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**ESSB 5946** - H AMD TO H AMD (H-2726.1) **583**

By Representative Pollet

**WITHDRAWN 06/28/2013**

On page 1, beginning on line 5 of the striking amendment, strike sections 101 through 106 and insert the following:

"NEW SECTION. **Sec.** (1) The legislature finds that literacy is an ongoing cognitive process that begins at birth. It involves the integration of listening, speaking, reading, writing, and critical thinking. Literacy also includes the knowledge that enables the speaker, writer, or reader to recognize and use language appropriate to a situation in an increasingly complex literate environment. Active literacy allows people to think, create, question, solve problems, and reflect in order to participate effectively in a democratic, multicultural society.

(2) The legislature finds ample evidence of the importance of early literacy, particularly having students reading at grade level by the end of third grade. According to the national research council, high school graduation can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. Researchers at Yale University identified that three-quarters of students who are poor readers in third grade will remain poor readers in high school.

(3) The legislature further finds building an accountability system focused solely on a reader's performance in third grade will not result in the desired outcome. Identification, diagnosis, targeted and appropriate assistance, and progress monitoring must all begin as soon as an at-risk reader reaches the schoolhouse door. The legislature intends that the statewide assessment in third grade reading or English language arts serve as a checkpoint for the comprehensive system of instruction and services provided in grades kindergarten through three to support reading and early literacy skills.

NEW SECTION. **Sec.** A new section is added to chapter 28A.320 RCW to read as follows:

(1) Responsibility for supporting reading and early literacy is shared among local school districts, state and regional education agencies, and the legislature itself. The legislature's responsibility is to continue to provide funding for the program of basic education, including statewide implementation of full-day kindergarten and reduced class sizes in grades kindergarten through three as provided under RCW 28A.150.260. In addition, the legislature provides support for such initiatives as the Washington reading corps, early learning programs for at-risk children, and professional development for educators.

(2) The office of the superintendent of public instruction is responsible for:

(a) Continuing to work collaboratively with state and regional partners such as the department of early learning and the educational service districts to establish early literacy benchmarks and standards and to implement the Washington state comprehensive literacy plan;

(b) Disseminating research and information to school districts about evidence-based programs and practices in such areas as reading and early literacy, English language acquisition, and instruction for students with dyslexia and other learning disabilities, as well as research on how neuroscience can inform reading instruction;

(c) Providing statewide models to support school districts that are implementing responses to intervention, positive behavior intervention support systems, or other similar comprehensive models of data-based identification and early intervention; and

(d) Within available funds and in partnership with the educational service districts, providing technical assistance and professional development opportunities for school districts.

(3) The responsibility of school districts is to provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through third grade students and their parents or guardians that is tiered based on the degree of student need for additional support. Reading and early literacy systems provided by school districts must include:

(a) Annual use of screening assessments and other tools to identify at-risk readers in kindergarten through third grade, such as the Washington kindergarten inventory of developing skills, the Washington state early learning and development guidelines for birth through third grade, and the second grade reading assessment under RCW 28A.300.310;

(b) Based on the results of screening assessments and progress monitoring of at-risk readers, use of appropriate diagnostic assessments and evaluations to identify potential causes of low reading and literacy skills, such as evaluations to determine whether the student has a form of dyslexia or other learning disability; has another type of disability that requires development of an individualized education program or a section 504 plan; is an English language learner whose language proficiency is impeding the student's reading; has a vision, hearing, or other physical challenge that may be affecting the student's reading; or has other social-emotional or behavioral challenges that are affecting school performance;

(c) Provision of a range of research and evidence-based strategies to assist students in reaching grade-level performance in reading and early literacy, which may include supplemental instruction, specialized curriculum, use of literacy specialists and coaches, special education, section 504 accommodations, transitional bilingual instruction, and referral to social and health service resources in the school district or community;

(d) Continuous use of data, gathered using multiple measures and methods, for identification, assessment, evaluation, progress monitoring, and adjustment of appropriate interventions and support;

(e) To the extent appropriate organizations exist in the local community, creation of partnerships with early learning providers and organizations, out-of-school education service providers, and social and health service organizations and providers, to align and coordinate provision of in and out-of-school services in a wraparound manner that supports all aspects of students' needs; and

(f) Research-based family involvement and engagement strategies, including strategies to help families and guardians assist in improving students' reading and early literacy skills at home.

NEW SECTION. **Sec.** A new section is added to chapter 28A.320 RCW to read as follows:

(1) The results from the third grade statewide student assessment in reading or English language arts serve as a key accountability measure for the comprehensive system of instruction and services under section 102 of this act to support reading and early literacy.

(2) The state board of education shall annually monitor school and district progress on the third grade statewide student assessment in reading or English language arts, as well as progress on the reading or English language arts assessments in fourth through eighth grade. The board shall examine the results longitudinally to identify patterns and trends within schools and among elementary schools and feeder middle schools. The board shall also examine data disaggregated by student subgroups. The board shall establish benchmarks for identifying warning signs of systemic problems in schools and school districts based on assessment results in reading or English language arts over a three-year period.

(3) The state board of education shall submit a biennial report to the superintendent of public instruction on its analysis and findings under subsection (2) of this section. Based on the report, the superintendent of public instruction shall consult with reading and language arts teachers, the department of early learning, educational service districts, out-of-school education service providers, and other experts to develop recommendations for actions that may be taken, including but not limited to legislative actions, to improve outcomes in reading and early literacy. The recommendations from the superintendent of public instruction must be submitted to the education committees of the legislature biennially, no later than December 1st of each even-numbered year.

NEW SECTION. **Sec.** Subject to funds appropriated for this specific purpose, the University of Washington shall conduct a research study during the 2013-2015 biennium on the neuroscience associated with children achieving early literacy. The study shall report not only scientific findings, but also explain and illustrate the implications and relevance of the findings for improving reading and literacy instruction and suggest strategies for elementary level classroom teachers and reading specialists to incorporate the results into their practice."

On page 6, at the beginning of line 17 of the striking amendment, strike "(1) This chapter is designed to: ((~~(1)~~))(a)" and insert "This chapter is designed to : (1)"

On page 6, beginning on line 19 of the striking amendment, after " and" strike "((~~(2)~~))(b)" and insert "(2)"

On page 6, beginning on line 24 of the striking amendment, strike all of subsection (2)

On page 7, beginning on line 21 of the striking amendment, after "(1)" strike all material through "(2)" on line 24

Renumber the remaining subsections consecutively and correct any internal references accordingly.

On page 7, line 28 of the striking amendment, after "this section" strike "or section 106 of this act"

On page 8, beginning on line 21 of the striking amendment, after "(3)" strike all material through "office" on line 22 and insert "The office"

On page 8, line 24 of the striking amendment, after "develop" strike "additional"

On page 8, line 27 of the striking amendment, after "classroom." insert "The state menus shall also include best practices and strategies for professional development and instruction to address dyslexia."

On page 8, at the beginning of line 34 of the striking amendment, after "section" strike "or section 106 of this act"

On page 9, line 13 of the striking amendment, after "this section" strike "and section 106 of this act"

On page 9, beginning on line 15 of the striking amendment, after "section" strike "and section 106 of this act"

On page 10, line 10 of the striking amendment, after "28A.165.065" strike "and section 106 of this act"

Correct the title.

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|  | EFFECT:  Replaces all provisions pertaining to "Learning to Read, Reading to Learn" (Part I) of the bill with the following:  States States that responsibility for reading and early literacy is shared. Provides that the Legislature's responsibility is to continue funding for Basic Education, including implementation of full-day kindergarten and reduced K-3 class size, as well as provide support for other initiatives.  Assigns the OSPI with responsibility for:  Continuing to work collaboratively with DEL and the ESDs;   Disseminating research and information;  Providing statewide models; and  Within available funds, providing technical assistance and professional development.  Assigns school districts the responsibility for providing a comprehensive system of instruction and services in reading and early literacy for K-3 students that includes:  Use of screening assessments to identify at-risk readers;  Use of diagnostic assessments and evaluations;  Provision of research and evidence-based strategies;  Continuous use of data;  Creation of partnerships to provide services in a wraparound manner; and  Family involvement and engagement strategies.  Makes the 3rd grade Reading/English Language Arts assessment an accountability measure for the system described above.  Directs the SBE to monitor reading/ELA results to identify patterns and trends, develop benchmarks to serve as warning indicators, and submit a biennial report to SPI.  Based on the report, directs SPI to submit recommendations for action to improve outcomes to legislative Education Committees by December 1st of each even-numbered year.  Subject to funds, directs the UW to conduct a research study on the neuroscience associated with early literacy.  Removes requirements that school districts spend Learning Assistance Program (LAP) funds first on K-4 reading improvement. Adds that the best practices menus developed for the use of LAP funds must include professional development and instruction to address dyslexia. Removes references to a stricken provision that required districts to use only best practices from a separate state menu for reading improvement under certain circumstances and with certain students. |

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