



# Early Literacy Screening (for Indicators of Dyslexia) Update

October 4, 2021



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Implementing Early Screening of  
Dyslexia



# Guides for Today



Sandra Stroup,  
Associate Director of Elementary English Language Arts and Literacy  
Office of the Superintendent of Public Instruction

[sandra.stroup@k12.wa.us](mailto:sandra.stroup@k12.wa.us)



Alicia Roberts Frank, Ed.D  
Regional Administrator for Special Programs/Dyslexia Specialist  
Capital Region ESD 113

[arobertsfrank@esd113.org](mailto:arobertsfrank@esd113.org)



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# OSPI Believes



OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and supports. Our shared focus is supporting all of our state's learners by providing coordinated, data-driven resources and supports to school districts. At the center of our work are our commitments to eliminating opportunity gaps and to supporting students furthest from educational justice. We are committed to undoing deficit narratives, policies, and practices; and building our knowledge and leadership for anti-racist policy and implementation. To make progress on these commitments, OSPI must conduct agency business differently.



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# Focus for Today



- Implementation & Reporting
- Family History Discussion
- Updated Guidance for Multilingual Learners
- Dyslexia Awareness Month
- Next Steps

# Implementation



- ❑ Early literacy screening in grades K-2
  - ❑ Skills that indicate typical literacy development or areas of weakness, associated with dyslexia
- ❑ Multi-Tiered Systems of Support in grades K-2
  - ❑ To ensure students get the right supports at the right time.
- ❑ Districts are expected to use the Dyslexia Advisory Council recommendations and/or best practices



# The Law & Screening



12        NEW SECTION.    **Sec. 3.**    A new section is added to chapter 28A.300  
13    RCW to read as follows:

14        (1)    By September 1, 2019, the superintendent of public  
15    instruction, after considering recommendations from the dyslexia  
16    advisory council convened under section 4 of this act, must identify  
17    screening tools and resources that, at a minimum, meet the following  
18    best practices to:

19        (a)    Satisfy developmental and academic criteria, including  
20    considerations of validity and reliability, that indicate typical  
21    literacy development or dyslexia, taking into account typical child  
22    neurological development; and

23        (b)    Identify indicators and areas of weakness that are highly  
24    predictive of future reading difficulty, including phonological  
25    awareness, phonemic awareness, rapid naming skills, letter sound  
26    knowledge, and family history of difficulty with reading and language  
27    acquisition.



# What is Being Screened



- Phonological Awareness
- Phonemic Awareness
- Letter/Sound Knowledge
- Rapid Automatized Naming
- Family History of Difficulty with Reading & Language Acquisition



# The Intent of the Law



## Why

- Focus on K-2 literacy development
- The earlier the better for intervention

## What

- Foundational literacy skills

## How

- Identify & meet students' needs





# Reporting



School Districts will report through CEDARS:

- Initial screening benchmark outcomes for each student in grades K-2; school districts will indicate if a student is **at grade-level** or is **not at grade level** according to the publishers' criteria for the district's selected academic screening tool\*
- The assessment used by the district to determine the student's initial benchmark outcomes
- The date of screening, if using multiple assessments--use the most recent date
- Whether the assessment outcome has produced an eligibility for intervention
- What interventions are being provided to the student.



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# The Law & Family History



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# Family and Caregiver Partnerships



- Educator and School Discussion Guide
- Family and Caregiver Discussion Guide

*The best way to elicit information about a student's family history is through a culturally responsive conversation that demonstrates the value of the caregiver/school partnership. Remember to communicate in ways that are accessible, understandable and respectful, with interpreters when necessary.*

*Please keep in mind that no one factor guarantees or even predicts the literacy-learning trajectory of a student. The information gathered is meant to contribute to a deeper understanding of a student's strengths and struggles and should be maintained with the data on the student's literacy skills in order to be accessible by relevant educators.*



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# English Language Development



English Language Development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

Students upon entry to the K-12 school system will begin by developing their understanding of English through English language pre-literacy skills braided with their existing home language pre-literacy skills.

Examples of developing pre-literacy skill development in any language:

- talking with family members, listening to caregivers, and responding to questions;
- story time through oral storytelling and reading;
- make believe; and
- opportunity for drawing and painting.



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# Council Guidance



- Best Practices for Supporting Multilingual/English Learners
  - English Acquisition or a Reading Problem?
- Early Literacy Screening Guidance for Multilingual/English Learners
  - Includes WIDA Proficiency Table (p. 2)

# Frequently Asked Questions



- Can 2nd graders be administered the RAN? **YES**
- What are the 2nd Grade Fluency Assessment Expectations? **See link below.**
- Can you use the RAN from another Publisher? **YES, this year only. The one from GANDER addresses all four areas--objects, numbers, colors, letters)**
- How can districts support Multilingual English Learners? **(Slide 12)**
- Will the Dyslexia Advisory Council be providing a list of instructional practices? **(There are Best Practices on the Dyslexia site.)**
- Can the literacy screeners be used for diagnosis? **No**



# Contact Information



- Sandra Stroup
  - Associate Director of Elementary English Language Arts/Literacy, OSPI
  - Phone: 360-725-6228
  - Email: [sandra.stroup@k12.wa.us](mailto:sandra.stroup@k12.wa.us)
- Alicia Roberts Frank, Ed.D
  - Regional Special Education Administrator, ESD 113
  - Phone: 360-464-6843;
  - Email: [arobertsfrank@esd113.org](mailto:arobertsfrank@esd113.org)



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# Awareness, Trainings, & Celebrations, oh my!

**Dyslexia Awareness Month**  
- October, 2021



## Moving in the Same Direction

Partners in the Science of Reading

Join us on **October 13, 2021** for our 5th annual conference that has been intentionally designed with busy educators in mind. Your registration includes **unlimited** access to every session and resource with lifetime access to watch on your schedule.

**VIRTUAL CONFERENCE**

## Dyslexia, Literacy, & Vulnerable Student Populations

Featuring  
**Julie Washington**  
Ph.D., CCC-SLP  
Professor  
University of California, Irvine

**Friday, October 15, 2021**  
“Assessing Children who are Historically Underserved: Understanding and Adjusting for Inherent Complexities”  
**Register at [www.YesRead.org](http://www.YesRead.org)**

**TheDyslexiaFoundation.org**

Microsoft

## Dyslexia DecodEd

Three-part digital event  
October 14, 20 and 27

**Register today**

Featuring:

Shawn Anthony Robinson, Ph.D.  
Co-founder, Doctor Dyslexia Dude &  
Reading Faculty, Madison College

Kate Griggs  
Founder,  
Made by Dyslexia

Michelle Perry  
Special Education Advocate & Regional  
Leader, Decoding Dyslexia California

Dean Bragioner  
Founder & Executive Director,  
Noticeability, Inc.

**New Resources Added!**

## ReadWd

# Awareness, Trainings, and Celebrations, oh my!



**Reading, Literacy & Learning  
ANNUAL IDA CONFERENCE**  
October 21-23, 2021 | IDATV.org  
*A Fully Virtual Experience*

Join Us For a Virtual Conference  
Experience on IDA TV

**LIVE STREAM CONFERENCE**  
October 21-23  
and  
**On-DEMAND CONFERENCE**  
Nov 15 - Jan 17

**#DyslexiaCon21**

## **Free** Dyslexia & Literacy Instruction Individual Classes & 14-hr Series

- Multiple dates throughout 2021-2022

<https://www.pdenroller.org/catalog?q=dyslexia>

**OREGON RTII  
FALL READING SYMPOSIUM**  
OCTOBER 26, 2021  
Virtual Event



KEYNOTE SPEAKER  
**DR. TRACY WEEDEN**



**DYSLEXIA**  
TRAINING INSTITUTE  
EDUCATION CHANGES EVERYTHING

October 9, 8:00-11:30 am

