



2024-2025 Louisiana Key Academy Literacy Screener Report

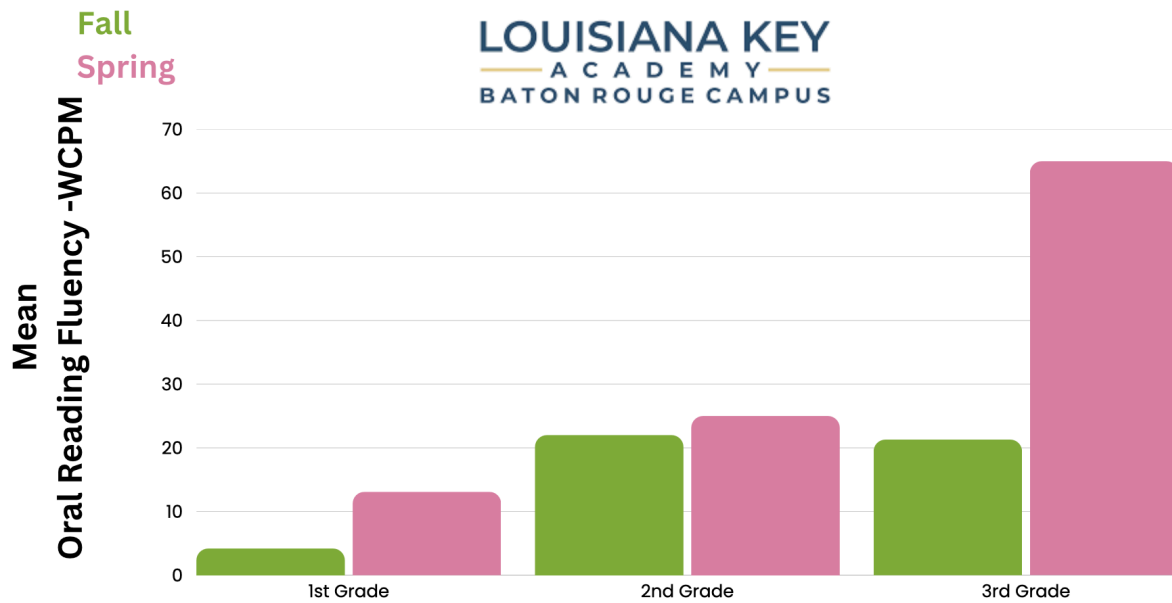
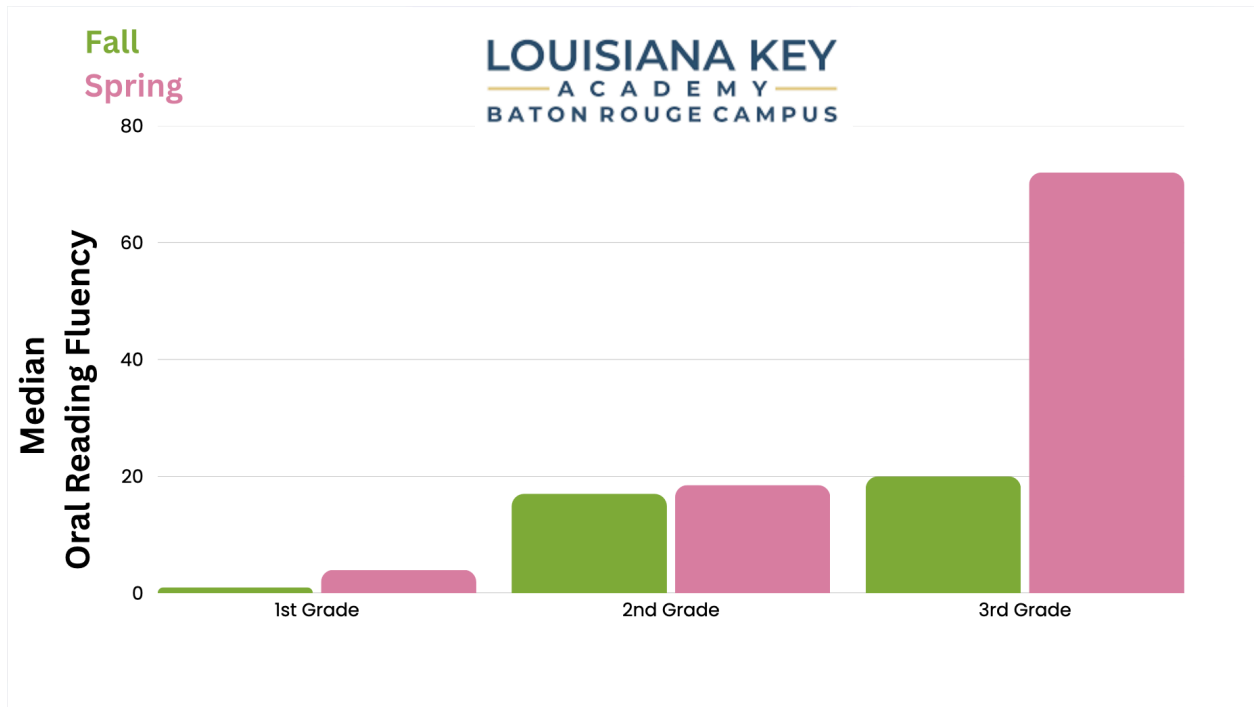
Context

As a specialized school for students with dyslexia, we know that reading fluency presents a persistent challenge, and research helps explain why. Dyslexia is rooted in weaknesses in the phonological component of the language system, making it difficult for students to efficiently connect sounds to print. Although many dyslexic students improve their accuracy over time, their fluency typically does not increase at the same pace, and they will continue to read more slowly than their non-dyslexic peers. A hallmark sign of dyslexia across ages is this laborious approach to reading, marked by hesitations, mispronunciations, and repeated attempts to sound out unfamiliar words. This persistent difficulty with efficient, automatic reading explains why reading fluency remains a core area of weakness for individuals with dyslexia.

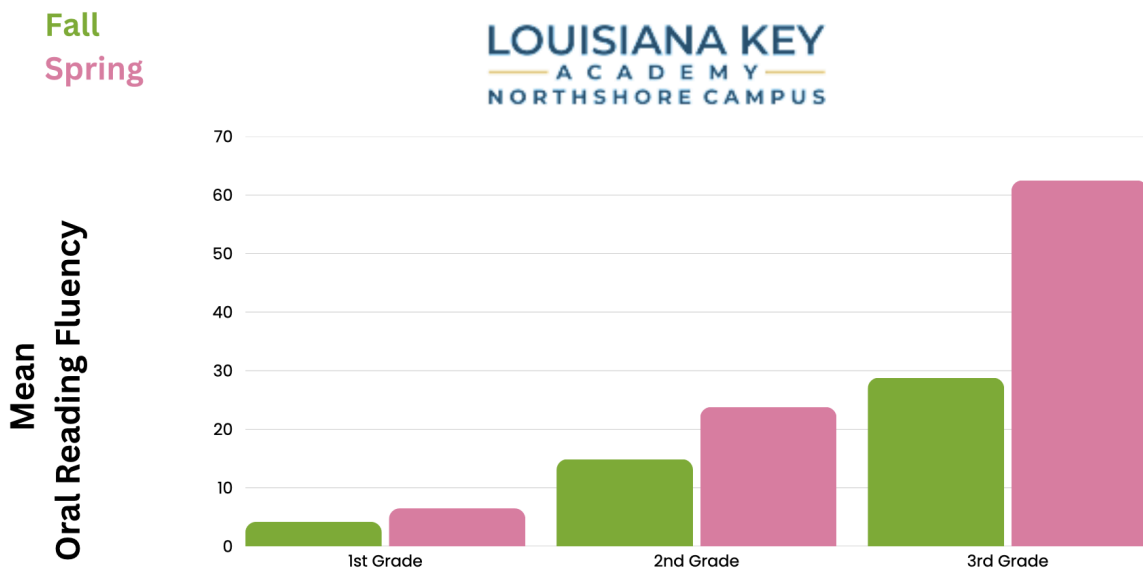
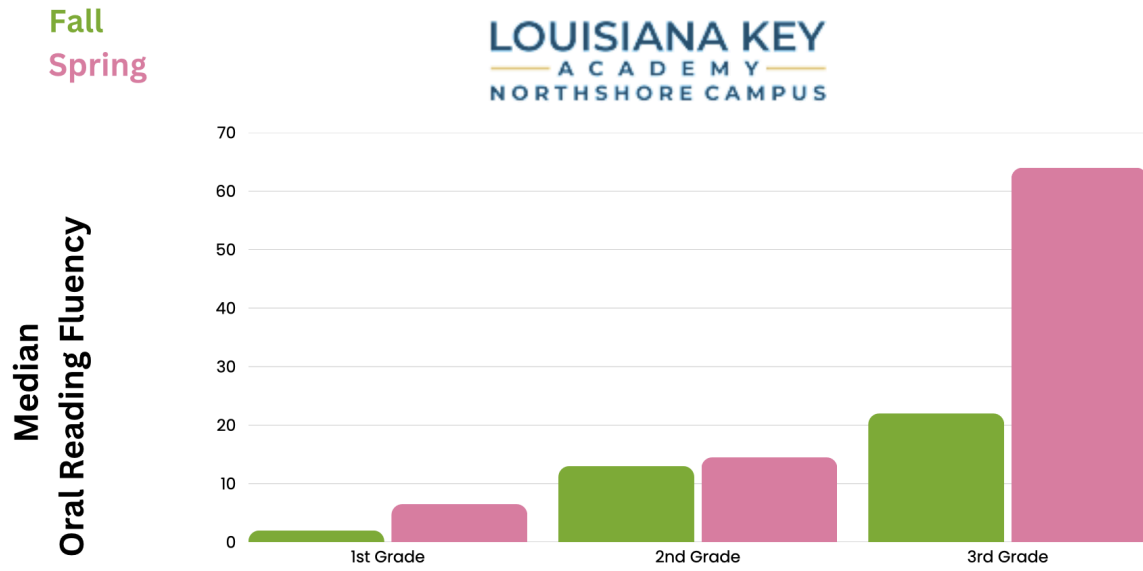
Because of this, our instructional goals focus on supporting students to reach 95% or higher accuracy so they can effectively access text, and to support each child in increasing their reading speed to the highest level possible for them. This perspective helps us interpret fluency scores over time with both realism and optimism: we expect progress, we measure growth carefully, and we recognize that success for dyslexic students looks different and deserves to be celebrated.



Baton Rouge Campus

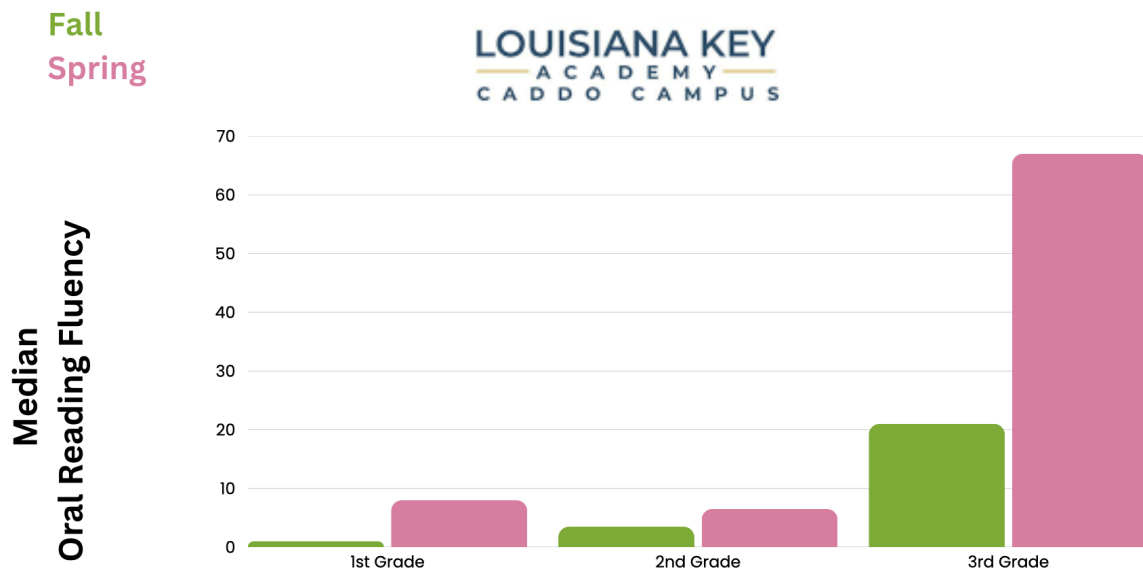
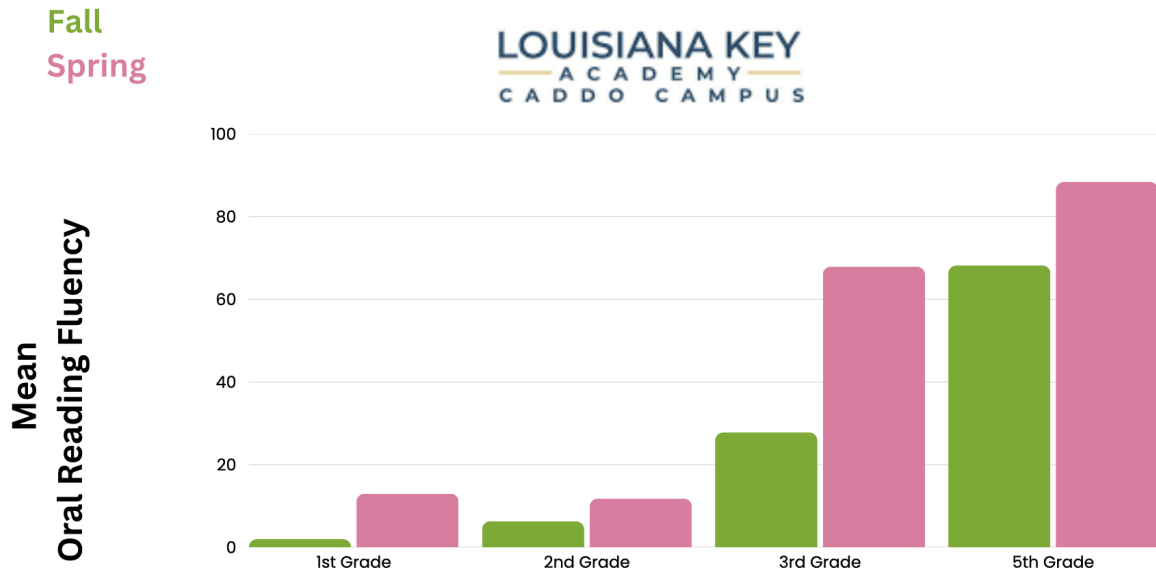


Northshore Campus





Caddo Campus





Districtwide 2025–2026 ORF Goals

Building on our understanding of dyslexia and its impact on reading fluency, the Districtwide 2025–2026 ORF Goals set clear, grade-specific expectations for all students. While students with dyslexia may not show the same fluency gains as their non-dyslexic peers, these goals focus on realistic growth in accuracy and reading speed, providing a roadmap to monitor progress, support instruction, and celebrate each student's achievements.

Grades 1–2

Target Growth: +10–30 WPM

Performance Goal: 80% of students will meet benchmark

Grade 1 – Fluency Focus

- One-syllable words with short vowels
- High-frequency words
- Oral blending
- Common digraphs
- Introduction to inflectional endings
- Tracking and reading short connected text

Grade 2 – Fluency Focus

- One-syllable words with various syllable types (open, closed, vowel teams, etc.)
- Increased reading of words with suffixes
- High-frequency word fluency
- Introduction to syllable division
- Tracking and reading short passages

Grades 1–2 Implementation

- Use of new LKA resource
- Fluency practice & progress monitoring (Data Binder)
- Diagnostic and prescriptive notes embedded in lesson plans
- Monthly recognition of student growth (class and schoolwide)
- Family communication and literacy connections

Grade 3

Target Growth: +30–50 WPM from Fall 2025 to Spring 2026

Fluency Goals



- 80% of students reading below grade level will meet benchmark
- Students reading on grade level (25th–75th percentile) will maintain fluency performance