



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

REPORT TO THE LEGISLATURE

# UPDATE: K–4 Reading Levels

2022

Authorizing Legislation: [RCW 28A.320.203](#)

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# EXECUTIVE SUMMARY

As directed by state law in Revised Code of Washington (RCW) 28A.320.203, Washington's schools and school districts are required to identify students' reading levels according to evidence-based state and district selected assessments.

School districts must annually report to the Office of Superintendent of Public Instruction (OSPI) on:

- The number of students in grades K–4 who are reading below grade level; and
- 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 continuously enrolled students.

OSPI received data on 82% of elementary students in grades K–4 for the 2021–22 school year. From the data reported, 38.3% of students in reporting districts are reading below grade level, and 198 school districts reported data on interventions used to support student learning.

# BACKGROUND

In 2013, the Legislature passed [Senate Bill \(SB\) 5946](#), which set up a system for using educational support systems for every student in grades K–12. Educators, schools, and school districts were informed of the legislative requirements through professional development opportunities at regional educational service districts (ESDs), state conferences, personal communications, communications to district offices, and correspondence from OSPI.

OSPI and the Association of Educational Service Districts (AESD) implemented Part 1 of SB 5946 (2013)—titled Learning to Read, Reading to Learn—during the 2014–15 school year. This legislation focused on the importance of collaborative partnerships essential to supporting students. The legislation called for evidence- and research-based programs for all students, especially in grades K–4, and for providing statewide models to support school districts in implementing a multi-tiered system of supports (MTSS).

RCW 28A.320.202 now requires that school districts provide a comprehensive system of instruction and services in reading and early literacy. This must include annual use of screening assessments to determine the reading levels and areas that need interventions for student in grades K–4.

In addition to supporting students, Part 1 of SB 5946 (2013) identified how professional learning is necessary for educators to enhance and expand their instructional practices and understanding of early literacy development. Professional development in early literacy is especially important to support the instruction of young readers since reading proficiency is a crucial element for student academic success, as stated by RCW 28A.415.400.

In 2016, intending to improve student outcomes, the Legislature passed [House Bill 1345](#). This legislation provided a statewide definition of “professional learning” as a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement.

## Partners and Groups Involved

The partners involved with collecting and compiling data on K–4 reading levels are:

- English language arts (ELA) staff at OSPI
- Learning Assistance Program (LAP) staff at OSPI
- Assessment and Student Information division at OSPI
- Regional Literacy Coordinators (RLCs) who represent the Association of Educational Service Districts (AESD)

Over the past year, some partners have presented virtually at school, district, and regional learning experiences. These virtual professional learning opportunities focused on:

- Understanding the formative assessment process associated with implementation of literacy screening and interventions for all students K–2 as part of a Tier 1 (regular classroom) focus

- Elevating ELA Fellows K–4 knowledge in virtual learning
- Deepening the understanding of the science of reading
- Enhancing educators’ understanding of the foundational skills for literacy development
- Using evidence-based instructional practices and strategies to improve student outcomes
- Building culturally responsive teaching practices and focusing on diversity, equity, and inclusion

# UPDATE STATUS

## Response Rate

The data below were provided by public school districts and state-tribal education compact schools in Washington. For the 2021–22 school year, 72% of the school districts submitted data, and 82% of Washington’s students in grades K–4 are represented in these data. 198 school districts provided intervention information. School districts serving a total of 66,390 students did not submit data.

This representation is lower than in previous years. OSPI recognizes that the ongoing implications of the COVID-19 pandemic may have impacted data collection. In 2020–21, 92.2% of students were represented in the district data submitted to OSPI. In 2017–18, 96% of students were represented in the district data submitted to OSPI. OSPI extended data submission opportunities to support schools with reporting.

## Findings

From the data reported by school districts, just over 38% of K–4 students were not reading at grade level for the 2021–22 school year. The district-reported Students Reading Below Grade Level data is over 82% complete.

**Table 1: 2021–22 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	Number of Students Identified as Reading Below Grade Level	Percent of Students Reading Below Grade Level	Percent Not Meeting Standard on SBA (Smarter Balance Assessment) ELA Statewide *(Level 3 or 4)
Kindergarten	72,209	59,173	19,953	33.7	--
1st	69,496	56,816	24,098	42.4	--
2nd	73,407	59,857	24,450	40.8	--
3rd	74,545	61,002	22,135	36.2	52.6%
4th	74,248	60,667	23,520	38.7	51.1%
<b>Total</b>	<b>363,905</b>	<b>297,515</b>	<b>114,156</b>	<b>38.3%</b>	

**Source:** The Comprehensive Education Data and Research System (CEDARS), pulled on 11/23/22; 2020–21 K–4 Literacy Report in the Education Data System (EDS); Smarter Balanced Assessment data from OSPI’s WA State Report Card, pulled on 11/09/22.

\*84 districts did not report data.

## Data Disaggregated by Race

The number of students identified as American Indian/Alaskan Native reading below grade level decreased by 4.2 percentage points compared to last school year, which is an improvement. The

number of students identified as Black/African American who are reading below grade level improved by 3.8 points. Students identified as Hispanic/Latino reading below grade level improved by 3.7 points. Students identified as with Two or More races reading below grade level improved by 3.5 points. Students identified as White reading below grade level improved by 2.8 points. Students identified as Asian reading below grade level improved by 2.2 points.

The number of students identified as Hawaiian/Pacific Islander students reading below grade level increased by 0.3 percentage points.

## **Data Disaggregated by Student Group**

The number of students identified as Migrant reading below grade level improved by 9 percentage points compared to last school year. Students identified as Title 1 reading below grade level improved by 5.9 points. Students identified from the Learning Assistance Program (LAP) reading below grade level improved by 4.4 points. Students identified as having a 504 Plan reading below grade level improved by 4.2 points. Students identified as multilingual/English learners reading below grade level improved 2.3 points.

The number of students identified as low-income and receiving special education services reading below grade level remained constant with changes of less than 1% compared to last school year.

The number of students identified as experiencing homelessness reading below grade level increased by 5.1 percentage points compared to last school year. Students identified as unaccompanied youth reading below grade level increased by 9.9 points.

## **Intervention**

For the last five years, including 2021–22, school districts have reported on 45 interventions based on best practices. In 2021–22, there were 10 unique interventions listed within Student-Centered Practices; 5 interventions for Extended Time Beyond the School Day; 9 interventions for Educator Practices; 12 interventions for Consultant Teachers; 6 interventions for Outreach and Support for Families; and 3 interventions in Community Engagement. See Appendix B for intervention data.

## **CONCLUSION & NEXT STEPS**

OSPI will plan to contact school districts earlier and more frequently next year about mandatory reporting. In addition, OSPI will continue to focus on professional learning opportunities to train K–5 teachers in the Science of Reading, establishing a PK–5 integrated literacy plan for Washington state, and creating grants to improve literacy in the state’s schools furthest from educational justice.

The Glean Education training program being offered to all Washington educators and administrators will continue.

# APPENDICES

## Appendix A: General and Disaggregated Data

**Table 1: 2021–22 K–4 Students Identified as Reading Below Grade Level by Grade Band**

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**Source:** The Comprehensive Education Data and Research System (CEDARS), pulled on 11/23/22; 2020–21 K–4 Literacy Report in the Education Data System (EDS); Smarter Balanced Assessment data from OSPI’s WA State Report Card, pulled on 11/09/22.

\*Eighty-four districts did not report data.

**Table 2: 2021–22 K–4 Students Identified as Reading Below Grade Level by Student Group**

Student Group	K–4 Enrollment for Reported Districts	Number of Students identified as Reading Below Grade Level	Percent of Students Identified as Reading Below Grade Level
All Students	<b>297,515</b>	<b>114,156</b>	<b>38.3</b>
Male	152,930	60,618	39.6
Female	144,295	53,455	37.0
Gender X	290	83	28.6
American Indian/Alaskan Native	3,639	2167	59.5
Asian	27,158	5,496	20.2
Black/African American	13,009	5,782	44.4
Hispanic/Latino	74,538	40,402	54.2
White	147,261	48,978	33.2
Native Hawaiian/Pacific Islander	3,478	1,865	53.6



Student Group	K–4 Enrollment for Reported Districts	Number of Students identified as Reading Below Grade Level	Percent of Students Identified as Reading Below Grade Level
Two or More Races	28,406	9,466	33.3
Low Income	138,318	74,703	54.0
LAP – Learning Assistance Program	73,280	45,841	62.5
Title I – Targeted Assistance Program	4,218	2,682	63.5
Special Education	45,093	26,043	57.7
Multilingual/English Learners	51,611	30,994	60.0
Migrant	5,842	3,481	59.5
Homeless	6,972	4,676	67.0
504 Plan	6,309	2,156	34.1
Unaccompanied Youth	348	196	56.3

**Sources:** CEDARS, pulled on 11/23/22; 2021–22 K–4 Literacy Report in the Education Data System (EDS).

**Table 3: 2021-22 K-4 Student Trends in Reading Below Grade Level by Student Group**

Subgroup	2021–22 (n)	2021–22 (%)	2020–21 (%)	2017–18 (%)
Low-Income	74,703	54.0	54.1	44.6
Special Education	26,043	57.7	57.5	57
Multilingual/English Learners	30,994	60.0	62.3	-
Migrant	3,481	59.5	68.5	59
Homeless	4,676	67.0	61.9	50.1
504 Plan	2,156	34.1	38.3	23.1

Subgroup	2021–22 (n)	2021–22 (%)	2020–21 (%)	2017–18 (%)
LAP	45841	62.5	67.9	-
Title I	2,682	63.5	69.4	-
Unaccompanied Youth	196	56.3	46.4	33.2

Source: CEDARS, pulled on 11/23/22.

## Appendix B: Intervention Data

**Table 4: Number of Districts Offering Student Centered Tutoring Services in 2021–22**

Tutoring Services	Number of Reported Districts Offering Service	Percent of Reported Districts Offering Service
Group tutoring (Classroom Teacher)	170	85.8
Group tutoring (Paraeducator)	164	82.8
Adult Tutoring (Paraeducator)	156	78.7
Group tutoring (Intervention Specialist)	150	75.7
Adult Tutoring (Classroom Teacher)	147	74.2
Adult Tutoring (Intervention Specialist)	131	66.1
Adult Tutoring (Volunteer)	37	18.6
Peer tutoring (Cross age)	31	15.6
Peer tutoring (Same age)	24	12.2
Group tutoring (Volunteer)	22	11.1

Source: CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

**Table 5: Number of Districts Offering Extended Learning Time Services in 2021–22**

Extended Learning Time Service	Number of Reported Districts Offering Service	Percent of Reported Schools Offering Service
Computer-based or online instruction	106	53.5
Structured summer programs	94	47.4
Before/after school instruction	77	38.8
Book programs	47	23.7
Homework Club	20	10.1

Source: CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

**Table 6: Number of Districts Offering Interventions for Educator Practice in 2021–22**

Professional Development Type	Number of Reported Districts Offering Service	Percent of Reported Schools Offering Service
Professional learning community	163	82.3
School/district training/workshop	156	78.7
Teacher mentor program	119	60.1
New teacher induction program	108	54.5
Regional/state training/workshop	64	32.3
Co-teaching	51	25.7
Regional/state conference	38	19.1
National training workshop	19	9.5
National conference	17	8.5

**Source:** CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

**Table 7: Number of Districts Utilizing Consultant Teachers in 2021–22**

Consultant Teacher Type	Number of Reported Districts Offering Service	Percent of Reported Schools Offering Service
Instructional coach for schools	60	30.3
Instructional coach for teachers	41	20.7
Literacy coach for teachers	41	20.7
Literacy coach for schools	40	20.2
English Language Development (ELD) coach for schools	36	18.1
English Language Development (ELD) coach for teachers	36	18.1
Instructional coach for districts	36	18.1
Content coach for schools	35	17.6
Content coach for teachers	35	17.6
English Language Development (ELD) coach for districts	30	15.1
Content coach for districts	28	14.1
Literacy coach for districts	26	13.1

**Source:** CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

**Table 8: Number of Districts Providing Outreach/Support for Families in 2021–22**

Outreach/Support for Families Type	Number of Reported Districts Offering Service	Percent of Reported Districts Offering Service
Literacy activities for families to do together at home	144	72.7
School associations (PTA, PTSA, PTSO)	121	61.1
Family Literacy events	112	56.5

<b>Outreach/Support for Families Type</b>	<b>Number of Reported Districts Offering Service</b>	<b>Percent of Reported Districts Offering Service</b>
Home visits	60	30.3
Classes/coaching to families on working on reading skills at home	58	29.2
Employment of parent and family engagement coordinators	49	24.7

**Source:** CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

**Table 9: Number of Schools Offering Community Engagement in 2021–22**

<b>Extended Learning Time Service</b>	<b>Number of Reported Districts Offering Service</b>	<b>Percent of Reported Schools Offering Service</b>
Reading Partnerships (library, Boys and Girls club reading support)	101	51.0
Kindergarten Transitions P-4 Community Partnerships Count	72	36.3
Mentoring Count	45	22.7

**Source:** CEDARS, pulled on 11/28/2022; 2021–22 K–4 Literacy Report in EDS.

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