



# Reading Risk Screener Adoption



**April 29, 2025**

**Alicia Arenas, Executive Director of Elementary Instruction**

**Jamilah Sanchez, Director of Early Literacy**

[www.ousd.org](http://www.ousd.org)



**@OUSDnews**

# Outline:

- I. Ask of the Board
- II. The Need for a Reading Risk Screener
  - I. Reading Risk Selection Criteria
  - II. Recommendation for Reading Risk Screener Adoption

# Ask of the Board

Approve resolution to  
adopt **Amplify**  
**Education Inc. -mClass**  
for grades K-2, Reading  
Risk Screener in English  
and Spanish.



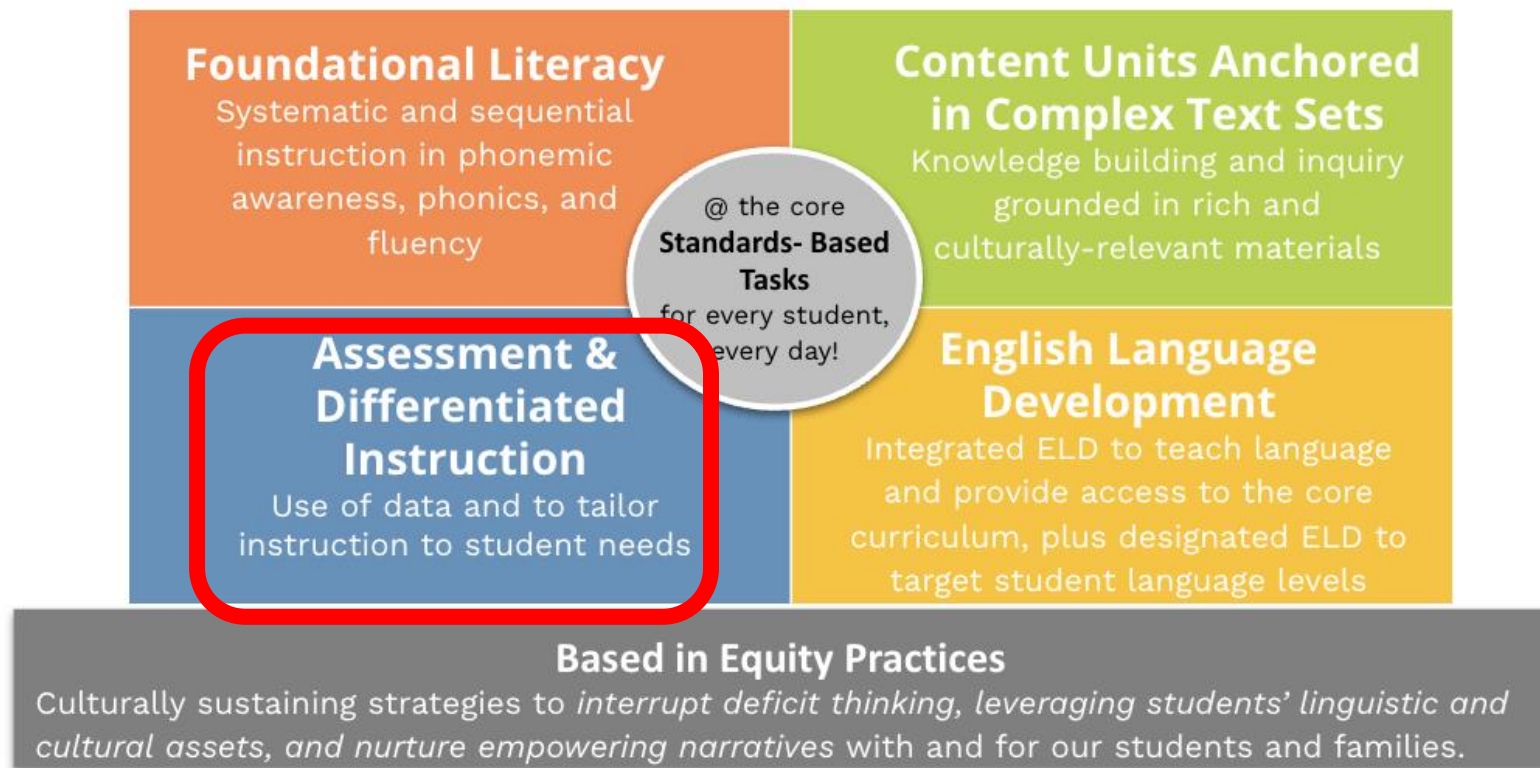
# OUSD Literacy Vision

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.

# OUSD Language & Literacy Framework



# The Need for a Reading Risk Screenener



# Why a Reading Risk Screener is needed

---

- **Early Identification of Reading Challenges** – A screener helps teachers detect potential reading difficulties before they become significant barriers to learning, allowing for timely intervention and support.
- **Targeted Instruction & Intervention** – By identifying specific skill gaps, teachers can tailor instruction to meet students' needs, ensuring they receive evidence-based interventions that accelerate reading development.
- **Equitable Access to Support** – A universal screener ensures all students, regardless of background, are assessed for reading risks, promoting early access to resources that support literacy success.

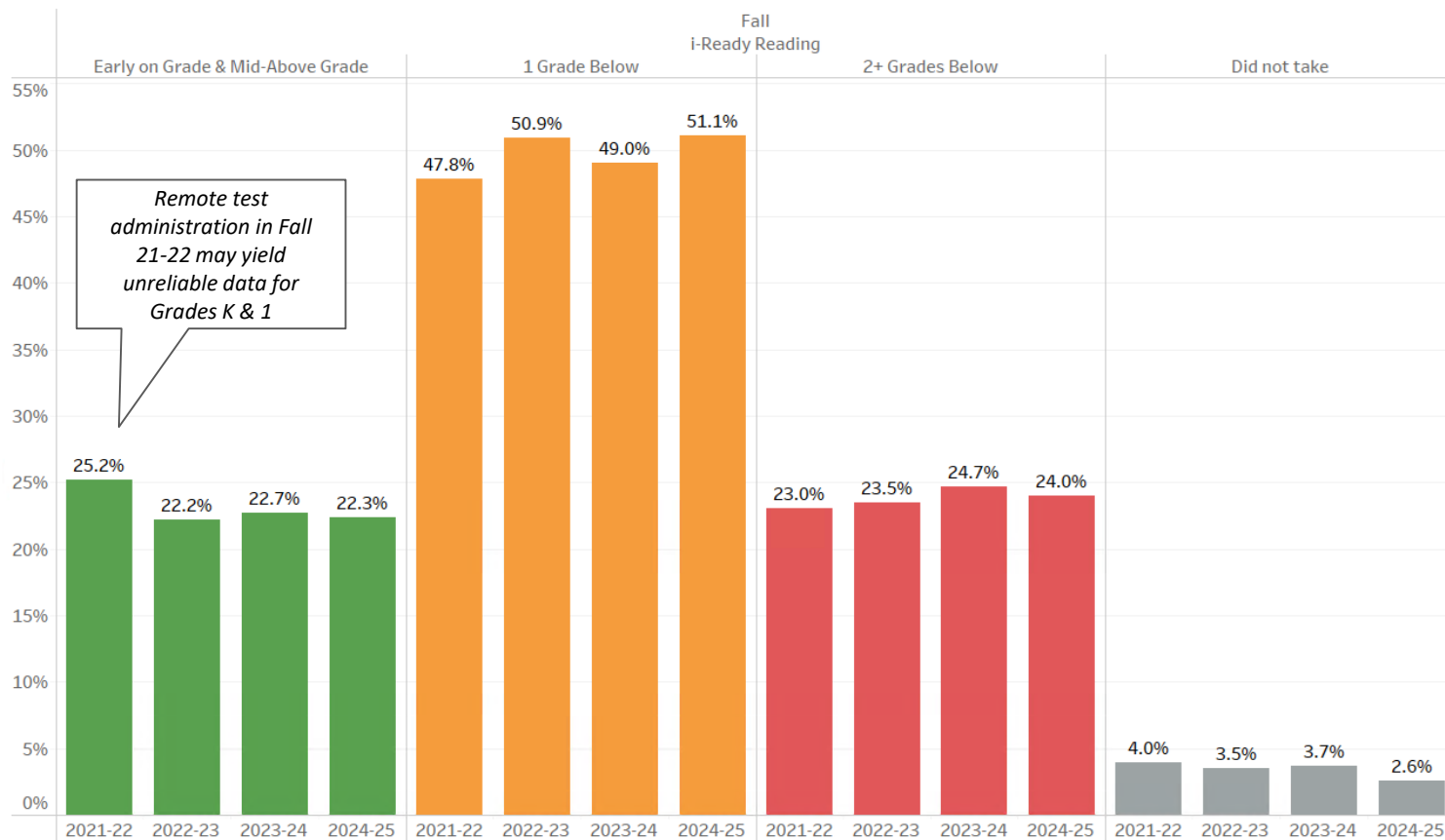
# OUSD iReady Data

Select Grade	Select Group	Select Teacher	Item name	Total				
Grade K	All Students	All Teachers	Overall Reading	2,403	38.5% 924	27.5% 660	30.9% 743	
Grade 1	All Students	All Teachers	Overall Reading	2,828	33.1% 935		42.1% 1,190	
Grade 2	All Students	All Teachers	Overall Reading	2,835	31.1% 883		29.2% 827	23.7% 673



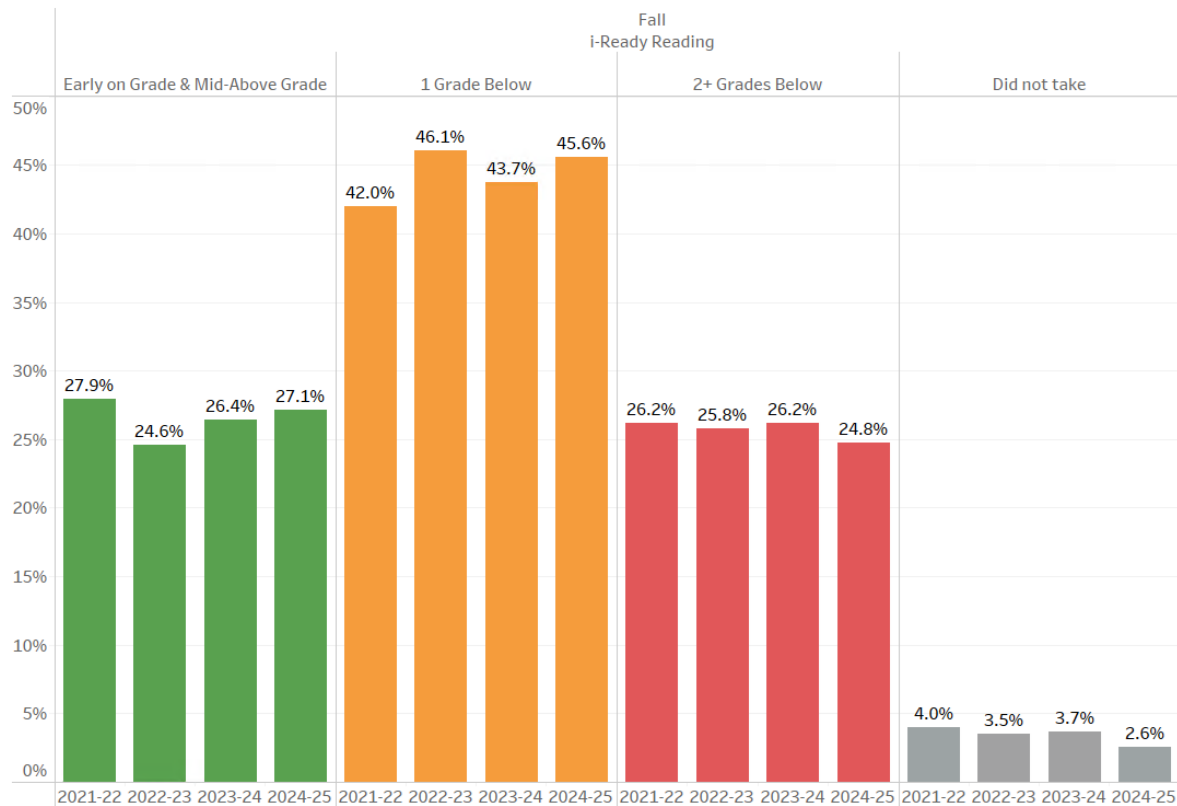
# i-Ready Overall Reading 4 Year Fall Grades K-2

i-Ready Reading Overall Reading K-2



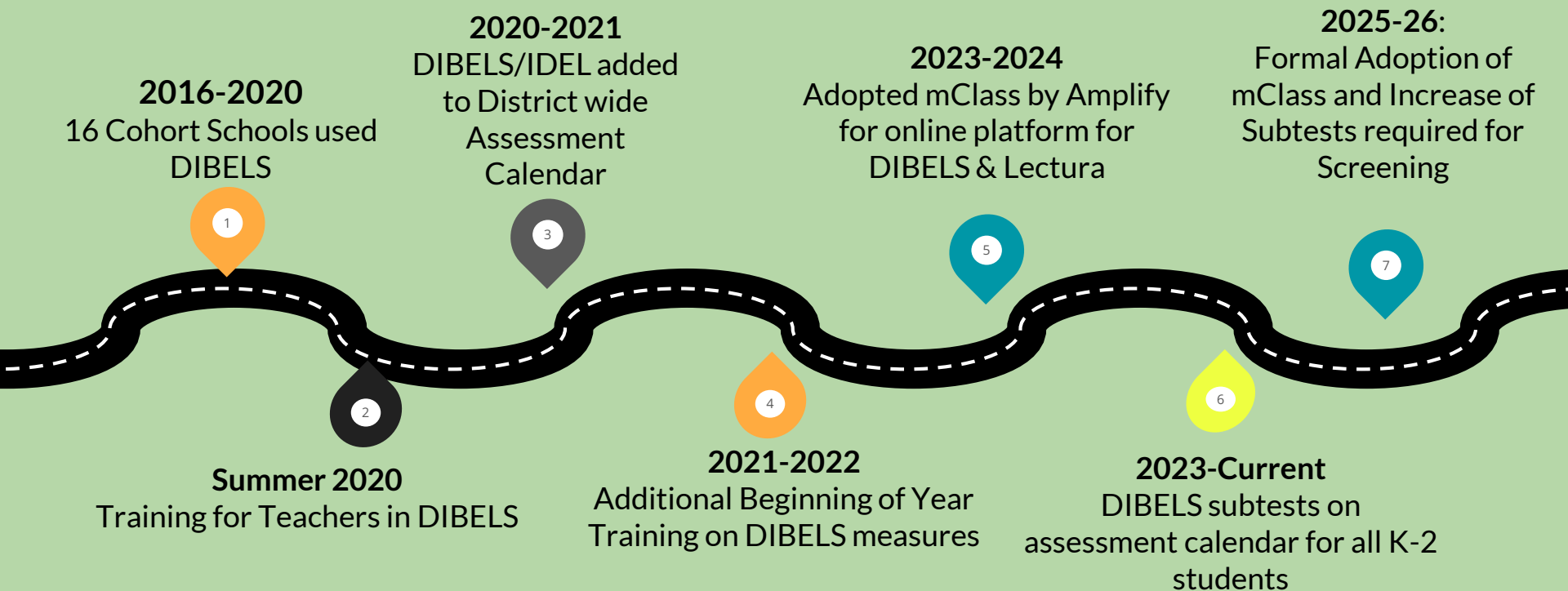
# i-Ready Phonics Reading 4 Year Fall Grades K-2

i-Ready Reading Phonics K-2



# Reading Risk Selection Criteria

# DIBELS Context Timeline



# CDE Recommended Screeners in English and Spanish:

1. Amira Learning
2. Amplify mClass
3. Multitudes

## Skills Measured

- phonological and phonemic awareness
- knowledge of letter names
- decoding skills
- reading fluency
- rapid automatized naming
- Vocabulary
- Oral language comprehension
- encoding
- reading comprehension (2nd Grade)

# Review Process

---

**Rated several components to determine a program to recommend for adoption based on:**

- Administration
- Data Management
- Language Options (Spanish and English)
- Systems Alignment

# Equitable Access: Targeting Instruction

---

Screening assessments help us to identify student needs and better target our instruction

- **Example 1: Weak Phoneme Segmentation Fluency** (DIBELS metric) would lead a teacher to support strong phonological awareness in small group instruction or 1:1 support
- **Example 2: Weak Nonsense Word Fluency** (DIBELS metric) would lead a teacher to support blending and automaticity with sounds, through small group instruction and additional support

# K-2 Reading Risk Screener

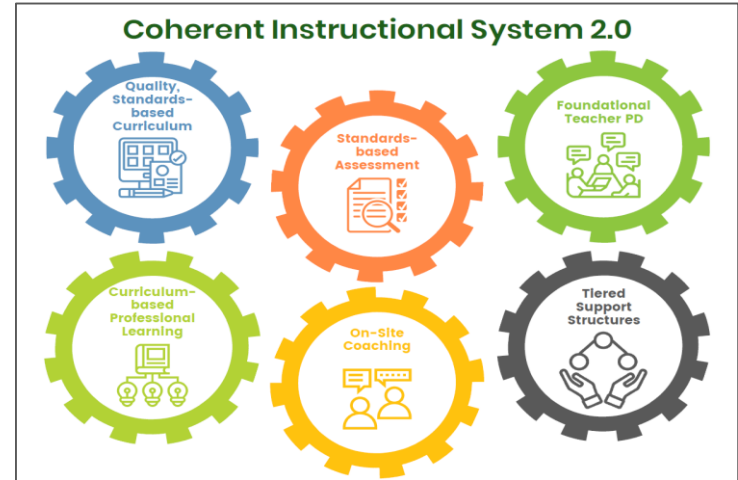
- Currently using DIBELS (mClass and mClass Lectura) for students performing below grade level in Phonics i-Ready
- **DIBELS indicates reading support needs:** Based on DIBELS results, students requiring additional tiered supports should participate in SIPPS tutoring, 1:1 tutoring
- **New updates for DIBELS administration in 25-26:**
  - **ALL** K-2 students (instead of just students who are below, as is the current practice)
  - DIBELS, all measures, in mClass
  - Administered 3x a year (BOY, MOY, EOY)





# 2025-26 Implementation Support

- Foundational Professional Development (Summer)
- Monthly Professional Development: Literacy Coaching Collaborative (*Teacher Leaders/TSAs*)
- Instructional Guidance and Development of Data Analysis Resources



# **Recommendation for Reading Risk Screener Adoption**

# Ask of the Board

Approve resolution to  
adopt **Amplify  
Education Inc. -  
mClass**  
for grades K-2 Reading  
Risk Screener in English  
and Spanish.





**EVERY STUDENT THRIVES!**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

1011 Union Street, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



@OUSDnews

# Appendix

# Fiscal Impact

- *Amplify Education Inc. mClass platform (DIBELS & Lectura)*

Cost of screener for all elementary schools and all K-2 students:

- **2025-26:** No additional cost because have a 3yr contract for Amplify mClass in place;
- **2026-27 to 2028-29:** \$214,686.00 cost for contract.

- Teacher Extended Pay - Summer PD (3 hour initial training) for all K-2 Teachers and Literacy Coaches - \$60,000 (OUSD Cost)