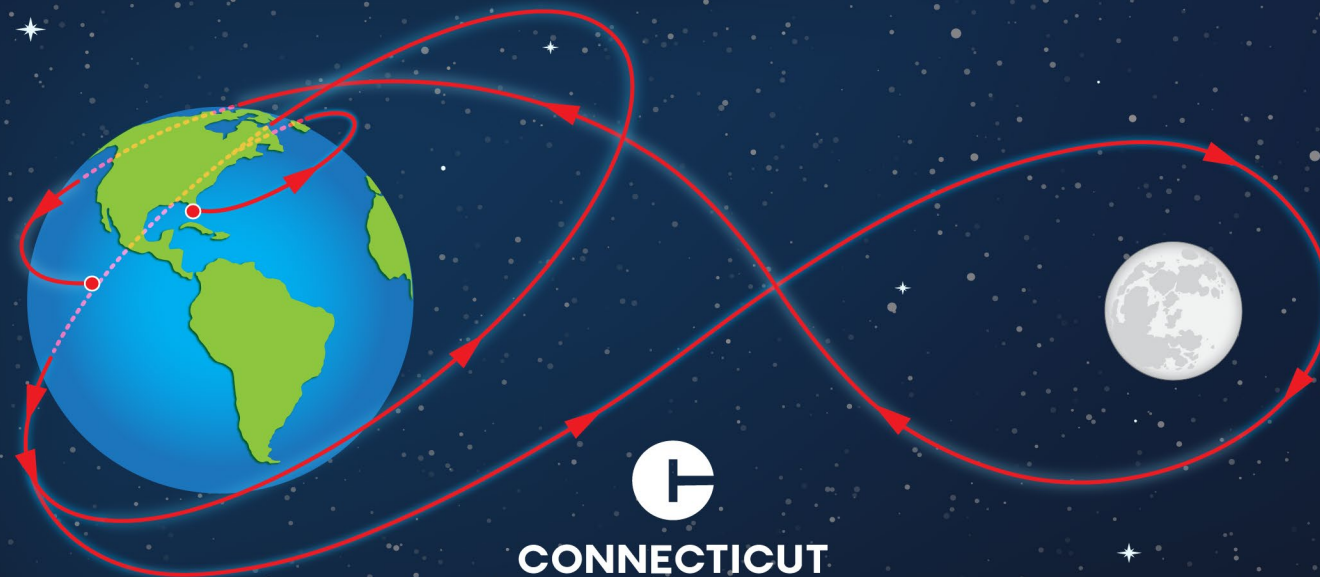


CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY

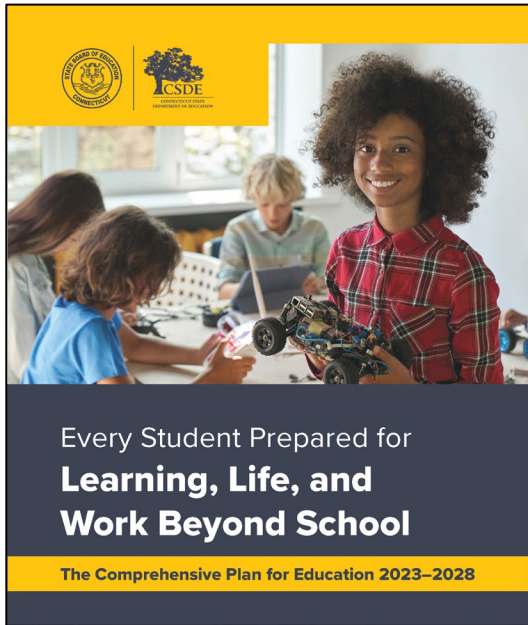
SCHOOL YEAR 2026-27



Inspired by the Artemis II mission

Connecticut State Department of Education

Every Student Prepared for Learning, Life, and Work Beyond School: State Board of Education Comprehensive Plan (2023-2028)



Ensure Equitable Access to Education

All learners are supported, including those with high needs, and have equitable access to education regardless of background or advantage, including access to great teachers and leaders, and a diverse educational workforce.



Ensure Safe and Healthy Learning Environments

Learning spaces are safe, compassionate, and culturally responsive. They are designed to support the academic, physical, and social-emotional well-being of all learners, including learners of color, multilingual learners, those with a disability, learners experiencing food and housing insecurities, learners coming from low-income families, and those who identify as LGBTQ.

Elevate Curriculum Frameworks

Elevate Connecticut's curriculum frameworks to provide support for the development of rigorous, engaging instruction and the reliable assessment of universally required skills for life beyond school and a lifelong love of learning.



Create Multiple Career Pathways

Create opportunities for all students to explore multiple career pathways through coordinated and rigorous programs that are developed in partnership with institutions of higher education and local/regional employers, and that align to economic opportunity and advance students in careers of their choice.



CSDE Strategic Focus Areas

**Every Student Prepared
for Learning, Life, and
Work Beyond School**



Expand our Educator Workforce



Support Safe and Healthy Learning Environments



Ensure Students are Present and Engaged



Elevate and Support High Quality Instructional Materials



Modernize and Expand Post-Secondary Pathways



Improve Outcomes for All Students, including Students with Varying Abilities



Strengthen and Promote School, Family, and Community Partnerships



Understanding Dyslexia in Connecticut *Through the Lens of Case Studies*

September 2026



CONNECTICUT'S MISSION: EMPOWER EVERY LEARNER'S JOURNEY



Purpose: To show how reading difficulties and dyslexia may look different across students and why understanding the whole student matters when interpreting information, asking questions, and considering what additional information or next steps may be needed.



Jordan



Sofia



Marcus

These case studies are designed to support discussion and reflection. They are not intended to determine whether a student has dyslexia or meets eligibility criteria.





Jordan

Student Profile: Jordan, Grade 3

Strengths:

- Participates readily in class discussions;
- Demonstrates strong understanding when listening to text; and
- Expresses understanding well when decoding demands are reduced.

Reading Profile:

- Slow, effortful reading
- Difficulty decoding multisyllabic words
- Stronger comprehension than word reading

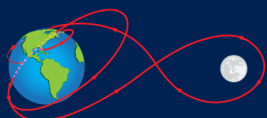


What might this pattern tell us?

Jordan shows a clear difference between strong language comprehension and difficulty with accurate, efficient word reading. This pattern may be consistent with word-level reading difficulties often associated with dyslexia.



What additional information would help us better understand Jordan's reading profile?





Sofia

- **Student Profile: Sofia, Grade 3**
- **Strengths:**
 - Demonstrates strong oral language skills in her first language;
 - Communicates confidently in conversation; and
 - Brings multilingual language knowledge and experiences to learning.
- **Reading Profile:**
 - Decoding in English is inconsistent
 - Reads some familiar words smoothly
 - Has more difficulty with unfamiliar or less frequent words
 - Developing English vocabulary knowledge may influence comprehension during independent reading in English



What might this pattern tell us?

Sofia's reading performance needs to be understood alongside her language development and literacy experiences. Difficulties in English do not automatically indicate dyslexia, but multilingualism also does not rule out dyslexia.



What information would help distinguish language development from a possible reading disability?





Marcus

Student Profile: Marcus, Grade 3

Strengths:

- Communicates ideas clearly
- Strong verbal skills
- Engages readily in discussion

Reading and Writing Profile:

- Weak spelling
- Inconsistent reading accuracy
- Reading performance can vary across tasks or situations

Additional Considerations:

- Difficulty sustaining attention
- Challenges initiating tasks
- Attention demands may affect how consistently Marcus demonstrates his skills



Why is this profile more complex?

Marcus shows both literacy difficulties and attention-related concerns. Looking at either area in isolation could lead to an incomplete understanding of his needs. Multiple sources of information can help us better understand how these factors may interact and identify what additional information may be needed.



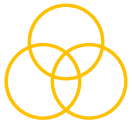
What additional information would help us understand the relationship between Marcus's literacy and attention needs?



Looking Across Student Profiles

	Jordan	Sofia	Marcus
Strengths	Listening Comprehension	Multilingual oral language	Verbal expression
Reading Concern	Slow, effortful decoding	Inconsistent English decoding	Inconsistent accuracy
Important context	Clear word-level pattern	Language development	Attention-related concerns
What we learn	Dyslexia can present clearly	Context affects interpretation	Multiple factors may overlap

Same concern. Different profiles.



Viewing these profiles side by side is not intended to compare students to one another. Instead, it illustrates how similar reading concerns may be understood differently when a student's strengths, areas of difficulty, language development, attention, instruction, and other relevant context are considered. Looking across the profiles can help us identify questions and consider what additional information may be needed to better understand the individual student.

