

# State of Literacy in OUSD

## Teaching and Learning Committee Meeting

May 19, 2026

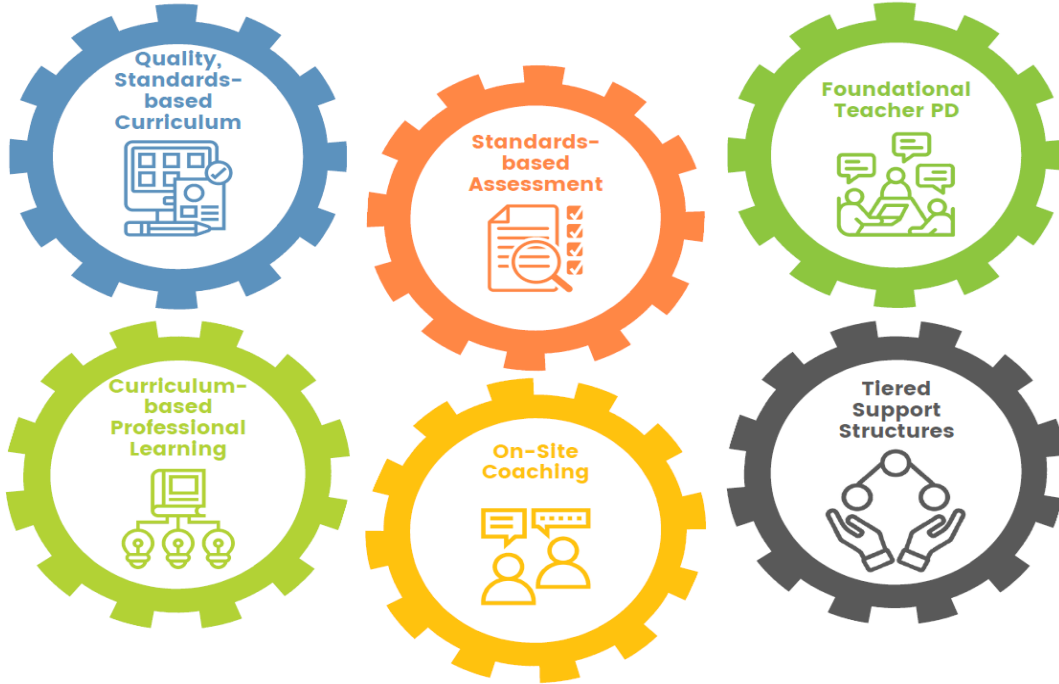


# Agenda

K-12 Literacy overview and i-Ready usage

Questions and Discussion

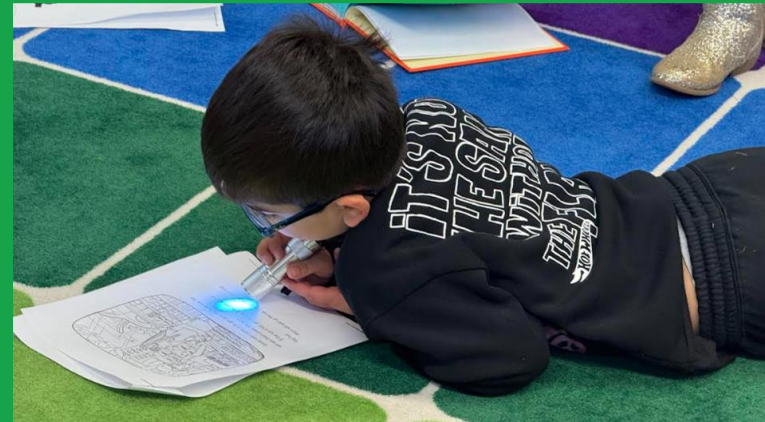
## Coherent Instructional System 2.0



## Best Practices

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

# K-12 Literacy Program



# K-5 i-Ready Assessment of Spanish Reading

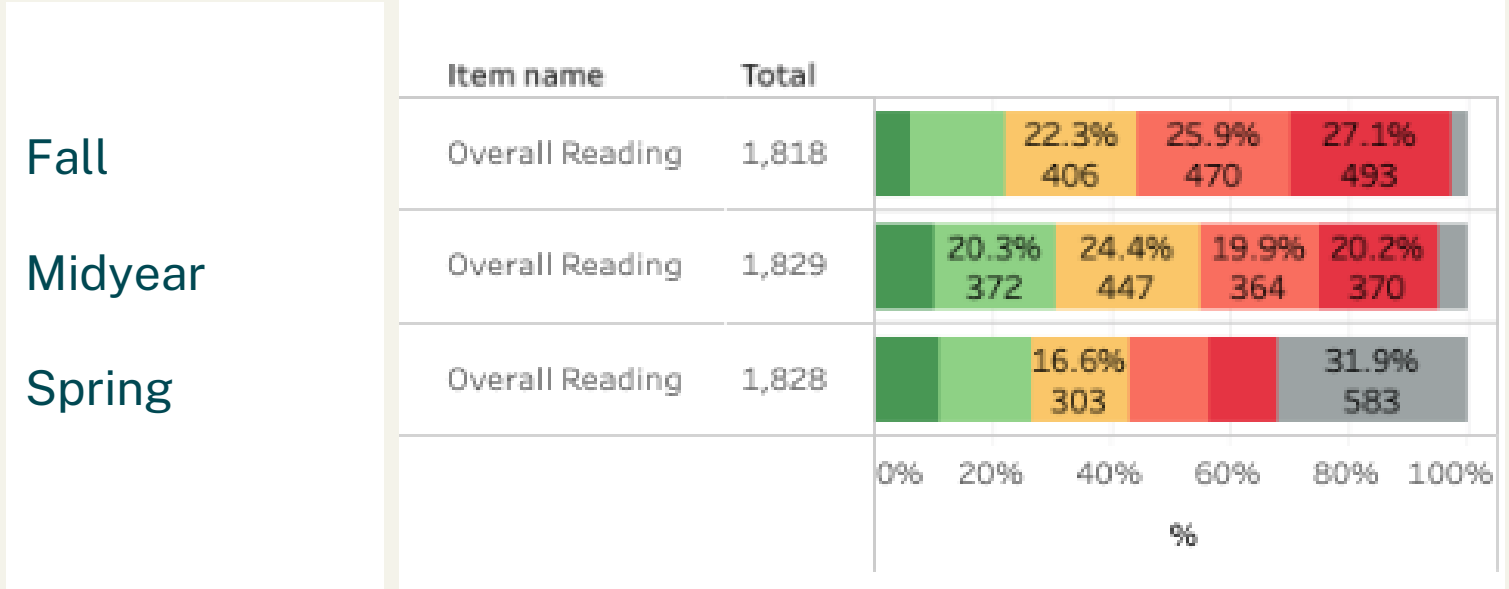
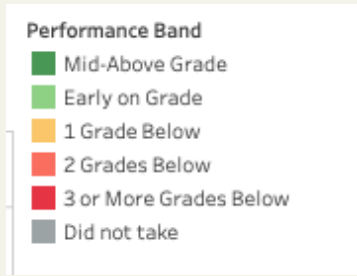
## 2025-26 Assessment Updates:

- The assessment is now adaptive that provides domain-level data in:
  - Phonological Awareness
  - Phonics
  - Vocabulary
  - Comprehension
- Stronger alignment to instructional recommendations and targeted supports

## 9 schools administering the Assessment of Spanish Reading:

- ACORN Woodland
- Bridges
- Esperanza
- Global Family
- Greenleaf
- ICS
- LSA
- MLA
- SEED

# K-5 Assessment of Spanish Reading



# K-12 i-Ready Data Usage

## Goal setting and progress monitoring :

- Used by school and network leaders to set goals and monitor progress, whole school and for specific subgroups
  - ELLs progress monitoring and reclassification
  - Supports OUSD progress monitoring of tier 1 literacy programs



# K-12 i-Ready Data Usage

## Professional development:

- Summer Foundational Professional Development for Principals and TSAs that includes differentiated breakout sessions
- Ongoing Professional Learning:
  - Day-long data analysis sessions facilitated by an i-Ready partner to support with identifying instructional next steps
  - In PLCs to help inform their cycles of inquiry



# K-12 i-Ready Data Usage

## Small Group Instruction:

- Used to help identify students needing differentiated literacy support
- Math tutors utilizing instructional grouping reports and targeted lesson resources
- Provides data to screen students for specific interventions, including SIPPS and 1:1 tutoring
- Supports identifying students in need of additional reading classes in secondary

## MyPath:

- Supports differentiated instruction by allowing student to work on prerequisite and grade-level skills at their own pace (elementary)



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# Board Member Questions & Discussion

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# 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

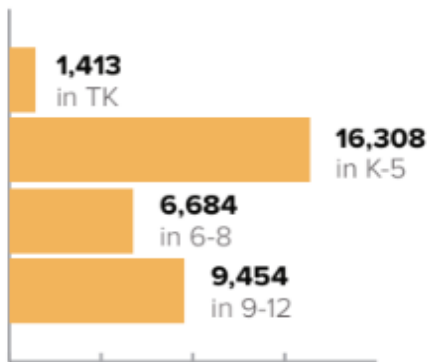
Questions and Discussion

# Students we serve

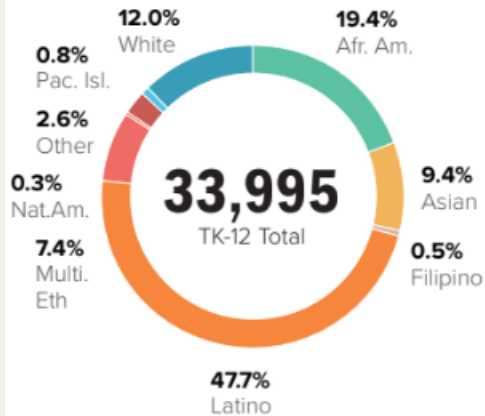
## STUDENTS<sup>1</sup>

**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 ETHNICITY<sup>1</sup>



## LUNCH PROGRAM



# 81.3%

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

# Students we serve

## SPECIAL EDUCATION<sup>7</sup>

**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.<sup>8</sup>

**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.

## ATTENDANCE<sup>4</sup>



**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 FACILITIES<sup>1</sup>

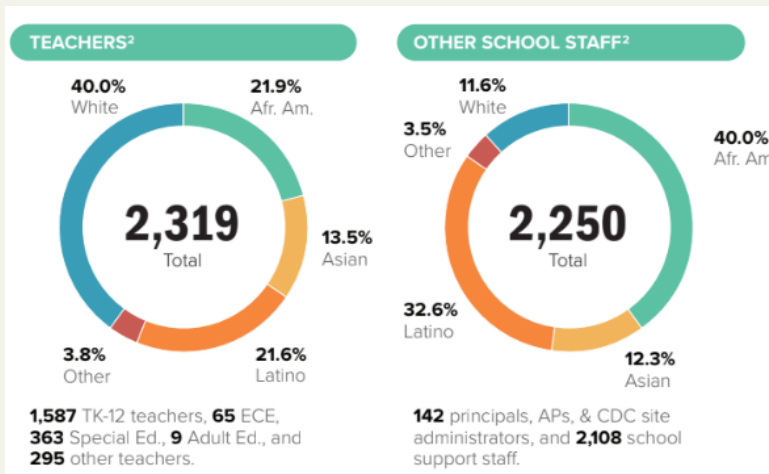
#### 87 NUMBER OF DISTRICT-RUN SCHOOLS/PROGRAMS

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

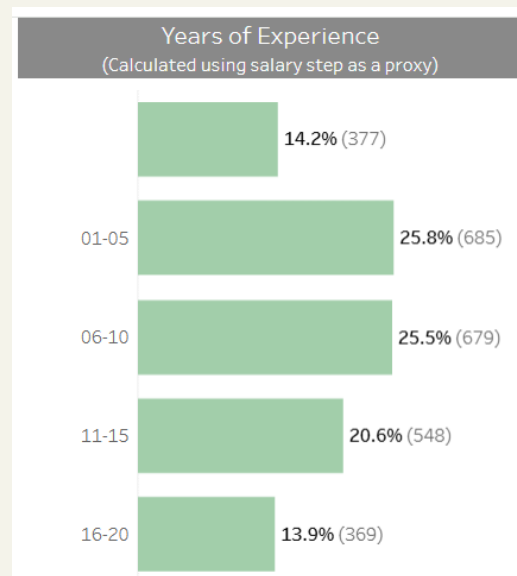
#### 108 NUMBER OF FACILITIES/CAMPUSES

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

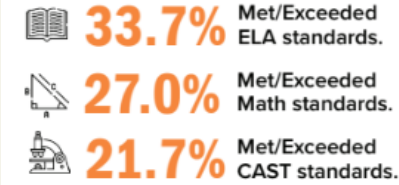


## Teacher Experience



# 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



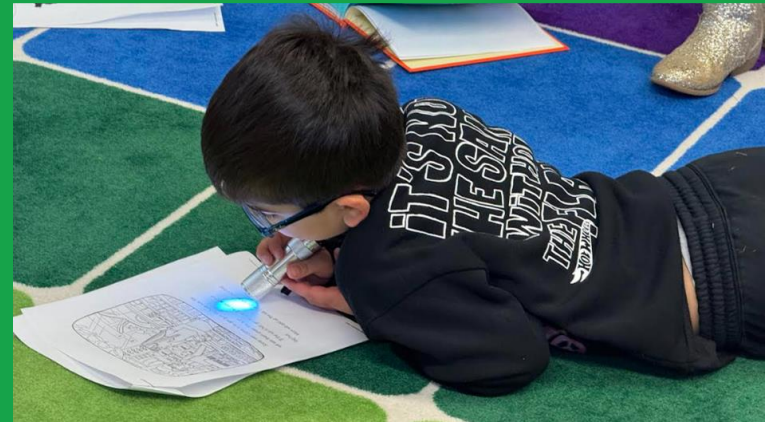
- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and constrastive analysis

## 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

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# 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%
<b>Clear district vision and strategy for implementation</b>	<b>94.0%</b>
High quality of instructional materials	92.3%
<b>Students appear engaged during instruction</b>	<b>92.0%</b>
<b>Ongoing PD has built leadership capacity</b>	<b>92.2%</b>
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%	<b>32.9%</b>	<b>-0.7</b>	53.6%	<b>58.1%</b>	<b>+4.5</b>	10.9%	<b>7.2%</b>	<b>-3.7</b>	2,009
Grade 2	38%	<b>43%</b>	<b>+5</b>	32.2%	<b>29%</b>	<b>-3.2</b>	28.3%	<b>25.4%</b>	<b>-2.9</b>	2,023
Grades 1–5	36.5%	<b>38.8%</b>	<b>+2.3</b>	30.2%	<b>32.1%</b>	<b>+1.9</b>	31.3%	<b>27.4%</b>	<b>-3.9</b>	10,469
Grades 3–5*	34.1%	<b>35.1%</b>	<b>+1</b>	21.3%	<b>24.6%</b>	<b>+3.3</b>	42.4%	<b>38.8%</b>	<b>-3.6</b>	8,111

## Key Patterns:

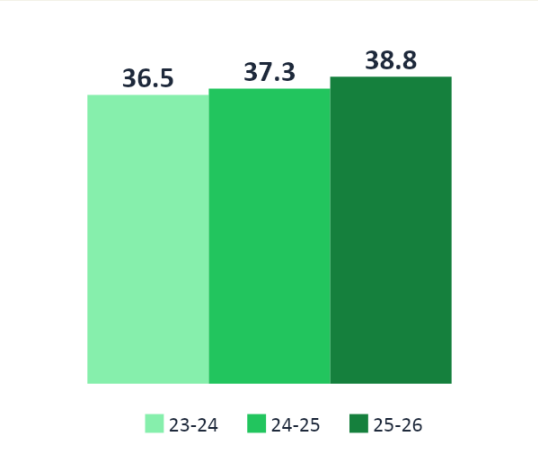
- Grade 2 shows the strongest On Grade gains (+5.0 pp), with both below-grade groups declining
- Across all grade spans, 2+ Grades Below is declining — students are moving up in the distribution
- The rise in 1 Grade Below likely reflects upward movement from 2+ Below

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

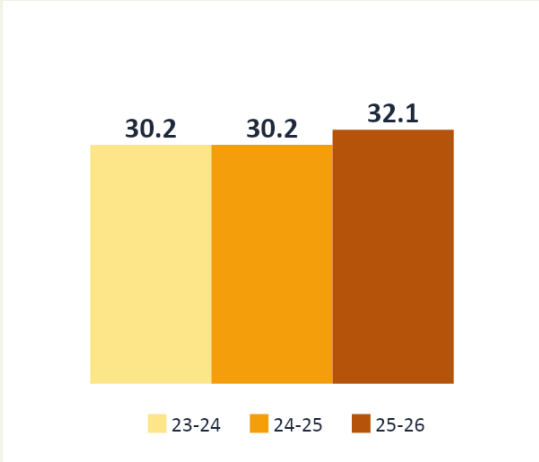
English Only Courses Only Grades 1 and 2; English Only & Dual Language Grades 3-5

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

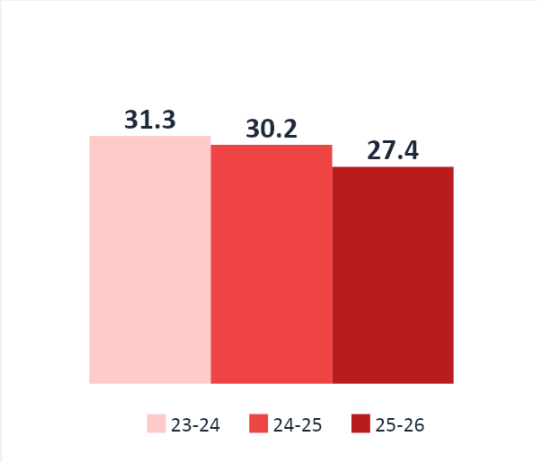
Mid-Above + Early on Grade



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
- Tracking reading minutes
- Inviting and engaging classroom libraries with culturally affirming books



**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!



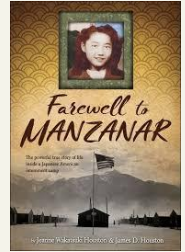
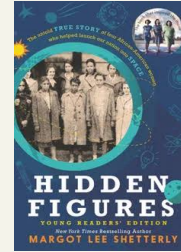
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# Secondary Literacy Program

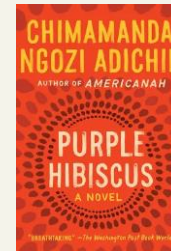
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Together, we've built stronger conditions

## 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

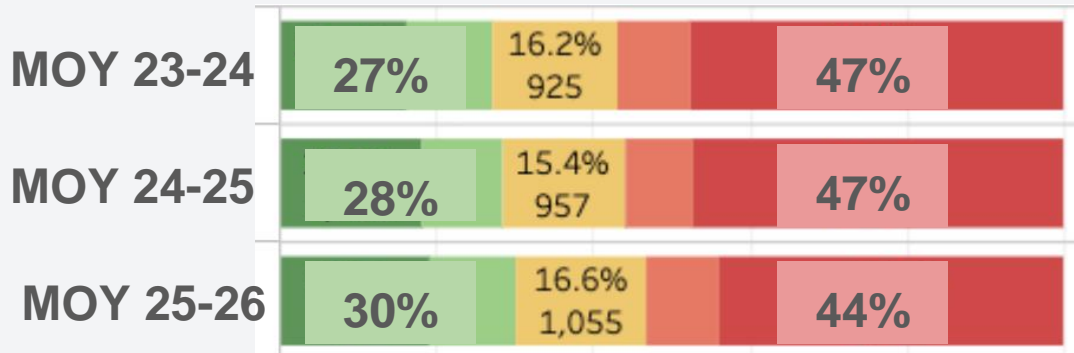
### Progress Monitoring:

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

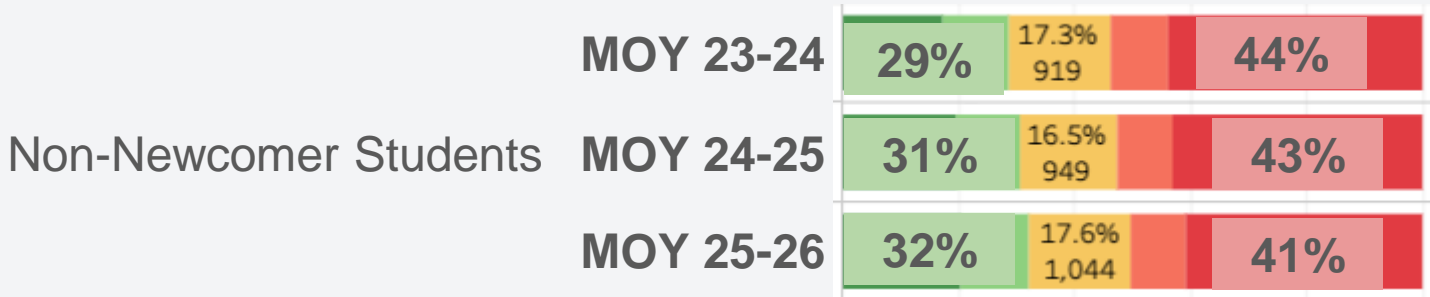
### Processes:

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

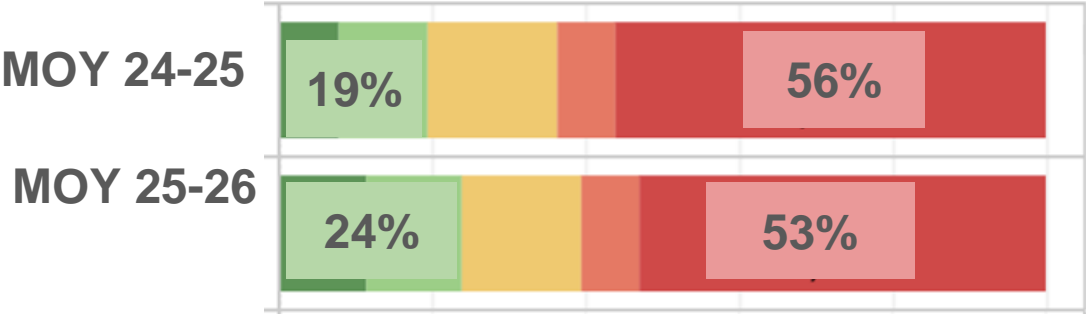
# OUSD 6-8 i-Ready Placement: Mid-Year 23-24, 24-25, 25-26



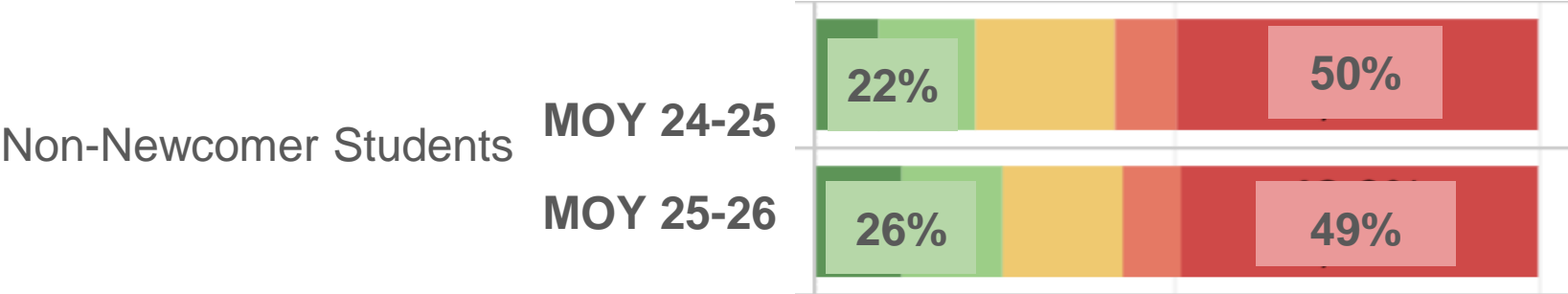
GOAL: increase % of students reading on grade level by 5pp, Spring to Spring



# 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

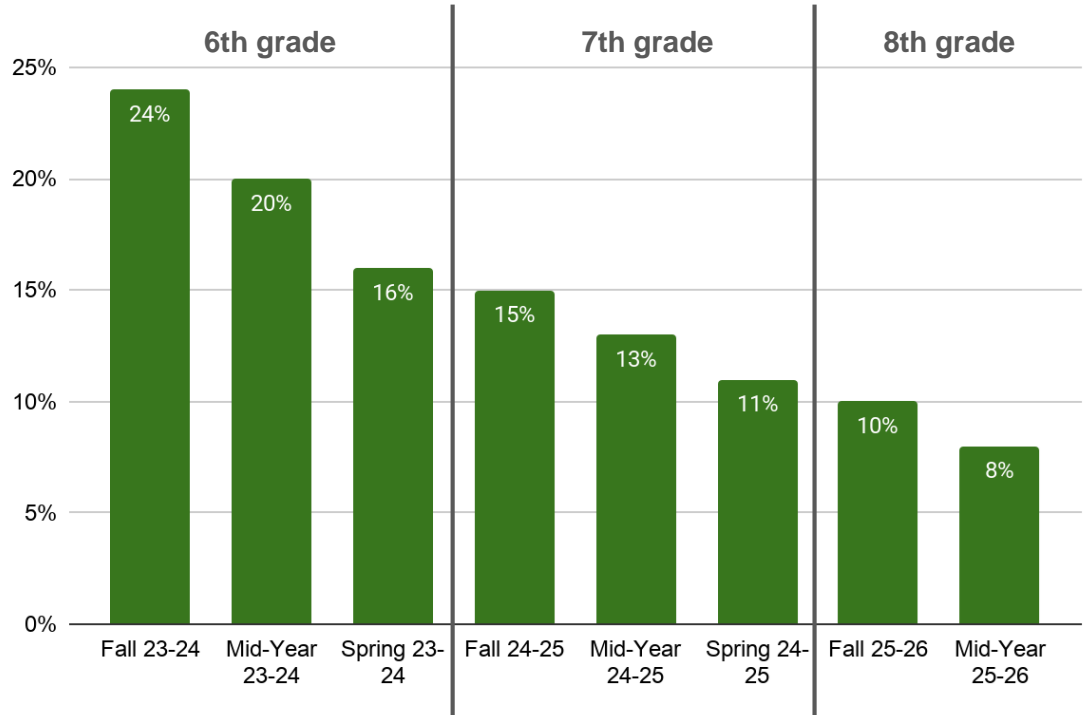
Fall 23-24	Reading Inventory	69%
Spring 23-24	Reading Inventory	55%
Fall 24-25	i-Ready	85%
Spring 24-25	i-Ready	73%
Fall 25-26	i-Ready	87%

# 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.

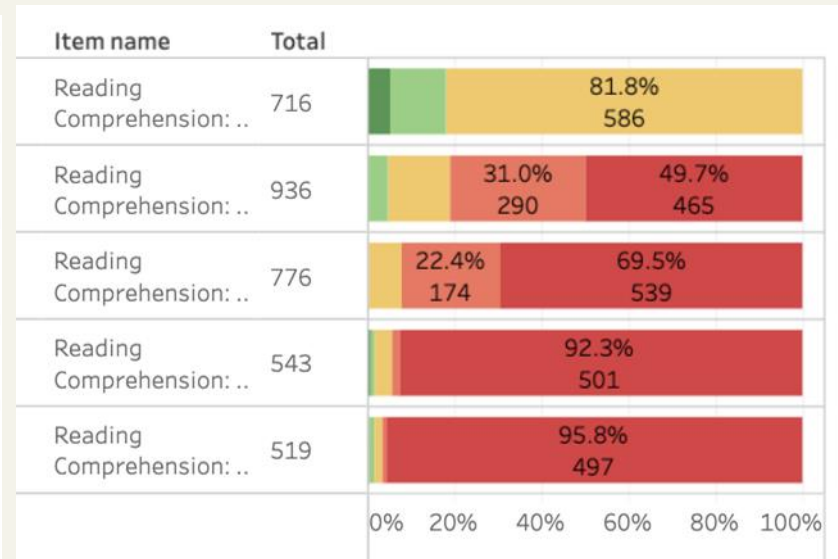
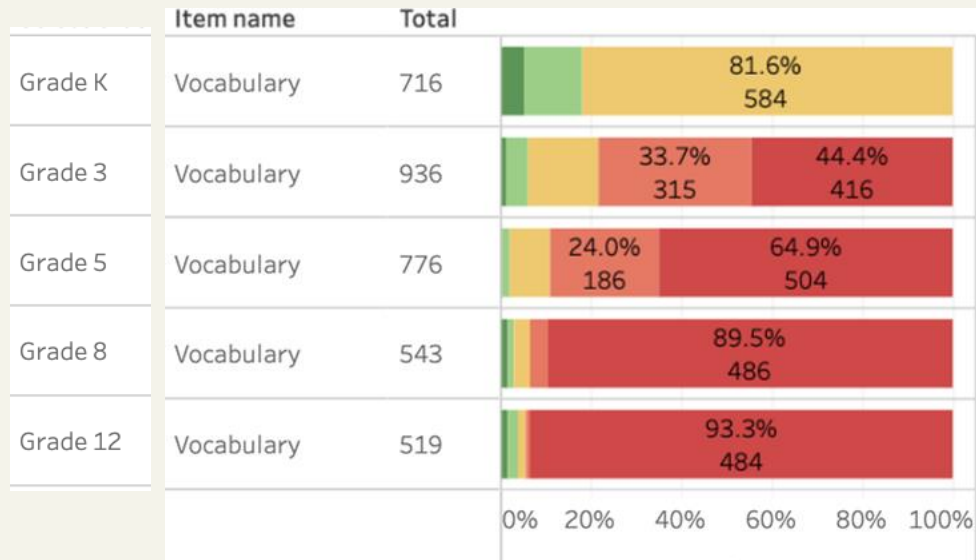
# Support for Language Learners

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# 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%)




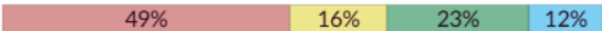
Population	Measure	Levels	Students
National All grades	Composite Score	BOY 	227009
		MOY 	216654 
Oakland Unified School District	Composite Score	BOY 	1533
		MOY 	1507 

# 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

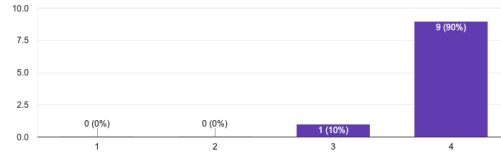
SEAL is a comprehensive approach to dual language instruction, integrating literacy, language, and content towards biliteracy and academic achievement.

**SEAL**

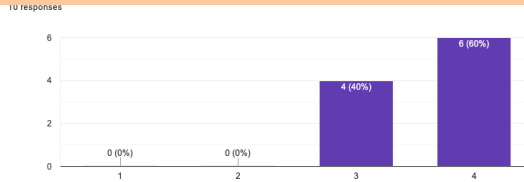


## Principal and TSA/Teacher leader responses to SEAL

### 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](#)

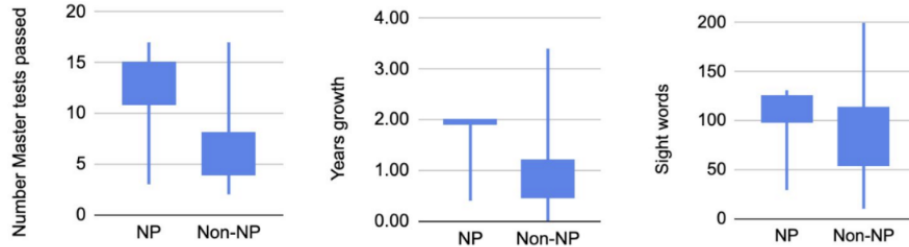
[Read about it in EdSource](#)

[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

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## 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

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# Support for Students with IEPs

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# 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



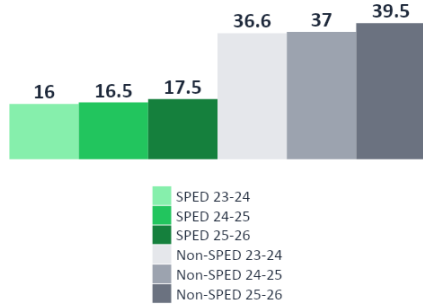
# i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students

## w/IEPs

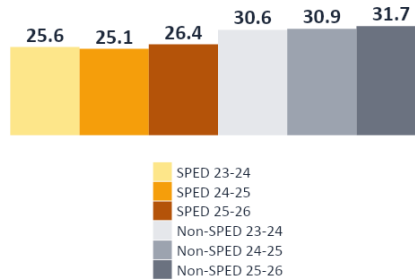
Special Education vs. Non-Special Education Students

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

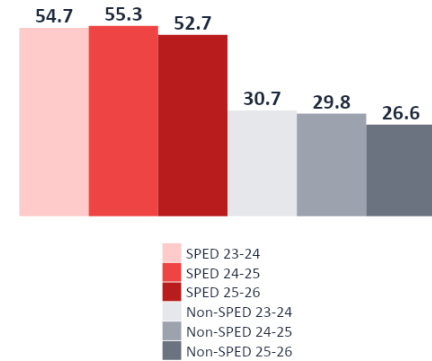
### Mid-Above + Early on Grade



### 1 Grade Below



### 2+ Grades Below



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

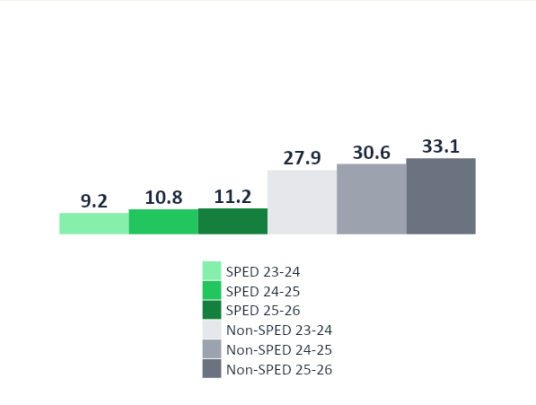
**Key Takeaway:** On Grade edging up (+1.5 pp) with 2+ Below declining 2.0 pp. Over half of SPED students in Grades 1–5 remain 2+ grades below level, but the direction is positive. 1 Grade Below is stable, suggesting the movement is from the lowest tier.

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

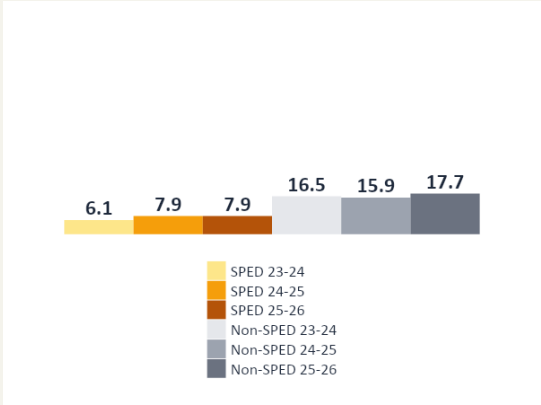
## Special Education vs. Non-Special Education Students

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

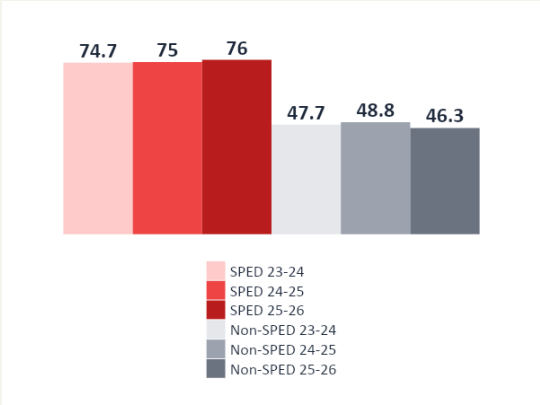
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



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

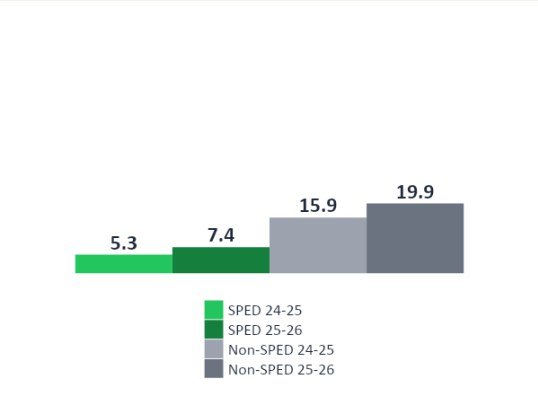
**Key Takeaway:** On Grade growing modestly (+2.0 pp) and 1 Grade Below up +1.8 pp, but 2+ Below remains stubbornly high at 76% — essentially flat over 3 years.

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

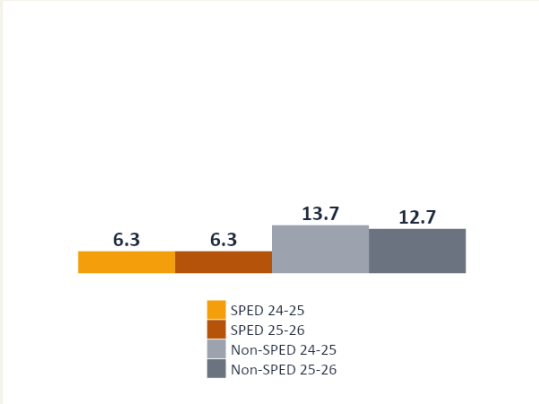
## Special Education vs. Non-Special Education Students

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

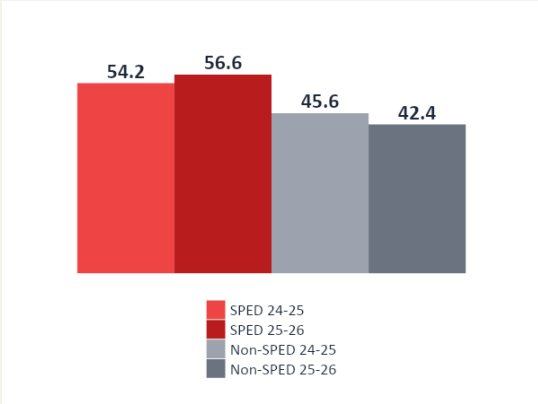
Mid-Above + Early on Grade



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

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 **68%** of students moved  $\geq 1$  level (Aug-Dec)

 **35%** of students moved  $\geq 2$  levels (Aug-Dec)



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



*TeachTown-related display at Franklin Elementary*

## TeachTown

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**124%** 

improvement from pre- to post-test across benchmarks

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

## Lexia PowerUp!

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Sustained student & staff engagement/usage



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



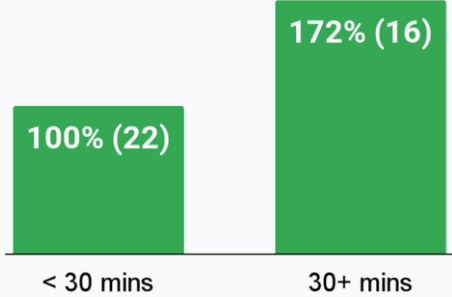
SJT, Skyline, Frick highlights

# 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

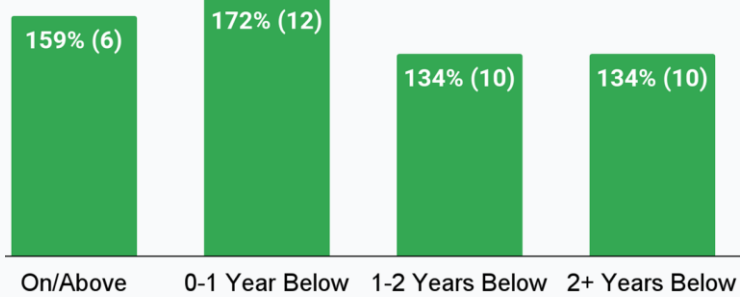
## 🕒 ENGAGEMENT

Higher dosage was associated with stronger acceleration.



## 📈 STARTING LEVEL

Starting level is not a barrier to growth.



Benchmark assessment growth from BOY to MOY

# 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)

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# Priorities for 2026- 27 & Beyond

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# 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"> <li>• Early literacy TSAs</li> <li>• Professional Development (PD)</li> <li>• Early literacy tutors</li> </ul>
<p>02 Inclusive Core Literacy</p> 	<ul style="list-style-type: none"> <li>• Success for ELLs through language inclusive practices and scaffolding for rigor.</li> <li>• Meaningful inclusion through specialized training and crossover curricular materials to reduce reliance on separate Special Education settings</li> </ul>	<ul style="list-style-type: none"> <li>• Language &amp; Literacy TSAs</li> <li>• PD</li> <li>• Core Curriculum</li> <li>• El Education Lab Schools contract</li> </ul>
<p>03 Biliteracy in Dual Language</p> 	<ul style="list-style-type: none"> <li>• Bring SEAL biliteracy pedagogy to all DL schools</li> <li>• Alignment of biliteracy skills progression across schools</li> </ul>	<ul style="list-style-type: none"> <li>• SEAL contract</li> <li>• PD</li> <li>• DL-specific curriculum</li> </ul>

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# Board Member Questions & Discussion

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# Appendix

# FAST FACTS - 2025-26

## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students!

### SUPERINTENDENT

Dr. Denise Soodler (Interim)

### BOARD OF DIRECTORS

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

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

### CONTACT

1011 Union Street  
 Oakland, CA 94607  
 (510) 879-8000  
 www.ousd.org

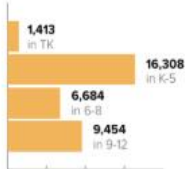
Fast Facts  
 2025-2026  
 Available at

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

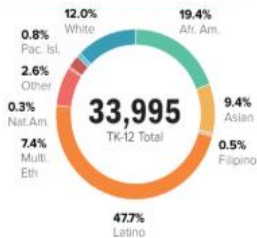
#### STUDENTS<sup>1</sup>

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 ETHNICITY<sup>2</sup>



#### TEACHERS<sup>3</sup>



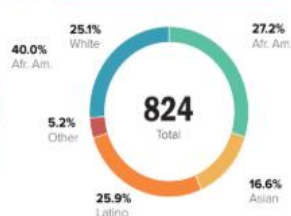
1,587 TK-12 teachers, 65 ECE, 363 Special Ed., 9 Adult Ed., and 295 other teachers.

#### OTHER SCHOOL STAFF<sup>4</sup>



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

#### CENTRAL OFFICE STAFF<sup>5</sup>



5,393 OUSD employees total.

#### BUDGET & SALARIES



#### Qualified

Certification of Financial Condition.<sup>6</sup>  
 \$19.0 Million Unrestricted General Fund Balance, \$456.5 Million Unrestricted Fund Expenditure



#### \$62,696

Beginning Salary for a TK-12 Teacher.<sup>7</sup>  

	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

#### SCHOOL AND FACILITIES<sup>8</sup>

#### 87 NUMBER OF DISTRICT-RUN SCHOOLS/PROGRAMS

- 8 TK Hubs
- 6 Senior Elementary
- 7 Senior-Alt K-8
- 1 Independent 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<sup>9</sup>

**2.2 Miles**

#### AVERAGE DISTANCE TRAVELLED TO A DISTRICT-RUN GENERAL EDUCATION SCHOOL

45.4% attend a neighborhood.

#### 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<sup>10</sup>

**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.

#### ATTENDANCE<sup>11</sup>

**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<sup>12</sup>

**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).

#### 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.

#### 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.<sup>13</sup>

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.

# 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)
<b>Words in the Wild</b>	Core Day & ASP	<b>certified</b>	<i>Not yet</i>	<b>certified</b>
<b>Tutored Live</b>	Core Day & ASP	<b>certified</b>	<b>certified</b>	n/a
<b>3Ls</b>	ASP	<b>certified</b>	n/a	<b>certified</b>
<b>Tutors of Franklin</b>	ASP	<b>certified</b>	n/a	n/a
<b>Springboard</b>	ASP	<b>certified</b>	<b>certified</b>	<b>certified</b>
<b>BOOST Oakland</b>	ASP	<i>Not yet</i>	<i>Not yet</i>	<b>certified</b>
<b>Community Reading Buddies (ASPIRE)</b>	ASP	n/a	n/a	<b>certified</b>
<b>Reading Partners</b>	Core Day & ASP	n/a	<b>certified</b>	<b>certified</b>
<b>Children Rising</b>	Core Day	<b>certified</b>	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

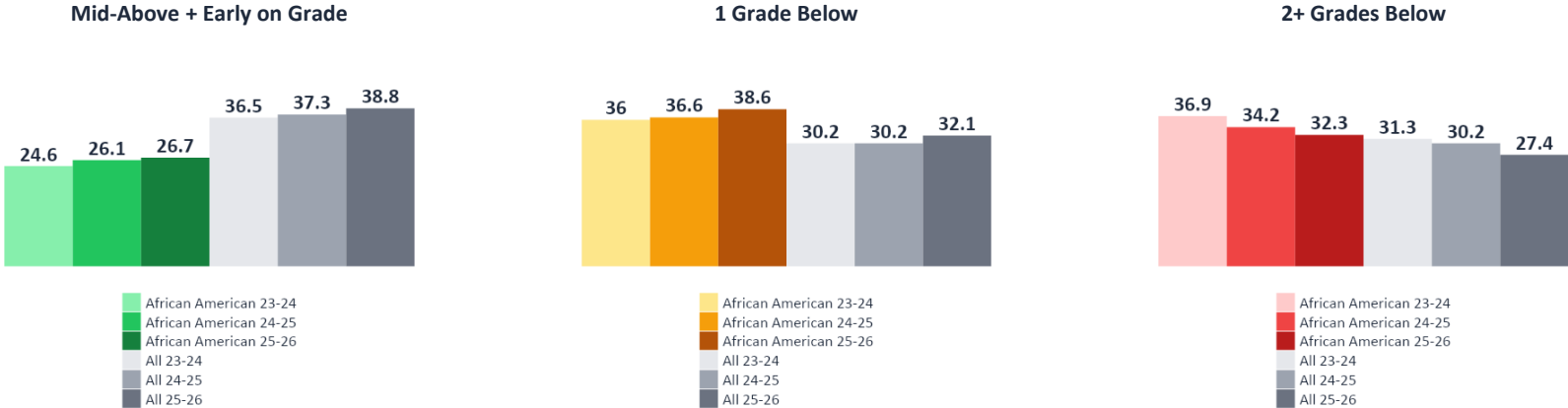


- Importance of skills progression in each language to avoid teaching the same skills twice.
- Explicitly teach cross-linguistic transfer and contrastive analysis

# 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



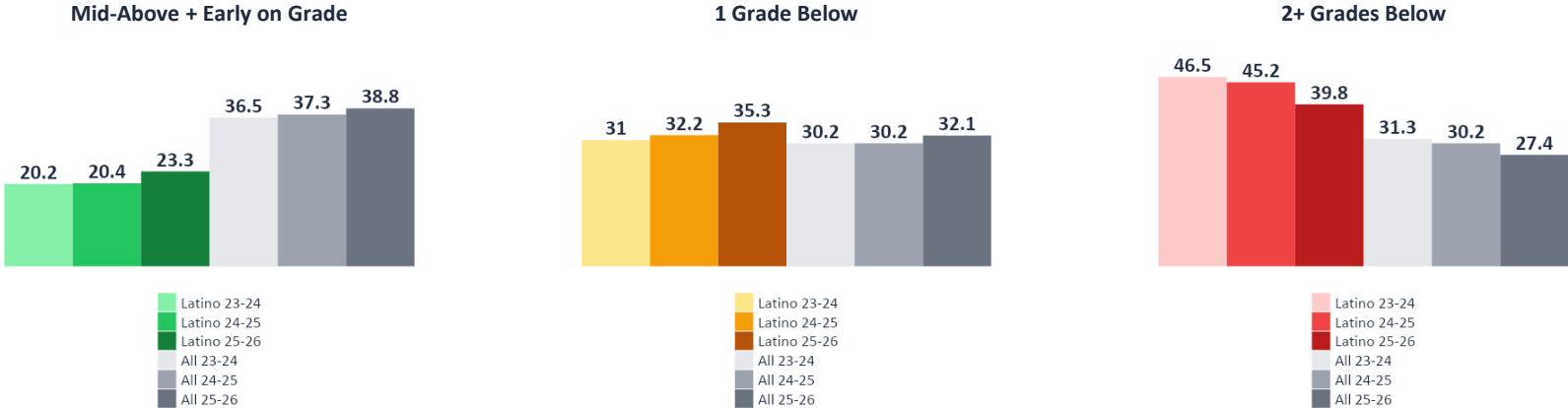
2023-24: n = 2,282 | 2024-25: n = 2,151 | 2025-26: n = 2,131

**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.

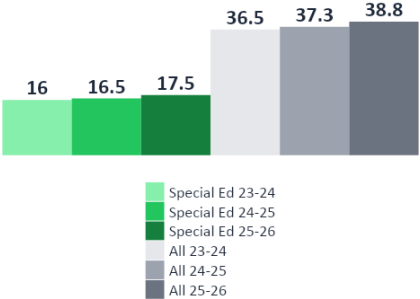
# i-Ready Reading Midyear 3-Year Trend: Grades 1–5 Students

## w/IEPs

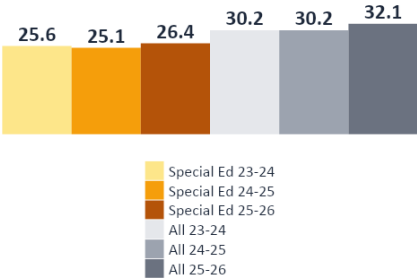
Special Ed vs. All Students • SEI Courses

■ 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

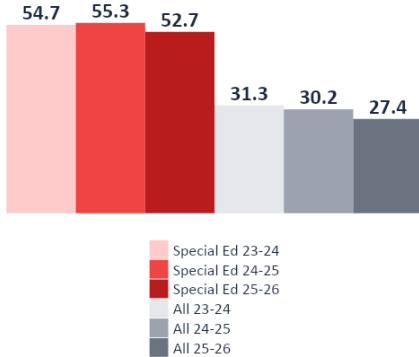
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



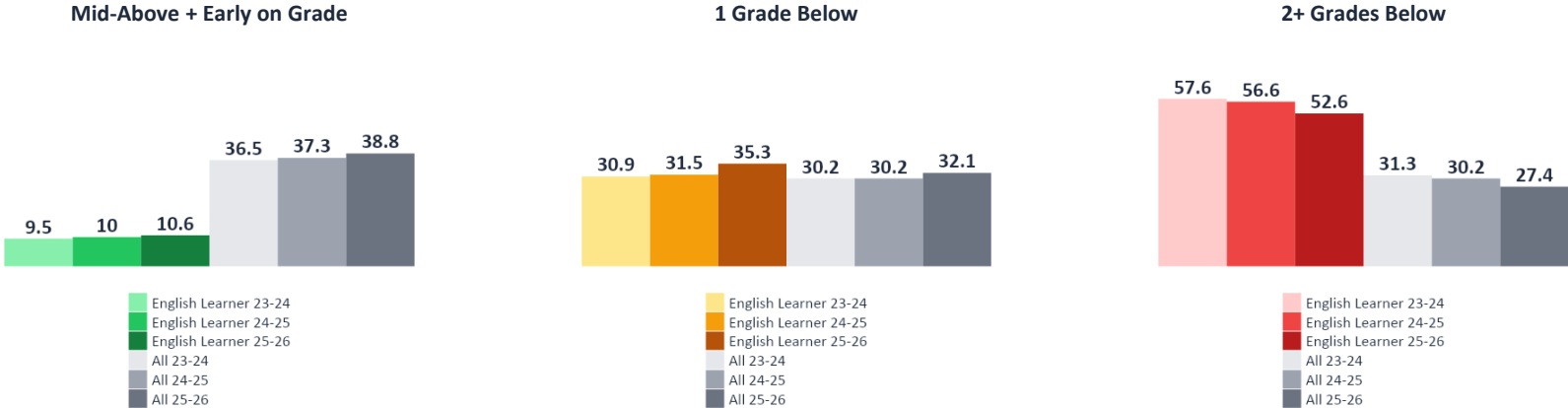
2023-24: n = 2,301 | 2024-25: n = 2,341 | 2025-26: n = 2,283

**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 $\Delta$
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 $\Delta$
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%

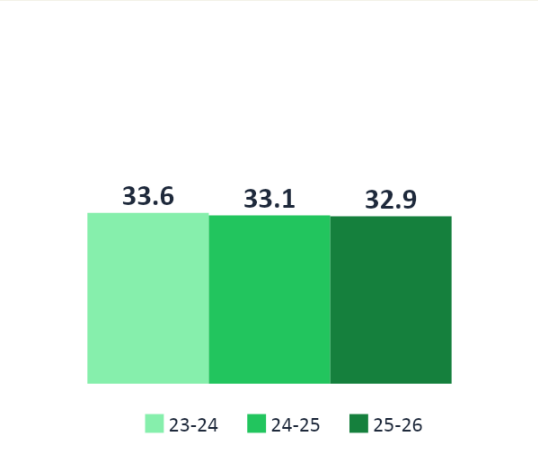
Trend: ▲ ≥ +2pp ▲ +0.5 to +2pp — flat ▼ decline

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

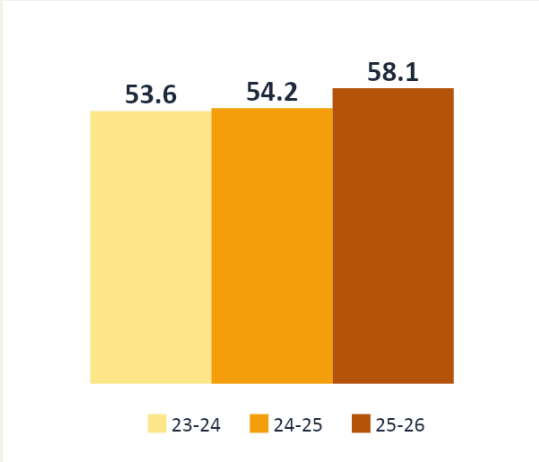
SEI Courses

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

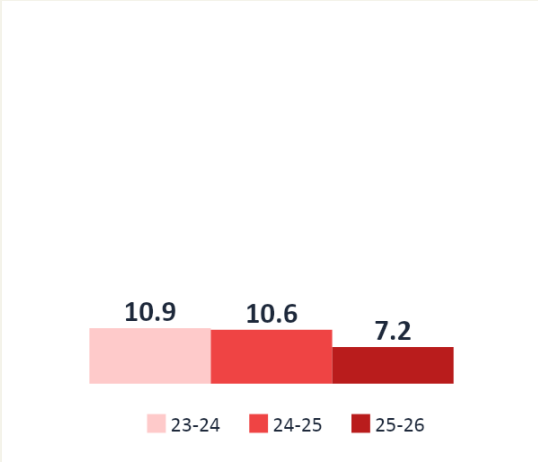
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



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

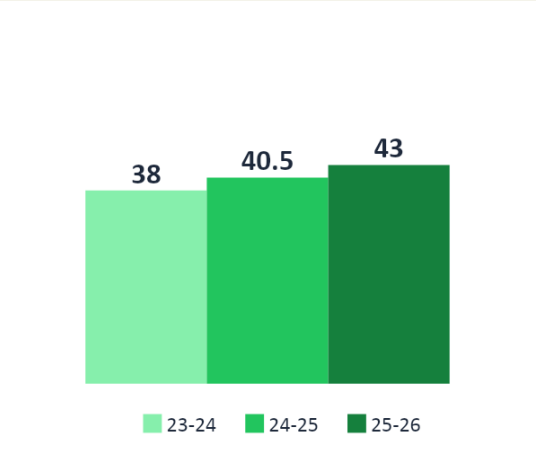
**Key Takeaway:** On Grade holding steady (~33%), while 2+ Grades Below dropped from 11% to 7% (-3.7 pp). The increase in 1 Grade Below (+4.5 pp) suggests students are moving up from the lowest tier into the next.

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

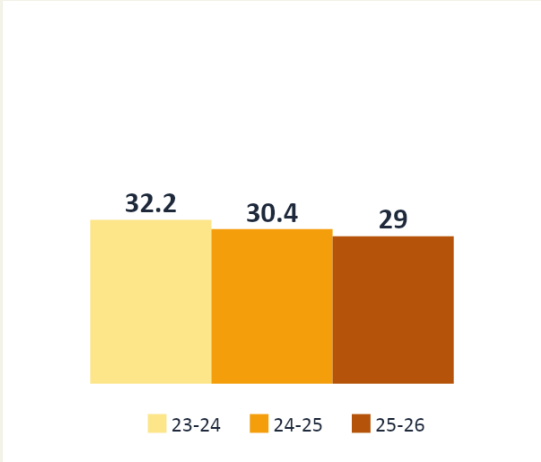
SEI Courses

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

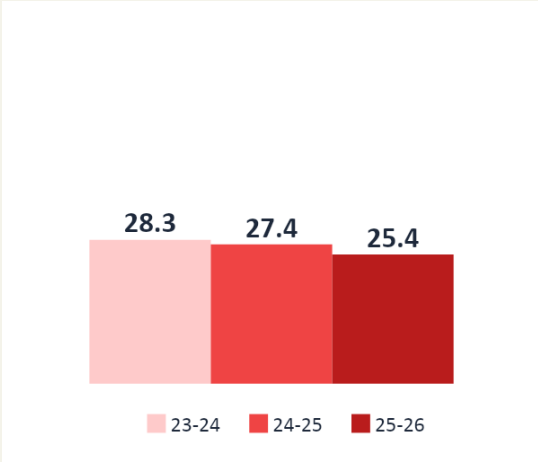
Mid-Above + Early on Grade



1 Grade Below



2+ Grades Below



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

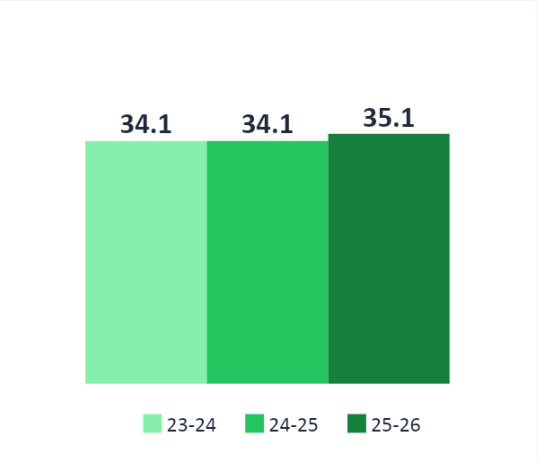
**Key Takeaway:** On Grade climbed from 38% to 43% (+5.0 pp) — the strongest gain across grade spans. Both below-grade groups declined steadily, with 1 Grade Below down 3.2 pp and 2+ Below down 2.9 pp.

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

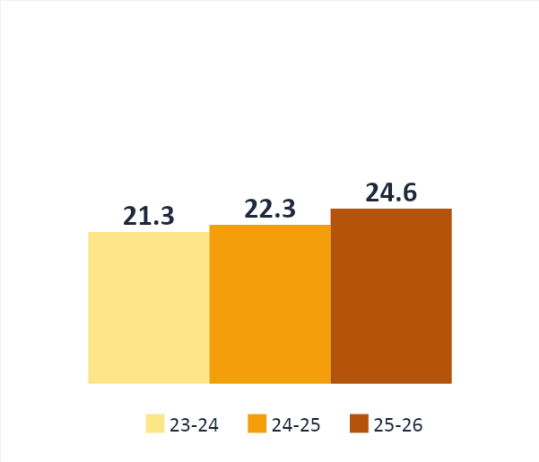
All Course Types (SEI + Dual Language)

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

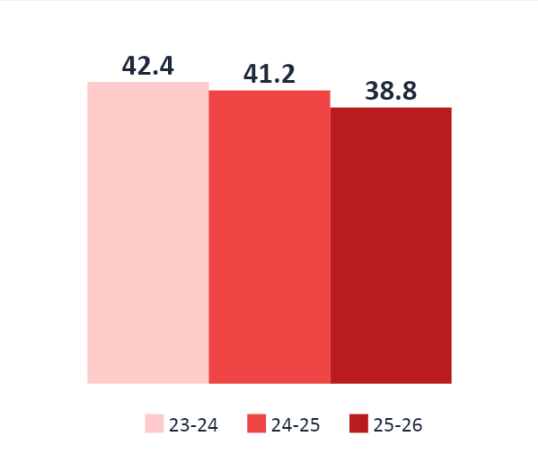
Mid-Above + Early on Grade



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

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## 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*



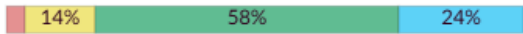

# Student Group Equity Analysis

## DIBELS Fall-Midyear 2025-26

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

# DIBELS Benchmark Trends

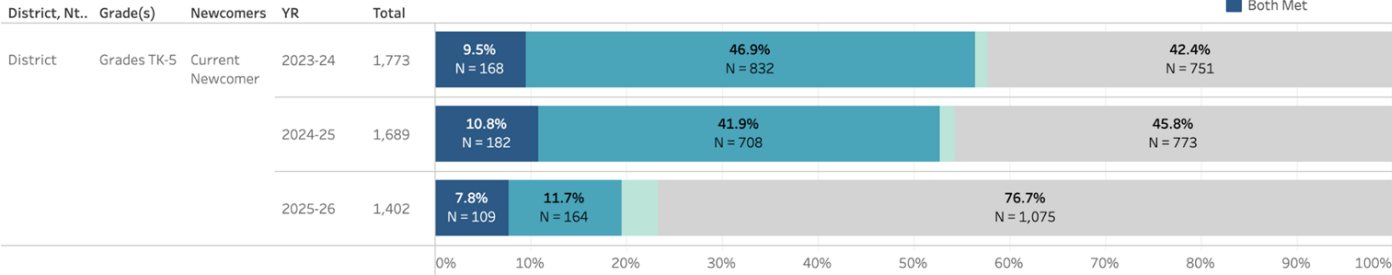
From BOY to MOY, over 90% of scholars at Benchmark, remained at Benchmark.

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](mailto:jessica.jung@ousd.org), [julie.kessler@ousd.org](mailto:julie.kessler@ousd.org), or [rattana.yeang@ousd.org](mailto: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.

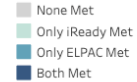
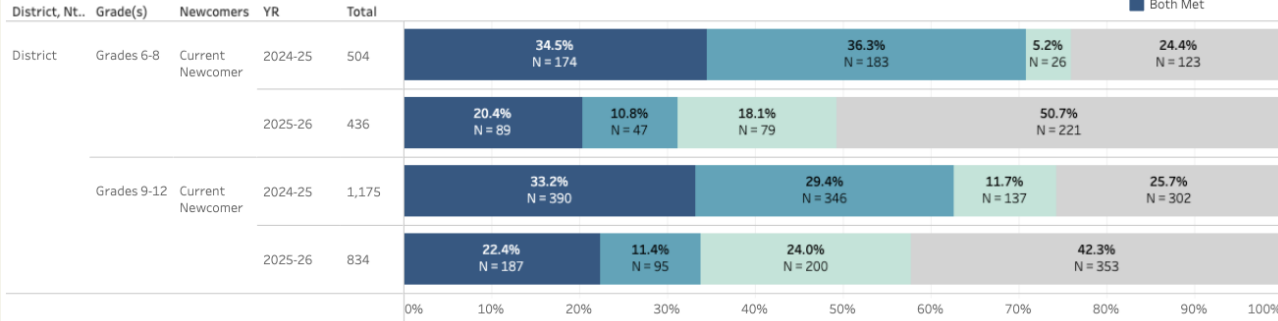
Item name	Select Group	Met 40% Midyear or 100% Spring		Total	Outcome Breakdown			
		Met 40%	Met 100%		None Met	Only IReady Met	Only ELPAC Met	Both Met
i-Ready % Typical Growth	Current Newcomer	62.2%	760	29.2% (222)	0%	0%	0%	24.7% (188)
	Former Newcomer	58.5%	843	36.3% (306)	0%	0%	0%	32.3% (272)
	Not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

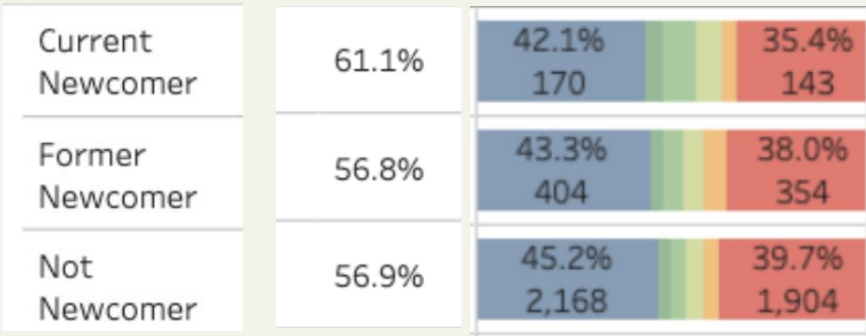
## Newcomer Progress Monitoring - Aggregate Data

2025-26 data under review. Email [jessica.jung@ousd.org](mailto:jessica.jung@ousd.org), [julie.kessler@ousd.org](mailto:julie.kessler@ousd.org), or [rattana.yeang@ousd.org](mailto: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

