K-4 Literacy Application:

Washington Office of Superintendent of
PUBLIC INSTRUCTION

2026

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 2025-26 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.

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. This data 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 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.

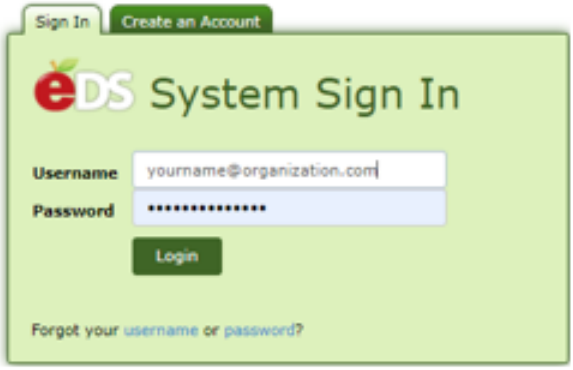
Revision Log

Changes to this document made for the current reporting school year will be noted in the table below.

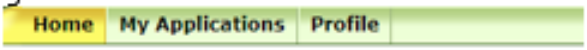
Section	Page	Description of Revision	Revision Date
		No substantive changes for the 2025-26 school year	

Accessing the Application

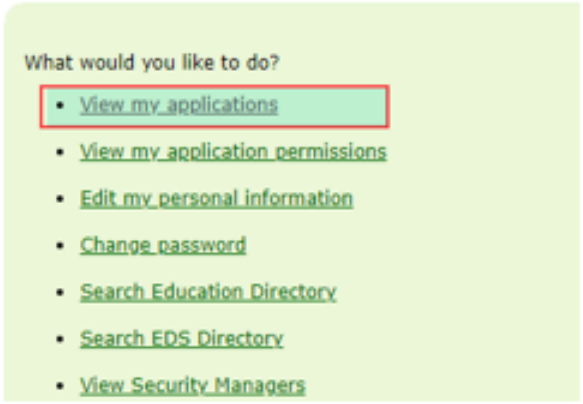
Log on to **EDS** (Education Data System)



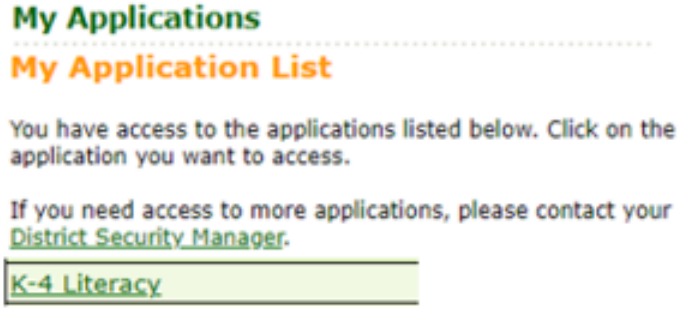
Select '**View My Applications**' from the options in the green box.



This section allows you to manage your account information.

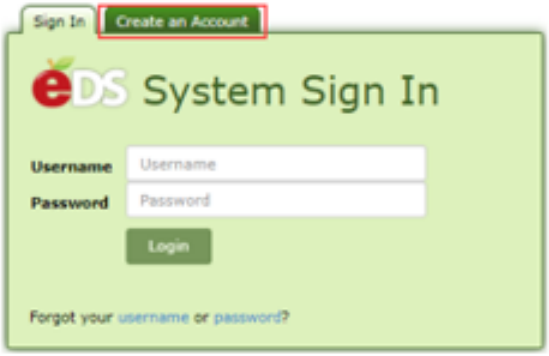


The application is "K-4 Literacy



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 -

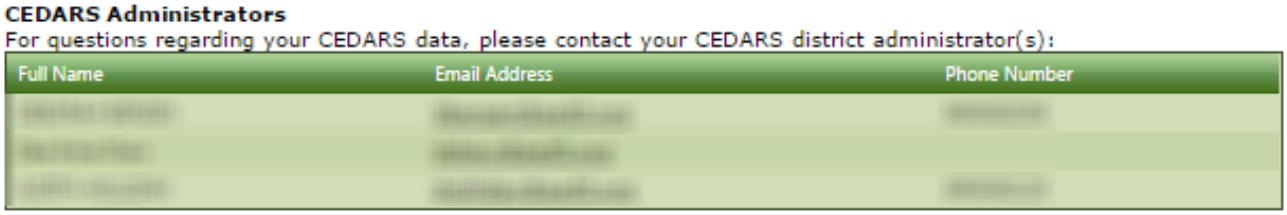
a. District Student File (B)
b. School Student File (C)
c. Ethnicity File (L)
d. Race File (M)
e. Attributes and Programs File (I)
    i. Element I06 - Attribute or Program Code submitted with a valid value that identifies the following student attributes or program services provided to the student that 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.

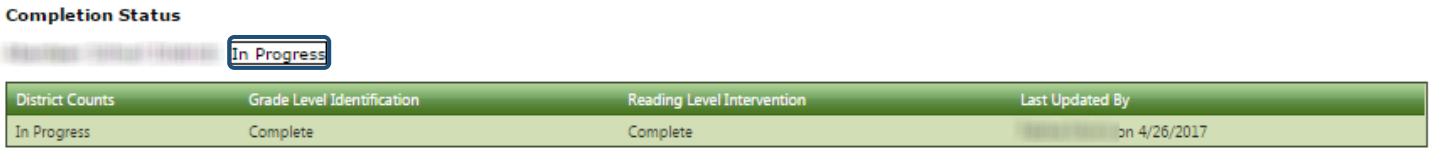
CEDARS Administrators

For questions regarding your CEDARS data, contact your **CEDARS Administrators** (listed below). 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.



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.



District Counts

Home | District Counts | Grade Level Identification | Reading Interventions | Reports

K-4 Literacy

School District

School Year:

Directions: TK - 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.

NOTE: TK students should not be included in the Reading Below Grade Level counts.

Save | Mark Complete

Category	Enrolled	Reading Below Grade Level (K-4 only)	
All Students		10	
Transitional Kindergarten	0	Do not report data for TK students	
Kindergarten			
First Grade		10	
Second Grade			
Third Grade			
Fourth Grade			
		Total 10	The total must equal the All Students count
Male			
Female			
Neither Male Nor Female	0	0	
		Total 0	The total must equal the All Students count
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
White			
Native Hawaiian/Pacific Islander			
Two or More Races			
		Total 0	The total must equal the All Students count
FRL Status			
LAP			
Title I - Targeted Assistance Program	0	0	
Special Education			
Bilingual			
Migrant		0	
Homeless			
504 Plan			
Title VI			
Unaccompanied Youth			
		Total 0	The total may be different thatn the All Students count as students can be memnbers of different student groups

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 TK-4th grade students who have been submitted to CEDARS as continuously enrolled in the district during the reporting 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.

Districts are tasked with only identifying the students reading below grade level in grades ***K-4***.

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*",. Reading "*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.

The total count for each of the groups, Grade Level, Gender Identification and Ethnicity/Race must be equal to the N of students reported in the Reading Below Grade Level, All Students count field.

If the total count in one or more of the student groups is different than the All Students count, the district will not be able to mark the page as complete. An error message in red text will appear at the top of the page identifying the section that needs to be reviewed / corrected.

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

Grade Level Identification

K-4 Literacy

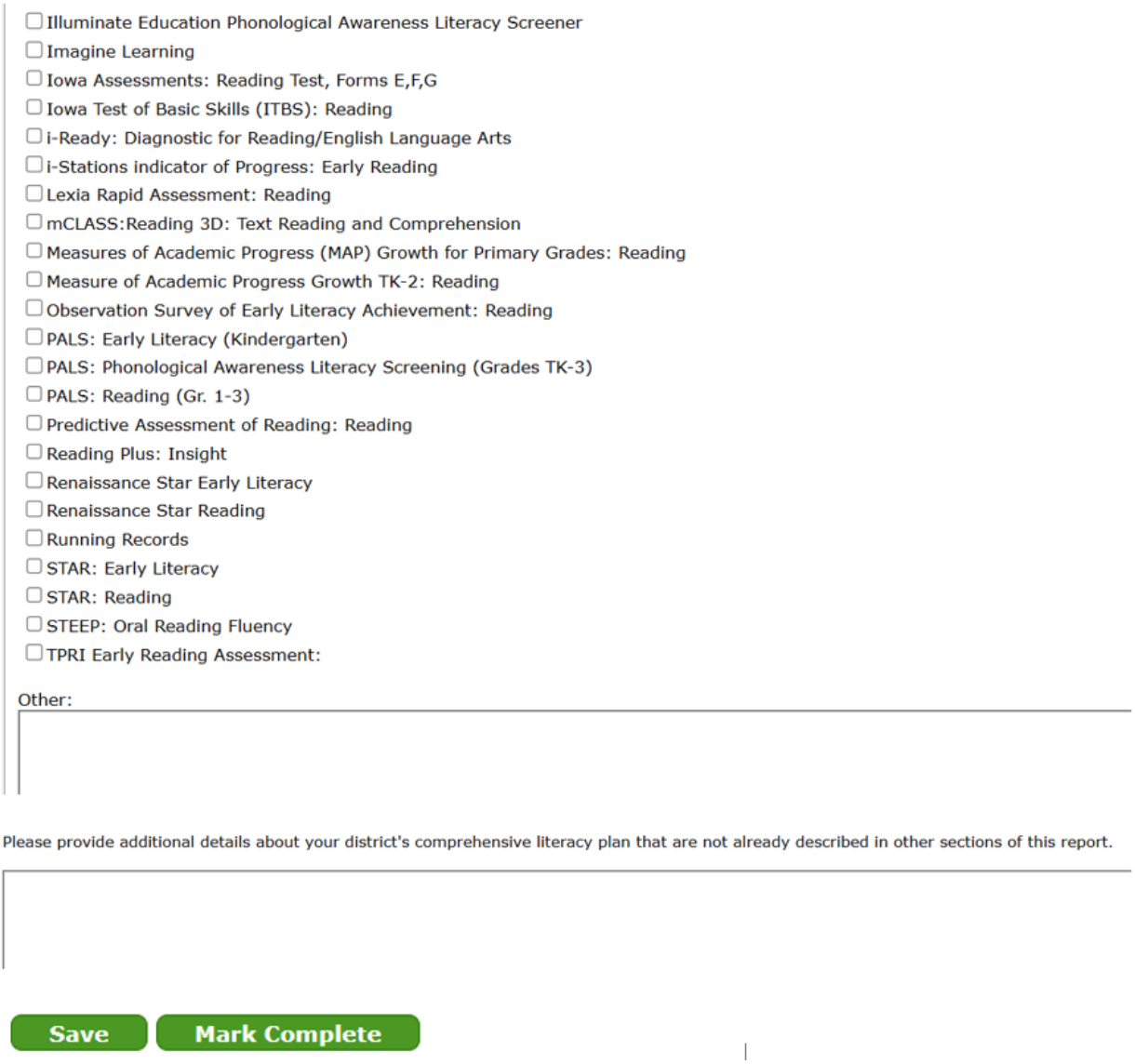
School Year: :

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



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 before the Grade Level Identification tab may be marked complete.

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

Reading Interventions Tab

Home | District Counts | Grade Level Identification | Reading Interventions | Reports | Help

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

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:

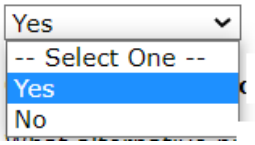
- ☐ Purchased materials (e.g., packaged curriculum)
- ☐ Purchased services (e.g., training)
- ☐ Open source materials (e.g., freely available online)
- ☐ Teacher developed materials
- ☐ ESD provided materials
- ☐ ESD provided services

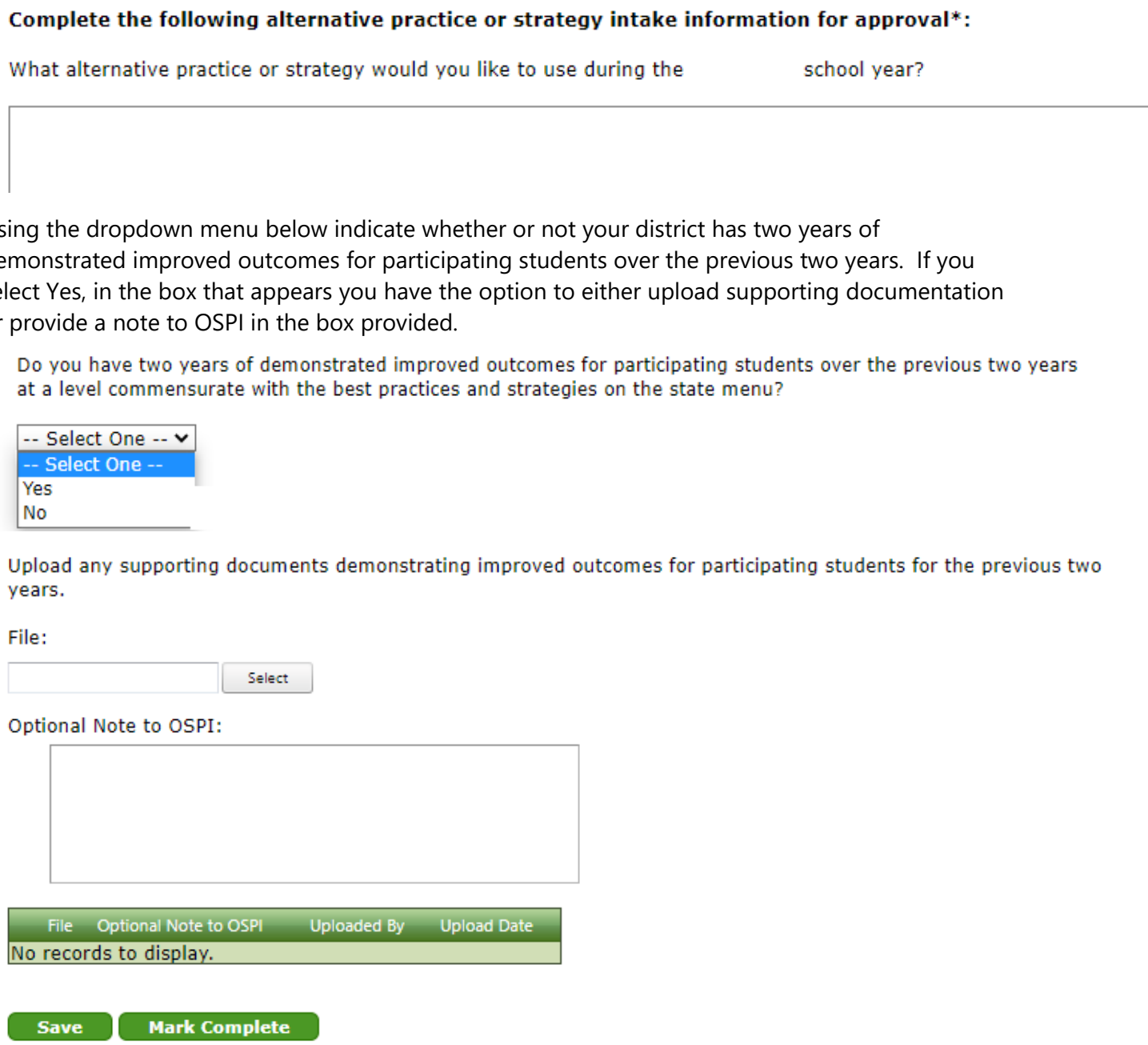
Consultant Teachers

- ☐ 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

Using the dropdown menu below indicates if your district is planning to use 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?





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 appears you have the option to either upload supporting documentation or provide a note to OSPI in the box provided.

Select all reading interventions that 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 entered in both the reading interventions and materials used sections prior to being able to mark the Reading Interventions tab as Complete.

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

Reports Tab

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. The report is created for All students or, districts 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. The report is created for All students or, districts 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.