
HOUSE BILL 2138

State of Washington

69th Legislature

2026 Regular Session

By Representatives Keaton, Richards, Ley, Jacobsen, Graham, Marshall, and Couture

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1 AN ACT Relating to improving student performance and success with
2 evidence-based practices, accountability standards, and transparency
3 measures; amending RCW 28A.320.202, 28A.300.530, 28A.300.570,
4 28A.150.220, 28A.300.720, 28A.320.260, 28A.415.265, 28A.655.230,
5 28A.655.235, and 28B.10.033; adding a new section to chapter 28A.630
6 RCW; adding a new section to chapter 28A.300 RCW; adding new sections
7 to chapter 28A.410 RCW; adding a new section to chapter 28A.710 RCW;
8 adding a new section to chapter 28A.715 RCW; creating new sections;
9 recodifying RCW 28A.320.202 and 28B.10.033; repealing RCW
10 28A.300.290, 28A.300.300, 28A.300.330, 28A.300.340, 28A.410.285,
11 28A.415.350, 28A.415.360, and 28A.415.400; providing an effective
12 date; and providing expiration dates.

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

14 NEW SECTION. **Sec. 1.** (1) The legislature finds that a
15 significant number of Washington's students are struggling to meet
16 grade-level standards in core academic areas. As of 2025, 60 percent
17 of Washington's students are failing to meet grade-level standards in
18 math and 50 percent are failing in English language arts. This
19 persistent underperformance poses a critical challenge to the
20 academic success and future opportunities of Washington's students.

1 (2) The legislature further finds that literacy is the foundation
2 upon which all other academic success is built. Yet, concerningly, 36
3 percent of third grade students and 40 percent of fourth grade
4 students read at below grade level. Learning to read and write is a
5 core element of the state's statutory program of basic education, and
6 these foundational skills are necessary for success in all other
7 subjects. Around the fourth grade, students must transition from
8 "learning to read" to "reading to learn," where they rely on reading
9 skills to access information in subjects like science and social
10 studies. If students do not achieve strong literacy skills by this
11 critical stage, their ability to succeed academically in all subjects
12 will be severely compromised.

13 (3)(a) Given these alarming statistics and the importance of
14 early literacy and mathematics skills, the legislature intends to
15 take comprehensive and evidence-based actions to improve student
16 outcomes in reading and math.

17 (b) In an effort to improve early literacy, the legislature
18 intends to require all students to enter the fourth grade equipped
19 with the reading skills needed to excel in all aspects of their
20 learning. This is a critical juncture in a student's education with
21 far-reaching effects on the student's future academic success.
22 Washington public schools have the potential to significantly improve
23 both academic performance and students' lives, similar to states like
24 Mississippi which, despite having one of the highest populations of
25 low-income students, has achieved remarkable success in reading
26 outcomes by ensuring that students are proficient in reading before
27 advancing to fourth grade. The legislature plans to provide multiple
28 pathways for students to demonstrate proficiency in order to enter
29 fourth grade and intends to allow for good cause exemptions for
30 specific students. However, the legislature believes that, in order
31 to succeed, students must not move to the fourth grade prematurely.

32 (4) To assist schools in meeting this challenge, the legislature
33 intends to provide for the hiring of reading coaches in elementary
34 schools, ensuring students receive expert guidance in building
35 essential literacy skills. Additionally, by the 2028-29 school year,
36 the legislature intends to require public schools to implement a
37 structured literacy program that aligns with the science of reading,
38 an approach that research shows has an effectiveness rate of at least
39 95 percent. This program incorporates the five pillars of reading:
40 Phonology and phonemic awareness; orthographic knowledge or phonics;

1 reading and writing fluency; vocabulary or oral language knowledge
2 and proficiency; and semantics or comprehension of written language.
3 The legislature intends to prohibit ineffective methods of
4 instruction and implement programs that are evidence-based, systemic,
5 sequential, and cumulative, ensuring high quality, explicit, and
6 rigorous instruction that meets the diverse needs of all students. To
7 that end, the legislature also intends to provide further resources
8 for teachers to support students with reading difficulties,
9 particularly dyslexia.

10 (5) The legislature intends to require the office of the
11 superintendent of public instruction to monitor school district
12 literacy programs to ensure compliance with these new requirements,
13 facilitating continuous improvement across schools.

14 (6) Furthermore, the legislature intends to update teacher
15 endorsement standards for reading and literacy. Teacher preparation
16 programs will be required to include these updated standards. To
17 support teachers in the field, the office of the superintendent of
18 public instruction will regularly update training programs and offer
19 refresher courses focused on evidence-based professional development.
20 This training is intended to address the science of reading and the
21 implementation of effective literacy instruction for students in
22 kindergarten through fourth grade.

23 (7) Finally, the legislature intends to call for a review of the
24 state's mathematics standards, specifically including a comparison to
25 Singapore math, to assess whether updating the state's standards
26 could improve outcomes for Washington students in this critical
27 subject area.

28 (8) Through these actions, the legislature seeks to ensure that
29 every student in Washington has the foundational skills in literacy
30 and mathematics needed to succeed academically and beyond. These
31 measures align with the state's commitment to providing high quality
32 basic education, addressing the urgent need for intervention and
33 improvement in reading, writing, and mathematics.

34 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
35 RCW to read as follows:

36 The office of the superintendent of public instruction shall
37 publish longitudinal data on its website regarding public school and
38 school district performance across various student measures. The most
39 recent 10 years of student measures data must be published for the

1 following student measures, at a minimum: Assessment proficiency,
2 graduation rates, assessment growth, enrollment, and discipline. If
3 student measures data is unavailable or lacks sufficient quality for
4 publication, the office must provide an explanation on the relevant
5 webpage.

6 NEW SECTION. **Sec. 3.** (1) The office of the superintendent of
7 public instruction shall consider how the state learning standards in
8 mathematics compare to the mathematics method developed in the
9 country of Singapore that uses a three-step approach, referred to as
10 concrete-pictorial-abstract in order to help students learn math
11 concepts. By December 31, 2026, and in compliance with RCW 43.01.036,
12 the office of the superintendent of public instruction shall report
13 to the appropriate committees of the legislature with a
14 recommendation of whether the state should update its standards to
15 implement the Singapore mathematics method.

16 (2) This section expires June 30, 2027.

17 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630
18 RCW to read as follows:

19 (1) Subject to the availability of amounts appropriated for this
20 specific purpose, the reading to ensure academic development grant
21 program, known as the READ grant program, is established to improve
22 early elementary student literacy.

23 (2) Beginning September 1, 2026, the office of the superintendent
24 of public instruction must award up to 125 READ grants. Grants may
25 not exceed \$75,000 per year for four years, per public elementary
26 school. Grants may be awarded to one or more elementary schools
27 within an applying school district.

28 (3)(a) In making grant allocations, the office of the
29 superintendent of public instruction must give priority to public
30 elementary schools with the highest percentages of tested students
31 receiving a score of basic or below basic, as defined in RCW
32 28A.655.230, on the third grade statewide student assessment in
33 English language arts as provided for under RCW 28A.655.070, in the
34 previous school year. The office may also consider the percentage of
35 students qualifying for free or reduced-price meals and the
36 percentage of students participating in English learner programs.

1 (b) For the purposes of this subsection, the office of the
2 superintendent of public instruction must exclude the following from
3 the calculation of a school's percentage of tested students:

4 (i) Students enrolled in the transitional bilingual instruction
5 program under chapter 28A.180 RCW unless the student has participated
6 in the program for three school years; and

7 (ii) Students with disabilities whose individualized education
8 program specifies a different standard to measure reading performance
9 than is required for the statewide student assessment in English
10 language arts.

11 (4) Grant funds awarded under this section must be used to hire
12 reading coaches in the awarded public elementary school. As used in
13 this section, a reading coach is a classified staff person, with at
14 least two years of experience teaching literacy skills to students,
15 who provides additional educational support services to elementary
16 students to improve their reading skills.

17 (5) (a) The office of the superintendent of public instruction
18 must evaluate the READ grant program, in collaboration with
19 recipients of the grants in this section, and prepare a report on the
20 outcomes of the program. The report must include a comparison between
21 the third grade statewide student English language arts assessment
22 scores, both proficiency and growth rates, of the awarded elementary
23 schools and the scores of comparable schools. A preliminary report is
24 due November 30, 2029, and a final report is due November 30, 2030.

25 (b) The report required by (a) of this subsection must be
26 submitted to the appropriate committees of the legislature, in
27 accordance with RCW 43.01.036.

28 (6) As used in this section, "public school" has the same meaning
29 as provided in RCW 28A.150.010.

30 (7) This section expires August 1, 2031.

31 **Sec. 5.** RCW 28A.320.202 and 2013 2nd sp.s. c 18 s 102 are each
32 amended to read as follows:

33 (1) School districts (~~(are responsible for providing a~~
34 ~~comprehensive system of instruction and services in reading and early~~
35 ~~literacy to kindergarten through fourth grade students that is based~~
36 ~~on the degree of student need for additional support. Reading and~~
37 ~~early literacy systems provided by school districts must include:~~

38 ~~(1) Annual use of~~) shall implement a structured literacy program
39 that uses evidence-based instructional practices to promote the early

1 literacy and reading and writing literacy of students in kindergarten
2 through fourth grade. School districts are encouraged to phase in use
3 of the program elements beginning with the 2026-27 school year and
4 shall fully implement all program elements by the beginning of the
5 2028-29 school year.

6 (2) A structured literacy program required by subsection (1) of
7 this section must:

8 (a) Include at least the following essential components:
9 Semantics or comprehending written language; reading and writing
10 fluency; orthographic knowledge or phonics; phonology and phonemic
11 awareness; and vocabulary or oral language knowledge and proficiency;

12 (b) Be systemic, sequential, and cumulative;

13 (c) Provide direct, explicit, and rigorous instruction that is
14 high quality and knowledge rich;

15 (d) Be diagnostic of and responsive to individual student needs,
16 including by being multisensory and multimodal;

17 (e) Provide instruction and services, including literacy
18 interventions under RCW 28A.320.260 within a multitiered system of
19 supports;

20 (f) Use screening assessments and other tools to identify at-risk
21 readers in kindergarten through fourth grade, such as the Washington
22 kindergarten inventory of developing skills, the Washington state
23 early learning and development guidelines for birth through third
24 grade, literacy screenings for students in kindergarten through
25 second grade under RCW 28A.320.260, the second grade reading
26 assessment under RCW 28A.300.310, and locally used assessments and
27 other tools;

28 (g) For students in third grade who are reading below grade
29 level, implement intensive reading improvement strategies under RCW
30 28A.655.230 and 28A.655.235; and

31 ((~~2~~-Research-based)) (h) Use research-based family involvement
32 and engagement strategies, including strategies to help families and
33 guardians assist in improving students' reading and early literacy
34 skills at home.

35 (3) A structured literacy program is encouraged to offer the
36 parents of a student who performs below grade level on a second grade
37 reading assessment selected under RCW 28A.300.310, a reading
38 improvement strategy that includes small group reading instruction, a
39 summer program, or other options developed to meet the needs of
40 students to prepare for third grade.

1 (4) The three-cueing system model of reading instruction, which
2 relies on meaning, structure and syntax, and visual cues (commonly
3 referred to as MSV), is prohibited in the structured literacy program
4 required by subsection (1) of this section.

5 NEW SECTION. Sec. 6. A new section is added to chapter 28A.710
6 RCW to read as follows:

7 RCW 28A.320.202 (as recodified by this act) governs school
8 operation and management under RCW 28A.710.040 and applies to charter
9 schools established under this chapter.

10 NEW SECTION. Sec. 7. A new section is added to chapter 28A.715
11 RCW to read as follows:

12 RCW 28A.320.202 (as recodified by this act) governs school
13 operation and management under RCW 28A.715.020 and applies to state-
14 tribal education compact schools subject to this chapter.

15 NEW SECTION. Sec. 8. A new section is added to chapter 28A.410
16 RCW to read as follows:

17 (1) Within existing resources and by September 1, 2027, the
18 Washington professional educator standards board shall adopt revised
19 standards for teacher endorsements with reading and writing literacy
20 competencies. The revised standards must include those competencies
21 necessary to participate in the delivery of a structured literacy
22 program under RCW 28A.320.202 (as recodified by this act), which,
23 among other requirements, includes the essential components of
24 phonemic awareness, phonics, fluency, vocabulary, and comprehension.

25 (2) The Washington professional educator standards board shall
26 require approved educator preparation programs offering teacher
27 endorsements with reading and writing literacy competencies to
28 incorporate the revised standards into their programs by the
29 beginning of the 2028-29 academic year.

30 (3) For the purposes of this section "teacher endorsements with
31 reading and writing literacy competencies" includes early childhood
32 education, early childhood special education, elementary education,
33 reading, special education, and other endorsements related to reading
34 and writing literacy as determined by the Washington professional
35 educator standards board.

1 NEW SECTION. **Sec. 9.** A new section is added to chapter 28A.410
2 RCW to read as follows:

3 (1) To renew a teacher certificate on or after September 1, 2029,
4 a teacher holding an endorsement in, or with an assignment related
5 to, reading and literacy competencies must complete training on the
6 skills and knowledge necessary to participate in the delivery of a
7 structured literacy program under RCW 28A.320.202 (as recodified by
8 this act). To meet the requirements of this section, the relevant
9 teachers must first complete the educator training program described
10 in RCW 28A.300.530 or an equivalent training program approved by the
11 Washington professional educator standards board, and may
12 subsequently either retake the full educator training program or the
13 refresher course described in RCW 28A.300.530.

14 (2) The Washington professional educator standards board shall
15 determine the endorsements and assignments to which the provisions of
16 this section apply, after considering the definition of "teacher
17 endorsements with reading and writing literacy competencies" in
18 section 8 of this act.

19 **Sec. 10.** RCW 28A.300.530 and 2009 c 546 s 2 are each amended to
20 read as follows:

21 (1) Within available resources, the office of the superintendent
22 of public instruction, in consultation with (~~the school districts~~
23 ~~that participated in the Lorraine Wojahn dyslexia pilot program, and~~
24 ~~with an international~~)) appropriate experts, for example, the
25 educational service districts and international and state-level
26 nonprofit organizations dedicated to supporting efforts to provide
27 appropriate identification of and instruction for individuals with
28 dyslexia, shall((÷

29 ~~(a) Develop~~)) develop, and periodically update, an educator
30 training program and a refresher course to enhance the reading,
31 writing, and spelling skills of (~~students with dyslexia. The~~
32 ~~training program must provide research-based, multisensory literacy~~
33 ~~intervention professional development in the areas of dyslexia and~~
34 ~~intervention implementation. The program shall~~)) kindergarten through
35 fourth grade students, including students who display indications of,
36 or areas of weakness associated with, dyslexia. The educator training
37 program and refresher course must provide evidence-based professional
38 development on the skills and knowledge necessary to participate in

1 the delivery of a structured literacy program under RCW 28A.320.202
2 (as recodified by this act).

3 (2) The educator training program and refresher course must be
4 posted on the website of the office of the superintendent of public
5 instruction.

6 (3) The educator training program and refresher course may be
7 regionally delivered through the educational service districts. The
8 educational service districts may seek assistance from ((the
9 international)) nonprofit organizations to deliver the educator
10 training(;~~and~~

11 ~~(b) Develop a dyslexia handbook to be used as a reference for~~
12 ~~teachers and parents of students with dyslexia. The handbook shall be~~
13 ~~modeled after other state dyslexia handbooks, and shall include~~
14 ~~guidelines for school districts to follow as they identify and~~
15 ~~provide services for students with dyslexia. Additionally, the~~
16 ~~handbook shall provide school districts, and parents and guardians~~
17 ~~with information regarding the state's relevant statutes and their~~
18 ~~relation to federal special education laws. The handbook shall be~~
19 ~~posted on the website of the office of the superintendent of public~~
20 ~~instruction.~~

21 ~~(2) Beginning September 1, 2009, and annually thereafter, each))~~
22 program and refresher course.

23 (4) Each educational service district shall annually report to
24 the office of the superintendent of public instruction the number of
25 individuals who participate in the educator training ((developed and
26 offered by the educational service district)) program and refresher
27 course. The Washington professional educator standards board shall
28 annually report to the office of the superintendent of public
29 instruction the number of teachers holding an endorsement in, or with
30 an assignment related to, reading and writing literacy competencies
31 who have not completed the educator training program. The office of
32 the superintendent of public instruction shall report that
33 information to the legislative education committees by December 1st
34 annually and in compliance with RCW 43.01.036.

35 (5) "Teachers holding an endorsement in, or with an assignment
36 related to, reading and writing literacy competencies" has the same
37 meaning as "teacher endorsements with reading and writing literacy
38 competencies" in section 8 of this act.

1 **Sec. 11.** RCW 28A.300.570 and 2018 c 58 s 29 are each amended to
2 read as follows:

3 In support of reading and early literacy, including structured
4 literacy programs under RCW 28A.320.202 (as recodified by this act),
5 the office of the superintendent of public instruction is responsible
6 for:

7 (1) Continuing to work collaboratively with state and regional
8 partners such as the department of children, youth, and families and
9 the educational service districts to establish early literacy
10 benchmarks and standards and to implement the Washington state
11 ~~((comprehensive))~~ structured literacy plan;

12 (2) ~~((Disseminating))~~ Within existing resources, disseminating
13 research and information ((to school districts)) about evidence-based
14 programs and practices in reading readiness skills, early literacy,
15 and reading instruction to school districts, as well as local
16 government and community-based organizations that support families
17 with children;

18 (3) Providing statewide models to support ~~((school districts that~~
19 ~~are implementing response to intervention initiatives, positive~~
20 ~~behavior intervention support systems, or other similar comprehensive~~
21 ~~models of data-based identification and early intervention)) public~~
22 schools to implement multitiered system of supports; ((and))

23 (4) Within available funds and in partnership with the
24 educational service districts, providing technical assistance ~~((and~~
25 ~~professional development opportunities for school districts)) to~~
26 public schools delivering a structured literacy program under RCW
27 28A.320.202 (as recodified by this act);

28 (5) Developing, and periodically updating, a dyslexia handbook to
29 be used as a reference for teachers and parents of students who
30 display indications of, or areas of weakness associated with,
31 dyslexia. The handbook must include guidelines for school districts
32 to follow as they identify and provide services for students with
33 dyslexia. Additionally, the handbook must provide school districts
34 and parents with information regarding the state's relevant statutes
35 and their relation to federal special education laws, as well as
36 parental support resources. The handbook must be posted on the
37 website of the office of the superintendent of public instruction;
38 and

39 (6) Within existing resources, reviewing and monitoring
40 structured literacy programs to ensure compliance with the

1 requirements of RCW 28A.320.202 (as recodified by this act),
2 including any curricula used to implement the structured literacy
3 program, RCW 28A.320.260, 28A.655.230, and 28A.655.235, and sections
4 6 and 7 of this act. The reviews and monitoring required by this
5 subsection may be conducted concurrently with other oversight and
6 monitoring conducted by the office of the superintendent of public
7 instruction.

8 **Sec. 12.** RCW 28A.150.220 and 2025 c 256 s 4 are each amended to
9 read as follows:

10 (1) In order for students to have the opportunity to develop the
11 basic education knowledge and skills under RCW 28A.150.210, school
12 districts must provide instruction of sufficient quantity and quality
13 and give students the opportunity to complete graduation requirements
14 that are intended to prepare them for postsecondary education,
15 gainful employment, and citizenship. The program established under
16 this section shall be the minimum instructional program of basic
17 education offered by school districts.

18 (2) Each school district shall make available to students the
19 following minimum instructional offering each school year:

20 (a) For students enrolled in grades one through 12, at least a
21 district-wide annual average of 1,000 hours, which shall be increased
22 beginning in the 2015-16 school year to at least 1,080 instructional
23 hours for students enrolled in grades nine through 12 and at least
24 1,000 instructional hours for students in grades one through eight,
25 all of which may be calculated by a school district using a district-
26 wide annual average of instructional hours over grades one through
27 12; and

28 (b) For students enrolled in kindergarten, at least 450
29 instructional hours, which shall be increased to at least 1,000
30 instructional hours according to the implementation schedule under
31 RCW 28A.150.315.

32 (3) The instructional program of basic education provided by each
33 school district shall include:

34 (a) Instruction in the state learning standards under RCW
35 28A.655.070;

36 (b) Instruction that provides students the opportunity to
37 complete 24 credits for high school graduation. Course distribution
38 requirements may be established by the state board of education under
39 RCW 28A.230.090;

1 (c) If the state learning standards include a requirement of
2 languages other than English, the requirement may be met by students
3 receiving instruction in one or more American Indian languages;

4 (d) Supplemental instruction and services for students who are
5 not meeting academic standards through the learning assistance
6 program under RCW 28A.165.005 through 28A.165.065;

7 (e) Supplemental instruction and services for eligible and
8 enrolled students and exited students whose primary language is other
9 than English through the transitional bilingual instruction program
10 under RCW 28A.180.010 through 28A.180.080;

11 (f) The opportunity for an appropriate education at public
12 expense as defined by RCW 28A.155.020 for all eligible students with
13 disabilities as defined in RCW 28A.155.020; and

14 (g) Programs for highly capable students under RCW 28A.185.010
15 through 28A.185.030.

16 (4) Nothing contained in this section shall be construed to
17 require individual students to attend school for any particular
18 number of hours per day or to take any particular courses.

19 (5)(a) Each school district's kindergarten through 12th grade
20 basic educational program shall be accessible to all students who are
21 five years of age, as provided by RCW 28A.225.160, and less than 21
22 years of age, and shall remain accessible to students with
23 disabilities as defined in RCW 28A.155.020 from age 21 until the end
24 of the school year in which those students turn 22 years of age. The
25 program of basic education shall consist of a minimum of 180 school
26 days per school year in such grades as are conducted by a school
27 district, and 180 half-days of instruction, or equivalent, in
28 kindergarten, to be increased to a minimum of 180 school days per
29 school year according to the implementation schedule under RCW
30 28A.150.315.

31 (b) Schools administering the Washington kindergarten inventory
32 of developing skills may use up to three school days at the beginning
33 of the school year to meet with parents and families as required in
34 the parent involvement component of the inventory.

35 (c) In the case of students who are graduating from high school,
36 a school district may schedule the last five school days of the 180-
37 day school year for noninstructional purposes including, but not
38 limited to, the observance of graduation and early release from
39 school upon the request of a student. All such students may be
40 claimed as a full-time equivalent student to the extent they could

1 otherwise have been so claimed for the purposes of RCW 28A.150.250
2 and 28A.150.260. Any hours scheduled by a school district for
3 noninstructional purposes during the last five school days for such
4 students shall count toward the instructional hours requirement in
5 subsection (2)(a) of this section.

6 (6) Subject to RCW 28A.150.276, nothing in this section precludes
7 a school district from enriching the instructional program of basic
8 education, such as offering additional instruction or providing
9 additional services, programs, or activities that the school district
10 determines to be appropriate for the education of the school
11 district's students.

12 (7) The state board of education shall adopt rules to implement
13 and ensure compliance with the program requirements imposed by this
14 section, RCW 28A.150.250 (~~and~~), 28A.150.260, and 28A.320.202 (as
15 recodified by this act), and such related supplemental program
16 approval requirements as the state board may establish.

17 **Sec. 13.** RCW 28A.300.720 and 2018 c 75 s 5 are each amended to
18 read as follows:

19 (1) By June 1, 2021, the superintendent of public instruction
20 must review the dyslexia advisory council's recommendations required
21 under (~~RCW 28A.300.710~~) section 4, chapter 75, Laws of 2018 and
22 make available to school districts:

23 (a) Best practices for school district implementation of
24 screenings as required under RCW 28A.320.260, including trainings for
25 school district staff conducting the screenings, for example, the
26 educator training program and refresher course delivered under RCW
27 28A.300.530;

28 (b) Best practices for using a multitiered system(~~s~~) of
29 supports to provide interventions as required under RCW 28A.320.260,
30 including trainings for school district staff in instructional
31 methods specifically targeting students' areas of weakness;

32 (c) Sample educational information for parents and families
33 related to dyslexia that includes a list of resources for parental
34 support, such as the dyslexia handbook developed under RCW
35 28A.300.570; and

36 (d) Best practices to address the needs of students above grade
37 two who show indications of, or areas of weakness associated with,
38 dyslexia.

1 (2) By February 15, 2022, the superintendent of public
2 instruction must review the dyslexia advisory council's updated
3 report required under (~~RCW 28A.300.710~~) section 4, chapter 75, Laws
4 of 2018 and revise the best practices and sample educational
5 information made available to school districts required under
6 subsection (1) of this section.

7 (~~(3) By November 1, 2022, and in compliance with RCW 43.01.036,~~
8 ~~the superintendent of public instruction must report to the house of~~
9 ~~representatives and senate education committees with the following~~
10 ~~information from the 2021-22 school year:~~

11 ~~(a) The number of students: (i) Screened pursuant to RCW~~
12 ~~28A.320.260; (ii) with indications of, or areas of weakness~~
13 ~~associated with, dyslexia identified under RCW 28A.300.700; and (iii)~~
14 ~~provided interventions pursuant to RCW 28A.320.260;~~

15 ~~(b) Descriptions from school districts of the types of~~
16 ~~interventions used in accordance with RCW 28A.320.260 and rates of~~
17 ~~student progress, when available; and~~

18 ~~(c) Descriptions from school districts of the issues districts~~
19 ~~had related to implementing the provisions of RCW 28A.320.260.)~~

20 **Sec. 14.** RCW 28A.320.260 and 2018 c 75 s 2 are each amended to
21 read as follows:

22 (1) Beginning in the 2021-22 school year, and as provided in this
23 section, each school district must use a multitiered system(~~s~~) of
24 supports to provide interventions to students in kindergarten through
25 second grade who display indications of, or areas of weakness
26 associated with, dyslexia. In order to provide school districts with
27 the opportunity to intervene before a student's performance falls
28 significantly below grade level, school districts must screen
29 students in kindergarten through second grade for indications of, or
30 areas associated with, dyslexia as provided in this section.

31 (2)(a) School districts must use screening tools and resources
32 that exemplify best practices, as described under RCW 28A.300.700.

33 (b) School districts may use the screening tools and resources
34 identified by the superintendent of public instruction in accordance
35 with RCW 28A.300.700.

36 (3)(a) If a student shows indications of below grade level
37 literacy development or indications of, or areas of weakness
38 associated with, dyslexia, the school district must provide
39 interventions using an evidence-based multitiered system(~~s~~) of

1 supports, consistent with the (~~recommendations of the dyslexia~~
2 ~~advisory council under RCW 28A.300.710~~) best practices made
3 available by the superintendent of public instruction under RCW
4 28A.300.720, and as required under this subsection (3).

5 (b) (~~The~~) (i) Through August 31, 2028, the interventions must
6 be evidence-based multisensory structured literacy interventions and
7 must be provided by an educator trained in instructional methods
8 specifically targeting students' areas of weakness.

9 (ii) Beginning September 1, 2028, the interventions must meet the
10 requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as
11 recodified by this act) and be implemented by teachers or other
12 educators who have completed the educator training program described
13 in RCW 28A.300.530.

14 (c) Whenever possible, a school district must begin by providing
15 student supports in the general education classroom. If screening
16 tools and resources indicate that, after receiving the initial tier
17 of student support, a student requires interventions, the school
18 district may provide the interventions in either the general
19 education classroom or a learning assistance program setting. If
20 after receiving interventions, further screening tools and resources
21 indicate that a student continues to have indications of, or areas of
22 weakness associated with, dyslexia, the school district must
23 recommend to the student's parents and family that the student be
24 evaluated for dyslexia or a specific learning disability.

25 (4) For a student who shows indications of, or areas of weakness
26 associated with, dyslexia, each school district must notify the
27 student's parents and family of the identified indicators and areas
28 of weakness, as well as the plan for using a multitiered system(~~s~~)
29 of supports to provide supports and interventions. The initial notice
30 must also include (~~information relating to dyslexia and resources~~
31 ~~for parental support~~) the dyslexia handbook developed by the
32 superintendent of public instruction under RCW 28A.300.570. The
33 school district must regularly update the student's parents and
34 family of the student's progress.

35 (5) School districts may use state funds provided under chapter
36 28A.165 RCW to meet the requirements of this section.

37 **Sec. 15.** RCW 28A.415.265 and 2019 c 295 s 302 are each amended
38 to read as follows:

1 (1) For the purposes of this section, a mentor educator is a
2 teacher, educational staff associate, or principal who:

3 (a) Has successfully completed training in assisting, coaching,
4 and advising beginning principals, beginning educational staff
5 associates, beginning teachers, or student teachers as defined by the
6 office of the superintendent of public instruction. Beginning
7 September 1, 2028, mentor educators with an assignment related to
8 reading and writing literacy competencies, as determined by the
9 Washington professional educator standards board under section 8 of
10 this act, must have also completed the educator training program
11 described in RCW 28A.300.530;

12 (b) Has been selected using mentor standards developed by the
13 office of the superintendent of public instruction; and

14 (c) Is participating in ongoing mentor skills professional
15 development.

16 (2)(a) The beginning educator support team program is established
17 to provide professional development and mentoring for beginning
18 principals, beginning educational staff associates, beginning
19 teachers, and candidates in alternative route teacher certification
20 programs under chapter 28A.660 RCW.

21 (b) The superintendent of public instruction shall notify school
22 districts about the beginning educator support team program and
23 encourage districts to apply for program funds.

24 (3) Subject to the availability of amounts appropriated for this
25 specific purpose, the office of the superintendent of public
26 instruction shall allocate funds for the beginning educator support
27 team program on a competitive basis to individual school districts,
28 consortia of districts, or state-tribal compact schools. In
29 allocating funds, the office of the superintendent of public
30 instruction shall give priority to:

31 (a) Schools and districts identified for comprehensive or
32 targeted support and improvement as required under the federal
33 elementary and secondary education act;

34 (b) School districts with a large influx of beginning principals,
35 beginning educational staff associates, or beginning classroom
36 teachers; and

37 (c) School districts that demonstrate an understanding of the
38 research-based standards for beginning educator induction developed
39 by the office of the superintendent of public instruction.

1 (4) A portion of the appropriated funds may be used for program
2 coordination and provision of statewide or regional professional
3 development through the office of the superintendent of public
4 instruction.

5 (5) A beginning educator support team program must include the
6 following components:

7 (a) A paid instructional orientation or individualized assistance
8 before the start of the school year for program participants;

9 (b) A trained and qualified mentor assigned to each program
10 participant for up to three years, with intensive support in the
11 first year and decreasing support in subsequent years;

12 (c) A goal to provide program participants from underrepresented
13 populations with a mentor who has strong ties to underrepresented
14 populations;

15 (d) Ongoing professional development designed to meet the unique
16 needs of each program participant for supplemental training and skill
17 development;

18 (e) Initial and ongoing professional development for mentors;

19 (f) Release time for mentors and program participants to work
20 together, as well as time for program participants to observe
21 accomplished peers;

22 (g) To the extent possible, a school or classroom assignment that
23 is appropriate for a beginning principal, beginning educational staff
24 associate, or beginning teacher;

25 (h) Nonevaluative observations with written feedback for program
26 participants;

27 (i) Support in understanding and participating in the state and
28 district evaluation process and using the instructional framework,
29 leadership framework, or both, to promote growth;

30 (j) Adherence to research-based standards for beginning educator
31 induction developed by the office of the superintendent of public
32 instruction; and

33 (k) A program evaluation that identifies program strengths and
34 gaps using the standards for beginning educator induction, the
35 retention of beginning educators, and positive impact on student
36 growth for program participants.

37 (6) The beginning educator support team program components under
38 subsection (5) of this section may be provided for continuous
39 improvement coaching to support educators on probation under RCW
40 28A.405.100.

1 **Sec. 16.** RCW 28A.655.230 and 2015 c 125 s 1 are each amended to
2 read as follows:

3 (1) The definitions in this subsection apply throughout this
4 section and RCW 28A.655.235 unless the context clearly requires
5 otherwise.

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

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

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

13 (2) Prior to the return of the results of the statewide student
14 assessment in English language arts, elementary schools shall require
15 meetings between teachers and parents of students in third grade who
16 are reading below grade-level or who, based on formative or
17 diagnostic assessment, and other indicators, are likely to score in
18 the below basic level on the third grade statewide student assessment
19 in English language arts. At the meeting, the teacher shall inform
20 the parents or guardians of the requirements of this section and the
21 intensive reading improvement strategies that will be available to
22 students before fourth grade. The teacher also shall inform the
23 parents and guardians of the school district's grade placement policy
24 for the following year under subsection (3) of this section. Schools
25 that have regularly scheduled parent teacher conferences may use
26 those meetings to comply with this section.

27 (3) (a) For third grade students to be ((placed in)) promoted to
28 fourth grade, ((the strategies provided by the school district must
29 include)) they must either: (i) Meet grade level standard on the
30 statewide student assessment in English language arts; (ii) pass an
31 alternative assessment; or (iii) successfully demonstrate sufficient
32 third grade reading skills through a portfolio of student work.

33 (b) For third grade students who do not meet the promotion
34 requirements in (a) of this subsection (3), the school district must
35 implement an intensive reading improvement strategy provided,
36 supported, or contracted by the school district that includes small
37 group reading instruction, a summer program, or other options
38 developed to meet the needs of students repeating third grade to
39 prepare for fourth grade.

1 (4) If a student in third grade scores below grade level on the
2 third grade statewide student assessment in English language arts,
3 and there was no meeting under subsection (2) of this section, the
4 principal or his or her designee shall notify the student's parents
5 or guardians of the following:

6 (a) The below basic score;

7 (b) An explanation of the requirements of this section;

8 (c) The intensive reading improvement strategy options that are
9 available;

10 (d) The school district's grade placement policy under subsection
11 (3) of this section;

12 (e) Contact information for a school district employee who can
13 respond to questions and provide additional information; and

14 (f) A reasonable deadline for obtaining the parent's consent
15 regarding the student's intensive reading improvement strategies that
16 will be implemented (~~(and the student's grade placement)~~).

17 (5) The parent's or guardian's consent must be obtained regarding
18 (~~(the appropriate grade placement and)~~) the intensive reading
19 improvement strategy to be implemented. The school district must
20 implement the strategy selected in consultation with the student's
21 parents or guardians. If the school district does not receive a
22 response from a parent by the deadline or a reasonable time
23 thereafter, the principal or his or her designee shall make a
24 decision on (~~(the student's grade placement for the following year~~
25 ~~and)~~) the intensive reading improvement strategies that will be
26 implemented during the following school year.

27 (6) If the school principal and parent cannot agree on (~~(the~~
28 ~~appropriate grade placement and)~~) improvement strategies from the
29 list of available options, the parent's request (~~(will)~~) must be
30 honored.

31 (7) If a student does not have a score in English language arts
32 on the third grade statewide student assessment but the district
33 determines, or is able to anticipate from, using district or
34 classroom-based formative or diagnostic assessments or another
35 standardized assessment, that the student's performance is equivalent
36 to below basic in English language arts, the policy in subsections
37 (2) through (6) of this section applies.

38 (8) Students participating in the transitional bilingual
39 instruction program (~~(are exempt)~~) may be exempted from the policy in
40 subsections (2) through (6) of this section(~~(, unless the student has~~

1 ~~participated in the transitional bilingual instruction program for~~
2 ~~three school years and receives a score of below basic on the third~~
3 ~~grade statewide student assessment in English language arts))~~ for
4 reasons of good cause that recognize their special needs,
5 particularly if they were previously retained.

6 (9) Students with disabilities whose individualized education
7 program includes specially designed instruction in reading or English
8 language arts (~~are exempt from~~) may be exempted from the policy in
9 subsections (2) through (8) of this section for reasons of good cause
10 that recognize their special needs, particularly if they were
11 previously retained. Communication and consultation with parents or
12 guardians of such students (~~shall~~) must occur through the
13 individualized education program development and revision process
14 required under chapter 28A.155 RCW and associated administrative
15 rules.

16 (10) Intensive reading improvement strategies must be implemented
17 as required by RCW 28A.655.235.

18 **Sec. 17.** RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each
19 amended to read as follows:

20 (1) (a) (~~Beginning in the 2015-16 school year, except~~) Except as
21 otherwise provided in this subsection (1), for any student who
22 received a score of basic or below basic on the third grade statewide
23 student assessment in English language arts in the previous school
24 year, the school district must implement an intensive reading (~~and~~
25 ~~literacy~~) improvement strategy as follows:

26 (i) Through August 31, 2028, the strategy must be from a state
27 menu of best practices (~~established in accordance with subsection~~
28 ~~(3) of this section or an alternative strategy in accordance with~~
29 ~~subsection (4) of this section~~); and

30 (ii) Beginning September 1, 2028, the strategy must meet the
31 requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as
32 recodified by this act).

33 (b) (~~Reading and literacy~~) Intensive reading improvement
34 strategies for students with disabilities whose individualized
35 education program includes specially designed instruction in reading
36 or English language arts (~~shall~~) must be as provided in the
37 individualized education program: PROVIDED, That, beginning September
38 1, 2028, for students who are identified as having a disability
39 related to dyslexia, the specially designed instruction must include

1 instruction that meets the requirements of RCW 28A.320.202 (2) (a)
2 through (e) and (3) (as recodified by this act).

3 (2) (a) ~~((Also beginning in the 2015-16 school year, in))~~ In any
4 school where more than forty percent of the tested students received
5 a score of basic or below basic on the third grade statewide student
6 assessment in English language arts in the previous school year, as
7 calculated under this subsection (2), the school district must
8 implement an intensive reading ((and literacy)) improvement strategy
9 for all students in grades kindergarten through four at the school as
10 follows:

11 (i) Through August 31, 2028, the strategy must be from a state
12 menu of best practices ((established in accordance with subsection
13 (3) of this section or an alternative strategy in accordance with
14 subsection (4) of this section for all students in grades
15 kindergarten through four at the school)); and

16 (ii) Beginning September 1, 2028, the strategy must meet the
17 requirements of RCW 28A.320.202 (2) (a) through (e) and (3) (as
18 recodified by this act).

19 (b) For the purposes of this subsection (2), the office of the
20 superintendent of public instruction shall exclude the following from
21 the calculation of a school's percentage of tested students receiving
22 a score of basic or below basic on the third grade statewide student
23 assessment:

24 (i) Students enrolled in the transitional bilingual instruction
25 program unless the student has participated in the transitional
26 bilingual instruction program for three school years;

27 (ii) Students with disabilities whose individualized education
28 program specifies a different standard to measure reading performance
29 than is required for the statewide student assessment; and

30 (iii) Schools with fewer than ten students in third grade.

31 (3) ~~((The office of the superintendent of public instruction~~
32 ~~shall convene a panel of experts, including the Washington state~~
33 ~~institute for public policy, to develop a state menu of best~~
34 ~~practices and strategies for intensive reading and literacy~~
35 ~~improvement designed to assist struggling students in reaching grade~~
36 ~~level in reading by the end of fourth grade. The state menu must also~~
37 ~~include best practices and strategies to improve the reading and~~
38 ~~literacy of students who are English language learners and for system~~
39 ~~improvements that schools and school districts can implement to~~
40 ~~improve reading instruction for all students. The office of the~~

1 ~~superintendent of public instruction shall publish the state menu by~~
2 ~~July 1, 2014, and update the state menu by each July 1st thereafter.~~

3 ~~(4) School districts may use an alternative practice or strategy~~
4 ~~that is not on a state menu developed under subsection (3) of this~~
5 ~~section for two school years initially. If the district is able to~~
6 ~~demonstrate improved outcomes for participating students over the~~
7 ~~previous two school years at a level commensurate with the best~~
8 ~~practices and strategies on the state menu, the office of the~~
9 ~~superintendent of public instruction must approve use of the~~
10 ~~alternative practice or strategy by the district for one additional~~
11 ~~school year. Subsequent annual approval by the superintendent of~~
12 ~~public instruction to use the alternative practice or strategy is~~
13 ~~dependent on the district continuing to demonstrate an increase in~~
14 ~~improved outcomes for participating students)) Beginning September 1,~~
15 ~~2028, teachers and other educators implementing the intensive reading~~
16 ~~improvement strategies must have completed the educator training~~
17 ~~program described in RCW 28A.300.530.~~

18 **Sec. 18.** RCW 28B.10.033 and 2019 c 295 s 202 are each amended to
19 read as follows:

20 (1) (a) Each Washington professional educator standards board-
21 approved teacher preparation program, including an alternative route
22 teacher certification program, must develop a plan describing how the
23 program will partner with school districts in the general geographic
24 region of the program regarding field placement of student teachers.
25 The plans must be developed in collaboration with school districts
26 desiring to partner with the programs, and may include use of
27 unexpended federal or state funds to support residencies and
28 mentoring for students who are likely to continue teaching in the
29 district in which they have a supervised field placement.

30 (b) Beginning July 1, 2020, the following goals must be
31 considered when developing the plans required under this section:

32 (i) Field placement of student teachers should be targeted to
33 high-need subject areas, including special education and English
34 learner, and high-need geographic areas, including Title I and rural
35 schools; and

36 (ii) Student teacher mentors should be highly effective as
37 evidenced by the mentors having received level 3 or above on both
38 criteria 3 (recognizing individual student learning needs and
39 developing strategies to address those needs) and criteria 6 (using

1 multiple student data elements to modify instruction and improve
2 student learning) on their most recent comprehensive performance
3 evaluation under RCW 28A.405.100. Student teacher mentors should also
4 have received or be concurrently receiving professional development
5 in mentoring skills.

6 (c) Beginning September 1, 2028, student teacher mentors with an
7 assignment related to reading and writing literacy competencies, as
8 determined by the Washington professional educator standards board
9 under section 8 of this act, must have completed the educator
10 training program described in RCW 28A.300.530.

11 (2) The plans required under subsection (1) of this section must
12 be submitted to the Washington professional educator standards board
13 and updated by July 1st every even-numbered year.

14 (3) The Washington professional educator standards board shall
15 post the plans and updates required under this section on its
16 website.

17 NEW SECTION. Sec. 19. RCW 28A.320.202 is recodified as a
18 section in chapter 28A.230 RCW.

19 NEW SECTION. Sec. 20. RCW 28B.10.033 is recodified as a section
20 in chapter 28A.410 RCW.

21 NEW SECTION. Sec. 21. The following acts or parts of acts are
22 each repealed:

23 (1) RCW 28A.300.290 (Effective reading programs—Identification)
24 and 1996 c 273 s 1;

25 (2) RCW 28A.300.300 (Effective reading programs—Information—
26 Development and implementation of strategies) and 1998 c 245 s 11 &
27 1996 c 273 s 4;

28 (3) RCW 28A.300.330 (Primary grade reading grant program) and
29 1997 c 262 s 4;

30 (4) RCW 28A.300.340 (Primary grade reading grant program—
31 Timelines—Rules) and 1997 c 262 s 7;

32 (5) RCW 28A.410.285 (Teacher preparation programs) and 2019 c 295
33 s 203;

34 (6) RCW 28A.415.350 (Professional development learning
35 opportunities—Partnerships) and 2009 c 539 s 4 & 2007 c 402 s 7;

1 (7) RCW 28A.415.360 (Learning improvement days—Eligibility—
2 Reports) and 2019 c 252 s 117, 2009 c 548 s 403, & 2007 c 402 s 9;
3 and

4 (8) RCW 28A.415.400 (Reading instruction and early literacy—
5 Professional development) and 2013 2nd sp.s. c 18 s 103.

6 NEW SECTION. **Sec. 22.** Section 16 of this act takes effect
7 September 1, 2028.

8 NEW SECTION. **Sec. 23.** This act shall be known and cited as the
9 building opportunities for student success (BOSS) act.

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