



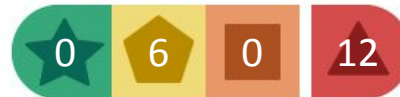
Early Literacy Matters

State-by-State Policy Implementation Report

Explore Washington's adoption and implementation of the 18 Early Literacy Fundamental Principles.






WA

PRINCIPLE ADOPTION
IMPLEMENTATION



Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

| | |
|---|---|
|  <p>FULL IMPLEMENTATION</p> | <p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p> |
|  <p>PARTIAL IMPLEMENTATION</p> | <p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p> |
|  <p>FUTURE IMPLEMENTATION</p> | <p>The fundamental principle is adopted in policy with a future date for implementation.</p> |
|  <p>PRINCIPLE NOT ADOPTED</p> | <p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p> |

Early Literacy Policy Implementation Rubric

PURPOSE

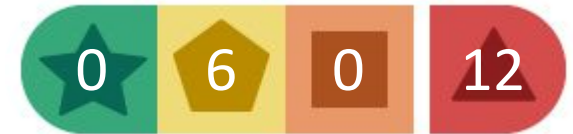
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Washington's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

6 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [RCW 28A.655.235 Reading skills – intensive reading and literacy improvement strategy](#)

Science of Reading (SOR) Training



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington [policy](#) DOES provide that the OSPI is responsible for providing technical assistance and training opportunities for school districts, with available funds and in partnership with the educational service districts.

NOTEWORTHY

The following aspects of the state's work are particularly noteworthy:

- Washington created the [Washington Reading Corps](#) to improve the reading abilities of K–12 students in the state through research-based tutoring tools and other supports.
- Washington created the [Washington State Fellows' Network](#) – a group of instructional leaders convened by OSPI and the Association of Educational Service Districts to support implementation of state learning standards, including English Language Arts.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In adopting this policy, Washington should ensure there is an implementation plan for rollout that is clearly communicated to all educators.

Literacy Coaches



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT provide for literacy coaches in policy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES have standards for teacher preparation programs that address all core components of scientifically based reading. ([NCTQ, Washington Summary 2023](#))
- The Washington [Reading Endorsement Competencies](#) DO require candidates to have knowledge of the literacy processes and how to apply evidence-based literacy research to instructional practices.
- The Washington [Reading Endorsement Competencies](#) DO require candidates to “demonstrate knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction.”

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.
- Washington should further ensure coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES require a licensure test that addresses reading: National Evaluation Series: Elementary Education, Subtest I; however, this licensure test DOES NOT adequately address all five core components of reading. ([NCTQ, Washington Summary 2023](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should require elementary education candidates to pass an assessment that is aligned to the science of reading in order to obtain teacher licensure.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
 - [Learning Assistance Program](#) – implementation of program for struggling K–4 students
 - [Funding for the Washington Reading Corps](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.



Universal Reading Screener



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES require schools to identify students in Kindergarten–4th grade for below-grade level literacy development, according to research and evidence-based assessments that educators are using in their classrooms, as well as based on their professional understanding of individual students' learning trajectories. ([OSPI, Reporting Guidance for Early Literacy Screening & Intervention](#); [OSPI, K–4 Literacy Application: K–4 Literacy End-of-Year Reporting](#))
- Washington DOES require schools to administer research-based screening assessments at the beginning of the school year for students in Kindergarten–4th grade, as part of the district-wide comprehensive reading system. ([OSPI, Strengthening Student Educational Outcomes \(2016\)](#))
- Washington DOES require every student in 2nd grade to be assessed using a grade-level equivalent oral reading passage. ([OSPI, Second Grade Reading Assessment](#))

Universal Reading Screener

CONTINUED



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

EVIDENCE/GUIDANCE (CONTINUED)

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Washington DOES provide [guidance](#) on assessments through the Academic Screening Tools Chart from the National Center on Intensive Intervention and through [Implementing MTSS for Literacy: Early Literacy Screening Crosswalk](#).
- Washington DOES require educators to report what assessments/assessment strands and other progress monitoring tools are used to identify whether students are reading below grade level. ([OSPI, K–4 Literacy Application: K–4 Literacy End-of-Year Reporting](#))
- Washington DOES monitor screener data to identify students at risk of reading failure by requiring districts to report certain information to OSPI. ([OSPI, Report to the Legislature – Update: K–4 Reading Levels \(2024\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should require a state-approved universal reading screener to be administered to all K–3 students three times per year to identify students at risk for reading failure.

Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Washington DOES require schools to screen students in Kindergarten–2nd grade for indications of/or areas of weakness associated with dyslexia. ([OSPI, Reporting Guidance for Early Literacy Screening & Intervention](#))
- Washington DOES require schools to report data on dyslexia screeners to the OSPI. ([OSPI, Reporting Guidance for Early Literacy Screening & Intervention](#))
- Washington HAS created a [list](#) of screeners that may be used and created a [decision making guide](#) to help schools select screeners for literacy skills associated with dyslexia.
- Washington [policy](#) DOES require these screeners to assess the following skills: phonological and phonemic awareness, rapid naming skills, letter sound knowledge, and family history of difficulty with reading and language acquisition.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require schools to administer a state-approved screener for characteristics of dyslexia that assesses all of the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- Washington should administer this screener to all students, at a minimum, at the end of Kindergarten and the beginning of 1st and 2nd grade, not just to those students identified as at risk on the universal reading screener.



Parental Notification



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES require schools to communicate and collaborate with parents about their student's screening results, intervention plan, and literacy progress. ([OSPI, Reporting Guidance for Early Literacy Screening & Intervention](#))
- Washington [policy](#) DOES require elementary schools to provide notice and meetings between teachers and parents of students in 3rd grade who are reading below grade-level to inform the parents of intensive reading improvement strategies.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to expanding policy relating to universal reading screeners, Washington should also require parental notification of all K–3 students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and dyslexia screener.

District Adoption of High-Quality Instructional Materials



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Washington DOES provide guidance and resources to support the identification and selection of instructional materials that are aligned to state standards; however, it IS NOT clear these are aligned to science of reading. ([OSPI, English Language Arts Core Instructional Materials Adoption](#); see also [OSPI, Course Design & Instructional Materials](#))
- Washington DOES provide information on what other districts are using as their core instructional materials in English Language Arts. ([OSPI, Washington Instructional Materials Survey](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.
- Washington should further require districts to post their adopted materials on the district website.

Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.

Individual Reading Plans



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Washington [policy](#) DOES require the creation of intensive reading improvement strategies for any student in 3rd grade who scores below basic on the 3rd grade statewide student assessment.
- Washington [policy](#) DOES require an intensive reading and literacy improvement strategy for all students in Kindergarten–4th grade who are at a school where more than 40% of the tested students received a score of basic or below basic on the 3rd grade statewide student assessment in English language arts.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to establishing policy relating to universal reading screeners, Washington should require schools to develop and implement an individual reading plan for all students who are identified as having a reading deficiency within 30 days of receiving screening results.
- Further, Washington should establish a process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.

Regularly Monitor Student Progress



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to monitor students' progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES track district/school monitoring of students' progress within a MTSS. ([OSPI, Multi-Tiered System of Supports](#); [OSPI, Washington's Multi-Tiered System of Supports](#))
- Washington DOES provide [guidance](#) on using the MTSS for implementation of early screening of dyslexia.
- Washington HAS released guidance on implementing MTSS for literacy with an [Early Literacy Screening Crosswalk](#).
- Washington DOES require MTSS teams to use data collection to make decisions about instruction and intervention. ([OSPI, Multi-Tiered System of Supports](#); [OSPI, Washington's Multi-Tiered System of Supports](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- To strengthen the state's use of the MTSS, Washington should expand policy relating to universal reading screeners. Washington can then use data from the screeners in order to inform instruction and interventions, as needed.

Evidence-Based Interventions



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT have a policy relating to the use of evidence-based science of reading interventions for students who have been identified as having a reading deficiency.
- Washington DOES require schools to report what interventions are being used for students identified as reading below grade level. ([OSPI, K-4 Literacy Application: K-4 Literacy End-of-Year Reporting](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require school districts to target students' needs by adopting interventions grounded in the science of reading from a vetted and approved list.

Summer Reading Camps



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington [policy](#) DOES require certain intensive improvement strategies to be provided to students in order for placement in the 4th grade, which includes summer reading programs.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Washington should further require all staff at summer reading camps to be trained in the science of reading.

Parent Read-At-Home Plan



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state or district provides online resources to parents to support reading at home.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington [policy](#) DOES require schools to provide strategies for parents to assist with improving the student's reading skills at home, for those students not reading at or above grade level.
- Washington DOES provide information to parents on [screening tools and best practices](#).

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should expand policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, Washington should require strategies that are shared with parents to target students' needs based on data and are aligned with the science of reading.

Initial Determinant Retention at 3rd Grade Based on State Assessment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.
- Washington [policy](#) DOES require elementary schools to provide meetings between teachers and parents of students in 3rd grade who are reading below grade-level to inform the parents of intensive reading improvement strategies. Parents must then give their consent regarding the appropriate grade placement and intervention to be provided.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

Multiple Options for Promotion



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

Good Cause Exemptions for Some Students



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Washington DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.
- Washington [policy](#) DOES require elementary schools to provide meetings between teachers and parents of students in 3rd grade who are reading below grade-level to inform the parents of intensive reading improvement strategies. Parents must then give their consent regarding the appropriate grade placement and intervention to be provided.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Washington should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- Washington should further require intensive interventions to continue in 4th grade for students promoted for good cause.

