

2 **E2SSB 6509** - H COMM AMD **NOT ADOPTED 3-06-98**
3 By Committee on Appropriations

4

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 strategies;

13 (ii) Explicit and systematic decoding instruction and how to assess
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; and

19 (b) Verification that grant funds expended in accordance with this
20 section will not be used for staff development, intervention, or
21 remediation programs.

22 (2) The training in reading instruction shall be provided by public
23 or private nonsectarian contractors that provide training in the
24 methods defined in this section. Priority for reading instruction
25 grants shall be given to those schools in which less than one-quarter
26 of all students tested on the fourth grade assessment in reading met
27 the state-wide standard, or in schools where average performance on the
28 reading component of the state-wide standardized test required in RCW
29 28A.230.190 were in the bottom quartile for the previous three years.
30 Priority shall then be given to those schools in which less than one-
31 third of all students tested on the fourth grade assessment in reading
32 met the state-wide standard, or in schools where average performance on
33 the reading component of the state-wide standardized test required in
34 RCW 28A.230.190 were in the bottom third for the previous three years.
35 Priority shall then be given to schools in which one-half of all
36 students tested on the fourth grade assessment in reading met the
37 state-wide standard, or in schools where average performance on the
38 reading component of the state-wide standardized test required in RCW
39 28A.230.190 were in the bottom half for the previous three years.

1 (3) Reading instruction grants provided under subsection (1) of
2 this section may be used to provide additional professional development
3 materials for interested school principals and classroom volunteers
4 providing assistance in kindergarten, first, and second grades,
5 interested in attending the professional development opportunity
6 identified in this section.

7 (4) An elementary school receiving funding in accordance with this
8 section shall certify and provide documentation to the superintendent
9 of public instruction that funds received were expended for
10 professional development and related materials in accordance with this
11 section.

12 (5) Schools or school districts that received funds under RCW
13 28A.300.330 are not eligible to apply for funding in accordance with
14 subsection (1) of this section.

15 (6) The definitions in this section apply throughout this section
16 unless the context clearly requires otherwise.

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

20 (b) "Explicit systematic decoding instruction" means direct,
21 sequential teaching of how to read words fluently and automatically
22 that includes instruction in letter-sound correspondences, letter
23 combinations, multisyllabic words, blending, and structural elements,
24 and initially incorporates the use of decodable text. "Explicit
25 systematic decoding instruction" does not include the use of context
26 and syntax as word identification strategies in teaching beginning
27 reading skills.

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

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

35 (e) "Explicit and systematic instruction in spelling" means
36 teaching a logical scope and sequence of word knowledge, spelling
37 patterns, syllabication, and frequently used words connected to the
38 sequence used in reading and writing instruction.

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

6 (7) To the extent funds are appropriated in accordance with this
7 section, elementary schools interested in providing teacher training in
8 the use of volunteer tutors and mentors to assist struggling readers in
9 kindergarten through fourth grade may apply for grants from the
10 superintendent of public instruction for volunteer tutoring and
11 mentoring programs that are research based and have proven
12 effectiveness in improving student reading performance. The programs
13 must include the following elements:

14 (a) Teacher training in program planning and in the use of
15 classroom volunteers;

16 (b) Training for tutor and mentor volunteers in working with
17 students to overcome reading difficulties before their participation in
18 the program;

19 (c) An established goal for a minimum number of volunteer contact
20 hours for students to receive individual instruction per week;

21 (d) An established goal for a minimum number of volunteer contact
22 hours during normal school hours for students to receive individual
23 instruction per week;

24 (e) Teacher training in recruiting and retaining tutor and mentor
25 volunteers for reading instruction; and

26 (f) A plan to assess student reading performance before entering
27 the program and upon exit or at the end of the year as appropriate.
28 The results must be compiled and reported to the superintendent of
29 public instruction. The superintendent of public instruction shall
30 provide a preliminary report to the legislature by March 1, 1999, and
31 a final report to the legislature by December 1999 on the effectiveness
32 of the various programs.

33 (8) By April 15th, the superintendent of public instruction shall
34 notify all school districts that the funds under this section are
35 available. Funding provided must be available to schools no later than
36 June 1, 1998. Elementary schools may apply and become eligible for
37 both funding opportunities.

38 (9) Teachers participating in the programs will receive a stipend
39 from the funds.

1 (10) This section expires July 30, 2005.

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

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

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

12 Correct the title.

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