

2 **E2SSB 6509** - H AMD  
3 By Representative

4 ADOPTED AS AMENDED 3/6/98

5 Strike everything after the enacting clause and insert the  
6 following:

7 "NEW SECTION. **Sec. 1.** The legislature finds that the ability to  
8 read fluently, accurately, and with comprehension is critical to  
9 success in school and in life. Research has found that reading  
10 instruction in the early grades must consist of a comprehensive program  
11 that builds upon the firm foundational skills of phonemic awareness,  
12 decoding, and reading comprehension, to provide students with the  
13 skills necessary to engage in rich literature activities, and further  
14 develop thinking and application skills. Schools and school districts  
15 should review their reading programs to verify they are using a  
16 comprehensive approach to teaching reading.

17 The role of professional development in supporting and sustaining  
18 a high-quality teaching force is critical. The legislature finds that  
19 many primary grade teachers would benefit from additional professional  
20 development instruction in beginning reading skills and access to  
21 current information regarding research-based, scientifically proven  
22 instructional strategies to assist students in meeting the benchmarks  
23 established for the essential academic learning requirements.

24 The legislature also recognizes that when students are experiencing  
25 difficulties in advancing their reading skills, the use of volunteers  
26 to provide individualized tutoring and mentoring to those students will  
27 improve students' ability to overcome those difficulties and increase  
28 their reading achievement.

29 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.415  
30 RCW to read as follows:

31 Schools interested in providing assistance to improve student  
32 learning in reading may apply for the following opportunities to  
33 provide professional development in beginning reading instructional  
34 strategies and related instructional materials and to implement  
35 volunteer tutoring programs for students throughout their school.

1 (1) To the extent funds are appropriated in accordance with this  
2 section, elementary schools interested in providing professional  
3 development and the purchase of related instructional materials in  
4 accordance with (a) of this subsection for certificated instructional  
5 staff that provide direct instructional services to students in  
6 kindergarten, first, and second grade may apply for and receive funding  
7 from the superintendent of public instruction. The application for  
8 funding shall be limited to:

9 (a) Verification that the intended professional development and  
10 related instructional materials include primary emphasis on the  
11 following beginning reading skills:

12 (i) Phonemic awareness instruction;

13 (ii) Explicit and systematic decoding instruction and diagnosis of  
14 a student's ability to decode;

15 (iii) Explicit spelling instruction;

16 (iv) Explicit instruction in reading comprehension strategies; and

17 (v) Research findings on the skills needed by beginning and  
18 proficient readers, and how beginning reading skills are acquired;

19 (b) Verification that grant funds expended in accordance with this  
20 section will not be used for intervention or remediation programs; and

21 (c) Verification that the professional development will be provided  
22 by a public or private contractor that provides training in the methods  
23 required in this section.

24 (2) To the extent funds are appropriated in accordance with this  
25 section, elementary schools interested in providing programs that use  
26 volunteer tutors and mentors to assist struggling readers in  
27 kindergarten through sixth grade may apply for grants from the  
28 superintendent of public instruction for programs that are research-  
29 based and have proven effectiveness in improving student performance.  
30 The programs must include the following elements:

31 (a) Teacher training in research-based effective reading strategies  
32 and effective use of classroom volunteers with struggling readers;

33 (b) Training for tutor and mentor volunteers in research-based  
34 effective reading strategies before the volunteers participate in the  
35 program;

36 (c) An established goal for a minimum number of volunteer contact  
37 hours for students to receive individual instruction from teachers, and  
38 tutor or mentor volunteers during the summer, other intercessions for

1 schools with year-round schedules or other vacation periods, or during  
2 normal school hours; and

3 (d) A plan to assess student reading performance before entering  
4 the program and upon exit or at the end of the year as appropriate.  
5 The results must be compiled and reported to the superintendent of  
6 public instruction. The superintendent of public instruction shall  
7 provide an initial report to the legislature by March 1, 1999, and a  
8 final report to the legislature by December 1999 on the effectiveness  
9 of the various programs.

10 (3) For applications submitted before June 1, 1998, priority for  
11 funds in accordance with this section shall be given to those schools  
12 in which less than one-quarter of all students tested on the fourth  
13 grade assessment in reading met the state-wide standard, or in schools  
14 where average performance on the reading component of the state-wide  
15 standardized test required in RCW 28A.230.190 were in the bottom  
16 quartile for the previous three years. Priority shall then be given to  
17 those schools in which less than one-third of all students tested on  
18 the fourth grade assessment in reading met the state-wide standard, or  
19 in schools where average performance on the reading component of the  
20 state-wide standardized test required in RCW 28A.230.190 were in the  
21 bottom third for the previous three years. Priority shall then be given  
22 to schools in which one-half of all students tested on the fourth grade  
23 assessment in reading met the state-wide standard, or in schools where  
24 average performance on the reading component of the state-wide  
25 standardized test required in RCW 28A.230.190 were in the bottom half  
26 for the previous three years. Beginning June 1, 1998, the  
27 superintendent of public instruction shall open the application process  
28 to all schools without regard to performance on reading tests. For  
29 applications received after June 1, 1998, the superintendent shall  
30 provide funds to qualified applicants on a first-come, first-served  
31 basis, based on the date of application.

32 (4) Funds provided in accordance with this section may be used to  
33 provide additional professional development materials for interested  
34 school principals and classroom volunteers providing assistance in  
35 kindergarten, first, and second grades, interested in attending the  
36 professional development opportunity identified in subsection (1) of  
37 this section.

38 (5) Teachers participating in professional development  
39 opportunities in accordance with subsection (1) of this section or in

1 volunteer programs in accordance with subsection (2) of this section  
2 will receive a stipend from the funds.

3 (6) An elementary school receiving funds in accordance with  
4 subsection (1) of this section shall certify and provide documentation  
5 to the superintendent of public instruction that funds received were  
6 expended for professional development and related materials in  
7 accordance with this section.

8 (7) Schools that received funds under RCW 28A.300.330 are not  
9 eligible to apply for funding in accordance with subsection (1) of this  
10 section.

11 (8) Until final allocation of funds for purposes of section 2(1) of  
12 this act by the superintendent of public instruction, or at the end of  
13 the 1998-99 school year, whichever occurs first, the following  
14 definitions apply throughout this section unless the context clearly  
15 requires otherwise.

16 (a) "Phonemic awareness instruction" means teaching awareness of  
17 letter sounds, and segmenting and blending phonemes, syllables, and  
18 words in a sequential progression.

19 (b) "Explicit systematic decoding instruction" means direct,  
20 sequential teaching of how to read words fluently and automatically by  
21 providing instruction in letter-sound correspondences, letter  
22 combinations, multisyllabic words, blending, and structural elements,  
23 and initially incorporates the use of decodable text.

24 (c) "Decodable text" means connected text containing a high  
25 percentage of words that provide practice on the letter-sound  
26 correspondences and letter combinations previously taught.

27 (d) "Diagnosis of a student's ability to decode" means regularly  
28 assessing the student's mastery of word recognition, fluency and  
29 automaticity, and word analysis in order to plan future instructional  
30 activities.

31 (e) "Explicit and systematic instruction in spelling" means  
32 teaching a logical scope and sequence of word knowledge, spelling  
33 patterns, syllabication, and frequently used words connected to the  
34 sequence used in reading and writing instruction.

35 (f) "Instruction in reading comprehension skills" means explicit,  
36 systematic teaching of vocabulary development, text structure, context,  
37 syntax, and syntactic patterns, including but not limited to,  
38 strategies for higher order thinking skills such as interpretation,  
39 summarization, prediction, clarification, and question generation.

1 (9) By April 15, 1998, the superintendent of public instruction  
2 shall notify all school districts that the funds under this section are  
3 available. By June 1, 1998, the superintendent shall make initial  
4 awards to applicants meeting the requirements of subsections (1) and  
5 (3) of this section based on budget estimates submitted with the  
6 applications. The superintendent shall allocate any remaining funding  
7 for applications received after June 1, 1998, without regard to the  
8 requirements in subsection (3) of this section. Elementary schools may  
9 apply and become eligible for both funding opportunities in accordance  
10 with this section. Funds provided under this section may be used for  
11 school expenditures from June 1, 1998, through the end of the 1998-99  
12 school year.

13 (10) This section expires January 1, 2000.

14 NEW SECTION. **Sec. 3.** This act may be known and cited as the  
15 successful readers act.

16 NEW SECTION. **Sec. 4.** If specific funding for the purposes of this  
17 act, referencing this act by bill or chapter number, is not provided by  
18 June 30, 1998, in the omnibus appropriations act, this act is null and  
19 void.

20 NEW SECTION. **Sec. 5.** This act is necessary for the immediate  
21 preservation of the public peace, health, or safety, or support of the  
22 state government and its existing public institutions, and takes effect  
23 immediately."

24 Correct the title.

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