

2 **SHB 2419 - H AMD 876**  
3 By Representative

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 and curriculum in the early grades must consist of a  
11 comprehensive program that incorporates phonemic awareness, decoding,  
12 and reading comprehension, that provides students with the skills and  
13 strategies necessary to engage in rich literature activities, and that  
14 develops thinking and application skills.

15 The legislature further finds that the role of the classroom  
16 teacher is crucial in assessing, instructing, and encouraging student  
17 achievement. The role of professional development in supporting and  
18 sustaining a high quality teaching force is critical. Schools and  
19 school districts should be encouraged to review their reading programs  
20 in the early grades to ensure they are meeting the needs of all  
21 children in their district. The legislature further finds that many  
22 primary grade teachers would benefit from additional professional  
23 development instruction in beginning reading skills and access to  
24 current information regarding research-based instructional strategies  
25 that improve student achievement in reading as identified in the  
26 essential academic learning requirements.

27 NEW SECTION. **Sec. 2.** (1) To the extent funds are appropriated,  
28 elementary schools interested in obtaining instructional material and  
29 in providing professional development for beginning reading for  
30 certificated instructional staff that provide direct instructional  
31 services to students in the elementary grades may apply for and receive  
32 funding from the office of the superintendent of public instruction.  
33 The application for funding shall be limited to:

34 (a) Verification that the school has developed a school-wide  
35 improvement plan that focuses on the improvement of reading performance

1 throughout the school. As the primary, but not sole, element of the  
2 improvement plan, the school shall implement a beginning reading-  
3 language arts program for use in the primary grades that will include,  
4 but not be limited to:

5 (i) Providing numerous daily opportunities for teachers to read to  
6 students from a variety of printed materials including rich literature  
7 and expository text;

8 (ii) Providing explicit and sequential instruction in phonemic  
9 awareness for students in kindergarten and first grade;

10 (iii) Providing explicit systematic decoding instruction and  
11 practice in using those skills and strategies;

12 (iv) Requiring diagnosis of a student's ability to decode and  
13 comprehend;

14 (v) Providing explicit and systematic instruction in spelling and  
15 providing students in kindergarten and first grade with an opportunity  
16 to use student-invented spelling in all writing activities before  
17 moving to conventional spelling;

18 (vi) Providing explicit instruction in reading comprehension skills  
19 and strategies and opportunities for students to apply them; and

20 (vii) Providing students with structured assistance in learning to  
21 write with ample opportunities to engage in writing activities for a  
22 variety of purposes;

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

27 (i) Phonemic awareness strategies;

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

30 (iii) Explicit spelling and vocabulary instruction;

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

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

34 (c) Verification that funds expended for professional development  
35 in beginning reading instruction in schools receiving funding provided  
36 in accordance with this section are expended in accordance with this  
37 section and will not be used for one-on-one intervention or remediation  
38 programs; and

1 (d) Verification that representatives of primary grade teachers  
2 from the school district will be attending a leadership and  
3 accountability institute conducted by the office of the superintendent  
4 of public instruction in accordance with section 5 of this act.

5 (2) Funding provided pursuant to this section shall be available to  
6 schools no later than June 1, 1998. Priority for funding shall be  
7 given to those schools in which less than one-quarter of all students  
8 tested on the fourth grade assessment in reading met the state-wide  
9 standard, or in schools where average performance on the reading  
10 component of the state-wide standardized test required in RCW  
11 28A.230.190 were in the bottom quartile for at least one of the  
12 previous three years. Priority shall then be given to those schools in  
13 which less than one-third of all students tested on the fourth grade  
14 assessment in reading met the state-wide standard, or in schools where  
15 average performance on the reading component of the state-wide  
16 standardized test required in RCW 28A.230.190 were in the bottom third  
17 for at least one of the previous three years. Priority shall then be  
18 given to schools in which one-half of all students tested on the fourth  
19 grade assessment in reading met the state-wide standard, or in schools  
20 where average performance on the reading component of the state-wide  
21 standardized test required in RCW 28A.230.190 were in the bottom half  
22 for the previous three years.

23 (3) Funding provided pursuant to this section may be used to  
24 provide additional professional development materials for classified  
25 staff and classroom volunteers providing assistance in kindergarten,  
26 first, and second grades, interested in attending the professional  
27 development opportunity identified in subsection (1)(b) of this  
28 section.

29 (4) An elementary school receiving funding in accordance with this  
30 section shall certify and provide documentation to the superintendent  
31 of public instruction that funds received were expended for  
32 professional development and related materials in accordance with this  
33 section.

34 (5) This section expires July 30, 2005.

35 **Sec. 3.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to  
36 read as follows:

37 (1) Expanding activity in educational research, educational  
38 restructuring, and educational improvement initiatives has produced and

1 continues to produce much valuable information. The legislature finds  
2 that such information should be shared with the citizens and  
3 educational community of the state as widely as possible. To  
4 facilitate access to information and materials on educational  
5 improvement and research, the superintendent of public instruction, to  
6 the extent funds are appropriated, shall establish the center for the  
7 improvement of student learning. The primary purpose of the center is  
8 to provide assistance and advice to parents, school board members,  
9 educators, and the public regarding strategies for assisting students  
10 in learning the essential academic learning requirements pursuant to  
11 RCW 28A.630.885. The center shall work in conjunction with the  
12 commission on student learning, educational service districts, and  
13 institutions of higher education.

14 (2) The center shall:

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

17 (b) Serve as a clearinghouse for information regarding successful  
18 educational restructuring and parental involvement programs in schools  
19 and districts, and information about efforts within institutions of  
20 higher education in the state to support educational restructuring  
21 initiatives in Washington schools and districts;

22 (c) Develop an independent unit within the center to focus on  
23 research-based reading instructional practices. The unit shall serve  
24 as a resource for school districts and schools to provide teachers and  
25 other professionals with information about the important body of  
26 knowledge and techniques available to enable them to help children  
27 become successful readers.

28 The unit's responsibilities shall include, but not be limited to,  
29 identifying and distributing research on research-based reading  
30 programs and practices, providing assistance in selecting and  
31 implementing research-based reading programs and practices, conducting  
32 and identifying professional development opportunities, identifying  
33 educators interested in assisting schools in the development and  
34 implementation of reading improvement efforts, and taking other actions  
35 to improve reading instruction and curriculum in the state. The unit  
36 also shall provide information on the explicit instruction of phonemic  
37 awareness, decoding skills, spelling, vocabulary, and comprehension.  
38 To the maximum extent possible, staff at the unit shall collaborate

1 with educational service districts, colleges and universities, and  
2 professional organizations;

3       (~~d~~) (d) Provide best practices research and advice that can be used to  
4 help schools develop and implement: ~~((Programs and practices to~~  
5 ~~improve reading instruction;))~~ School improvement plans; school-based  
6 shared decision-making models; programs to promote lifelong learning  
7 and community involvement in education; school-to-work transition  
8 programs; programs to meet the needs of highly capable students;  
9 programs to meet the diverse needs of students based on gender, racial,  
10 ethnic, economic, and special needs status; and other programs that  
11 will assist educators in helping students learn the essential academic  
12 learning requirements;

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

20       (~~e~~) (f) Identify obstacles to greater parent and community  
21 involvement in school shared decision-making processes and recommend  
22 strategies for helping parents and community members to participate  
23 effectively in school shared decision-making processes, including  
24 understanding and respecting the roles of school building  
25 administrators and staff;

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

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

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

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

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

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

1 (4) The superintendent may enter into contracts with individuals or  
2 organizations including but not limited to: School districts;  
3 teachers; higher education faculty; institutions of higher education;  
4 state agencies; business or community-based organizations; and other  
5 individuals and organizations to accomplish the duties and  
6 responsibilities of the center. The superintendent shall contract out  
7 with community-based organizations to meet the provisions of subsection  
8 (2)((~~d~~ and)) (e) and (f) of this section. In carrying out the duties  
9 and responsibilities of the center, the superintendent, whenever  
10 possible, shall use practitioners to assist agency staff as well as  
11 assist educators and others in schools and districts.

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

14 NEW SECTION. **Sec. 4.** By July 31, 1998, each educational service  
15 district shall establish a reading resource center. The centers shall  
16 serve as a resource for school districts and schools to provide  
17 teachers and other professionals with information about the important  
18 body of knowledge and techniques available to enable them to help  
19 children become successful readers.

20 The responsibilities of the centers shall include, but not be  
21 limited to, identifying and distributing research on research-based  
22 reading programs and practices, providing assistance in selecting and  
23 implementing research-based reading programs and practices, conducting  
24 and identifying professional development opportunities, identifying  
25 educators interested in assisting schools in the development and  
26 implementation of reading improvement efforts, and taking other actions  
27 to improve reading instruction and curriculum in the region. The  
28 center also shall provide information on the explicit instruction of  
29 phonemic awareness, decoding skills and strategies, spelling,  
30 vocabulary development, and comprehension. To the maximum extent  
31 possible, staff at the center shall collaborate with the office of the  
32 superintendent of public instruction, colleges and universities, and  
33 professional organizations.

34 NEW SECTION. **Sec. 5.** (1) Before September 30, 1998, the office of  
35 the superintendent of public instruction, in cooperation with  
36 educational service districts, shall conduct leadership and  
37 accountability institutes designed to provide teachers, administrators,

1 and school board members with information and tools to improve reading  
2 instructional programs and practices in their schools, with a primary  
3 focus on beginning reading. District teams shall be composed of, but  
4 not limited to, school district board of directors, school  
5 administrators, and teachers identified as having demonstrated  
6 leadership in reading instruction in the school district. The  
7 institutes shall provide participants professional development and  
8 supporting materials to: Evaluate the curriculum in their schools to  
9 determine whether the schools have a comprehensive reading program; for  
10 elementary schools, ensure that the primary, but not sole, element is  
11 a beginning reading component that includes a beginning reading focus  
12 on prevention, assessment, and early intervention including the  
13 components in section 2 of this act; diagnose strengths and weaknesses  
14 in schools; provide information about programs and practices that have  
15 been proven to be effective; conduct research on how children learn to  
16 read, including those with limited English proficiency, learning  
17 disabilities, or who are economically disadvantaged; diagnose reading  
18 deficiencies; and monitor the movement of students from beginning  
19 reading to independent reading of rich literature and expository text.

20 (2) School districts sending teams to the institutes must make a  
21 commitment to provide sufficient time to team members before and during  
22 the next school year to share information with their schools and  
23 districts, and to support implementation of strategies learned while at  
24 the institute.

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

26 NEW SECTION. **Sec. 6.** (1) The superintendent of public instruction  
27 shall establish a Washington reading corps pilot program to provide  
28 intensive reading instruction to elementary grade students during the  
29 summer, other intercessions for schools with year-round schedules, or  
30 other vacation periods between June 1, 1998, and June 30, 1999. School  
31 districts interested in participating in the pilot program shall agree  
32 to conduct pilot programs that: Provide a minimum of eighty hours of  
33 instructional activity for students participating in the pilot  
34 programs; have certificated instructional staff trained in research-  
35 based effective reading strategies providing instruction and  
36 supervision; have classified staff, tutors, and volunteers that have  
37 been provided with training in effective beginning reading strategies  
38 supporting and extending the instruction provided by the certificated

1 staff; have a ratio of at least one adult for every four students; and  
2 administer a reading preassessment immediately preceding student  
3 participation in the pilot program and a postassessment of student  
4 reading performance immediately after the pilot program. School  
5 districts able to demonstrate that they were unable to achieve the  
6 prescribed adult-student ratio, in spite of good faith efforts to  
7 recruit volunteers, shall not be financially penalized.

8 School districts participating in the pilot program must agree to  
9 evaluate, in a manner prescribed by the superintendent of public  
10 instruction, how effectively their programs improved the reading skills  
11 of students who participated in the pilot program.

12 In selecting districts to participate in the pilot program, the  
13 superintendent of public instruction shall give priority to school  
14 districts that have schools in which less than forty percent of  
15 students met the fourth grade reading standard on the Washington  
16 assessment of student learning or more than forty percent of students  
17 scored in the lowest quartile on the reading component of the  
18 standardized assessment required in RCW 28A.230.190(2). The  
19 superintendent shall distribute a request for districts to participate  
20 in the pilot program by May 1, 1998. Successful participants shall be  
21 notified by the superintendent of public instruction by June 1, 1998.

22 Grant awards, volunteer training, publicity, and assistance with  
23 the recruitment of volunteers shall be coordinated by a steering  
24 committee led by the office of the superintendent of public instruction  
25 and shall include, but not be limited to, representatives from the  
26 Washington service corps, school districts, educational service  
27 districts, and the commission for national and community service.

28 (2) To the extent funds are appropriated for this purpose, the  
29 superintendent of public instruction shall enter into a contract with  
30 an independent contractor to conduct an evaluation of the pilot  
31 programs to: Determine how effective the pilot programs were in  
32 improving student reading skills; determine efforts by districts to  
33 recruit and retain volunteers; and determine the numbers of  
34 certificated staff, classified staff, tutors, and volunteers  
35 participating in the pilot program, and the number of students that  
36 participated in each component of the pilot program and the level of  
37 increased student reading achievement attributable to participation in  
38 the pilot program. An evaluation of the pilot programs conducted  
39 during the summer of 1998 shall be submitted to the education and



1 fiscal committees of the legislature by November 1, 1998. The final  
2 evaluation of all pilot programs during the period of June 1, 1998,  
3 through June 30, 1999, shall be submitted to the legislature by  
4 November 1, 1999.

5 NEW SECTION. **Sec. 7.** Sections 1, 2, and 4 of this act are each  
6 added to chapter 28A.165 RCW.

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

11 Correct the title accordingly.

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