



**OKLAHOMA STATE
DEPARTMENT OF EDUCATION
DYSLEXIA DATA SUMMARY
2024-2025**

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



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Introduction

This legislative report provides a comprehensive overview of the dyslexia screening in Oklahoma schools during the 2024-2025 school year. As mandated by Title 70 O.S. § 1210.520, the Oklahoma State Department of Education (OSDE) has prepared this report to present the outcomes of screening designated student populations for characteristics of dyslexia. The findings aim to inform policymakers, educators, and stakeholders while guiding future strategies to enhance literacy outcomes for all students in Oklahoma.

What Is Dyslexia?

Dyslexia is a specific learning disability that is neurological in origin characterized by difficulties with accurate and/or fluent word recognition, poor spelling, and decoding abilities. It is not related to intelligence or motivation but stems from the way the brain processes language. Individuals with dyslexia often have difficulty recognizing the sounds that letters and words make, which makes it harder to decode words and read fluently.

Dyslexia is one of the most common learning differences. Research by Shaywitz (2021) indicates that it affects approximately 20% of the population to varying degrees. Dyslexia often runs in families, meaning that a child with dyslexia may have a parent or sibling who shares similar challenges. Signs of dyslexia can vary but may include difficulty learning letter sounds, blending sounds to form words, or remembering common sight words.

Understanding dyslexia and identifying it early is the first step in ensuring that students who experience it receive the tools and resources they need to succeed.

Background

Beginning with the 2021-2022 academic year, Oklahoma school districts were required to screen kindergarten through third-grade students for the risk of characteristics of dyslexia if they did not meet the grade-level target on an approved universal screener under the Reading Sufficiency Act (RSA). During the 2024–2025 academic year, this mandate continued under the newly named Strong Readers Act, with literacy screenings administered at the start of the school year for students in kindergarten through third grade.

This effort extends the Strong Readers Act's broader mission to support all students in becoming proficient readers. Dyslexia represents one form of reading difficulty; however, instructional approaches effective for students with dyslexia have been shown



to benefit all students. Equipping educators with evidence-based strategies will promote improved literacy outcomes across Oklahoma.

Importance of Early Identification

The dyslexia screening requirement aims to identify, at an early stage, students at risk for dyslexia or those struggling with foundational word recognition skills. Research, such as that described in Torgesen's (1998) article *Catch Them Before They Fall*, demonstrates that early identification is critical for effectively addressing reading difficulties. Targeted, evidence-based interventions at this stage significantly enhance literacy outcomes and reduce the long-term impact of dyslexia on a student's education.

For students without dyslexia who struggle for other reasons such as chronic absenteeism or lack of effective instruction, early interventions help close gaps in foundational literacy skills. By addressing these gaps promptly, educators can ensure that all students build a strong foundation for future academic success.

Legislative Framework

The statutory foundation for dyslexia screening is established in Title 70 O.S. § 1210.520. As defined in this statute and accompanying administrative rules, any student in grades K-3 who does not meet the grade-level target on an approved literacy screening assessment must be screened for the characteristics of dyslexia within 30 days of the beginning-of-the-year universal literacy screening. Since these assessments are mandated for targeted students, parental consent is not required for their administration. Schools are responsible for notifying parents of the results and providing information and resource materials regarding dyslexia for families of students determined to be at risk.

Districts must annually report to OSDE the number of students screened, the number identified as at risk for characteristics of dyslexia, the screening assessment used, the number of trained staff who administered the assessment, and the number of students receiving interventions.

Additionally, screening for the risk of dyslexia may also be requested by a student's parent or guardian, teacher, counselor, speech-language pathologist, or school psychologist.



Data Collection and Analysis

Oklahoma school districts reported the results of dyslexia screening as part of the requirements for the Strong Readers Act. Interventions implemented by the schools were identified in the Annual District Reading Plan, while all other relevant data was submitted through the Strong Readers Survey at the end of the academic year.

OSDE collected data from all public schools serving students in kindergarten through third grade. This report provides a detailed breakdown of the screening tools utilized, student outcomes, and a summary of intervention programs employed by districts. The analysis of this data is intended to inform future policy decisions and enhance the effectiveness of dyslexia screening efforts across the state.

Screening Requirements

At the beginning of the academic year, all students in grades K-3 who do not meet the grade-level target on the universal screener required under the Strong Readers Act must also be screened for risk of dyslexia. Depending on the assessment tool adopted by the district, this screening may involve an additional subtest within the same assessment suite, a separate assessment, or the use of existing data from the universal screener.

Screening assessments, including those for dyslexia characteristics, are designed to be administered and interpreted by general educators. Teachers administering these assessments must be trained to understand the administration process and the organization of data. However, specialized training or credentials beyond this are not required. To maximize the effectiveness of instruction and interventions, it is recommended that screening assessments be conducted by the certificated classroom teacher of record.

It is important to note that not all students identified as at-risk for reading difficulties or characteristics of dyslexia will require special education services. Open and frequent communication among all educators working with a student is essential to provide a cohesive and systemic educational experience.



Tools Used to Evaluate Student Progress

For the 2024-2025 School Year, there were nine Oklahoma State Board of Education approved assessments for screening students for characteristics of dyslexia. Individual districts selected the assessment that best aligned with the needs of their schools. As part of the Strong Readers Act Survey, districts reported the specific assessments they use for screening purposes.

The overall number and percentage of districts using each assessment remain fairly consistent with the previous year. However, notable changes were observed for one assessment. The use of Amira saw a significant increase, rising from 6.9% in the 2023–2024 academic year to 10.3% in 2024–2025. This growth is likely due to the state-level contract with Amira, which went into place in August 2024. This contract lets the district access the platform at no direct cost, as the state covers this expense. Districts continued to register for Amira throughout the 2024-2025 school year, so this number is expected to increase in the following school year. Conversely, the use of the MAP Reading Fluency, mCLASS DIBELS, and Star Early Learning Suite declined slightly from SY2023-2024 to SY2024-2025.

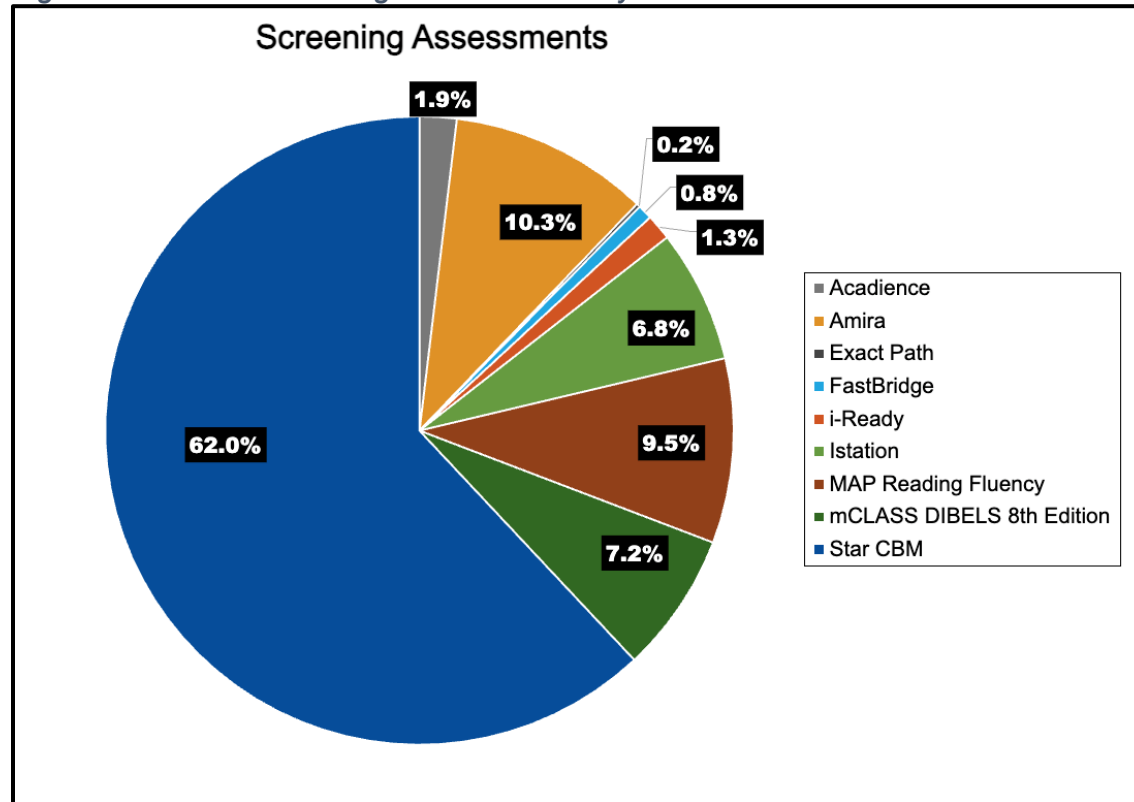
Table 1. Use of Screening Assessments by District 2024-2025

Approved Assessments for Dyslexia	Districts using Assessment	
	Number	Percent
Acadience with *PAST Assessment	10	2.0%
Amira	54	10.3%
Exact Path	1	0.2%
FastBridge with *PAST Assessment	4	0.8%
i-Ready Diagnostic	7	1.3%
Istation with *PAST Assessment	36	6.8%
MAP Reading Fluency	50	9.5%
mCLASS DIBELS 8 th Edition with *PAST Assessment	38	7.2%
Star CBM	326	62%

*The Phonological Awareness Screening Test (PAST) is an assessment designed to measure students' phonological awareness skills. It is administered individually by a teacher and is required for use in conjunction with certain screening assessments that do not independently evaluate all components of phonological awareness.



Figure 1. Use of Screening Assessments by District 2024-2025



Educator Training

Districts are responsible for ensuring that educators are adequately trained to administer dyslexia screening assessments with fidelity, thereby ensuring the accuracy and reliability of results. As part of their reporting requirements, districts provided data on the number of school personnel or licensed professionals trained to administer the assessments and the number of personnel designated to administer the approved dyslexia screening tools.

This training, provided by the assessment publisher or the district, must align with the publisher's recommendations. It is also the responsibility of districts and building administrators to establish a professional learning schedule for onboarding new educators and staff, ensuring continuity in the training process.

Each year, the number of teachers trained to administer the assessment exceeds the number who ultimately administer it. This discrepancy may be due to districts offering the training during required professional development days attended by all staff, while only specific personnel such as classroom teachers or reading specialists are responsible for administering the assessment.



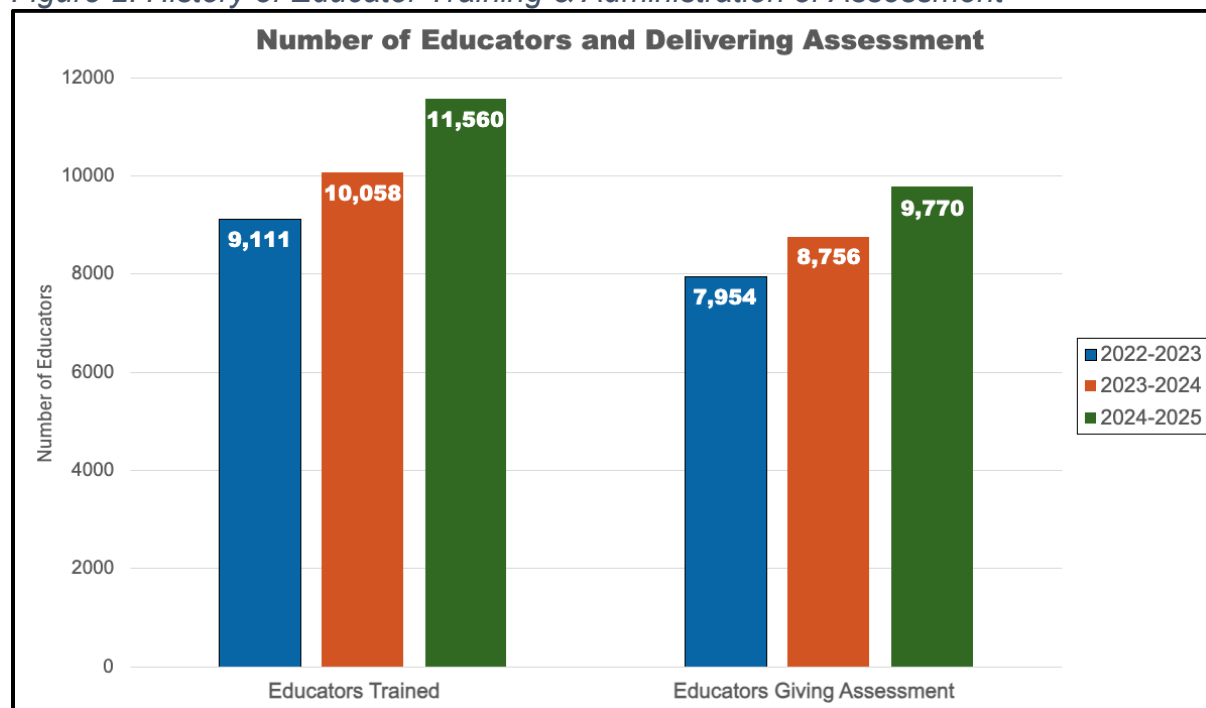
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Table 2. Number of Educators Trained & Administered Assessment 2024-2025

Training and Administration of Assessment	
Number of educators trained to administer assessment	11,560
Number of educators used to administer assessment	9,770

Figure 2. History of Educator Training & Administration of Assessment



Student 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. However, due to the integrated format of several of the assessments, more students are completing the dyslexia screening portion than are actually required to do so. During the 2024-2025 school year, **188,062 students** in kindergarten through third grade participated in the universal screening mandated under the Strong Readers Act.

Of these, districts reported that **98,969 students** were screened for characteristics of dyslexia, representing **52.6%** of the total student population in these grades.

Districts reported that **31,606** students who underwent dyslexia screening demonstrated characteristics indicating a risk for dyslexia. When considering the total population of 188,062 students in these grades, the data indicates that **16.8% of all kindergarten through third grade students** demonstrated characteristics associated with a risk for dyslexia.



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Table 3. Dyslexia Screening Results 2024-2025

Students Screened for Dyslexia	# Students Total	# Students Screened	# Students At-Risk	% Students At-Risk
Kindergarten	44,541	20,251	6,225	14%
First Grade	46,936	25,814	8,408	18%
Second Grade	47,614	27,316	9,061	19%
Third Grade	48,971	25,588	7,912	16.2%
Total	188,062	98,969	31,606	16.8%

Interventions Received in the School Setting

Under the Strong Readers 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.

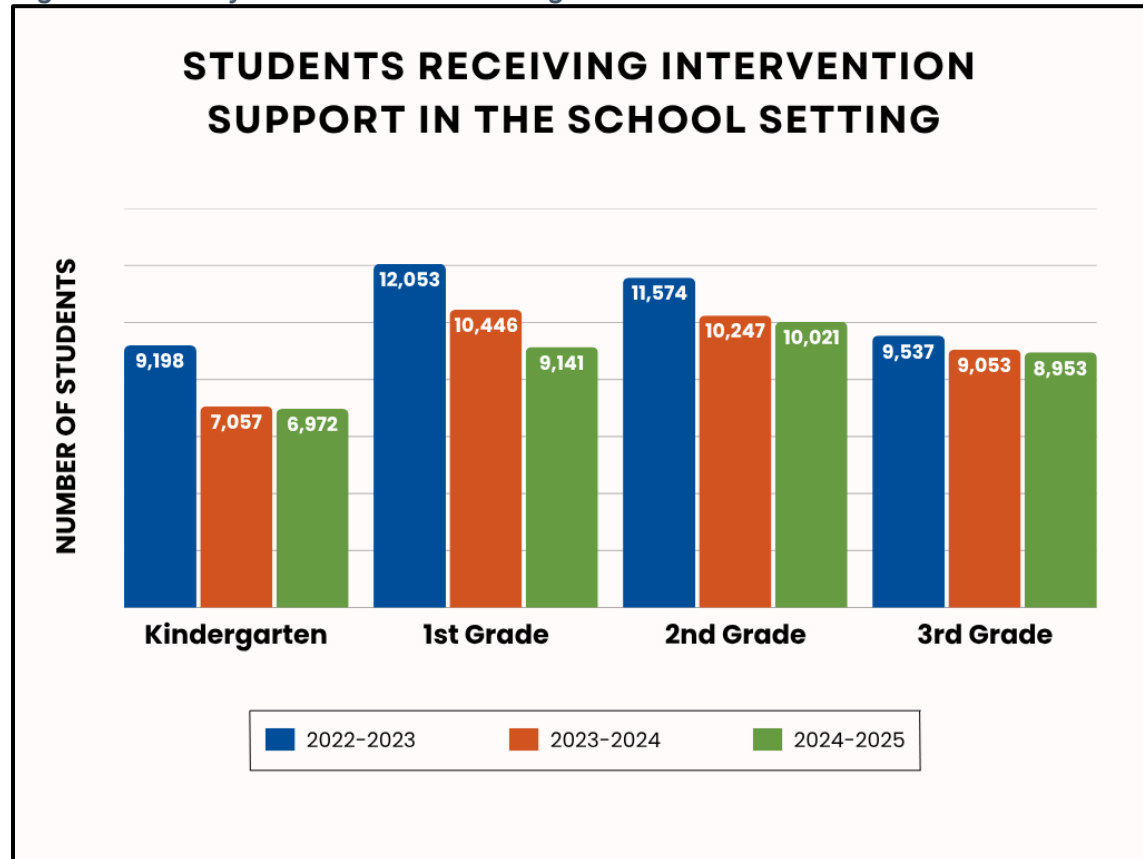
The data shows that more than 100% of students identified as at-risk are receiving interventions. This occurs because schools provide interventions to all students who score below the grade-level target on the universal screening assessment, regardless of whether they are flagged as at-risk for characteristics of dyslexia. This is a positive indicator that districts are supporting young readers with skill gaps to help them become successful readers.

Table 4. Students Receiving Intervention in School 2024-2025

Students Receiving Intervention Support In the School Setting	# Students At-Risk	# Received Intervention	% Received Intervention
Kindergarten	6,225	6,972	112%
First Grade	8,408	9,141	109%
Second Grade	9,061	10,021	111%
Third Grade	7,912	8,953	113%
Total	31,606	35,087	111%



Figure 3. History of Students Receiving Interventions in School



Students Receiving Interventions Outside of School

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.

This data has important limitations. Districts can only report outside services they are aware of, and parents may not always disclose privately obtained services. Additionally, districts cannot verify the quality or effectiveness of instruction provided by private vendors.



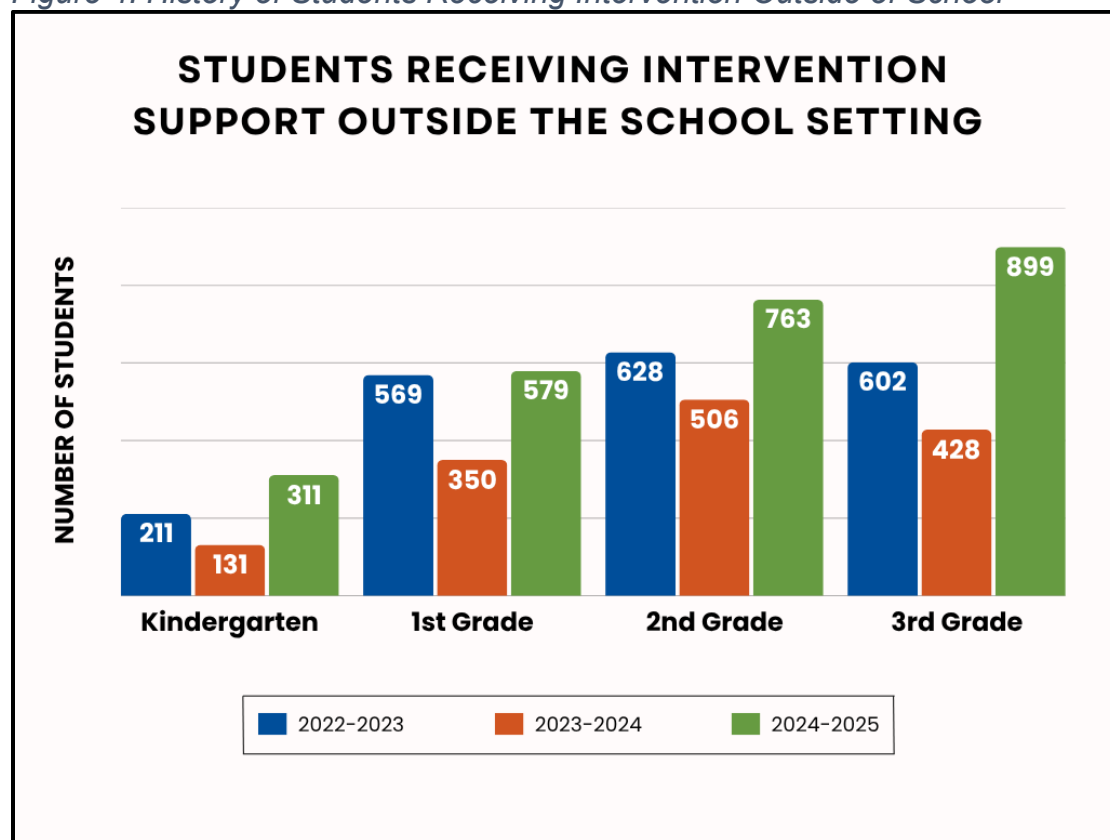
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Table 5. Students Receiving Intervention Outside of School 2024-2025

Students Receiving Intervention Support Outside the School Setting	# Students At-Risk	# Received Intervention	% Received Intervention
Kindergarten	6,225	311	5%
First Grade	8,408	579	6.9%
Second Grade	9,061	763	8.4%
Third Grade	7,912	899	11.3%
Total	31,606	2,552	8.0%

Figure 4. History of Students Receiving Intervention Outside of School



The decline in outside interventions during the 2023–2024 school year, followed by an increase in 2024–2025, is difficult to interpret given the previously noted limitations of the data. The decrease observed in 2023–2024 may be attributable to a reduction in overall enrollment and a corresponding decrease in the number of students identified with reading difficulties during that year. The subsequent increase in outside interventions in 2024–2025 may indicate growing recognition among schools, communities, and families of the severity of reading challenges in the state and an increased commitment to supporting literacy development for all Oklahoma students.



Programs Used by Schools for Intervention

As part of the Annual District Reading Plan, Oklahoma school districts reported utilizing **169 different intervention programs** to support students with reading difficulties, including those exhibiting characteristics of dyslexia. The majority of districts indicated that multiple intervention programs were utilized when providing interventions to their students. Fifteen programs were reported by more than 100 districts, collectively representing **65.4% of all interventions**. Of these, **five were online-based programs**. While online literacy intervention programs can be valuable for addressing skill gaps and supporting literacy growth, effective oversight by a qualified educator is essential. Educators should receive appropriate training, and these programs should be used alongside traditional classroom instruction and tailored to the individual needs of each student in order to ensure the greatest gains and maximum benefit for young readers.

Table 6. Intervention Program Usage 2024-2025

Intervention Programs	Percentage of Use
Houghton Mifflin Harcourt Curriculum and Intervention Resources	8.70%
Heggerty	8.50%
University of Florida Literacy Institute (UFLI)	7.70%
Really Great Reading	7.20%
Florida Center for Reading Research Activities	4.80%
McGraw Hill: Wonders, SRA Reading Laboratory	4.40%
Lexia CORE5 Reading	3.60%
Amira Learning	3.30%
Orton Gillingham Approach	3.00%
Renaissance	2.80%
iStation	2.50%
Literacy First	2.30%
IXL	2.30%
Wilson Reading	2.20%
95% Group	2.20%



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Significant variation exists in the effectiveness of the programs currently in use throughout the state. While most reported programs align with evidence-based practices, others have been shown to be ineffective for students struggling to read. In many districts, effective and ineffective programs are used concurrently, potentially providing conflicting instructional messages to students.

Districts have the flexibility to select intervention materials for their schools at the local level without relying on a state-approved list. To support districts in choosing high-quality, evidence-based materials, the Office of Literacy conducted a Request for Information from vendors and reviewed available intervention programs. Materials that met the established criteria were included in a guidance document to assist districts in making informed decisions for their intervention programs. This guidance was introduced during a monthly Strong Readers zoom call and shared with districts through the monthly newsletter. It can be located near the bottom of the following webpage: <https://oklahoma.gov/education/services/literacy-policy-and-programs/strong-readers-for-schools.html>

This approach demonstrates how OSDE aims to guide and educate district decision-makers while preserving local control.

As school personnel deepen their understanding of evidence-based reading instruction, notable shifts are becoming evident in the programs selected by schools. The OSDE is committed to strengthening literacy by providing training for administrators and teachers grounded in the science of reading, supporting districts with literacy coaches, and providing guidance for high-quality curricula and intervention materials. These initiatives aim to equip districts to make informed decisions that foster improved student outcomes.



Conclusion

This legislative report serves as a tool for policymakers, educators, and stakeholders, providing a comprehensive assessment of the dyslexia screening initiative in Oklahoma schools for the 2024-2025 academic year. Key findings include:

- A total of **52.6%** of students in kindergarten through third grade received additional screening for characteristics of dyslexia, comparable to the 52% screened last year. Among those screened, **31.9%** were identified as at-risk, reflecting a **4.3% decrease** from the previous year's rate of 36.2%. This equates to 16.8% of the total student population in these grades, a **reduction of 2%** compared to 18.8% last year.
- Risk for characteristics of dyslexia is determined by the dyslexia screening assessment. **All students** who were determined to be at-risk through the screening results received school-based interventions. Further, some schools identified students who might show risk indicators other than the screening results, such as classroom performance, to receive additional support. As a result, it was reported that **35,087** (111%) students received literacy interventions in school.
- Although intervention materials are not required to be selected from an approved list, it is encouraging to see more districts choosing high-quality, evidence-based resources to support at-risk readers. With continued training and guidance, it is expected that even more districts will make informed decisions that lead to improved student outcomes.

These findings reinforce the importance of early identification, targeted intervention, and evidence-based practices in improving literacy outcomes for all students. By addressing gaps and building on current successes, Oklahoma can continue to enhance educational opportunities for students with dyslexia and ensure that every child develops strong literacy skills.



Works Referenced

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Torgesen, J. K. (1998). *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*. *American Educator*, 22(1–2), 32–39.

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