Washington Office of Superintendent of
PUBLIC INSTRUCTION

K-4 Literacy

Application:

2023

K-4 Literacy End-of-Year Reporting

Application User Guide

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INTRODUCTION

This User Guide is intended for use when completing the 2023-22 K-4 Literacy application.

In accordance with [RCW 28A.320.203](#), districts are required to report to OSPI the number of students in grades kindergarten through four who are reading below grade level and the interventions that are being provided to improve the reading skills of students disaggregated by student groups.

OSPI is then required to submit an annual statewide summary report to the legislature and the educational opportunity gap oversight and accountability education committees.

For additional information about K-4 Literacy, please refer to the [K-4 Literacy](#) page

SUMMARY

The K-4 Literacy application is used as a means for districts to review students submitted to the state and to identify the students reading below grade level, which will be used to meet state reporting requirements.

Data pre-populated into the application is sourced from data submitted to [OSPI's Comprehensive Education Data and Research System (CEDARS)](#) with specific business rules applied to meet the reporting needs of the program.

For the purpose of this data collection, "below grade level" means a student is not yet demonstrating independent reading of grade level texts.

The User Guide provides an overview of the data populated in the application from CEDARS, the additional student outcome data input/uploaded by the district, as well as the source of the data and steps for reviewing, updating, and verifying the final data in the application.

Data Dictionary

CEDARS – Comprehensive Education Data and Research System
EDS – Educational Data System
EOY – End of Year
LEA – Local Education Agency, often referred to as a school district. An LEA may be a school district, state tribal education compact, charter or local Educational Service District operating as a school district.

Updates and Notices of Changes from previous school year
   o   No Changes for 2022-23 school year

Accessing the application

Log on to **EDS** (Education Data System)

Select '**View My Applications**' from the options in the green box.
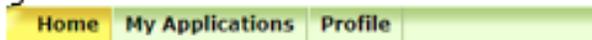
This section allows you to manage your account information.

What would you like to do?

- View my applications
- View my application permissions
- Edit my personal information
- Change password
- Search Education Directory
- Search EDS Directory
- View Security Managers
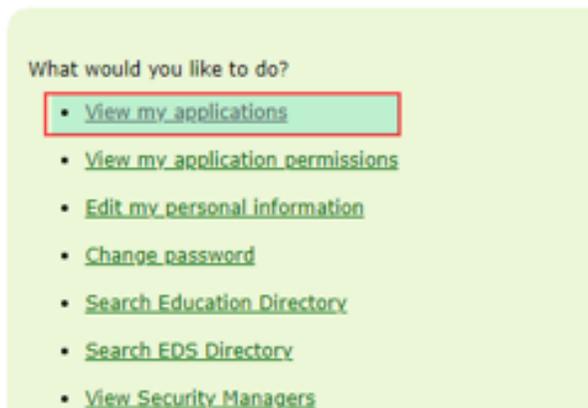
The application is "'K-4 Literacy'

My Applications

My Application List

You have access to the applications listed below. Click on the application you want to access.

If you need access to more applications, please contact your District Security Manager.

K-4 Literacy

Don't Have an EDS Account? Users new to EDS will select 'Create an Account' from the EDS log in screen.

Each EDS user should have just one EDS account – the username and email address should be updated when the EDS account holder moves from one organization to another.

Don't see the application?

If the application is not appearing on your application list, you will need to contact your *District Data Security Manager*.

District Data Security Managers manage account access for all individuals within their district. The addition of a role to a user's account can only be performed by and authorized District Data Security Manager, not by OSPI.

When you contact your District Data Security Manager, ask for the '**K-4 Literacy User Role**'

Business Rules for Population of Application

Students are populated to the K-4 Literacy application using data submitted to CEDARS during the reporting school year. Districts are required to provide additional program and funding information directly into the application following the guidance provided within each Tab.

Pre-populated data sourced from CEDARS

Students submitted to CEDARS as enrolled in any of the grade levels K-4 and who have been continuously enrolled during the reporting school year are populated to the K-4 Literacy application. Students who are continuously enrolled have been enrolled from October 1st through the end of the test administration period with no more than a 30-day consecutive calendar break in enrollment.

If the data populated from CEDARS is incomplete or inaccurate, that data must be added or corrected in the district's SIS system and resubmitted to CEDARS. Once the data is successfully resubmitted and loaded to CEDARS, it will refreshed/reloaded in the application after the CEDARS load is completed.

Students must be enrolled and submitted to CEDARS in the reporting school year with all required data submitted to -

    a.   District Student File (B)
    b.   School Student File (C)
    c.   Ethnicity File (L)
    d.   Race File (M)
    e.   Attributes and Programs File (I)
          i.   Element I06 - Attribute or Program Code submitted with a valid value that identifies the following student attributes or program services provided to the student that are populated to the K-4 Literacy application
               1.   19 - Free Or Reduced Meal Eligibility
               2.   Learning Assistance Program (LAP)
                    a.   7 – Academic Readiness, 38 – Behavior, 37 – English Language Arts, 11 - Extended Learning Opportunities (Graduation Assistance), 6 – Math and 39 – Readiness to Learn
               3.   Title I Part A Targeted Assistance
                    a.   47 - Career and Technical Education, 9 - English Language Arts, 10 - Math, 12 – Science and 48 – Other
               4.   16 – Is504 Plan
               5.   23 – Title VI Indian Education Supplemental Services
               6.   24 – Unaccompanied Youth
    f.   English Learners File (J)
    g.   Special Education File (K)

Home Tab

The home tab provides a brief overview of the K-4 Literacy application. In addition, information regarding CEDARS Administrators and the Completion status of each tab in the application is provided.

CEDARS Administrators

For questions regarding your CEDARS data, you will contact your **CEDARS Administrators** (listed in the table). If the pre-populated list of students in the "**All Student List Report**" is inaccurate, correct the list by resubmitting CEDARS data with the corrected information.

CEDARS Administrators
For questions regarding your CEDARS data, please contact your CEDARS district administrator(s):

Full Name	Email Address	Phone Number

Completion Status Table

There are three statuses: **Not Started** (indicating that the tab has not been accessed by the district), **In Progress** (indicating that the tab has been accessed by the district but has not been completed), and **Complete** (indicating that the tab has been marked complete by the district). When the district is complete, everything will read "**Complete**" and the entire table will be highlighted in gold.

Completion Status

In Progress

District Counts	Grade Level Identification	Reading Level Intervention	Last Updated By
In Progress	Complete	Complete	on 4/26/2017

District Counts

K-4 Literacy

School Year: [⌄]

Directions: 996 K - 4th graders have been continuously enrolled in _____ School District during the *reporting* school year. In the 3rd column in the table below, please indicate how many students in each category were reading below grade level.

[Save] [Mark Complete]

Category	Enrolled	Reading Below Grade Level
All Students	996	469
Kindergarten	168	76
First Grade	185	96
Second Grade	235	116
Third Grade	207	86
Fourth Grade	201	95
	Total	469
Male	488	234
Female	508	235
Neither Male Nor Female	0	0
	Total	469
American Indian/Alaska Native	15	9
Asian	14	7
Black/African American	10	8
Hispanic/Latino	362	193
White	492	205
Native Hawaiian/Pacific Islander	1	0
Two or More Races	102	47
	Total	469
FRL Status	780	392
LAP	488	331
Title I - Targeted Assistance Program	24	17
Special Education	184	125
Bilingual	204	133
Migrant	27	15
Homeless	20	13
504 Plan	28	17
Title VI	0	0
Unaccompanied Youth	0	0
	Total	1043

[Save] [Mark Complete]

The count of students pre-populated in the Enrolled column, All Students and the additional student characteristic and program groups, are a comprehensive count of all K-4th grade students who have been submitted to CEDARS as continuously enrolled in the district during the 2022-23 school year. Students who are continuously enrolled have been enrolled from October 1st through the end of the test administration period with no more than a 30-day consecutive calendar break in enrollment.

To view the list of students populated in the Enrolled column –
1. Go to the **Reports Tab**
2. Download the **All Student List Report** for ALL schools. This report corresponds to the information populated in the District Counts table (e.g., the All Students Enrolled count will match the number of students in the report; the Kindergarten Enrolled count will match the number of kindergarten students in the report).

Using this list, the district will need to determine which students are reading "*below grade level*", "*below grade level*" means a student is not yet demonstrating grade level proficiency. Teachers of K-4 students should identify students' reading level according to the research and evidence based assessments they are employing in their classrooms, alongside professional understanding of individual students' learning trajectories. Making data-based decisions from multiple measures is recommended.

Once the determination, or identification, of which students are identified as reading "below grade level", in the District Counts tab, Reading Below Grade Level column, provide the appropriate number of students in All Students and each of the additional student characteristic and program groups.

Once the data is complete click on Save and then Mark Complete.

Grade Level Identification

School Year: [⌄]

Grade Level Reading Identification Process

[Save] [Mark Complete]

Select all assessments/assessment strands and other progress monitoring tools used to identify whether students are reading below grade level.

- ☐ Acuity: English Language Arts
- ☐ Acadience Reading: Composite (aka DIBELS Next)
- ☐ Acadience Reading: MAZE (aka DIBELS Next)
- ☐ Acadience Reading: Oral Reading Fluency Words Correct (aka DIBELS Next)
- ☐ Achieve 3000's Levelset
- ☐ AIMSweb: Reading Curriculum-Based Measurement
- ☐ AIMSweb: Test of Early Literacy - Letter Naming Fluency
- ☐ Children's Educational Services, Inc
- ☐ Classworks Universal Screener: Reading
- ☐ DIBELS 6th Edition: Letter Naming Fluency
- ☐ DIBELS 6th Edition: Nonsense Word Fluency
- ☐ DIBELS 6th Edition: Oral Reading Fluency
- ☐ DIBELS 6th Edition: Phoneme Segmentation Fluency
- ☐ DIBELS Next: DAZE?
- ☐ DIBELS Next: Oral Reading Fluency - Word Correct
- ☐ DIBELS Next: First Sound Fluency
- ☐ DIBELS Next: Nonsense Word Fluency - Correct Letter Sounds
- ☐ DIBELS Next: Phoneme Segmentation Fluency
- ☐ Discovery Education Predictive Assessment: Reading
- ☐ DRA
- ☐ easyCBM: Multiple Choice Reading Comprehension
- ☐ easyCBM: Passage Reading Fluency
- ☐ easyCBM: Vocabulary
- ☐ Edcheckup Standard Reading Passages: Maze
- ☐ edSpring: Letter Naming Fluency
- ☐ edSpring: Letter Sound Fluency
- ☐ edSpring: Nonsense Word Fluency
- ☐ edSpring / Edcheckup Standard Reading Passages: Oral Reading Fluency
- ☐ FAST: Adaptive Reading: Reading
- ☐ FAST: CBMReading : English
- ☐ FAST: CBMReading Spanish: Spanish
- ☐ FAST: earlyReading English: Sentence Reading
- ☐ FAST: earlyReading English: Sight Words (50)
- ☐ FAST: earlyReading English: Sight Words (150)
- ☐ FAST: earlyReading English: Word Blending
- ☐ FAST: earlyReading English: Word Segmenting
- ☐ FAST: earlyReading English: Composite
- ☐ FAST: earlyReading English: Concepts of Print
- ☐ FAST: earlyReading English: Decodable Words
- ☐ FAST: earlyReading English: Letter Names
- ☐ FAST: earlyReading English: Letter Sounds
- ☐ FAST: earlyReading English: Nonsense Words
- ☐ FAST: earlyReading English: Onset Sounds
- ☐ FAST: earlyReading English: Rhyming
- ☐ Illuminate Education Phonological Awareness Literacy Screener
- ☐ Imagine Learning
- ☐ Iowa Assessments: Reading Test, Forms E,F,G
- ☐ Iowa Test of Basic Skills (ITBS): Reading
- ☐ i-Ready: Diagnostic for Reading/English Language Arts
- ☐ i-Stations indicator of Progress: Early Reading

☐ Lexia Rapid Assessment: Reading
☐ mCLASS:Reading 3D: Text Reading and Comprehension
☐ Measures of Academic Progress (MAP) Growth for Primary Grades: Reading
☐ Measure of Academic Progress Growth K-2: Reading
☐ Observation Survey of Early Literacy Achievement: Reading
☐ PALS: Early Literacy (Kindergarten)
☐ PALS: Phonological Awareness Literacy Screening (Grades K-3)
☐ PALS: Reading (Gr. 1-3)
☐ Predictive Assessment of Reading: Reading
☐ Reading Plus: Insight
☐ Renaissance Star Early Literacy
☐ Renaissance Star Reading
☐ Running Records
☐ STAR: Early Literacy
☐ STAR: Reading
☐ STEEP: Oral Reading Fluency
☐ TPRI Early Reading Assessment:

Other:

Please provide additional details about your district's comprehensive literacy plan that are not already described in other sections of this report.

[Save]   [Mark Complete]

Check all assessments used for progress monitoring (multiple assessments can be selected). If none of your assessments are identified, please write the assessments used in the "Other" box below.

Information must be provided in both the assessments used and the 'additional details about your district's comprehensive literacy plan' section prior to the Grade Level Identification tab may be marked complete.

Once the data is complete click on Save and then Mark Complete.

Reading Interventions Tab

School Year: [▼]

Please select one from each section below.

[Save]   [Mark Complete]

From the list below, select all interventions that are provided to help improve the reading skills of students.

For descriptions of the interventions below, refer to *English Language Arts Menu of Best Practices*.

Check all that apply:

Student Centered Practices
☐ Adult tutoring (Intervention Specialist)
☐ Adult tutoring (Classroom Teacher)
☐ Adult tutoring (Paraeducator)
☐ Adult tutoring (Volunteer)
☐ Group tutoring (Intervention Specialist)
☐ Group tutoring (Classroom Teacher)
☐ Group tutoring (Paraeducator)
☐ Group tutoring (Volunteer)
☐ Peer tutoring (Same age)
☐ Peer tutoring (Cross age)
☐ I am not using any strategies listed above

Extended Learning Time for Students beyond the Normal School Day
☐ Before/after school instruction
☐ Homework club
☐ Book programs
☐ Computer-based or online instruction
☐ Weekend programs
☐ Structured summer programs
☐ I am not using any strategies listed above

Educator Practices
☐ Co-Teaching
☐ Professional learning communities
☐ Regional/state conference
☐ National conference
☐ School/district training/workshop
☐ Regional/state training/workshop
☐ National training/workshop
☐ New teacher induction program
☐ Teacher mentor program
☐ I am not using any strategies listed above

Consultant Teachers
☐ Instructional coach for districts
☐ Instructional coach for schools
☐ Instructional coach for teachers
☐ Content coach for districts
☐ Content coach for schools
☐ Content coach for teachers
☐ Literacy coach for districts
☐ Literacy coach for schools
☐ Literacy coach for teachers
☐ English Language Development (ELD) coach for districts
☐ English Language Development (ELD) coach for schools
☐ English Language Development (ELD) coach for teachers
☐ I am not using any strategies listed above

Outreach/Support for Families
☐ Employment of parent and family engagement coordinators
☐ Family Literacy events
☐ Classes/coaching to families on working on reading skills at home
☐ Literacy activities for families to do together at home
☐ Home visits
☐ School associations (PTA, PTSA, PTSO)
☐ I am not using any strategies listed above

Community Engagement
☐ Reading Partnerships (library, Boys and Girls club reading support)
☐ Mentoring
☐ Kindergarten Transitions P-4 Community Partnerships
☐ I am not using any strategies listed above

Please indicate the origin of the materials used as part of the interventions. Select all that apply:

☐ Purchased materials (e.g., packaged curriculum)
☐ Purchased services (e.g., training)
☐ Open source materials (e.g., freely available online)
☐ Teacher developed materials
☐ ESD provided materials
☐ ESD provided services

Using the dropdown menu below indicate whether or not your district is planning on using an alternative practice or strategy for the upcoming school year. If you select Yes, in the box that appears, provide information about the planned alternative practice or strategy.

Are you planning on using an alternative practice or strategy for the upcoming   school year?

| Yes ⌄ |
| -- Select One -- |
| Yes |
| No |

Complete the following alternative practice or strategy intake information for approval*:

What alternative practice or strategy would you like to use during the   school year?

Using the dropdown menu below indicate whether or not your district has two years of demonstrated improved outcomes for participating students over the previous two years. If you select Yes, in the box that you will be given the option to either upload supporting documentation or provide a note to OSPI in the box provided.

Do you have two years of demonstrated improved outcomes for participating students over the previous two years at a level commensurate with the best practices and strategies on the state menu?

-- Select One -- ▾
-- Select One --
Yes
No

Upload any supporting documents demonstrating improved outcomes for participating students for the previous two years.

File:

[   ] Select

Optional Note to OSPI:

[   ]

File	Optional Note to OSPI	Uploaded By	Upload Date
No records to display.			

Save   Mark Complete

Select all reading interventions that are provided to help improve the reading skills of students. For descriptions of the interventions, refer to English Language Arts Menu of Best Practices.

In the lower box, indicate the origin of the materials used as part of interventions. Select at least one option.

Information must be provided in both the reading interventions and materials used sections prior to being able to mark the Reading Interventions tab complete.

Once the data is complete click on Save and then Mark Complete.

Reports Tab

Home	District Counts	Grade Level Identification	Reading Interventions	Reports	Help

Below is a list of the reports available within the Reports tab and a quick summary of what each report provides. Each of the reports can be downloaded in excel, .txt or .pdf format.

District Count of Children Below Grade Level Report
- Summary of district counts of students reading below grade level by reported categories. Report can be downloaded.

Student Detail Report
- Student level list of all students submitted as enrolled in Grades K-4 during the reporting school year who have been identified as continuously enrolled. Report is created for All students or district can apply filters for Gender, Race or Attribute/Program. Report can be downloaded.

All Student List Report
- Student level list of all students submitted as enrolled in Grades K-4 during the reporting school year. Report is created for All students or district can apply filters for Gender, Race or Attribute/Program. Report can be downloaded.

Reading Intervention Summary Report
- Summary of information provided in Reading Interventions Tab. Report can be downloaded.