



# SUPERINTENDENT OF PUBLIC INSTRUCTION

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December 4, 2014

( X ) Action Required  
Due date: 2014–15 School Year  
and Summer 2015  
( X ) Informational

## BULLETIN NO. 065-14 TEACHING & LEARNING

TO: ESD Superintendents  
ESD Assistant Superintendents  
School District Superintendents  
School District Teaching and Learning / Curriculum Directors  
School District Title I/LAP and Special Education Directors  
School District Assessment Directors  
School District Early Learning Contacts

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: 2014–15 Required Actions for the K–4 and Learning Assistance Program  
Literacy Components of ESSB 5946

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### Purpose

The purpose of this bulletin is to provide information on the required actions in the 2014–15 school year related to K–4 literacy and the literacy components of the Learning Assistance Program (LAP) included in [Engrossed Substitute Senate Bill 5946](#) (ESSB 5946) for Strengthening Student Educational Outcomes (SSEO), which was adopted in the 2013 legislative session. Additional resources, tools and information to help school districts implement the requirements in the law are available on the OSPI [SSEO website](#).

### K–4 Literacy Requirements:

1. **District wide Comprehensive Reading System:** School districts are to provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through 4th grade students that is based on the degree of student need for additional support. Districts must include screening assessments to identify K–4 at-risk readers and research-based family involvement and engagement strategies to improve students' reading and literacy skills at home.
2. **Report Cards:** Report cards for students in grades K–4 are to include:

- How the student is progressing in acquiring reading skills.
  - Whether the student is at “grade level” in reading.
3. **Students not reading at “grade level”:** If a student is not reading at grade level, the teacher, with the support of other school personnel as appropriate, is to explain to parents the interventions and strategies that will be used to help improve the student’s reading skills and provide strategies for parents/guardians to assist with improving the student’s reading skills at home. Additional information regarding how school districts are to submit the information will be available in January 2015.
4. **Parent meetings and intensive improvement strategies/summer programs for 3rd grade students:** Beginning in spring 2014–15, if a student is “below-basic” (Level 1) on the 3<sup>rd</sup> grade English Language Arts Smarter Balanced assessment, the principal or designee, teacher, and parents are required to meet **before the end of the 2014–15 school year** to discuss and agree upon:
- Intensive strategies to improve the student’s reading skills.
  - Appropriate grade placement for the student.

In making decisions about next steps for these 3<sup>rd</sup> grade students, ESSB 5946 states:

*The parents or guardians must be fully informed about the strategies and the parent's or guardian's consent must be obtained regarding the appropriate grade placement and the intensive improvement strategy to be implemented. The school district must implement the strategy selected in consultation with the student's parents or guardians.*

For students to be placed in 4th grade, the strategies must include an “intensive improvement strategy provided, supported, or contracted by the school district that includes a summer program or other option as appropriately meeting the student’s need to prepare for 4th grade.” The 2014 [Strengthening Student Educational Outcomes: Technical Report on Strategies and Best Practices for English Language Arts](#) (ELA) (also known as the “state ELA menu of best practices”) is a resource to support districts and families with these decisions.

Students participating in the [Transitional Bilingual Program](#) are exempt from the requirement unless they have participated in the program for more than three school years. In addition, students in the special education program who have an [Individualized Education Program](#) (IEP) in reading or ELA are exempt. Schools are discouraged from exempting students whose IEPs do not directly address reading (e.g., students reading below grade level should receive support even if their IEPs only address writing or communication/speech).

5. **Annual grade level reporting:** Starting with the 2014–15 school year, schools are to report to their school district the number of K–4 students who are reading below “grade-level” and the reading interventions provided or planned for them. Districts will provide data to OSPI at the end of the 2014–15 school year for required reporting to the

Legislature. Information regarding how school districts are to submit the information will be available in January 2015.

Schools with more than 40 percent of the 3rd grade students scoring at “basic” or “below basic” (Levels 1 or 2) on the spring 2014–15 state English language arts assessment *must* utilize intensive reading and literacy improvement strategies from the state ELA menu of best practices with these students in the 2015–16 school year.

6. **Learning Assistance Program (LAP) Literacy Requirements:** A number of significant changes were made in the LAP program that are explained in [Bulletin No. 040-13](#), dated August 20, 2013. The [OSPI Learning Assistance Program website](#) includes additional information regarding the changes to the overall program.

The literacy-specific changes include:

- Districts are no longer required to develop Accelerated Learning Plans for identified LAP students.
- School districts implementing a LAP program shall focus first on addressing the needs of students in grades kindergarten through four who are deficient in reading or reading readiness skills to improve reading literacy.
- Beginning in the 2015–16 school year, school districts must use a practice or strategy that is on the ELA menu of best practices for students receiving services in LAP reading or ELA or an alternate strategy approved by OSPI.
- School districts may use an alternate practice or strategy that is not on a state menu for two school years initially if the district is able to demonstrate improved outcomes for participating students over the previous two school years. Districts must submit a request for approval to OSPI to use a strategy not on the menu of best practices.
- Districts are required to submit a LAP assurance form and a report to OSPI at the end of the year. The report will include program entrance and exit performance data, the amount of academic growth gained by LAP students, and the specific practices, activities, and programs used by each building receiving LAP funding. [Bulletin No. 013-14](#) dated May 1, 2014 provides information for reporting the academic growth of LAP students. Information regarding the process for submitting the annual entrance and exit performance data will be available in January 2015.

#### **Additional Information and Tools**

Additional resources (including the state ELA menu of best practices), tools, and more detailed information regarding the provisions of the legislation is available at the OSPI SSEO website: <http://www.k12.wa.us/SSEO/default.aspx>.

In addition, the following individuals are available to provide support in the following areas:

- **K–4 Literacy, ESSB 5946 Part 1 components (report cards, family meetings, 3rd grade decisions, etc.):** Liisa Potts, Director of Literacy/English Language Arts, [liisa.moilanenpotts@k12.wa.us](mailto:liisa.moilanenpotts@k12.wa.us), 360-725-6228
- **LAP Program Requirements:** Amy Vaughn, Program Manager, Learning Assistance Program, [amy.vaughn@k12.wa.us](mailto:amy.vaughn@k12.wa.us), 360-725-6190
- **CEDARS and Student Data Reporting:** Jordyn Green, Data Analyst, [jordyn.green@k12.wa.us](mailto:jordyn.green@k12.wa.us), 360-725-6317

If you have any questions regarding this bulletin, please contact Liisa Moilanen Potts at 360-725-6228 or [liisa.moilanenpotts@k12.wa.us](mailto:liisa.moilanenpotts@k12.wa.us). The agency TTY number is 360-664-3631.

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