Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

Dyslexia Screenings and Interventions

2022

Authorizing Legislation: Senate Bill 6162 (2018)

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EXECUTIVE SUMMARY

The Office of Superintendent of Public Instruction (OSPI) received data on students in grades K–2 who were screened for risks associated with reading difficulties for the 2021–22 school year. This includes dyslexia, the number of students who were identified at risk, and the interventions provided. The dyslexia screenings are required according to Revised Code of Washington (RCW) 28A.320.270.

In the 2021–22 school year, data were collected from 52.2% of the local education agencies (LEAs) in the state, which represented 48.9% of the students in grades K–2. A total of 120,130 K–2 students were screened out of a statewide total of 245,837. Of the students screened, 21.9% were identified as at-risk, and 23,796 of those students are receiving interventions.

Over the past year, partners involved in the guidance have presented virtually and in-person, at school, district, regional and state learning experiences. These professional learning opportunities focused on:

- Understanding the requirements of the law, as contained in Senate Bill 6162 (2018) and RCW 28A.320.270;
- Deepening understanding of the elements of a MTSS framework;
- Clarifying understanding of structured literacy and the science of reading; and
- Enhancing educators' understanding of the screening, intervening, and communicating process.

BACKGROUND

Passed in 2018, Senate Bill 6162 required that Washington maintain an advisory council for the purposes of providing policy guidance centered on early screening of literacy skills related to dyslexia and instructional practices for students with dyslexia. The advisory panel members applied to and were selected by the Office of Superintendent of Public Instruction (OSPI) and comprised of individuals involved with issues surrounding dyslexia.

The following definition of dyslexia was adopted by the Legislature in 2018 in RCW 28A.320.250:

> *"Dyslexia is a specific learning disorder that is neurological in origin and is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and or sensory capabilities. These difficulties typically result from a deficit in the phonological components of language that is often unexpected in relation to other cognitive abilities. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."*

Under the law, students in grades K–2 will be screened for indications or areas of weakness associated with dyslexia. Educators, schools, and school districts were informed of the legislative requirements through professional development opportunities at regional educational service districts (ESDs), state conferences, direct communication to districts, updates on the OSPI website, and other correspondence from OSPI.

Recommendations

Each school district must use a Multi-Tiered System of Supports (MTSS) to:

- **Screen**: Screen students in grades K–2 for indications of below-grade level literacy development, including indications of or areas of weakness associated with dyslexia. Districts must use screening tools and resources that exemplify best practices, as described under RCW 28A.300.700.
- **Intervene**: Provide evidence-based multisensory structured literacy interventions to students in grades K–2 who are at risk for reading difficulties, such as dyslexia. These interventions must be provided by an educator who is trained in instructional methods specifically targeting students' areas of weakness and must be consistent with the MTSS recommendations from the Dyslexia Advisory Council.
- **Communicate**: For students who are at risk for reading difficulties, such as dyslexia, districts must notify the student's family and caregivers of the identified indicators from the literacy screening results and the intervention plan. They must also regularly update the family and caregiver on the student's progress.

Screening and Reporting of Students Who Are At-Risk

Districts must annually report to OSPI the number and grade levels of students who were screened for risks associated with reading difficulties, including dyslexia (RCW 28A.320.270).

Partners

The partners involved with the dyslexia guidance are:

- The following departments or offices within OSPI:
    - Elementary Education
    - Secondary Education English Language Arts (ELA)
    - Learning Assistance Program (LAP)
    - Special Education Services
    - Multi-Tiered System of Supports (MTSS)
    - Multilingual Education
    - Assessment and Student Information
- Regional Literacy Coordinators (RLCs), who represent the Association of Educational Service Districts (AESD)
- The Dyslexia Advisory Council (DAC), who represents interested partners from throughout Washington state
- Contracted dyslexia specialist with Capital Region Educational Service District (ESD) 113

UPDATE STATUS

Screening Data by Grade Band

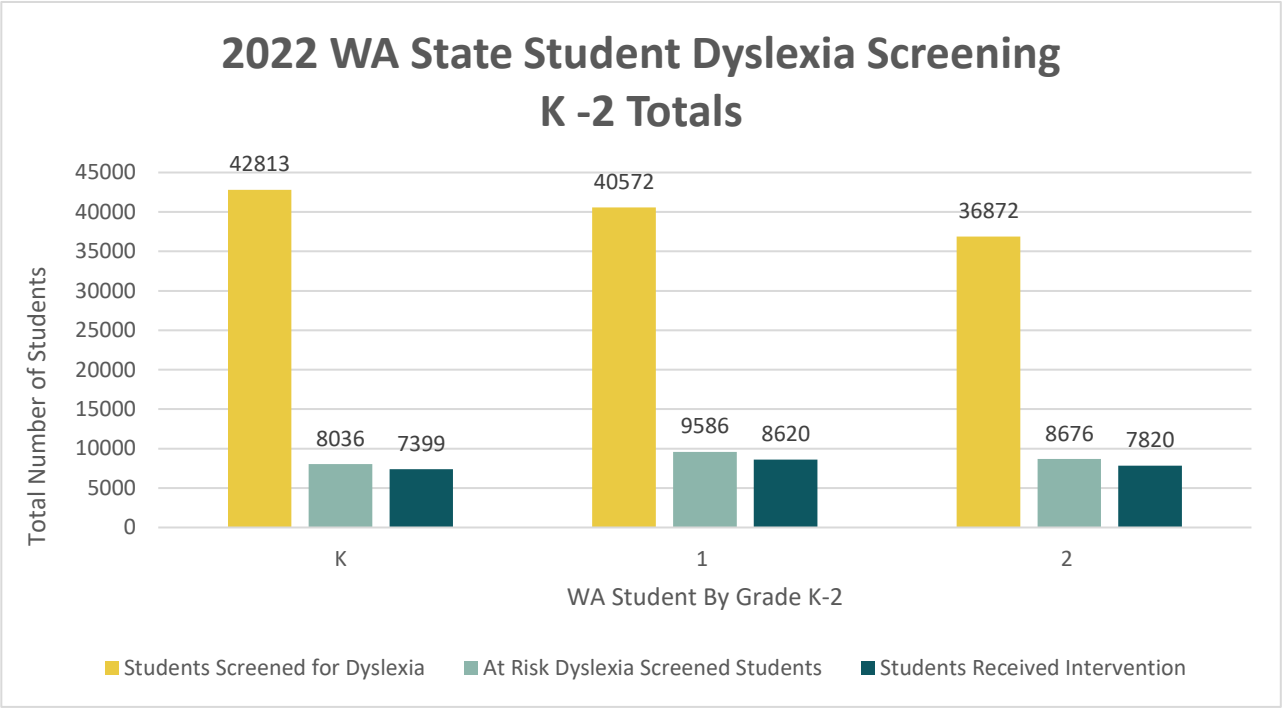
The following table and chart disaggregate the 2021–22 screening data by grade band. It's important to note that the total number of K–2 students in the 2021–22 school year was 245,837, and the number of K–2 students whose screening status was not reported to OSPI is 125,707.

Figure 1: 2021–22 K–2 Students Screened, Identified At-Risk, and Receiving Interventions by Grade Band

Grade Band	Total K–2 Students Screened	Number of K–2 Students Screened and Identified as At-Risk	Percent of K–2 Students Screened and Identified as At-Risk	Number of Students Screened in K–2 Receiving Interventions
Kindergarten	42,813	8,036	18.8%	7,399
1st	40,572	9,586	23.6%	8,620
2nd	36,872	8,676	23.5%	7,820
Total	**120,130**	**26,252**	**21.9%**	**23,796**

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 2: 2021–22 K–2 Students Screened, Identified At-Risk, and Receiving Interventions by Grade Band



Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

At-Risk Data by Student Group

The following table and chart disaggregate the at-risk student data by student group.

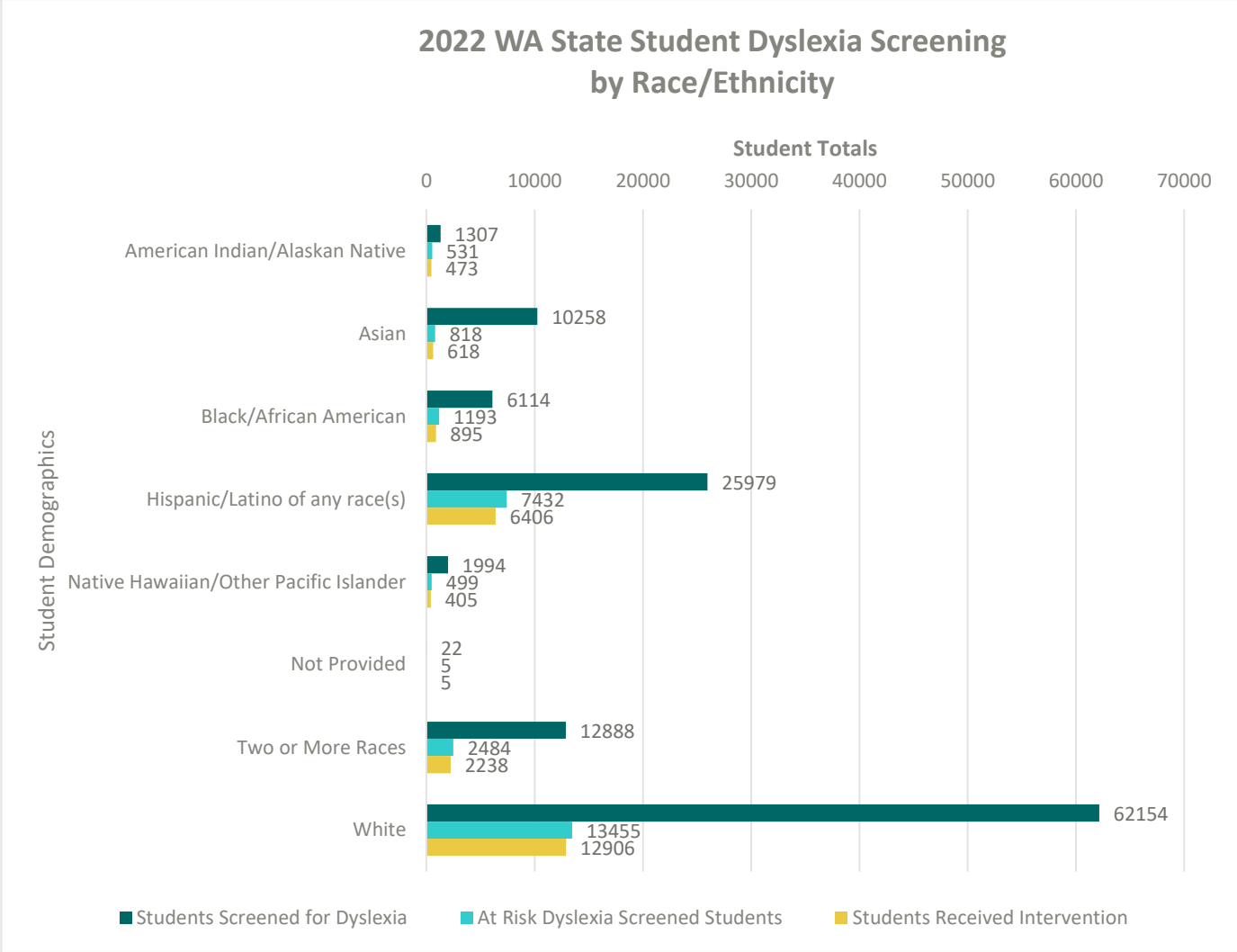
Figure 3: 2021–22 K–2 Students Identified as At-Risk on Dyslexia Screening by Student Group

Student Group	Total Numbers of K–2 Students Screened	Number of K–2 Students Screened and Identified as At-Risk	Percent of K–2 Students Screened and Identified as At-Risk	Number of Students Screened in K–2 Receiving Interventions
All Students	**120,130**	**26,252**	**21.9%**	**23,796**
Male	61,689	14,032	22.7%	12,703
Female	58,397	12,218	20.1%	11,091
Gender X	83	16	19.3%	15
White	62,154	13,455	21.6%	12,906
Two or More Races	12,888	2,484	19.3%	2,238
Hispanic/Latino	25,979	7,432	28.6%	6,406
Black/African American	6,114	1,193	19.5%	895

Student Group	Total Numbers of K–2 Students Screened	Number of K–2 Students Screened and Identified as At-Risk	Percent of K–2 Students Screened and Identified as At-Risk	Number of Students Screened in K–2 Receiving Interventions
Native Hawaiian/Other Pacific Islander	1,994	499	25%	405
Asian	10,258	818	8%	616
American Indian/Alaskan Native	1,307	531	41%	473
Race/Ethnicity Not Provided	22	5	23%	5
Non-English Language Learner (Non-ELL)	103,300	21,974	21.3%	20,426
English Language Learner (ELL)	17,582	4,462	25.4%	3,485
Non-Free or Reduced Lunch (Non-FRL)	55,032	10,290	18.7%	9,422
Free or Reduced Lunch (FRL)	67,591	16,739	24.8%	15,018
Non-Special Education (Non-SPED)	102,633	19,829	19.1%	17,889
Special Education (SPED)	17,809	6,557	36.8%	6,028
Non-Section 504	119,996	26,204	21.8%	23,229
Section 504	2,353	628	26.7%	611
Non-Unaccompanied Youth	119,996	26,204	21.9%	23,750
Unaccompanied Youth (RCW 43.330.702)	188	65	34.6%	62

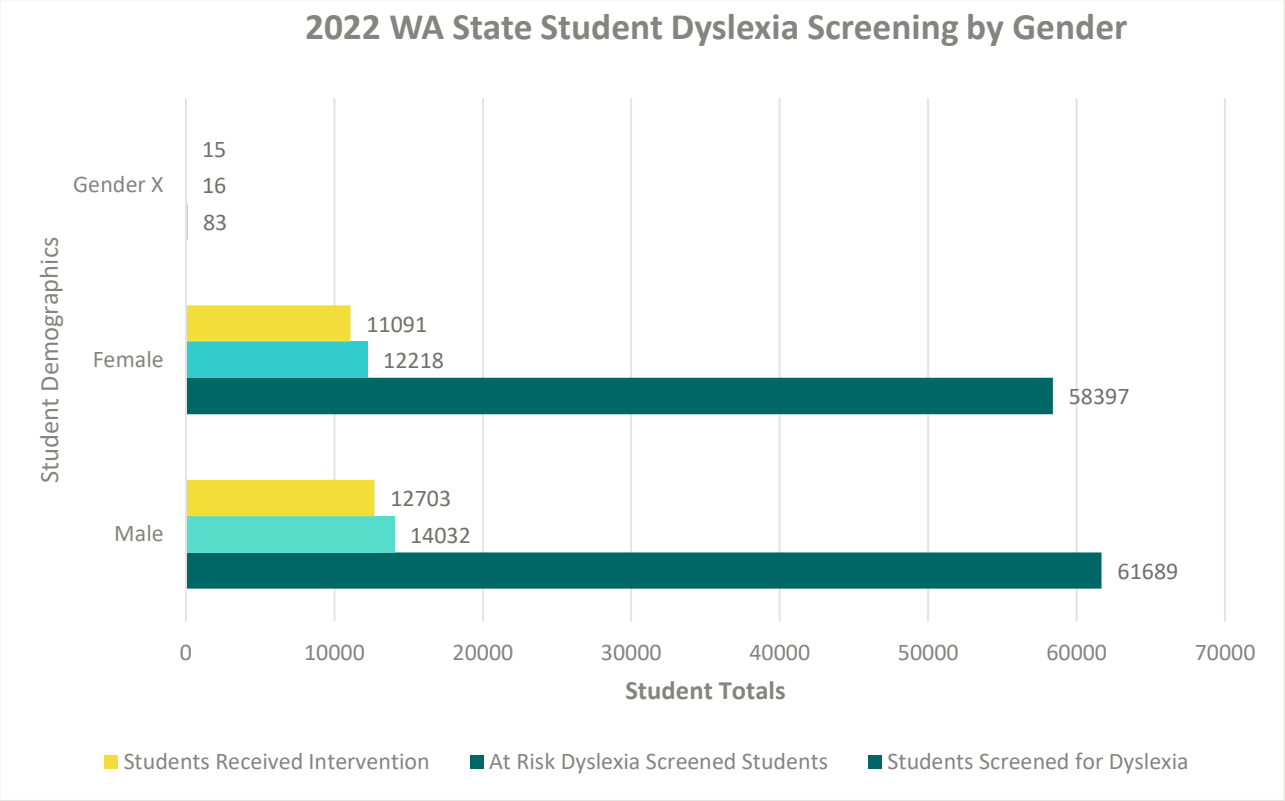
Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 4: 2021–22 K–2 Students Identified as At-Risk on Dyslexia Screening by Race/Ethnicity



Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 5: 2021–22 K–2 Students Identified as At-Risk on Dyslexia Screening by Gender



Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

LEA Implementation Data

To collect qualitative data about the screening, intervening, and communication process, OSPI organized a listening tour to inform next steps. The listening tour provides OSPI the opportunity to receive feedback from school leaders and educators regarding their process for screening, intervening, and communicating with families. Figure 5 provides an outline of self-reported needs and concerns from 30 local education agencies (LEAs).

Figure 6: LEA Perceived Self-Efficacy of Implementation

District Level Perceived Efficacy of Implementation	Screen	Intervene	Communicate	Additional Time & Support Needed for Full MTSS Implementation
No Concerns	70%	40%	46.7%	10%
Some Concerns	26.7	53.3%	40%	66.7%
Significant Concerns	3.3%	22.3%	13.3%	23.3%

Source: Literacy Listening Tour completed by OSPI Dyslexia Advisory Council Leadership Team 2022–23. Data are representative of qualitative feedback from 30 LEAs.

CONCLUSION & NEXT STEPS

One in five children will exhibit characteristics associated with dyslexia (Shaywitz & Shaywitz, 2020). Washington's data indicates the screeners were effective in identifying students demonstrating characteristics associated with dyslexia. Data collected from a higher percentage of students from LEAs will provide a more complete understanding of student needs. Additional understanding regarding student need will also be gathered through expanded screening information and subsequent reporting. Screening and reporting of ELL's were completed for students who demonstrated English language proficiency on the WIDA English Language Arts Assessment. Starting in the 2022–23 school year, all ELL's enrolled in US schools for more than four (4) months will be screened and reported as an element of data collection. OSPI will continue to provide support and technical assistance to LEAs to encourage data submission.

Figure 6 provides data that illustrate the student groups that have indicated the highest need. This correlates with the requests from LEAs for additional time and support in fully implementing MTSS and understanding the intervention process.

Figure 7: Student Groups with Over 25% Identification of At-Risk on Dyslexia Screener

Student Group	Total Numbers of K–2 Students Screened	Number of K–2 Students Screened and Identified as At-Risk	Percent of K–2 Students Screened and Identified as At-Risk	Number of Students Screened in K–2 and Receiving Interventions
Hispanic/Latino	25,979	7,432	28.6%	6,406
Native Hawaiian/Other Pacific Islander	1,994	499	25%	405
American Indian/Alaskan Native	1,307	531	41%	473
Multilingual/ English Learners	17,582	4,462	25.4%	3,485
Students with Disabilities	17,810	6,558	36.8%	6,028
Section 504	2,353	628	26.7%	611
Unaccompanied Youth	188	65	34.6%	62

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Next steps will include increased professional learning opportunities to further develop educator understanding and capacity to provide effective instruction based on the science of reading.

APPENDIX: 2021–22 INTERVENTION DATA

Figure 8: 2021–22 Number of Students Receiving Tutoring

Tutoring Services	Number of Reported Students Receiving Service	Percentage of At-Risk Students Receiving Service
Adult Tutoring (Classroom Teacher)	4,543	7%
Adult Tutoring (Paraeducator)	2,144	3.3%
Group Tutoring (Classroom Teacher)	12,013	18.4%
Group Tutoring (Intervention Specialist)	9,988	15.4%
Group Tutoring (Paraeducator)	6,415	9.9%
Peer Tutoring (Same Age)	59	0.1%
Peer Tutoring (Cross-ages)	8	0.01%

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 9: 2021–22 Number of Students Receiving Extended Learning Time Services

Tutoring Services	Number of Reported Students Receiving Service	Percentage of At-Risk Students Receiving Service
Before/After School Instruction	254	0.4%
Homework Club	1	0.002%
Book Programs	189	0.3%
Computer-based or Online Instruction	2217	3.4%
Structured Summer Programs	364	0.6%

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 10: 2021–22 Number of Students Receiving Interventions through Teachers who Received Professional Development

Tutoring Services	Number of Students Receiving Service	Percentage of At-Risk Students Receiving Service
Co-Teaching	77	0.1%
Professional Learning Community	4678	7.2%
Regional/State Conference	17	0.02%
National Conference	17	0.02%
School/District Training/Workshop	4329	6.7%
Regional/State Training/Workshop	40	0.1%
National Training Workshop	22	0.03%

Tutoring Services	Number of Students Receiving Service	Percentage of At-Risk Students Receiving Service
New Teacher Induction Program	302	0.5%
Teacher Mentor Program	164	0.3%

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 11: 2021–22 Number of Students Receiving Interventions in Schools which Utilize Consultant Teachers

Tutoring Services	Number of Reported Students Receiving Service	Percentage of At-Risk Students Receiving Service
Instructional Coach for Districts	116	0.2%
Instructional Coach for Schools	1,335	2.1%
Instructional Coach for Teachers	1,160	1.8%
Content Coach for Districts	212	0.3%
Content Coach for Schools	287	0.4%
Content Coach for Teachers	869	1.3%
Literacy Coach for Districts	2,494	3.8%
Literacy Coach for Schools	578	0.9%
Literacy Coach for Teachers	734	1.1%
English Language Development (ELD) Coach for Districts	276	0.4%
English Language Development (ELD) Coach for Schools	113	0.2%
English Language Development (ELD) Coach for Teachers	589	1%

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

Figure 12: 2021–22 Number of Students Receiving Interventions from Schools which Provide Outreach/Support for Families

Tutoring Services	Number of Reported Students Receiving Service	Percentage of At-Risk Students Receiving Service
Employment of Parent and Family Engagement Coordinators	220	0.3%
Family Literacy Events	1,360	2.1%
Classes/Coaching to Families on Working on Reading Skills at Home	538	0.8%

Tutoring Services	Number of Reported Students Receiving Service	Percentage of At-Risk Students Receiving Service
Literacy Activities for Families to do Together at Home	1,236	1.9%
Home Visits	6	0.01%
School Associations (e.g., PTA, PTSA, PTSO)	1,779	2.7%

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on December 12, 2022, and the 2021–22 school year K–2 Dyslexia Screening in the Education Data System.

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