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Update on Implementation of Dyslexia Legislation (SB 1003)

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SB 1003

- Two requirements of districts:
 1. Teacher Training
 2. Screening

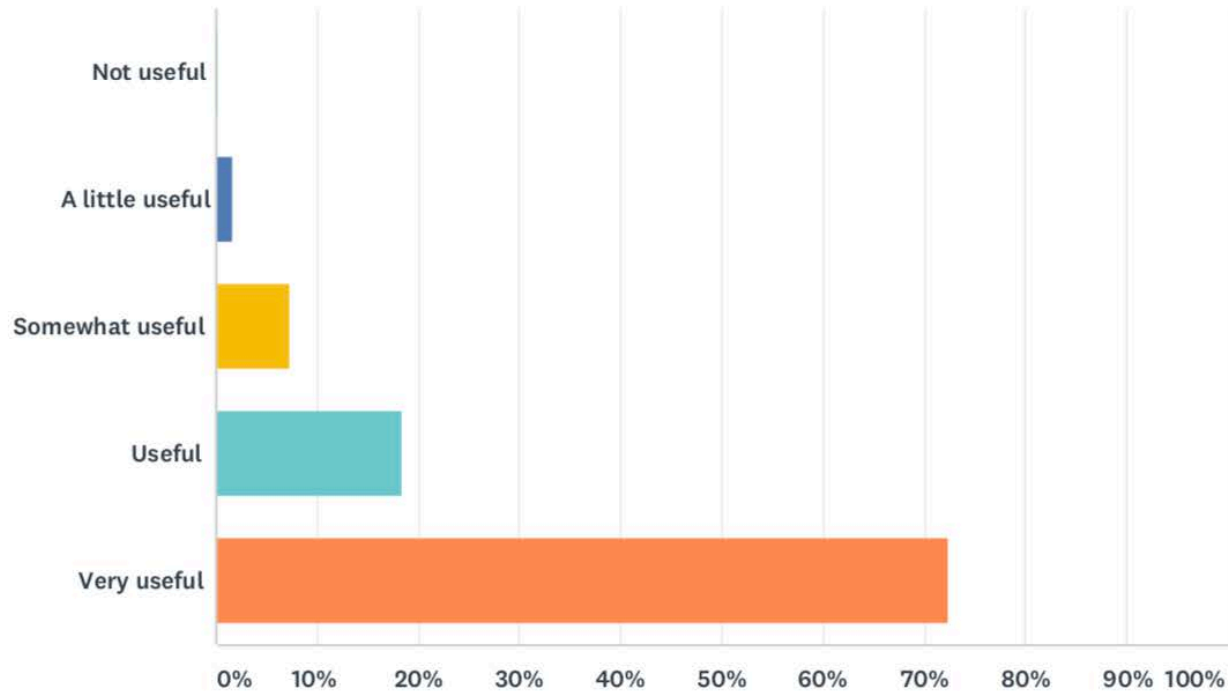


SB 1003 Requirements: Teacher Training

- Each school district shall ensure that at least one K-5 teacher in each K-5 school receives training related to dyslexia by July 1, 2018 (\$1.9 million allocation).
- The training must:
 - comply with the knowledge and practice standards of an international organization on dyslexia;
 - enable the teacher to understand and recognize dyslexia; and
 - enable the teacher to implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of students with dyslexia.
- To date, over 800 Oregon teachers have completed the dyslexia training.

Q13 How useful was the information you received in the dyslexia training?

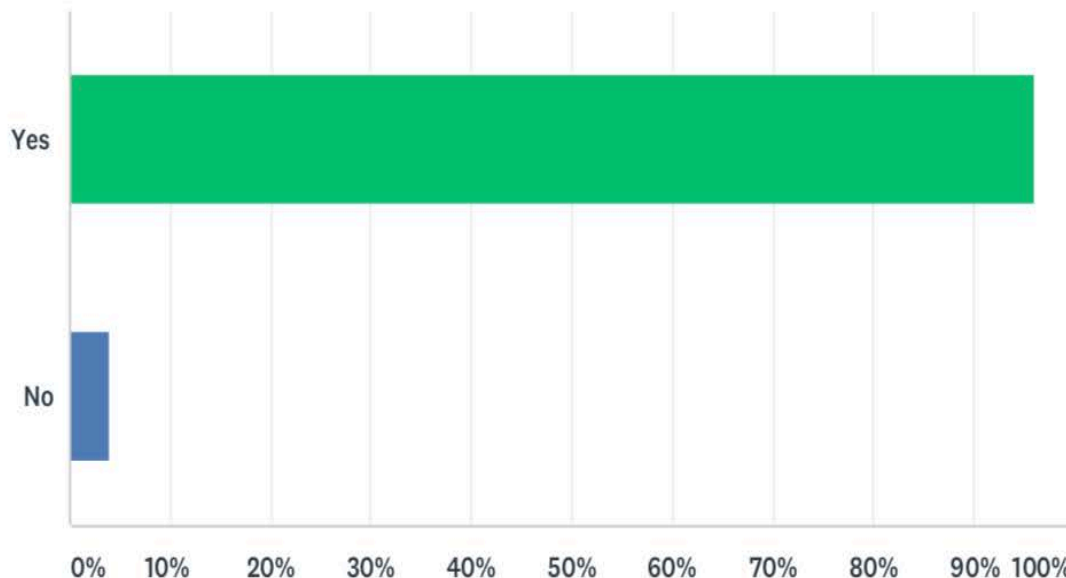
Answered: 841 Skipped: 176



ANSWER CHOICES	RESPONSES	
Not useful	0.24%	2
A little useful	1.66%	14
Somewhat useful	7.37%	62
Useful	18.31%	154
Very useful	72.41%	609
TOTAL		841

Q14 Would you recommend that other teachers and staff in your building complete the dyslexia training?

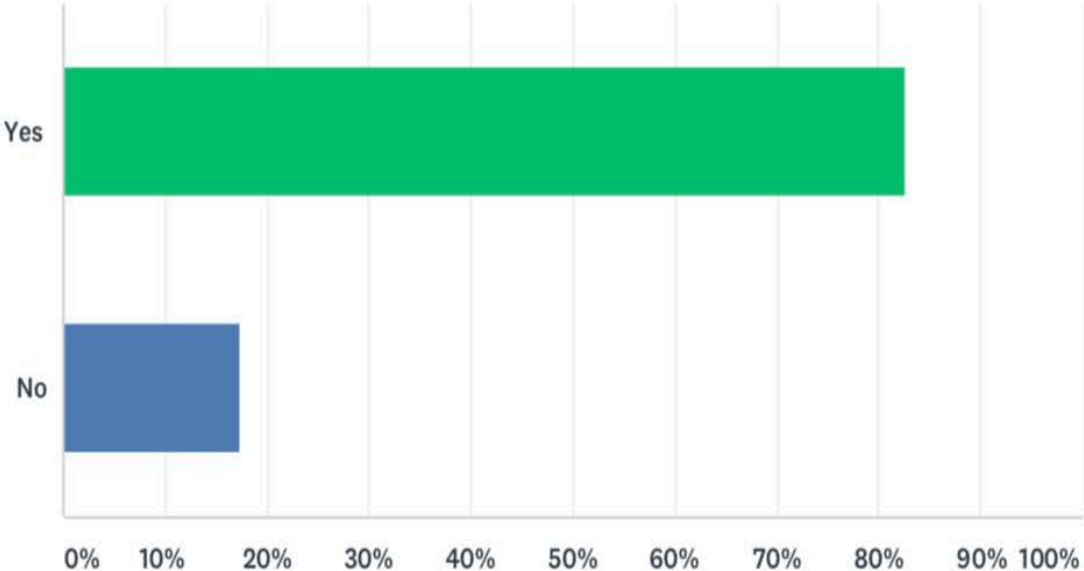
Answered: 836 Skipped: 181



ANSWER CHOICES	RESPONSES	
Yes	96.05%	803
No	3.95%	33
TOTAL		836

Q18 Have the changes in your teaching as a result of the training had an impact on your students?

Answered: 776 Skipped: 241



ANSWER CHOICES	RESPONSES	
Yes	82.60%	641
No	17.40%	135
TOTAL		776

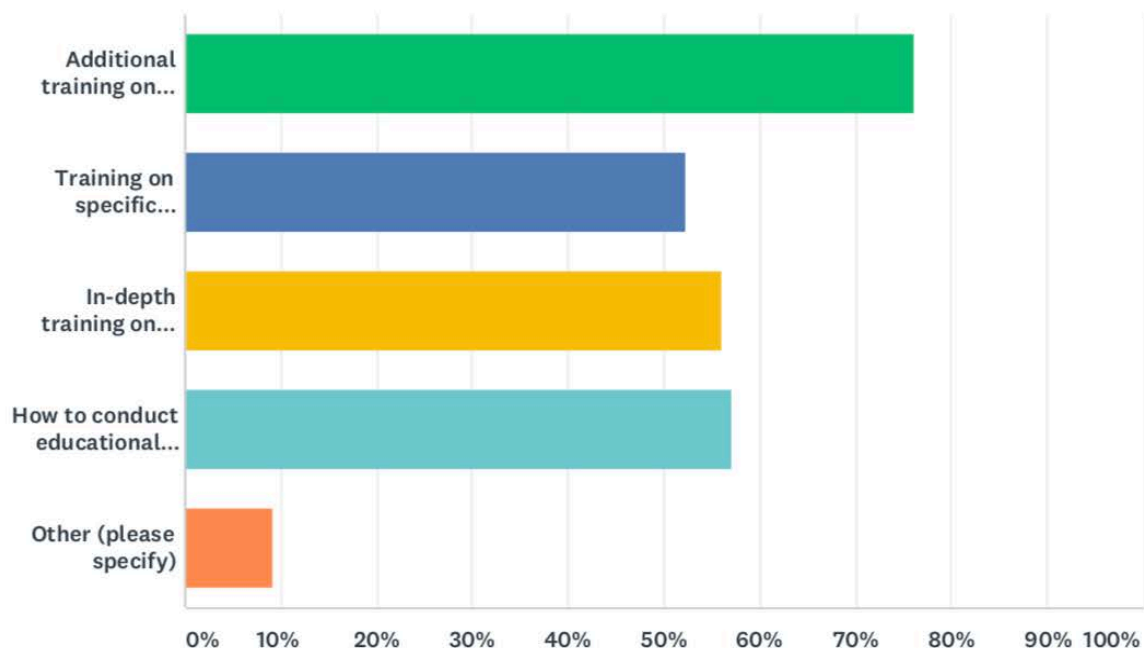
SB 1003 Requirements: Screening



- Districts must universally screen for risk factors of dyslexia in kindergarten using a screening test identified by the Department (and any first grader new to Oregon Public Schools)
- The tests administered in kindergarten must take into account: PA, L/S correspondences, and rapid naming
- Must screen for family history of difficulty in learning to read **IF** the student shows risk factors for reading difficulties, including dyslexia

Q22 What type of training would be beneficial moving forward? (Check all that apply.)

Answered: 826 Skipped: 191



ANSWER CHOICES	RESPONSES	
Additional training on intensifying instruction for students who don't respond to intervention	76.15%	629
Training on specific intervention programs	52.30%	432
In-depth training on dyslexia screening	56.05%	463
How to conduct educational evaluations for dyslexia	57.02%	471
Other (please specify)	9.20%	76
Total Respondents: 826		

Universal Screeners

- quick and targeted assessments of discrete skills
- alternative equivalent forms so they can be administered 3 to 4 times a year
- standardized directions for administering
- have established reliability and validity standards

Just the Facts ... Universal Screening: K-2 Reading, The International Dyslexia Association, 2017



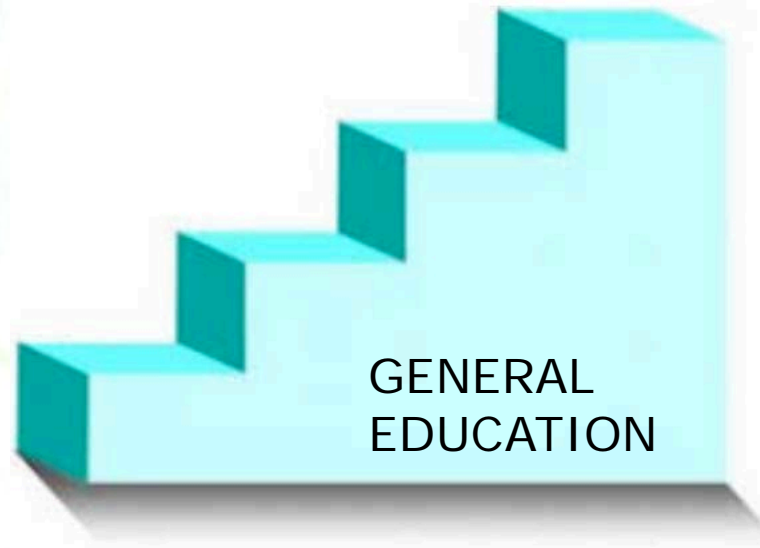
Universal Screening



Identification



- Universal screening is just the first step in an iterative process that incorporates ongoing assessment and monitoring to provide increasing levels of support to students at risk for reading difficulties, including dyslexia.





Identification Issues

- The initial screeners required by SB 1003 in kindergarten are not designed to identify students with dyslexia.
- Response to high quality reading instruction may be the best way to identify students with inherent cognitive limitations, followed by additional screening and formal evaluation if needed.



Oregon Dyslexia Legislation

- **SB 1003** - passed in the 2017 legislative session (an update to SB 612 from 2015)
- Provide districts with guidance regarding parent notification of students who show risk factors
- Develop guidance regarding best practices for instructional support for students at risk for dyslexia
- Submit a report to the legislature regarding best practices for screening and instructional support that includes recommendations for future legislation by September 15, 2018



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QUESTIONS



UPDATE:

- District guidance on parent notification: https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/districtguidanceforparentnotification.pdf
- District guidance on best practices for instructional support: https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/guidanceonscreening.pdf
- Report to the legislature: https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/Senate%20Bill%201003%20Legislative%20Report.pdf

SB 1003 Report to Legislature

RECOMMENDATIONS FOR FUTURE LEGISLATION:

1. Requirements for continued universal screening for risk factors of reading difficulties, including dyslexia, in grades 1-5.
2. Pilot study to examine effects of the implementation of the full screening and instructional support model conducted in a small number of Oregon districts.
3. Provision for providing training to more general education teachers on evidence-based systematic, explicit reading instruction that includes a dyslexia awareness component. Provide funding to districts to help offset the cost of the training.
4. Funding for ongoing training and support of the designated teacher in each K-5 school who completes the required dyslexia-related training.