



OKLAHOMA STATE DEPARTMENT OF EDUCATION

DYSLEXIA DATA SUMMARY

2022-2023

Prepared to meet the requirements
of 70 O.S. § 1210.520.

January 2024



Introduction

The legislative report aims to provide a comprehensive overview of the dyslexia screening initiative implemented in Oklahoma schools during the 2022-2023 school year. As mandated by 70 O.S. § 1210.520, this report has been compiled by the Oklahoma State Department of Education (OSDE) to present the results of screening certain students for characteristics of dyslexia.

Background

Commencing with the 2022-2023 academic year, Oklahoma school districts were required to screen kindergarten through third-grade students for risk of characteristics of dyslexia if they did not meet the grade-level target on an approved universal screener for the Reading Sufficiency Act. This requirement was to be met at the beginning of the year for students in first through third grade and at the middle of the year for students in kindergarten. This legislative requirement was established to strengthen early detection and intervention, ensuring that students with dyslexia receive appropriate support and resources.

Objective

The primary objective of the dyslexia screening initiative is to identify students who may exhibit traits indicative of dyslexia at an early stage of their educational journey. Early identification allows for timely and targeted interventions, fostering improved learning outcomes and providing students with the necessary tools to overcome challenges associated with dyslexia.

Legislative Framework

The statutory basis for this initiative is outlined in 70 O.S. § 1210.520, which sets forth the requirements for dyslexia screening in Oklahoma schools. The statute delineates the scope of screening, the targeted student population, and the data to be collected from districts for this report.

Data Collection and Analysis

Oklahoma school districts reported results of screening as part of the reports already required for the Reading Sufficiency Act. Interventions used by the school were identified as part of the Annual District Reading Plan. All other



data was reported on the RSA Survey at the end of the year. The OSDE collected data from all Oklahoma public schools that serve students in kindergarten through third grade. The report includes a breakdown of screening tools used, student outcomes, and a summary of intervention programs used by districts. Data analysis aims to inform future policy decisions and improve the effectiveness of dyslexia screening efforts.

Process Used to Evaluate Student Progress

After being given the universal screener for RSA at the beginning of the year, all students in grades 1-3 who do not meet the beginning-of-year grade-level target for their current grade must be given the screener for risk of dyslexia. Screening for risk of dyslexia will be provided to all kindergarten students who do not meet the middle-of-year grade-level target for kindergarten. Depending on the assessment tool adopted by the district, this may include an additional subtest of the same assessment suite, an additional assessment altogether, or the existing data from the universal screener may be sufficient.

Screening assessments, including the assessments for characteristics of dyslexia, are designed to be administered and interpreted by general educators. Teachers should be trained to administer the screening assessment and to understand how data is organized. However, other specialized training or credentials are not needed or required. To provide instruction and interventions most effectively, it is recommended that screening assessments be administered by the certificated classroom teacher of record.

It is the site administrator's responsibility to ensure that all teachers who administer the screening assessment participate in professional learning for the district's selected screener and are trained in the administration of screening tools according to publisher recommendations. This includes general education teachers in kindergarten and grades 1-3. This training could be provided by the vendor or the school district. The district, along with building administrators, should develop a professional learning and training schedule for the onboarding of new educators and staff.

It should not be assumed that all students who demonstrate risk for reading difficulties or characteristics of dyslexia should receive special education



services. It is critical that all educators working with the student communicate openly and frequently to ensure a systemic education for the student.

Screening for the risk of dyslexia may be requested for any student by their parent/guardian, teacher, counselor, speech-language pathologist, or school psychologist. Because these are assessments that are required of all students, parent/guardian consent is not necessary for screening assessments.

Tools Used to Evaluate Student Progress

The Oklahoma State Board of Education approved seven assessments for screening for the characteristics of dyslexia. Districts determine which assessment best fits the needs of their school. On the RSA Survey, districts reported the name of the assessment they use for screening.

Approved Assessments for Dyslexia	Districts using Assessment	
	#	%
Acadience with PAST Assessment	12	2.8%
Amira	37	8.5%
FastBridge with PAST Assessment	3	0.7%
Istation with PAST Assessment	33	7.6%
MAP Reading Fluency	44	10.1%
mCLASS DIBELS 8 th Edition with PAST Assessment	12	2.8%
Star Early Learning Suite	294	67.6%

Educator Training

It is the responsibility of districts to ensure educators are trained to administer the assessment with fidelity to ensure accurate results. Districts then reported the number of school system personnel or licensed professionals trained to administer the assessment, as well as the number of personnel used to administer the qualified dyslexia screening tool.

Training and Administration of Assessment	#
Number of educators trained to administer assessment	9111
Number of educators used to administer assessment	7954



Students Screening Results

Students in kindergarten through third grade who did not meet the grade-level target on the universal screening assessment are required to be screened for characteristics of dyslexia. There were 197,982 students in kindergarten through third grade who participated in the universal screening for RSA.

Districts reported that **102,312 students** in those grades were screened for dyslexia. This shows that **51.7%** of students in third grade or below were screened for characteristics of dyslexia.

Students Screened for Dyslexia	# students total	# students screened	% of total
Kindergarten	48,424	21,561	44.5%
First Grade	50,826	27,533	54.2%
Second Grade	49,215	27,439	55.8%
Third Grade	49,517	25,779	52.1%
Total	197,982	102,312	51.7%

Districts reported that **43,824 students** who were screened for dyslexia demonstrated characteristics of risk for dyslexia. This shows that **42.8%** of students in third grade or below who were screened demonstrated risk for characteristics of dyslexia.

Students Demonstrating Risk for Characteristics of Dyslexia	# students screened	# students at-risk	% of total
Kindergarten	21,561	9,409	43.6%
First Grade	27,533	12,560	45.6%
Second Grade	27,439	11,996	43.7%
Third Grade	25,779	9,859	38.2%
Total	102,312	43,824	42.8%

When considering all 197,982 students in kindergarten through third grade, these results show that **22.1% of students in Oklahoma** demonstrated risk of characteristics of dyslexia.



Interventions Provided

Under the Reading Sufficiency Act, districts provide supplemental instruction to students who demonstrate risk of reading difficulty, including those who demonstrate risk of characteristics of dyslexia. Districts reported the number of students in kindergarten through third grade who participated in interventions within the school setting.

Students Receiving Intervention Support Inside the School Setting	# students at-risk	# received intervention	% received intervention
Kindergarten	9,409	9,198	97.8%
First Grade	12,560	12,053	96.0%
Second Grade	11,996	11,574	96.5%
Third Grade	9,859	9,537	96.7%
Total	43,824	42,363	96.7%

Districts reported the number of students in kindergarten through third grade who participated in interventions outside the school setting. The number of students reported reflects instructional supports provided outside of the regular school day, either by the school or by private vendors. The numbers reported below reflect those services that districts were aware of students receiving.

Students Receiving Intervention Support Outside the School Setting	# students at-risk	# received intervention	% received intervention
Kindergarten	9,409	211	2.2%
First Grade	12,560	569	4.5%
Second Grade	11,996	628	5.2%
Third Grade	9,859	602	6.1%
Total	43,824	2,010	4.6%

Programs Used by Schools for Intervention

As part of the Annual District Reading Plan, districts in Oklahoma reported using nearly **1,400 different intervention programs** used for students with reading difficulties, including characteristics of dyslexia. The majority of districts reported multiple intervention programs available to their students. The intervention reported by the largest number of districts (12.1%) was the



intervention component included in their adopted comprehensive core curriculum, including Wonders, Journeys, Into Reading, and Savvas My View.

All other intervention programs are used by less than 5% of districts in the state. The intervention programs reported most frequently by districts are listed below, with the interventions used by the most districts at the top of the list.

- Heggerty Phonemic Awareness
- Reading Eggs and Reading Eggspert
- Really Great Reading
- Saxon Phonics
- Florida Center for Reading Research
- IXL Learning
- Literacy First
- Star 360
- Lexia Core 5
- Istation
- Exact Path
- 95% Group Programs
- Take Flight
- Voyager Passport
- Amira Learning
- Barton Reading & Spelling System
- Fountas & Pinnell Leveled Literacy Intervention (LLI)
- Institute for Multi-Sensory Education (IMSE)
- West Virginia Phonics
- Edmark Reading Online
- Structured Language Basics (SLB)
- Payne Education Courses
- Read Naturally
- Starfall
- Alpha Plus Reading
- Moby Max
- Sight Word Flashcards
- Study Island
- Accelerated Reader
- Guided Reading / Leveled Readers



When comparing this list to the research about how students learn to read, there are some programs in use by districts that are shown to be ineffective for students struggling to read. In many districts, there are both effective and ineffective programs in use, potentially providing conflicting messages to students.

Conclusion

As an essential tool for policymakers, educators, and stakeholders, this legislative report serves to assess the impact of the dyslexia screening initiative in Oklahoma schools. The findings presented contribute insights to ongoing discussions surrounding dyslexia support and education, guiding future strategies for enhancing the educational experience of students with dyslexia.



The number of students screened for dyslexia.

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Total	197,982	102,312	51.7%

The number of students newly identified as having characteristics of dyslexia.

Students Demonstrating Risk for Characteristics of Dyslexia	# students screened	# students at-risk	% of total
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The tools used to evaluate student progress.

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The number of educators trained and used to administer the dyslexia screening tool.

Training and Administration of Assessment	#
Number of educators trained to administer assessment	9111
Number of educators used to administer assessment	7954

The number of participating in interventions within the school setting.

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