
SECOND SUBSTITUTE HOUSE BILL 2419

State of Washington

55th Legislature

1998 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Johnson, Talcott, Sterk, Sump, Mulliken, Lambert, Thompson, Smith, McCune, Benson, Cooke, O'Brien and Backlund)

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1 AN ACT Relating to reading improvement; amending RCW 28A.300.130;
2 adding new sections to chapter 28A.165 RCW; creating new sections;
3 providing expiration dates; and declaring an emergency.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that the ability to
6 read fluently, accurately, and with comprehension is critical to
7 success in school and in life. Research has found that reading
8 instruction and curriculum in the early grades must consist of a
9 comprehensive program that builds upon the firm foundational skills of
10 phonemic awareness, decoding, and reading comprehension, to provide
11 students with the skills necessary to engage in rich literature
12 activities, and further develop thinking and application skills.

13 The legislature further finds that many primary grade teachers
14 would benefit from additional professional development instruction in
15 beginning reading skills and access to current information regarding
16 scientifically proven instructional strategies that improve student
17 achievement in reading.

1 NEW SECTION. **Sec. 2.** (1) The definitions in this section apply
2 throughout this chapter unless the context clearly requires otherwise.

3 (a) "Phonemic awareness instruction" means teaching awareness of
4 letter sounds, and segmenting and blending phonemes, syllables, and
5 words in a sequential progression.

6 (b) "Explicit systematic decoding instruction" means direct,
7 sequential teaching of how to read words fluently and automatically
8 that includes instruction in letter-sound correspondences, letter
9 combinations, multisyllabic words, blending, and structural elements,
10 and initially incorporates the use of decodable text. "Explicit
11 systematic decoding instruction" does not include the use of context
12 and syntax as word identification strategies in teaching beginning
13 reading skills.

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

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

21 (e) "Explicit and systematic instruction in spelling" means
22 teaching a logical scope and sequence of word knowledge, orthographic
23 patterns, syllabication, and frequently used words connected to the
24 sequence used in reading and writing instruction.

25 (f) "Vocabulary instruction" means teaching word meanings.

26 (g) "Instruction in reading comprehension skills" means explicit,
27 systematic teaching of vocabulary development, text structure, context,
28 syntax, and syntactic patterns, including but not limited to,
29 strategies for higher order thinking skills such as interpretation,
30 summarization, prediction, clarification, and question generation.

31 (2) This section expires July 30, 2005.

32 NEW SECTION. **Sec. 3.** (1) To the extent funds are appropriated,
33 elementary schools interested in providing professional development and
34 related materials for certificated instructional staff that provide
35 direct instructional services to students in kindergarten, first, and
36 second grade may apply for and receive funding from the office of the
37 superintendent of public instruction. The application for funding
38 shall be limited to:

1 (a) Verification that the school has developed a school-wide
2 improvement plan that focuses on the improvement of reading performance
3 throughout the school. As the primary, but not sole, element of the
4 improvement plan, the school shall implement a beginning reading-
5 language arts program for use in kindergarten through second grade that
6 will:

7 (i) Provide numerous daily opportunities for teachers in
8 kindergarten and first grade to read to students from a variety of
9 printed materials including rich literature and expository text;

10 (ii) Provide explicit and sequential instruction in phonemic
11 awareness for all students in kindergarten and first grade and students
12 with limited English proficiency;

13 (iii) Provide explicit systematic decoding instruction and practice
14 in using those skills in decodable text materials;

15 (iv) Require diagnosis of a student's ability to decode in first
16 and second grade;

17 (v) Provide explicit and systematic instruction in spelling and
18 provide students in kindergarten and first grade with an opportunity to
19 use student-invented spelling in all writing activities;

20 (vi) Provide explicit instruction in reading comprehension skills
21 and opportunities for students to apply them; and

22 (vii) Provide students with structured assistance in learning to
23 write with ample opportunities to engage in writing activities;

24 (b) Verification that the intended professional development
25 supports the efforts of the school's beginning reading-language arts
26 program required in (a) of this subsection and includes primary
27 emphasis on the following beginning reading skills:

28 (i) Phonemic awareness strategies;

29 (ii) Explicit and systematic decoding instruction and how to assess
30 a student's ability to decode;

31 (iii) Explicit spelling and vocabulary instruction;

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

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

35 (c) Verification that to the fullest extent possible, school
36 districts shall redirect funding available to elementary schools
37 receiving funding provided in accordance with this section, from the
38 learning assistance program and other available resources to begin

1 implementation of the reading-language arts program required in (a) of
2 this subsection;

3 (d) Verification that funds expended for professional development
4 in beginning reading instruction in schools receiving funding provided
5 in accordance with this section are expended in accordance with this
6 section and will not be used for staff development, intervention, or
7 remediation programs; and

8 (e) Verification that representatives of kindergarten, first, or
9 second grade teachers and reading specialists from the school will be
10 attending a leadership and accountability institute conducted by the
11 office of the superintendent of public instruction in accordance with
12 section 7 of this act.

13 (2) Funding provided pursuant to this section shall be available to
14 schools no later than June 1, 1998. Priority for funding shall be
15 given to those schools in which less than one-quarter of all students
16 tested on the fourth grade assessment in reading met the state-wide
17 standard, or in schools where average performance on the reading
18 component of the state-wide standardized test required in RCW
19 28A.230.190 were in the bottom quartile for the previous three years.
20 Priority shall then be given to those schools in which less than one-
21 third of all students tested on the fourth grade assessment in reading
22 met the state-wide standard, or in schools where average performance on
23 the reading component of the state-wide standardized test required in
24 RCW 28A.230.190 were in the bottom third for the previous three years.
25 Priority shall then be given to schools in which one-half of all
26 students tested on the fourth grade assessment in reading met the
27 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 half for the previous three years.

30 (3) Funding provided pursuant to this section may be used to
31 provide additional professional development materials for classroom
32 volunteers providing assistance in kindergarten, first, and second
33 grades, interested in attending the professional development
34 opportunity identified in subsection (1)(b) of this section.

35 (4) An elementary school receiving funding in accordance with this
36 section shall certify and provide documentation to the superintendent
37 of public instruction that funds received were expended for
38 professional development and related materials in accordance with this
39 section.

1 (5) Schools or school districts that received funds under RCW
2 28A.300.330 are not eligible to apply for funds in accordance with this
3 section.

4 (6) This section expires July 30, 2005.

5 NEW SECTION. **Sec. 4.** (1) Before approving an in-service training
6 opportunity in reading for movement on the salary schedule in
7 accordance with RCW 28A.415.020, the state board of education shall
8 verify that the training includes a beginning reading element that
9 includes all of the following skills necessary to teach beginning
10 readers:

11 (a) Phonemic awareness strategies;

12 (b) Explicit systematic decoding instruction and how to assess a
13 student's ability to decode;

14 (c) Explicit spelling and vocabulary instruction;

15 (d) Explicit instruction in reading comprehension strategies; and

16 (e) Research findings on the skills needed by beginning and
17 proficient readers, and how beginning reading skills are acquired.

18 (2) The board may audit any of the in-service training
19 opportunities approved in accordance with this section to ensure they
20 meet the requirements of subsection (1) of this section.

21 **Sec. 5.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
22 read as follows:

23 (1) Expanding activity in educational research, educational
24 restructuring, and educational improvement initiatives has produced and
25 continues to produce much valuable information. The legislature finds
26 that such information should be shared with the citizens and
27 educational community of the state as widely as possible. To
28 facilitate access to information and materials on educational
29 improvement and research, the superintendent of public instruction, to
30 the extent funds are appropriated, shall establish the center for the
31 improvement of student learning. The primary purpose of the center is
32 to provide assistance and advice to parents, school board members,
33 educators, and the public regarding strategies for assisting students
34 in learning the essential academic learning requirements pursuant to
35 RCW 28A.630.885. The center shall work in conjunction with the
36 commission on student learning, educational service districts, and
37 institutions of higher education.

1 (2) The center shall:

2 (a) Serve as a clearinghouse for the completed work and activities
3 of the commission on student learning;

4 (b) Serve as a clearinghouse for information regarding successful
5 educational restructuring and parental involvement programs in schools
6 and districts, and information about efforts within institutions of
7 higher education in the state to support educational restructuring
8 initiatives in Washington schools and districts;

9 (c) Develop an independent unit within the center to focus
10 primarily on scientifically validated reading instructional practices.
11 The unit shall serve as a resource for school districts and schools to
12 provide teachers and other professionals with information about the
13 important body of knowledge and techniques available to enable them to
14 help children become successful readers.

15 The unit's responsibilities shall include, but not be limited to,
16 identifying and distributing research on effective reading programs and
17 practices in accordance with section 3 of this act, providing
18 assistance in selecting and implementing effective reading programs and
19 practices, conducting and identifying professional development
20 opportunities for schools accessing funding in accordance with section
21 3 of this act, identifying educators interested in assisting schools in
22 the development and implementation of reading improvement efforts, and
23 taking other actions to improve reading instruction and curriculum in
24 the state. The unit shall also provide information on the explicit
25 instruction of phonemic awareness, decoding skills, spelling,
26 vocabulary, and comprehension. To the maximum extent possible, staff
27 at the unit shall collaborate with educational service districts,
28 colleges and universities, and professional organizations;

29 (d) Provide best practices research and advice that can be used to
30 help schools develop and implement: (~~Programs and practices to~~
31 ~~improve reading instruction;~~) School improvement plans; school-based
32 shared decision-making models; programs to promote lifelong learning
33 and community involvement in education; school-to-work transition
34 programs; programs to meet the needs of highly capable students;
35 programs to meet the diverse needs of students based on gender, racial,
36 ethnic, economic, and special needs status; and other programs that
37 will assist educators in helping students learn the essential academic
38 learning requirements;

1 (~~(d)~~) (e) Develop and distribute, in conjunction with the
2 commission on student learning, parental involvement materials,
3 including instructional guides developed to inform parents of the
4 essential academic learning requirements. The instructional guides
5 also shall contain actions parents may take to assist their children in
6 meeting the requirements, and should focus on reaching parents who have
7 not previously been involved with their children's education;

8 (~~(e)~~) (f) Identify obstacles to greater parent and community
9 involvement in school shared decision-making processes and recommend
10 strategies for helping parents and community members to participate
11 effectively in school shared decision-making processes, including
12 understanding and respecting the roles of school building
13 administrators and staff;

14 (~~(f)~~) (g) Take other actions to increase public awareness of the
15 importance of parental and community involvement in education;

16 (~~(g)~~) (h) Work with appropriate organizations to inform teachers,
17 district and school administrators, and school directors about the
18 waivers available under RCW 28A.305.140 and the broadened school board
19 powers under RCW 28A.320.015;

20 (~~(h)~~) (i) Provide training and consultation services;

21 (~~(i)~~) (j) Address methods for improving the success rates of
22 certain ethnic and racial student groups; and

23 (~~(j)~~) (k) Perform other functions consistent with the purpose of
24 the center as prescribed in subsection (1) of this section.

25 (3) The superintendent of public instruction, after consultation
26 with the commission on student learning, shall select and employ a
27 director for the center.

28 (4) The superintendent may enter into contracts with individuals or
29 organizations including but not limited to: School districts;
30 teachers; higher education faculty; institutions of higher education;
31 state agencies; business or community-based organizations; and other
32 individuals and organizations to accomplish the duties and
33 responsibilities of the center. The superintendent shall contract out
34 with community-based organizations to meet the provisions of subsection
35 (2)(~~(d)~~) (e) and (~~(e)~~) (f) of this section. In carrying out the
36 duties and responsibilities of the center, the superintendent, whenever
37 possible, shall use practitioners to assist agency staff as well as
38 assist educators and others in schools and districts.

1 (5) The superintendent shall report annually to the commission on
2 student learning on the activities of the center.

3 NEW SECTION. **Sec. 6.** By July 31, 1998, each educational service
4 district shall establish a reading resource center within the district.
5 Schools accessing funds in accordance with section 3 of this act may
6 request and the center may assist schools and school districts within
7 its service area in matching local needs with reading programs,
8 providing professional development opportunities, and facilitating
9 discussions among teachers to promote best practices for beginning
10 reading instruction, all in accordance with section 3 of this act.

11 NEW SECTION. **Sec. 7.** (1) Before September 30, 1998, the office of
12 the superintendent of public instruction, in cooperation with
13 educational service districts, shall conduct leadership and
14 accountability institutes designed to provide teachers, administrators,
15 and school board members with information and tools to improve
16 beginning reading instructional programs and practices in their
17 schools. School district board of directors of each school district,
18 school administrators, and teachers identified by the school district
19 board of directors as having demonstrated leadership in reading
20 instruction in the school district or from schools receiving funds in
21 accordance with section 3 of this act shall be invited to attend the
22 institutes. The institutes shall provide professional development and
23 supporting materials to: Evaluate reading curriculum and reading
24 instructional weaknesses in schools to determine whether the school has
25 a comprehensive reading program; for elementary schools, ensure that
26 the primary, but not sole, element is a beginning reading component
27 that includes, but is not limited to, explicit instruction in phonemic
28 awareness, explicit systematic instruction in decoding skills,
29 diagnosis of a student's ability to decode, explicit and systematic
30 instruction in spelling, vocabulary instruction, and explicit
31 instruction in reading comprehension skills; conduct research on how
32 children learn to read, including those with limited English
33 proficiency, learning disabilities, or who are economically
34 disadvantaged; diagnose reading deficiencies; and monitor the movement
35 of students from beginning or deficient reading skills to independent
36 reading of rich literature and expository text.

1 (2) School districts sending teams to the institutes must make a
2 commitment to provide sufficient time to team members before and during
3 the next school year to support implementation of strategies learned
4 while at the institute.

5 (3) This section expires December 31, 1998.

6 NEW SECTION. **Sec. 8.** (1) The superintendent of public instruction
7 shall establish a Washington reading corps pilot program to provide
8 intensive reading instruction to elementary grade students during the
9 summer, other intercessions for schools with year-round schedules, or
10 other vacation periods between June 1, 1998, and June 30, 1999. School
11 districts interested in participating in the pilot program shall agree
12 to conduct pilot programs that: Provide a minimum of eighty hours of
13 instructional activity for students participating in the pilot
14 programs; have certificated instructional staff trained in research
15 validated effective reading strategies providing instruction and
16 supervision; have classified staff, tutors, and volunteers that have
17 been provided with training in effective beginning reading strategies
18 supporting and extending the instruction provided by the certificated
19 staff; have a ratio of at least one adult for every four students; and
20 administer a reading preassessment immediately preceding student
21 participation in the pilot program and a postassessment of student
22 reading performance immediately after the pilot program. School
23 districts able to demonstrate that they were unable to achieve the
24 prescribed adult-student ratio, in spite of good faith efforts to
25 recruit volunteers, shall not be financially penalized.

26 School districts participating in the pilot program must agree to
27 evaluate, in a manner prescribed by the superintendent of public
28 instruction, how effectively their programs improved the reading skills
29 of students who participated in the pilot program.

30 In selecting districts to participate in the pilot program, the
31 superintendent of public instruction shall give priority to school
32 districts that have schools in which less than forty percent of
33 students met the fourth grade reading standard on the Washington
34 assessment of student learning or more than forty percent of students
35 scored in the lowest quartile on the reading component of the
36 standardized assessment required in RCW 28A.230.190(2). The
37 superintendent shall distribute a request for districts to participate

1 in the pilot program by May 1, 1998. Successful participants shall be
2 notified by the superintendent of public instruction by June 1, 1998.

3 Grant awards, volunteer training, publicity, and assistance with
4 the recruitment of volunteers shall be coordinated by a steering
5 committee led by the office of the superintendent of public instruction
6 and shall include, but not be limited to, representatives from the
7 Washington service corps, school districts, educational service
8 districts, and the commission for national and community service.

9 (2) To the extent funds are appropriated for this purpose, the
10 superintendent of public instruction shall enter into a contract with
11 an independent contractor to conduct an evaluation of the pilot
12 programs to: Determine how effective the pilot programs were in
13 improving student reading skills; determine efforts by districts to
14 recruit and retain volunteers; and determine the numbers of
15 certificated staff, classified staff, tutors, and volunteers
16 participating in the pilot program, and the number of students that
17 participated in each component of the pilot program and the level of
18 increased student reading achievement attributable to participation in
19 the pilot program. An evaluation of the pilot programs conducted
20 during the summer of 1998 shall be submitted to the education and
21 fiscal committees of the legislature by November 1, 1998. The final
22 evaluation of all pilot programs during the period of June 1, 1998,
23 through June 30, 1999, shall be submitted to the legislature by
24 November 1, 1999.

25 NEW SECTION. **Sec. 9.** Sections 1 through 4, 6, and 8 of this act
26 are each added to chapter 28A.165 RCW.

27 NEW SECTION. **Sec. 10.** This act is necessary for the immediate
28 preservation of the public peace, health, or safety, or support of the
29 state government and its existing public institutions, and takes effect
30 immediately.

31 NEW SECTION. **Sec. 11.** If specific funding for the purposes of
32 this act, referencing this act by bill or chapter number, is not
33 provided by June 30, 1998, in the omnibus appropriations act, this act
34 is null and void.

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