



Washington Office of Superintendent of
PUBLIC INSTRUCTION

REPORT TO THE LEGISLATURE

UPDATE: K–4 Reading Levels

2022

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

Deb Came, Ph.D.

**Assistant Superintendent of Assessment
and Student Information**

Prepared by:

Carey Kirkwood, Associate Director of Elementary English Language Arts
carey.kirkwood@k12.wa.us | 360-995-3235

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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% |
| Total | 363,905 | 297,515 | 114,156 | 38.3% | |

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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| Total | 363,905 | 297,515 | 114,156 | 38.3% | |

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 | 297,515 | 114,156 | 38.3 |
| 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 |

| Outreach/Support for Families Type | Number of Reported Districts Offering Service | Percent of Reported Districts Offering Service |
|---|--|---|
| 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

| Extended Learning Time Service | Number of Reported Districts Offering Service | Percent of Reported Schools Offering Service |
|---|--|---|
| 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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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200