
Education Committee

HB 2290

Brief Description: Concerning statewide implementation of early screening for dyslexia.

Sponsors: Representatives Pollet, Leavitt, Tarleton, Appleton, Gildon, Frame, Orwall, Wylie and Doglio; by request of Superintendent of Public Instruction.

Brief Summary of Bill

- Requires school districts to collect data regarding the use of dyslexia screening tools and interventions provided using multitiered systems of support.
- Changes multiple dates when the Superintendent of Public Instruction and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

Hearing Date: 1/21/20

Staff: Megan Wargacki (786-7194), and Nico Wedekind (786-7290).

Background:

As part of the annual student assessment inventory, school districts conducting screenings for dyslexia must report the number of students and grade levels of the students screened. Each school district must then submit its report to the Office of the Superintendent of Public Instruction (OSPI). The OSPI and the Dyslexia Advisory Council (DAC) must use this data when developing their best practice recommendations, detailed below.

By June 1, 2021, the Superintendent of Public Instruction (Superintendent), as advised by the DAC, must make available to school districts the following:

- best practices for implementing screenings for dyslexia in school districts (including trainings for school staff conducting screenings);
- best practices for using multitiered systems of support to provide interventions (including trainings for school staff in instructional methods specifically targeting students' areas of weakness);

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- sample educational information for parents and families that includes a list of resources for parental support; and
- best practices to help students in grade three and above who may be experiencing dyslexia.

Beginning in the 2021-22 school year, school districts must screen students in kindergarten through second grade for indications of, or areas associated with, dyslexia, using screening tools and resources as identified by the Superintendent using the recommendations of the DAC. If a student shows indications of below grade level literacy development or indications of, or areas of weakness associated with, dyslexia, the school district must intervene using evidence-based, multitiered systems of support.

By January 15, 2022, the DAC must review school district implementation of screenings and their use of multitiered systems of support to provide interventions and report to the Superintendent with updates on its recommendations for the best practices and sample educational information. By Feb 15, 2022, the Superintendent must review the DAC's updated report and revise the best practices and sample educational information made available to school districts.

Summary of Bill:

In addition to collecting data on the number of students screened for dyslexia and their grade levels, school districts must also collect data on the use of screening tools, resources, and interventions provided using multitiered systems of support. The data is no longer collected as part of the annual student assessment inventory but must still be aggregated into a report by each school district and sent to the OSPI.

The date by which the Superintendent must review the initial recommendations of the DAC on best practices for dyslexia screenings and interventions, sample educational information for parents and families, and best practices to help students in grade three and above who may be experiencing dyslexia is changed from June 1, 2021, to September 1, 2020.

The date by which the DAC must update its recommendations on best practices and sample education information to the Superintendent is changed from January 15, 2022, to July 1, 2022.

The date by which the Superintendent must review the DAC 's updated recommendations and revise the best practices and sample educational information provided to school districts is changed from February 15, 2022, to August 1, 2022.

Appropriation: None.

Fiscal Note: Requested on January 15, 2020.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.