

**E2SSB 5237** - H COMM AMD  
By Committee on Education

**NOT CONSIDERED**

1 Strike everything after the enacting clause and insert the  
2 following:

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

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

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

28 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320  
29 RCW to read as follows:

1 (1) Responsibility for supporting reading and early literacy is  
2 shared among local school districts, state and regional education  
3 agencies, and the legislature itself. The legislature's responsibility  
4 is to continue to provide funding for the program of basic education,  
5 including statewide implementation of full-day kindergarten and reduced  
6 class sizes in grades kindergarten through three as provided under RCW  
7 28A.150.260. In addition, the legislature provides support for such  
8 initiatives as the Washington reading corps, early learning programs  
9 for at-risk children, and professional development for educators.

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

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

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

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

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

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

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

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

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

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

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

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

31 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320  
32 RCW to read as follows:

33 (1) The results from the third grade statewide student assessment  
34 in reading or English language arts serve as a key accountability  
35 measure for the comprehensive system of instruction and services under  
36 section 2 of this act to support reading and early literacy.

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

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

24 NEW SECTION. **Sec. 4.** Subject to funds appropriated for this  
25 specific purpose, the University of Washington shall conduct a research  
26 study during the 2013-2015 biennium on the neuroscience associated with  
27 children achieving early literacy. The study shall report not only  
28 scientific findings, but also explain and illustrate the implications  
29 and relevance of the findings for improving reading and literacy  
30 instruction and suggest strategies for elementary level classroom  
31 teachers and reading specialists to incorporate the results into their  
32 practice."

33 Correct the title.

EFFECT: Replaces all provisions of the underlying bill with the

following:

States that responsibility for reading and early literacy is shared among local school districts, state and regional education agencies, and the Legislature itself.

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. States that the Legislature also provides support for other initiatives.

Assigns the OSPI with responsibility for:

Continuing to work collaboratively with DEL and the ESDs on early literacy benchmarks and the state Comprehensive Literacy Plan;

Disseminating research and information;

Providing statewide models to support district implementation of Response to Intervention, Positive Behavior Intervention Support Systems, and other similar models;

Within available funds and in partnership with ESDs, 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:

Annual use of screening assessments and other tools to identify at-risk readers;

Based on the screening results and progress monitoring, use of appropriate diagnostic assessments and evaluations to identify potential causes of low literacy skills;

Provision of a range of research and evidence-based strategies to assist students in reaching grade-level performance;

Continuous use of data;

Creation of partnerships with early learning, out-of-school service providers, and social and health service organizations to align provision of in and out-of-school supports and 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 in 3rd grade as well as other grades, over time, among schools, and by student subgroup to identify patterns and trends.

Requires development of benchmarks to serve as warning indicators of system problems based on results over a 3-year period.

Requires SBE to submit a biennial report to SPI on its analysis and findings.

Based on the report, directs SPI to consult with teachers, DEL, ESDs, and others to develop recommendations for action to improve outcomes.

Requires SPI to submit the recommendations 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 and use the findings to suggest strategies for improved instruction.

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