

# K-3 Fall Reading Report

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**R.S. 17:24.9**  
**November 2024**

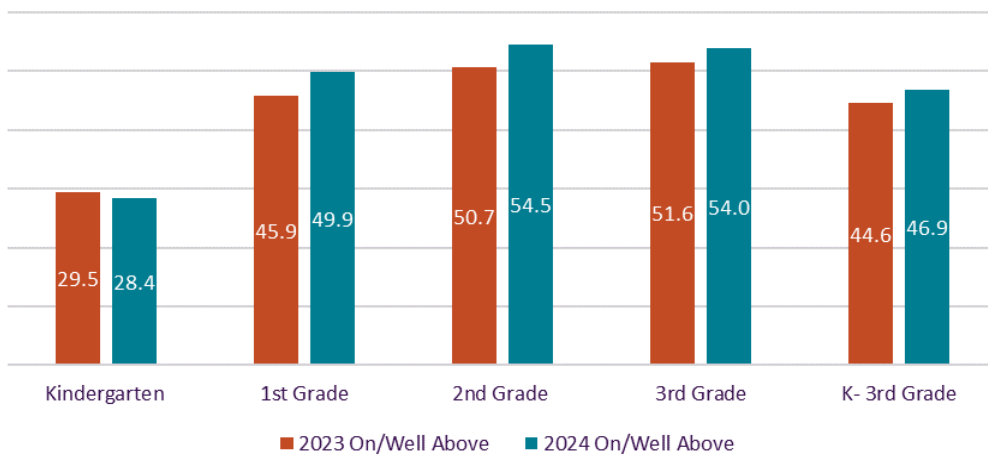
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# Statewide Results

## Fall 2023 to Fall 2024 Results

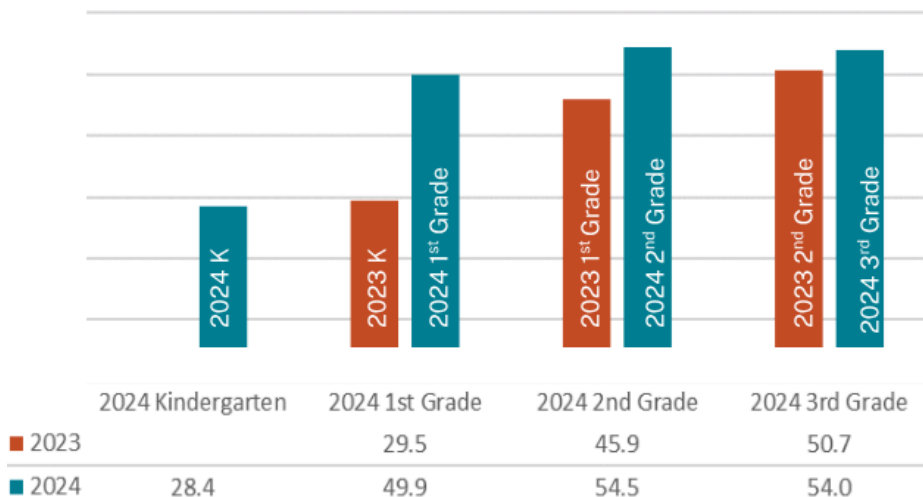
Overall K-3 data indicates an increase of 2.3 percent proficiency from Fall 2023 to Fall 2024. Data indicates that Grade 1 increased by 4 percent, Grade 2 by 3.8 percent, and Grade 3 by 2.4 percent. This improvement in each grade and overall reflects the efforts to improve literacy instruction in the state. Entering Kindergarteners are weaker in their literacy skills than last year's Kindergarteners, showing a decrease of 1.1 percent.

Fall 2023 to Fall 2024 Comparison of On or Above Level Reading Results by Grade Level

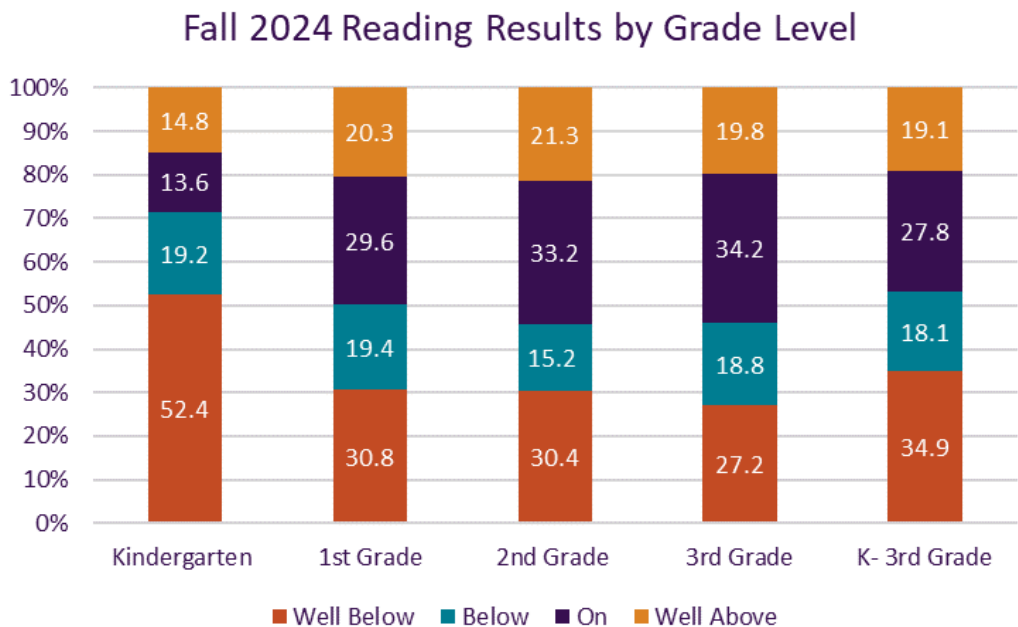


Fall 2024 data also indicates an increase in proficiency by cohort data. In the graph below, students are included by their 2024 grade level showing the prior year's beginning-of-year (BOY) results.

Fall 2023 to Fall 2024 Cohort Comparison of On or Above Level Reading Results



Fall 2024 results revealed that 28.4 percent of Kindergarten students, 49.9 percent of first graders, 54.5 percent of second graders, and 54 percent of third graders scored proficient on the full battery of the screener. This is the second year of the implementation of a universal screener for all students in K-3, with school systems administering the full battery of the literacy screener.



## Statewide Participation Rates

All students are required to be assessed, and the data for these students is required to be reported. To identify students who needed to be assessed, the LDOE utilized the October 1 collection data as the denominator of students expected to test.

It is important to note that the participation rate in each grade level also increased from the Fall 2023 (beginning-of-year) test administration to the Fall 2024 (beginning-of-year) test administration. The 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. The comparison table is below.

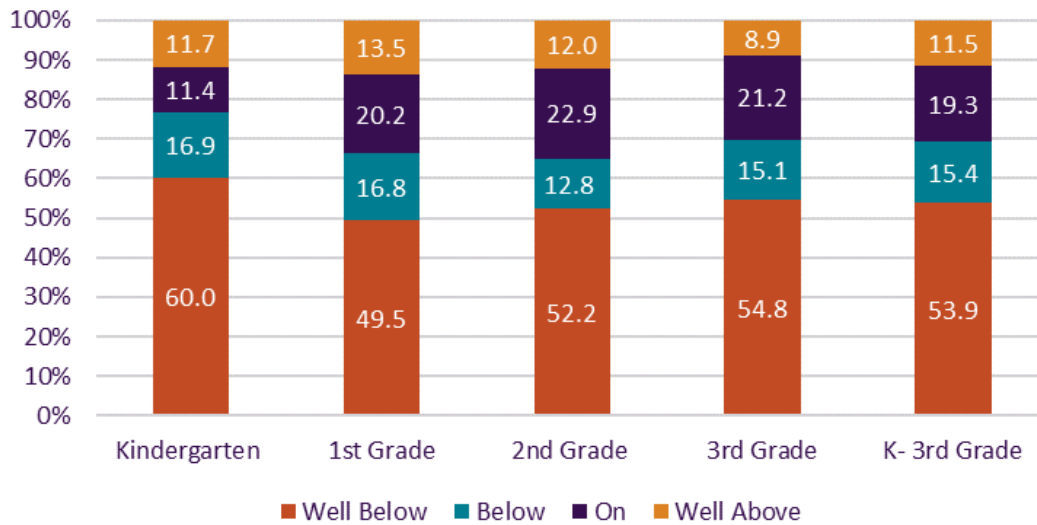
Grade	2023 Fall BOY Participation Rate	2024 Fall BOY Participation Rate
Kindergarten	96.2%	<b>97.8%</b>
1st	96.5%	<b>98.3%</b>
2nd	96.5%	<b>98.3%</b>
3rd	96.4%	<b>98.3%</b>
K-3rd	96.4%	<b>98.2%</b>

# Literacy Screening for Students with Disabilities

## Fall 2024 Results

Fall screening results reveal that 26,514 students with disabilities were assessed using DIBELS® 8th Edition. These results indicate that, for students with disabilities, 23.1 percent of kindergarteners, 33.7 percent of first graders, 34.9 percent of second graders, and 30.1 percent of third graders scored proficient on the full battery of the screener.

Students with Disabilities Fall 2024 Reading Results by Grade Level



## Students with Disabilities Participation

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	Participation Rate
Kindergarten	94.2%
1st	94.8%
2nd	94.2%
3rd	94.3%
K-3rd	94.4%

## 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. For third graders, the [3-12 alternate assessment criteria](#) is used by IEP teams to determine whether 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. The cut scores are set as follows:

Alternate Literacy Screener Composite Cut Scores				
	Kindergarten	1st Grade	2nd Grade	3rd Grade
<b>At Target</b>	16-20	20-25	12-15	12-15
<b>Approaching Target</b>	10-15	13-19	8-11	8-11
<b>Emerging</b>	5-9	6-12	4-7	4-7
<b>Not Yet Emerging</b>	4	5	3	3

### Fall 2024 Results

Grade	Number Tested	Not Yet Emerging	Emerging	Approaching Target	At Target
Kindergarten	<10	-	-	-	-
1st	≥10	54.5%	18.2%	27.3%	<5.0%
2nd	≥10	56.3%	25.0%	<5.0%	18.8%
3rd	≥10	78.6%	21.4%	<5.0%	<5.0%
K-3	≥40	68.8%	18.8%	6.3%	6.3%

# 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 annually 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 middle-of-year (MOY) and end-of-year (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.

## Fall 2024 Results

In the BOY collection, 100 school systems self-reported gifted referral data, including responses from 66 traditional school systems and 33 charter school systems. Overall, BOY results indicate that 8,283 students not classified as gifted were referred for additional gifted screening, and 948 of those were referred for gifted evaluation as of October. As data was self-reported by districts, there may be slight variations in the totals.

<b>Grade Level</b>	<b>Number of students not classified as gifted scoring in the above-average range</b>	<b>Number of students not classified as gifted referred for additional screening</b>	<b>Number of students not classified as gifted referred for gifted evaluation</b>
Kindergarten	2,490	1,133	91
Grade 1	3,677	2,263	256
Grade 2	4,316	2,512	311
Grade 3	4,046	2,375	290
K-3 Statewide	14,529	8,283	948

*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.*

## Unreported Gifted Referral Data

The following systems did not report gifted referral data.

System Code	System Name	System Code	System Name
042	Richland Parish	WBA	Einstein Charter School at Village De L'Est
101	Special School District	WBK	Bricolage Academy
302	Louisiana School for Math Science & the Arts	WBM	Sarah Towles Reed High School
307	Howard School	WBN	Einstein Charter Middle School at Sarah Towles Reed
321	New Vision Learning Academy	WBO	Einstein Charter at Sherwood Forest
333	Avoyelles Public Charter School	WBQ	New Harmony High Institute
334	New Orleans Center for Creative Arts	WBT	Audubon Charter Gentilly
336	Delhi Charter School	WC2	Opportunities Academy
343	Community School for Apprenticeship Learning, Inc.	WZB	Warren Easton Charter Foundation, Inc.
344	Voices for International Business & Education	WZO	Louisiana Key Academy - Northshore
345	University View Academy, Inc.	WZP	Discovery Health Sciences Foundation
348	New Orleans Military & Maritime Academy	WZQ	Pelican Educational Foundation - Kenilworth Science
360	Educators for Quality Alternatives	WZT	Louisiana Key Academy- Caddo
368	Morris Jeff Community School	WZX	Academy of Collaborative Education
WBA	Einstein Charter School at Village De L'Est		

## Statewide School-Level Results

Results by school and subgroup are available as [Fall 2024 Reading Screener Results](#) on the Louisiana Department of Education website.

# 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 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 its four literacy pillars:

- literacy goals;
- explicit instruction, interventions, and extensions;
- ongoing professional growth; and
- engaging families at all stages of literacy development.

Additionally, 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 expansion of the [Steve Carter Education Program](#), the development of the [Accelerate: High-Dosage Tutoring Initiative](#), teachers and leaders being trained through [Act 108](#) (2021), the development of K-5 individual academic support plans for students who are below proficiency, and the Reading Enrichment and Academic Deliverables (R.E.A.D.) program.

In the 2024-2025 school year, teachers scored the screener in an online state platform, and the data was submitted directly to the LDOE. This is the second year the LDOE has administered a universal screener to all students in Kindergarten through third grade. This is also the second year school systems have reported on the full battery of a literacy screener.

## Policy

Louisiana'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 reassessed 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.



The DIBELS® 8th Edition screener, which school systems are required to use, 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 this 2024-2025 school year, third-grade students who score at the *Well Below* level at the end of the school year are at risk of retention. Beginning with the screener administration in 2025-2026, the results from the literacy screener will be included in School Performance Scores.

## 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.

Cut scores 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.

	Kindergarten	1st	2nd	3rd
<b>Blue - Well Above Level</b>	332+	354+	361+	365+
<b>Green - On Level</b>	306-331	330-353	329-360	332-364
<b>Yellow - Below Level</b>	280-305	321-329	316-328	314-331
<b>Red - Well Below Level</b>	200-279	200-320	200-315	200-313
<b>Lowest Possible Score for BOY*</b>	243	300	286	268

\*DIBELS® 8th Edition sets subtest weights and scaling constants corresponding to the screening window to calculate composite scores.

# 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 table below represents the school systems in the state that did not report literacy screener results for more than 10% overall of their kindergarten through third-grade enrollment based on their October 1st enrollment. The 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. For the Fall 2024 K-3 literacy screener, 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 in previous years or were missing data from this year. This included email guidance, phone support, and Zoom meetings. Ultimately, deadline extensions were also offered. The school systems included in this table failed to provide the data requested by the revised due date.

System/Site Code	System/Site Name	Participation Rate
101043	Louisiana School for the Deaf	37.5%
036197	Elan Academy Charter School	65.0%
017092	EBR Readiness Superintendent Academy	71.4%
017101	Winbourne Elementary School	76.3%
WAL001	JS Clark Leadership Academy	80.4%
WZV001	Prescott K-8 Academy	83.1%
032031	Levi Milton Elementary School	83.4%
026027	Estelle School	84.5%
WAG001	Louisiana Virtual Charter Academy	84.9%
018	East Carroll Parish	86.3%

<b>System/Site Code</b>	<b>System/Site Name</b>	<b>Participation Rate</b>
018005	Southside Elementary School	86.3%
036067	The Leah Chase School	86.8%
026099	Harry S Truman School	88.7%
026033	Greenlawn Terrace Elementary School	89.0%

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