



SUPERINTENDENT OF PUBLIC INSTRUCTION

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April 25, 2017

(X) Action Required
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() Informational

BULLETIN NO. 022-17 LEARNING AND TEACHING

TO: Educational Service District Superintendents
School District Superintendents
ESD Assistant Superintendents
School District Curriculum Directors
School District Assessment Directors
School District Business Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: K–4 Literacy Reporting Requirements for School Year 2016–17

CONTACT: Aira Jackson, Director of English Language Arts/Literacy
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PURPOSE/ BACKGROUND

The purpose of this bulletin is to review the required expectations mandated by [ESSB 5946](#) (2013) – Strengthening Student Educational Outcomes (SSEO) and amended by [SSB 5803](#) (2015). For your reference, the codified RCWs are provided for each requirement below. Additional resources, tools, and information to help school districts implement the requirements in the law, including the [Menu of Best Practices and Strategies for English Language Arts](#), are available on the OSPI [K–4 Literacy SSEO website](#).

K–4 Literacy Requirements for All Schools

- 1. Required Parent/Guardian Meetings:** Parent/guardian meetings and intensive improvement strategies are required for all students who are reading below grade-level and/or are likely to receive a score of Level 1 on the 3rd grade English Language Arts (ELA) assessment. OSPI recommends using multiple measures, including diagnostic and formative assessments to determine whether or not a child is likely to score at Level 1. These meetings should occur throughout the year (such as during planned conferences) with the spring meetings being focused on the school's plan for supporting the student and the student's progress. At the end of the school year, the school district must receive parent/guardian consent regarding appropriate grade placement and the intensive improvement strategy to be implemented. If the school district does not receive a response from a parent by the

deadline, or a reasonable time thereafter, the principal or his designee shall make a decision on the student's grade placement for the following year and the intensive improvement strategies that will be implemented during the following school year. If the school principal and parent cannot agree on the appropriate grade placement and improvement strategies from the list of available options, the parent's request will be honored. See [RCW 28A.655.230](#).

2. **Required Reporting for All Students in Grades K–4:** Districts are required to report to OSPI at the end of the school year: 1) The number of K–4 students reading below grade level; and 2) The intensive strategies and interventions provided to improve the reading skills of all students. See RCW [28A.320.208](#). Districts will submit their 2016–17 data through the Education Data System (EDS) portal starting on **May 5**; the system will close on **July 1**. Please refer to the [K–4 literacy SSEO website](#) for more information.
3. **Report Cards Requirements:** K–4 report cards should include: 1) How the student is progressing on acquiring reading skills; and 2) Whether the student is at grade level in reading. If a student is not reading at or above grade level, the teacher must explain to the parent/guardian (as part of ongoing communications and/or through the meetings referenced in number 1): a) which interventions and strategies will be used; and b) which strategies for improving the student's reading skills can be used at home. See [RCW 28A.320.208](#).

Key Messages

It is important to note that the 3rd grade ELA Smarter Balanced Assessment is just one measure of student progress and achievement. Districts will use the results of this and other assessments to design appropriate strategies that meet the needs of schools and individual students. The revised [Menu of Best Practices and Strategies for English Language Arts](#) presents evidence-based strategies and helps inform district and school decision-making.

Consolidated Program Review Process Considerations

For districts participating in the 2016–17 Consolidated Program Review, OSPI staff will include questions about implementation of these requirements at the district entrance interview and at the school building meeting. OSPI staff will be responsible for documenting the conversations. Questions will not be part of the formal checklist for the 2016–17 school year.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Aira Jackson, Director of English Language Arts/Literacy, at 360-725-6228 or email aira.jackson@k12.wa.us. The OSPI TTY number is 360-664-3631.

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This bulletin is also available on OSPI's website at

<http://www.k12.wa.us/BulletinsMemos/bulletins2017.aspx>.

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