

2023 Fall Reading Report

**School, District, and State Results
for Kindergarten through Grade Three
November 2023**

Summary

Background

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. These are shared 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.

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 must screen all students based 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. Schools must report the entire battery of indicators instead of reporting a single indicator beginning in the 2023-2024 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 risk retention. Beginning in 2025-2026, the results from the literacy screener will be included in the Assessment Index, and student growth results will be included in the Progress Index.

Results

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, any student who scores in the “Below” category must have a reading improvement plan developed, and family reporting is required.

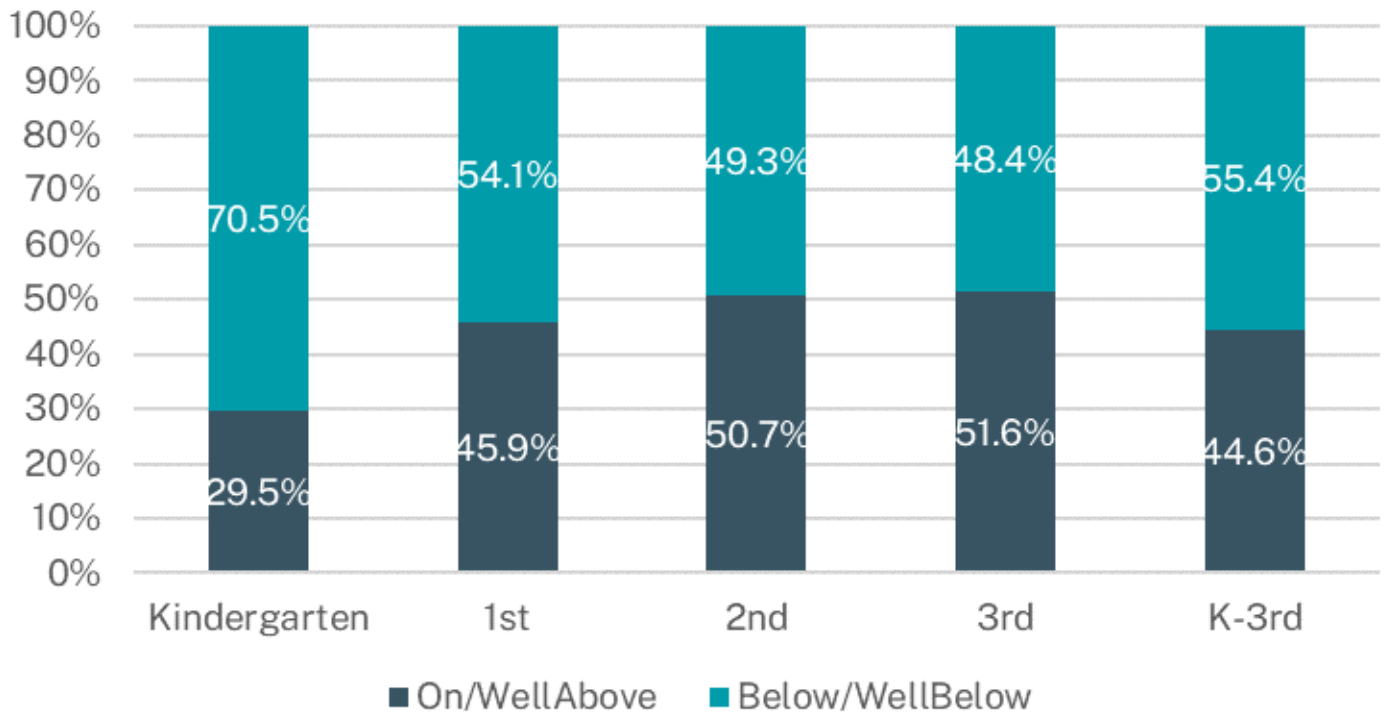
	Kindergarten	1st	2nd	3rd
Blue - Well Above Level	332+	354+	361+	365+
Green - On Level	306-331	330-353	329-360	332-364
Yellow - Below Level	280-305	321-329	316-328	314-331
Red - Well Below Level	200-279	200-320	200-315	200-313
Lowest Possible Score for BOY*	243	300	286	268

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

Statewide DIBELS® 8th Edition Results

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. As such, the results below should represent the new baseline of scores for the fall literacy screener results.

Reading Level by Grade Level



Statewide School-Level Results

Results by school and subgroup are available as [Fall 2023 Reading Results](#) on the Louisiana Believes website.

Statewide Participation Rates

All students who attend school for at least one day by October 1st are required to be assessed, and the data for these students is required to be reported. In total, there were 208,320 students in kindergarten through third grade who met this criterion. 96.4 percent of those students had scores reported by the deadline.

Grade	% with Scores	% without Scores
Kindergarten	96.2%	3.8%
1st	96.5%	3.5%
2nd	96.5%	3.5%
3rd	96.4%	3.6%
K-3	96.4%	3.6%

Literacy Screening for Students with Disabilities

Students with Disabilities Participation

All students enrolled in a site by October 1 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. Below represents the percent of students in kindergarten through third grade identified as a student with disabilities with a screener result reported.

Grade	% with Scores	% without Scores
Kindergarten	93.5%	6.5%
1st	94.6%	5.4%
2nd	94.5%	5.5%
3rd	94.6%	5.4%
K-3	94.3%	5.7%

Alternate Literacy Screening for Students with Significant Disabilities

The [kindergarten](#), [1st grade](#), [2nd grade](#), and [3rd grade](#) Literacy Alternate Assessment Rubrics (LAAR) provide alternate methods to DIBELS® 8th Edition for assessing literacy skills (print concepts, phonological awareness, phonics and word recognition, fluency, and comprehension) for Louisiana students with significant cognitive disabilities and are aligned with [Louisiana Connectors](#).

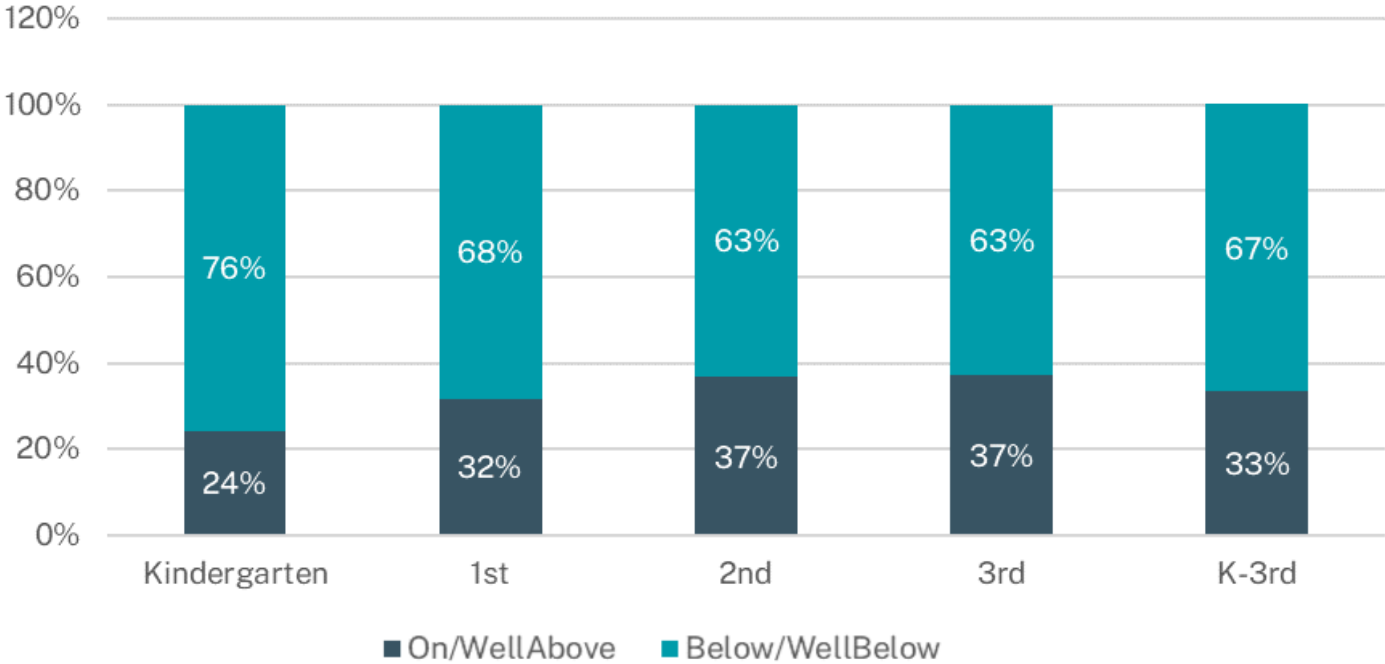
Students who may qualify to participate in the LAAR are students with significant cognitive disabilities. Typically, approximately one percent of the student population meets criteria for an alternate assessment participation. IEP teams utilize the [K-2 Alternate Assessment Decision Making Tool](#) to 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.

Grade	Tested	Percent Well Below Level	Percent Below Level	Percent On Level	Percent Well Above Level
Kindergarten	<10	~	~	~	~
1st	≥20	50.0%	41.0%	9.0%	<5%
2nd	≥10	80.0%	20.0%	<5%	<5%
3rd	≥10	84.0%	16.0%	<5%	<5%
K-3	≥60	65.0%	32.0%	<5%	<5%

Statewide Screening Results for Students with Disabilities

Fall 2023 screening results reveal that 28,207 students with disabilities were assessed with DIBELS® 8th Edition or the LAAR. This represents 14 percent of the overall statewide total of all students who were assessed. DIBELS® 8th Edition or the LAAR results, for students with disabilities, indicate that 24 percent of kindergarteners, 32 percent of first graders, 37 percent of second graders, and 37 percent of third graders scored proficient on the full battery of the screener. The fall 2023 results for students with disabilities are graphed below.

Students with Disabilities Reading Proficiency by Grade



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. In fall 2023, LDOE administered an ad-hoc data collection to school systems to determine the number of students who were referred for gifted evaluation as a result of their literacy screening results. The results of the survey are presented in the table below. In the collection, 65 traditional school systems and 37 charter school systems responded. Overall, results indicate that 4,190 students who are gifted scored above average on the literacy screener, 8,203 students not classified as gifted were referred for additional gifted screening, and 1,485 of those were referred for gifted evaluation. Results show that second and third-graders were referred for additional gifted screening more than kindergarteners and first-graders.

	Number of students who are gifted scoring in the above-average range on the literacy screener	Number of students not classified as gifted referred for additional screening	Number of students not classified as gifted referred for gifted evaluation
Kindergarten	411	1,050	95
Grade 1	584	1,877	357
Grade 2	1,498	2,698	523
Grade 3	1,697	2,578	510
K-3 Statewide	4,190	8,203	1,485

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.

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 who 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 2023 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.

Site Code	Site Name	% of K-3 Students Missing Literacy Screener Data
WBA	Einstein Charter Schools-Einstein Charter at Village De'l (Type 3B)	100%
WBO	Einstein Charter at Sherwood Forest (Type 3B)	100%
W18	Noble Minds (Type 2)	37%
033	Madison Parish	16%
WZV	Prescott K-8 Academy	14%

For additional information, please contact louisianaliteracy@la.gov.