

Dear Representatives, Senators, and Governor Kotek,

My name is Dr. Scott Smith, retired educator. I am a constituent from Decoding Dyslexia - OR.

I'm writing because over 60% of Oregon 3rd graders aren't reading at grade level - even though research shows that 95% of kids **can** learn to read, given clear, structured instruction. I'm concerned that as currently written, [HB3198](#) and [HB3454](#) leave it up to individual districts to choose whether to apply for literacy funding that addresses our reading crisis. What happens to kids who live in districts that choose not to apply?

As part of the Reading First and NCLB I worked as a Reading Coach and we were able to bring our reading level up to and above grade level. We had ESL students not only reading at grade level in English but also in Spanish using explicit instruction and teaching to the students' needs not to the curriculum (Science Based Reading Instruction).

I am especially concerned that:

- The bills prioritize district choice over student needs. In 2022, our Secretary of State's office [warned](#) that the Oregon Department of Education's failure to intervene to help students and safeguard taxpayer investments is a larger problem than infringement on local control.
- Oregon is ignoring best practices from other states where the states have taken direct responsibility for literacy and have seen impressive, sustained gains in reading.
- Oregon schools are not taking into account students' needs and trying to make them fit into a system. If they don't fit it becomes the students' fault they are not reading.

[HB3198](#) and [HB3454](#) could be good first steps toward addressing our crisis, but should be amended in order to ensure our students get what they need. I'm asking you to consider the following changes:

Center students who struggle the most with reading. Instead of a voluntary grant application process for districts, funds and resources should be specifically and explicitly dedicated to schools with the highest numbers of struggling readers, administered and directed by the Oregon Department of Education.

- **Ensure the instruction and tools that children need to succeed are grounded in scientifically based research about reading.** An example of guard rails could be a Governor-appointed task force that vets specific assessments, curricula, teacher training, and other resources.

- **Prioritize tutoring and teacher training.** Intensive, high-dosage tutoring helps struggling readers immediately, while teacher training is a long-term investment in our educators as professionals that pays dividends for generations. Both should be prioritized in funding, vetted by the above task force and coordinated by the Oregon Department of Education.

Sincerely,

A handwritten signature in black ink that reads "Dr. Scott Smith". The signature is written in a cursive style with a large, stylized "S" at the beginning.

Scott Smith, Ed.D.

Decoding Dyslexia - OR