

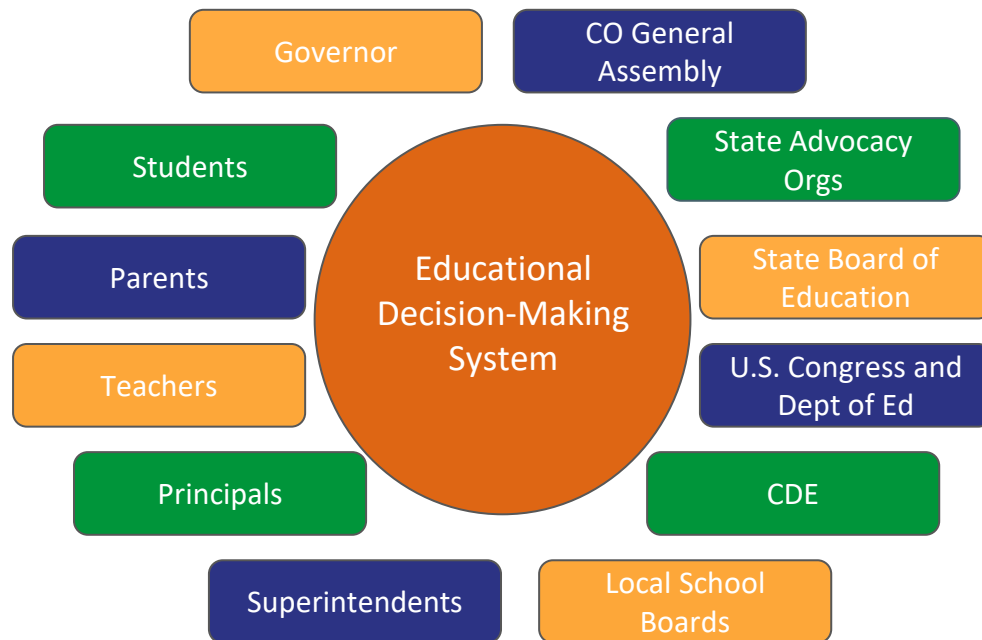


CDE Review and Updates

Dyslexia Working Group
September 12, 2025



Key Roles in Educational Decision-making



Federal, State, & Local Policy

Federal Policy

- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.
- Federal accountability

State Policy

- Licensure requirements
- Academic Standards
- Specific state assessments, etc.
- State Accountability

School/District Policy

- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.



State Legislature's Lawmaking Authority



Colorado
Constitution provides
the Colorado General
Assembly with
authority to create
law



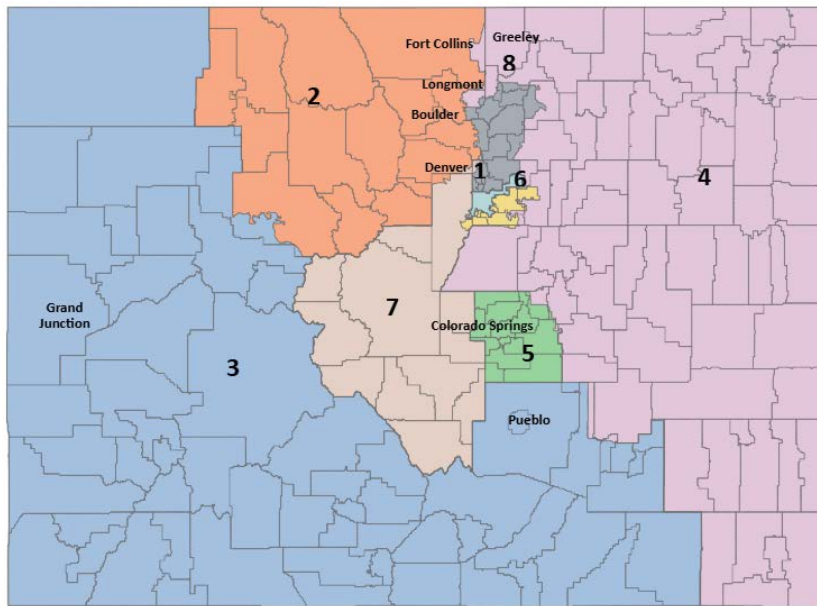
Legislature considers
and adopts bills that
either create new law,
amend existing law, or
repeal existing law



State statutes
may not violate
the Colorado
Constitution, the U.S.
Constitution, or
federal law

Who is the State Board?

Composed of 9 elected officials, each elected to 6-year terms. Eight members are elected to represent their congressional district and one member is elected at large.



Rebecca McClellan, Chair (D), 6th Congressional District

Yazmin Navarro, Vice-chair (R), 8th Congressional District

Kathy Gebhardt (D), 2nd Congressional District

Sherri Wright (R), 3rd Congressional District

Kristi ("KBB") Burton Brown (R), 4th Congressional District

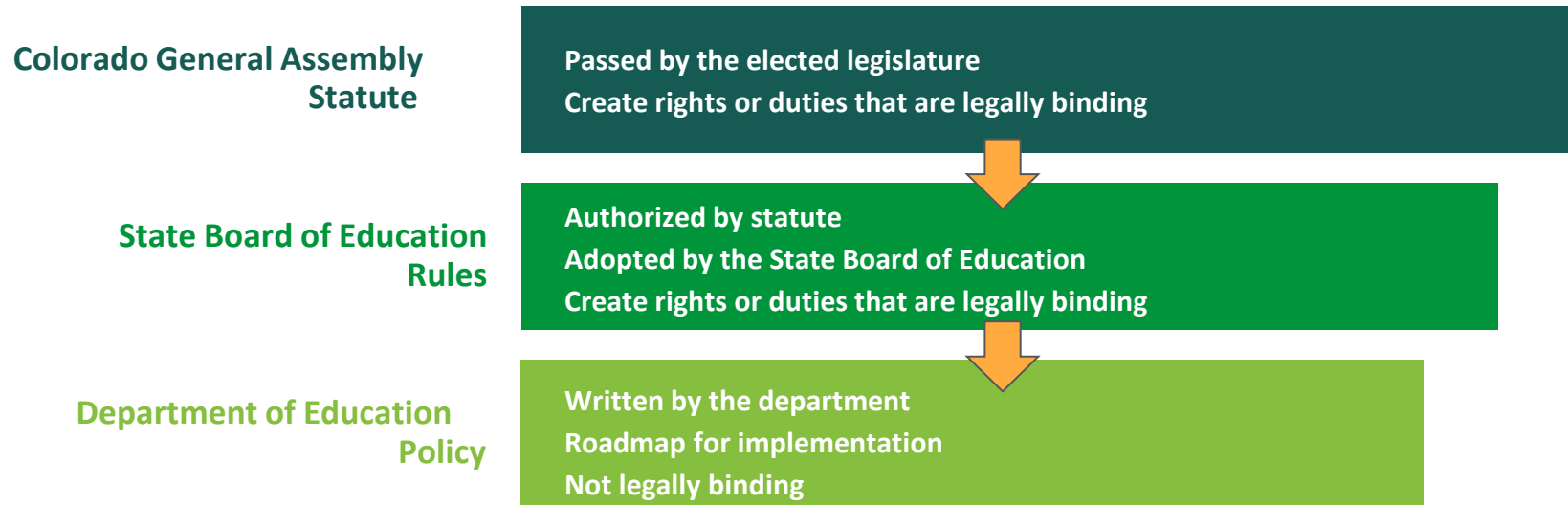
Steve Durham (R), 5th Congressional District

Karla Esser (D), 7th Congressional District

Lisa Escárcega (D), 1st Congressional District

Kathy Plomer (D), At-Large

Statute, Rules, & Guidance



Senate Bill 25-200 Updates

Senate Bill 25 - 200

Senate Bill 25-200 expands upon the Colorado Reading to Ensure Academic Development Act (READ Act) by including screening requirements for characteristics of dyslexia, additional measures that may be included in the body of evidence used to determine if a child has a significant reading deficiency (SRD), and required talking points relating to dyslexia in parent communication.

CDE Responsibilities	Local Education Provider Responsibilities
<ul style="list-style-type: none">● Review interim, summative, and diagnostic assessments that include universal dyslexia screening that meets statute criteria● Recommend said assessments to the State Board of Education● Update the READ Act list of Approved reading assessments for K-3 students● Provide implementation guidance and field support	<p>Beginning of 2027-2028 School Year:</p> <ul style="list-style-type: none">● Implement universal dyslexia screening in accordance to timelines in statute● LEPs may select a dyslexia screener from the approved interim or may design their own universal dyslexia screening process● Builds upon READ Act communication to parents and existing SRD processes

Senate Bill 25 - 200 Timeline

May, 2025

SB 25-200
Legislation Passes

2026

READ Act Assessment Review
State Board of Education (SBE) Approval of
recommended assessments
Rules are developed and approved by SBE

2027-2028 School Year

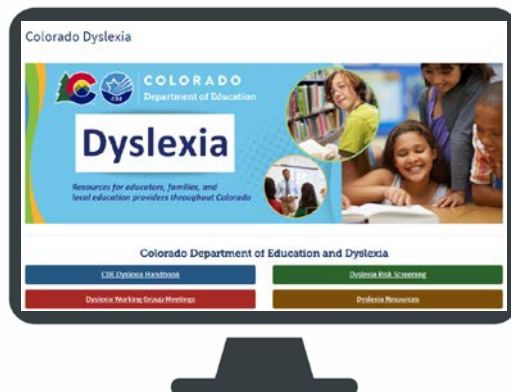
LEPs implement dyslexia screening
requirements within the first 90
calendar days of school

July 2025 and Ongoing

CDE begins development of implementation plan, READ Act assessment review timeline, and field guidance

CDE Updates

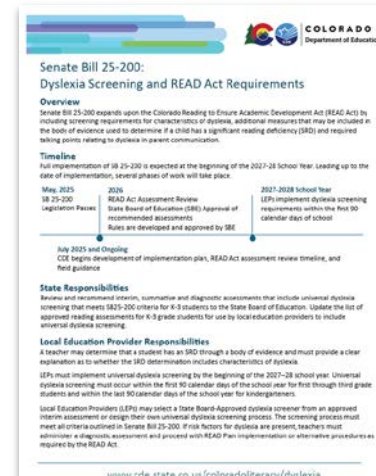
What's New?



Centralized and Updated
Dyslexia Webpage



Grade-Level
Indicators Clickable
PDF



SB 25-200 Fact
Sheet
(High level)

Trending Questions from the Field

Programmatic/Vendor Specific Questions:

- *"Will {current approved program name}'s dyslexia screener work for SB25-200?"*

Dyslexia Screening and Multilingual Learners:

- *"What will the dyslexia screener look like for multilingual learners?"*
- *"How will SB 25-200 affect identifying characteristics of dyslexia in Multilingual learners?"*
- *"What do we use if there is not a RAN screener in Spanish?"*



Dyslexia Screening and our Exceptional Students:

- *"Will the CDE be addressing dyslexia screening for students with language differences and other disabilities?"*

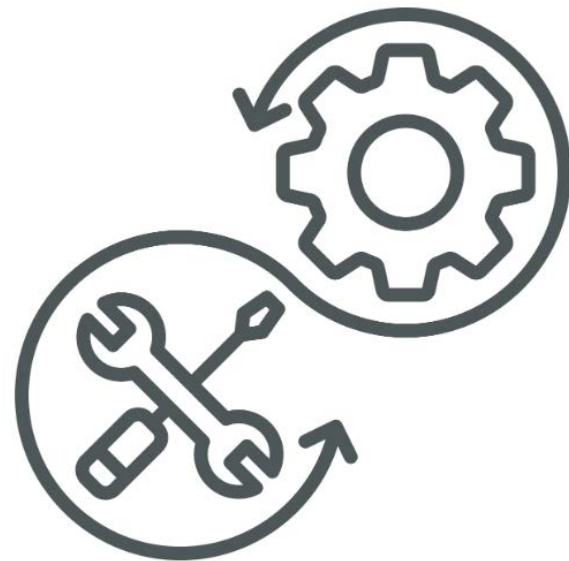
Trending Questions from the Field (cont.)

Implementation Questions:

- *"What impact will this have on our IEP systems and staffing?"*
- *"Will there be verbiage provided for teachers and school administrators to communicate with parents?"*
- *"How often and what do we screen, do we need to re-screen every year?"*

General Requests/Questions on:

- *Funding*
- *Detailed Guidance*
- *Timelines*
- *Teacher training*
- *Interventions, programs, human capital within schools*
- *SRD identification and Characteristics of Dyslexia*





Thank you!

