
Education Committee

HB 2723

Brief Description: Creating reading intervention programs in secondary schools.

Sponsors: Representatives Pettigrew, Kenney, Haigh, Lantz, Sullivan, Darneille, Hudgins, Santos, Hasegawa and Ormsby.

Brief Summary of Bill

- Provides allocations for secondary reading intervention programs in schools where more than 10 students scored at a Level I in Reading on the previous high school Washington Assessment of Student Learning, if funds are provided.

Hearing Date: 2/21/08

Staff: Barbara McLain (786-7383).

Background:

The results from the 2007 Washington Assessment of Student Learning (WASL) indicate that 80.8 percent of high school students met the state standard in Reading on the first attempt. A closer look at the data reveals that nearly 7,500 students (10.4 percent) scored at a Level II (below standard) and nearly 3,200 students (4.5 percent) scored at a Level I (well below standard). According to the Office of the Superintendent of Public Instruction (OSPI), 120 high schools had more than 10 students scoring at Level I on the high school Reading WASL.

There are two state-level programs for reading improvement, both of which are focused on elementary students. The Washington Reading Corps provides Americorps volunteers as reading tutors in grades kindergarten through six. Reading First is a comprehensive federal initiative that provides professional development, intensive reading programs, and regional technical assistance and coordination with the goal of ensuring that all children read at grade level by 3rd grade.

Summary of Bill:

If funds are provided, the OSPI allocates funds to schools where more than 10 students scored at Level I on the previous year's high school Reading WASL. Schools that receive funds must

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

implement secondary reading intervention programs that include staff development, materials, and intensive assistance for students; focus on core reading skills such as comprehension and fluency; and demonstrate evidence of prior success in improving reading for secondary school students. The amount of the allocations is determined in the budget.

Appropriation: None.

Fiscal Note: Not requested.

Effective Date: The bill takes effect 90 days after adjournment of session in which bill is passed.