

State of Literacy in OUSD

Teaching and Learning Committee
Meeting

April, 2026



Agenda

Introduction and framing

K-5 Literacy overview

6-12 Literacy overview

Progress for Language Learners

Progress for Students with IEPs

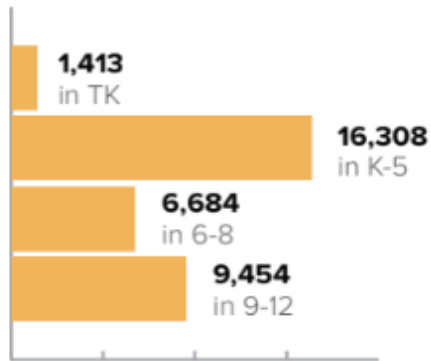
Questions and Discussion

Students we serve

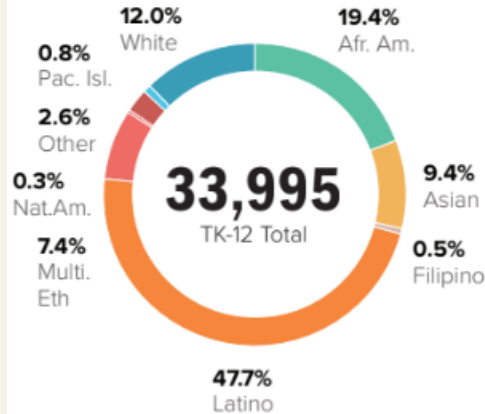
STUDENTS¹

33,995 students are currently enrolled in OUSD District-Run Schools & Programs. Unless noted, data is for 2025-26.

Below: Students by Grade Group



STUDENTS BY ETHNICITY¹



LUNCH PROGRAM



81.3%

Percent of students eligible for Free or Reduced-Priced Lunch.

Students we serve

SPECIAL EDUCATION⁷

18.0% of students with disabilities receive special ed. services.

6,118 students total, **1,845** students enrolled in SDC classes, **363** special ed. teachers, and **6,265** students served by OUSD Special Education Local Plan (SELPA).

ELLs & NEWCOMERS



30.3%

Percent of English Language Learners.⁸

10,307 ELLs students total. **58.3%** of **4,480** grade 6-12 ELLs are Long Term ELLs.



2,702 newcomers students.

15 schools with secondary Newcomer Programs, **17** schools with Elementary Newcomer Teacher Leaders (ENTLs).

176 refugee students, **233** asylee students, **563** unaccompanied immigrant youth.

ATTENDANCE⁴



90.62%

The average daily attendance (ADA) in 2024-25.

91.92% Elementary ADA, **90.86%** Middle ADA, and **89.29%** High ADA.

29.0% of students were chronically absent in 2024-25.

EARLY CHILDHOOD EDUCATION



976 Pre-K general Ed., inclusion students.

162 SPED students, **49** School-Age students.

29 ECE sites, **102** ECE teachers including general ed. and SPED teachers.

Who we are

Schools

SCHOOL AND FACILITIES¹

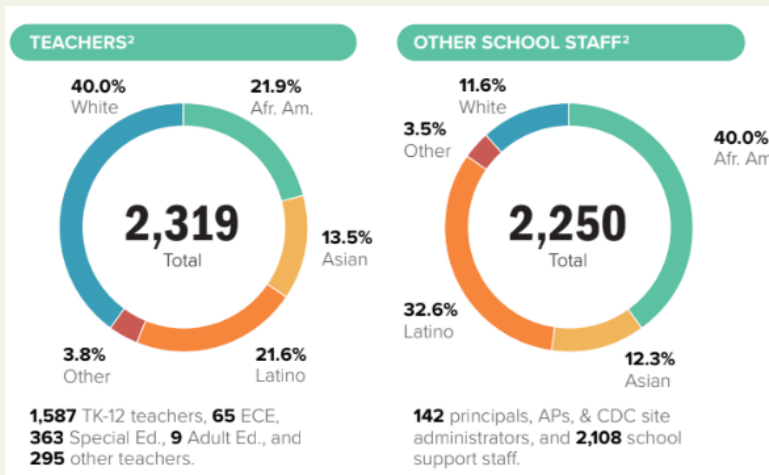
87 NUMBER OF DISTRICT-RUN SCHOOLS/PROGRAMS

8 TK Hubs	6 Senior
46 Elementary	7 Senior-Alt
3 K-8	1 Independent Study
11 Middle	2 PEC
3 6-12	

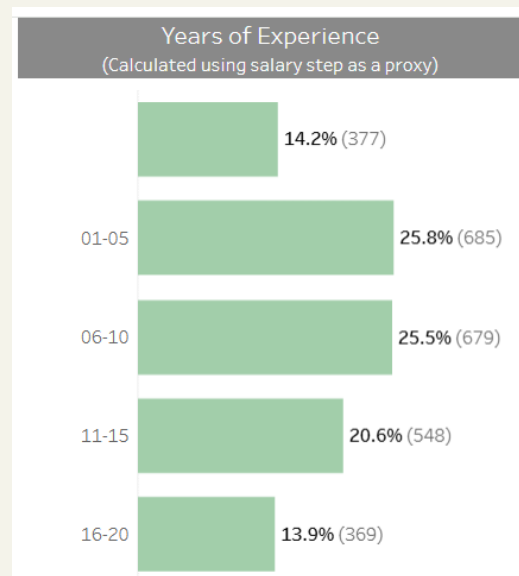
108 NUMBER OF FACILITIES/CAMPUSES

4 Administrative Facilities Only
2 Administrative and Instructional
69 Instructional for District-Run Schools
13 Instructional for Charter Schools
2 Instructional for District-Run and Charter Schools
8 Instructional for ECE
2 Leased
8 Vacant

Staff Ethnicity

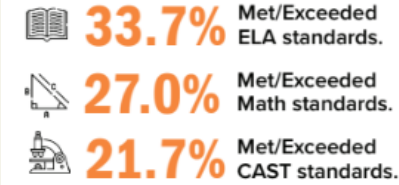


Teacher Experience



Mid-Year iReady: English & Spanish

SBAC TESTING IN 2024-25



28.3%
Mid/Above/Early

21.1%
1 Grade Below

40%
2& 3 Grades Below

Test title short	Academic Year	Admin name	Select Network	Select School	Select Course, CourseType, Pathway	Select Period	Select Teacher	Select Grade	Select Group	Select Attendance Group	Item name	Total	Performance Band						
i-Ready Reading	2025-26	Fall	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	30,738	25.2%	7,757	32.4%	9,948			
		Midyear	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	27,636	21.1%	5,827	29.0%	8,019			
i-Ready Spanish Reading	2025-26	Fall	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	1,771	22.2%	394	25.7%	455	27.0%	479	
		Midyear	All Networks	All Schools	All Courses/ Pathways	All Periods	All Teachers	All Grades	All Students		Overall Reading	1,782	20.5%	365	24.0%	428	19.9%	355	20.3%
												0%	20%	40%	60%	80%	100%		

31%
Mid/Above/Early

24%
1 Grade Below

40%
2&3 Grades Below

What literacy strategies best attend to the students we serve?

What do our teachers need to implement effective literacy instruction?

87 Schools

Diverse Learners

Majority of students did not attend Pre-K

40% of teachers < 5yrs teaching & do not mirror student ethnicities

Uneven literacy results

Demonstrable progress in literacy outcomes

Coherent Instructional System 2.0



Best Practices

- ★ Curriculum
- ★ Assessment
- ★ Foundational PD
- ★ Curriculum-based PL
- ★ On-site Coaching
- ★ Tiered Support

Overview of K-12 Language and Literacy programs

K-2 Foundational Skills



K-2 Foundational Skills:

- Print Awareness and Letter Knowledge
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary

K-12 Core Literacy



- Literacy program aligned to Common Core State Standards
- Building deep knowledge on STEM and humanities topics enhances reading comprehension, vocabulary development and critical thinking.
- Includes Integrated ELD for ELLs

K-8 Biliteracy Instruction



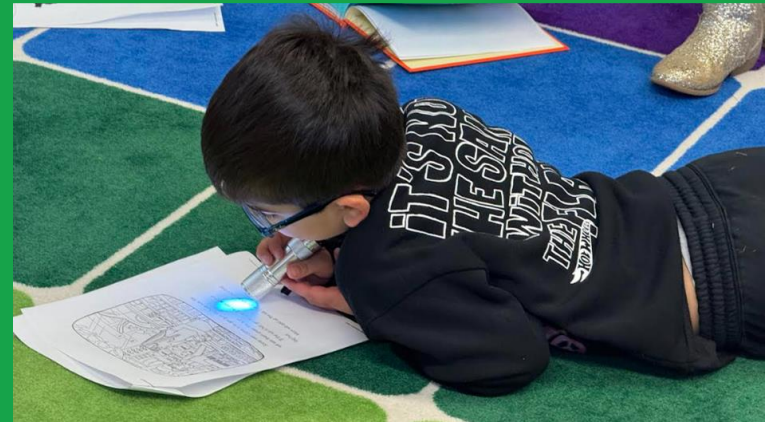
- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and constrastive analysis

K-12 Special Education



- Standards-aligned full curriculum focused on Core Content Connectors
- Personalized for students with disabilities
- Aligns with requirements for Alternative Diploma completion

Elementary Literacy Program



Together, we've built stronger conditions

Coherent Instructional System 2.0



Moving Towards Alignment (2020-2026)

- Curriculum
- Assessment
- Foundational PD
- Curriculum-based PL
- On-site Coaching
- Tiered Support

Vision & Mission

We will ensure that our youngest students develop the literacy skills they need to become lifelong readers, writers, critical thinkers and empowered community members.

To fulfill this vision, we will dramatically increase the number of 3rd graders reading at grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years. We will enhance our collective impact by partnering with educators, families and community.



Robust Multi-Tiered System of Supports (MTSS)

Tier 3

Students reading 1+ years below grade level

- 1:1 or smaller group support and intervention
- More frequent progress monitoring

5-10% of students-Intensive supports

Tier 2

Students reading <1 year below grade level

- Additional dosage in small groups, such as:
 - Foundational skills
- Additional progress monitoring

10-15% of students-Strategic Supports

Tier 1

All Students

- Every OUSD classroom offers rich, challenging, grade-level texts so all students grow to be proficient readers.
- We use evidence-based high quality instructional materials to engage students with grade-level texts, and tasks.
- Integrated and Designated ELD

75-80% of students-Universal Supports

Professional Learning: Alignment to California AB 1454

Foundational Teacher PD

- Core Curricula
- Designated ELD
- Assessment and Data Analysis
- New Teacher Center Series

Curriculum Based Professional Learning

- Monthly TSA Coaching Collaborative
- Principal Professional Learning
- Data analysis aligned to Tier 1 instruction
- Cross department professional learning

On-Site Coaching

- Focal School Support
- EL Education Hub/Lab School Strategy
- Side-by-side learning



Multi-Tiered Systems of Support

- Tier 1: Universal Instruction
- Tier 2: Targeted Small Group
- Tier 3: 1:1 High Dosage tutoring

Standards Based Assessments

- i-Ready
- DIBELS
- Curriculum Embedded Assessments (CEAs)

Tier 1 Educator Mindset: Johns Hopkins University Study

Program Wins: Leaders survey revealed teachers are using UFLI with integrity and the data shows nearly universal buy-in for UFLI within Tier I (Universal) instruction.



Summary Table: Top Performance Indicators (Combined Agreement)

Indicator	Combined Agreement (%)
Teachers use program for intended days each week	98.0%
Clear district vision and strategy for implementation	94.0%
High quality of instructional materials	92.3%
Students appear engaged during instruction	92.0%
Ongoing PD has built leadership capacity	92.2%
Would recommend UFLI to other schools	92.0%

i-Ready Reading Midyear: Key Takeaways

English Only Courses Only Grades 1 and 2; English Only & Dual Language Grades 3-5 • 3-Year Change in % of Students by Performance Group (23-24 → 25-26)

Grade Span	■ On Grade			■ 1 Grade Below			■ 2+ Grades Below			n (25-26)
	23-24	25-26	Δ	23-24	25-26	Δ	23-24	25-26	Δ	
Grade 1	33.6%	32.9%	-0.7	53.6%	58.1%	+4.5	10.9%	7.2%	-3.7	2,009
Grade 2	38%	43%	+5	32.2%	29%	-3.2	28.3%	25.4%	-2.9	2,023
Grades 1–5	36.5%	38.8%	+2.3	30.2%	32.1%	+1.9	31.3%	27.4%	-3.9	10,469
Grades 3–5*	34.1%	35.1%	+1	21.3%	24.6%	+3.3	42.4%	38.8%	-3.6	8,111

Key Patterns:

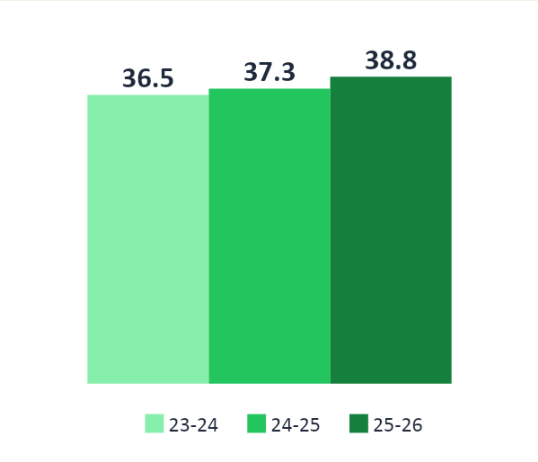
- Grade 2 shows the strongest On Grade gains (+5.0 pp), with both below-grade groups declining
- Across all grade spans, 2+ Grades Below is declining — students are moving up in the distribution
- The rise in 1 Grade Below likely reflects upward movement from 2+ Below

i-Ready Reading Midyear 3-Year Trend: Grades 1–5

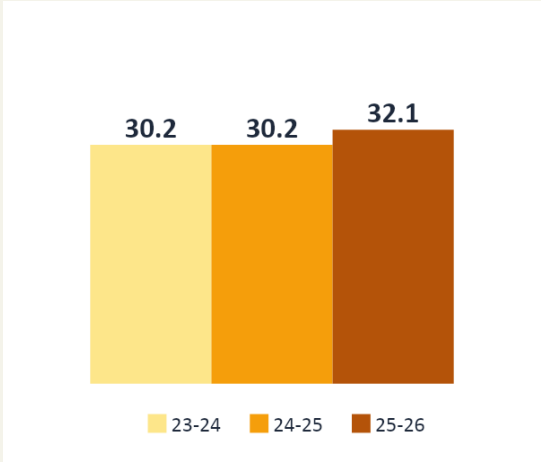
English Only Courses Only Grades 1 and 2; English Only & Dual Language Grades 3-5

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below)

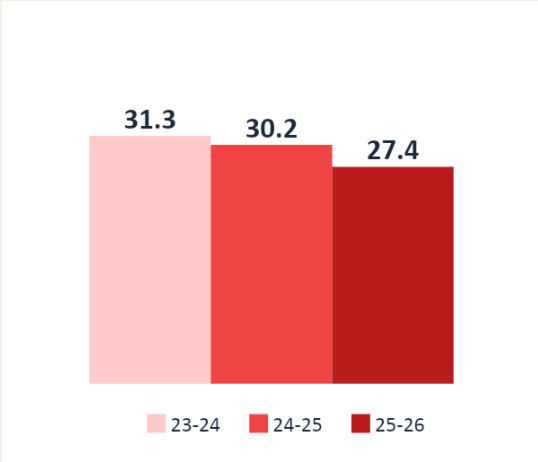
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 11,134 | 2024-25: n = 10,662 | 2025-26: n = 10,469


Key Takeaway: On Grade up +2.3 pp, with 2+ Grades Below dropping nearly 4 pp. The slight increase in 1 Grade Below (+1.9 pp) likely reflects students moving up out of 2+ Below — a positive shift across the distribution.

Reading Campaign: Oakland Is a Reading Town

Power · Justice · Joy · Belonging



OUSD · Oakland Literacy Coalition · Oakland Public Library · ELP · Mayor's Office · OPL

 In Oakland, every student is a reader.

Reading just 20 minutes a day exposes children to 1.8 million words a year!

K-5



- Protected independent reading time every day
- Targeted differentiated instruction in the Reading to Grow block for K-2
- Tracking reading minutes
- Culturally relevant books that reflect students' lives and communities



At Home Too

Families are reading, singing, telling stories and engaging with students with reading and writing at home.



LitFest Launch — April 23, 2026

OUSD ELEMENTARY LIT FEST 2026

A CELEBRATION OF STUDENT LEARNING



April 23rd
4-6pm
La Escuelita
Great Room

Experience student
reading and writing
from schools across OUSD

Celebrate with dinner,
books, and
literacy gifts for all!



Thursday, April 23rd, 2026
4pm-6pm at La Escuelita Great Room

OUSD LIT FEST



IT'S TIME TO
CELEBRATE OUR
STUDENTS!



SHOWCASING STUDENT LITERACY LEARNING AND WRITING ACCOMPLISHMENTS



- School displays of student writing projects (CEAs)
- Stage for student presentations
- A scavenger hunt for students to explore the Lit Fest content
- A station for families to learn about how kids learn to read!
- Hands-on Early Literacy games and activities
- Student docents to help guide families through the writing journeys on display!



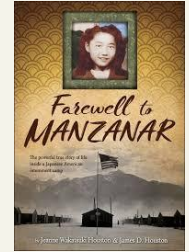
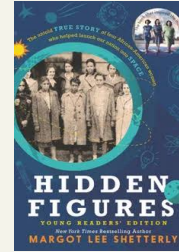
LOTS OF FREE
BOOKS, GIFTS,
AND DINNER
FOR ALL



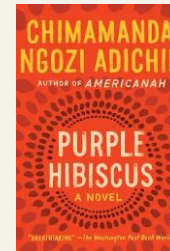
Secondary Literacy Program

Together, we've built stronger conditions

Coherent Instructional System 2.0



The work of ensuring literacy for all continues in 6-12th grade and aligns strongly with many of the key strategies in elementary.



Secondary Literacy Model

Foundational Teacher PD

- Standards & Equity Institute
 - 6-8th, EL Education
 - 6-8 Aligned D-ELD
 - 9-12th grade, Fishtank Plus
- ALLAS
- New Teacher series

Curriculum Based Professional Learning

- Monthly TSA Coaching Collaborative
- Monthly professional developments facilitated by central staff
- PD Days
- Site-based PLCs

On-Site Coaching

Language and Literacy Teachers on Special Assignment for every middle and high school



Multi-Tiered Systems of Support

Standards Based Assessments

Different Levels of Support:

- Tier 1: Universal Instruction with adopted curriculum, including D-ELD
- Tier 2: Reading support classes
- Tier 3: Foundational Skills support using SIPPS

- i-Ready
- Curriculum Embedded Assessments (CEAs)



6-12 Language and Literacy MTSS

Tier 3

Additional support for students with Foundational Skills gaps

Instruction/Strategies:

- Reading Acceleration at least 3x/week, 30 min/class
- SIPPS or Lexia instruction
- i-Ready MyPath (45+ minutes/week) (MS)

Progress Monitoring:

- SIPPS/Lexia embedded assessments
- i-Ready 3x/year

Processes:

- COST referral + SST if student not progressing with regular SIPPS/Lexia
- Communication with families on reading progress

Tier 2

Additional support for students 3+ grade levels below

Instruction/Strategies

- Reading Acceleration at least 3x/week, 30 min/class
- Fluency, vocabulary, and text sets
- D-ELD materials as literacy support for non-ELLs (MS)
- i-Ready MyPath MS

Progress Monitoring:

- i-Ready 3x/year
 - SIPPS / Lexia placement for students below GL in phonics

Processes:

- COST referral + SST if student is not progressing with consistent T2 Support
- Communication with families on reading progress

Tier 1

All Students

Instruction/Strategies

- Daily Standards-based tasks from core curriculum (EL Ed 2nd edition; Fishtank)
- Integrated ELD in all content areas
- Designated ELD for All ELLs

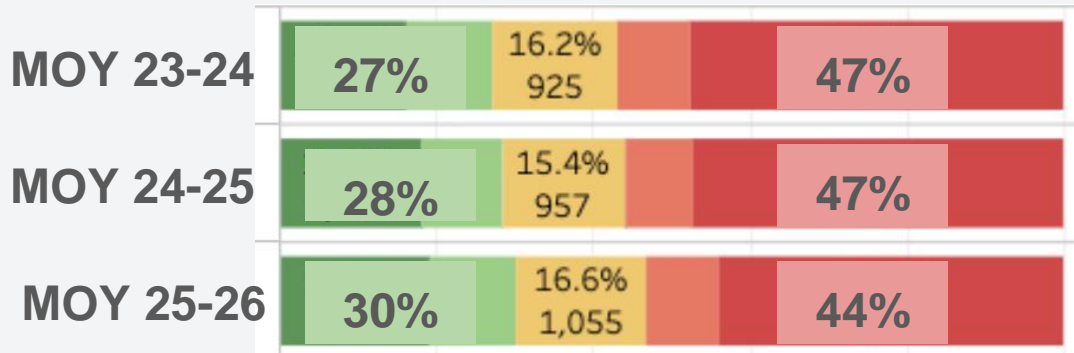
Progress Monitoring:

- Universal Screener and Progress Monitoring (i-Ready) 3x/year
- Assessment of standards (CEA, interims x2)
- ELPAC annually

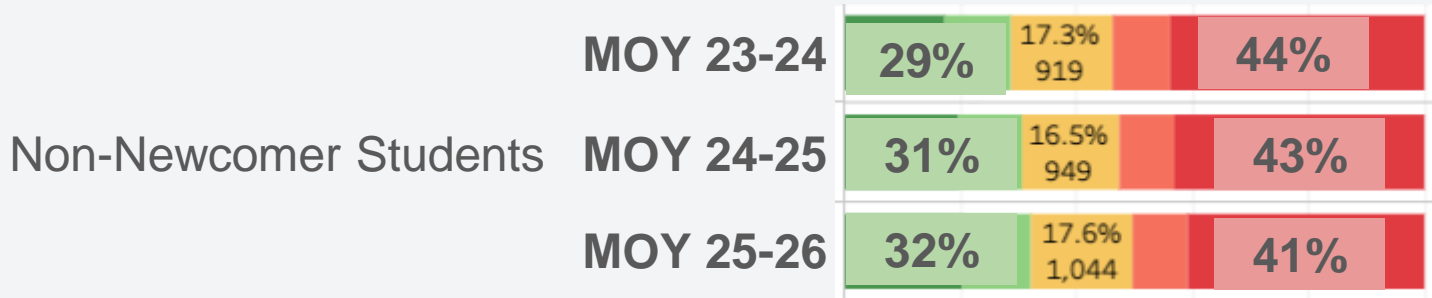
Processes:

- All teachers receive coaching on curriculum implementation
- Communication with families on progress toward grade level standards and reading proficiency.

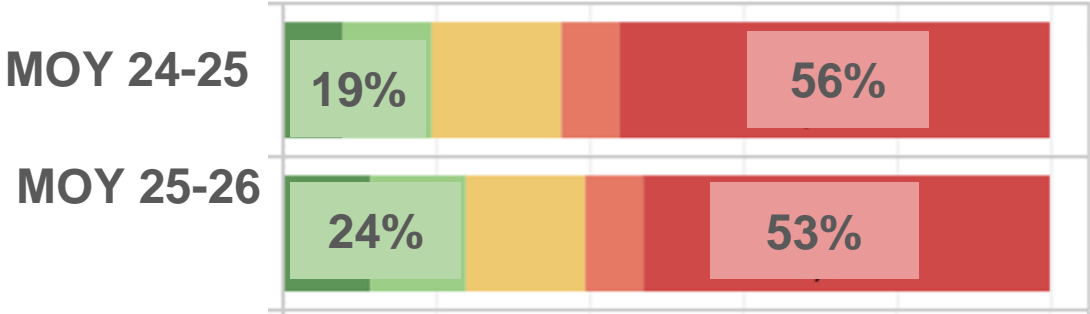
OUSD 6-8 i-Ready Placement: Mid-Year 23-24, 24-25, 25-26



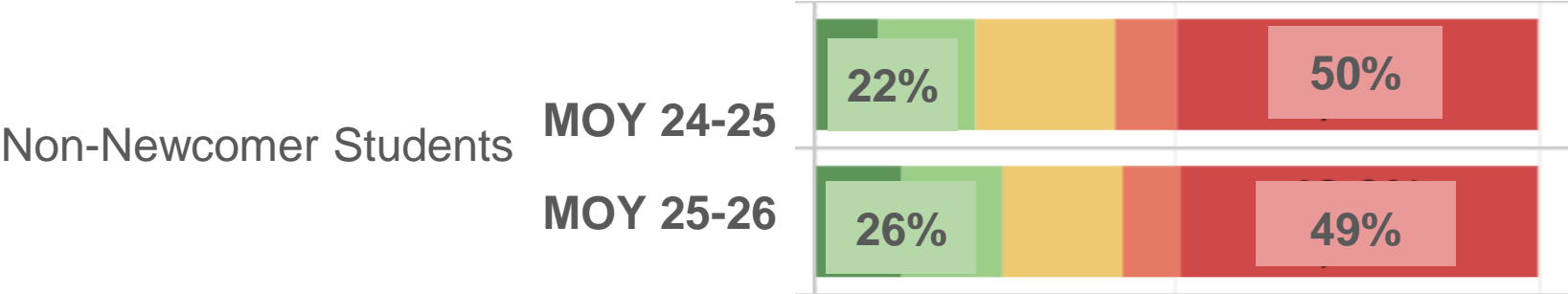
GOAL: increase % of students reading on grade level by 5pp, Spring to Spring



OUSD 9-12 i-Ready Placement: Mid-Year 24-25, 25-26



GOAL: increase % of students reading on grade level by 5pp, Spring to Spring



OUSD 9-12 Reading Assessment Participation

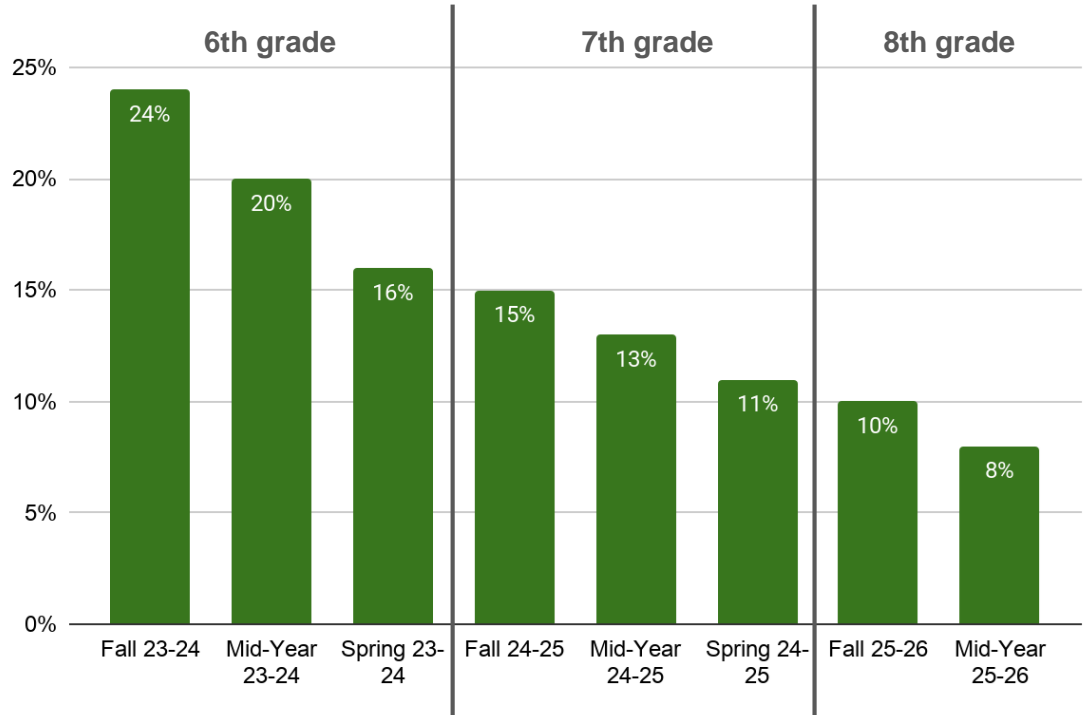
Fall 23-24	Reading Inventory	69%
Spring 23-24	Reading Inventory	55%
Fall 24-25	i-Ready	85%
Spring 24-25	i-Ready	73%
Fall 25-26	i-Ready	87%

Tier 3: Phonics Needs across 6-8 (non-Newcomers)

	Fall 23-24	Fall 24-25	Fall 25-26
All 6-8	18%	17%	16%
6th grade	24%	24%	21%
7th grade	16%	15%	17%
8th grade	13%	11%	10%

	Mid-Year 23-24	Mid-Year 24-25	Mid-Year 25-26
All 6-8	15%	14%	13%
6th grade	20%	19%	17%
7th grade	14%	13%	14%
8th grade	10%	11%	8%

% of current 8th grade cohort scoring below grade level on i-Ready phonics section



Standards Alignment across 6-12 ELA

Average Standards Alignment in ELA Observations

	Materials present AND used as indicated to support instruction	No
Middle School Standards Alignment	2.60	1.50
High School Standards Alignment	2.63	2.25

During a learning walk standards alignment scored out of 4 points
4= Fully Meets 1= Does Not Meet

Best Practices and Investments that make a difference

- **Consistent use of adopted curriculum** supported by teacher leaders and the site administration.
- **Participation in foundational professional development** and effective **Professional Learning Communities**.
- **Language and Literacy Teachers on Special Assignment** working together in Coaching Collaborative to build skill and capacity to lead the work at sites.
- **Early Literacy Tutors supported by a professional learning system** to provide phonics interventions for 6-12 students with decoding needs.
- **Observation and calibration** with teachers and leaders to align on our vision for quality standards aligned instruction.

Support for Language Learners

Literacy for ELLs and MLs: A Data Overview

NOTE: English Learners are typically below grade level because 1) many are newly acquiring English and 2) once they are at or above grade level, they have usually reclassified as Fluent English Proficient (RFEP). Instead, we focus on **growth** on the I-Ready and other measures.

I-READY GROWTH:

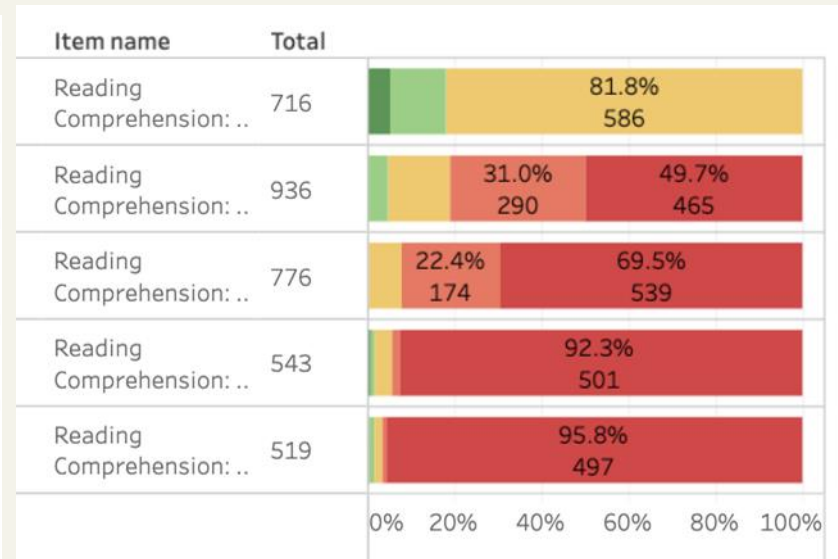
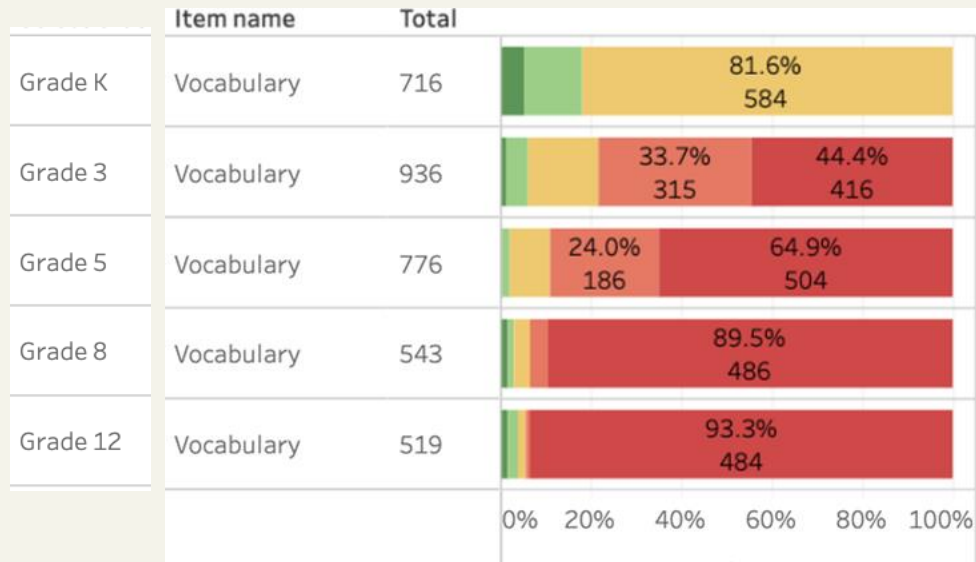
Nearly 58% of OUSD English Learners met their individual iReady growth targets – above the ~50% national baseline.

However our lowest growth is among our Long-term English Learners, suggesting a persistent need for us to better attend to the needs of this group of students.

Select Group	Met 40% Midyear or 100% Spring		Total	Growth Status			
	Percentage	Count		Met	Not Met	Other	Other
0-3	59.5%	2,407	31.9% 767			30.5% 733	
4-6	60.3%	2,565	37.2% 955			30.9% 792	
7+	53.4%	2,183	39.9% 871			42.1% 919	
Not EL	57.1%	16,963	39.6% 6,713			36.9% 6,258	
Overall EL	57.9%	7,156	36.3% 2,595			34.2% 2,445	

The Role of Language in Literacy Instruction

- Vocabulary and comprehension increasingly becomes a barrier as ELL progress throughout the grades at similar rates.
- **Language is central to literacy learning for all students, and especially ELLs**







Biliteracy Outcomes in Dual Language Programs

Levels:  Well below  Below  At  Above

Lectura (Spanish foundational skills):

Students in OUSD DL programs increased 9% points from BoY to MoY (from 53-62% at or above)

compared to national average of 4% growth (from 58-62%)

Population	Measure	Levels	Students	
National All grades	Composite Score	BOY		227009
		MOY		216654
Oakland Unified School District	Composite Score	BOY		1533
		MOY		1507

4%↑




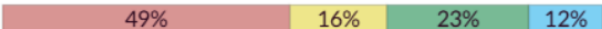
9%↑

Biliteracy Outcomes in Dual Language Programs

Levels:  Well below  Below  At  Above

Dibels (English):

- Students in OUSD DL increased 8% (from 27-35%)
- compared to national average 3% (from 52-55%)
- and 6% in non-DL OUSD programs (from 41-47%)

Population	Measure	Levels	Students	
National All grades	Composite Score	BOY		4455721
		MOY		4261892
Population selected	Composite Score	BOY		1316
		MOY		1220

3% ↑

8% ↑

Note: In many DL classrooms, students are receiving primarily Spanish literacy instruction in the early grades. We expect English results to be lower in the early grades and improve in later grades as the time in English instruction increases

Quality language and literacy program for ELLs

Integrated ELD: Language instruction within the ELA curriculum

Designated ELD: A separate time to focus on How English Works

Differentiated Foundational Literacy Instruction

Foundational Biliteracy Instruction

- Language Dives, conversation cues, and other language teaching strategies baked INTO the EL Education ELA curriculum.
 - Designated ELD that is connected to ELA content in K-8.
 - New ELD curriculum (Lift) for secondary newcomer students.
 - Elementary newcomer ELD supported by Elementary Newcomer Teacher Leaders (ENTLs)
-
- Attention to comprehension and vocabulary as well as phonemic awareness and phonics
 - Build on what students' know in their home language
 - Foundational literacy for newcomers supported by ENTLs in 3-5
-
- All of the above and...
 - Importance of skills progression in each language to avoid teaching the same skills twice.
 - Explicitly teach cross-linguistic transfer

SEAL (Sobrato Early Academic Language) in Dual Language

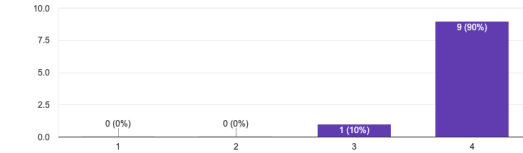
SEAL is a comprehensive approach to dual language instruction, integrating literacy, language, and content towards biliteracy and academic achievement.

SEAL

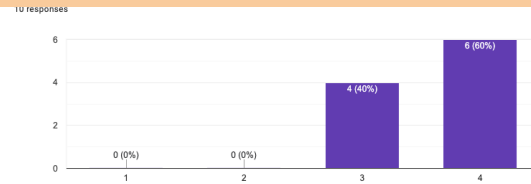


Principal and TSA/Teacher leader responses to SEAL

Quality of PD and support



Impact on instruction and outcomes



Scores were all 4s for schools in year 2, with 3's with schools in 1st year of implementation

“SEAL PD has been fantastic - I feel like we are truly coming to a vision of what we want our DL schools to look like as a both a school team and as a district. It is very exciting!” (teacher leader)

“The impact on student engagement is profound. Our students are not just learning two languages; they are doing so through fun, interactive, and supportive methods that honor their identities. The thematic units and oral language strategies make rigorous academic content accessible and exciting, fostering a true love for biliteracy.” (principal)

“I appreciate that SEAL is pushing our team to plan for students' language production, both oral and written. In the process, teachers are thinking more strategically about which resources they use and how to use them.” (coach)

OUSD Innovates for Secondary Newcomer Literacy

- Two years ago OUSD received a state grant to partner with The SIFE Equity Project to develop open-source materials that address the gap of standards-aligned curriculum for secondary students with limited or interrupted formal education (SLIFE/SIFE)
- Due to enthusiastic reception across country, we recently received a \$1.2M grant to complete a full years worth of curriculum! (Coming to 4/22 Board agenda)
- The materials include developmentally and culturally relevant content to support English language acquisition and foundational literacy skills.



[Download the Curriculum](#)

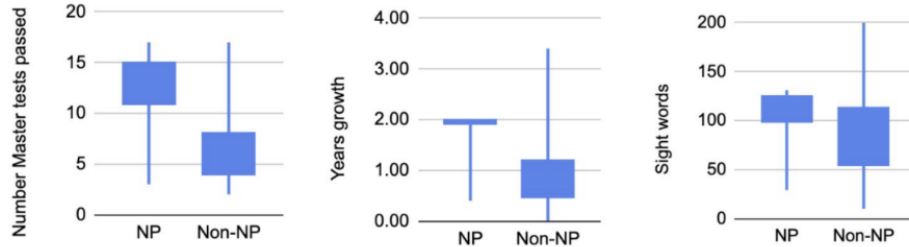
[Read about it in EdSource](#)

[Listen to the Podcast](#)

OUSD Innovates for Elementary Newcomer Literacy

Two of our amazing Elementary Newcomer Teacher Leaders (ENTLS) noticed that newcomers with Spanish literacy were stuck in reading intervention groups that did not consider their Spanish literacy skills. They created and piloted a literacy curriculum, modifying existing instructional materials, designed to support the transference of Spanish language literacy into their English literacy development.

Results from Pilot Year 1 of NP Transference Curriculum



NP = Newcomer students in pilot year 1 of NP Transference Curriculum (30 N1s & N2s in grades 3-5)
Non-NP = All N1s & N2s in grades 3-5 who received SIPPS instruction districtwide



Growth Areas and Next Steps

Build on what is showing results:

- Continue to support quality implementation of comprehensive ELD using ELA and ELD connected materials. Use El Educational lab schools to develop demonstration sites for ELL language and literacy success.
- Expand use of OUSD-grown SIPPS transference materials AND pilot in dual language 2nd grade classrooms.
- Build out the SIFE Equity curriculum.
- Expand reach of SEAL to all dual language schools



Address gaps:

- Support quality implementation of El Education's Unlock ELD and the Integrated ELD supports in the ELA modules to address language, vocabulary, and comprehension.
- Adjust and clarify foundational skills progress in dual Language programs to maximize instructional time and leverage students' home language literacy

Support for Students with IEPs

Initiatives & Curricula



SPIRE

- Multisensory reading intervention for K-5 Mild/Mod SCP and TK-5 RSP
- Consistent 10-step lesson format
- Recommended 30 minutes/day dosage



SPIRE Tutors

- 8 tutors provide instruction at 12 elementary schools
- Support 3rd-5th graders with resource and speech IEPs
- Schools/students selected via demographic & iReady data
- Aligned with Gen Ed Tier 3 tutoring



Lexia PowerUp!

- First Year of Implementation
- Targeting Secondary SWDs with foundational reading gaps
- Structured Literacy: online online & direct teacher instruction



TeachTown

- Personalized, measurable blended curriculum for students with disabilities
- Used in K-YA Moderate and ESN SCPs
- Standards-aligned; enables access to Alternative Diploma completion.

Grounding Data



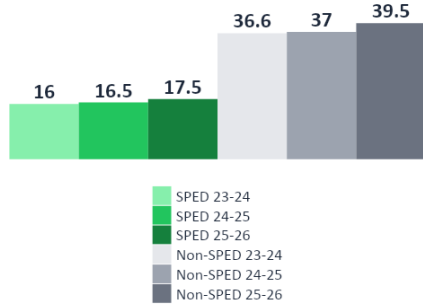
i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students

w/IEPs

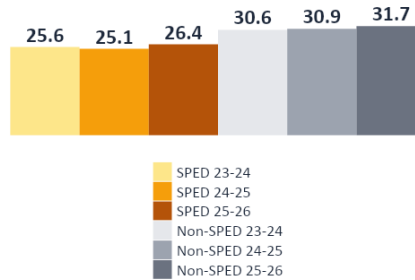
Special Education vs. Non-Special Education Students (

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below) Color bars = SPED ■ Gray bars = Non-SPED

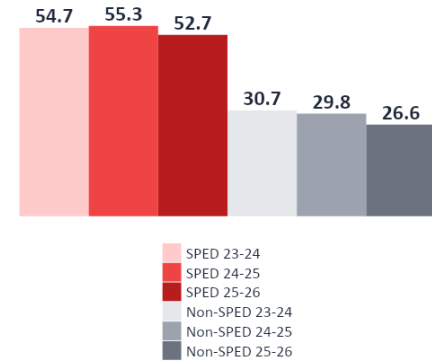
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 2,301 | 2024-25: n = 2,341 | 2025-26: n = 2,283

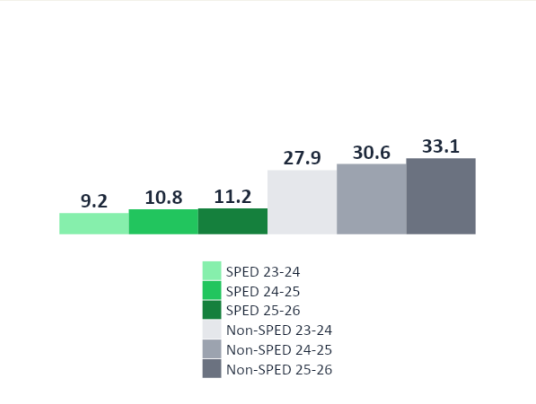
Key Takeaway: On Grade edging up (+1.5 pp) with 2+ Below declining 2.0 pp. Over half of SPED students in Grades 1–5 remain 2+ grades below level, but the direction is positive. 1 Grade Below is stable, suggesting the movement is from the lowest tier.

i-Ready Reading Midyear 3-Year Trend: Grades 6–8 Students w/IEPs

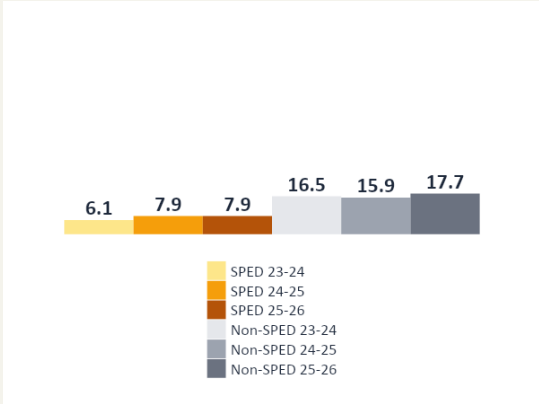
Special Education vs. Non-Special Education Students

■ On Grade (Mid-Above + Early on Grade)
 ■ 1 Grade Below
 ■ 2+ Grades Below (2 Below + 3+ Below)
 ■ Color bars = SPED ■ Gray bars = Non-SPED

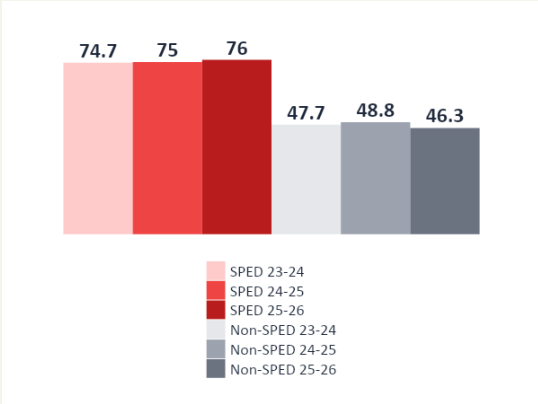
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 1,004 | 2024-25: n = 1,082 | 2025-26: n = 1,103

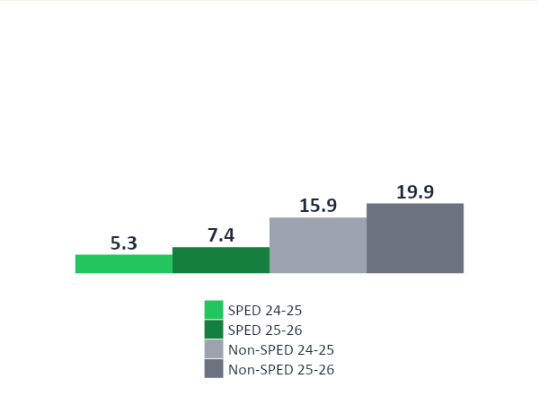
Key Takeaway: On Grade growing modestly (+2.0 pp) and 1 Grade Below up +1.8 pp, but 2+ Below remains stubbornly high at 76% — essentially flat over 3 years.

i-Ready Reading Midyear 3-Year Trend: Grades 9–12 Students w/IEPs

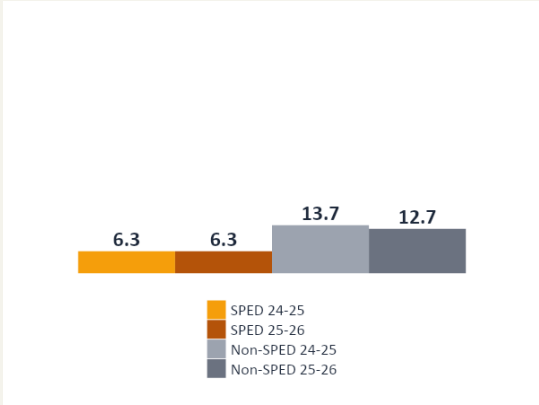
Special Education vs. Non-Special Education Students

■ On Grade (Mid-Above + Early on Grade)
 ■ 1 Grade Below
 ■ 2+ Grades Below (2 Below + 3+ Below)
 ■ Color bars = SPED ■ Gray bars = Non-SPED

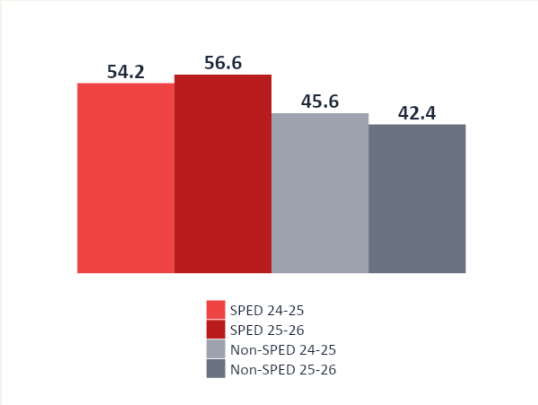
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2024-25: n = 1,381 | 2025-26: n = 1,449

Key Takeaway: On Grade improved from 5.3% to 7.4% (+2.1 pp), while 2+ Below remains high at ~55-57%. Only about 14% of SPED high school students are within one grade level of proficiency.

2023-24 excluded due to much smaller tested population (n=219).

Grounding Data- Usage



Spire Usage Data

- 1,816 active student licenses on SPIRE Star
- 1,167 lessons assigned on SPIRE Star

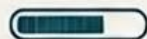
Schools with high usage:

- Allendale, Burckhalter, Carl Munck, EOP, Glenview, Greenleaf, Hoover, International Community, Joaquin Miller, Korematsu, Laurel, Manzanita Community, MLK, Peralta, Piedmont Piedmont Ave



TeachTown Usage Data

- 8,073 lessons have been mastered at 80% or higher
- 21,767 skills mastered
- 124% improvement score from pretest to post test across benchmarks, unit assessments, and student-led lessons
- 9-12: achieved the highest posttest score (75.94) and the highest overall improvement (148%).
- 6-8: Math improvement (145%) was higher than ELA (92%).




Lexia Usage Data

- Average 300 students utilizing Lexia weekly
- 42,000 units completed by students this year so far

Program Wins

SPIRE

 **68%** of students moved ≥ 1 level (Aug-Dec)

 **35%** of students moved ≥ 2 levels (Aug-Dec)



Active students logging **1,000+ minutes**



TeachTown-related display at Franklin Elementary

TeachTown

124% 

improvement from pre- to post-test across benchmarks

All program groups (K-5, 6-8, 9-12) **doubled scores**

Lexia PowerUp!



Sustained student & staff engagement/usage



Growth in **Reading Comprehension** (50% of units completed)



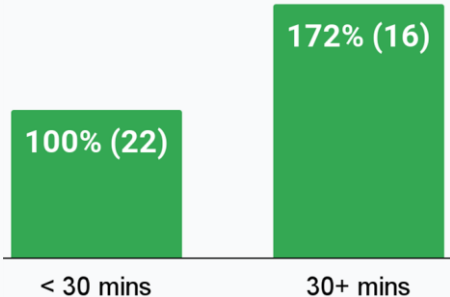
SJT, Skyline, Frick highlights

SpEd Partnership with REACH Parent District

- OUSD SpEd conducted outreach via ParentSquare to solicit families to participate in literacy program
- Amira Reading Assistant: an AI-powered reading fluency program that provides 1:1 coaching to students
- REACH Parent District (RPD) providing family success coaches and Amira licenses
- 54 elementary students with IEPs initially participated; after some attrition, RPD was supporting 38 students with IEPs as of mid February

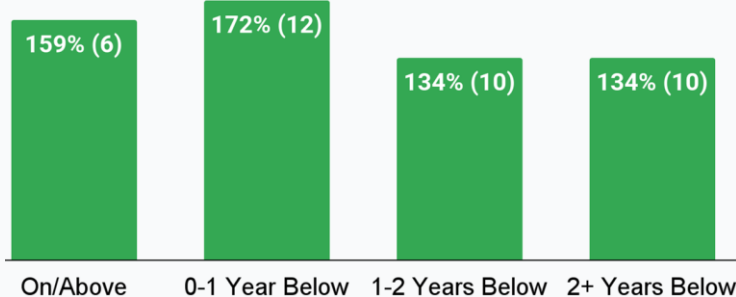
🕒 ENGAGEMENT

Higher dosage was associated with stronger acceleration.



📈 STARTING LEVEL

Starting level is not a barrier to growth.



Lexia Student Growth

Sites with the highest rates of proficiency band growth in Lexia,
October 2025-present

Roosevelt

Phonics Growth



West Oakland Middle

Phonics Growth



Comprehension Growth



Fremont

Phonics Growth



Grammar Growth



Skyline

Phonics Growth



Comprehension Growth



Bret Harte

Comprehension Growth



Grammar Growth



i Note: Students are expected to move through the program at a rate of roughly one proficiency band every 30-40 weeks, so these students are moving more quickly than expected.

Growth Areas

SPIRE

- New data collection system this year had low fidelity with teachers
- Only used by SpEd teachers = less on-site support and accountability
- Consistency is key - when not used daily, progress is slower

Lexia PowerUp!

- Need to create conditions for increased student use across all schools- currently, weekly use is uneven across campuses, with higher use in middle schools
- Less growth in grammar strand than phonics and comprehension

TeachTown

- Teacher completion of curriculum-embedded benchmark assessments remains far below expectations.
 - 24% in K-2
 - 75% in 3-5
 - 19% in 6-8
 - 12% in 9-12.
- The goal is 95% completion. Benchmark 3 window just opened.



Changes for 26-27

Elementary RS and Mild/Mod SCP

Move to UFLI!

Special Education and General Education Academics Department leadership collaborating to ensure **smooth transition**

Initial UFLI training for SpEd Teachers held March 25, 2026 (~70 teachers in attendance)

This movement allows site leaders to better support Special Educators in ensuring quality literacy intervention. Fewer products can bring more consistent intervention.

UFLI is developed with the same evidence-based methodology as SPIRE. Our data suggest that the growth we see is not unique to SPIRE but rather attributed to **high-dose intervention** with a trained, consistent provider

Secondary

- Continued and deeper focus on master scheduling as a way to ensure students are receiving appropriate interventions and that schedules allow for Lexia PowerUp! Implementation when needed.
- Continued implementation of communication campaign to principals and teachers focusing on implementation of Lexia PowerUp!
- Scheduling trainings, retrainings of PowerUp!



3/25/26 UFLI Training for Elementary RS and Mild/Mod SCP Teachers; a collaboration between SpEd and Early Lit team. ~70 teachers attended.

Investment & Policy Connections



Access and LRE

Per federal statute and local board policy, students with IEPs have a right to be served in the least restrictive environment possible.

Using consistent curricula and prioritizing general education access with content specialists can help ensure more meaningful inclusion.



Lexia PowerUp!

This is the first year OUSD has had a literacy intervention program built for teenaged students. Year one data shows promise, but more consistent educator implementation is needed next year.






Teachtown

Provides students in Moderate and Extensive Support Needs program access to core standards, and allows an alternative pathway to diploma for some students (rather than a certificate of completion)

Priorities for 2026- 27 & Beyond

Literacy Priorities

Key Priority	Program Recommendations	Investments
<p>01 Foundational Literacy</p> 	<p>Grade-Level Reading for All: K-2 students through successful Foundational Skills Curriculum Implementation</p>	<ul style="list-style-type: none"> • Early literacy TSAs • Professional Development (PD) • Early literacy tutors
<p>02 Inclusive Core Literacy</p> 	<ul style="list-style-type: none"> • Success for ELLs through language inclusive practices and scaffolding for rigor. • Meaningful inclusion through specialized training and crossover curricular materials to reduce reliance on separate Special Education settings 	<ul style="list-style-type: none"> • Language & Literacy TSAs • PD • Core Curriculum • El Education Lab Schools contract
<p>03 Biliteracy in Dual Language</p> 	<ul style="list-style-type: none"> • Bring SEAL biliteracy pedagogy to all DL schools • Alignment of biliteracy skills progression across schools 	<ul style="list-style-type: none"> • SEAL contract • PD • DL-specific curriculum

Board Member Questions & Discussion

Appendix

FAST FACTS - 2025-26

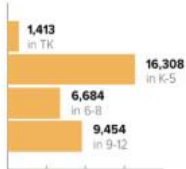
OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students!

STUDENTS*

33,995 students are currently enrolled in OUSD District-Run Schools & Programs. Unless noted, data is for 2025-26.

Below: Students by Grade Group



SCHOOL AND FACILITIES*

87 NUMBER OF DISTRICT-RUN SCHOOLS/PROGRAMS

8 TK Hubs	6 Senior
46 Elementary	7 Senior-Alt
3 K-8	1 Independent
11 Middle Study	
3 6-12	2 PEC

108 NUMBER OF FACILITIES/CAMPUSES

4 Administrative Facilities Only
2 Administrative and Instructional
69 Instructional for District-Run Schools
13 Instructional for Charter Schools
2 Instructional for District-Run and Charter Schools
8 Instructional for FCE
2 Leased
8 Vacant

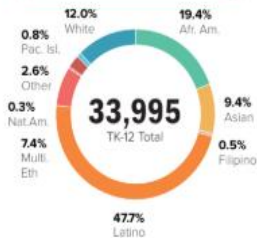
DISTANCE TRAVELLED*

2.2 Miles

AVERAGE DISTANCE TRAVELLED TO A DISTRICT-RUN GENERAL EDUCATION SCHOOL

45.4% attend a neighborhood.

STUDENTS BY ETHNICITY*



EARLY CHILDHOOD EDUCATION

976 Pre-K general Ed., inclusion students, 162 SPED students, 49 School-Age students.

29 ECE sites, 102 ECE teachers including general ed. and SPED teachers.

ADULT EDUCATION*

2,383 received adult ed. services in 2024-25.

13 programs at OUSD sites, 4 at Laney & Merritt, and 9 at community based organizations.

14 adult ed programs total.

FOSTER & HOMELESS

204 foster students in 2025-26.

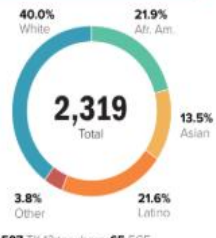
1,811 homeless students in 2025-26.

LUNCH PROGRAM

81.3%

Percent of students eligible for Free or Reduced-Priced Lunch.

TEACHERS*



1,587 TK-12 teachers, **65** ECE, **363** Special Ed., **9** Adult Ed., and **295** other teachers.

ATTENDANCE*

90.62% The average daily attendance (ADA) in 2024-25.

91.92% Elementary ADA, 90.86% Middle ADA, and 89.29% High ADA.

29.0% of students were chronically absent in 2024-25.

SBAC TESTING IN 2024-25

33.7% Met/Exceeded ELA standards.

27.0% Met/Exceeded Math standards.

21.7% Met/Exceeded CAST standards.

SPECIAL EDUCATION*

18.0% of students with disabilities receive special ed. services.

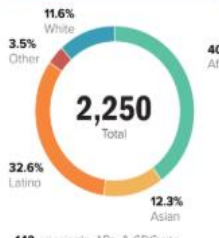
6,118 students total, 1,845 students enrolled in SDC classes, 363 special ed teachers, and 6,265 students served by OUSD Special Education Local Plan (SELPA).

With 9,689 clients served and 40,422 visits in 2024-25.

BOARD OF DIRECTORS

DISTRICT 1: Rachel Letta
DISTRICT 2: Jennifer Brouhard (President)
DISTRICT 3: VanCedric Williams
DISTRICT 4: Mike Hutchinson

OTHER SCHOOL STAFF*



142 principals, APs, & CDC site administrators, and **2,108** school support staff.

SUSPENSIONS

3.5% Percent of students with 1 or more out-of-school suspensions in 2024-25.

10.4% for African American males.

COMMUNITY SCHOOLS & STUDENT SERVICES

84 After-School Programs.

17,693 students served, 12 After-School community-based organizations, 79 free elementary sporting events across 15 Saturdays.

8,426 students enrolled in Pre-K-Adult Ed. Summer Programs.

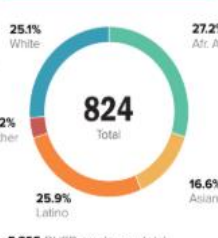
59 Summer Learning Programs, 39 schools, and 20 partner organizations ran programs sponsored by OUSD.

16 school-based health centers in 2024-25.

With 9,689 clients served and 40,422 visits in 2024-25.

DISTRICT 5: Patrice Berry
DISTRICT 6: Valerie Bachelor (Vice President)
DISTRICT 7: Clifford Thompson
STUDENT: Marianna Smith
STUDENT: Maximus Simmons

CENTRAL OFFICE STAFF*



5,393 OUSD employees total.

HOME LANGUAGES

48.3% Percent of students that speak a language other than English at home.

32.2% speak Spanish, 5.4% Mam, 2.6% Cantonese, 2.3% Arabic, and 1.5% speak Vietnamese. At least 74 non-English languages are spoken at home.

ELLs & NEWCOMERS

30.3% Percent of English Language Learners.⁸

10,307 ELLs students total. 58.3% of 4,480 grade 6-12 ELLs are Long Term ELLs.

2,702 newcomers students.

15 schools with secondary Newcomer Programs, 17 schools with Elementary Newcomer Teacher Leaders (ENTLs).

176 refugee students, 233 asylum students, 563 unaccompanied immigrant youth.

CONTACT

101 Union Street
Oakland, CA 94607
(510) 879-8000
www.ousd.org

BUDGET & SALARIES

Qualified Certification of Financial Condition.⁹
\$19.0 Million Unrestricted General Fund Balance, **\$456.5 Million** Unrestricted Fund Expenditure

\$62,696 Beginning Salary for a TK-12 Teacher.²

	Minimum	Maximum
TK-12 Teacher	\$62,696	\$109,878
All Teachers	\$43,798	\$131,854
School Support	\$24,554	\$170,977
School Leader	\$105,025	\$200,029
Central Office	\$29,474	\$357,054

POST SECONDARY READINESS

74.0% 4-Year cohort graduation rate in 2024-25.⁹

16.9% 4-year cohort dropout rate, 1.4% special ed. certificate, 7.0% still enrolled, and 0.4% transfer. 46.0% of cohort graduates met A-G (UC/CSU) requirements in 2024-25.

90.6% of grade 10-12 students enrolled in a Pathway in 2024-25.⁴

58.7% of 2023-24 graduates attended college within 1 year (1,312 out of 2,234).

24.5% attended a 2-year college & 34.2% attended a 4-year college.

Produced by the Department of RESEARCH, ASSESSMENT & DATA

Fast Facys
2025-2026
Available at

<https://drive.google.com/file/d/1hYu0zpSmANMAg5R64RhaS8o3rvmOJPQt/view?usp=sharing>

Ecosystem Literacy Alignment: Tutoring Provider Certification Status

		Domains of Certification		
Tutoring Partner	Timing of Services	Foundational Skills	Language Comprehension	Disposition (Reading for enjoyment-not teaching reading skills)
Words in the Wild	Core Day & ASP	certified	<i>Not yet</i>	certified
Tutored Live	Core Day & ASP	certified	certified	n/a
3Ls	ASP	certified	n/a	certified
Tutors of Franklin	ASP	certified	n/a	n/a
Springboard	ASP	certified	certified	certified
BOOST Oakland	ASP	<i>Not yet</i>	<i>Not yet</i>	certified
Community Reading Buddies (ASPIRE)	ASP	n/a	n/a	certified
Reading Partners	Core Day & ASP	n/a	certified	certified
Children Rising	Core Day	certified	n/a	n/a

Quality language and literacy program K-12

Foundational Skills



- K-2 Foundational Skill:
 - Print Awareness and Letter Knowledge
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary

Core Knowledge for Literacy



- Content based literacy program aligned to Common Core State Standards
- Building deep knowledge on STEM and humanities topics enhances reading comprehension, vocabulary development and critical thinking.
- Includes Integrated ELD for ELLs

Foundational Biliteracy Instruction

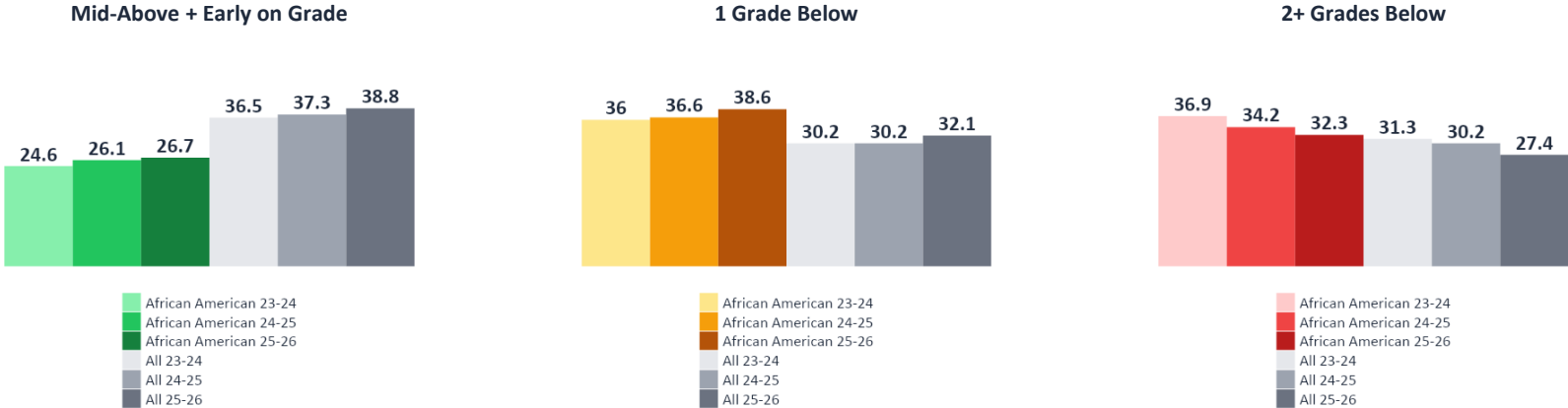


- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and constrastive analysis

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 African American

African American vs. All Students • SEI Courses

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below) Color bars = African American Gray bars = All Students



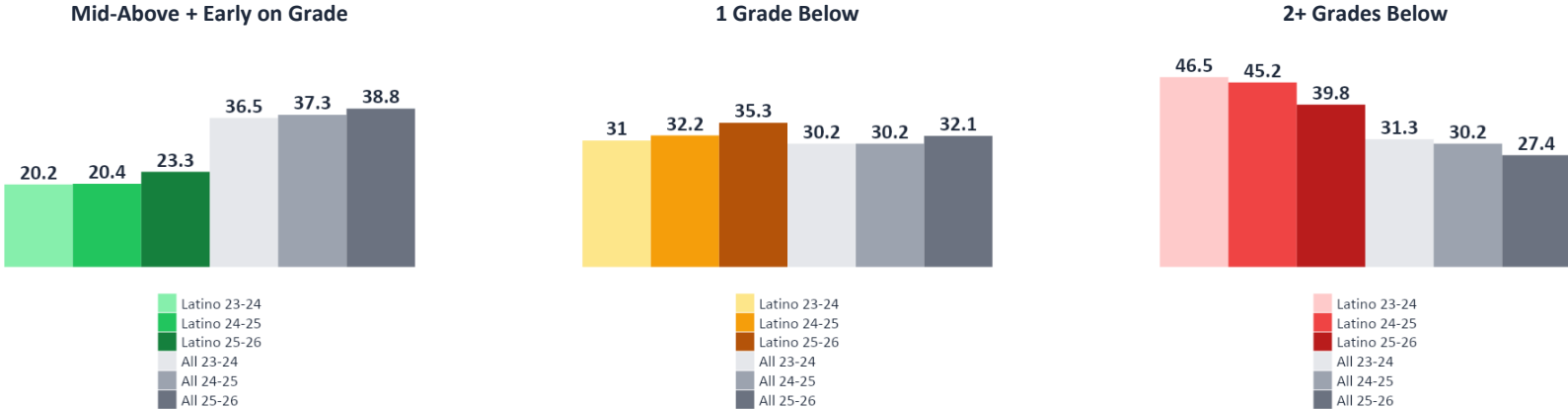
2023-24: n = 2,282 | 2024-25: n = 2,151 | 2025-26: n = 2,131

Key Takeaway: On Grade up +2.1 pp (25→27%) with 2+ Below dropping 4.6 pp. The gap to All Students narrowed slightly (from 12 pp to 12.1 pp On Grade).

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Latino

Latino vs. All Students • SEI Courses

■ On Grade (Mid-Above + Early on Grade)
 ■ 1 Grade Below
 ■ 2+ Grades Below (2 Below + 3+ Below)
 Color bars = Latino Gray bars = All Students



2023-24: n = 4,136 | 2024-25: n = 3,952 | 2025-26: n = 3,824

Key Takeaway: On Grade up +3.1 pp with a notable 6.7 pp drop in 2+ Below (47%→40%). The gap to All Students narrowed from 16.3 pp to 15.5 pp. The increase in 1 Grade Below (+4.3 pp) reflects strong upward movement from the lowest tier.

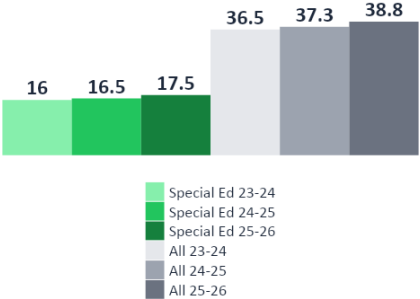
i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students

w/IEPs

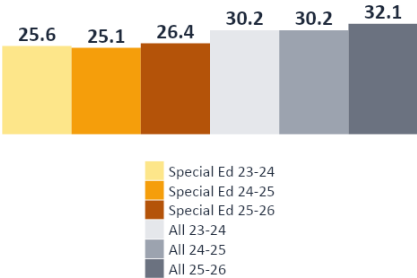
Special Ed vs. All Students • SEI Courses

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below) Color bars = Special Ed Gray bars = All Students

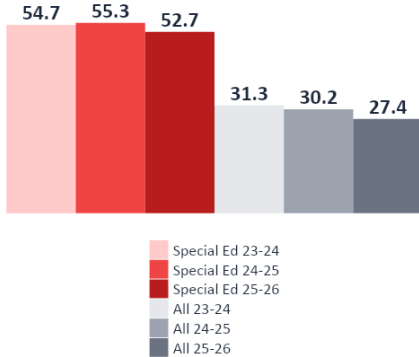
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



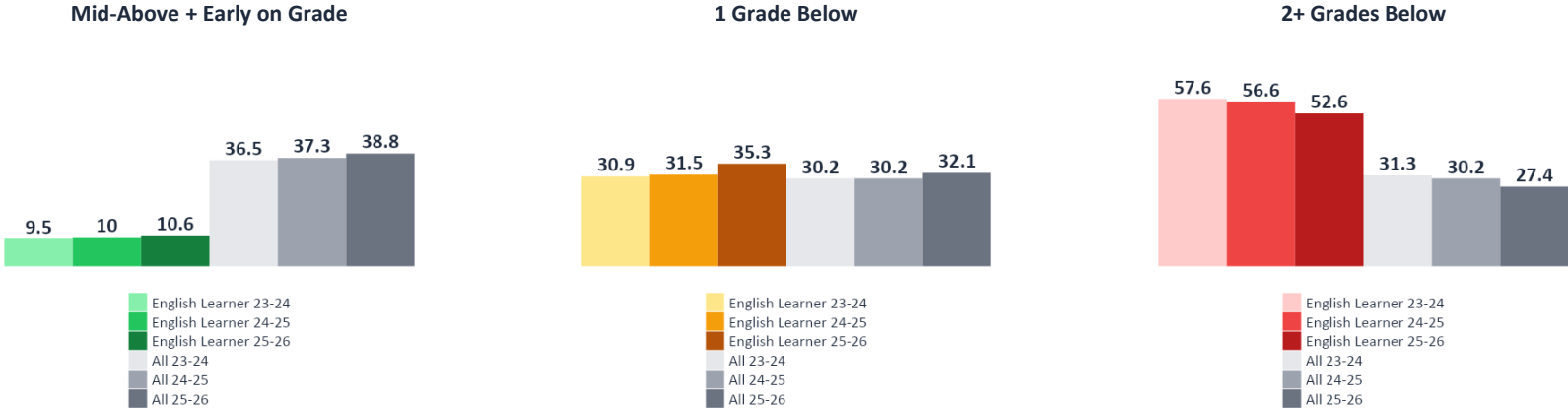
2023-24: n = 2,301 | 2024-25: n = 2,341 | 2025-26: n = 2,283

Key Takeaway: On Grade edging up (+1.5 pp) with 2+ Below declining 2.0 pp. Over half of SPED students remain 2+ grades below level. The gap to All Students is the widest of any subgroup at 21+ pp On Grade.

i-Ready Reading Midyear 3-Year Trend: Grades 1–5 English Learner

English Learner vs. All Students • SEI Courses

■ On Grade (Mid-Above + Early on Grade)
 ■ 1 Grade Below
 ■ 2+ Grades Below (2 Below + 3+ Below)
 Color bars = English Learner Gray bars = All Students









2023-24: n = 3,337 | 2024-25: n = 3,155 | 2025-26: n = 2,875

Key Takeaway: On Grade grew modestly (+1.1 pp) from a very low base (~11%). The 5.0 pp drop in 2+ Below (58%→53%) and rise in 1 Grade Below (+4.4 pp) show upward movement, but the gap to All Students remains ~28 pp — the largest equity gap.

i-Ready Reading Midyear — Grade 2 Domain Heatmap

SEI Courses • % On Grade (Mid-Above + Early On Grade) • 3-Year Trend

Domain	23-24	24-25	25-26	3-Year Δ
High Frequency Words	61.6%	60.8%	62.7%	▲ +1.1
Phonics	41.6%	43.5%	45.7%	▲ +4.1
Reading Comp Overall	31.5%	33.9%	36.2%	▲ +4.7
Vocabulary	35.0%	37.5%	38.8%	▲ +3.8

% On Grade:  ≥40%  35-39%  32-34%  29-31%  25-28%  <25%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 2 Growth

SEI Courses • % of students meeting $\geq 40\%$ of growth target at Midyear • 3-Year Trend

Growth Measure	23-24	24-25	25-26	3-Year Δ
Typical Growth	63.7%	64.4%	64.7%	▲ +1
Stretch Growth	52.3%	53.1%	52.5%	— +0.2

2023-24: n = 2,150 | 2024-25: n = 1,988 | 2025-26: n = 1,971

% Meeting $\geq 40\%$ Growth: $\geq 65\%$ 58-64% 52-57% 46-51% 40-45% $< 40\%$

Trend: ▲ $\geq +2pp$ ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 1 Domain Heatmap

SEI Courses • % On Grade (Mid-Above + Early On Grade) • 3-Year Trend

Domain	23-24	24-25	25-26	3-Year Δ
High Frequency Words	47.0%	44.0%	44.0%	▼ -3
Phonics	38.4%	39.5%	41.3%	▲ +2.9
Phonological Awareness	38.1%	38.3%	40.6%	▲ +2.5
Reading Comp Overall	30.5%	30.6%	30.5%	— 0
Vocabulary	31.4%	32.7%	31.6%	— +0.2

% On Grade:



≥40%



35-39%



32-34%



29-31%



25-28%



<25%

Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear — Grade 1 Growth

SEI Courses • % of students meeting ≥40% of growth target at Midyear • 3-Year Trend

Growth Measure	23-24	24-25	25-26	3-Year Δ
Typical Growth	63.1%	58.5%	60.1%	▼ -3
Stretch Growth	50.2%	45.9%	45.3%	▼ -4.9

2023-24: n = 2,033 | 2024-25: n = 1,918 | 2025-26: n = 1,936

% Meeting ≥40% Growth: ≥65% 58-64% 52-57% 46-51% 40-45% <40%

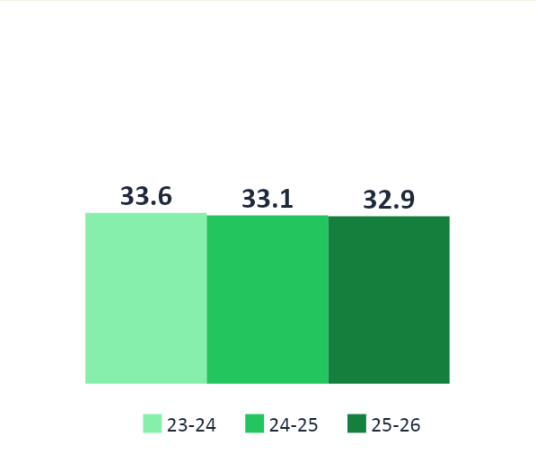
Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

i-Ready Reading Midyear 3-Year Trend: Grade 1

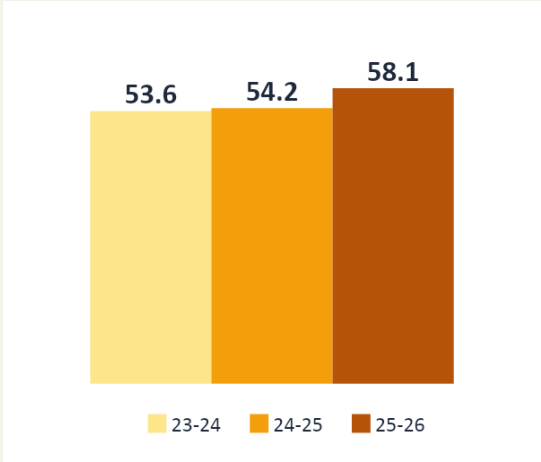
SEI Courses

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below)

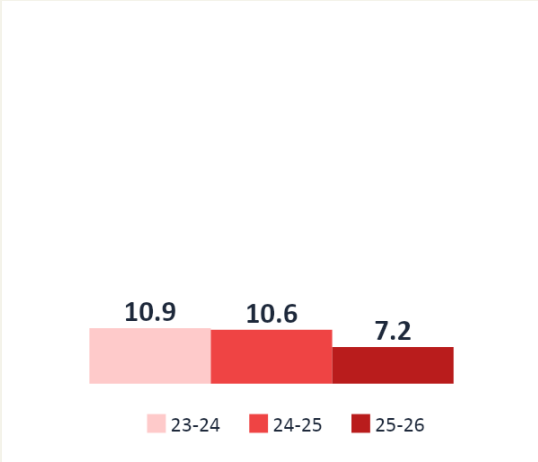
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 2,168 | 2024-25: n = 2,060 | 2025-26: n = 2,009

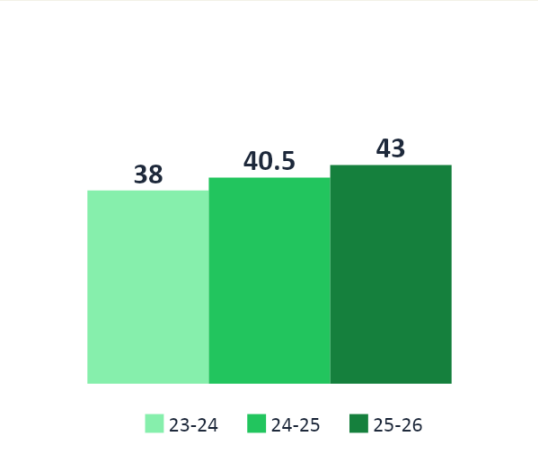
Key Takeaway: On Grade holding steady (~33%), while 2+ Grades Below dropped from 11% to 7% (-3.7 pp). The increase in 1 Grade Below (+4.5 pp) suggests students are moving up from the lowest tier into the next.

i-Ready Reading Midyear 3-Year Trend: Grade 2

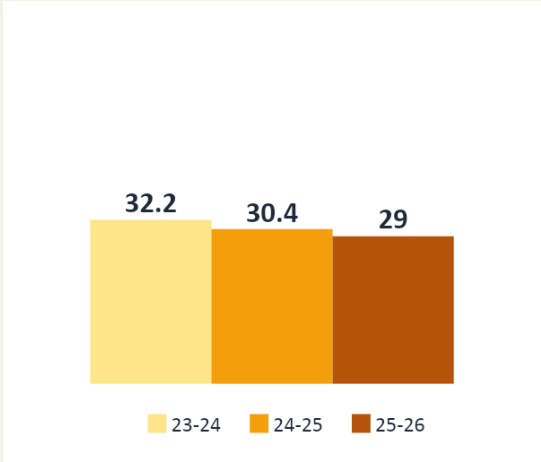
SEI Courses

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below)

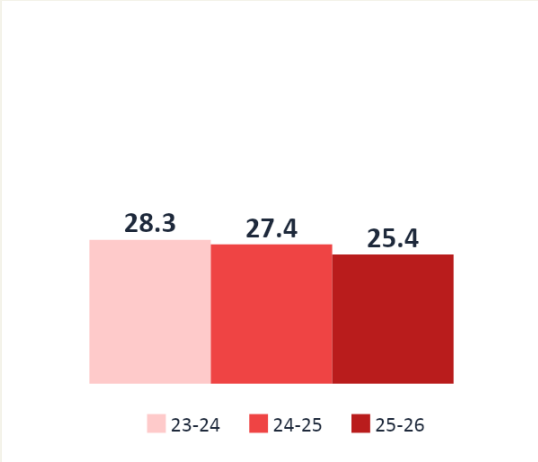
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 2,255 | 2024-25: n = 2,073 | 2025-26: n = 2,023

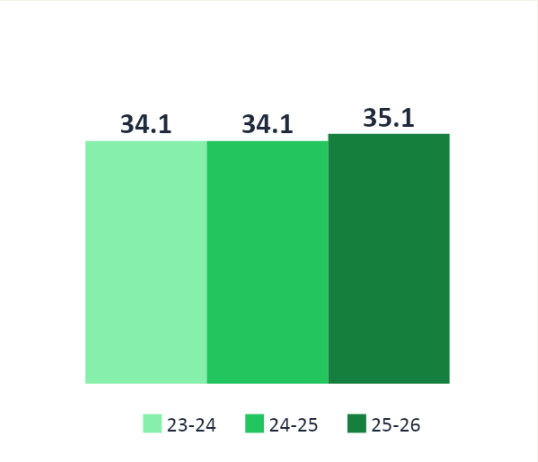
Key Takeaway: On Grade climbed from 38% to 43% (+5.0 pp) — the strongest gain across grade spans. Both below-grade groups declined steadily, with 1 Grade Below down 3.2 pp and 2+ Below down 2.9 pp.

i-Ready Reading Midyear 3-Year Trend: Grades 3–5

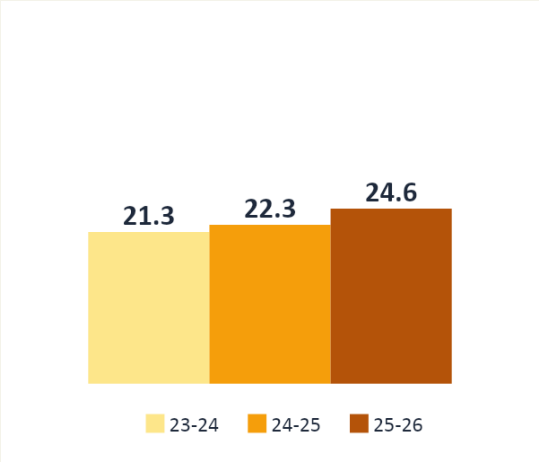
All Course Types (SEI + Dual Language)

■ On Grade (Mid-Above + Early on Grade) ■ 1 Grade Below ■ 2+ Grades Below (2 Below + 3+ Below)

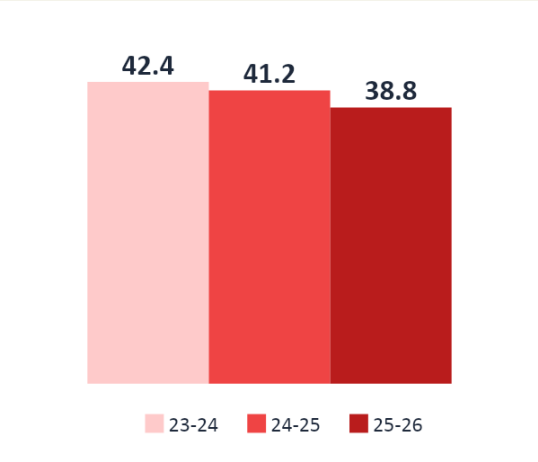
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



2023-24: n = 8,186 | 2024-25: n = 8,215 | 2025-26: n = 8,111

Key Takeaway: On Grade up +1.0 pp, with 2+ Grades Below dropping 3.6 pp. The increase in 1 Grade Below (+3.3 pp) likely reflects students moving up out of 2+ Below — a positive shift in the upper elementary grades.

Capacity Building and Alignment to California AB 1454

Professional Learning in Science of Reading

- Cohort 1: CORE Learning OLLA
- Cohort 2: Launching in Summer 2026
- Teacher Cohort launching in 26-27
- Core Leadership for Literacy

Classroom Instruction

The focus has been

- Observation walkthroughs using a common tool
- Lesson integrity with appropriate pacing
- Collecting formative data
- Systems of support through PLCs, PD, and coaching

Midyear Data Analysis Context:

Beginning in 2025-26, Dual Language schools are no longer administering the i-Ready English Diagnostic in Midyear in Grades 1 and 2.

For purposes of apples-to-apples comparison, we are including in the Grades 1 and 2 analysis only students in English-only instruction courses (about 78% of our Grade 1 and 2 students are in English-only instruction.)

As a reminder, Grade K does not test midyear.

Grades 3-5 Dual Language students continue to test midyear and our analysis of those grades includes both English Only and DL students.

DIBELS District Overview: Positive Progress

Blue/Green

41.0% → 46.6% ↑

+5.6 percentage points

Red (Intensive)

40.2% → 36.3% ↓

-3.9 percentage points

Based on 7,359 students with both Fall and Midyear scores



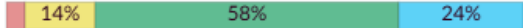

Student Group Equity Analysis

DIBELS Fall-Midyear 2025-26

Subgroup	Fall B/G	Mid B/G	+ B/G
Special Ed	24.2%	26.7%	2.6%
Not Special Ed	44.2%	50.5%	6.3%
English Learners	21.1%	26.9%	5.8%
Not ELL	51.6%	56.7%	5.1%
African American	37.8%	40.8%	8.1%
Latino	26.1%	32.9%	6.8%
Asian	66.8%	69.1%	2.3%
White	56.6%	65.1%	8.5%

DIBELS Benchmark Trends

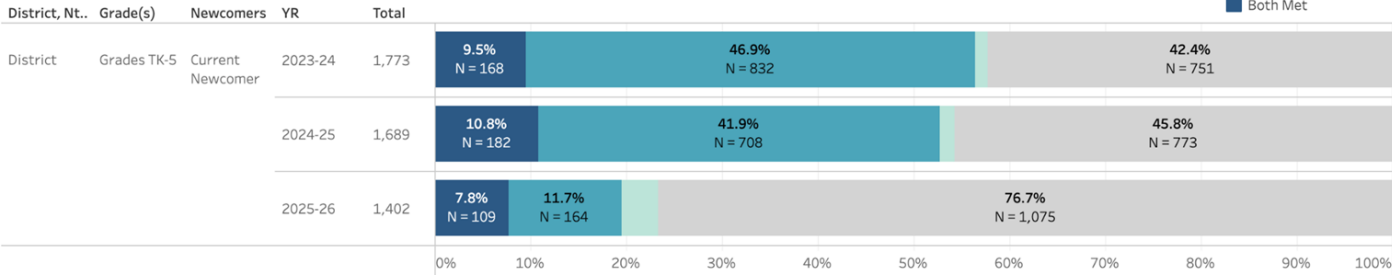
From BOY to MOY, over 90% of scholars at Benchmark, remained at Benchmark.

Population	Composite Score, 25-26 BOY	Composite Score, 25-26 MOY	Students
Population selected	Well below, 42%		2866
	Below, 15%		1040
	At, 22%		1513
	Above, 21%		1449

Literacy Outcomes for Newcomers (Elementary)

Newcomer Progress Monitoring - Aggregate Data

2025-26 data under review. Email jessica.jung@ousd.org, julie.kessler@ousd.org, or rattana.yeang@ousd.org with comments or questions.



We have set ambitious goals that after 3 years, newcomers will approach or read at 3rd grade reading level and score a 2 on the ELPAC 2.

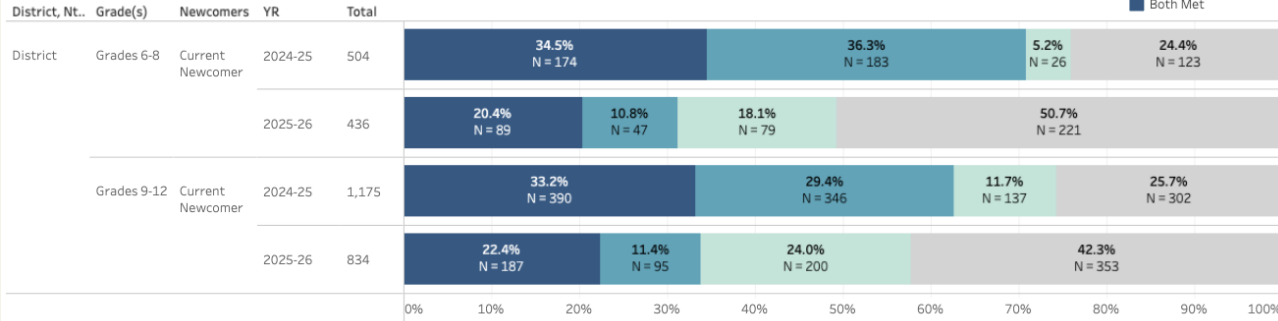
Item name	Select Group	Met 40% Midyear or 100% Spring		Total	Outcome Breakdown			
		Met 40%	Met 100%		None Met	Only IReady Met	Only ELPAC Met	Both Met
i-Ready % Typical Growth	Current Newcomer	62.2%	760	29.2% (222)	0%	0%	0%	24.7% (188)
	Former Newcomer	58.5%	843	36.3% (306)	0%	0%	0%	32.3% (272)
	Not Newcomer	59.5%	10,528	33.1% (3,480)	0%	0%	0%	28.1% (2,961)

I-Ready growth is stronger among current newcomers than former and non-newcomers. This is good news since they need to make accelerated growth to reach 3rd grade reading in 3 years, and we want to see even more acceleration.

Literacy Outcomes for Newcomers (Secondary)

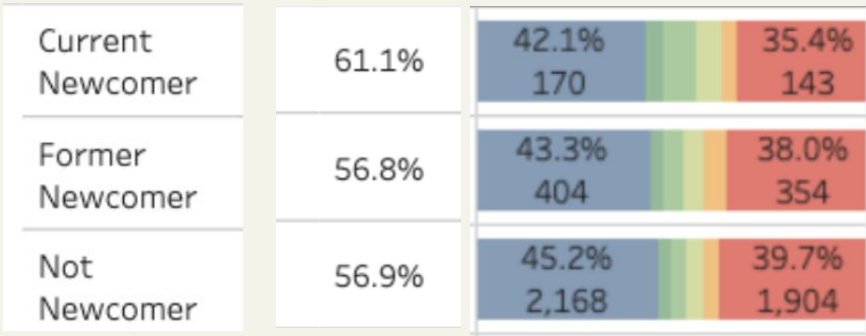
Newcomer Progress Monitoring - Aggregate Data

2025-26 data under review. Email jessica.jung@ousd.org, julie.kessler@ousd.org, or rattana.yeang@ousd.org with comments or questions.



We see similar patterns in secondary, although performance decreases in high schools, where we have a concentration of students with interrupted education

6-8 grades



9-12 grades

