

1 AN ACT Relating to establishing accountability for student
2 performance in reading; amending RCW 43.215.410, 28A.165.025, and
3 28A.165.035; adding a new section to chapter 28A.415 RCW; adding a new
4 section to chapter 28A.165 RCW; adding a new section to chapter 28A.320
5 RCW; adding new sections to chapter 28A.655 RCW; and creating a new
6 section.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8 NEW SECTION. **Sec. 1.** (1) The legislature finds that research
9 consistently shows that state investments in high-quality early
10 learning programs have a powerful positive impact on young learners.
11 Studies have confirmed that participation in high-quality early
12 learning programs improves early language and literacy skills,
13 especially for children who are considered to be at-risk. The
14 legislature intends to increase access for young learners to the high
15 quality early childhood education and assistance program by increasing
16 funding to allow more children to participate.

17 (2) The legislature also finds that significant state investments
18 have been and will be made to support a continuum of learning from
19 prekindergarten through third grade, including through early learning

1 programs, statewide implementation of full-day kindergarten, and
2 reduced class sizes in grades kindergarten through three. These
3 investments reflect the importance of providing young children with the
4 best possible opportunities to develop foundational knowledge and
5 skills, particularly in the critical area of English language arts.
6 The investments also reflect the legislature's recognition that early
7 intervention represents the best hope of eliminating the educational
8 opportunity gap among groups of students.

9 (3) The legislature also finds that such investments and the
10 state's commitment to prekindergarten through third grade learning
11 warrant an accountability mechanism to ensure positive student
12 outcomes. School districts should be required to provide intensive
13 remediation if student performance in English language arts continues
14 to fall below grade level after completion of third grade.
15 Furthermore, statewide implementation of aligned curriculum,
16 instruction, and assessments associated with the common core state
17 standards provides a timely opportunity to initiate this accountability
18 mechanism.

19 (4) The legislature recognizes that the learning assistance program
20 is a supplemental education program that falls within the definition of
21 basic education. The purpose of the learning assistance program is to
22 provide students who are underachieving students with the greatest
23 academic deficits in basic skills with supplemental education in order
24 to provide them access to the program of basic education. The
25 legislature intends to focus the learning assistance program on the
26 individual reading needs of the youngest learners in grades
27 kindergarten through three and to emphasize the remediation for reading
28 and reading readiness skills since reading proficiency is a crucial
29 element for student academic success.

30 **Sec. 2.** RCW 43.215.410 and 2006 c 265 s 211 are each amended to
31 read as follows:

32 (1) The department shall administer a state-supported early
33 childhood education and assistance program to assist eligible children
34 with educational, social, health, nutritional, and cultural development
35 to enhance their opportunity for success in the common school system.
36 Eligible children shall be admitted to approved early childhood
37 programs to the extent that the legislature provides funds, and

1 additional eligible children may be admitted to the extent that grants
2 and contributions from community sources provide sufficient funds for
3 a program equivalent to that supported by state funds.

4 (2) The department of early learning shall expand the early
5 childhood education and assistance program to serve more children in
6 the 2013-2015 fiscal biennium, subject to funds being appropriated for
7 this purpose.

8 NEW SECTION. Sec. 3. A new section is added to chapter 28A.415
9 RCW to read as follows:

10 (1) High-quality professional development strategies are essential
11 to school and student success. Educators must keep abreast of the
12 important advances that are occurring in education through professional
13 development. Professional development is especially important in the
14 instruction of young readers since reading proficiency is a crucial
15 element for student academic success.

16 (2) Subject to appropriations made for this purpose, targeted,
17 research-based professional development programs are authorized to
18 further the development of outstanding reading teaching and learning
19 opportunities. The office of the superintendent of public instruction
20 shall create partnerships with the educational service districts or
21 public or private institutions of higher education with approved
22 educator preparation programs to develop and deliver professional
23 development learning opportunities in reading instruction for K-3
24 teachers.

25 **Sec. 4.** RCW 28A.165.025 and 2009 c 556 s 1 are each amended to
26 read as follows:

27 (1) A participating school district shall submit the district's
28 plan for using learning assistance funds to the office of the
29 superintendent of public instruction for approval, to the extent
30 required under subsection (2) of this section. The program plan must
31 identify the program activities to be implemented from RCW 28A.165.035
32 and implement all of the elements in (a) through ~~((h))~~ (i) of this
33 subsection. The school district plan shall include the following:

34 (a) A focus on first addressing the needs of students in grades
35 kindergarten through three who are deficient in reading or reading
36 readiness skills;

1 **(b)** District and school-level data on reading, writing, and
2 mathematics achievement as reported pursuant to chapter 28A.655 RCW and
3 relevant federal law;

4 ~~((b))~~ **(c)** Processes used for identifying the underachieving
5 students to be served by the program, including the identification of
6 school or program sites providing program activities;

7 ~~((e))~~ **(d)** How accelerated learning plans are developed and
8 implemented for participating students. Accelerated learning plans may
9 be developed as part of existing student achievement plan process such
10 as student plans for achieving state high school graduation standards,
11 individual student academic plans, or the achievement plans for groups
12 of students. Accelerated learning plans shall include:

13 (i) Achievement goals for the students;

14 (ii) Roles of the student, parents, or guardians and teachers in
15 the plan;

16 (iii) Communication procedures regarding student accomplishment;
17 and

18 (iv) Plan reviews and adjustments processes;

19 ~~((d))~~ **(e)** How state level and classroom assessments are used to
20 inform instruction;

21 ~~((e))~~ **(f)** How focused and intentional instructional strategies
22 have been identified and implemented;

23 ~~((f))~~ **(g)** How highly qualified instructional staff are developed
24 and supported in the program and in participating schools;

25 ~~((g))~~ **(h)** How other federal, state, district, and school
26 resources are coordinated with school improvement plans and the
27 district's strategic plan to support underachieving students; and

28 ~~((h))~~ **(i)** How a program evaluation will be conducted to determine
29 direction for the following school year.

30 (2) If a school district has received approval of its plan once, it
31 is not required to submit a plan for approval under RCW 28A.165.045 or
32 this section unless the district has made a significant change to the
33 plan. If a district has made a significant change to only a portion of
34 the plan the district need only submit a description of the changes
35 made and not the entire plan. Plans or descriptions of changes to the
36 plan must be submitted by July 1st as required under this section. The
37 office of the superintendent of public instruction shall establish
38 guidelines for what a "significant change" is.

1 **Sec. 5.** RCW 28A.165.035 and 2008 c 321 s 4 are each amended to
2 read as follows:

3 (1) School districts shall place special emphasis on first
4 addressing the needs of students in kindergarten through grade three
5 who are deficient in reading or reading readiness skills.

6 (2) Use of best practices magnifies the opportunities for student
7 success. The following are services and activities that may be
8 supported by the learning assistance program:

9 ~~((1))~~ (a) Extended learning time opportunities occurring:

10 ~~((a))~~ (i) Before or after the regular school day;

11 ~~((b))~~ (ii) On Saturday; and

12 ~~((c))~~ (iii) Beyond the regular school year;

13 ~~((2))~~ (b) Services under RCW 28A.320.190;

14 ~~((3))~~ (c) Professional development for certificated and
15 classified staff that focuses on:

16 ~~((a))~~ (i) The needs of a diverse student population;

17 ~~((b))~~ (ii) Specific literacy and mathematics content and
18 instructional strategies; and

19 ~~((c))~~ (iii) The use of student work to guide effective
20 instruction;

21 ~~((4))~~ (d) Consultant teachers to assist in implementing effective
22 instructional practices by teachers serving participating students;

23 ~~((5))~~ (e) Tutoring support for participating students; and

24 ~~((6))~~ (f) Outreach activities and support for parents of
25 participating students, with a special focus and emphasis on parents of
26 participating students in kindergarten through grade three who are
27 deficient in reading or reading readiness skills.

28 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.165
29 RCW to read as follows:

30 (1) Beginning August 1, 2013, and each August 1st thereafter,
31 school districts shall report to the office of the superintendent of
32 public instruction:

33 (a) Annual entrance and exit data for individual students
34 participating in the learning assistance program;

35 (b) The amount of academic growth gained by each student and the
36 number of students who gain at least one year of academic growth; and

1 (c) The specific practices, activities, and programs used by each
2 school building that receive learning assistance program funding.

3 (2) The office of the superintendent of public instruction shall
4 compile the school district data and report annual and longitudinal
5 gains for the specific practices, activities, and programs used by the
6 school districts to show which are the most effective.

7 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.320
8 RCW to read as follows:

9 (1) National research consistently shows that when a student's
10 family is actively involved in the student's education then the
11 student's rates of academic achievement increase. Therefore, each
12 school district shall require that each report card of every student in
13 kindergarten through fourth grade include information regarding how a
14 student is progressing on acquiring reading skills and whether a
15 student is at grade level in reading. If a student is not at or above
16 grade level, the teacher must explain to the parent or guardian what
17 interventions and strategies will be used to help the student improve
18 the student's reading skills and provide strategies for the parents to
19 assist the student to improve the student's reading skills at home.

20 (2) Each school shall report to the school district the number of
21 students in grades kindergarten through three that are reading below
22 grade level and the interventions that are being provided to improve
23 the reading skills of the students. The school district shall
24 aggregate the reports from the schools and provide the reports to the
25 office of the superintendent of public instruction. The information
26 provided to the superintendent of public instruction shall be
27 disaggregated by subgroups of students and reported to appropriate
28 committees of the legislature.

29 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.655
30 RCW to read as follows:

31 (1) The definitions in this subsection apply throughout this
32 section unless the context clearly requires otherwise.

33 (a) "Basic" means a score on the statewide student assessment at a
34 level two in a four-level scoring system.

35 (b) "Below basic" means a score on the statewide student assessment
36 at a level one in a four-level scoring system.

1 (c) "Not meet the state standard" means a score on the statewide
2 student assessment at either a level one or a level two in a four-level
3 scoring system.

4 (2)(a) Beginning in the 2015-16 school year, a student who receives
5 a score of below basic on the third grade statewide student assessment
6 in English language arts shall automatically require a meeting between
7 the student's parent or guardian, teacher, and the principal of the
8 school the student attends to discuss the appropriate placement and
9 remedial strategies for the student to improve the student's reading
10 skills. The options for placement shall be for the student to be
11 retained in the third grade or promoted to fourth grade in the upcoming
12 school year and be enrolled in an intensive summer school program
13 provided by the school district to improve the reading skills of the
14 student.

15 (b) If the student attends the summer program, then at the end of
16 the summer school program the school district shall administer a retake
17 of the statewide third grade English language arts assessment to the
18 summer school participants.

19 (3) If a student does not have a score in English language arts on
20 the third grade statewide student assessment but the district
21 determines, using district or classroom-based diagnostic assessments or
22 another standardized assessment, that the student's performance is
23 equivalent to basic or below basic in English language arts, the policy
24 in subsection (2) of this section applies.

25 (4) A school district must provide written notification to the
26 parent or guardian of a student who did not meet the state standard on
27 the third grade statewide student assessment in English language arts.
28 The notification must provide information about the remediation that
29 will be provided by the school district and strategies for the parents
30 to assist the student to improve the student's reading skills at home.

31 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.655
32 RCW to read as follows:

33 A school district may exempt the following students from the
34 process and notification required under section 8 of this act:

35 (1) Students who participate in the statewide student assessment
36 system through an alternate assessment designed for students with
37 significant cognitive disabilities;

1 (2) Students with disabilities whose individualized education
2 program includes specially designed instruction in English language
3 arts, and whose individualized education program team determines that
4 retention in third grade is not an appropriate educational placement;
5 and

6 (3) Students who are English language learners who have been
7 enrolled in the transitional bilingual instructional program under
8 chapter 28A.180 RCW for two or fewer years.

9 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.655
10 RCW to read as follows:

11 (1) Beginning in the 2016-17 school year, a school district must
12 provide the following remediation for any student who did not meet the
13 state standard on the third grade statewide assessment in English
14 language arts in the previous school year:

15 (a) A minimum of ninety minutes of daily, research-based
16 instruction in English language arts;

17 (b) Small group instruction or reduced teacher-to-student ratios;

18 (c) Supplemental tutoring; and

19 (d) Use of diagnostic assessments to identify specific skills where
20 the student needs assistance and other formative assessments to monitor
21 student progress during the school year.

22 (2) To implement the remediation provided under this section and
23 section 8 of this act, school districts may use state funds provided
24 for basic education through general apportionment or the learning
25 assistance program, state and federal funds for the transitional
26 bilingual instructional program for students eligible for and enrolled
27 in the program, state and federal funds for special education for
28 students with disabilities, federal funds from Title I of the
29 elementary and secondary education act, or any other state, federal,
30 local, or private funds available generally or specifically to support
31 student learning in English language arts.

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