

**FISCAL IMPACT OF PROPOSED LEGISLATION**

**Measure: SB 1003 - A2**

79th Oregon Legislative Assembly – 2017 Regular Session  
Legislative Fiscal Office

*Only Impacts on Original or Engrossed  
Versions are Considered Official*

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**Measure Description:**

Prescribes requirements for screening tests related to dyslexia.

**Government Unit(s) Affected:**

Department of Education, School Districts, Teacher Standards and Practices Commission

**Analysis:**

The Oregon Department of Education (ODE) is required to identify screening tests that are cost effective, and provide guidance for notifications to be sent by school districts to parents of students identified with having risk factors for reading difficulties, including dyslexia. Each school district is required to ensure that every student, in kindergarten through first grade, is screened for risk factors of dyslexia; the -A2 amendment extends the deadline for this requirement, from January 1, 2018 to July 1, 2018. ODE is also required to submit a report to the interim legislative committees, no later than September 15, 2018; on best practices for screening students for risk factors of dyslexia and best practices for instructional support for students who are at risk of or who are identified as having dyslexia.

While the bill edits statute related to requirements for teacher dyslexia training, these costs are attributable to the original enacting legislation, SB 612 (2015), which did not require implementation of training until the 2017-19 biennium. Under ORS 342.950 (3) (g), teacher training for dyslexia is included in the allowable list of projects for which the Network of Quality Teaching and Learning (NQTL) funds may be awarded. Final decisions on which NQTL programs are funded, and how much to spend on each program, will take place in the Ways and Means budget deliberations for ODE.

At this time, the Legislative Fiscal Office (LFO) believes that the ramifications of this measure, related to the dyslexia screening by school districts, and associated guidelines for best practices, are yet to be developed; therefore the fiscal impact specifically on districts cannot be fully determined. There are currently universal screening measures available for free download to school districts which have already been identified by ODE; furthermore some districts are already implementing this screening in grades K-1. The school districts that have not already implemented dyslexia screening will incur costs related to training and the time required to screen each student. While the bill does not specify the qualifications necessary to administer the dyslexia screening, and ODE guidelines have yet to be written, it could have a noteworthy impact if the only teacher who has completed the dyslexia training is also the only person considered qualified to administer this testing for an entire school.

The fiscal impact to ODE is anticipated to be minimal and absorbable within existing budgetary parameters.