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OKLAHOMA STATE DEPARTMENT *of* EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Ryan Walters, State Superintendent of Public Instruction

DATE: May 25, 2023

SUBJECT: Discussion and possible action to approve Universal Screeners and Dyslexia Screeners for Students in Kindergarten through Third Grade under the Reading Sufficiency Act

Oklahoma law, at 70 O.S. §1210.508C, requires the State Board of Education to approve universal screening instruments for the Reading Sufficiency Act (RSA). More specifically, the law provides:

D. The State Board of Education shall approve screening instruments for use at the beginning and end of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections A and B of this section; provided, at least one of the screening instruments shall meet the following criteria:

- 1. Assess for phonemic awareness, phonics, reading fluency, vocabulary and comprehension;*
 - 2. Document the validity and reliability of each assessment;*
 - 3. Can be used for identifying students who are at risk for reading deficiency and progress monitor throughout the school year;*
 - 4. Can be used to assess students with disabilities and English language learners; and*
 - 5. Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the subject matter standards adopted by the State Board of Education.*
- 70 O.S. §1210.508C(D)(1-5)

Oklahoma law, at 70 O.S. §1210.520, also requires the State Board of Education to approve screening instruments for characteristics of dyslexia. More specifically, the law provides:

A. Beginning the 2022-2023 school year and for each school year thereafter, any student enrolled in kindergarten, first, second or third grade in a public school in this state who is assessed through the Reading Sufficiency Act pursuant to [Section 1210.508C of Title 70](#) of the Oklahoma Statutes and who is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening also may be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

B. No later than July 1, 2021, the State Board of Education shall develop policies for dyslexia screening required under this subsection and shall include, but not be limited to:

- 1. The definition and characteristics of dyslexia and related language disorders;*
- 2. The process for referring students in kindergarten and grades one through three for screening;*
- 3. A process for providing notification to parents of the use of a qualified dyslexia-screening tool and notification of the results of the screening;*
- 4. A process for providing the parents of students screened for dyslexia with information and resource material regarding dyslexia;*
- 5. A process for monitoring the student's progress after the positive identification of characteristics of dyslexia, or other disorders; and*
- 6. Requirements and qualifications for screeners that demonstrate an understanding of and training to administer the screening instrument.*

C. The Board shall adopt a list of approved qualified dyslexia screening tools that address the following components, as developmentally appropriate:

- 1. Phonological awareness;*
- 2. Advanced phonemic awareness;*
- 3. Sound symbol recognition;*
- 4. Alphabet knowledge;*
- 5. Decoding skills;*
- 6. Encoding skills;*
- 7. Rapid naming; and*
- 8. Developmental language.*

70 O.S. §1210.520(A-C)

On January 19, 2023, the State Department of Education (OSDE) issued a Request for Information, seeking information from suppliers regarding their ability to provide services for the screening for risk of reading difficulties, including characteristics of dyslexia. Upon receipt of information from suppliers of potential screening instruments, the OSDE recruited teachers and administrators with expertise in reading for their external review of the potential screeners. The review team has completed their review of potential screening instruments that meet the evidence-based research criteria required by the Every Student Succeeds Act and are reliable and valid measures.

The recommendations from the review team are brought to the Board today for possible approval.

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Attachment