

# Outcome Monitoring Reading Proficiency

February 2024



# Reading Proficiency

## Goal:

The percentage of third grade students proficient in English Language Arts (ELA) on the state summative assessment (currently AK STAR) will increase from **X%** in May 2023 to **Y%** in May 2028.

Note: The state policy review of AK STAR was completed, and the results are expected to be released in the spring of 2024.

## Interim Goal 1.1:

The percentage of K-1 students at or above the reading benchmark on interim assessments, mClass DIBELS 8 Curriculum Based Measures, will increase from **55.8%** in Spring 2023 to **80%** in Spring 2028.

Note: Benchmark as defined by the composite score and curriculum-based criteria

# Reading Proficiency Interim Goal 1.1 (DIBELS 8)

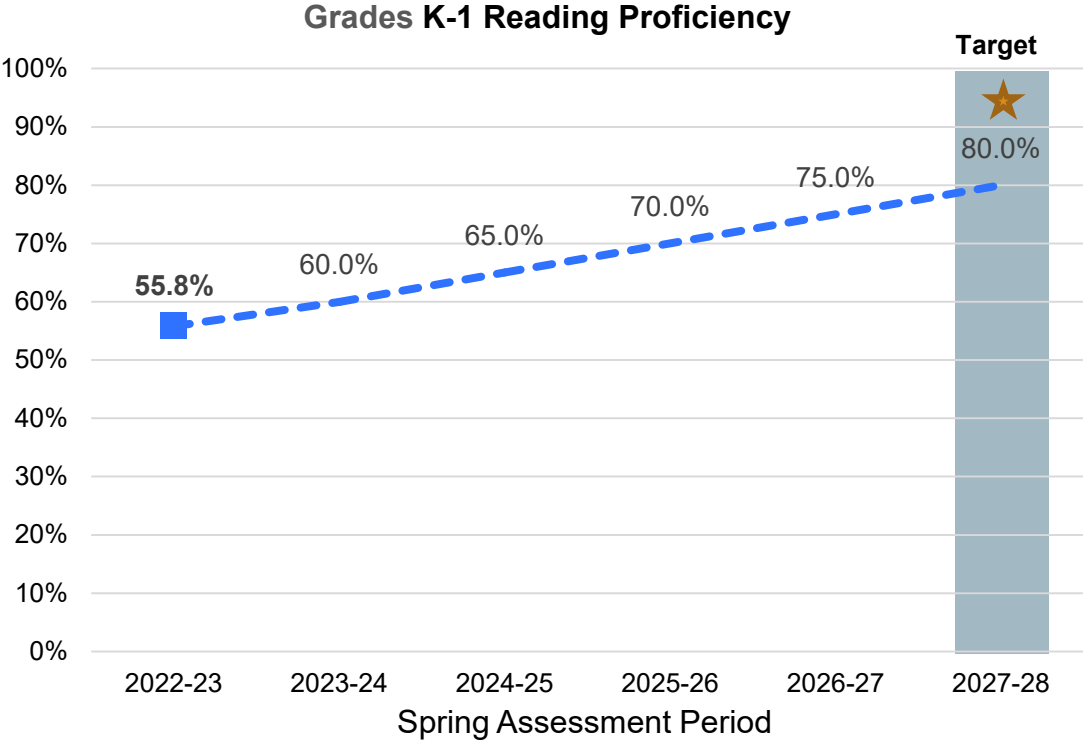
The percentage of K-1 students at or above the reading benchmark on interim assessments, mClass DIBELS 8 Curriculum Based Measures, will increase from **55.8%** in Spring 2023 to **80%** in Spring 2028

## Superintendent Evaluation of Performance

Interim Goal 1.1  
Overall Progress

**Far Below Target**

Note: Benchmark scores are predictive of the likelihood of student(s) reaching the next benchmark goal



% At/Above Benchmark	Assessment Period	2022-23	2023-24	2024-25	2025-26	2026-27	2023-24 Annual Target
	Fall (K-1 Students Tested)	NA	36.8% (5,979)				60%
	Winter (K-1 Students Tested)	NA	43.3% (5,865)				60%
	Spring (K-1 Students Tested)	55.8% (6,280)					60%

mCLASS District Targets  
2023-24

Far Below Target  
45% or less

Below Target  
46%-50%

Near Target  
51%-55%

On Target  
56%-60%

Above Target  
61% or higher

## Reading Proficiency Goal – Participation & Performance – DIBELS 8 K-1

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
<b>All Grades K-1</b>	<b>6312</b>	<b>5979</b>	<b>94.72%</b>	<b>2202</b>	<b>36.8%</b>	<b>6261</b>	<b>5865</b>	<b>93.68%</b>	<b>2542</b>	<b>43.3%</b>	<b>-1.05%</b>	<b>6.51%</b>
<b>K</b>	3073	2924	95.15%	721	24.66%	3068	2869	93.51%	1184	41.27%	-1.64%	16.61%
<b>1</b>	3239	3055	94.32%	1481	48.48%	3193	2996	93.83%	1358	45.33%	-0.49%	-3.15%

mCLASS District Targets  
2023-24

Far Below Target 45% or less	Below Target 46%-50%	Near Target 51%-55%	On Target 56%-60%	Above Target 61% or higher
---------------------------------	-------------------------	------------------------	----------------------	-------------------------------

# Reading Proficiency Goal – Participation & Performance – DIBELS 8 K-1

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
<b>All Grades K-1</b>	<b>6312</b>	<b>5979</b>	<b>94.72%</b>	<b>2202</b>	<b>36.8%</b>	<b>6261</b>	<b>5865</b>	<b>93.68%</b>	<b>2542</b>	<b>43.3%</b>	<b>-1.05%</b>	<b>6.51%</b>
<b>Alaska Native / American Indian</b>	764	723	94.63%	164	22.68%	769	726	94.41%	203	27.96%	-0.23%	5.28%
<b>Asian</b>	579	551	95.16%	250	45.37%	578	543	93.94%	271	49.91%	-1.22%	4.54%
<b>Black</b>	294	282	95.92%	81	28.72%	289	272	94.12%	88	32.35%	-1.80%	3.63%
<b>Hispanic</b>	805	778	96.65%	254	32.65%	803	751	93.52%	279	37.15%	-3.12%	4.50%
<b>Multi-Ethnic</b>	981	928	94.60%	340	36.64%	960	909	94.69%	389	42.79%	0.09%	6.16%
<b>Native Hawaiian / Pacific Islander</b>	482	462	95.85%	110	23.81%	479	446	93.11%	131	29.37%	-2.74%	5.56%
<b>White</b>	2407	2255	93.69%	1003	44.48%	2383	2218	93.08%	1181	53.25%	-0.61%	8.77%
<b>English Learners</b>	774	752	97.16%	184	24.47%	783	742	94.76%	214	28.84%	-2.39%	4.37%
<b>Non-English Learners</b>	5538	5227	94.38%	2018	38.61%	5478	5123	93.52%	2328	45.44%	-0.86%	6.83%
<b>Special Education</b>	952	825	86.66%	172	20.85%	941	803	85.33%	172	21.42%	-1.32%	0.57%
<b>Non-Special Education</b>	5360	5154	96.16%	2030	39.39%	5320	5062	95.15%	2370	46.82%	-1.01%	7.43%
<b>Economically Disadvantaged</b>	3501	3333	95.20%	979	29.37%	3497	3264	93.34%	1087	33.30%	-1.86%	3.93%
<b>Non-Economically Disadvantaged</b>	2811	2646	94.13%	1223	46.22%	2764	2601	94.10%	1455	55.94%	-0.03%	9.72%
<b>Female</b>	3074	2948	95.90%	1081	36.67%	3062	2899	94.68%	1244	42.91%	-1.22%	6.24%
<b>Male</b>	3238	3031	93.61%	1121	36.98%	3199	2966	92.72%	1298	43.76%	-0.89%	6.78%

mCLASS District Targets  
2023-24

Far Below Target  
45% or less

Below Target  
46%-50%

Near Target  
51%-55%

On Target  
56%-60%

Above Target  
61% or higher

# Reading Proficiency

## Goal:

The percentage of third grade students proficient in English Language Arts (ELA) on the state summative assessment (currently AK STAR) will increase from **X%** in May 2023 to **Y%** in May 2028.

Note: The state policy review of AK STAR was completed, and the results are expected to be released in the spring of 2024.

## Interim Goal 1.2:

The percentage of grade 2 students at or above the reading benchmark on interim assessments, mClass DIBELS 8 Curriculum Based Measures, will increase from **60%** in Spring 2023 to **80%** in Spring 2028

Note: Benchmark as defined by the composite score and curriculum-based criteria

# Reading Proficiency Interim Goal 1.2 (DIBELS 8)

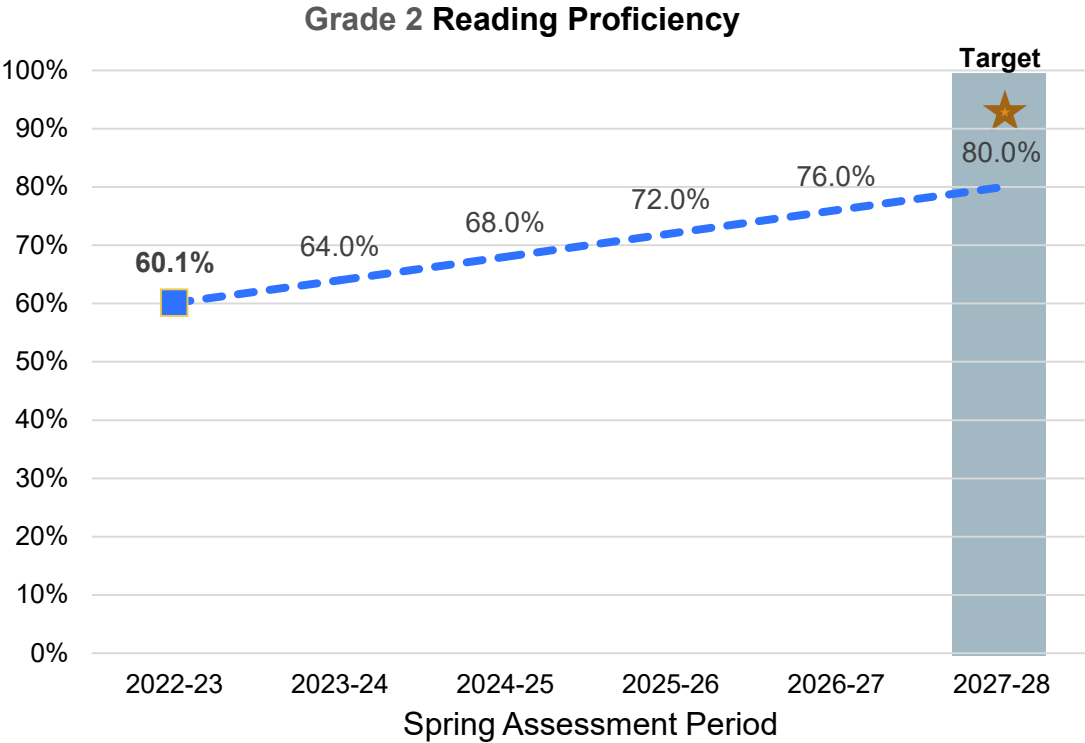
The percentage of **grade 2** students at or above the reading benchmark on interim assessments, mCLASS DIBELS 8 Curriculum Based Measures, will increase from **60.1%** in Spring 2023 to **80%** in Spring 2028.

Superintendent Evaluation of Performance

Interim Goal 1.2  
Overall Progress

Below Target

Note: Benchmark scores are predictive of the likelihood of student(s) reaching the next benchmark goal



% At/Above Benchmark	Assessment Period	2022-23	2023-24	2024-25	2025-26	2026-27	2023-24 Annual Target
	Fall (grade 2 students tested)	NA	53.4% (3,235)				64%
	Winter (grade 2 students tested)	NA	53.2% (3,206)				64%
	Spring (grade 2 students tested)	60.1% (2,928)					64%

mCLASS District Targets  
2023-24

Far Below Target 49% or less	Below Target 50% to 54%	Near Target 55% to 59%	On Target 60% to 64%	Above Target 65% or higher
---------------------------------	----------------------------	---------------------------	-------------------------	-------------------------------

## Reading Proficiency Goal – Participation & Performance – DIBELS 8 Grade 2

	Fall 2023-2024					Winter 2023-2024					% Students Tested Change from Fall to Winter	% At/Above Benchmark Change from Fall to Winter
	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark	# Students Eligible	# Students Tested	% Students Tested	# At/Above Benchmark	% At/Above Benchmark		
<b>All Grade 2</b>	<b>3425</b>	<b>3235</b>	<b>94.45%</b>	<b>1727</b>	<b>53.4%</b>	<b>3414</b>	<b>3206</b>	<b>93.91%</b>	<b>1706</b>	<b>53.2%</b>	<b>-0.55%</b>	<b>-0.17%</b>
Alaska Native / American Indian	368	350	95.11%	129	36.86%	375	358	95.47%	135	37.71%	0.36%	0.85%
Asian	302	286	94.70%	188	65.73%	300	283	94.33%	167	59.01%	-0.37%	-6.72%
Black	140	131	93.57%	65	49.62%	138	127	92.03%	64	50.39%	-1.54%	0.78%
Hispanic	435	411	94.48%	200	48.66%	433	406	93.76%	189	46.55%	-0.72%	-2.11%
Multi-Ethnic	569	531	93.32%	271	51.04%	567	527	92.95%	266	50.47%	-0.38%	-0.56%
Native Hawaiian / Pacific Islander	238	229	96.22%	103	44.98%	239	220	92.05%	104	47.27%	-4.17%	2.29%
White	1373	1297	94.46%	771	59.44%	1362	1285	94.35%	781	60.78%	-0.12%	1.33%
English Learners	521	499	95.78%	232	46.49%	521	492	94.43%	220	44.72%	-1.34%	-1.78%
Non-English Learners	2904	2736	94.21%	1495	54.64%	2893	2714	93.81%	1486	54.75%	-0.40%	0.11%
Special Education	577	487	84.40%	132	27.10%	570	488	85.61%	119	24.39%	1.21%	-2.72%
Non-Special Education	2848	2748	96.49%	1595	58.04%	2844	2718	95.57%	1587	58.39%	-0.92%	0.35%
Economically Disadvantaged	1840	1739	94.51%	793	45.60%	1853	1720	92.82%	777	45.17%	-1.69%	-0.43%
Non-Economically Disadvantaged	1585	1496	94.38%	934	62.43%	1561	1486	95.20%	929	62.52%	0.81%	0.08%
Female	1673	1605	95.94%	847	52.77%	1669	1585	94.97%	846	53.38%	-0.97%	0.60%
Male	1752	1630	93.04%	880	53.99%	1745	1621	92.89%	860	53.05%	-0.14%	-0.93%

mCLASS District Targets  
2023-24

Far Below Target  
49% or less

Below Target  
50% to 54%

Near Target  
55% to 59%

On Target  
60% to 64%

Above Target  
65% or higher

# Reading Proficiency

## Next Steps

Learning to read is a complex skill. It requires effective instruction from educators who are trained to support students from the very beginning. It requires consistency of implementation and integrity of instruction supporting the evidenced-based science of reading.

The next two slides address District-wide ongoing, consistent, and explicit work to ensure students receive effective instruction. The first slide highlights a broad look at ASD's goal, instructional focus, and operational approaches as it applies to reading proficiency. The second slide presents the instructional elements to include:

- Strategies with action steps
- Stages of Implementation
- Progress along a continuum for strategy implementation

Completed	In Progress	Next Steps	Upcoming
Action steps are accomplished	Action steps are proceeding	Action steps are beginning	Action steps will begin at a future date

# Reading Proficiency

## Goal PreK-2

All students increase acquisition of early literacy skills through cognitive engagement in appropriate grade-level standards-based rigorous instruction in a nurturing environment to support reading proficiency by third grade

## Instructional Focus PreK-2

- Teachers will teach the early literacy skills with integrity by following the Instructional Plan aligned with the science of reading to ensure systemic evidenced-based reading instruction for all students
- Teachers will support learning through the Multi-Tiered System of Supports (MTSS) infrastructure including instructional differentiation and scaffolds
- Teachers will collect and analyze data to determine and implement targeted interventions as part of the MTSS infrastructure

## Approach



## Implementation Stages

Strategic Action Steps  
K-2

1

Define  
Strategies to  
Support  
Board Goals

2

Create  
Structures and  
Processes

3

Clarify Roles &  
Responsibilities

4

Identify and  
Address Gaps  
and Barriers

5

Develop Plan  
for Following  
Year

Curriculum

- Utilize evidence-based curriculum: Amplify CKLA, Heggerty Phonological Awareness/Bridge the Gap
- Conduct implementation snapshots
- Develop leadership structures for integrity checks and provision of feedback

Completed

Completed

Completed

In Progress

In Progress

Instruction

- Build proficiency in instructional practices to include foundational skills and content knowledge for grades K-3.
- Coach foundational skills and content knowledge based on the science of reading.
- Coach WIN intervention/enrichment time (mClass Interventions, UFLI, Phonics for Reading)
- Build proficiency in culturally responsive pedagogy
- Develop proactive, consistent, and coherent feedback structures

Completed

Completed

Completed

In Progress

In Progress

Professional  
Learning

- Conduct implementation snapshots to determine focus of professional development.
- Ensure professional learning around the science of reading
- Conduct a comprehensive onboarding plan for teachers
- Continue training in core curriculum and interventions for elementary teachers

Completed

Completed

Completed

In Progress

In Progress

Data  
Discussions

- Establish outcome focused professional learning communities (PLCs) across all Elementary Schools
- Conduct district/school level PLCs focused on data collection and analysis, decision making, and a cycle of continuous improvement. (mClass data, MAP, program assessments, etc.)
- Work to align preschool kindergarten readiness to kindergarten mClass DIBELS 8 measures

Completed

Completed

In Progress

In Progress

Next Steps

MTSS

- Ensure Multi-tiered System of Supports (MTSS) plans align with AK Reads Act requirements
- Conduct district-led professional learning three times a year, focused on current data analysis and a plan of continuous improvement
- Employ MTSS as part of the elementary instructional plan to meet the needs of all students
- Intensify support for identified low performing students/schools.
- Establish proactive and responsive parent communication

Completed

Completed

In Progress

In Progress

Next Steps



***Educating All Students for Success in Life***