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REPORTS: No

HEARINGS: No

NEWSPAPER ARTICLES: Yes

"Christie signs 2 dyslexia education bills," The Press of Atlantic City, August 8, 2013

"Dyslexia screening bill goes to Christie," The Press of Atlantic City, January 10, 2014

"Schools to start dyslexia testing," The Press of Atlantic City, January 23, 2014

"New education laws include tenure, social media training," The Press of Atlantic City, January 24, 2014

LAW/RWH

P.L.2013, CHAPTER 210, *approved January 17, 2014*
Senate, No. 2442 (*Second Reprint*)

1 AN ACT concerning reading disabilities among public school
2 students and supplementing chapter 40 of Title 18A of the New
3 Jersey Statutes.

4

5 **BE IT ENACTED** by the Senate and General Assembly of the State
6 of New Jersey:

7

8 ²1. As used in this act:

9 “Potential indicators of dyslexia or other reading disabilities”
10 means indicators that include, but shall not be limited to, difficulty
11 in acquiring language skills; inability to comprehend oral or written
12 language; difficulty in rhyming words; difficulty in naming letters,
13 recognizing letters, matching letters to sounds, and blending sounds
14 when speaking and reading words; difficulty recognizing and
15 remembering sight words; consistent transposition of number
16 sequences, letter reversals, inversions, and substitutions; and
17 trouble in replication of content.²

18

19 ²[1] 2.² a. The Commissioner of Education shall distribute to
20 each board of education information on screening instruments
21 available to identify students who ²[exhibit] possess one or more²
22 potential indicators of dyslexia ²[and] or² other reading disabilities
23 pursuant to section ²[2] 3² of this act. The commissioner shall
24 provide information on the screening instruments appropriate for
25 kindergarten ²[and first] through second² grade¹ students and on
26 screening instruments that may be suitably used for older students.
27 A board of education shall select and implement age-appropriate
28 screening instruments for the early diagnosis of dyslexia and other
29 reading disabilities.

30

b. The commissioner shall develop and distribute to each board
31 of education guidance on appropriate intervention strategies for
32 students diagnosed with dyslexia or other reading disabilities.

33

34 ²[2] 3.² a. A board of education shall ensure that each
35 ¹[kindergarten]¹ student enrolled in the school district ²who has
36 exhibited one or more potential indicators of dyslexia or other

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

¹Senate SED committee amendments adopted June 20, 2013.

²Assembly AAP committee amendments adopted November 18, 2013.

1 reading disabilities² is screened for dyslexia and other reading
2 disabilities using a screening instrument selected pursuant to section
3 ²[1] 2² of this act ¹no later than the student's completion of the
4 first ²semester of the second² grade¹.

5 b. In the event that a student who would have been enrolled in
6 kindergarten ¹or ²[the first]² grade¹ ²one or two² during or after the
7 ²[2013-2014] 2014-2015² school year enrolls in the district in
8 ²kindergarten or² grades ²[¹[one] two¹] one² through six ²[on]
9 during² or after the ²[effective date of this act] 2015-2016 school
10 year² and has no record of being previously screened for dyslexia or
11 other reading disabilities pursuant to this act, the board of education
12 shall ensure that the newly-enrolled student is screened for dyslexia
13 and other reading disabilities using a screening instrument selected
14 pursuant to section ²[1] 2² of this act ²at the same time other
15 students enrolled in the student's grade are screened for dyslexia
16 and other reading disabilities or, if other students enrolled in the
17 student's grade have previously been screened, within 90 calendar
18 days of the date the student is enrolled in the district².

19 c. The screening shall be administered by a teacher or other
20 teaching staff member properly trained in the screening process for
21 dyslexia and other reading disabilities.

22
23 ²[3] 4² In the event that a student is determined through the
24 screening conducted pursuant to section ²[2] 3² of this act to
25 ²[exhibit] possess one or more² potential indicators of dyslexia or
26 other reading ²[disability] disabilities², the board of education shall
27 ensure that the student receives a comprehensive assessment for the
28 learning disorder. In the event that a diagnosis ²of dyslexia or other
29 reading disability² is confirmed ²by the comprehensive assessment²,
30 the board of education shall provide appropriate ²evidence-based²
31 intervention strategies to the student, including intense instruction
32 on phonemic awareness, phonics and fluency, vocabulary, and
33 reading comprehension.

34
35 ²[4] 5² This act shall take effect immediately and shall first
36 apply to the ²[2013-2014] 2014-2015² school year ²; provided,
37 however, that the Commissioner of Education shall take any
38 anticipatory actions that the commissioner determines to be
39 necessary and appropriate to effectuate the purposes of this act prior
40 to the 2014-2015 school year².

41

42

43

44

45 Requires certain public school students to be screened for
46 dyslexia and other reading disabilities.

SENATE, No. 2442

STATE OF NEW JERSEY 215th LEGISLATURE

INTRODUCED JANUARY 8, 2013

Sponsored by:

Senator JEFF VAN DREW

District 1 (Atlantic, Cape May and Cumberland)

Senator M. TERESA RUIZ

District 29 (Essex)

Senator DIANE B. ALLEN

District 7 (Burlington)

Co-Sponsored by:

Senator Turner

SYNOPSIS

Requires all public school kindergarten students to be screened for dyslexia and other reading disabilities.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 6/21/2013)

1 AN ACT concerning reading disabilities among public school
2 students and supplementing chapter 40 of Title 18A of the New
3 Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. a. The Commissioner of Education shall distribute to each
9 board of education information on screening instruments available
10 to identify students who exhibit potential indicators of dyslexia and
11 other reading disabilities pursuant to section 2 of this act. The
12 commissioner shall provide information on the screening
13 instruments appropriate for kindergarten students and on screening
14 instruments that may be suitably used for older students. A board
15 of education shall select and implement age-appropriate screening
16 instruments for the early diagnosis of dyslexia and other reading
17 disabilities.

18 b. The commissioner shall develop and distribute to each board
19 of education guidance on appropriate intervention strategies for
20 students diagnosed with dyslexia or other reading disabilities.

21
22 2. a. A board of education shall ensure that each kindergarten
23 student enrolled in the school district is screened for dyslexia and
24 other reading disabilities using a screening instrument selected
25 pursuant to section 1 of this act.

26 b. In the event that a student who would have been enrolled in
27 kindergarten during or after the 2013-2014 school year enrolls in
28 the district in grades one through six on or after the effective date of
29 this act and has no record of being previously screened for dyslexia
30 or other reading disabilities pursuant to this act, the board of
31 education shall ensure that the newly-enrolled student is screened
32 for dyslexia and other reading disabilities using a screening
33 instrument selected pursuant to section 1 of this act.

34 c. The screening shall be administered by a teacher or other
35 teaching staff member properly trained in the screening process for
36 dyslexia and other reading disabilities.

37
38 3. In the event that a student is determined through the
39 screening conducted pursuant to section 2 of this act to exhibit
40 potential indicators of dyslexia or other reading disability, the board
41 of education shall ensure that the student receives a comprehensive
42 assessment for the learning disorder. In the event that a diagnosis is
43 confirmed, the board of education shall provide appropriate
44 intervention strategies to the student, including intense instruction
45 on phonemic awareness, phonics and fluency, vocabulary, and
46 reading comprehension.

1 4. This act shall take effect immediately and shall first apply to
2 the 2013-2014 school year.

3

4

5

STATEMENT

6

7 Under the bill, the Commissioner of Education must distribute to
8 each board of education information on screening instruments
9 available to identify students who exhibit potential indicators of
10 dyslexia and other reading disabilities. The commissioner must
11 also develop and distribute to each board of education guidance on
12 appropriate intervention strategies for students diagnosed with
13 dyslexia or other reading disabilities.

14 The bill requires a board of education to screen each
15 kindergarten student enrolled in the school district for dyslexia and
16 other reading disabilities. Screening will also be required for a
17 student who would have been enrolled in kindergarten during or
18 after the 2013-2014 school year who initially enrolls in the district
19 in grades one through six when there is no record of prior
20 screening. The bill provides that the screening must be
21 administered by a teacher or other teaching staff member properly
22 trained in the screening process for dyslexia and other reading
23 disabilities.

24 The bill also requires a board of education to ensure that each
25 student who is determined through the screening to exhibit potential
26 indicators of dyslexia or other reading disability is provided with a
27 comprehensive assessment for the learning disorders. In the event
28 that a diagnosis is confirmed, the board of education must provide
29 appropriate intervention strategies to the student, including intense
30 instruction on phonemic awareness, phonics and fluency,
31 vocabulary and reading comprehension. Early intervention for a
32 student with dyslexia or other reading disability is critical for the
33 student's academic success.

SENATE EDUCATION COMMITTEE

STATEMENT TO

SENATE, No. 2442

with committee amendments

STATE OF NEW JERSEY

DATED: JUNE 19, 2013

The Senate Education Committee favorably reports Senate Bill No. 2442 with committee amendments.

Under the bill, as amended, the Commissioner of Education must distribute to each board of education information on screening instruments available to identify students who exhibit potential indicators of dyslexia and other reading disabilities. The commissioner must also develop and distribute to each board of education guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

The bill requires a board of education to screen each student enrolled in the school district for dyslexia and other reading disabilities no later than the student's completion of the first grade. Screening will also be required for a student who would have been enrolled in kindergarten or the first grade during or after the 2013-2014 school year who initially enrolls in the district in grades two through six when there is no record of prior screening. The bill provides that the screening must be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

The bill also requires a board of education to ensure that each student who is determined through the screening to exhibit potential indicators of dyslexia or other reading disability is provided with a comprehensive assessment for the learning disorder. In the event that a diagnosis is confirmed, the board of education must provide appropriate intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary and reading comprehension.

The committee amended the bill to require that a board of education screen all students for dyslexia and other reading disabilities by the student's completion of the first grade, rather than during kindergarten.

LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

SENATE, No. 2442 STATE OF NEW JERSEY 215th LEGISLATURE

DATED: JULY 5, 2013

SUMMARY

Synopsis: Requires all public school students to be screened for dyslexia and other reading disabilities by completion of the first grade.

Type of Impact: Expenditure Increase

Agencies Affected: School Districts

Office of Legislative Services Estimate

Fiscal Impact	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Local Cost	Indeterminate Expenditure Increase		

- The Office of Legislative Services (OLS) notes that Senate Bill No. 2442 (1R) would lead to an indeterminate expenditure increase among local school districts. However, the OLS is not able to provide a precise estimate of the cost increase, as the cost would vary based on decisions made by school districts, such as the screening tool that would be used, how the comprehensive assessments are administered, and the intervention model that would be implemented to serve students who are diagnosed as having dyslexia or other reading disability.

BILL DESCRIPTION

Senate Bill No. 2442 (1R) of 2013 requires that the Commissioner of Education identify and provide information on screening instruments that are available to identify students who exhibit potential indicators of dyslexia and other reading disabilities. The commissioner would also distribute information regarding appropriate intervention strategies. School districts would be required to screen all students for dyslexia and other reading disabilities by the students' completion of the first grade. In the event that a student exhibits indicators for dyslexia or other reading disabilities, then the school district would ensure that the student receives a comprehensive assessment. If the comprehensive assessment confirms that the student has dyslexia or other reading disability, then the school district would provide appropriate intervention strategies.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS notes that Senate Bill No. 2442 (1R) would lead to an indeterminate increase in school district expenditures. The cost increase would be contingent on decisions made by school districts, including the screening instrument that would be used, how the comprehensive assessments would be administered, and the nature of the intervention services that would be provided. To the extent that the OLS cannot predict these decisions, the balance of this analysis provides information on the range of potential costs associated with various options.

Universal Screening

As shown in Table 1, the potential cost associated with providing universal screenings for dyslexia and other reading disabilities varies considerably across different screening instruments. The estimates included in the table assume 92,000 students (the approximate number of students enrolled in kindergarten) would be screened each year.

Table 1
Cost of Various Reading Screening Instruments¹

Screening Instrument	Cost Per Pupil	Est. Statewide Cost
AIMSweb Reading Curriculum-Based Measurement	\$3.00 to \$5.00	\$276,000 to \$460,000
AIMSweb Test of Early Literacy – Letter Naming Fluency	\$4.00	\$368,000
Classworks Universal Screener	\$4.00	\$368,000
Discovery Education Predictive Assessment	\$8.00	\$736,000
Dynamic Indicators of Basic Early Literacy Skills – Letter Naming Fluency	\$1.64	\$150,880
Dynamic Indicators of Basic Early Literacy Skills – Nonsense Word Fluency	\$2.90	\$266,800
Dynamic Indicators of Basic Early Literacy Skills – Phoneme Segmentation Fluency	\$2.90	\$266,800
Iowa Tests of Basic Skills	\$20.26	\$1,863,920
Measures of Academic Progress	\$13.50	\$1,242,000
Predictive Assessment of Reading	\$9.17	\$843,640

¹ Adapted from the [Screening Tools Chart](http://www.rti4success.org/screeningTools) available at www.rti4success.org/screeningTools.

Comprehensive Assessment

Senate Bill No. 2442 (1R) requires that, in the event that the initial screening suggests that a student may have dyslexia or other reading disability, then the school district must ensure that the student receives a comprehensive assessment. As previously noted, there are approximately 92,000 kindergarten students in the State. The International Dyslexia Association indicates that 15 to 20 percent of the overall population exhibit symptoms of dyslexia. Using the midpoint of this range, one might expect that 16,100 students would be identified for a comprehensive assessment.

The actual cost of the comprehensive assessments would be contingent on the manner in which school districts implement this provision of the bill. For the purpose of this estimate, it is assumed that the assessments will be performed by psychologists employed by the school district. A dyslexia screening requires approximately three hours to complete; assuming each psychologist has a six hour workday, and there are 180 student days in each school year, approximately 45 full-time psychologists would be necessary Statewide to perform the evaluations over the course of the school year. At an average cost of \$97,525,² this would lead to a Statewide cost of approximately \$4.4 million. The estimate assumes that the initial screening would only lead to a comprehensive evaluation for students who exhibit signs of dyslexia. It is plausible that students who have some difficulties with reading and may undergo the comprehensive assessment, do not have dyslexia.

One will note that this estimate assumes that 45 full-time psychologists would be sufficient to provide screenings to students in approximately 500 school districts. The implicit assumption is that districts are not going to employ full-time psychologists for the exclusive purpose of administering this screening. Rather, it assumes that districts are able to use personnel on a part-time or per diem basis. This approach is consistent with the fact most districts would only have a small number of students who require the comprehensive assessment. It is also possible that a district may be able to complete the assessments with current personnel.

Intervention Strategies

Under the bill, if a comprehensive evaluation determines that a student has dyslexia or other reading disability, the school district is responsible for providing appropriate intervention strategies. Similar to the costs associated with the screening instruments, the costs of implementing these interventions may vary considerably based on the implementation strategy pursued.

One analysis³ synthesized the results of a number of studies on reading interventions in grades kindergarten through three. The report estimated the personnel costs of various interventions based on the hourly cost of teachers and paraprofessionals, and the amount of time each type of personnel were used in each intervention. The report also included a table that summarized key characteristics of each intervention; a review of the table suggests that there are three factors that vary across interventions that account for a significant share of any cost differences: 1) the type of personnel used in the intervention, 2) the student to personnel ratio, and 3) the length of each session. Table 2 lists a series of cost estimates based on different combinations of these three factors, and suggests that costs may differ significantly. The cost

² This average is based on the salary and benefit cost included in the Department of Education's Educational Adequacy Report released in December 2012.

³ Scammacca, N. Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007) Extensive Reading Interventions in Grades K-3: From Research to Practice, accessed at [www.centeroninstruction.org/files/Extensive Reading Interventions.pdf](http://www.centeroninstruction.org/files/Extensive_Reading_Interventions.pdf).

estimates assume that teachers are compensated at a rate of \$67 per hour, while paraprofessionals receive \$39 per hour,⁴ students receive services each school day, and the services are provided for the entire school year (assumed to be 40 weeks). The estimates also assume that 75 percent of the students who undergo a comprehensive screening are diagnosed as having dyslexia or another reading disability, and would begin to receive the interventions outlined in Senate Bill No. 2442 (1R).

Table 2
Estimated Personnel Costs for Reading Intervention Strategies

Personnel Type	Students Per Personnel	Session Length	Estimated Cost (millions)
Paraprofessional	3	30 minutes	\$15.7
Paraprofessional	3	1 hour	\$31.4
Paraprofessional	1	30 minutes	\$47.1
Paraprofessional	1	1 hour	\$94.2
Teacher	5	30 minutes	\$16.2
Teacher	5	1 hour	\$32.4
Teacher	3	30 minutes	\$27.0
Teacher	3	1 hour	\$53.9
Teacher	1	30 minutes	\$80.9
Teacher	1	1 hour	\$161.8

Section: Education

*Analyst: Allen T. Dupree
Lead Fiscal Analyst*

*Approved: David J. Rosen
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

⁴ These hourly rates are based on the annual salaries and benefits (\$86,924 for teachers and \$50,075 for instructional aides) included in the Department of Education's Educational Adequacy Report, and assumes that each work seven hour days for 185 days per year.

ASSEMBLY APPROPRIATIONS COMMITTEE

STATEMENT TO

[First Reprint]

SENATE, No. 2442

with committee amendments

STATE OF NEW JERSEY

DATED: NOVEMBER 18, 2013

The Assembly Appropriations Committee reports favorably Senate Bill No. 2442 (1R), with committee amendments.

As amended, the bill requires boards of education to screen certain public school students for dyslexia and other reading disabilities, and to provide appropriate evidence-based intervention strategies to students upon the confirmation of a diagnosis.

Under the bill, the Commissioner of Education is required to distribute to each board of education information on screening instruments that are available to identify students who possess potential indicators of dyslexia or other reading disabilities. The bill requires the commissioner to develop and distribute to each board of education guidance on appropriate intervention strategies for students who are diagnosed with dyslexia or other reading disabilities as a result of the screening.

The bill requires boards of education to ensure that each student who is enrolled in the school district and who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities no later than the student's completion of the first semester of the second grade. The bill similarly requires boards of education to ensure screening is provided if a student, who would have been enrolled in kindergarten or the first or second grade during or after the 2014-2015 school year, enrolls in the district in kindergarten or grades one through six during or after the 2015-2016 school year and has no record of a previous screening. The bill provides that all screenings of students must be administered by a teacher or other teaching staff member properly trained in the screening process.

The bill requires boards of education to ensure that each student who is determined, as a result of a screening, to possess one or more potential indicators of dyslexia or other reading disabilities is provided a comprehensive assessment for the learning disorder. If a diagnosis of dyslexia or other reading disability is confirmed by the assessment,

the bill requires the board of education to provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary and reading comprehension.

The bill takes effect immediately and first applies to the 2014-2015 school year.

As amended and reported, this bill is identical to Assembly Bill No. 3605 (1R), as amended and reported by the committee.

FISCAL IMPACT:

The Office of Legislative Services (OLS) expects the bill will lead to an expenditure increase among local school districts, but lacks sufficient information to provide a precise estimate of the additional cost.

The OLS notes that the additional cost is dependent on certain decisions that are expected to be made by local school districts following enactment of the bill. These decisions include what screening instrument will be used to screen students, how the comprehensive assessments will be administered by the district, and which evidence-based intervention strategies will be provided to students if a diagnosis of dyslexia or other reading disability is confirmed by an assessment.

The OLS also notes that the committee amendments decrease the additional expenditures that will be required to be made by local school districts as a result of the bill. By limiting the required screening to students who have exhibited potential indicators of dyslexia or other reading disabilities, the amendments reduce the number of students who are required to be screened, and may reduce both the number of students required to receive an assessment and, ultimately, evidence-based intervention strategies that address the disability.

COMMITTEE AMENDMENTS:

The amendments:

- define “potential indicators of dyslexia or other reading disabilities” for purposes of the bill;
- limit the required screening to those students who have exhibited one or more potential indicators of dyslexia or other reading disabilities;
- provide boards of education additional time to complete the required screening of students;
- clarify the screening requirements for certain students who enroll in a school district without a record of being previously screened for dyslexia or other reading disabilities;
- specify that the appropriate intervention strategies provided to students diagnosed with dyslexia or another reading disability must be evidence-based; and

-- delay the application of the bill's requirements to the 2014-2015 school year.

LEGISLATIVE FISCAL ESTIMATE

[Second Reprint]

SENATE, No. 2442

STATE OF NEW JERSEY 215th LEGISLATURE

DATED: DECEMBER 27, 2013

SUMMARY

Synopsis: Requires certain public school students to be screened for dyslexia and other reading disabilities.

Type of Impact: Expenditure Increase

Agencies Affected: School Districts

Office of Legislative Services Estimate

Fiscal Impact	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Local Cost	Indeterminate Expenditure Increase		

- The Office of Legislative Services (OLS) notes that Senate Bill No. 2442 (2R) would lead to an indeterminate expenditure increase among local school districts. However, the OLS is not able to provide a precise estimate of the cost increase, as the cost would vary based on the decisions made by school districts, such as the screening tool that would be used, how the comprehensive assessments are administered, and the intervention model that would be implemented to serve students who are diagnosed as having dyslexia or other reading disabilities.

BILL DESCRIPTION

Senate Bill No. 2442 (2R) of 2012 requires that the Commissioner of Education identify and provide information on screening instruments that are available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities. The commissioner would also distribute information regarding appropriate intervention strategies. School districts would be required to select age-appropriate screening instruments, and to screen students for dyslexia or other reading disabilities no later than the students' completion of the first semester of the second grade in cases in which students exhibited one or more potential indicators of dyslexia or other reading disabilities. If the required screening suggests that a student possesses one or more potential indicators of dyslexia or other reading disabilities, the school district must

ensure that the student receives a comprehensive assessment for the learning disorder. If the comprehensive assessment confirms that a student has dyslexia or other reading disabilities, then the school district would be required to provide appropriate evidence-based intervention strategies to the student.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS notes that Senate Bill No. 2442 (2R) would lead to an indeterminate increase in school district expenditures. The cost increase would be contingent on decisions made by school districts, including the screening instruments that would be used, how the comprehensive assessments would be administered, and the nature of the intervention services that would be provided. To the extent that the OLS cannot predict these decisions, the balance of the analysis provides information on the range of potential costs associated with various options.

Screening

As shown in Table 1, the potential cost associated with providing screenings to students who exhibit one or more potential indicators of dyslexia or other reading disabilities varies considerably across different screening instruments. The International Dyslexia Association (IDA) indicates that between 15 to 20 percent of the overall population exhibit symptoms of dyslexia. Based on data collected by the Department of Education, there are approximately 98,000 students enrolled in each of the first and second grades. If one assumes that 17.5 percent of students in these grade levels will be screened, and the screenings are performed for approximately the same number of students each year, districts would provide a screening to 17,150 students each year, yielding the cost estimates shown in Table 1.

Table 1
Cost of Various Reading Screening Instruments¹

Screening Instrument	Cost Per Pupil	Est. Statewide Cost
AIMSweb Reading Curriculum-Based Measurement	\$3.00 to \$5.00	\$51,450 to \$85,750
AIMSweb Test of Early Literacy – Letter Naming Fluency	\$4.00	\$68,600
Classworks Universal Screener	\$4.00	\$68,600
Discovery Education Predictive Assessment	\$8.00	\$137,200
Dynamic Indicators of Basic Early Literacy Skills – Letter Naming Fluency	\$1.64	\$28,126
Dynamic Indicators of Basic Early Literacy Skills – Nonsense Word Fluency	\$2.90	\$49,735

¹ Adapted from the [Screening Tools Chart](http://www.rti4success.org/screeningTools) available at www.rti4success.org/screeningTools.

Dynamic Indicators of Basic Early Literacy Skills – Phoneme Segmentation Fluency	\$2.90	\$49,735
Iowa Tests of Basic Skills	\$20.26	\$347,459
Measures of Academic Progress	\$13.50	\$231,525
Predictive Assessment of Reading	\$9.17	\$157,266

Comprehensive Assessment

Senate Bill No. 2442 (2R) requires that, in the event that the initial screening suggests that a student possesses one or more potential indicators of dyslexia or other reading disabilities, then the school district must ensure that the student receives a comprehensive assessment. As previously noted, this analysis estimates that 17,150 students will receive an initial screening.

The actual cost of the comprehensive assessments would be contingent on the manner in which school districts implement this provision of the bill, and the number of students for whom the initial screening indicates that the student possesses one or more potential indicators of dyslexia or other reading disabilities. For the purpose of this estimate, it is assumed that the assessments will be performed by psychologists employed by the school district, and 90 percent of the screened students would require a comprehensive assessment (or 15,435 comprehensive assessments). A dyslexia assessment requires approximately three hours to complete; assuming each psychologist has a six hour workday, and there are 180 student days in each school year, approximately 43 full-time psychologists would be necessary Statewide to perform the evaluations over the course of the school year. At an average cost of \$97,525,² this would lead to a Statewide cost of approximately \$4.2 million. The estimate assumes that the initial screening would only lead to a comprehensive evaluation for students who exhibit signs of dyslexia or other reading disabilities. It is plausible that students who have some difficulties with reading and may undergo the comprehensive assessment, do not have dyslexia.

One will note that this estimate assumes that 43 full-time psychologists would be sufficient to provide screenings to students in approximately 500 school districts. The implicit assumption is that districts are not going to employ full-time psychologists for the exclusive purpose of administering this screening. Rather, it assumes that districts are able to use personnel on a part-time or per diem basis. This approach is consistent with the fact most districts would only have a small number of students who require the comprehensive assessment. It is also possible that a district may be able to complete the assessments with current personnel.

Intervention Strategies

Under the bill, if a comprehensive evaluation determines that a student has dyslexia or other reading disabilities, the school district is responsible for providing appropriate intervention strategies. Similar to the costs associated with the screening instruments, the costs of implementing these interventions may vary considerably based on the implementation strategy pursued.

One analysis³ synthesized the results of a number of studies on reading interventions in grades kindergarten through three. The report estimated the personnel costs of various interventions based on the hourly cost of teachers and paraprofessionals, and the amount of time

² This average is based on the salary and benefit cost included in the Department of Education's Educational Adequacy Report released in December 2012.

³ Scammacca, N. Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007) Extensive Reading Interventions in Grades K-3: From Research to Practice, accessed at [www.centeroninstruction.org/files/Extensive Reading Interventions.pdf](http://www.centeroninstruction.org/files/Extensive%20Reading%20Interventions.pdf).

each type of personnel were used in each intervention. The report also included a table that summarized key characteristics of each intervention; a review of the table suggests that there are three factors that vary across interventions that account for a significant share of any cost differences: 1) the type of personnel used in the intervention, 2) the student to personnel ratio, and 3) the length of each session. Table 2 lists a series of cost estimates based on different combinations of these three factors, and suggests that costs may differ significantly. The cost estimates assume that teachers are compensated at a rate of \$67 per hour, while paraprofessionals receive \$39 per hour,⁴ students receive services each school day, and the services are provided for the entire school year (assumed to be 40 weeks). The estimates also assume that 75 percent of the students who undergo a comprehensive screening are diagnosed as having dyslexia or another reading disability, and would begin to receive the interventions outlined in S-2442 (2R).

Table 2
Estimated Personnel Costs for Reading Intervention Strategies

Personnel Type	Students Per Personnel	Session Length	Estimated Cost (millions)
Paraprofessional	3	30 minutes	\$15.0
Paraprofessional	3	1 hour	\$30.1
Paraprofessional	1	30 minutes	\$45.1
Paraprofessional	1	1 hour	\$90.3
Teacher	5	30 minutes	\$15.5
Teacher	5	1 hour	\$31.0
Teacher	3	30 minutes	\$25.9
Teacher	3	1 hour	\$51.7
Teacher	1	30 minutes	\$77.6
Teacher	1	1 hour	\$155.1

Section: Education

*Analyst: Allen T. Dupree
Lead Fiscal Analyst*

*Approved: David J. Rosen
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

⁴ These hourly rates are based on the annual salaries and benefits (\$86,924 for teachers and \$50,075 for instructional aides) included in the Department of Education's Educational Adequacy Report, and assumes that each work seven hour days for 185 days per year.

ASSEMBLY, No. 3605

STATE OF NEW JERSEY 215th LEGISLATURE

INTRODUCED DECEMBER 13, 2012

Sponsored by:

Assemblyman NELSON T. ALBANO

District 1 (Atlantic, Cape May and Cumberland)

Assemblyman RONALD S. DANCER

District 12 (Burlington, Middlesex, Monmouth and Ocean)

Assemblyman MATTHEW W. MILAM

District 1 (Atlantic, Cape May and Cumberland)

Assemblyman PATRICK J. DIEGNAN, JR.

District 18 (Middlesex)

Assemblywoman MILA M. JASEY

District 27 (Essex and Morris)

Co-Sponsored by:

Assemblywoman Lampitt

SYNOPSIS

Requires all public school kindergarten students to be screened for dyslexia and other reading disabilities.

CURRENT VERSION OF TEXT

As introduced.



(Sponsorship Updated As Of: 3/15/2013)

1 AN ACT concerning reading disabilities among public school
2 students and supplementing chapter 40 of Title 18A of the New
3 Jersey Statutes.

4

5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7

8 1. a. The Commissioner of Education shall distribute to each
9 board of education information on screening instruments available
10 to identify students who exhibit potential indicators of dyslexia and
11 other reading disabilities pursuant to section 2 of this act. The
12 commissioner shall provide information on the screening
13 instruments appropriate for kindergarten students and on screening
14 instruments that may be suitably used for older students. A board
15 of education shall select and implement age-appropriate screening
16 instruments for the early diagnosis of dyslexia and other reading
17 disabilities.

18 b. The commissioner shall develop and distribute to each board
19 of education guidance on appropriate intervention strategies for
20 students diagnosed with dyslexia or other reading disabilities.

21

22 2. a. A board of education shall ensure that each kindergarten
23 student enrolled in the school district is screened for dyslexia and
24 other reading disabilities using a screening instrument selected
25 pursuant to section 1 of this act.

26 b. In the event that a student who would have been enrolled in
27 kindergarten during or after the 2013-2014 school year enrolls in
28 the district in grades one through six on or after the effective date of
29 this act and has no record of being previously screened for dyslexia
30 or other reading disabilities pursuant to this act, the board of
31 education shall ensure that the newly-enrolled student is screened
32 for dyslexia and other reading disabilities using a screening
33 instrument selected pursuant to section 1 of this act.

34 c. The screening shall be administered by a teacher or other
35 teaching staff member properly trained in the screening process for
36 dyslexia and other reading disabilities.

37

38 3. In the event that a student is determined through the
39 screening conducted pursuant to section 2 of this act to exhibit
40 potential indicators of dyslexia or other reading disability, the board
41 of education shall ensure that the student receives a comprehensive
42 assessment for the learning disorder. In the event that a diagnosis is
43 confirmed, the board of education shall provide appropriate
44 intervention strategies to the student, including intense instruction
45 on phonemic awareness, phonics and fluency, vocabulary, and
46 reading comprehension.

1 4. This act shall take effect immediately and shall first apply to
2 the 2013-2014 school year.

3

4

5

STATEMENT

6

7 Under the bill, the Commissioner of Education must distribute to
8 each board of education information on screening instruments
9 available to identify students who exhibit potential indicators of
10 dyslexia and other reading disabilities. The commissioner must
11 also develop and distribute to each board of education guidance on
12 appropriate intervention strategies for students diagnosed with
13 dyslexia or other reading disabilities.

14 The bill requires a board of education to screen each
15 kindergarten student enrolled in the school district for dyslexia and
16 other reading disabilities. Screening will also be required for a
17 student who would have been enrolled in kindergarten during or
18 after the 2013-2014 school year who initially enrolls in the district
19 in grades one through six when there is no record of prior
20 screening. The bill provides that the screening must be
21 administered by a teacher or other teaching staff member properly
22 trained in the screening process for dyslexia and other reading
23 disabilities.

24 The bill also requires a board of education to ensure that each
25 student who is determined through the screening to exhibit potential
26 indicators of dyslexia or other reading disability is provided with a
27 comprehensive assessment for the learning disorders. In the event
28 that a diagnosis is confirmed, the board of education must provide
29 appropriate intervention strategies to the student, including intense
30 instruction on phonemic awareness, phonics and fluency,
31 vocabulary and reading comprehension. Early intervention for a
32 student with dyslexia or other reading disability is critical for the
33 student's academic success.

ASSEMBLY EDUCATION COMMITTEE

STATEMENT TO

ASSEMBLY, No. 3605

with committee amendments

STATE OF NEW JERSEY

DATED: MARCH 14, 2013

The Assembly Education Committee reports favorably Assembly Bill No. 3605 with committee amendments.

Under the bill, as amended, the Commissioner of Education must distribute to each board of education information on screening instruments available to identify students who exhibit potential indicators of dyslexia and other reading disabilities. The commissioner must also develop and distribute to each board of education guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

The bill requires a board of education to screen each student enrolled in the school district for dyslexia and other reading disabilities no later than the student's completion of the first grade. Screening will also be required for a student who would have been enrolled in kindergarten or the first grade during or after the 2013-2014 school year who initially enrolls in the district in grades two through six when there is no record of prior screening. The bill provides that the screening must be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

The bill also requires a board of education to ensure that each student who is determined through the screening to exhibit potential indicators of dyslexia or other reading disability is provided with a comprehensive assessment for the learning disorder. In the event that a diagnosis is confirmed, the board of education must provide appropriate intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary and reading comprehension.

The committee amended the bill to require that a board of education screen all students for dyslexia and other reading disabilities by the student's completion of the first grade, rather than during kindergarten.

LEGISLATIVE FISCAL ESTIMATE

[First Reprint]

ASSEMBLY, No. 3605

STATE OF NEW JERSEY 215th LEGISLATURE

DATED: JULY 5, 2013

SUMMARY

Synopsis: Requires all public school students to be screened for dyslexia and other reading disabilities by completion of the first grade.

Type of Impact: Expenditure Increase

Agencies Affected: School Districts

Office of Legislative Services Estimate

Fiscal Impact	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Local Cost	Indeterminate Expenditure Increase		

- The Office of Legislative Services (OLS) notes that Assembly Bill No. 3605 (1R) would lead to an indeterminate expenditure increase among local school districts. However, the OLS is not able to provide a precise estimate of the cost increase, as the cost would vary based on decisions made by school districts, such as the screening tool that would be used, how the comprehensive assessments are administered, and the intervention model that would be implemented to serve students who are diagnosed as having dyslexia or other reading disability.

BILL DESCRIPTION

Assembly Bill No. 3605 (1R) of 2012 requires that the Commissioner of Education identify and provide information on screening instruments that are available to identify students who exhibit potential indicators of dyslexia and other reading disabilities. The commissioner would also distribute information regarding appropriate intervention strategies. School districts would be required to screen all students for dyslexia and other reading disabilities by the students' completion of the first grade. In the event that a student exhibits indicators for dyslexia or other reading disabilities, then the school district would ensure that the student receives a comprehensive assessment. If the comprehensive assessment confirms that the student has

dyslexia or other reading disability, then the school district would provide appropriate intervention strategies.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS notes that Assembly Bill No. 3605 (1R) would lead to an indeterminate increase in school district expenditures. The cost increase would be contingent on decisions made by school districts, including the screening instrument that would be used, how the comprehensive assessments would be administered, and the nature of the intervention services that would be provided. To the extent that the OLS cannot predict these decisions, the balance of this analysis provides information on the range of potential costs associated with various options.

Universal Screening

As shown in Table 1, the potential cost associated with providing universal screenings for dyslexia and other reading disabilities varies considerably across different screening instruments. The estimates included in the table assume 92,000 students (the approximate number of students enrolled in kindergarten) would be screened each year.

Table 1
Cost of Various Reading Screening Instruments¹

Screening Instrument	Cost Per Pupil	Est. Statewide Cost
AIMSweb Reading Curriculum-Based Measurement	\$3.00 to \$5.00	\$276,000 to \$460,000
AIMSweb Test of Early Literacy – Letter Naming Fluency	\$4.00	\$368,000
Classworks Universal Screener	\$4.00	\$368,000
Discovery Education Predictive Assessment	\$8.00	\$736,000
Dynamic Indicators of Basic Early Literacy Skills – Letter Naming Fluency	\$1.64	\$150,880
Dynamic Indicators of Basic Early Literacy Skills – Nonsense Word Fluency	\$2.90	\$266,800
Dynamic Indicators of Basic Early Literacy Skills – Phoneme Segmentation Fluency	\$2.90	\$266,800
Iowa Tests of Basic Skills	\$20.26	\$1,863,920
Measures of Academic Progress	\$13.50	\$1,242,000
Predictive Assessment of Reading	\$9.17	\$843,640

¹ Adapted from the [Screening Tools Chart](http://www.rti4success.org/screeningTools) available at www.rti4success.org/screeningTools.

Comprehensive Assessment

Assembly Bill No. 3605 (1R) requires that, in the event that the initial screening suggests that a student may have dyslexia or other reading disability, then the school district must ensure that the student receives a comprehensive assessment. As previously noted, there are approximately 92,000 kindergarten students in the State. The International Dyslexia Association indicates that 15 to 20 percent of the overall population exhibit symptoms of dyslexia. Using the midpoint of this range, one might expect that 16,100 students would be identified for a comprehensive assessment.

The actual cost of the comprehensive assessments would be contingent on the manner in which school districts implement this provision of the bill. For the purpose of this estimate, it is assumed that the assessments will be performed by psychologists employed by the school district. A dyslexia screening requires approximately three hours to complete; assuming each psychologist has a six hour workday, and there are 180 student days in each school year, approximately 45 full-time psychologists would be necessary Statewide to perform the evaluations over the course of the school year. At an average cost of \$97,525,² this would lead to a Statewide cost of approximately \$4.4 million. The estimate assumes that the initial screening would only lead to a comprehensive evaluation for students who exhibit signs of dyslexia. It is plausible that students who have some difficulties with reading and may undergo the comprehensive assessment, do not have dyslexia.

One will note that this estimate assumes that 45 full-time psychologists would be sufficient to provide screenings to students in approximately 500 school districts. The implicit assumption is that districts are not going to employ full-time psychologists for the exclusive purpose of administering this screening. Rather, it assumes that districts are able to use personnel on a part-time or per diem basis. This approach is consistent with the fact most districts would only have a small number of students who require the comprehensive assessment. It is also possible that a district may be able to complete the assessments with current personnel.

Intervention Strategies

Under the bill, if a comprehensive evaluation determines that a student has dyslexia or other reading disability, the school district is responsible for providing appropriate intervention strategies. Similar to the costs associated with the screening instruments, the costs of implementing these interventions may vary considerably based on the implementation strategy pursued.

One analysis³ synthesized the results of a number of studies on reading interventions in grades kindergarten through three. The report estimated the personnel costs of various interventions based on the hourly cost of teachers and paraprofessionals, and the amount of time each type of personnel were used in each intervention. The report also included a table that summarized key characteristics of each intervention; a review of the table suggests that there are three factors that vary across interventions that account for a significant share of any cost differences: 1) the type of personnel used in the intervention, 2) the student to personnel ratio, and 3) the length of each session. Table 2 lists a series of cost estimates based on different combinations of these three factors, and suggests that costs may differ significantly. The cost

² This average is based on the salary and benefit cost included in the Department of Education's Educational Adequacy Report released in December 2012.

³ Scammacca, N. Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007) Extensive Reading Interventions in Grades K-3: From Research to Practice, accessed at [www.centeroninstruction.org/files/Extensive Reading Interventions.pdf](http://www.centeroninstruction.org/files/Extensive_Reading_Interventions.pdf).

estimates assume that teachers are compensated at a rate of \$67 per hour, while paraprofessionals receive \$39 per hour,⁴ students receive services each school day, and the services are provided for the entire school year (assumed to be 40 weeks). The estimates also assume that 75 percent of the students who undergo a comprehensive screening are diagnosed as having dyslexia or another reading disability, and would begin to receive the interventions outlined in Assembly Bill No. 3605 (1R).

Table 2
Estimated Personnel Costs for Reading Intervention Strategies

Personnel Type	Students Per Personnel	Session Length	Estimated Cost (millions)
Paraprofessional	3	30 minutes	\$15.7
Paraprofessional	3	1 hour	\$31.4
Paraprofessional	1	30 minutes	\$47.1
Paraprofessional	1	1 hour	\$94.2
Teacher	5	30 minutes	\$16.2
Teacher	5	1 hour	\$32.4
Teacher	3	30 minutes	\$27.0
Teacher	3	1 hour	\$53.9
Teacher	1	30 minutes	\$80.9
Teacher	1	1 hour	\$161.8

Section: Education

*Analyst: Allen T. Dupree
Lead Fiscal Analyst*

*Approved: David J. Rosen
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

⁴ These hourly rates are based on the annual salaries and benefits (\$86,924 for teachers and \$50,075 for instructional aides) included in the Department of Education's Educational Adequacy Report, and assumes that each work seven hour days for 185 days per year.

ASSEMBLY APPROPRIATIONS COMMITTEE

STATEMENT TO

[First Reprint]

ASSEMBLY, No. 3605

with committee amendments

STATE OF NEW JERSEY

DATED: NOVEMBER 18, 2013

The Assembly Appropriations Committee reports favorably Assembly Bill No. 3605 (1R), with committee amendments.

As amended, the bill requires boards of education to screen certain public school students for dyslexia and other reading disabilities, and to provide appropriate evidence-based intervention strategies to students upon the confirmation of a diagnosis.

Under the bill, the Commissioner of Education is required to distribute to each board of education information on screening instruments that are available to identify students who possess potential indicators of dyslexia or other reading disabilities. The bill requires the commissioner to develop and distribute to each board of education guidance on appropriate intervention strategies for students who are diagnosed with dyslexia or other reading disabilities as a result of the screening.

The bill requires boards of education to ensure that each student who is enrolled in the school district and who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities no later than the student's completion of the first semester of the second grade. The bill similarly requires boards of education to ensure screening is provided if a student, who would have been enrolled in kindergarten or the first or second grade during or after the 2014-2015 school year, enrolls in the district in kindergarten or grades one through six during or after the 2015-2016 school year and has no record of a previous screening. The bill provides that all screenings of students must be administered by a teacher or other teaching staff member properly trained in the screening process.

The bill requires boards of education to ensure that each student who is determined, as a result of a screening, to possess one or more potential indicators of dyslexia or other reading disabilities is provided a comprehensive assessment for the learning disorder. If a diagnosis of dyslexia or other reading disability is confirmed by the assessment, the bill requires the board of education to provide appropriate

evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary and reading comprehension.

The bill takes effect immediately and first applies to the 2014-2015 school year.

As amended and reported, this bill is identical to Senate Bill No. 2442 (1R), as amended and reported by the committee.

FISCAL IMPACT:

The Office of Legislative Services (OLS) expects the bill will lead to an expenditure increase among local school districts, but lacks sufficient information to provide a precise estimate of the additional cost.

The OLS notes that the additional cost is dependent on certain decisions that are expected to be made by local school districts following enactment of the bill. These decisions include what screening instrument will be used to screen students, how the comprehensive assessments will be administered by the district, and which evidence-based intervention strategies will be provided to students if a diagnosis of dyslexia or other reading disability is confirmed by an assessment.

The OLS also notes that the committee amendments decrease the additional expenditures that will be required to be made by local school districts as a result of the bill. By limiting the required screening to students who have exhibited potential indicators of dyslexia or other reading disabilities, the amendments reduce the number of students who are required to be screened, and may reduce both the number of students required to receive an assessment and, ultimately, evidence-based intervention strategies that address the disability.

COMMITTEE AMENDMENTS:

The amendments:

- define “potential indicators of dyslexia or other reading disabilities” for purposes of the bill;
- limit the required screening to those students who have exhibited one or more potential indicators of dyslexia or other reading disabilities;
- provide boards of education additional time to complete the required screening of students;
- clarify the screening requirements for certain students who enroll in a school district without a record of being previously screened for dyslexia or other reading disabilities;
- specify that the appropriate intervention strategies provided to students diagnosed with dyslexia or another reading disability must be evidence-based; and

-- delay the application of the bill's requirements to the 2014-2015 school year.

LEGISLATIVE FISCAL ESTIMATE

[Second Reprint]

ASSEMBLY, No. 3605

STATE OF NEW JERSEY 215th LEGISLATURE

DATED: DECEMBER 27, 2013

SUMMARY

Synopsis: Requires certain public school students to be screened for dyslexia and other reading disabilities.

Type of Impact: Expenditure Increase

Agencies Affected: School Districts

Office of Legislative Services Estimate

Fiscal Impact	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Local Cost	Indeterminate Expenditure Increase		

- The Office of Legislative Services (OLS) notes that Assembly Bill No. 3605 (2R) would lead to an indeterminate expenditure increase among local school districts. However, the OLS is not able to provide a precise estimate of the cost increase, as the cost would vary based on the decisions made by school districts, such as the screening tool that would be used, how the comprehensive assessments are administered, and the intervention model that would be implemented to serve students who are diagnosed as having dyslexia or other reading disabilities.

BILL DESCRIPTION

Assembly Bill No. 3605 (2R) of 2012 requires that the Commissioner of Education identify and provide information on screening instruments that are available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities. The commissioner would also distribute information regarding appropriate intervention strategies. School districts would be required to select age-appropriate screening instruments, and to screen students for dyslexia or other reading disabilities no later than the students' completion of the first semester of the second grade in cases in which students exhibited one or more potential indicators of dyslexia or other reading disabilities. If the required screening suggests that a student possesses one or more potential indicators of dyslexia or other reading disabilities, then

the school district must ensure that the student receives a comprehensive assessment for the learning disorder. If the comprehensive assessment confirms that a student has dyslexia or other reading disabilities, then the school district would be required to provide appropriate evidence-based intervention strategies to the student.

FISCAL ANALYSIS

EXECUTIVE BRANCH

None received.

OFFICE OF LEGISLATIVE SERVICES

The OLS notes that Assembly Bill No. 3605 (2R) would lead to an indeterminate increase in school district expenditures. The cost increase would be contingent on decisions made by school districts, including the screening instruments that would be used, how the comprehensive assessments would be administered, and the nature of the intervention services that would be provided. To the extent that the OLS cannot predict these decisions, the balance of the analysis provides information on the range of potential costs associated with various options.

Screening

As shown in Table 1, the potential cost associated with providing screenings to students who exhibit one or more potential indicators of dyslexia or other reading disabilities varies considerably across different screening instruments. The International Dyslexia Association (IDA) indicates that between 15 to 20 percent of the overall population exhibit symptoms of dyslexia. Based on data collected by the Department of Education, there are approximately 98,000 students enrolled in each of the first and second grades. If one assumes that 17.5 percent of students in these grade levels will be screened, and the screenings are performed for approximately the same number of students each year, districts would provide a screening to 17,150 students each year, yielding the cost estimates shown in Table 1.

Table 1
Cost of Various Reading Screening Instruments¹

Screening Instrument	Cost Per Pupil	Est. Statewide Cost
AIMSweb Reading Curriculum-Based Measurement	\$3.00 to \$5.00	\$51,450 to \$85,750
AIMSweb Test of Early Literacy – Letter Naming Fluency	\$4.00	\$68,600
Classworks Universal Screener	\$4.00	\$68,600
Discovery Education Predictive Assessment	\$8.00	\$137,200
Dynamic Indicators of Basic Early Literacy Skills – Letter Naming Fluency	\$1.64	\$28,126
Dynamic Indicators of Basic Early Literacy Skills – Nonsense Word Fluency	\$2.90	\$49,735
Dynamic Indicators of Basic Early Literacy Skills –	\$2.90	\$49,735

¹ Adapted from the [Screening Tools Chart](http://www.rti4success.org/screeningTools) available at www.rti4success.org/screeningTools.

Phoneme Segmentation Fluency		
Iowa Tests of Basic Skills	\$20.26	\$347,459
Measures of Academic Progress	\$13.50	\$231,525
Predictive Assessment of Reading	\$9.17	\$157,266

Comprehensive Assessment

Assembly Bill No. 3605 (2R) requires that, in the event that the initial screening suggests that a student possesses one or more potential indicators of dyslexia or other reading disabilities, the school district must ensure that the student receives a comprehensive assessment. As previously noted, this analysis estimates that 17,150 students will receive an initial screening.

The actual cost of the comprehensive assessments would be contingent on the manner in which school districts implement this provision of the bill, and the number of students for whom the initial screening indicates that the student possesses one or more potential indicators of dyslexia or other reading disabilities. For the purpose of this estimate, it is assumed that the assessments will be performed by psychologists employed by the school district, and 90 percent of the screened students would require a comprehensive assessment (or 15,435 comprehensive assessments). A dyslexia assessment requires approximately three hours to complete; assuming each psychologist has a six hour workday, and there are 180 student days in each school year, approximately 43 full-time psychologists would be necessary Statewide to perform the evaluations over the course of the school year. At an average cost of \$97,525,² this would lead to a Statewide cost of approximately \$4.2 million. The estimate assumes that the initial screening would only lead to a comprehensive evaluation for students who exhibit signs of dyslexia or other reading disabilities. It is plausible that students who have some difficulties with reading and may undergo the comprehensive assessment, do not have dyslexia.

One will note that this estimate assumes that 43 full-time psychologists would be sufficient to provide screenings to students in approximately 500 school districts. The implicit assumption is that districts are not going to employ full-time psychologists for the exclusive purpose of administering this screening. Rather, it assumes that districts are able to use personnel on a part-time or per diem basis. This approach is consistent with the fact most districts would only have a small number of students who require the comprehensive assessment. It is also possible that a district may be able to complete the assessments with current personnel.

Intervention Strategies

Under the bill, if a comprehensive evaluation determines that a student has dyslexia or other reading disabilities, the school district is responsible for providing appropriate intervention strategies. Similar to the costs associated with the screening instruments, the costs of implementing these interventions may vary considerably based on the implementation strategy pursued.

One analysis³ synthesized the results of a number of studies on reading interventions in grades kindergarten through three. The report estimated the personnel costs of various interventions based on the hourly cost of teachers and paraprofessionals, and the amount of time each type of personnel were used in each intervention. The report also included a table that

² This average is based on the salary and benefit cost included in the Department of Education's Educational Adequacy Report released in December 2012.

³ Scammacca, N. Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007) Extensive Reading Interventions in Grades K-3: From Research to Practice, accessed at [www.centeroninstruction.org/files/Extensive Reading Interventions.pdf](http://www.centeroninstruction.org/files/Extensive%20Reading%20Interventions.pdf).

summarized key characteristics of each intervention; a review of the table suggests that there are three factors that vary across interventions that account for a significant share of any cost differences: 1) the type of personnel used in the intervention, 2) the student to personnel ratio, and 3) the length of each session. Table 2 lists a series of cost estimates based on different combinations of these three factors, and suggests that costs may differ significantly. The cost estimates assume that teachers are compensated at a rate of \$67 per hour, while paraprofessionals receive \$39 per hour,⁴ students receive services each school day, and the services are provided for the entire school year (assumed to be 40 weeks). The estimates also assume that 75 percent of the students who undergo a comprehensive screening are diagnosed as having dyslexia or another reading disability, and would begin to receive the interventions outlined in A-3605 (2R).

Table 2
Estimated Personnel Costs for Reading Intervention Strategies

Personnel Type	Students Per Personnel	Session Length	Estimated Cost (millions)
Paraprofessional	3	30 minutes	\$15.0
Paraprofessional	3	1 hour	\$30.1
Paraprofessional	1	30 minutes	\$45.1
Paraprofessional	1	1 hour	\$90.3
Teacher	5	30 minutes	\$15.5
Teacher	5	1 hour	\$31.0
Teacher	3	30 minutes	\$25.9
Teacher	3	1 hour	\$51.7
Teacher	1	30 minutes	\$77.6
Teacher	1	1 hour	\$155.1

Section: Education

*Analyst: Allen T. Dupree
Lead Fiscal Analyst*

*Approved: David J. Rosen
Legislative Budget and Finance Officer*

This legislative fiscal estimate has been produced by the Office of Legislative Services due to the failure of the Executive Branch to respond to our request for a fiscal note.

This fiscal estimate has been prepared pursuant to P.L.1980, c.67 (C.52:13B-6 et seq.).

⁴ These hourly rates are based on the annual salaries and benefits (\$86,924 for teachers and \$50,075 for instructional aides) included in the Department of Education's Educational Adequacy Report, and assumes that each work seven hour days for 185 days per year.