

HOUSE BILL REPORT

HB 2290

As Reported by House Committee On:
Education

Title: An act relating to statewide implementation of early screening for dyslexia.

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 History:

Committee Activity:

Education: 1/21/20, 2/3/20 [DP].

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 the dates by which the Superintendent of Public Instruction and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 17 members: Representatives Santos, Chair; Dolan, Vice Chair; Paul, Vice Chair; Steele, Ranking Minority Member; McCaslin, Assistant Ranking Minority Member; Volz, Assistant Ranking Minority Member; Bergquist, Caldier, Callan, Corry, Harris, Ortiz-Self, Rude, Stonier, Thai, Valdez and Ybarra.

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

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Instruction (OSPI). The OSPI and the Dyslexia Advisory Council (Council) 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 Council, 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);
- 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 of weakness associated with, dyslexia, using screening tools and resources identified by the Superintendent using the recommendations of the Council. 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 Council 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 February 15, 2022, the Superintendent must review the Council'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 Council 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 Council 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 Council'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: Available.

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

Staff Summary of Public Testimony:

(In support) Groundbreaking work has been done to assess every child in kindergarten through second grade for dyslexia and other reading challenges. The data that was required before will continue to be collected and sent to the OSPI. The change in data collection is needed so that the Council can review school district implementation practices and revise its implementation recommendations to enhance student outcomes.

One date change proposed by the bill will provide school districts with the resources and time frame to ensure a successful implementation of the early screening program. Another date change will provide schools a full year to prepare and implement the recommendations provided by the Council.

The OSPI funding request that goes along with this bill should be considered. Dyslexia is not anything new, but early screening provides an opportunity for school districts to move in a new and innovative way. There are so many services provided for children with dyslexia from a young age, but there are major systemic roadblocks once a child reaches kindergarten. This bill will help students all over Washington.

(Opposed) None.

Persons Testifying: Representative Pollet, prime sponsor; Aira Jackson, Office of the Superintendent of Public Instruction; and Luckisha Phillips, Federal Way Public School District and Washington State School Directors' Association.

Persons Signed In To Testify But Not Testifying: None.