Minnesota READ Act Literacy Plan

2024-25 Data Submission and 2025-26 Continuous Improvement Plan

For

Mankato Public School District (0077-01)

Date Submitted to the State 06/16/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Mankato Public School District (0077-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency.Minn. Stat. 120B.12 (2024).

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1. Read Act Goals

District or Charter School Literacy Goals

Mankato Public School District (0077-01)'s literacy goal(s) for the 2024-25 school year:
Achievement & Integration: Literacy Goals SMART Goal #1: The percentage of students in each student group enrolled in Pre-K school year and summer programming will increase by 1.6% each year. Key Indicator of Progress: Within each student group, at least 80% of MAPS Preschool attendees will meet a benchmark on their winter Kindergarten DIBELS assessment by 2025. SMART Goal #2: Increase the percentage of Black or African American students who meet or exceed the 3rd-grade Reading MCA from 33.8% to 43.8% and increase the percentage of Hispanic or Latino students who meet or exceed the 3rd-grade Reading MCA from 35% to 45% by 2025 to close the achievement gap. Key Indicators of Progress: The percentage of Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 33.8% to 43.8% by 2025. The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 35% to 45% by 2025. The percentage of all students who meet or exceed on the 3rd grade Reading MCA will increase from 57.3% to 67.3% by 2025. ADSIS Reading Goals: Grades K-5: The percentage of students in Grades K-5 at ADSIS schools who are at or above the benchmark on the DIBELS reading assessment will increase by 4% each year, reaching and maintaining at least 80% by Spring 2025. Grades 6-8: The percentage of students in grades 6-8 who do not meet grade level benchmark goals on the DIBELS 8 reading assessment will decrease 2% each year, reaching at least 10% or less in the Spring of 2025.

The following was implemented or changed to make progress towards the goal(s):
Elementary professional development of LETRS was continued for Prek-3 classroom, MLL, intervention and Special Education teachers. Teachers with support from Mentor Coaches and Curriculum Coordinators are implementing these evidence based strategies in their classrooms. K-3 classrooms throughout the district implemented Bridge 2 Read foundational curriculum. We utilize a coaching model that allows our MAPS Mentor Coaches to employ fidelity checklist in classrooms to support teachers with implementation and fidelity.

The following describes how Mankato Public School District (0077-01)'s current student performance differs from the literacy goal detailed in the READ Act:
The READ Act goal is that all students will read at their grade level. We do not currently have all students reading at their grade level. Our goal was to increase the percent of students reading at grade level benchmark as assessed by the DIBELS assessment and increased proficiency as defined by the Reading MCA. We have seen a large increase in the percentage of students that are reading at or above benchmark on the DIBELS assessment. Preliminary MCA data looks to be trending upward.

Mankato Public School District (0077-01)'s literacy goal(s) for the 2025-26 school year:

The Mankato Area Public Schools has chosen the following goals for the 2025-26 School year: 1. By spring grades K-5 will increase the percentage of students at or above benchmark as measured by the DIBELS8 Assessment. 3. Successful K-5 Implementation of foundational curriculum in every classroom. 4. Secondary students who demonstrate gaps in foundational reading skill will receive intervention support using evidence based interventions. 5. Reduce differences in reading achievement between students identified by racial groups in 3rd-5th and 6-8th grades on MCA test performance, considering group size, trend analysis, and the highest performing and lowest performing student groups.

Mankato Public School District (0077-01)'s Local Literacy Plan is posted on the district website at: https://www.isd77.org/academics/curriculum

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Mankato Public School District (0077-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 1	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 2	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA
Grade 3	DIBELS Data System (DDS) with DIBELS 8th Edition	Vendor composites using vendor benchmarks	NA

3. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Mankato Public School District (0077-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	505	160	499	335	506	406
Grade 1	507	301	522	366	519	422
Grade 2	555	341	556	378	556	419
Grade 3	602	389	607	387	610	414

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

4. Dyslexia Screening Summary Student Counts K-3

The following section describes how Mankato Public School District (0077-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Mankato Public School District (0077-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

Vendor composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	506	2
Grade 1	522	7
Grade 2	556	14
Grade 3	610	10

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

5. Screening Tools 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined.

The table below details the screening tool(s) used by Mankato Public School District (0077-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4	Dibels DDS	Dibels	Vendor Benchmark
Grade 5	Dibels DDS	Dibels	Vendor Benchmark
Grade 6	Dibels DDS	Dibels	Vendor Benchmark
Grade 7	Dibels DDS	Dibels	Vendor Benchmark
Grade 8	Dibels DDS	Dibels	Vendor Benchmark
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Mankato Public School District (0077-01) to determine which students in grades 4-12 are not reading at grade level:

For 2025-2026 We will screen all 6-8th grade students and grade 10 students using Capti ReadBasix Screener with all subtests. For 6th-8th grade students this will replace Dibels.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

We will administer the Capti Read Basix screener one time in the fall. We will use Capti Read Basix to progress monitor students not reading at grade level approximately every eight weeks.

6. Dyslexia Screening Summary Student Counts Grades 4-12 (Optional for 2024-25 School Year)

The following table displays the number of students in Mankato Public School District (0077-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	578	233	8	0
5th	591	200	3	0
6th	572	172	0	0
7th	601	127	0	0
8th	567	134	0	0
9th	647	0	0	0
10th	635	0	0	0
11th	648	0	0	0
12th	711	0	0	0

NOTE: *As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report*

7. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Mankato Public School District (0077-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	Yes	3 times per year, after each screening window
Grade 7	Yes	3 times per year, after each screening window
Grade 8	Yes	3 times per year, after each screening window
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Parent teacher conferences
- Mailed Letter
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

8. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Mankato Public School District (0077-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:
Across K-5, DIBELS 8 data is used for Universal Screening, dyslexia identification, and progress monitoring. Students with composite scores that fall in the strategic or intensive range on DIBELS 8 are given additional diagnostic assessments to determine more specific areas of instructional needs. Multi-tiered levels of support are provided through class-wide, tier 2, and tier 3 interventions, adjusting time, group size, and instructional intensity, as data indicates need. Progress monitoring data is used across all intervention services, from Title 1 to ADSIS, to Reading Corp to make programming and instructional decisions. Professional Learning Communities (PLCs) support ongoing data analysis, instructional response, and progress monitoring. For Grades 6-8, all students take the DIBELS 8 Maze. Maze data alongside NWEA Measures of Academic Progress and MCA-III reading assessment results are used to identify students at risk for reading difficulties. Middle School staff administer the DIBELS 8 ORF to further evaluate student reading needs when a student demonstrates risk. Multi-tiered levels of support are provided through intentional class placements, from traditional or enriched ELA classes to ADSIS reading intervention groups or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity in response to student needs. PLCs monitor progress and evaluate attendance data. Teachers in Grades K-8 utilize DIBELS 8 and/or PRESS decision making trees to identify the appropriate subtests for progress monitoring. Progress monitoring follows, at minimum, DIBELS 8 frequency recommendations. Students who are not keeping pace with expected growth rates are brought back to the MTSS team to evaluate progress and determine needed adjustments to intervention. K-8 interventions are discontinued if a student reaches the end of year benchmark goal on their grade-level subtest. General guidance is to discontinue with 3 data points at grade level. Additional factors may influence the decision to exit a student from intervention, such as transfer of skills; each student is considered individually and exit determinations may vary. As students enter high school in grade nine, student support teams at each building review end of year 8th grade reading assessment results to evaluate student need entering high school. Multi-tiered levels of support are provided through intentional class placements, varying from co-taught, traditional, or enriched ELA classes to Academic Reading classes or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity to meet student needs. All buildings have an MTSS team to support the MTSS process and problem solving through data-based decision making to address individual student reading needs.
The processes for monitoring fidelity and differentiating Tier 1 instruction include:
With 95% of our K-3 teachers are trained in evidence base instructional practices, we employ an instructional coaching model that allows us to work closely with classroom teachers to ensure fidelity and differentiation

with Tier 1 instruction.
Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:
Across K-5, DIBELS 8 data is used for Universal Screening, dyslexia identification, and progress monitoring. Students with composite scores that fall in the strategic or intensive range on DIBELS 8 are given additional diagnostic assessments to determine more specific areas of instructional needs. Multi-tiered levels of support are provided through class-wide, tier 2, and tier 3 interventions, adjusting time, group size, and instructional intensity, as data indicates need. Progress monitoring data is used across all intervention services, from Title 1 to ADSIS, to Reading Corp to make programming and instructional decisions. For Grades 6-8, all students take the DIBELS 8 Maze. Maze data alongside NWEA Measures of Academic Progress and MCA-III reading assessment results are used to identify students at risk for reading difficulties. Middle School staff administer the DIBELS 8 ORF to further evaluate student reading needs when a student demonstrates risk. Multi-tiered levels of support are provided through intentional class placements, from traditional or enriched ELA classes to ADSIS reading intervention groups or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity in response to student needs. PLCs monitor progress and evaluate attendance data.
Progress monitoring data collection for students in Tier 2 occurs: Once every two weeks
Progress monitoring data collection for students in Tier 3 occurs: Once a week
The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:
Progress monitoring follows, at minimum, DIBELS 8 frequency recommendations. Students who are not keeping pace with expected growth rates are brought back to the MTSS team to evaluate progress and determine needed adjustments to intervention.
Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:
K-8 interventions are discontinued if a student reaches the end of year benchmark goal on their grade-level subtest. General guidance is to discontinue with 3 data points at grade level. Additional factors may influence the decision to exit a student from intervention, such as transfer of skills; each student is considered individually and exit determinations may vary. As students enter high school in grade nine, student support teams at each building review end of year 8th grade reading assessment results to evaluate student need entering high school. Multi-tiered levels of support are provided through intentional class placements, varying from co-taught, traditional, or enriched ELA classes to Academic Reading classes or co-taught classes. Adjustments are made to class placement, group size, and instructional intensity to meet student needs. All buildings have an MTSS team to support the MTSS process and problem solving through data-based decision making to address individual student reading needs
Does Mankato Public School District (0077-01) use personal learning plans for literacy:
No
The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

No data entered

9. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions. Minn. Stat.120B.12, subd. 4a (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Mankato Public School District (0077-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Mankato Public School District (0077-01) has participated in MDE MnMTSS professional learning:

No

10. Core Curricular Resource Grades K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

Core Curricula Resources for Grades K-5

The following table displays the Core Curricula Resources utilized by Mankato Public School District (0077-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Al	Foundational	30
	· Benchmark Literacy	Comprehensive	60
Grade 1	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Al	Foundational	30
	· Benchmark Literacy	Comprehensive	60
Grade 2	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Al	Foundational	30
	· Benchmark Literacy	Foundational	60
Grade 3	· Bridge2Read, Serve Minnesota, K-3, 2024 (Highly Al	Foundational	30
	· Benchmark Literacy	Comprehensive	60
Grade 4	· Benchmark Literacy	Comprehensive	90
Grade 5	· Benchmark Literacy	Comprehensive	90

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Continuous Improvement for Core Reading Instruction and Curricula

Mankato Public School District (0077-01) will make the following changes to core reading instruction and curricula for the 2025-26 school year:

We are adding the 95 Core Phonics Group foundational curriculum for 4th and 5th grade students.

11. Reading Interventions

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

Reading Intervention Grades K-12

The following table displays the reading intervention resources utilized by Mankato Public School District (0077-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	UFLI/ Bridge2Read	Press
Grade 1	UFLI/Bridge2Read	Press
Grade 2	UFLI/Bridge2Read	Press
Grade 3	UFLI/Bridge2Read	Press
Grade 4	Press	Rewards
Grade 5	Press	Rewards
Grade 6	Press	Press/Rewards
Grade 7	Press	Press/Rewards
Grade 8	Press	Press/Rewards
Grade 9	NA	NA
Grade 10	NA	NA
Grade 11	NA	NA
Grade 12	NA	NA

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Continuous Improvement for Reading Interventions

Mankato Public School District (0077-01) will make the following changes to reading interventions for the 2025-26 school year

We anticipate that with the release of MDE approved intervention curriculum that we would work to acquire and utilize them.

12. Section Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school?s professional development plan.

Mankato Public School District (0077-01) is using the following approved professional development program:

- LETRS

Date of expected completion for Phase 1 Professional Development: 08/13/2025

Synchronous professional development sessions were facilitated by:

- Local Certified Trained Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

Yes

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

MAPs will utilize our Local Certified LETRS Trainers to provide provide individual coaching to those not achieving 80% proficiency on Volume assessments. Coaches will work with those individuals to revisit key content as well as reteaching of specific skills that the individuals have shown a need for better understanding.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

To monitor fidelity of the implementation of the explicit, systematic, evidence based instruction our teachers have received we employ analysis of data and instructional coaching. We use student achievement data from Dibels and it's progress monitoring tool to help assess effectiveness of instruction across the five areas of literacy instruction. We utilize our mentor coaches who have extensive knowledge in explicit, systematic, evidence base instruction to support teachers implementing these skills with a job embedded professional development coaching model. They visit classroom regularly to supply feedback and support as teachers implement their new knowledge. Together these efforts ensure instruction is focused and aligned to best practice and student need.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

We are currently developing at updated coaching model for the 2025-26 school year. We are working to design a more robust coaching model with our mentor coaches continuing to support teachers with job embedded professional development but more specifically to the explicit, systematic, evidence based instruction using fidelity checks that are in development. Coaches will work with teaching teams to plan, analyze data and make implementation adjustments as they work to implement their new learning around literacy instruction.

The following changes in instructional practices have impacted students :

Already we are seeing improvement in student reading assessment data. When analyzing our Dibels data we see a larger percent of student at benchmark or above in grades 1-4. We are seeing a greater impact in grades that have had training in explicit, systematic and evidence based instruction and subsequent grades. This Mankato Public School District (0077-01) has implemented the following professional development and support for teachers around culturally responsive practices:

In our comprehensive strategic planning process we employed a classroom to boardroom process that was used to create a comprehensive system wide strategic plan to implement culturally responsive practices. This was used to ensure that each learner achieves at high levels and in an inclusive educational model that is relevant, flexible and culturally responsive. We are working to include professional development to implement culturally responsive literacy practices as a part of our improved coaching model that is being refined for 2025-26

Mankato Public School District (0077-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Additional literacy focused professional development opportunities will be provided for teachers to support implementation of explicit, systematic evidence based instructional strategies throughout the 2025-26 school year. We will be providing professional development in foundational skills instruction during workshop week. We will work throughout the 25-26 school to provide professional development around the ELA standards. We will utilize professional development days and PLC time to support successful implementation of these things. We continue to provided LETRS professional development to teachers who have not attended at Phase I teachers. We will continue to support teacher implementation through a coaching model.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	24	24	0	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	15	13	2	0
K-3 Classroom Educators	109	103	4	2
Grades 4-5 (or 6) Classroom Educators (as determined by district)	47	6	22	19
K-12 Reading Interventionists	26	22	3	1
K-12 Special Education Educators responsible for reading instruction	42	26	16	1
PreK through grade 5 Curriculum Directors	3	1	2	0
PreK through grade 5 Instructional Support Staff who provide reading support	14	13	0	1

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training

Grades 4-12 Classroom Educators responsible for reading instruction	79	1	22	56
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	5	0	0	5
Grades 6-12 Curriculum Directors	3	0	3	0
Employees who select literacy instructional materials for Grades 6-12	2	0	2	0

14. Literacy Aid Funds

Literacy Incentive Aid

The following are details about annual Literacy Incentive Aid.

Mankato Public School District (0077-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

$399,590.98

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

$399,590.98

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- MDE approved READ Act professional development (CARIEALL, CORE, LETRS)
- Contracting or employing a District Literacy Lead
- Stipends for teachers completing literacy training

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Mankato Public School District (0077-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

$330,543.44

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

$330543

If funds remain, the plan to spend down the remaining funds are as follows:

We are currently in the process of identifying curriculum to evaluate and intend to use the Literacy Aid dollars to purchase a curriculum reviewed by MDE and found highly aligned and appropriate for our needs.