

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Austin Public School District (0492-01)

Date Submitted to the State 05/22/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Austin Public School District (0492-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2025\)](#). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Austin Public School District (0492-01)'s literacy goal(s) for the 2025-26 school year:

Using the CBM and Early Reading Assessment from Fastbridge, 50% of students in grades K-3 will score in the Low Risk category by spring 2026. 2. Using the STAR CBM assessment, 50% of students in grades 4-8 will score in the At/Above Level by spring of 2026

The following was implemented or changed to make progress towards the goal(s):

Grades K-2 are in the second year of implementation of Functional Phonics and Morphology, which will help build the foundational skills. In addition, students that qualify will receive a tier 2 intervention from the reading specialist.

Grades 4-5 are in the second year of implementation of Functional Phonics and Morphology. This curriculum will continue to build upon the foundational skills, as well as help with fluency by providing students with strategies to attack multisyllabic words. In addition, students performing below 250 on the Capti Read Basix will be identified needing a specific intervention either provided by a Reading Specialist or classroom teacher.

Grades 5-12 will implement a vocabulary and multisyllabic word reading strategy across all content areas. This will provide students with strategies to read multisyllabic words and use affixes and root words to access word meaning. In addition, students that qualify for reading intervention in grades 7-12 will receive Lexia Power Up as a reading intervention.

Grades 5-6 will implement WIN time to provide targeted interventions for students that are identified based on Capti results.

The following describes how Austin Public School District (0492-01)'s current student performance differs from the literacy goal detailed in the READ Act:

We did not meet any of our goals for 2025-2026. Our students are performing below the level of our goals.

Outcomes Spring 2026

CBM Reading Grades 1-3

Grade 1: 135/376 = Low Risk

Grade 2: 102/347 = LR

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Grade 3: 136/333 = LR

Total Low Risk = 35.3%

Early Reading Grade K and 1

Kinder 128/304= Low Risk

1st Grade 133/375 = Low Risk

Total Low Risk = 39.2%

STAR CBM Passage Oral Reading

Grades 4-8

We have tests from Grades 4-6

4th grade: 118/351= 33.6% At or Above Benchmark (District)

5th grade: 89/242 = 36.8%

6th grade: 56/290 = 19.3%

Total: 263/883 = 29.8%

Austin Public School District (0492-01)'s literacy goal(s) for the 2026-27 school year:

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For students in grades K and 1, 50% of students will be at or Above Benchmark as measured by the Star Early Lit assessment by Spring 2027.

For students in grades 2 and 3, 45% of students will be would be at Low Risk as measured by the Fast CBM Reading assessment by Spring 2027.

By the end of the school year, 80% of students in grades 4-12 will demonstrate measurable growth in Word Recognition and Decoding as evidenced by improvement from their initial Fall CAPTI Read Basix assessment to their final progress monitoring assessment of the same measure.

Students that are below grade level in reading based on fall assessments (grades K-6) or 2026 Capti Read Basix Assessments (grades 7-12) will be provided either additional reading small-group instruction, targeted whole-class intervention, pull out Tier 2 targeted intervention, or Tier 3 targeted intervention based on individual literacy needs.

The Local Literacy Lead, Ashley Kaplan, for Austin Public School District (0492-01) has an FTE of .30

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead meets monthly with district principals, monthly with the District Leadership Team, and weekly with instructional coaches. The District Literacy Lead also meets weekly with the Department of Teaching and Learning. The lead brings information from MDE/Regional Literacy Network to the Director of Academics and the district DAC to ensure that we are following professional development and screening requirements.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Austin Public School District (0492-01) Local Literacy Plan is posted on the district website at <https://www.austin.k12.mn.us/district-offices/teaching-and-learning/aps-local-literacy-plan>

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. Austin Public School District (0492-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Austin Public School District (0492-01) 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:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	STAR Early Lit and STAR Reading
	Grade 1	Vendor Composites using vendor benchmarks	STAR Early Lit and STAR Reading
	Grade 2	Vendor Composites using vendor benchmarks	STAR Early Lit and STAR Reading
	Grade 3	Vendor Composites using vendor benchmarks	STAR Early Lit and STAR Reading

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Austin Public School District (0492-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 8	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 5	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 9	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 10	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 6	1 time per year	N/A CaptiReadBasix used as Step 2
	Grade 11	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 12	1 time per year	N/A CaptiReadBasix used as Step 1 & 2
	Grade 7	1 time per year	N/A CaptiReadBasix used as Step 2
Star	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

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Austin Public School District (0492-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Austin Public School District (0492-01) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

Students in Grades 4-8 will use Star Reading as the initial assessment, and if they test at Intervention or Urgent Intervention, then they will take all 6 subtests of Capti Read Basix. All students in grades 9-12 will take all 6 subtests of the Capti Read Basix. Students receiving reading intervention will also utilize the Capti Read Basix as a progress monitoring tool.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Austin Public School District (0492-01) 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	298	126	302	167	304	128
1st	367	134	374	118	375	133
2nd	337	110	343	95	347	102
3rd	329	150	334	132	333	136

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. Dyslexia Screening Summary Student Counts K-3

The following section describes how Austin Public School District (0492-01) 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.

Austin Public School District (0492-01) uses the following criteria to identify students 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	305	147
1st	376	240
2nd	347	172
3rd	330	93

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

Austin Public School District (0492-01) 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 Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Austin Public School District (0492-01) 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.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	363	352	117	115	115	0
5th	351	340	120	114	116	0
6th	394	383	134	115	120	0
7th	317	300	82	68	74	0
8th	377	355	97	63	76	0
9th	390	0	324	60	90	0
10th	402	0	306	45	71	0
11th	392	0	239	33	52	0
12th	462	0	214	29	52	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. 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.

Austin Public School District (0492-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

At Grades K-3, following benchmark assessment periods, data is examined, focusing on each individual student's results. Students in the at-risk categories of either Fastbridge or STAR reading assessments may need further diagnostic assessment information. Reading Interventionists will use a variety of tools to determine the exact skill deficits (PRESS, UFLI, LETRS assessments) and then group like students with like needs into small groups for reading interventions.

For students in Grades 5-6, students meeting the criteria for Capti Read Basix (intervention/urgent intervention) were administered the Capti Read Basix and intervention suggestions to determine those that need a diagnostic (LETRS) and then classroom teachers grouped to provide targeted interventions.

This past year in grades 7-12, students did not receive reading interventions.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

We use coaching cycles to offer coaching after a classroom observation by the Literacy Coach. We also use our Teacher Evaluation process to identify staff needing extra support. We have a walk-through process, but it is more focused on student engagement vs instruction so that is an area that we could focus future efforts on to provide more building-wide data. With the addition of Functional Phonics and Morphology, Instructional Coaches used suggested Look fors from the curriculum to conduct walk-throughs and share observations with classroom teachers. Annually Instructional Coaches review with staff the appropriate procedures for administering the benchmark assessments in an effort to be sure we are assessing with fidelity.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: This past year at grades K-4 we have used very similar processes to identify students that are in intervention/urgent intervention levels on their Fastbridge assessments. All students are examined through our SST teams and then based on historical data of interventions attempted previously and growth data, students showing a lack of response to previous interventions may be moved into the IST team for further examination and possible changes.

Currently at the 5-6 level, Capti Read Basix data suggests Tier 2 and Tier 3 intervention status. With the first-year

implementation of WIN for targeted interventions, the majority of gen ed. Students needing intervention were placed in tier 2 based on Capti recommendation and further diagnostic assessments. With reading interventions being new to grades 5-6, the beginning discussions of students needing extra support were starting to happen at the SST level.

Grades 7-12 did not implement interventions this school year.

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:

All students who are receiving strategic (Tier II) or intensive (Tier III) interventions are progress monitored bi-weekly or weekly. Data is examined through our SST meeting bi-weekly. The type of progress monitoring tool depends on the type of intervention the student is receiving. There are standard protocols for administering each of these progress monitoring assessments. Progress monitoring data are reviewed at least every six weeks, often more frequently, to determine the next steps in serving students. Some students may no longer need intervention, they may need a change in intervention, a change in intensity, or they may be making expected growth with the intervention. Teachers use these data alongside classroom measures to support changes to services. At this time we do not have these systems in place for grades 7-12. However, this will be in place for 7-12 students in 2026-2027.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

For a student to exit a particular intervention, they must achieve the next target goal in the progress monitoring system in Fastbridge. Then the student would move to the next level of intervention unless they have moved through all of the levels and now are at grade level. We have moved from teacher perception of making progress to strictly using the PM system's data to identify students who are ready to move on. If needed the IEP can be amended to recognize growth beyond the current goals. For students in grade 5-6, Capti Read Basix was used as a progress monitor/assessment to determine exit of a reading intervention. For students receiving special education services, the IEP dictates the next goal for the student.

Continuous Improvement for Data-Based Decision Making for Action

Austin Public School District (0492-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

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For 2026-2027 we are adding reading intervention programming for students in Grades 6-12. Students will qualify based on Capti-Read Basix to be placed in a reading intervention course. All students in grades 6-12 will receive school-wide intervention in classrooms is multisyllabic word instruction and morphology. Students in targeted reading intervention in grades 7-12 (a pull out course) will receive progress monitoring via the Capti Read Basix. Students in grades 5-6 will receive intervention during WIN time provided by the classroom teachers.

8. 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 Austin Public School District (0492-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

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

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	3 times per year	Mailed letter
Grade 1	3 times per year	Mailed letter
Grade 2	3 times per year	Mailed letter
Grade 3	3 times per year	Mailed letter

READ Act requires the following information be included in parent notifications:

- 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

Parent Notifications from the district or charter includes all required information?

Yes

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

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. 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](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Austin Public School District (0492-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Benchmark Advance, K-5 (Partially Aligned)	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
Functional Phonics+Morphology, K-5, 2023 (Highly Aligned)	Foundational	Kindergarten	45
	Foundational	Grade 1	45
	Foundational	Grade 2	45
	Foundational	Grade 3	45
	Foundational	Grade 4	45
	Foundational	Grade 5	45

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource:

During 2024-2025, the district piloted Functional Phonics and Morphology. This will fully adopted in Grades K-5 for the 2025-2026 school year.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include:

During 2024-2025, the district piloted Functional Phonics and Morphology. This will fully adopted in Grades K-5 for the 2025-2026 school year. Staff were trained in August of 2025. Coaching cycles and walkthrough were implemented during the school year, and a standards alignment process was used in Spring 2026.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Austin Public School District (0492-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Path to Reading Excellence in School Sites (PRESS)	Tier 2	Kindergarten	20
	Tier 2	Grade 1	20
	Tier 2	Grade 2	20
	Tier 2	Grade 3	20
	Tier 2	Grade 4	20
	Tier 2	Grade 5	20
	Tier 2	Grade 6	20
Sonday	Tier 3	Kindergarten	20
	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
	Tier 3	Grade 5	20
	Tier 3	Grade 6	20
	Tier 3	Grade 7	45
	Tier 3	Grade 8	45
	Tier 3	Grade 9	45
	Tier 3	Grade 10	45
	Tier 3	Grade 11	45
	Tier 3	Grade 12	45
UFLI	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
	Tier 3	Grade 7	45
	Tier 3	Grade 8	45
	Tier 3	Grade 9	45
	Tier 3	Grade 10	45
	Tier 3	Grade 11	45
	Tier 3	Grade 12	45
Other Resources - Functional Phonics and Morphology	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
Other Resources - Heggerty	Tier 2 & 3	Kindergarten	20
	Tier 2 & 3	Grade 1	20
	Tier 2 & 3	Grade 2	20
	Tier 2 & 3	Grade 3	20
	Tier 2 & 3	Grade 4	20
	Tier 2 & 3	Grade 5	20
	Tier 2 & 3	Grade 6	20
Other Resources - Pathways to Reading	Tier 3	Kindergarten	20
	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
	Tier 3	Grade 5	20
	Tier 3	Grade 6	20

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Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
Other Resources - Pathways to Reading	Tier 3	Grade 7	45
	Tier 3	Grade 8	45
	Tier 3	Grade 9	45
	Tier 3	Grade 10	45
	Tier 3	Grade 11	45
	Tier 3	Grade 12	45
Other Resources - REWARDS	Tier 3	Grade 5	20
	Tier 3	Grade 6	20
Other Resources - SIPPS	Tier 3	Kindergarten	20
	Tier 3	Grade 1	20
	Tier 3	Grade 2	20
	Tier 3	Grade 3	20
	Tier 3	Grade 4	20
	Tier 3	Grade 5	20
	Tier 3	Grade 6	20
	Tier 3	Grade 7	45
	Tier 3	Grade 8	45
	Tier 3	Grade 9	45
	Tier 3	Grade 10	45
	Tier 3	Grade 11	45
	Tier 3	Grade 12	45
Other Resources - Word Connections	Tier 2	Grade 5	20
	Tier 2	Grade 6	20

Continuous Improvement for Literacy Intervention Resources

Austin Public School District (0492-01) will make the following changes to literacy intervention resources for the 2026-27 school year:

For students in Grades 7-12, we will use Lexia PowerUp for Tier 2 reading interventions.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Austin Public School District (0492-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$198,167

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$101,297

READ Act Literacy Aid

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

Austin Public School District (0492-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$0

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds
Approved literacy screeners (this can include materials, training and coaching)	Literacy Aid Funds
Evidence-based Tier 1 (Core) curriculum resources (curriculum, materials, training)	Literacy Aid Funds

12: 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.

Austin Public School District (0492-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

Austin Public School District (0492-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/30/2027

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

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

At this time, we do not have any teachers that are below the proficiency level of 80%.

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:

Instructional coaching cycles and data meetings will provide the setting for review of data related to fidelity of implementation.

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:

Coaching cycles with instructional coaches, weekly PLCs, principal walkthroughs, and teacher evaluations allow for coaches and principals to ensure that all teachers are able to implement evidence-based literacy instruction.

The following changes in instructional practices have impacted students:

At this time, our data does not show that changes in instructional practices have improved student K-12 literacy outcomes. We are working toward a more collaborative linked teaming structure for 2026-2027, with an Academic Leadership team, new inclusion and instruction coaches, and collaboration between EL and SPED programming to ensure targeted instruction to move student learning forward.

Austin Public School District (0492-01) has implemented the following professional development and support for

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teachers around culturally responsive literacy practices:

For the past several years there has been a focus on reviewing our materials to reflect culturally responsive literature. This past year, our English Learner leadership team focused on creating instructional look-for's based on the WIDA Language Charts. Our special education and EL programs are collaborating ensuring that language learners are not over-identified for special education services.

Austin Public School District (0492-01) engaged with the Regional Literacy Network through the following:

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

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):

For the 2026-2027 school year, we are provided professional development on focus-ELA standards for each grade level (K-6). This PD will use historical data to identify ELA standard where each grade level has gaps in student learnings. Five standards have been identified for each grade level, and PD will be provided to each grade level that combines high-impact instructional strategies connected to each focus standard to ensure we help more students to master these standards. In grade 7-12, PD on morphology will be connected to school-wide intervention initiatives.

Continuous Improvement for Professional Development Plan

Austin Public School District (0492-01) will make the following changes to the professional development plan for the 2026-27 school year:

For the 2026-2027 school year, we are provided professional development on focus-ELA standards for each grade level (K-6). This PD will use historical data to identify ELA standard where each grade level has gaps in student learnings. Five standards have been identified for each grade level, and PD will be provided to each grade level that combines high-impact instructional strategies connected to each focus standard to ensure we help more students to master these standards. In grade 7-12, PD on morphology will be connected to school-wide intervention initiatives.

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	36	36	0	5
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	135	120	15	0
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	20	20	0	0
K-3 Classroom teachers	59	59	0	10
K-12 Teachers holding English as a second language licenses	27	27	0	1
K-12 Reading Intervention Teachers	8	8	0	0
K-12 Special Education educators responsible for foundational reading instruction	75	75	0	0
Pre-K through grade five Curriculum Directors	2	2	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	3	3	0	0
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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
Teachers who provide foundational reading instruction to students in grades 4-12	15	0	0	15
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	1	0	0	1
Employees who select literacy instructional materials for grades 6-12	3	3	0	0
Grades 6-12 Curriculum Directors	2	2	0	0
Grades 6-12 instructional support staff who provide reading support	44	40	4	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

160

The PSLT was provided by:

District PSLT Trainer

14. 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 \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Austin Public School District (0492-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Austin Public School District (0492-01) has participated in MDE MnMTSS professional learning:

Yes

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Austin Public School District (0492-01) does not include a DLI Program