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## Education Committee

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### HB 1832

**Brief Description:** Improving student performance and success.

**Sponsors:** Representatives Keaton, Rude, Dufault and Marshall.

#### Brief Summary of Bill

- Provides funding for students not meeting English language arts or math standards, provides funding for schools that meet a specified assessment growth threshold, and repeals National Board Certificate Bonuses.
- Establishes a grant program for elementary reading coaches, subject to appropriations.
- Modifies literacy instruction and service requirements, including by explicitly requiring the use of structured literacy, prohibiting the three-cueing system, and requiring a third grade retention policy.
- Directs the Office of the Superintendent of Public Instruction to monitor structured literacy programs, update educator training, publish longitudinal data, and consider adopting the Singapore math method.
- Requires certain teachers to complete training in structured literacy.

**Hearing Date:** 2/11/25

**Staff:** Megan Wargacki (786-7194).

#### **Background:**

##### State Learning Standards.

The Office of the Superintendent of Public Instruction (OSPI) is responsible for developing and revising the state learning standards that identify the knowledge and skills all public school

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students need to know and be able to do based on four basic education learning goals established by the Legislature. There are learning standards available in 14 content areas including mathematics (math) and English language arts (ELA).

Before revising or adopting state learning standards, the OSPI must submit a written proposal to the State Board of Education (SBE) for review, respond to any SBE revisions, and, upon request, allow the Legislature to review the proposed revisions before adoption.

#### Comprehensive System of Literacy Instruction and Services.

School districts are responsible for providing a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support. Reading and early literacy systems provided by school districts must include annual use of screening assessments and other tools to identify at-risk readers in kindergarten through fourth grade and research-based family involvement and engagement strategies, including those to help improve students' skills at home.

#### Statewide Student Assessments and Screenings.

Among other annual assessments and screenings, school districts:

1. screen students in kindergarten through second grade for indications of, or areas associated with, dyslexia; and
2. administer state assessments in ELA and math to students in grades 3 through 8 and grade 10.

#### Third Grade Interventions.

With some exceptions, when a third grade student scores, or is likely to score, below grade level on the state ELA assessment, the school district must inform the parents or guardians about the grade placement policy and the intensive reading improvement strategies available to the student. Parental consent is required for grade placement and implementation of interventions, but if the parent doesn't respond, the school may make the decisions.

#### Learning Assistance Program.

The Learning Assistance Program (LAP) supports the provision of supplemental instruction and services for all students who are not meeting academic standards (meaning students with the greatest academic deficits in basic skills as identified by assessments or other performance measurement tools).

Recipients of LAP funds must annually report to the OSPI with certain information, such as data related to student growth and the practices and activities used in each school's LAP. The OSPI must then report certain information to the Legislature.

#### Dyslexia Handbook and Training.

The OSPI must, within available resources and in consultation with specified experts, develop and post on its website a dyslexia handbook and an educator training program to enhance the reading, writing, and spelling skills of students with dyslexia. Annually, each educational

service district (ESD) must report to the OSPI, and the OSPI must report to the Legislature, the number of individuals who participated in the educator training.

#### National Board Certificate Bonuses.

The National Board Certificate (NBC) is a voluntary certificate for teachers and school counselors that allows eligible candidates to demonstrate advanced knowledge, skills, and practice in 25 certificate areas. An annual bonus is available to those with a current NBC. In the 2024-25 school year, the bonus was \$6,324, plus \$5,000 bonus to those with an instructional assignment in either: high schools with 50 percent of students eligible for federal free or reduce-price lunch (FRPL); middle schools with 60 percent of students eligible for FRPL; or elementary schools with 70 percent of students eligible for FRPL.

#### Longitudinal Student Data and Public Reports.

The OSPI is authorized to establish a longitudinal student data system for research and reporting purposes. The OSPI is required to make certain reports and data available on its website, for example data on student growth, to the extent it is available, and data on student discipline.

#### **Summary of Bill:**

##### Allocations and Grants.

Beginning September 2025 the Office of the Superintendent of Public Instruction (OSPI) must annually allocate to each school district, charter school, and state-tribal education compact school up to \$250 per full-time equivalent (FTE) student to establish supplemental supports for students who are not meeting academic standards. The allocation must be calculated as follows:

- \$125 multiplied by the percentage of students who did not meet standard on the state English language arts (ELA) assessment, multiplied by total FTE student enrollment; and
- \$125 multiplied by the percentage of students who did not meet standard on the state math assessment, multiplied by total FTE student enrollment.

Bonuses for National Board Certificates are repealed effective September 1, 2025.

Beginning September 2026 the OSPI must annually allocate \$1,000 per FTE student to each school district, charter school, and state-tribal education compact school that has met the assessment standard growth threshold. The allocation, which is not subject to collective bargaining, is for bonuses of up to \$12,000 for school staff who directly contributed to increasing the assessment standard growth, which may include teachers who work outside the assessed courses and grade levels or non-teachers. The "assessment standard growth threshold" means: for 2025-26 and 2026-27, three percent annual growth in the state math or ELA assessments; for 2027-28 and 2028-29, eight percent annual growth in the state math or ELA assessments; and from 2029-30 onward, 80 percent of students meeting standard in the state math or ELA assessments.

Along with other information annually reported to the OSPI, recipients of Learning Assistance Program funds must report information about the two allocations described above.

The Reading to Ensure Academic Development (READ) grant program, is established, subject to appropriations, to improve early elementary student literacy. The OSPI must award up to 125 grants, each providing up to \$75,000 per year for four years, to public elementary schools.

Priority must be given to schools with the highest percentages of third grade students scoring basic or below on the state ELA assessment, with some exceptions. Grant funds must be used to hire reading coaches, defined as classified staff with at least two years of experience teaching literacy skills. The OSPI must evaluate the READ program and submit a preliminary report to the Legislature by November 30, 2028, with a final report due by November 30, 2029.

#### Longitudinal Student Data and Public Reports.

At a minimum, the OSPI must publish on its website the most recent 10 years of data for the following student measures: Assessment proficiency, assessment growth, graduation rates, enrollment, and discipline. If data is unavailable or lacks sufficient quality for publication, the OSPI must provide an explanation on the relevant webpage.

#### Structured Literacy Programs.

School districts, charter schools, and state-tribal education compact schools must implement a structured literacy program that uses evidence-based instructional practices to promote the early literacy and reading and writing literacy of students in kindergarten through fourth grade. All program elements must be fully implemented by the beginning of the 2027-28 school year.

There are eight requirements for structured literacy programs. For example, the program must:

1. include comprehension, fluency, phonics, phonological awareness, and vocabulary;
2. be systemic, explicit, multisensory, and multitiered;
3. use screening assessments and other tools to identify at-risk readers in kindergarten through fourth grade;
4. implement intensive reading improvement strategies; and
5. use research-based family involvement and engagement strategies.

In addition, the three-cueing system model of reading instruction is prohibited.

The OSPI must, within existing resources, review and monitor structured literacy programs, including any curricula used to implement programs, use of dyslexia interventions, use of third grade retention practices, and use of intensive reading improvement strategies. The State Board of Education must adopt rules to implement and ensure compliance with the structured literacy program requirements.

By September 1, 2026, within existing resources, the Professional Educator Standards Board (PESB) must adopt revised standards for teacher endorsements with reading and writing literacy competencies, such as early childhood and elementary education and other endorsements as determined by the PESB. These standards must include competencies for delivering a structured literacy program. Approved educator preparation programs must incorporate the revised standards by the 2027-28 academic year.

The OSPI must, within available resources and in consultation with specified experts, develop, periodically update, and post on its website an educator training program and refresher course on the skills and knowledge necessary to participate in the delivery of a structured literacy program and enhance the reading, writing, and spelling skills of kindergarten through fourth grade students. Annually, each educational service district (ESD) must report to the OSPI the number of individuals who participated in the educator training program and refresher course. The PESB must annually report to the OSPI information about relevant individuals who have not completed the educator training program. The OSPI must then report this information to the Legislature.

To renew a teacher certificate on or after September 1, 2028, a teacher holding an endorsement in, or with an assignment related to, reading and writing literacy competencies must complete training on the skills and knowledge necessary to participate in the delivery of a structured literacy program. The teacher must first complete the educator training program on structured literacy, or an equivalent training program approved by PESB, and may subsequently either retake the full educator training program or the refresher course.

Beginning September 1, 2027, interventions provided to students showing indications of below grade level literacy development or indications of, or areas of weakness associated with, dyslexia must meet the structured literacy program requirements and must be implemented by teachers or other educators who have completed the educator training program on structured literacy.

Beginning September 1, 2027, mentor educators in the Beginning Educator Support Team Program and student teacher mentors in Alternative Route to Teacher Certification Programs with an assignment related to reading and writing competencies must have completed the educator training program on structured literacy.

#### Third Grade Retention Policy.

Beginning September 1, 2027, with some exceptions, for third grade students to be promoted to fourth grade they must either: (1) Meet grade level standard on the state ELA assessment; (2) pass an alternative assessment; or (3) successfully demonstrate sufficient third grade reading skills through a portfolio of student work. To prepare retained students for fourth grade, the school district must implement an intensive reading improvement strategy by teachers or other educators who have completed the educator training program on structured literacy.

#### Mathematics Learning Standards Review.

The OSPI must consider how the state learning standards in mathematics compare to the mathematics method developed in the country of Singapore that uses a three-step approach, referred to as concrete-pictorial-abstract in order to help students learn math concepts. By December 31, 2025, the OSPI must report to the Legislature with a recommendation of whether the state should update its standards to implement the Singapore mathematics method.

#### Repealers.

Direction to the Center for the Improvement for Student Learning at the OSPI to identify

effective for teaching elementary students to read, using eight listed criteria and in consultation with specified experts, is repealed, as is related duties.

A primary grade reading grant program established in 1997 to: (1) enhance teachers' skills in using teaching methods that have proven results gathered through quantitative research; and (2) assist students in beginning reading is repealed.

Requirements that the OSPI, subject to appropriations, create partnerships with the ESDs or educator preparation programs to develop or deliver training on specified topics, including reading instruction and early literacy, and enter into performance agreements with each ESD for the delivery of professional development initiatives are repealed.

A provision establishing, subject to appropriations, targeted professional development programs, known as learning improvement days, to further the development of outstanding math, science, and reading teaching and learning opportunities is repealed, as are related spending uses and reporting requirements.

Short Title.

This act must be known and cited as the Building Opportunities for Student Success (BOSS) Act.

**Appropriation:** None.

**Fiscal Note:** Requested on February 4, 2025.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.