



REPORT TO THE LEGISLATURE

K–4 Reading Levels

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Authorizing legislation: RCW: 28A.320.203

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Executive Summary

In the 2014–15 school year, over 400,000 K–4 students were enrolled in Washington schools. Among the reporting districts, at least one-quarter of these students were reading below grade level.

This report highlights the interventions implemented in 2014–15 to improve the reading levels of K–4 students. Washington schools used multiple strategies to support students and improve literacy rates. Interventions were delivered directly to students (e.g., tutoring), delivered to teachers (e.g., instructional coaches), and/or delivered to families (e.g., family literacy involvement and engagement).

OSPI offers a variety of resources to districts, from online resources to continued professional development. Starting in the 2015–16 school year, districts are expected to use the [English Learning Arts Menu of Best Practices](#) to improve the ELA performance of students in grades K–4 and low-achieving students in grades K–12 served by the state’s Learning Assistance Program.

Further professional development and understanding of the ELA Menu of Best Practices are needed to ensure districts are providing the best intensive reading and literacy improvement strategies for their students and families.

Background

During the 2013 legislative special session, Engrossed Substitute Senate Bill was passed and Part 1: Learning to Read, Reading to Learn (RCW 28A.320.203, RCW 28A.415.400 and RCW 28A.655.235) was implemented across the state through OSPI and the Association of Educational Service Districts (AESD).

School districts, schools and educators were informed of the new requirements through numerous professional development opportunities at regional ESDs:

- [B068-15, December 2015](#)
- [B003-15, February 2015](#)
- [B065-14, December 2014](#)
- [B040-13, August 2013](#)

2013 Engrossed Substitute Senate Bill (ESSB) 5946—Strengthening Student Educational Outcomes

Washington’s 2013 Legislature passed [ESSB 5946 \(RCW 28A.655.235\)](#) in the 2nd Special Legislative Session in June 2013. The overall bill sets forth a vision for improving educational support systems for every student in grades K–12.

Part 1, Learning to Read, Reading to Learn, references the importance of collaborative partnerships essential to supporting students: using research- and evidence-based programs for all students, especially in the early years for grades K–4, and providing statewide models to support school districts in implementing a multi-tiered system of support. Part 1 emphasizes the importance of school districts establishing a comprehensive system of instruction and services in reading and early literacy ([RCW28A.32.202](#)) that must include annual use of screening assessments to identify at-risk readers K–4 and research-based family involvement and engagement strategies that can help families improve students’ reading and early literacy skills at home. Part 1 also identifies high-quality professional development in early literacy as being essential to support students.

By August 1 each year, school districts will report to OSPI ([RCW28A.320.203](#)):

- 1) The number of students in grades K–4 who are reading below grade level, and
- 2) The interventions being provided to improve the reading skills of these students.
- 3) This report will be submitted annually to the Legislature and Educational Opportunity Gap Oversight and Accountability Committee.

Identification of Students Reading Below Grade Level

For the purpose of this requirement, RCW 28A.320.203, each school shall report to the school district the number of students in K–4 who are reading below grade level and the interventions that are being provided to improve the reading skills of the students, with the information disaggregated by subgroups of students. Districts and schools were required

to identify students' reading level according to the evidence-based state and district assessments that were employed in their classrooms and schools. Districts and schools were encouraged to make data-based decisions from multiple measures and to incorporate professional understanding of individual students' learning trajectories.

Reporting of Students Reading Below Grade Level

A web-based application accessible through the Education Data System (EDS) portal was developed to collect the required data. Users identified students reading below grade level from a comprehensive list of all K–4 students who were continuously enrolled in the same school during the 2014–15 school year. Students who are identified as continuously enrolled have been enrolled from October 1, 2014, through the end of the school year in June 2015, with no more than a 30-day consecutive calendar break in enrollment. At the conclusion of the 2014–15 school year and in compliance with the 2013 Act of Strengthening Student Educational Outcomes, 1,088 schools in 199 of the 295 Washington school districts (67% of Washington's districts) reported the reading levels of their K–4 students (See Table 1, Table 2, Table 3).

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

Grade Band	# of Students Identified as Reading Below Grade Level	K–4 Enrollment for Reported Districts	K–4 State Enrollment	% of Students Identified as Reading Below Grade Level	% Did Not Meet the State Standard on SBA ELA
Full Day K	11,054	39,375	51,888	28.1	--
Half Day K	8,297	26,432	29,318	31.4	--
1 st	22,868	68,283	84,112	33.5	--
2 nd	21,621	67,729	84,007	31.9	--
3 rd	22,922	65,451	81,291	35.0	47.9
4 th	21,495	64,144	79,737	33.5	45.4
Total	108,257	331,414	410,353	32.7	--

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

	# of Students Identified as Reading Below Grade Level	K–4 Enrollment for Reported Districts	% of Students Identified as Reading Below Grade Level
All Students	108,257	331,414	32.7
Male	58,725	170,581	34.4
Female	49,532	160,833	30.8
Native Indian/Alaska Native	1,965	4,508	43.6
Asian	5,580	21,527	25.9
Black/African American	3,886	11,196	34.7
Hispanic/Latino	38,541	86,248	44.7
White	50,035	179,627	27.9
Native Hawaiian/ Pacific Islander	1,069	3,236	33.0
2 or more	7,181	25,072	28.6
Special Education	22,809	43,823	52.1
Limited English	30,068	60,436	49.8
Low Income	71,191	175,873	40.5
LAP	42,225	75,429	56.0
LAP K–4 Focus^A	39,820	70,173	56.8
Title I	27,373	51,423	53.2
Title VII	650	1,424	45.7
Homeless	3,948	10,580	37.3
Foster Care	170	784	21.7
Migrant	3,628	4,875	74.4
504 Plan	1,986	5,795	34.3

^A LAP K–4 Focus includes students receiving services in LAP Reading, LAP Language Arts, or LAP Readiness.

Table 3: K–4 Students Identified as Reading Below Grade Level by Student Subgroup & Grade Band

Student Subgroup	Full					
	Day K	Half Day K	1st	2nd	3rd	4 th
Statewide^A	39,375	26,432	68,283	67,729	65,451	64,144
Below Grade Level	11,054	8,297	22,868	21,621	22,922	21,495
Male	5,996	4,571	12,146	11,734	12,455	11,833
Female	5,058	3,726	10,722	9,887	10,477	9,662
Native Indian/ Alaska Native	245	109	406	383	391	431
Asian	713	283	1,140	1,032	1,222	1,190
Black/African American	417	219	781	775	877	817
Hispanic/Latino	4,386	2,281	8,248	7,912	8,063	7,651
White	4,401	4,790	10,587	9,922	10,542	9,793
Native Hawaiian/ Pacific Islander	120	62	216	199	238	234
2 or more	772	553	1,490	1,398	1,589	1,379
Special Education	1,956	1,435	4,126	4,738	5,222	5,332
Limited English	3,577	1,757	6,801	6,284	6,242	5,407
Low Income	7,464	4,402	15,241	14,616	15,201	14,267
LAP	4,102	2,985	9,973	8,721	8,854	7,590
LAP K–4 Focus^B	3,910	2,921	9,503	8,295	8,252	6,939
Title I	2,463	1,582	6,405	6,080	5,720	5,123
Title VII	79	30	116	123	145	157
Homeless	477	243	854	758	777	839
Foster Care	31	27	25	34	26	27
Migrant	373	226	731	756	772	770
504 Plan	96	65	299	386	551	589

^A. Statewide count includes only districts that reported; n = 199

^B. LAP K–4 Focus includes students receiving services in LAP Reading, LAP Language Arts, or LAP Readiness (early literacy).

Interventions Provided to Improve Reading Skills

As required in the legislation, districts were also reported the interventions provided to improve the reading skills of the K–4 students who were reading below grade level. Schools identified all interventions that were implemented at each school from a list of reading improvement interventions targeting students identified as reading below grade level. These interventions may be delivered directly to students (e.g., tutoring), delivered to teachers (e.g., instructional coaches), or delivered to families (e.g., family literacy involvement and engagement). For descriptions of the interventions listed below, refer to the [Strengthening Student Educational Outcomes: Technical Report on Best Practices and Strategies for English Language Arts](#) (“ELA Menu”). The interventions listed are as they appear in the ELA Menu.

In the data below, it is important to note that schools often provided more than one type of intervention support to an individual student.

Tutoring for Students

Tutoring includes any interaction with a trained adult or peer using an intervention program or practice to address students’ academic needs. Tutoring may be implemented through a push-out or push-in model. Tutoring may serve students one-on-one or in small groups.

Table 4: Number of Reporting Schools Offering Tutoring Services

Tutoring Service	# of Reported Schools	% of Reported Schools
Group tutoring (Paraeducator)	724	66.5
Group tutoring (Classroom Teacher)	707	65.0
Group tutoring (Intervention Specialist)	662	60.8
One-on-one tutoring (Classroom Teacher)	565	51.9
One-on-one tutoring (Paraeducator)	530	48.7
One-on-one tutoring (Intervention Specialist)	446	41.0
One-on-one tutoring (Volunteer)	384	35.3
Group tutoring (Volunteer)	223	20.5
Peer tutoring (Cross age)	207	19.0
Peer tutoring (Same age)	167	15.3

** 1,088 schools reported.*

Table 5: Percent of Students by Subgroup Identified as Reading Below Grade Level Attending Schools Offering Tutoring Services

	# of Students Identified as Reading below Grade Level	% of Students at Schools with Group Tutoring (Paraeducator or)	% of Students at Schools with Group Tutoring (Trained Teacher)	% of Students at Schools with One-on-one Tutoring (Trained Teacher)	% of Students at Schools with One-on-one Tutoring (Paraeducator or)	% of Students at Schools with One-on-one Tutoring (Volunteer)	% of Students at Schools with Group Tutoring (Intervention Specialist)	% of Students at Schools with One-on-one Tutoring (Intervention Specialist)	% of Students at Schools with Group Tutoring (Volunteer)	% of Students at Schools with Peer Tutoring (Cross Age)	% of Students at Schools with Peer Tutoring (Same Age)
All Students	108,257	69.4	69.4	55.4	51.4	33.4	22.9	4.9	0.2	0.1	0.0
Male	58,725	69.2	69.2	55.1	51.2	33.3	22.9	4.9	0.2	0.1	0.0
Female	49,532	69.6	69.5	55.6	51.6	33.4	22.9	4.8	0.2	0.1	0.0
Native Indian/Alaska Native	1,965	81.2	76.7	47.9	45.8	41.5	34.2	3.2	0.0	0.0	0.0
Asian	5,580	73.8	76.1	65.4	63.8	22.2	15.9	3.6	0.1	0.1	0.0
Black/African American	3,886	73.3	73.5	61.1	57.9	31.8	20.4	4.8	0.1	0.0	0.0
Hispanic/Latino	38,541	71.5	71.1	53.9	50.1	39.7	25.8	4.7	0.3	0.0	0.0
White	50,035	66.6	66.5	54.9	50.2	30.5	21.5	5.1	0.1	0.1	0.1
Native Hawaiian/Pacific Islander	1,069	74.9	74.8	62.8	60.8	26.8	23.4	9.3	0.0	0.0	0.1
2 or more	7,181	69.4	69.4	56.4	53.3	19.0	20.5	4.4	0.1	0.0	0.0
Special Education	22,809	69.4	69.4	55.3	51.1	34.0	23.2	5.0	0.2	0.0	0.0
Limited English	30,068	71.7	71.7	54.8	51.4	38.6	25.2	4.9	0.3	0.0	0.0
Low Income	71,191	71.7	71.8	54.8	51.0	38.0	26.1	5.3	0.2	0.1	0.0
LAP	42,225	68.8	68.7	55.7	51.5	34.1	22.7	5.4	0.3	0.0	0.0
LAP K-4 Focus ^A	39,820	69.1	69.1	56.3	51.9	34.1	22.7	5.5	0.3	0.0	0.0
Title I	27,373	73.8	73.7	51.6	48.1	41.5	32.1	6.4	0.2	0.1	0.1
Title VII	650	67.9	67.9	51.9	50.6	37.7	19.8	2.6	0.0	0.0	0.0
Homeless	3,948	75.9	75.9	56.5	51.9	40.5	30.6	6.6	0.2	0.2	0.0
Foster Care	170	72.4	72.4	60.0	54.7	35.9	22.4	4.7	0.6	0.0	0.0
Migrant	3,628	74.1	74.1	50.5	46.3	47.7	32.5	4.7	0.1	0.0	0.0
504 Plan	1,986	68.0	68.0	56.7	52.8	27.6	20.2	5.0	0.1	0.0	0.0

^A LAP K-4 Focus includes students receiving services in LAP Reading, LAP Language Arts, or LAP Readiness.

Extended Learning Time for Students Beyond the Regular School Day

Extended Learning Time includes academic services for students outside of the regular school day or year.

Table 6: Number of Schools Offering Extended Learning Time Services

Extended Learning Time Service	# of Reported Schools	% of Reported Schools
Structured summer programs	546	50.2
Computer-based or online instruction	424	39.0
Before/after school instruction	358	32.9
Book programs	184	16.9
Homework club	133	12.2
Saturday programs	6	0.6

** 1,088 schools reported.*

Table 7: Percent of Students by Subgroup Identified as Reading Below Grade Level Attending Schools Offering Extended Learning Time Services

	# of Students Identified as Reading below Grade Level	% of Students at Schools with Computer-based/Online Instruction	% of Students at Schools with Structured Summer School Programs	% of Students at Schools with Before/After School Instruction	% of Students at Schools with Book Programs	% of Students at Schools with Homework Clubs	% of Students at Schools with Saturday Programs
All Students	108,257	40.1	22.8	19.9	4.2	4.0	0.0
Male	58,725	39.9	22.9	19.9	4.1	3.9	0.0
Female	49,532	40.3	22.8	19.9	4.3	4.1	0.0
Native Indian/Alaska Native	1,965	36.8	34.2	13.7	2.8	2.2	0.0
Asian	5,580	55.5	15.8	13.3	1.7	1.6	0.0
Black/African American	3,886	44.9	20.4	21.0	3.2	3.2	0.0
Hispanic/Latino	38,541	35.4	25.7	23.1	4.1	3.8	0.0
White	50,035	40.7	21.5	18.9	4.8	4.6	0.0
Native Hawaiian/Pacific Islander	1,069	49.8	23.5	21.8	2.4	2.0	0.1
2 or more	7,181	45.1	19.7	15.6	3.3	3.2	0.0
Special Education	22,809	39.5	23.2	20.4	4.5	4.2	0.0
Limited English	30,068	36.6	25.2	23.0	3.6	3.4	0.0
Low Income	71,191	37.8	26.1	22.1	4.1	3.9	0.0
LAP	42,225	39.0	22.7	22.0	4.5	4.2	0.0
LAP K–4 Focus^A	39,820	39.6	22.7	22.1	4.7	4.4	0.0
Title I	27,373	35.8	32.0	21.9	3.6	3.5	0.0
Title VII	650	31.4	19.9	23.1	1.2	1.2	0.0
Homeless	3,948	39.7	30.5	22.8	4.9	4.6	0.0
Foster Care	170	42.4	22.4	22.4	5.9	5.3	0.0
Migrant	3,628	30.7	32.5	24.5	4.4	4.2	0.0
504 Plan	1,986	44.7	20.1	16.8	4.0	3.9	0.0

^A LAP K–4 Focus includes students receiving services in LAP Reading, LAP Language Arts, or LAP Readiness.

Professional Development for Educators

Professional development involves educators in a shared learning opportunities that are job-embedded, focused on instruction, and ongoing coaching to enhance educator skills and knowledge. Professional development may be supported by activities such as courses, workshops, institutes, networks, or conferences. It may be delivered in-person or through an online format.

Table 8: Number of Schools Offering Professional Development for Educators

Professional Development Type	# of Reported Schools	% of Reported Schools
School/district training/workshop	801	73.6
Professional learning community	743	68.3
Teacher mentor program	454	41.7
New teacher induction program	413	38.0
Regional/state conference	294	27.0
Regional/state training/workshop	284	26.1
National conference	70	6.4
National training/workshop	64	5.9

* 1,088 schools reported.

Consultant Teachers

Staff members who support reading and literacy instruction for students in addition to the core classroom teacher (e.g., consultants, coaches, instructional coaches, literacy coaches, literacy specialists, reading expert, and others).

Table 9: Number of Schools Utilizing Consultant Teachers

Consultant Teacher Type	# of Reported Schools	% of Reported Schools
Instructional coach for teachers	338	31.1
Literacy coach for teachers	306	28.1
Literacy coach for schools	299	27.5
Instructional coach for schools	290	26.7
Instructional coach for districts	232	21.3
Literacy coach for districts	213	19.6
English Language Development coach for districts	205	18.8
English Language Development coach for schools	196	18.0
English Language Development coach for teachers	190	17.5
Content coach for districts	175	16.1
Content coach for schools	161	14.8
Content coach for teachers	162	14.9

* 1,088 schools reported.

Family/Community Engagement

Effective community engagement initiatives must be comprehensive, integrated and developed to address the unique needs of the student population. They can include arrangements with individuals, associations, private sector organizations or public institutions to provide a program, service or resource that will help support student achievement.

Table 10: Number of Schools Providing Family/Community Engagement

Family/Community Engagement Type	# of Reported	
	Schools	% of Reported Schools
School associations (PTA, PTSA, PTSO)	677	62.2
Family Literacy events	629	57.8
Literacy activities for families to do together at home	566	52.0
Reading Partnerships (i.e., library, Boys & Girls Club)	414	38.1
Classes/coaching to families on reading skills at home	339	31.2
Employment of parent & family engagement coordinators	195	17.9
Home visits	154	14.2
Transition services	127	11.7
Mentoring	122	11.2
Social media (homework blog)	94	8.6

* 1,088 schools reported.

Origin of Materials used as Part of Intervention

Intervention materials and services should be carefully evaluated for alignment with program goals. Education professionals providing intervention services should be trained to use selected intervention materials.

Table 11: Origin of Materials used as Part of Intervention

Origin of Materials	# of Reported	
	Schools	% of Reported Schools
Purchased materials (e.g., packaged curriculum)	864	79.4
Teacher developed materials	644	59.2
Open source materials (e.g., freely available online)	520	47.8
Purchased services (e.g., training)	500	46.0
ESD provided services	113	10.4
ESD provided materials	81	7.4

* 1,088 schools reported.

Conclusion and Next Steps

The K-4 Legislative Report provides a detailed scope of the interventions being implemented in Washington. There are several next steps to strengthen the self-reporting system and the availability of resources:

- Ensure continuity of communication throughout OSPI and AESD.
- Distribute additional bulletins to district superintendents and school principals.
- Publicize the ELA Menu of Best Practices as a living document that will enhance student reading skills and abilities, and increase educator knowledge of reading strategies and interventions.
- Furnish ESDs and workshop participants with a reader-friendly handout about the requirements and the value of the ELA Menu of Best Practices.
- Reach out to districts who did not provide information in this first year to provide a more comprehensive state summary of interventions.

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

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