

Dyslexia

Statutory and/or Budget Language

118,000 of the general fund—state appropriation for fiscal year 2024 and \$118,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of chapter 75, Laws of 2018 (dyslexia).

Purpose

Provide early and consistent literacy screening, intervention, and support for students in grades K–2 to identify typical literacy development and weaknesses associated with dyslexia. These resources and expectations were developed and revised by the Dyslexia Advisory Council (DAC) as required by RCW 28A.300.710, with full implementation by school districts starting in 2021–22 and continued in the 2023–24 school year.

Description of Services Provided

In 2023–24, Dyslexia & Structured Literacy Instruction learning courses were offered to support literacy screening, intervention, and support for students. This proviso supported OSPI staff, contracts, and the provided non-consumable resources to support the implementation of the statute. Updates were made to existing guidance and made available to the public.

Criteria for Receiving Services and/or Grants

N/A; Dyslexia and Structured Literacy courses were offered at no cost to participants through PD Enroller. Updated guidance documents are posted to the OSPI About Dyslexia webpage and available to the public.

Beneficiaries in the 2023–24 School Year

Number of School Districts	258
Number of Schools	N/A
Number of Students	N/A
Number of Educators	930
Other	N/A

Are Federal or Other Funds Contingent on State Funding?

No



State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$118,000	\$100,410
2023	\$118,000	\$79,951
2022	\$118,000	\$52,766
2021	\$118,000	\$73,936
2020	\$118,000	\$80,103

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2024	1188
2023	103
2022	168

Programmatic Changes Since Inception (If Any)

The Dyslexia Advisory Council (DAC) concluded the work of developing the Dyslexia guidance document and the council expired on August 1, 2023, in accordance with RCW.28A.300.710

Program Evaluation or Evaluation of Major Findings

Districts began reporting in the 2021–22 school year. To support educators, OSPI, in partnership with the DAC, held quarterly webinars to answer questions, provide clarification, and offer general guidance. School districts must provide interventions in the general education classroom and use evidence-based, multisensory, structured literacy interventions for students who are:

- not making progress toward grade-level standards and expectations
- and / are below grade level on their district’s literacy screening tool, according to the publisher’s criteria.

In 2022–23, 15 synchronous courses were developed to support literacy screening, intervention, and support for students. 680 Educators participated in the Dyslexia & Structured Literacy Instruction sessions. Clock hours in equity or educational leadership were awarded to participants after completion of each course.

OSPI and the Dyslexia Advisory Council (DAC) centralized guidance and resources together and published them in an updated guidance document titled “Dyslexia Guidance: Implementing MTSS for Literacy (2022)”. This guidance was published on the OSPI website and made available to all Washington school districts and LEAs.

In 2023–24, OSPI collected the questions being asked by districts during office hours and emails related to dyslexia. As a result, OSPI made updates to clarify language and address frequently

asked questions in the "[Dyslexia Guidance: Implementing MTSS for Literacy \(2024\)](#)". This updated guidance document is posted to the OSPI About Dyslexia webpage and available to the public.

A menu of 15 synchronous courses were offered to educators for literacy screening, intervention, and support for students. 930 Educators participated in the Dyslexia & Structured Literacy Instruction sessions. Some course titles were offered multiple times for a total of 23 offered live sessions. 930 Participants represented 258 districts across the state. Clock hours in equity or educational leadership were awarded to participants after completion of each course.

OSPI continued to hold monthly public office hours where educators consistently asked questions related to dyslexia supports, also seeking additional training pathways as a resource to strengthen evidence-based, multi-sensory, structured literacy intervention practices that benefit students with Dyslexia.

Major Challenges Faced by the Program

One of the major challenges faced includes reporting for ML students. Currently, identified screeners are not available in languages other than English.

Future Opportunities

OSPI is planning to develop instructional online modules, both synchronous and asynchronous, regarding Dyslexia and Structured Literacy to offer educators professional learning opportunities. Additional partnership contracts may be needed to provide professional learning support during the development of modules.

Other Relevant Information

OSPI also updated the [Early Literacy Screening Crosswalk \(2024\)](#) to provide districts with a list of high-quality screening tools as outlined in The Dyslexia Guidance: Implementing MTSS for Literacy. It is the responsibility of Local Education Agencies (LEAs) to ensure all K–2 students are screened in early literacy skill development and students are provided with instruction designed to lead to impactful and meaningful reading development. The screening criteria were researched and recommended by the Washington Dyslexia Advisory Council in accordance with RCW 28A.300.700.

Early literacy screeners met the screening criteria to assess early literacy skills in:

- phonological awareness
- phonemic awareness
- letter-sound knowledge
- Rapid Automated Naming (RAN)

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

Program Contact Information

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