

CERTIFICATION OF ENROLLMENT

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6509

55th Legislature
1998 Regular Session

Passed by the Senate March 10, 1998
YEAS 29 NAYS 20

President of the Senate

Passed by the House March 6, 1998
YEAS 60 NAYS 38

**Speaker of the
House of Representatives**

Approved

CERTIFICATE

I, Mike O Connell, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6509** as passed by the Senate and the House of Representatives on the dates hereon set forth.

Secretary

FILED

Governor of the State of Washington

**Secretary of State
State of Washington**

ENGROSSED SECOND SUBSTITUTE SENATE BILL 6509

AS AMENDED BY THE HOUSE

Passed Legislature - 1998 Regular Session

State of Washington 55th Legislature 1998 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Hochstatter, Benton, Zarelli, Rossi, Swecker, Deccio, Johnson, Oke, McCaslin, Stevens, Morton, Roach and Schow)

Read first time 02/10/98.

1 AN ACT Relating to training in reading instruction; adding a new
2 section to chapter 28A.415 RCW; creating new sections; providing an
3 expiration date; 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 in the early grades must consist of a comprehensive program
9 that builds upon the firm foundational skills of phonemic awareness,
10 decoding, and reading comprehension, to provide students with the
11 skills necessary to engage in rich literature activities, and further
12 develop thinking and application skills. Schools and school districts
13 should review their reading programs to verify they are using a
14 comprehensive approach to teaching reading.

15 The role of professional development in supporting and sustaining
16 a high-quality teaching force is critical. The legislature finds that
17 many primary grade teachers would benefit from additional professional
18 development instruction in beginning reading skills and access to
19 current information regarding research-based, scientifically proven

1 instructional strategies to assist students in meeting the benchmarks
2 established for the essential academic learning requirements.

3 The legislature also recognizes that when students are experiencing
4 difficulties in advancing their reading skills, the use of volunteers
5 to provide individualized tutoring and mentoring to those students will
6 improve students' ability to overcome those difficulties and increase
7 their reading achievement.

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

10 Schools interested in providing assistance to improve student
11 learning in reading may apply for the following opportunities to
12 provide professional development in beginning reading instructional
13 strategies and related instructional materials and to implement
14 volunteer tutoring programs for students throughout their school.

15 (1) To the extent funds are appropriated in accordance with this
16 section, elementary schools interested in providing professional
17 development and the purchase of related instructional materials in
18 accordance with (a) of this subsection for certificated instructional
19 staff that provide direct instructional services to students in
20 kindergarten, first, and second grade may apply for and receive funding
21 from the superintendent of public instruction. The application for
22 funding shall be limited to:

23 (a) Verification that the intended professional development and
24 related instructional materials include primary emphasis on the
25 following beginning reading skills:

26 (i) Phonemic awareness instruction;

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

29 (iii) Explicit spelling instruction;

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

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

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

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

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

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

10 (b) Training for tutor and mentor volunteers in research-based
11 effective reading strategies before the volunteers participate in the
12 program;

13 (c) An established goal for a minimum number of volunteer contact
14 hours for students to receive individual instruction from teachers, and
15 tutor or mentor volunteers during the summer, other intercessions for
16 schools with year-round schedules or other vacation periods, or during
17 normal school hours; and

18 (d) A plan to assess student reading performance before entering
19 the program and upon exit or at the end of the year as appropriate.
20 The results must be compiled and reported to the superintendent of
21 public instruction. The superintendent of public instruction shall
22 provide an initial report to the legislature by March 1, 1999, and a
23 final report to the legislature by December 1999 on the effectiveness
24 of the various programs.

25 (3) For applications submitted before June 1, 1998, priority for
26 funds in accordance with this section shall be given to those schools
27 in which less than one-quarter of all students tested on the fourth
28 grade assessment in reading met the state-wide standard, or in schools
29 where average performance on the reading component of the state-wide
30 standardized test required in RCW 28A.230.190 were in the bottom
31 quartile for the previous three years. Priority shall then be given to
32 those schools in which less than one-third of all students tested on
33 the fourth grade assessment in reading met the state-wide standard, or
34 in schools where average performance on the reading component of the
35 state-wide standardized test required in RCW 28A.230.190 were in the
36 bottom third for the previous three years. Priority shall then be given
37 to schools in which one-half of all students tested on the fourth grade
38 assessment in reading met the state-wide standard, or in schools where
39 average performance on the reading component of the state-wide

1 standardized test required in RCW 28A.230.190 were in the bottom half
2 for the previous three years. Beginning June 1, 1998, the
3 superintendent of public instruction shall open the application process
4 to all schools without regard to performance on reading tests. For
5 applications received after June 1, 1998, the superintendent shall
6 provide funds to qualified applicants on a first-come, first-served
7 basis, based on the date of application.

8 (4) Funds provided in accordance with this section may be used to
9 provide additional professional development materials for interested
10 school principals and classroom volunteers providing assistance in
11 kindergarten, first, and second grades, interested in attending the
12 professional development opportunity identified in subsection (1) of
13 this section.

14 (5) Teachers participating in professional development
15 opportunities in accordance with subsection (1) of this section or in
16 volunteer programs in accordance with subsection (2) of this section
17 will receive a stipend from the funds.

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

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

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

31 (a) "Phonemic awareness instruction" means teaching awareness of
32 letter sounds, and segmenting and blending phonemes, syllables, and
33 words in a sequential progression.

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

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

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

8 (e) "Explicit and systematic instruction in spelling" means
9 teaching a logical scope and sequence of word knowledge, spelling
10 patterns, syllabication, and frequently used words connected to the
11 sequence used in reading and writing instruction.

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

17 (9) By April 15, 1998, the superintendent of public instruction
18 shall notify all school districts that the funds under this section are
19 available. By June 1, 1998, the superintendent shall make initial
20 awards to applicants meeting the requirements of subsections (1) and
21 (3) of this section based on budget estimates submitted with the
22 applications. The superintendent shall allocate any remaining funding
23 for applications received after June 1, 1998, without regard to the
24 requirements in subsection (3) of this section. Elementary schools may
25 apply and become eligible for both funding opportunities in accordance
26 with this section. Funds provided under this section may be used for
27 school expenditures from June 1, 1998, through the end of the 1998-99
28 school year.

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

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

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

1 NEW SECTION. **Sec. 5.** This act is necessary for the immediate
2 preservation of the public peace, health, or safety, or support of the
3 state government and its existing public institutions, and takes effect
4 immediately.

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