

Reading Difficulties Risk Screener Applicant Webinar

July 2, 2024

Welcome!

- Speaker Introductions
 - California Department of Education (CDE) – Nancy Brynelson and Bonnie Garcia, Statewide Literacy Co-Directors
 - WestEd – Matt Brunetti, Senior Program Associate
 - State Board of Education (SBE) – Jessica Holmes, Chief Deputy Executive Director
- Participant Introductions
 - Please type your name and affiliation or organization into the chat
- Technical Logistics
 - Q&A
- Links to Key Information

Today's Purpose

Provide applicants with information about the process and procedures for submitting reading difficulties risk screener materials for consideration by the Reading Difficulties Risk Screener Selection Panel (RDRSSP), pursuant to California *Education Code* Section (EC) Section 53008.

Agenda

Welcome and Overview of Agenda

Schedule of Significant Events

Overview of the Statute, Evaluation Criteria & Priorities of the RDRSSP

Evaluation Rubric

Submission Form and Alignment with the Rubric

Other Submission Information

Final Questions

Proposed Schedule of Events* (1)

- June 12, 2024 - Invitation to Submit Package is Released
- July 2, 2024 - Informational Webinar (Today)
- July 26, 2024 - July Panel Meeting
- August 9, 2024 - Applicant Questions Submission Deadline
- August 23, 2024 - August Panel Meeting
- **August 30, 2024 - All submissions of screening instruments must be received by 5 p.m. PST**
- September 20, 2024 - September Panel Meeting (Deliberations)
- October 18, 2024 - October Panel Meeting (Deliberations)
- November 18, 2024 - November Panel Meeting (Deliberations)**
- December 16, 2024 - December Panel Meeting

Proposed Schedule of Events* (2)

*The RDRSSP reserves the right to amend the Proposed Schedule of Events at any time.

**It is anticipated that at the Nov. 18, 2024, meeting, the Panel will share its recommendations for approved screening instruments. It is further anticipated that applicants will have the ability to provide public comment to the Panel before panelists vote on the final adoption of the approved list of screening instruments. However, depending on the volume of applications received by the Panel and time needed to review and evaluate them, this proposed timeline is subject to change.

Overview of the Statute, Evaluation Criteria, and Priorities of the Panel

Purpose of the Process

- Senate Bill 114 of 2023 (K–12 Education Budget Trailer Bill) established *EC* Section 53008
- Requires all local educational agencies to screen each kindergarten, first grade, and second grade student for risk of reading difficulties beginning in the 2025–26 school year
- Requires a panel of experts selected by the State Board of Education to identify appropriate instruments for screening by December 31, 2024

Purpose of Screening

- “Screening should be considered part of a school’s comprehensive instructional strategy, and should be used by educators like other types of formative and summative assessments: to inform individualized instruction, measure a pupil’s progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.” (EC Section 53008 [a][1])
- “... early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils at risk of, and with, reading difficulties, including dyslexia.” (EC Section 53008 [a][2])

Screening Instruments Must...

- Be evidence-based, culturally, linguistically, and developmentally appropriate.
- Assess pupils for risk of reading difficulties, including possible neurological disorders such as dyslexia. Reading difficulties means a barrier that impacts a pupil's ability to learn to read or improve reading abilities.
- Be brief tools administered by an appropriately trained school employee measuring discrete areas to determine pupils at risk of reading difficulties.

Statutory Criteria: *EC* Section 53008(g)(1) – (1)

- Use of direct measurement, supplemented by other pupil data, to determine if a pupil is at risk of a reading difficulties, including dyslexia.
- Measurement of domains that may predict dyslexia and other reading disorders, including, but not limited to, measures of oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension.

Statutory Criteria: *EC* Section 53008(g)(1) – (2)

- Evidence that the tool is normed and validated using a contemporary multicultural and multilanguage sample of pupils, with outcome data for pupils whose home language is a language other than English as well as those who are native English speakers.
- Integration of relevant pupil demographic information, such as home language, English language fluency, and access to prekindergarten education, to more fully understand a pupil's performance.

Statutory Criteria: *EC* Section 53008(g)(1) – (3)

- Guidance and resources for educators regarding how to administer screening instruments, interpret/explain results, and determine further individualized educational strategies.
- Guidance must be informed by:
 - English Language Arts/English Language Development Framework for California Public Schools
 - California Dyslexia Guidelines
 - Knowledge of effective interventions
- Guidance must reflect a tiered interventions model aligned with the Multi-Tiered Systems of Support.

Additional Parameters

- Screening instruments are not to be used as an evaluation or diagnostic tool to establish eligibility for special education (IEP and 504 Plans)
- However, they may be used by a local educational agency to recommend that a pupil receive further assessment and evaluation to establish eligibility for special education
- Results may not be used for any high-stakes purpose

Screening English Language Learners

- The Panel is required to select screening instruments that are developed both for English-speaking students and for non-English speaking students, in languages reflecting the primary languages of students in the state, to the extent assessments in those languages are available.
- If a screening instrument is not available in at least one language in which a student is proficient, the student's risk for reading difficulties will be evaluated through an analysis of their developmental history, educational history, and literacy progress, taking into account the student's home background and evolving English language abilities.

Screening Instrument Results

- Results from screening are intended to be used as part of a broader process that leads to further evaluation of a student's needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further assessment if concerns do not resolve.
- When a student is identified as being at risk of having reading difficulties after being screened, local educational agencies are required to provide the student with appropriate supports and services.

Administration Information

- The Panel is also charged with providing information about the appropriate administration of each screening instrument for use by local educational agencies.
- This includes, but is not limited to, the appropriate grade or grades for each screening instrument.

Review Process, Review Elements, Evaluation Criteria, and Rubric

- Pursuant to *EC* Section 53008, subdivisions (b) and (g)(1), the RDRSSP advised the SBE on a review process with evaluation criteria for the SBE's adoption.
- RDRSSP is using the adopted process and evaluation criteria to inform the evaluation and approval of the list of state screening instruments.
- SBE adopted the review process, review elements and evaluation criteria, and rubric at their May 2024 meeting.

Review Elements

- Developed based on *EC* Section 53008 (g); serve as the basis for the evaluation criteria; adopted by the State Board of Education on May 8, 2024
- Comprise three major areas of focus:
 - Description of Assessment Battery
 - Psychometrics
 - Communication and Resources

Evaluation Criteria (1)

- Developed based on *EC* Section 53008 (g) and the review elements; adopted by the SBE on May 8, 2024.
- Criteria consider all of the following:
 - The extent to which the screening instruments measure key constructs in a manner that is theoretically and empirically well-grounded (evaluated for each grade level and language represented)
 - The extent to which the mode of administration for the screening instruments are appropriate for the students being evaluated (by grade level and student need)

Evaluation Criteria (2)

- Criteria consider all of the following (cont.):
 - The extent to which the screening instruments offer well-grounded guidance for determining when a student has sufficient language proficiency for them to be appropriately used
 - The extent to which the screening instruments have been shown to be reliable and valid for populations of students representative of the California student population

Evaluation Criteria (3)

- Criteria consider all of the following (cont.):
 - The extent to which the screening instruments offer useful guidance, resources, and professional development for the administration, interpretation of data, and reporting of results for populations that represent the student demographics of California
 - The extent to which the screening instruments offer educators and families useful guidance for next steps, including potential instructional responses, based on students' performances

Evaluation Criteria (4)

- Criteria consider all of the following (cont.):
 - The extent to which the screening instruments align with California guidance in the *ELA/ELD Framework* and the California Dyslexia Guidelines

Panel Priorities

- Appropriateness of screening instrument for California's unique student population
- Non-English versions of screening instruments should be developed for the languages for which they are intended; should not be a direct translation of the English version
- Ease of administration; not administratively burdensome or taking time away from instruction

Panel Priorities: Demographics

To create a PDF enrollment demographics table for 2023, go to the California School Dashboard at <https://www.caschooldashboard.org/reports/ca/2023> and select Generate PDF Report.

Panel Priorities: Languages

- Most English learners (65.8 percent) are enrolled in the elementary grades (TK–6).
- English learner data are collected for 108 language groups.

Language	Percent
Spanish	81.90%
Vietnamese	1.92%
Mandarin (Putonghua)	1.83%
Arabic	1.43%
Cantonese	1.18%
Russian	0.97%
Farsi (Persian)	0.93%
Filipino (Pilipino or Tagalog)	0.90%
Punjabi	0.84%
Korean	0.67%

Evaluation Rubric

Rubric Introduction (1)

- The Rubric aligns with the Review Elements and Evaluation Criteria and is also organized into three sections:
 - Description of Assessment Battery
 - Psychometrics
 - Communication and Resources
- Each section contains evaluation criteria (a–f) and evidence statements.
- Each evidence statement is evaluated using three evidence levels: *strong, moderate, and minimal evidence*.

Rubric Introduction (2)

- The six evaluation criteria and their associated evidence statements collectively offer a comprehensive assessment of the appropriateness of the instrument.
- Developmental appropriateness of the instrument is noted throughout the Description of Assessment Battery (Evaluation Criteria a, b, & c) and Psychometrics (Evaluation Criteria d) sections.
- Distinguishing features of each evidence level are evaluated with particular attention to the quality of evidence provided, as well as the thoroughness of the supporting documentation.

Rubric Structure - Overview

Section (Review Element)	Evidence Statement	Strong	Moderate	Minimal	Page
Description of Assessment	1.a.i	[fill in]	[fill in]	[fill in]	2
Description of Assessment	1.a.ii	[fill in]	[fill in]	[fill in]	2
Description of Assessment	1.a.iii	[fill in]	[fill in]	[fill in]	3
Description of Assessment	1.b.i	[fill in]	[fill in]	[fill in]	4
Description of Assessment	1.b.ii	[fill in]	[fill in]	[fill in]	5
Description of Assessment	1.b.iii	[fill in]	[fill in]	[fill in]	6
Description of Assessment	1.c.i	[fill in]	[fill in]	[fill in]	7
Psychometrics	2.d.i (Reliability)	[fill in]	[fill in]	[fill in]	8
Psychometrics	2.d.ii (Reliability)	[fill in]	[fill in]	[fill in]	9
Psychometrics	2.d.i (Content Validity)	[fill in]	[fill in]	[fill in]	10
Psychometrics	2.d.i (Construct Validity)	[fill in]	[fill in]	[fill in]	10
Psychometrics	2.d.i (Criterion Validity)	[fill in]	[fill in]	[fill in]	11
Psychometrics	2.d.ii (Criterion Validity)	[fill in]	[fill in]	[fill in]	12
Psychometrics	2.d.iii (Criterion Validity)	[fill in]	[fill in]	[fill in]	12
Psychometrics	2.d.i (Rep. of CA Students)	[fill in]	[fill in]	[fill in]	13
Communication and Resources	3.e.i	[fill in]	[fill in]	[fill in]	14
Communication and Resources	3.e.ii	[fill in]	[fill in]	[fill in]	14
Communication and Resources	3.e.iii	[fill in]	[fill in]	[fill in]	15
Communication and Resources	3.f.i	[fill in]	[fill in]	[fill in]	16
Communication and Resources	3.f.ii	[fill in]	[fill in]	[fill in]	16

Rubric Structure - Example of Details

1. DESCRIPTION OF ASSESSMENT BATTERY (a, b, c)

Section (Review Element)

a. The extent to which the screening instruments measure key constructs in a manner that is theoretically and empirically well-grounded (evaluated for each grade level and language represented)

Evaluation Criterion

i. Theoretical frameworks and evidence, including their developmental appropriateness at each grade level, should be provided for the constructs/content in the screening instrument.

Evidence Statement

Strong Evidence	Moderate Evidence	Minimal Evidence
<p>There is a <i>clear and compelling</i> theoretical framework and evidence demonstrating the appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties at each grade level.</p>	<p>There is a <i>reasonable</i> theoretical framework and <i>some</i> evidence demonstrating the appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties at each grade level.</p>	<p>There is an <i>unconvincing</i> theoretical framework or <i>limited</i> evidence demonstrating the appropriateness of the constructs/content measured by the instrument are appropriate for determining risk for reading difficulties at each grade level.</p>

Evidence Levels

Evaluating Applications Using the Rubric

- All applicants are encouraged to download and review the Rubric, which was approved by the SBE on May 8, 2024 (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/may24item04a3b.docx>).
- During their summer meetings, the Panel will continue their conversations on how to evaluate applications using the Rubric
- Some potential topics may include:
 - Logistics of how/who on the Panel will review each section/criterion.
 - How instruments will be evaluated against the criteria, including whether certain criteria will be treated as more consequential than others.
 - How final decisions on approval will be made.

Submission Form and Alignment with Rubric

Submission Form

Available under Invitation to Submit (<https://www.cde.ca.gov/be/cc/rd/documents/invitationtosubmitrdrssp.docx>) on the RDRSSP web page (<https://www.cde.ca.gov/be/cc/rd/>)

1. DESCRIPTION OF ASSESSMENT BATTERY (a, b, c)

- a. The extent to which the screening instruments measure key constructs in a manner that is theoretically and empirically well-grounded (evaluated for each grade level and language represented)
 - i. Theoretical frameworks and evidence, including their developmental appropriateness at each grade level, should be provided for the constructs/content in the screening instrument.

Strong Evidence	Moderate Evidence	Minimal Evidence
There is a <i>clear and compelling</i> theoretical framework and evidence demonstrating the appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties at each grade level.	There is a <i>reasonable</i> theoretical framework and <i>some</i> evidence demonstrating the appropriateness of the constructs/content measured by the instrument for determining risk of reading difficulties at each grade level.	There is an <i>unconvincing</i> theoretical framework or <i>limited</i> evidence demonstrating the appropriateness of the constructs/content measured by the instrument are appropriate for determining risk for reading difficulties at each grade level.

RESPONSE & EVIDENCE



Submission Form (1)

- The Submission Form is designed for Applicants to demonstrate how their screening instrument addresses each of the Evaluation Criterion
- Each Evidence Statement from the Rubric is listed on the Submission form, creating alignment between the SBE-approved Evaluation Criteria and the tool for evaluating submitted materials
- Applicants should explicitly map how their screening instrument addresses the Evidence Statements
- When completing this form, Applicants should reference the Rubric and the Review Elements and Evaluation Criteria

Submission Form (2)

When completing the Submission form:

- Provide strongest evidence first for each evidence statement
- Use clear and concise language
- If it is necessary to include additional information relevant to a response, then your response should clearly reference supporting evidentiary materials. Supporting evidentiary materials should be clearly labeled according to the numbering system within this Submission Form, and included with/attached to the Submission Form

Other Submission Information

Invitation to Submit

Table of Contents

- Purpose
- Background
- Eligibility
- General Submission Information
- Instructions
- Cover Sheet
- Submission Form
- Basic Review Process
- Review Protocol
- Schedule of Events
- Evaluation Process
- Webinar for Potential Applicants
- Contact With RDRSSP Members (Panelists)
- Costs of Preparing a Submission
- Cancellation and/or Modification
- Submission Checklist
- Contacts for Questions
- Appendices

Application Cover Sheet

Available under Cover Sheet (<https://www.cde.ca.gov/be/cc/rd/documents/coversheetrdrssp.docx>) on the RDRSSP web page (<https://www.cde.ca.gov/be/cc/rd/>)

Reading Difficulties Risk Screening Selection Panel Cover Sheet

Screening Instrument Title:

Organization:

Contact Name(s), Title(s), and Email(s):

Information About the Instrument

1. The instrument is recommended for use with the following grade(s):
2. In which language(s) is the instrument available?
- 3a. Is the instrument digital, hard copy, or both?
 - Digital
 - Hard Copy
 - Both
- 3b. Identify the technology necessary to administer the instrument (select **all** that apply).
 - Computer
 - Tablet

Information About the Cover Sheet

- Provide Panelists with a summary of key information about each screening instrument that will NOT be evaluated using the Rubric.
- Create space for Applicants to share additional information regarding their submission that does NOT align to the Rubric.
- The Panel has discussed the potential of using information from the Cover Sheet to develop a guidance document that would meet the requirements of *EC* Section 53008(c)(2), which requires the Panel to identify information about the appropriate administration of each screening instrument. However, the Panel has not yet decided how or if it will use the Cover Sheet information for this guidance document (anticipate summer deliberations).

Format of the Cover Sheet

- Logistical Information
- Instrument Information
- Administration Information
- Training, Tools, and Supports
- Costs

How to Deliver Your Submission (1)

- **August 30, 2024 - All submissions of screening instruments must be received by 5 p.m. PST**
- Complete Applications **MUST** include:
 - Submission Form
 - Cover Sheet
 - Supporting Evidentiary Materials, including access to the screening instrument (hard copy or online)
- Applicants are encouraged to subscribe to the RDRSSP mailing list to receive updates and other information about the submission and review processes. To subscribe, send a blank email message to join-rdrssp@mlist.cde.ca.gov.

How to Deliver Your Submission (2)

Digital Submissions

- Either/both a website accessible to Panelists and CDE/SBE staff or as one or more .pdf documents
- Must be sent to the RDRSSP email inbox at rdrssp@cde.ca.gov

Hard-copy Submissions

- Must send 15 hard copies of all submission materials to:
California Reading Difficulties Risk Screener Selection Panel
California Department of Education
Statewide Literacy Office
1430 N Street, Suite 6208
Sacramento, CA 95814

Final Questions

Thank You for Attending!

For additional inquiries, please send an email to RDRSSP@cde.ca.gov by August 9, 2024.

CDE and SBE staff will make every effort to post responses to the questions by the August 30, 2024, due date.