
SENATE BILL 6192

State of Washington

69th Legislature

2026 Regular Session

By Senators Braun, Boehnke, Harris, and McCune

Read first time 01/16/26. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to instruction and intervention in reading and
2 mathematics; amending RCW 28A.320.202 and 28A.655.235; adding a new
3 section to chapter 28A.310 RCW; adding a new section to chapter
4 28A.320 RCW; adding a new section to chapter 28A.410 RCW; and adding
5 new sections to chapter 28A.655 RCW.

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

7 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.310
8 RCW to read as follows:

9 (1)(a) Subject to the availability of amounts appropriated for
10 this specific purpose, each educational service district shall
11 annually select from within the educational service district's
12 boundaries three teachers in mathematics and three teachers in
13 English language arts to receive a star teacher award, as follows:

14 (i) One math teacher must be selected based on improvement in
15 kindergarten to sixth grade student scores over the previous two
16 years;

17 (ii) One math teacher must be selected based on improvement in
18 seventh to 12th grade student scores over the previous two years;

19 (iii) One math teacher must be selected at the educational
20 service district's discretion, incorporating consideration of the
21 teacher's engagement with students, knowledge of the teaching

1 materials, ability to implement best practices for teaching, and
2 student outcomes;

3 (iv) One English language arts teacher must be selected based on
4 improvement in kindergarten to sixth grade student scores over the
5 previous two years;

6 (v) One English language arts teacher must be selected based on
7 improvement in seventh to 12th grade student scores over the previous
8 two years; and

9 (vi) One English language arts teacher must be selected at the
10 educational service district's discretion, incorporating
11 consideration of the teacher's engagement with students, knowledge of
12 the teaching materials, ability to implement best practices for
13 teaching, and student outcomes.

14 (b) When assessing student improvement under (a)(i), (ii), (iv),
15 and (v) of this subsection, the educational service district shall
16 make a reasonable assessment of improvement that accounts for the
17 difficulty level of the courses taught.

18 (2) Beginning in the year in which the teacher is selected as a
19 star teacher, the star teacher will receive a \$10,000 bonus for each
20 year that he or she is a full-time educator teaching in his or her
21 awarded subject area.

22 (3) Beginning in the year in which the teacher is selected as a
23 star teacher, the star teacher will receive an additional \$10,000
24 bonus for each year that he or she is a full-time educator teaching
25 in his or her awarded subject area in a school that:

26 (a) Meets the definition of high poverty school, as defined in
27 rule by the office of the superintendent of public instruction, in
28 the school year immediately preceding the school's participating in
29 the United States department of agriculture's community eligibility
30 provision; or

31 (b) Has at least 70 percent of the student body qualify for the
32 free and reduced-price lunch program.

33 (4) No teacher may hold more than one star teacher designation
34 simultaneously.

35 (5) The bonuses provided under this section are in addition to
36 compensation received under a school district's salary schedule
37 adopted in accordance with RCW 28A.405.200 and may not be included in
38 calculations of a school district's average salary and associated
39 salary limitations under RCW 28A.400.200.

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

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

8 ~~(1) Annual use of~~) shall implement a structured literacy program
9 that uses evidence-based instructional practices to promote the early
10 literacy of students in kindergarten through fourth grade and reading
11 and writing literacy of students in kindergarten through 12th grade.
12 School districts are encouraged to phase in use of the program
13 elements beginning with the 2026-27 school year and shall fully
14 implement all program elements by the beginning of the 2028-29 school
15 year.

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

18 (a) Include at least the following essential components:
19 Semantics or comprehending written language; reading and writing
20 fluency; orthographic knowledge or phonics; phonology and phonemic
21 awareness; and vocabulary or oral language knowledge and proficiency;

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

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

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

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

30 (f) Use screening assessments and other tools to identify at-risk
31 readers in kindergarten through ((fourth)) 12th grade, such as the
32 Washington kindergarten inventory of developing skills, the
33 Washington state early learning and development guidelines for birth
34 through third grade, literacy screenings for students in kindergarten
35 through second grade under RCW 28A.320.260, the second grade reading
36 assessment under RCW 28A.300.310, and locally used assessments and
37 other tools(; ~~and~~

38 ~~(2) Research-based))~~;

1 (g) For students in third grade who are reading below grade
2 level, implement intensive reading improvement strategies under RCW
3 28A.655.230 and 28A.655.235; and

4 (h) Use research-based family involvement and engagement
5 strategies, including strategies to help families and guardians
6 assist in improving students' reading and early literacy skills at
7 home.

8 (3) A structured literacy program must offer the parents of a
9 student who performs below grade level on any reading assessments a
10 reading improvement strategy that may include small group reading
11 instruction, a summer program, or other options developed to meet the
12 needs of the student.

13 (4) This section governs school operation and management under
14 RCW 28A.710.040 and 28A.715.020 and applies to charter schools
15 established under chapter 28A.710 RCW and state-tribal education
16 compact schools subject to chapter 28A.715 RCW to the same extent as
17 the section applies to school districts.

18 NEW SECTION. Sec. 3. A new section is added to chapter 28A.320
19 RCW to read as follows:

20 (1) School districts shall implement a structured numeracy
21 program that uses evidence-based instructional practices to promote
22 the early mathematics skills of students in kindergarten through
23 fourth grade and mathematics skills of students in kindergarten
24 through 12th grade. School districts are encouraged to phase in use
25 of the program elements beginning with the 2026-27 school year and
26 shall fully implement all program elements by the beginning of the
27 2028-29 school year.

28 (2) A structured numeracy program required by subsection (1) of
29 this section must:

30 (a) Include instruction aligned to achieve age and
31 developmentally appropriate mathematical proficiency. Mathematical
32 proficiency includes, but is not limited to, conceptual
33 understanding, procedural fluency, strategic competence, adaptive
34 reasoning, and a productive disposition;

35 (b) Use high quality instructional materials. High quality
36 instructional materials are rigorous, standards-aligned, evidence-
37 based teaching resources that promote deep conceptual understanding
38 of mathematics and provide clear guidance and support for diverse
39 learners;

1 (c) Be systematic, sequential, and cumulative;

2 (d) Provide direct, explicit, and rigorous instruction that is
3 high quality and knowledge rich;

4 (e) Provide instruction and services, including numeracy
5 interventions with a multitiered system of supports;

6 (f) Use screening assessments and other tools to identify
7 students who are at risk of not achieving age and developmentally
8 appropriate mathematical proficiency;

9 (i) Screening assessments must include evidence-based screening
10 methods for dyscalculia. If a student is identified as being at risk,
11 the student's parent or guardian must be notified. After
12 notification, schools must consult with the parent or guardian to
13 develop a personalized intervention plan to help the student achieve
14 age and developmentally appropriate mathematical proficiency;

15 (ii) Screening assessments may be administered at any grade
16 level, but must include assessment at the end of kindergarten and
17 third grade;

18 (g) Implement intensive mathematic improvement strategies
19 described in sections 5 and 6 of this act for students in third grade
20 who are not mathematically proficient; and

21 (h) Use research-based family involvement and engagement
22 strategies, including strategies to help parents and guardians
23 improve students' numeracy and mathematical proficiency skills at
24 home.

25 (3) A structured numeracy program must offer all students who
26 perform below grade level on any state mathematics assessment
27 administered under RCW 28A.655.070(3) a math improvement strategy.

28 (a) A math improvement strategy must use reasonable
29 interventions, which may include, but are not limited to, small class
30 sizes, access to on-site tutoring, small group instruction, a summer
31 program, technology-based tutoring, or other options designed to meet
32 the individual needs of the student.

33 (b) The student's parent or guardian may decline the student's
34 participation in the math improvement strategy.

35 (4) Students with disabilities whose individualized education
36 program includes specially designed instruction in mathematics are
37 exempt from subsections (2)(f) and (g) and (3) of this section.
38 Communication and consultation with parents or guardians must occur
39 through the individualized education program process required under
40 chapter 28A.155 RCW and associated administrative rules.

1 (5) This section governs school operation and management under
2 RCW 28A.710.040 and 28A.715.020 and applies to charter schools
3 established under chapter 28A.710 RCW and state-tribal education
4 compact schools subject to chapter 28A.715 RCW to the same extent as
5 the section applies to school districts.

6 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410
7 RCW to read as follows:

8 (1) Within existing resources and by September 1, 2027, the
9 Washington professional educator standards board shall adopt revised
10 standards for teacher endorsements with reading and writing literacy
11 competencies. The revised standards must include those competencies
12 necessary to participate in the delivery of a structured literacy
13 program under RCW 28A.320.202, which, among other requirements,
14 includes the essential components of phonemic awareness, phonics,
15 fluency, vocabulary, and comprehension.

16 (2) The Washington professional educator standards board shall
17 require approved educator preparation programs offering teacher
18 endorsements with reading and writing literacy competencies to
19 incorporate the revised standards into their programs by the
20 beginning of the 2028-29 school year.

21 (3) For the purposes of this section "teacher endorsements with
22 reading and writing literacy competencies" includes early childhood
23 education, early childhood special education, elementary education,
24 reading, special education, and other endorsements related to reading
25 and writing literacy as determined by the Washington professional
26 educator standards board.

27 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.655
28 RCW to read as follows:

29 (1) The definitions in this subsection apply throughout this
30 section and section 6 of this act unless the context clearly requires
31 otherwise.

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

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

36 (2) Prior to the return of the results of the statewide student
37 assessment in mathematics, elementary schools shall require meetings
38 between teachers and parents of students in third grade who are

1 performing below grade level or who, based on formative or diagnostic
2 assessment, and other indicators, are likely to score in the below
3 basic level on the third grade statewide student assessment in
4 mathematics. At the meeting, the teacher shall inform the parents or
5 guardians of the requirements of this section and the intensive
6 mathematics improvement strategies that will be available to students
7 before fourth grade. The teacher shall also inform the parents and
8 guardians of the school district's grade placement policy for the
9 following year. Schools that have regularly scheduled parent-teacher
10 conferences may use those meetings to comply with this section.

11 (3) For students identified in subsection (2) of this section to
12 be placed in fourth grade, the strategies provided by the school
13 district must include an intensive improvement strategy provided,
14 supported, or contracted by the school district that includes a
15 summer program or other options developed to meet the needs of
16 students to prepare for fourth grade.

17 (4) If a student in third grade scores below grade level on the
18 third grade statewide student assessment in mathematics, and there
19 was no meeting under subsection (2) of this section, the principal or
20 his or her designee shall notify the student's parents or guardians
21 of the following:

22 (a) The below basic score;

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

24 (c) The intensive improvement strategy options that are
25 available;

26 (d) The school district's grade placement policy;

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

29 (f) A reasonable deadline for obtaining the parent's consent
30 regarding the student's intensive improvement strategies that will be
31 implemented and the student's grade placement.

32 (5) The parent's or guardian's consent must be obtained regarding
33 the appropriate grade placement and the intensive improvement
34 strategy to be implemented. The school district must implement the
35 strategy selected in consultation with the student's parents or
36 guardians. If the school district does not receive a response from a
37 parent by the deadline or a reasonable time thereafter, the principal
38 or his or her designee shall make a decision on the student's grade
39 placement for the following year and the intensive improvement
40 strategies that will be implemented during the following school year.

1 (6) If the school principal and parent cannot agree on the
2 appropriate grade placement and improvement strategies from the list
3 of available options, the parent's request will be honored.

4 (7) If a student does not have a score in mathematics on the
5 third grade statewide student assessment but the district determines,
6 or is able to anticipate, using district or classroom-based formative
7 or diagnostic assessments or another standardized assessment, that
8 the student's performance is equivalent to below basic in
9 mathematics, the policy in subsections (2) through (6) of this
10 section applies.

11 (8) Students with disabilities whose individualized education
12 program includes specially designed instruction in mathematics are
13 exempt from subsections (2) through (7) of this section.
14 Communication and consultation with parents or guardians of such
15 students must occur through the individualized education program
16 process required under chapter 28A.155 RCW and associated
17 administrative rules.

18 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.655
19 RCW to read as follows:

20 (1)(a) Beginning in the 2026-27 school year, except as otherwise
21 provided in this subsection (1), for any student who received a score
22 of basic or below basic on the third grade statewide student
23 assessment in mathematics in the previous school year, the school
24 district must implement an intensive mathematics improvement strategy
25 from a state menu of best practices established in accordance with
26 subsection (3) of this section or an alternative strategy in
27 accordance with subsection (4) of this section.

28 (b) Mathematics improvement strategies for students with
29 disabilities whose individualized education program includes
30 specially designed instruction in mathematics are provided in the
31 individualized education program.

32 (2)(a) Also beginning in the 2026-27 school year, in any school
33 where more than 40 percent of the tested students received a score of
34 basic or below basic on the third grade statewide student assessment
35 in mathematics in the previous school year, as calculated under this
36 subsection (2), the school district must implement an intensive
37 mathematics improvement strategy from a state menu of best practices
38 established in accordance with subsection (3) of this section or an
39 alternative strategy in accordance with subsection (4) of this

1 section for all students in grades kindergarten through four at the
2 school.

3 (b) For the purposes of this subsection (2), the office of the
4 superintendent of public instruction shall exclude the following from
5 the calculation of a school's percentage of tested students receiving
6 a score of basic or below basic on the third grade statewide student
7 assessment:

8 (i) Students with disabilities whose individualized education
9 program specifies a different standard to measure mathematics
10 performance than is required for the statewide student assessment;
11 and

12 (ii) Schools with fewer than 10 students in third grade.

13 (3) The office of the superintendent of public instruction shall
14 convene a panel of experts to develop a state menu of best practices
15 and strategies for intensive mathematics improvement designed to
16 assist struggling students in reaching grade level in mathematics by
17 the end of fourth grade. The state menu must also include best
18 practices and strategies to improve the mathematics skills of
19 students who are English language learners and for system
20 improvements that schools and school districts can implement to
21 improve mathematics instruction for all students. The office of the
22 superintendent of public instruction shall publish the state menu by
23 July 1, 2026, and update the state menu by each July 1st thereafter.

24 (4) School districts may use an alternative practice or strategy
25 that is not on a state menu developed under subsection (3) of this
26 section for two school years initially. If the district is able to
27 demonstrate improved outcomes for participating students over the
28 previous two school years at a level commensurate with the best
29 practices and strategies on the state menu, the office of the
30 superintendent of public instruction must approve use of the
31 alternative practice or strategy by the district for two additional
32 school years. Subsequent biannual approval by the superintendent of
33 public instruction to use the alternative practice or strategy is
34 dependent on the district continuing to demonstrate results that
35 equal or exceed those attained under the state menu.

36 **Sec. 7.** RCW 28A.655.235 and 2013 2nd sp.s. c 18 s 106 are each
37 amended to read as follows:

38 (1)(a) Beginning in the 2015-16 school year, except as otherwise
39 provided in this subsection (1), for any student who received a score

1 of basic or below basic on the third grade statewide student
2 assessment in English language arts in the previous school year, the
3 school district must implement an intensive reading and literacy
4 improvement strategy from a state menu of best practices established
5 in accordance with subsection (3) of this section or an alternative
6 strategy in accordance with subsection (4) of this section.

7 (b) Reading and literacy improvement strategies for students with
8 disabilities whose individualized education program includes
9 specially designed instruction in reading or English language arts
10 shall be as provided in the individualized education program.

11 (2)(a) Also beginning in the 2015-16 school year, in any school
12 where more than forty percent of the tested students received a score
13 of basic or below basic on the third grade statewide student
14 assessment in English language arts in the previous school year, as
15 calculated under this subsection (2), the school district must
16 implement an intensive reading and literacy improvement strategy from
17 a state menu of best practices established in accordance with
18 subsection (3) of this section or an alternative strategy in
19 accordance with subsection (4) of this section for all students in
20 grades kindergarten through four at the school.

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

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

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

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

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

1 schools and school districts can implement to improve reading
2 instruction for all students. The office of the superintendent of
3 public instruction shall publish the state menu by July 1, 2014, and
4 update the state menu by each July 1st thereafter.

5 (4) School districts may use an alternative practice or strategy
6 that is not on a state menu developed under subsection (3) of this
7 section for two school years initially. If the district is able to
8 demonstrate improved outcomes for participating students over the
9 previous two school years at a level commensurate with the best
10 practices and strategies on the state menu, the office of the
11 superintendent of public instruction must approve use of the
12 alternative practice or strategy by the district for ~~((one))~~ two
13 additional school years. Subsequent ~~((annual))~~ biannual approval by
14 the superintendent of public instruction to use the alternative
15 practice or strategy is dependent on the district continuing to
16 demonstrate ~~((an increase in improved outcomes for participating~~
17 ~~students))~~ results that equal or exceed those attained under the
18 state menu of best practices under section 6 of this act.

--- END ---