

# K-3 Spring Reading Report

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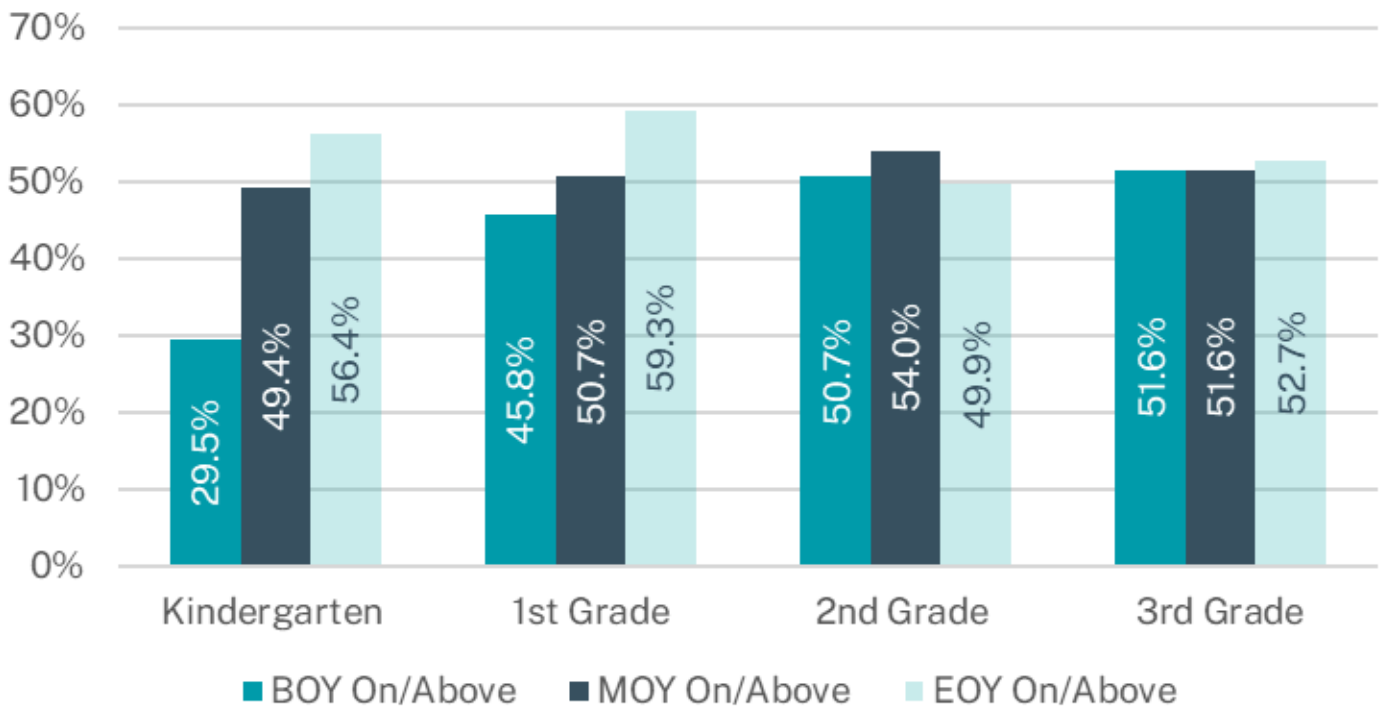
## 2023-2024 Results

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# Summary

Kindergarten to third grade proficiency rates increased 10 percent from 44.6 percent in Fall 2023 to 54.6 percent in Spring 2024. The most significant gains were in Kindergarten and first grade. These K-1 students experienced fewer COVID-related gaps in learning and have most fully benefited from our literacy improvement policies, such as the required Science of Reading training for K-3 teachers and leaders.

## BOY to EOY On/Above Rates



# Background

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## DIBELS® 8th Edition

Dynamic Indicators of Basic Early Literacy Skills (DIBELS® 8th Edition) are a set of standardized, individually administered measures for assessing the acquisition of early literacy skills from kindergarten through third grade. These are brief fluency measures designed to regularly monitor the development of early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. The benchmarking assessment measures students on four of these five critical skills directly, with the exception of vocabulary which is measured indirectly through comprehension. The assessments provide teachers with information about student reading and how well the student is progressing on a particular early reading skill.

The results are reported based on a student's level of skill attainment toward the benchmark goals. These empirically derived benchmark goals are criterion-referenced target scores that represent adequate reading progress. They are based on research that examines the predictive validity of a score when compared to later measures and external assessments. Consequently, the attainment of a benchmark goal indicates a student is likely to achieve the next benchmark goal and other important reading outcomes. Students who score below benchmark are determined to be at risk of remaining and falling further behind in literacy and school without being provided interventions of various degrees.

In addition, the Louisiana Department of Education (LDOE) has updated the Louisiana Comprehensive Literacy Plan which outlines the state's and school systems' key actions around four literacy pillars – literacy goals; explicit instruction, interventions and extensions; ongoing professional growth; and families. Further guided by the four literacy pillars, the LDOE has released and continues to release resources, tools, and support for systems, teachers, and leaders in the [Literacy Library](#). Additional efforts include the development of the [Steve Carter Literacy Tutoring Program](#), teachers and leaders being trained through [Act 108](#) (2021), the development of K-3 individual literacy plans for students who are below proficiency, and the Reading Enrichment and Academic Deliverables (R.E.A.D.) program.

At the beginning of the 2023-2024 school year, teachers scored the screener on paper and LEAs submitted their scores to the LDOE. Beginning with the middle of the year administration, teachers scored the screener in an online state platform. The Spring administration was a secure administration in which students were scored using a form that is not publicly available. This is the first year of the LDOE administering one universal screener to all students in Kindergarten through third grade. This is also the first year school systems have reported on the full battery of a literacy screener. As such, the results below represent a new and more reliable baseline of scores for each benchmark.

## Policy

LDOE’s literacy strategy is grounded in a robust set of policies driven by several legislative actions. From the 2022 Regular Legislative Session, Act 520 requires a [single universal screener](#) and a report of results for all students in Kindergarten through third grade. Further, Act 517 (2022) requires that all literacy [instructional materials](#) are high-quality, aligned to state standards, and based on scientifically researched literacy strategies.

In response to the legislative actions, *Bulletin 741 - Louisiana Handbook for School Administrators* was revised to address requirements outlined in [R.S. 17:24.9](#), which requires school systems to administer a literacy screener no later than thirty days after the beginning of each school year to all students in Kindergarten through third grade. Students are then assessed in December and April. Annual screening is vital for ensuring that all students are on the right track to become proficient readers by the end of third grade.

Beginning in the fall of 2023, school systems were required to screen all students on the DIBELS® 8th Edition screener. The screening assessment measures particular skills that are typically predictive of later reading success. The skills build upon each other from one grade level to the next and are appropriately matched to children’s ages and developmental stages. The skills are also linked to standards children should be able to master at the beginning of each school year. The key skills measured at each grade level are listed below.

Measure	Kindergarten	1st	2nd	3rd
Letter Naming Fluency	✓	✓		
Phonemic Segmentation	✓	✓		
Nonsense Word Fluency	✓	✓	✓	✓
Word Reading Fluency	✓	✓	✓	✓
Oral Reading Fluency		✓	✓	✓
Maze(Basic Comprehension)			✓	✓

Beginning in 2024-2025, third-grade students who score at the *Well Below* level at the end of the school year are at risk of retention. Beginning in 2025-2026, the results from the literacy screener will be included in School Performance Scores.

# Results

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## Benchmark Reporting

Student scores at each grade level are reported as *Well Above Level*, *On Level*, *Below Level*, or *Well Below Level*. Students who score *Well Above Level* or *On Level* are considered proficient and on track to becoming fluent readers. According to the assessment developers, students who score *Below Level* are considered “at risk” for reading difficulties, and students who score *Well Below Level* are considered significantly “at risk” for reading difficulties. Within 30 days of any benchmark, any student who scores in the *Below* or *Well Below* category must have a reading improvement plan developed, and family reporting is required.

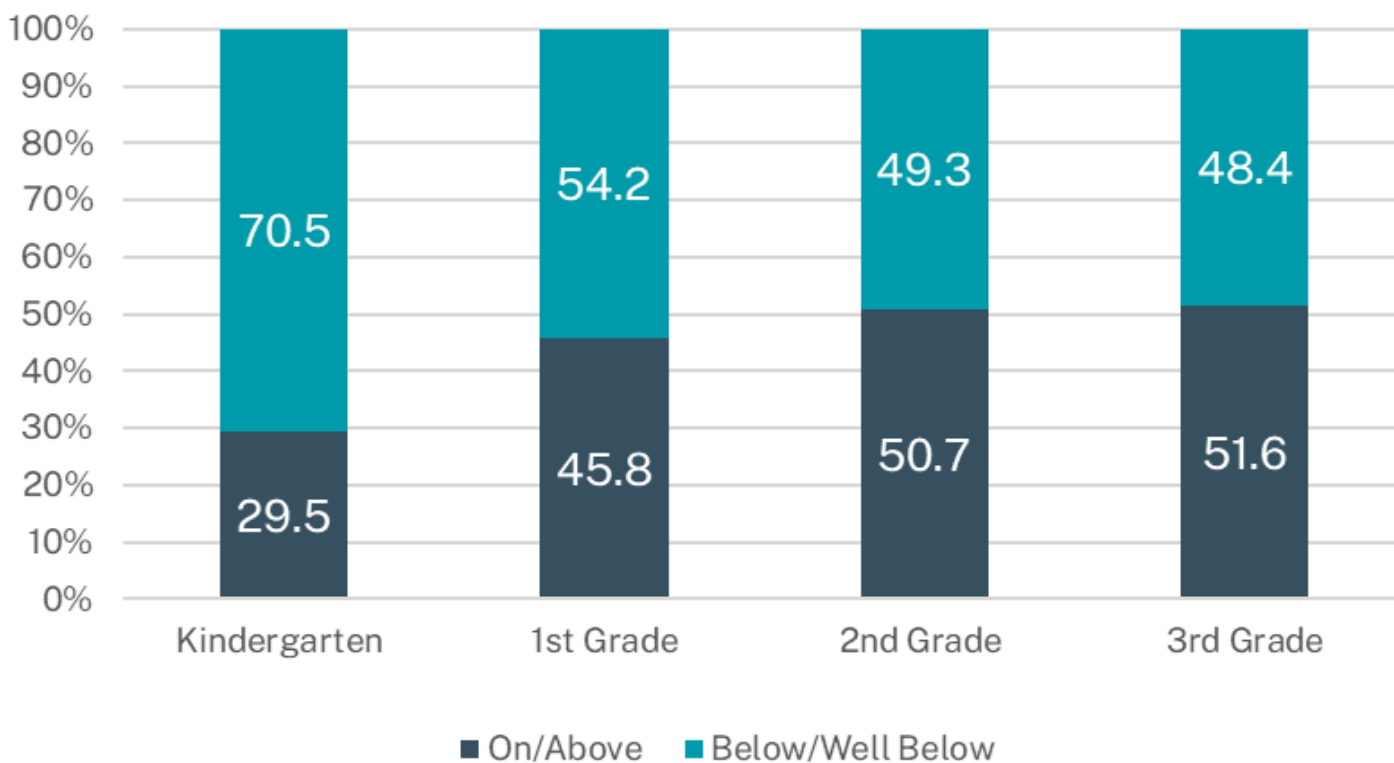
Due to the 2023-2024 school year being the first school year to implement a statewide literacy screener, this data sets a baseline. Overall data shows an increase of 10 percent in Kindergarten to third-grade proficiency from Fall 2023 to Spring 2024. K-3 student proficiency increased from 44.6 percent in the fall to 54.6 percent on composite scores in the spring. Cutscores are based on Amplify’s recommended [benchmark cut scores](#). DIBELS® 8th Edition sets subtest weights and scaling constants corresponding to the screening window to calculate composite scores. Composite scores increase from fall to winter to spring. Therefore, while students may not increase in achievement level, they may still show growth in the measures. The most significant gains were in Kindergarten and first grade, noting these students had fewer COVID-related gaps in learning and have most fully benefited from our literacy improvement policies, such as the required Science of Reading training for K-3 teachers and leaders.

# Statewide DIBELS® 8th Edition Results

## Beginning of Year

Fall 2023 results revealed that 29.5 percent of Kindergarten students, 45.9 percent of first graders, 50.7 percent of second graders, and 51.6 percent of third graders scored proficient on the full battery of the screener. This is the first year of the LDOE administering one universal screener to all students in Kindergarten through third grade. This is also the first year school systems have reported on the full battery of a literacy screener.

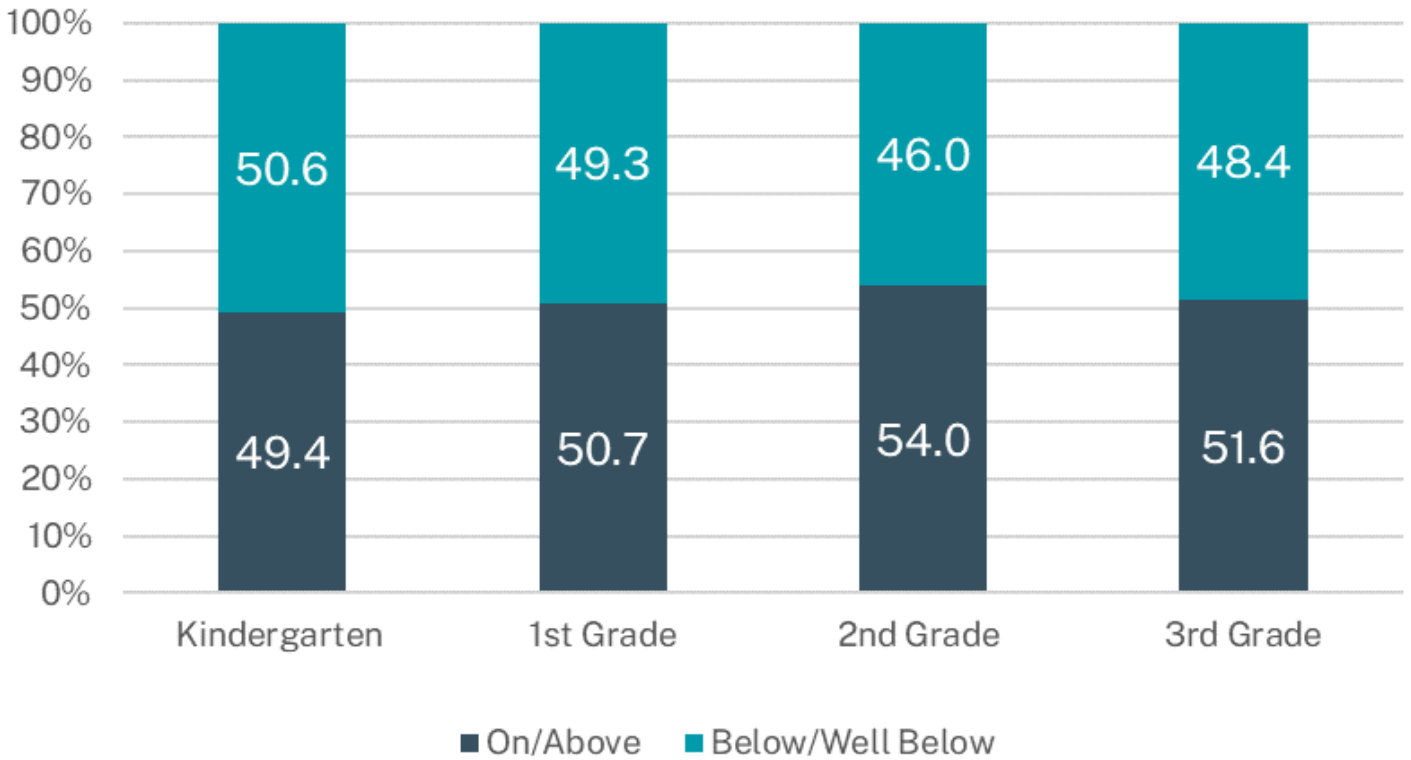
### Beginning of Year Reading By Grade Level



## Middle of Year

Winter 2023 results revealed that 49 percent of Kindergarten students, 51 percent of first graders, 54 percent of second graders, and 52 percent of third graders scored proficient on the full battery of the screener.

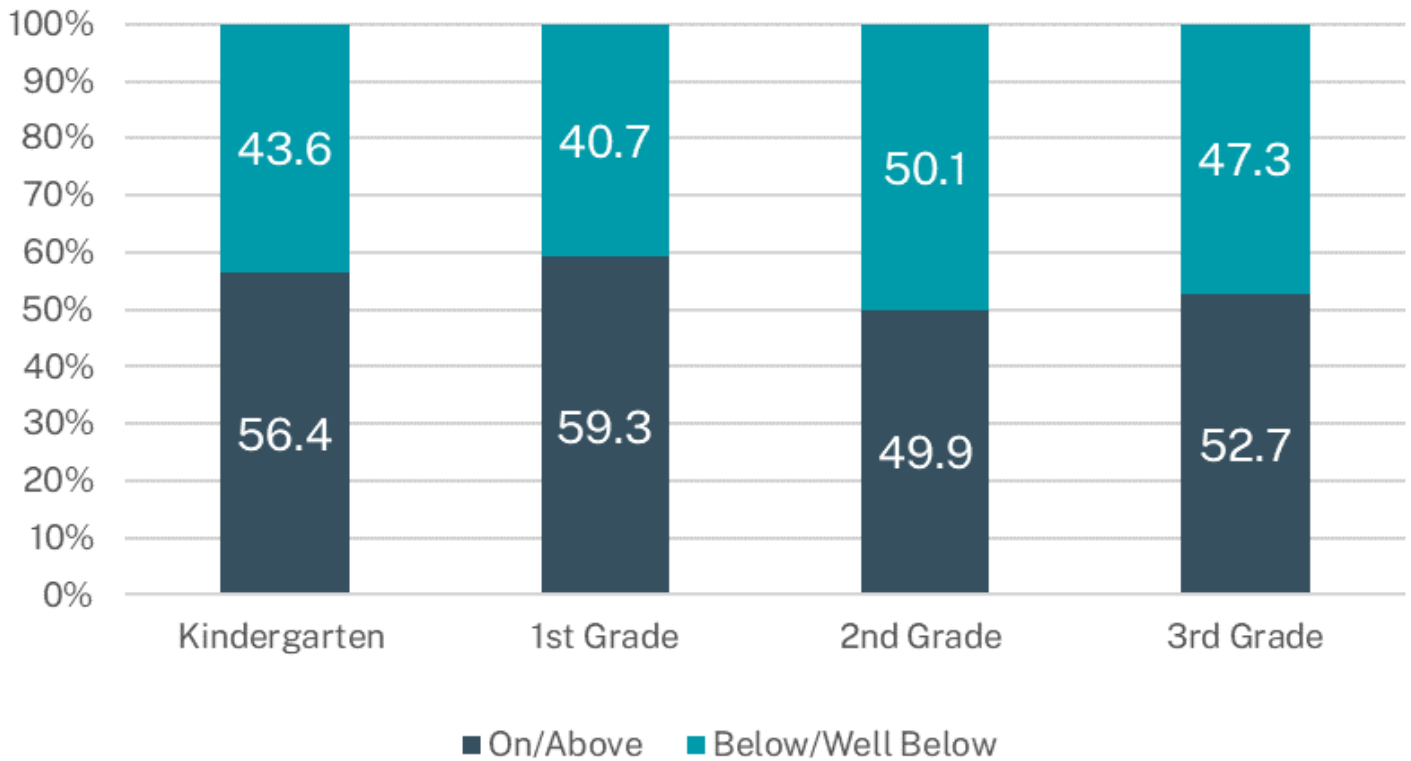
### Middle of Year Reading By Grade Level



## End of Year

Spring 2024 results revealed that 56.4 percent of Kindergarten students, 59.3 percent of first graders, 49.9 percent of second graders, and 52.7 percent of third graders scored proficient on the full battery of the screener. Results by school and subgroup are [available](#).

### End of Year Reading By Grade Level

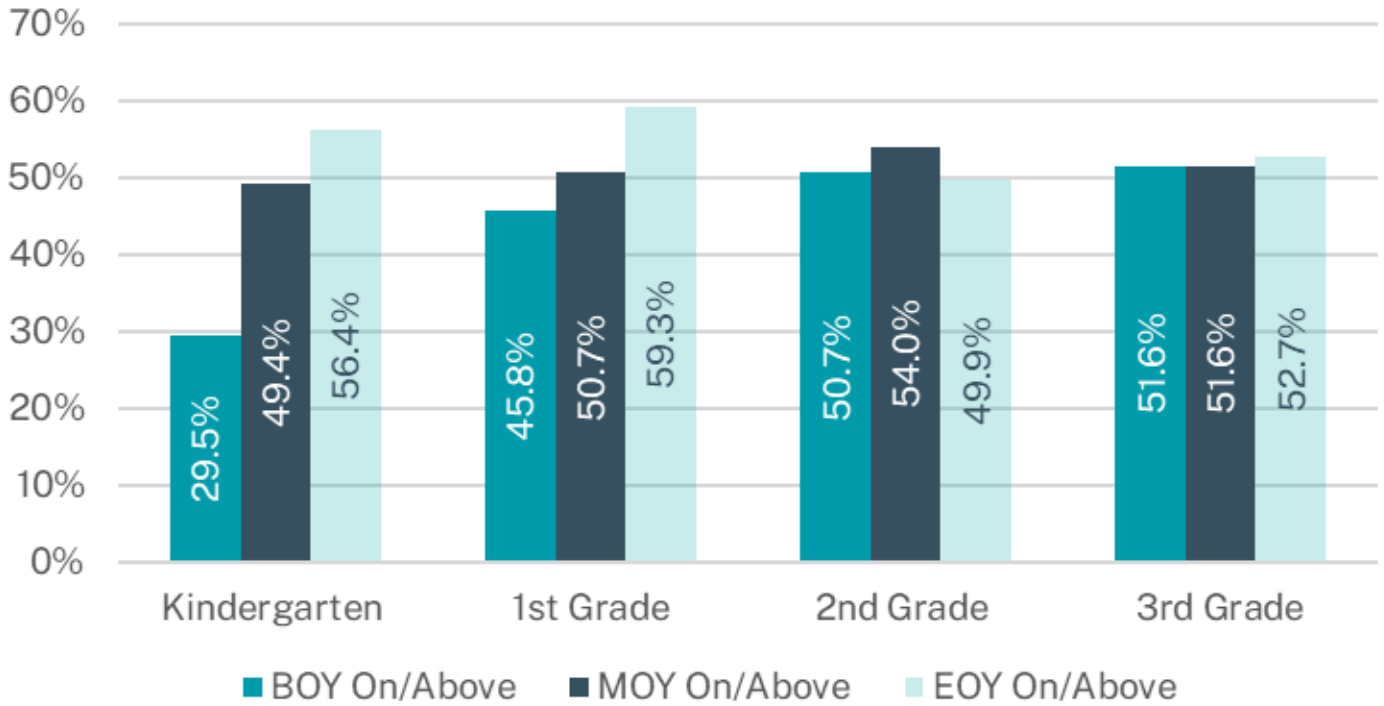




## Fall to Spring Results

There were significant gains in Kindergarten and first grade from the beginning of year to end of year that can be attributed to our literacy improvement efforts. The 2023-2024 School Year was also the first year of implementing required teacher training for the Science of Reading. Cut scores shift from window to window which means that students who remain on and above grade level have also grown significantly throughout the year.

### BOY to EOY On/Above Rates



## Statewide Participation Rates

All students are required to be assessed, and the data for these students is required to be reported. The LDOE utilized End of Year PP9 enrollment data to determine students who were enrolled as of April 1, 2024.

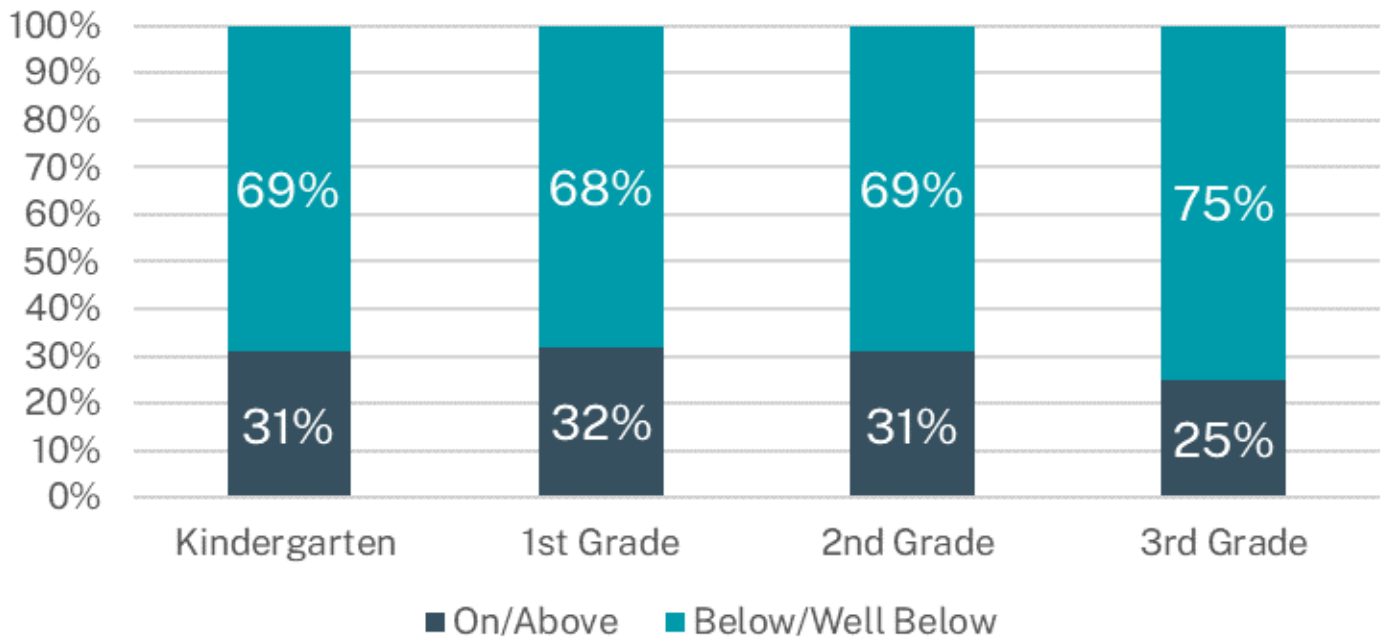
Grade	% with Scores EOY	% without Scores EOY
Kindergarten	98.2%	1.8%
1st	98.4%	1.6%
2nd	98.2%	1.8%
3rd	98.2%	1.8%
K-3	98.3%	1.7%

## Literacy Screening for Students with Disabilities

### Middle of Year

Winter screening results reveal that 26,525 students with disabilities were assessed with DIBELS® 8th Edition. These results indicate that, for students with disabilities, 31 percent of kindergarteners, 32 percent of first graders, 31 percent of second graders, and 25 percent of third graders scored proficient on the full battery of the screener.

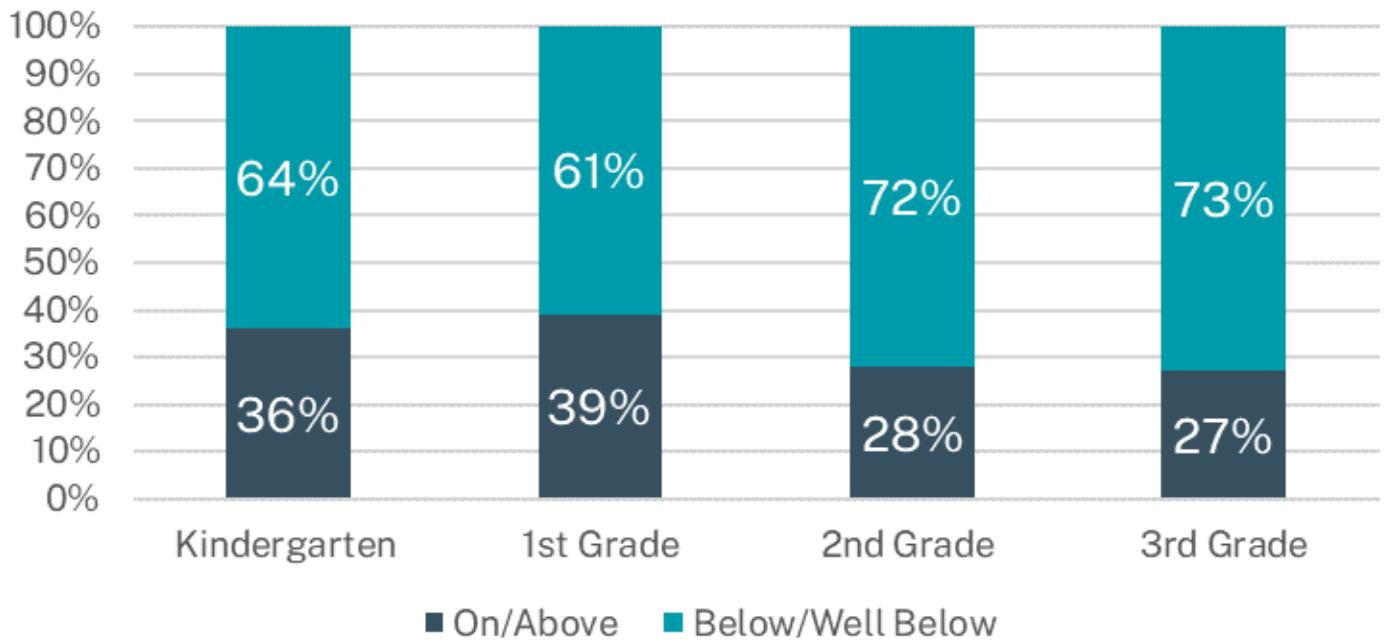
### Students With Disabilities Middle of Year Reading By Grade Level



## End of Year

Spring screening results reveal that 31,507 students with disabilities were assessed with DIBELS® 8th Edition. These results indicate that, for students with disabilities, 36 percent of kindergarteners, 39 percent of first graders, 28 percent of second graders, and 27 percent of third graders scored proficient on the full battery of the screener.

### Students With Disabilities End of Year Reading By Grade Level



## Students with Disabilities Participation

All students are required to participate in a screener. One element of setting high expectations for students with disabilities is having all students participate in statewide assessments. The Individualized Education Program (IEP) team should base assessment participation decisions on *how*, not *if*, the student will participate. The table below represents the percentage of students in Kindergarten through third grade identified as a student with disabilities with a screener result reported.

Grade	% with Scores EOY	% without Scores EOY
Kindergarten	94.8%	5.2%
1st	95.8%	4.2%
2nd	95.6%	4.4%
3rd	94.6%	5.4%
K-3	95.2%	4.8%

## Alternate Literacy Screening for Students with Significant Disabilities

The Kindergarten, first-grade, second-grade, and third-grade Literacy Alternate Assessment Rubrics (LAAR) provide alternate methods to DIBELS® 8th Edition for assessing literacy skills for Louisiana students with significant cognitive disabilities and are aligned with [Louisiana Connectors](#). Skills assessed include print concepts, phonological awareness, phonics and word recognition, fluency, and comprehension.

Students who may qualify to participate in the LAAR are students with significant cognitive disabilities. Typically, approximately one percent of the student population meets criteria for an alternate assessment participation. IEP teams utilize the [K-2 Alternate Assessment Decision Making Tool](#) to determine if [K-2 alternate assessment criteria](#) has been met for kindergarten through second graders and for third graders the [3-12 alternate assessment criteria](#) is used by IEP teams to determine if the LAAR will be the screening tool administered to generate scores for the K-3 literacy screenings. Due to the small population of students who were administered the LAAR, only statewide results are reported below. More information about LAAR is available in the [Literacy Screener Library](#) on the Louisiana Believes website.

## Middle of Year

Grade	Number Tested	Not Yet Emerging	Emerging	Approaching Target	At Target
Kindergarten	189	46.0%	40.2%	11.6%	2.1%
1st	209	41.6%	42.1%	10.0%	6.2%
2nd	186	50.0%	31.7%	8.1%	10.2%
3rd	322	52.5%	27.6%	14.0%	5.9%
K-3	906	48.1%	34.4%	11.4%	6.1%

## End of Year

Grade	Number Tested	Not Yet Emerging	Emerging	Approaching Target	At Target
Kindergarten	176	43.2%	36.4%	15.3%	5.1%
1st	205	38.0%	45.4%	13.7%	2.9%
2nd	211	48.3%	28.9%	12.3%	10.4%
3rd	354	43.2%	28.2%	19.8%	8.8%
K-3	946	43.2%	33.6%	16.0%	7.2%

## Gifted Screening Results

Louisiana Revised Statute 17:24.9 requires that the literacy screener be used as a tool to assist in identifying students for specific programming, including gifted evaluation. LDOE administers an ad hoc data collection three times a year to school systems to collect the number of students who were referred for gifted evaluation as a result of their literacy screening results. The results of the MOY and EOY survey are presented in the tables below. In the EOY collection, results show that second- and third-graders were referred for additional gifted screening more than kindergarteners and first-graders.

### Middle of Year

In the MOY collection, 73 traditional school systems and 37 charter school systems responded. Overall MOY results indicate that 6,327 students not classified as gifted were referred for additional gifted screening, and 1,473 of those were referred for gifted evaluation.

	Number of students not classified as gifted scoring in the above-average range	Number of students not classified as gifted referred for additional screening	Number of students not classified as gifted referred for gifted evaluation
Kindergarten	7,555	1,002	179
Grade 1	7,235	1,275	494
Grade 2	7,458	2,119	448
Grade 3	6,784	1,931	352
K-3 Statewide	29,032	6,327	1,473

*Note: Gifted screening and evaluation procedures in Kindergarten are based on intellectual abilities and performance on a reading and math achievement test standardized at the first-grade level per state regulations.*

## End of Year

In the EOY collection, 70 traditional school systems and 60 charter school systems responded. Overall EOY results indicate that 8,016 students not classified as gifted were referred for additional gifted screening and 1,594 of those were referred for gifted evaluation.

	Number of students not classified as gifted scoring in the above-average range	Number of students not classified as gifted referred for additional screening	Number of students not classified as gifted referred for gifted evaluation
Kindergarten	11,948	1,572	222
Grade 1	11,904	2,254	562
Grade 2	8,991	1,687	375
Grade 3	12,220	2,503	435
K-3 Statewide	45,063	8,016	1,594

*Note: Gifted screening and evaluation procedures in Kindergarten are based on intellectual abilities and performance on a reading and math achievement test standardized at the first-grade level per state regulations.*



# Additional Information

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## Data Suppression/Privacy

LDOE has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary, and may include rounding or other techniques, but do not substantially affect the general usefulness of the data. Because of privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. The symbol "~" is used for all percentages where the total number of test takers in a particular row is fewer than 10, and percentages greater than 95 percent and lower than 5 percent are replaced by ">95" and "<5," respectively.

## Unreported Data

The tables below represent the school systems in the state that did not report literacy screener results for more than 20 percent overall of their Kindergarten through third-grade enrollment based on their official enrollment. The LDOE's Office of Assessments, Accountability, and Analytics worked to collect all data from all sites and school systems. This is part of ongoing efforts to ensure high data quality across the agency. School systems were given regular updates in multiple forms of communication including the weekly System Leader Newsletter, office hour calls, and webinars. Throughout the collection, the team supported systems that had low submissions from previous benchmarks or years. This included email guidance, phone support, and Zoom meetings. The school systems included in this table failed to provide the data requested by the mandatory due dates set for MOY and EOY screening by law.

## Middle of Year

Site Code	Site Name	% of K-3 Students Missing Literacy Screener Data
3C9	Ecole Pointe-au-Chien	100%
321	New Vision Learning Academy	100%
363	Crescent City Schools	99%
033	Madison Parish	99%
W31	Dr. Martin Luther King Charter School for Sci Tech	33%
W5B	Northeast Claiborne Charter	31%
101	Special School District	29%

## End of Year

Site Code	Site Name	% of K-3 Students Missing Literacy Screener Data
3C9	Ecole Pointe-au-Chien	100%
101	Special School District	38%
345	University View Academy Inc	35%
W5B	Northeast Claiborne Charter	33%

For additional information, please contact [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).