



Strengthening Students' Educational Outcomes



ESSB 5946 (SSE0)

RLC check in– January 8, 2015

Needs for Resources & Supports

+ The Basics: for Every Child (K-4)

K-4 report cards need to show if kiddos are on track to read at grade level/ reading at grade level

*teachers identify this information using their assessments

*schools/districts can design their own cards

Districts will report this to OSPI and will identify what they are doing to support each child (i.e. what strategies they are using)

Teachers will communicate with parents what to do/what schools are doing to build reading skills

+ The Basics: 3rd Graders Scoring a 1

- Teacher+ Principal* must meet with parent/guardian to share (& get agreement) on the plan to accelerate the student's reading skills

TIMELINE: before the end of the school year

DISCUSSION POINTS INCLUDE:

grade placement,

summer support opportunities,

family/at home support,

and overall strategy

*or principal's designee/proxy



“Basic” Meeting Wonderings...



Discussion Point	Possible Essential Questions/ Considerations
1. Grade Placement	1. “What research and evidence shows retention is appropriate for this child? What research and evidence and system shows promotion with support is appropriate for this child?”
2. Summer Programs	2. “What summer programming does our school/district offer?” “What summer programming is available in our community (e.g. library, informal/out of school time, etc.)?”
3. Home/parent Strategies	3. “What resources and local supports are available for parents/caregivers to engage with their children?” “What can we put in the hands of caregivers today?”
4. In-school Strategies	4. “What intensive interventions do we offer?” “What training can our teachers/educators receive?” “What accelerated literacy programming will we provide?”



Report Cards showing Reading—K-4
(Sec. 104)

- K-4 **report cards** are to include:
- 1) How the student is progressing on acquiring reading skills; and
 - 2) Whether the student is at grade level in reading

- Review report card to determine if it has:
 - adequate information and research-based assessment tools regarding how the student is progressing in reading skills
 - adequate information regarding whether or not the student is reading at grade level

Note: Teachers of K-4 students should identify students' reading level according to the research- and evidence-based assessments they employ in their classrooms, alongside professional understanding of individual students' learning trajectories. Making data-based decisions from multiple measures is recommended. Schools may use existing structures (e.g. comments section on report cards) to communicate reading level and progression on acquiring reading level.

[Washington Comprehensive Literacy Plan](#)

What we need: samples of great report cards

Definition of “on track to acquiring reading skills” and “at grade level” will be shared before January 30



Students who score below basic on the state summative assessment at 3rd grade—required meetings at the end of the year (Sec. 105)

Parent meetings and intensive improvement strategies for students:

For any students who receives a score of **below basic** (Level 1) on the third grade statewide student assessment in English language arts [i.e. **the SmarterBalanced Summative Assessment**]

Administrator +Teacher + Parent meetings must include discussion and agreement of:

- 1) Appropriate grade level placement for the next school year
- 2) Strategies to improve reading

Note: These parent meetings must take place prior to the end of the school year.

- Consider placement decisions using multiple measures in the best interest of students' individual learning trajectory and needs
- Considering appropriate resources in a multi-tiered system of support
- Provide staff and parents access to literacy supports vis a vis the district's literacy/reading plan

[Washington Comprehensive Literacy Plan](#)

[ELA Menu of Best Practices](#)

What we need: great ideas & talking points for schools to set up meetings

Templates? Planners? Other?



<p>Students who score below basic on the state summative assessment but placed in 4th grade (Sec. 105)</p>	<p>For students advancing to the fourth grade, the strategies discussed:</p> <ol style="list-style-type: none">1) Must include the intensive improvement strategies provided, supported or contracted by the school district2) May include a summer program	<ul style="list-style-type: none">• After the parent/teacher/principal team decides the student is going to move into 4th grade, decisions must be agreed upon to accelerate and/or support the trajectory of reading development• Choices to support may include, but are not limited to, the ELA Expert Panel Recommendations, summer programming, or other	
	<ol style="list-style-type: none">3) May include other options identified by the parents, teacher, principal, or principal's designee as appropriately meeting the student's need to prepare for fourth grade <p>Communications requirements:</p> <ol style="list-style-type: none">1) Parents/ guardians must be fully informed about the improvement strategies2) Parents/guardians must consent to the appropriate grade placement and the intensive improvement strategy to be implemented3) The school district must implement the strategy selected in consultation with the student's parents or guardians	<ul style="list-style-type: none">• For LAP-served students, please see section 200	

What we need:

- great ideas & talking points for schools to set up meetings
- Samples of summer programs your districts may utilize
- Sample parent materials

+ Timelines & Next Steps



- Have/hear questions? Send them!
- First “round” of materials → by January 19
- Updates anticipated in March, May, and Summer (so keep the resources coming)
- For now: route docs to the dropbox file