



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Dyslexia

1. **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 continuing in 2022 – 2023 school year.

2. **Description of services provided:**

In FY 22, this proviso supported OSPI staff, contracts, and the purchase of non-consumable resources to support the implementation of the statute.

3. **Criteria for receiving services and/or grants:**

During FY 21-22, 54 members served on the council. DAC members represent all regions of the state and their roles range from families, communities, educators, administrators, as well as regional coordinators and OSPI staff.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	168
Number of Schools:	0
Number of Students:	0
Number of Educators:	546
Other:	0

Number of OSPI staff associated with this funding (FTEs): .24

Number of contractors/other staff associated with this funding: 0

FY22 Funding:	State Appropriation:	\$118,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$118,000

4. Are federal or other funds contingent on state funding?

No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY22	\$118,000	\$52,766
FY21	\$118,000	\$73,936
FY20	\$118,000	\$80,103
FY19	\$120,000	\$95,050

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of School Districts	Number of Educators
FY22	168	546

7. Programmatic changes since inception (if any):

N/A

8. Evaluations of program/major findings:

Districts began reporting in the 2021 – 2022 school year. To support educators, OSPI, in partnership with the DAC, held quarterly webinars to answer questions, provide clarification, and offer general guidance. A school district must provide interventions in the general education classroom. Moreover, schools and districts must use evidence-based, multisensory, structured literacy interventions for students who are:

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

To clarify guidance based on educator questions, OSPI and the Dyslexia Advisory Council (DAC) updated the resources and published them together in an updated guidance document, titled [Dyslexia Guidance: Implementing MTSS for Literacy](#).

If progress monitoring and formative assessment indicate that, after receiving the initial tier of intervention, the student continues to display areas of weakness in the skills assessed, the school district may provide additional interventions in either the general education classroom or a learning assistance program setting. ([RCW 28A.320.260](#))

Furthermore, several synchronous courses were developed to support literacy screening, intervention, and support for students. 546 Educators from 168 School Districts participated in the Dyslexia & Structured Literacy Instruction sessions.

9. Major challenges faced by the program:

One of the major challenges faced includes reporting for ML students. Screeners are not currently available in languages other than English.

Another major challenge reported by districts relates to providing evidence-based, multi-sensory, structured literacy interventions. We address this below in the "Future Opportunities" section, by providing 18 hours of training to educators.

10. Future opportunities:

The Dyslexia Advisory Council, with the guidance of OSPI and the Association of Education Service Districts, are working actively to support Washington school districts through professional learning opportunities and coaching to support each districts' implementation of the statute.

During monthly webinars, educators consistently asked for trainings as a resource to support evidence-based, multi-sensory, structured literacy interventions. In response to educator feedback, and in coordination with MTSS, Washington educators can access 18 hours of synchronous and asynchronous trainings starting in September 2022.

11. Statutory and/or budget language:

ESSB 5693, Sec. 501(3)(c) - \$118,000 of the general fund—state appropriation for fiscal year 2022 and \$118,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for implementation of [chapter 75, Laws of 2018](#) (dyslexia).

12. Other relevant information:

N/A

13. Schools/districts receiving assistance:

See [OSPI's grantee list](#).

14. Program Contact Information:

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