

# *Dyslexia Advisory Council*

## *Update from October 11, 2021*

On Monday, October 11, 2021, the Dyslexia Advisory Council convened via digital platform to discuss the following topics (see [agenda](#)):

- Update on the Discrepancy Phase-Out Plan – Pending Rule Changes
- WASAP Dyslexia Evaluation Guidance
- Update on Handbook Revision
- Implementation Discussion
  - o MTSS
  - o Screening
  - o Interventions
  - o Reporting
- Next Steps
  - RFQQ for updated RAN/RA
  - Screeners in other languages
  - Early January date for Reviewing Implementation

### **Council Background**

#### **Expectations of Council Members:**

Engrossed Second Substitute Senate Bill 6162 requires that Washington maintains an advisory council for the purposes of providing policy guidance with respect to early screening of dyslexia and related services for students with dyslexia. Such an advisory panel shall consist of members appointed by the Office of Superintendent of Public Instruction (OSPI) and be comprised of individuals involved with issues surrounding dyslexia.



## **Expectations of Statute:**

Starting in 2021-2022

- Students in grades K-2 will be screened for indications of or areas of weakness associated with dyslexia
- School districts will collect data in a formative cycle to inform instruction and for reporting school guidelines.
- School districts will use a Multi-Tiered System of Support (MTSS) in grades K-2.

School districts will communicate and collaborate with parents and families about student reading progress, screening results, and potential literacy interventions.

## **Discrepancy Phase-Out Plan**

Council member Liz Stewart, OSPI Special Education Program Supervisor, provided an update on the Phasing Out Severe Discrepancy for Identification of Specific Learning Disability (SLD). She shared the [Summary Timeline](#) that describes the next steps and the [Recommendation Report](#). The work has now shifted to planning and implementation.

## **WASAP Dyslexia Evaluation Guidance**

The council reviewed and discussed the [Dyslexia Evaluation Guidance](#) created by the Washington Association of School Psychologists, along with feedback from Decoding Dyslexia WA and the Seattle Special Education PTSA. The council will vote virtually on whether to provide additional guidance.

## **Handbook Revision**

The council received an update from the workgroup for revising and updating the current [WA Dyslexia Resource Guide](#). The workgroup leader acknowledged the challenges in our current reality and asked for council volunteers. A draft will be presented to the council for input at the next meeting.

## **Implementation Discussion**

Council members were reminded of the current expectations according to the Statute in regards to MTSS, Literacy Screening, Interventions, Family History, and Multilingual/English Learners and learned about reporting requirements through CEDARS. The council discussed glows and grows observed and noted in the Statute implementation. Glows included an appreciation for mindset shifts, increased attention to formative assessments, and a deepening of our collective understanding of the Science of Reading. Grows included an increased need to collaborate with educational colleagues to support students and implement a robust multi-tiered system of supports and continuing to support and educate all elements of the Science of Reading.

## **Next Steps**

This fall, OSPI will create and release a Request for Proposal or a Request for Qualification and Quotation (RFP or RFQQ) for a Rapid Automated Naming Assessment that encompasses all four criteria (colors, objects, letter, numbers) to purchase and/or recommend to Washington School Districts. Additionally, OSPI will be creating an RFP or a RFQQ for screeners in Spanish and multiple languages.

The DAC will meet in early January to review the implementation of the current screeners being used districtwide.

Guidance Council members will have an opportunity to review and provide feedback on the direction developed in Spring 2020 and approved by Superintendent Reykdal. The Best Practice Guidance Documents for Multi-Tiered Systems of Support and Supporting Students in grades Grade 3 & Above are Statute expectations. The Best Practice Guidance for Multilingual/English Learners is a partner request.

*Over the coming weeks, the workgroups will convene and review the guidance materials. The Best Practice Guidance documents will be revised by January 15, 2022.*