Office of Superintendent of Public Instruction
Chris Reykdal, State Superintendent

*All students prepared
for post-secondary pathways,
careers, & civic engagement.*

REPORT TO THE LEGISLATURE

UPDATE: K–4 Reading Levels

2018

Authorizing legislation: RCW 28A.320.203

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Executive Summary

The Office of Superintendent of Public Instruction (OSPI) received data on 96 percent of elementary students in grades K–4 for the 2017–18 school year. Over 34.4 percent of students in reporting districts are reading below grade level.

The major partners in the work to measure K–4 reading levels are:

- English Language Arts (ELA) office at OSPI
- Learning Assistance Program (LAP) at OSPI
- Assessment and Student Information division at OSPI
- Regional Literacy Coordinators (RLC) who represent the Association of Educational Service Districts (AESD)

Over the past year, these partners have presented at state, regional, district, and school professional learning experiences.

These professional learning opportunities have focused on:

- The importance of using the English Language Arts Menu of Best Practices and Strategies (ELA Menu) for evidence- and researched-based best practices.
- Understanding and using implementation science.
- Elevating ELA Fellows knowledge of assessment literacy.
- Deepening the understanding of change management.
- Enhancing educators' understanding of the foundational skills for literacy development.
- Using strong instructional practices through a multi-tiered system of supports.

Background

In 2013, the Legislature passed Senate Bill 5946, which set forth a vision for improving educational support systems for every student in grades K–12.

School districts, schools, and educators were informed of the legislative requirements through professional development opportunities at regional educational service districts (ESDs), state conferences, personal phone calls, emails to district offices, and formal correspondence from the Office of Superintendent of Public Instruction (OSPI).

Strengthening Student Educational Outcomes

The Office of Superintendent of Public Instruction and the Association of Educational Service Districts (AESD) implemented Part I of Senate Bill 5946 (2013)—Learning to Read, Reading to Learn—during the 2014–15 school year. This legislation focuses on the importance of

collaborative partnerships essential to supporting students: using evidence- and research-based programs for all students, especially in grades K–4, and providing statewide models to support school districts in implementing a multi-tiered system of supports. The legislation also highlighted the importance of research-based family involvement and engagement strategies.

Revised Code of Washington (RCW) 28A.320.202 now requires school districts to be responsible for providing a comprehensive system of instruction and services in reading and early literacy that must include annual use of screening assessments to determine the reading levels and support instruction for students in grades K–4.

In addition to supporting students, Part 1 of ESSB 5946 (2013) identified how essential professional learning is for educators to enhance and expand their instructional practices and understanding of early literacy development (RCW 28A.415.400).

In 2016, the Legislature passed House Bill 1345. This legislation provided a statewide definition of 'professional learning' in order to advance student outcomes.

Identification and Reporting of Students Reading Below Grade Level

Washington state schools and school districts are required to identify students' reading levels according to the evidence-based state and district selected assessments.

School districts must annually report to OSPI (RCW 28A.320.203):

1. The number of students in grades K–4 who are reading below grade level, and
2. The intensive reading strategies and/or interventions being provided to improve the reading skills of these students.

The information must be disaggregated by groups of students.

To collect the required data, OSPI developed the K–4 Literacy Report, accessible through the Education Data System (EDS) portal. Users identified students reading below grade level from a comprehensive list of disaggregated student groups who were continuously enrolled in the same school during the 2017–18 school year.

Ninety-six percent (284 of 295) Washington school districts reported the reading levels of their K–4 students (see Table 1 and Table 2).

Update Status

Table 1: 2017–18 K–4 Students Identified as Reading Below Grade Level by Grade Band

Grade Band	Total K–4 Continuous State Enrollment	K–4 Enrollment for Reported Districts	# of Students Identified as Reading Below Grade Level	% of Students Identified as Reading Below Grade Level	% Not Meeting Standard on SBA ELA Statewide (Level 3 or 4)
Kindergarten	76,845	72,239	23,274	32.2	--
1st	79,425	74,209	25,964	35.0	--
2nd	79,828	74,890	25,013	33.4	--
3rd	82,639	77,648	27,059	34.8	41.3
4th	84,331	79,224	28,725	36.3	41.5

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on 9/19/2018; and the 2017–18 K–4 Literacy Report in the Education Data System.

Table 2: K–4 Students Identified as Reading Below Grade Level

Subgroup	K–4 Enrollment for Reported Districts	# of Students Identified as Reading Below Grade Level	% of Students Identified as Reading Below Grade Level
All Students	378,210	130,035	34.4
Female	184,446	60,180	32.6
Male	193,764	69,855	36.1
American Indian/Alaskan Native	4,622	2,578	55.8
Asian	29,733	6,257	21.0
Black/African American	15,368	7,550	49.1
Hispanic/Latino	91,820	45,343	49.4
Native Hawaiian/ Pacific Islander	3,678	1,863	50.7
White	199,556	56,080	28.1
Two or More Races	33,389	10,398	31.1
English Learners	68,227	39,207	57.5
Low-Income	178,771	79,804	44.6
Homeless	9,269	4,640	50.1
Learning Assistance Program	101,283	63,185	62.4
Migrant	6,885	4,064	59.0
Special Education	52,259	29,772	57.0
Title I	8,661	5,890	68.0
Title VII	2,010	1057	52.6
Unaccompanied Youth	244	81	33.2
Section 504	6,442	1,487	23.1

Source: The Comprehensive Education Data and Research System (CEDARS) pulled on 9/19/2018; and the 2017–18 K–4 Literacy Report in the Education Data System.

Conclusion and Next Steps

The data reported by schools are one measure of students' literacy development in Washington. The data are intended to be an initiator of conversation at the local and state levels.

For the 2018–19 school year, the Office of Superintendent of Public Instruction will support school districts by doing the following:

- Upon request, support districts in reviewing their literacy plans and assist in the selection of aligned literacy curriculum and assessments using evidence-based rubrics.
- Disseminate and provide professional learning on the English Language Arts Menu of Best Practices and Pathways to Early Literacy publication.
- Continue to provide and support professional learning for educators and administrators.
- Support districts with their Every Student Succeeds Act alignment and school improvement plans.
- Encourage discussions around the use of multiple measures including the use of formative, classroom, and interim assessments to ensure a student's progress is monitored in a variety of arenas.
- Collaborate with the Association of Educational Service Districts.

APPENDICES

Table 1: Number of Schools Offering Extended Learning Time Services 2017–18

Extended Learning Time Service	Number of Schools Offering Service	Percent of Reported Schools Offering Service
Before/after school instruction	893	70.4%
Book programs	505	39.8%
Computer–based or online instruction	799	63.0%
Homework Club	378	29.8%
Saturday programs	18	1.4%
Structured summer programs	819	64.6%

1,268 Participating Schools
Source: K-4 Literacy End of Year Application, 9/7/2018.

Table 2: Number of Schools Offering Tutoring Services 2017–18

Tutoring Services	Number of Schools Offering Service	Percent of Reported Schools Offering Service
Adult tutoring (Classroom Teacher)	969	76.4%
Adult tutoring (Intervention Specialist)	922	72.7%
Adult tutoring (Paraeducator)	1,058	83.4%
Adult tutoring (Volunteer)	608	47.9%
Group tutoring (Classroom Teacher)	1,066	84.1%
Group tutoring (Intervention Specialist)	1,010	79.7%
Group tutoring (Paraeducator)	1,093	86.2%
Group tutoring (Volunteer)	439	34.6%
Peer tutoring (Cross age)	344	27.1%
Peer tutoring (Same age)	310	24.4%

1,268 Participating Schools
Source: K-4 Literacy End of Year Application 9/7/2018.

Table 3: Number of Schools Utilizing Consultant Teachers in 2017–18

Consultant Teacher Type	Number of Schools Offering Service	Percent of Reported Schools Offering Service
Content coach for districts	401	31.6%
Content coach for schools	337	26.6%
Content coach for teachers	360	28.4%
English Language Development (ELD) coach for schools	459	36.2%
English Language Development (ELD) coach for teachers	456	36.0%
English Language Development (ELD) coach for districts	467	36.8%
Instructional coach for districts	508	40.1%
Instructional coach for schools	669	52.8%
Instructional coach for teachers	690	54.4%
Literacy coach for districts	387	30.5%
Literacy coach for schools	495	39.0%
Literacy coach for teachers	449	35.4%

1,268 Participating Schools

Source: K-4 Literacy End of Year Application, 9/7/2018.

Table 4: Number of Schools Offering Professional Development 2017–18

Professional Development Type	Number of Schools Offering Service	Percent of Reported Schools Offering Service
National conference	361	28.5%
National training/workshop	334	26.3%
New teacher induction program	916	72.2%
Professional learning community	1,187	93.6%
Regional/state conference	596	47.0%
Regional/state training/workshop	683	53.9%
School/district training/workshop	1,151	90.8%
Teacher mentor program	1,058	83.4%

1,268 Participating Schools
Source: K-4 Literacy End of Year Application, 9/7/2018.

Table 5: Number of Schools Providing Outreach/Support for Families in 2017–18

1,268 Participating Schools

Outreach/Support for Families Type	Number of Schools Offering Service	Percent of Reported Schools Offering Service
Classes/coaching to families on working on reading skills at home	689	54.3%
Employment of parent and family engagement coordinators	559	44.1%
Family Literacy events	1,087	85.7%
Home visits	505	39.8%
Literacy activities for families to do together at home	1,037	81.8%
School associations (PTA, PTSA, PTSO)	1,081	85.3%

Source: K-4 Literacy End of Year Application, 9/7/2018.

Table 6: Number of Schools Providing Community Engagement in 2017–18

Outreach/Support for Families Type	Number of Schools Offering Service	Percent of Reported Schools Offering Service
Mentoring	449	35.4%
Reading Partnerships (library, Boys and Girls club reading support)	935	73.7%
Transition services	373	29.4%

1,268 Participating Schools
Source: K-4 Literacy End of Year Application, 9/7/2018.

Table 7: Origin of Materials Used as Part of Intervention in 2017–18

Origin of Materials	Number of Schools	Percent of Schools
ESD provided materials	263	20.7%
ESD provided services	268	21.1%
Open source materials (e.g., freely available online)	601	47.4%
Purchased materials (e.g., packaged curriculum)	1,231	97.1%
Purchased services (e.g., training)	989	78.0%
Teacher developed materials	898	70.8%

1,268 Participating Schools
Source: K-4 Literacy End of Year Application, 9/7/2018.

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