



# **Alaska School District**

## **K-3 Reading Report to the Legislature**

*Compiled by*  
Department of Education and Early Development  
January 2022



**DEED Mission: An excellent education for every student every day.**

# Introduction to the Alaska School District K-3 Reading Report to the Legislature

## Baseline Assessment of Current Reading Practice in Alaska's 53 School Districts

The purpose of this report is to meet the legislative intent expressed by the Alaska Legislature in HB 69, Chapter 1 SSSLA 21 enacted on June 30, 2021. The expressed intent on page 10 reads:

It is the intent of the legislature that a baseline assessment of current practice in Alaska's 53 School Districts, including but not limited to adopted K-3 reading curriculum and assessment tools; Dyslexia screening tools; intervention strategies and timeline; frequency of parent teacher conferences for those students experiencing reading deficits; teacher and staff training offered to support K-3 reading instruction; and number of certificated K-3 teachers with reading endorsement be submitted to the legislature. The Department is to provide a report of findings to the Finance co-chairs and the Legislative Finance Division on or before December 1, 2021 and notify the Legislature that the report is available.

In response to this legislative request, a cross-departmental team reviewed existing data collections and then prepared and disseminated a district survey via an online format in the Winter of 2021. All 53 districts contacted completed the survey by November 30, 2021. Please note the requested timeline was adjusted due to districts' heightened focus on a new COVID-19 surge during the Fall 2021 semester.

Directions requested each superintendent to identify a qualified person with knowledge of district reading practices (ex: Director of Curriculum & Instruction) to complete the survey on behalf of their district.

Reported categories in this report include:

- Reading Specialist
- Curriculum and Assessment
- Instruction and Intervention Strategies
- Parent-Teacher Conferences
- Professional Development
- Reading Endorsement and Certificate Data

*Note: Mt. Edgecumbe High School did not participate in the survey as the school does not serve K-3 students.*

## K-3 Reading District Survey Findings

### District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response	Count	Percent
No	26	49.1
Yes	20	37.7
Some schools employ a reading specialist that serves students in K-3	7	13.2

### Curriculum & Assessment

#### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response	Count	Percent
District level	42	79.2
School level	11	20.8

#### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response	Count	Percent
Journeys	14	26.4
We have more than one adopted core curriculum	10	18.9
Houghton-Mifflin	7	13.2
National Geographic	6	11.3
Reading Wonders	5	9.4
SAVVAS	5	9.4
Read Well	3	5.7
Amplify CKLA	2	3.8

Response	Count	Percent
Collaborative Classroom	2	3.8
Wit & Wisdom	2	3.8
American Reading Company	1	1.9
EL Education Curriculum	1	1.9
Fountas & Pinnell	1	1.9
Foundations	1	1.9
None	1	1.9
Reading Eggs	1	1.9
Really Great Reading	1	1.9
StarFall	1	1.9

*Note: There are 54 curriculum adoptions for K-3, named by 52 of 53 districts (one district has no curriculum adopted). This demonstrates that some districts have more than one adoption as noted by 10 districts (response included above). One district reported curriculum that is a reading game site. This survey did not include evaluation of each curriculum named.*

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response	Count	Percent
Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught	33	62.3
No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards	10	18.9
Yes	9	17.0
Some schools use the curriculum with fidelity	1	1.9

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response	Count	Percent
Yes; however, staff also use supplemental assessments to ensure mastery and growth	28	52.8
Yes	10	18.9
No	9	17.0
Some schools use the assessment tool provided by the core curriculum	6	11.3

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response	Count	Percent
MAP Growth	17	32.1
Core curriculum assessment	16	30.2
AIMSweb	15	28.3
DIBELS	15	28.3
MAP Reading Fluency	11	20.8
Renaissance STAR	9	17.0
i-Ready	5	9.4
Fountas & Pinnell	4	7.5
CORE Learning Multiple Measures	2	3.8
Developmental Reading Assessment	2	3.8
FastBridge	2	3.8
Acadience	1	1.9
BRI	1	1.9

Response	Count	Percent
Informal Reading Inventory	1	1.9
IXL	1	1.9
Lexia Learning	1	1.9
Moby Max	1	1.9
Nat Geo	1	1.9
PALS	1	1.9
Phonological Awareness Assessment	1	1.9
Program Assessments	1	1.9
Quick Phonics Screener	1	1.9
Reading Horizons in program assessments	1	1.9
Reading Recovery	1	1.9
Seeing Stars Sight Words	1	1.9
Skills Block Assessment	1	1.9
Skills Checklists for Reading MAP	1	1.9
Sylvan Learning Center Assessment	1	1.9
Teacher Observation	1	1.9
Tiered Instruction placement assessment	1	1.9
Words Their Way Spelling Inventory	1	1.9

*Note: There were 118 responses to this question and use of 31 different literacy screening tools, indicating districts use more than one screener to inform K-3 tiered reading instruction. This report did not include evaluation of the purpose or effectiveness of each screener named.*

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response	Count	Percent
Three times each year	44	83.0
Twice each year	6	11.3

Response	Count	Percent
Once each year	2	3.8
Our district does not screen	1	1.9

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response	Count	Percent
Yes	36	67.9
Some schools in our district use a progress monitoring tool	12	22.6
No	5	9.4

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response	Count	Percent
Core curriculum assessment	16	33.3
AIMSweb	13	27.1
DIBELS	11	22.9
MAP Growth	7	14.6
Renaissance STAR	7	14.6
Fountas & Pinnell	3	6.3
MAP Reading Fluency	3	6.3
Developmental Reading Assessment	2	4.2
FastBridge	2	4.2
i-Ready	2	4.2
Moby Max	2	4.2

Response	Count	Percent
Acadience	1	2.1
Amplify Reading	1	2.1
Basic Reading Inventory	1	2.1
District developed 2nd & 3rd Grade Exit Tickets	1	2.1
District developed Kindergarten Clipboard checks	1	2.1
IXL	1	2.1
MyView	1	2.1
Reading Horizons	1	2.1
Sylvan Learning Assessment	1	2.1
Tiered instruction (RTI) curriculum assessment	1	2.1
Varied	1	2.1

*Note: Overall, 48 districts (five districts do not use a progress monitoring tool) reported 79 responses and 21 different tools for monitoring reading progress in grades K-3. This indicates districts use more than one tool. This report did not include evaluation of the purpose or effectiveness of each tool named.*

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response	Count	Percent
None	31	58.5
DIBELS	11	20.8
Amplify Screener	2	3.8
Woodcox-Johnson	2	3.8
Determined through Special Education Evaluation	1	1.9
FastBridge Learning	1	1.9
Gray Oral Reading Tests-4	1	1.9
MAP Fluency Dyslexia Screener	1	1.9
SORT-R	1	1.9



Response	Count	Percent
Wechsler Individual Achievement Test	1	1.9

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response	Count	Percent
As necessary	48	90.6
Kindergarten	6	11.3
First Grade	5	9.4
Second Grade	4	7.5
Third Grade	4	7.5

### Tiered Intervention System

Do the schools within your district use a tiered intervention system to support all reading levels?

Response	Count	Percent
Yes	41	77.4
Some schools use a tiered intervention system	8	15.1
No	4	7.5

### Tiered Intervention System Implementation

If yes, when was the tiered intervention system implemented?

Response	Count	Percent
More than 5 years ago	27	55.1
2-4 years ago	12	24.5
In our first year of implementation	10	20.4

Response	Count	Percent
No Response	4	8.2

*Note: As indicated in the previous question, four districts do not use a tiered intervention system; therefore, the percentages reflect 49 responses.*

### Tiered Instruction and Intervention Support

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response	Count	Percent
Response to Instruction and Intervention (RTII)	38	77.6
Multi-Tier Systems of Support (MTSS)	26	53.1
Professional Learning Communities (PLCs)	22	44.9
Conceptual Refinement (CR)	1	2.0
Kagan Structures	1	2.0
PBIS	1	2.0

*Note: There were 49 districts that responded to this question since four districts do not support K-3 reading with a tiered intervention system. The percentages reflect 49 responses. Multiple tiered systems are in use within districts. This report does not include an evaluation of the systems named.*

## Instruction and Intervention Strategies

### Core Instruction Requirements

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response	Count	Percent
Yes	38	71.7
No	15	28.3

### Core Instruction Time

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response	Count	Percent
90 minutes	22	41.5
No Response	16	30.2
60 minutes	9	17.0
120 minutes	4	7.5
30 minutes	2	3.8

### Intervention Time

In addition to core instruction, how many minutes of intervention occur daily?

Response	Count	Percent
30 minutes	26	49.1
Based on student need	9	17.0
60 minutes	5	9.4
No additional minutes specific to intervention occur daily	4	7.5
120 minutes for K-1	2	3.8
20-30 minutes	2	3.8
90 minutes for grades 2-5	2	3.8
Varies from school to school	2	3.8
25-30 minutes 2 - 4 times per week	1	1.9
10-20 minutes K-1	1	1.9
15 minutes	1	1.9
40 minutes	1	1.9
45 minutes	1	1.9
First 10 minutes of every class to go over vowels, blends, and sounds	1	1.9

Response	Count	Percent
Included in instruction	1	1.9
Individualized	1	1.9

## Intervention Strategies

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response	Count	Percent
Flexible small group instruction centered around skill deficit	46	86.8
Tiered intervention determined by data	46	86.8
Direct instruction	44	83.0
Evidence-based intervention curriculum/programs	42	79.2
Evidence-based strategies using the elements of the science of reading	31	58.5
Cengage Reach Into Phonics	1	1.9
Fast ForWord	1	1.9
Kagan Structures	1	1.9
PBIS	1	1.9

*Note: Responses indicate multiple intervention strategies used by staff to teach K-3 reading. This report does not include an evaluation of strategies named by districts.*

## Parent-Teacher Conferences

### Parent-Teacher Conferences

How often are parent-teacher conferences held for students in K-3?

Response	Count	Percent
Twice each year	39	73.6
More than twice each year	12	22.6
As needed by parent or teacher request	1	1.9

Response	Count	Percent
Once monthly	1	1.9
Twice yearly and as needed	1	1.9

### Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response	Count	Percent
Yes	53	100
No	0	0

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response	Count	Percent
Certified Staff	53	100.0
Instructional Assistants	34	64.2
Administrators	31	58.5
Parents	3	5.7

### Professional Development Occurrence

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response	Count	Percent
Three or more times each year	27	50.9
Twice each year	13	24.5

Response	Count	Percent
Once each year	11	20.8
Never	2	3.8

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response	Count	Percent
More than 8 hours	22	41.5
4-5 hours	11	20.8
1-3 hours	9	17.0
6-8 hours	9	17.0
None	2	3.8

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response	Count	Percent
School Staff (Instructional Coaches, Curriculum Coordinators, etc)	46	86.8
Alaska Staff Development Network (ASDN)	23	43.4
Dept of Education & Early Development (DEED)	5	9.4
SERRC	5	9.4
Lexie Domaradzki	4	7.5
LETRS	3	5.7
Shelby Skaanes	3	5.7
Amplify	2	3.8
Collaborative Classroom	2	3.8
Consortium on Reading Excellence (CORE)	2	3.8

Response	Count	Percent
Heggerty	2	3.8
NWEA	2	3.8
Alaska Mentor's Program	1	1.9
American Reading Company	1	1.9
Better Lesson	1	1.9
College courses	1	1.9
Corwin	1	1.9
Dick and Debbie Fagnant	1	1.9
Education Northwest	1	1.9
Fountas & Pinnell	1	1.9
Harvard Graduate School of Education	1	1.9
Heinemann - Leveled Literacy	1	1.9
HMH - Into Reading Instructional Coaching	1	1.9
i-Ready trainers	1	1.9
Laurie Schoenberger	1	1.9
Lesa Meath	1	1.9
Lindamood-Bell	1	1.9
McGraw-Hill	1	1.9
Outside professionals/content area experts	1	1.9
Read Well	1	1.9
Reading Consultants	1	1.9
Ready Reading	1	1.9
SAVVAS	1	1.9
SJS/Reach Education Consultants	1	1.9
Step Up to Writing	1	1.9
Wilson	1	1.9
Wit & Wisdom	1	1.9

Response	Count	Percent
Zoo Phonics	1	1.9

*Note: This report does not include evaluation of the training named by districts.*

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years?  
Select all that apply.

Response	Count	Percent
Using data to drive instruction	42	79.2
Professional development in the use of adopted curriculum	36	67.9
Science of Reading (5 big areas)	19	35.8
Alaska/RTI/MTSS Conference	1	1.9
Co-teaching	1	1.9
Direct coaching	1	1.9
Heggerty Phonemic Awareness program	1	1.9
Instructional Strategies	1	1.9
K-6 literacy curriculum review	1	1.9
Leveled Literacy Intervention	1	1.9
Renaissance	1	1.9
RTI related professional development	1	1.9
Strategic Plan Process	1	1.9
Virtual coaching	1	1.9
Visible Learning using Learning Targets and Teacher Clarity	1	1.9



*Note: There were 109 responses to this question with 15 professional development categories named. This report does not include evaluation of professional development named by districts.*

## Reading Endorsement & Certificate Data

### State

Educator Group	Reading Endorsements	Total Educators	Reading Endorsement Rate
All certified	517	14,606	3.54
K-3	162	3,215	5.04

### District

Districts	Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
Klawock City School District	1	5	20.00
Aleutians East Borough School District	2	11	18.18
Kashunamiut School District	2	11	18.18
Craig City School District	2	13	15.38
Bristol Bay Borough School District	1	7	14.29
Chatham School District	1	7	14.29
Alaska Gateway School District	2	15	13.33
Annette Island School District	2	15	13.33
Southeast Island School District	2	15	13.33
Dillingham City School District	2	16	12.50
Chugach School District	2	17	11.76
Delta/Greely School District	2	17	11.76
North Slope Borough School District	8	69	11.59
Nenana City School District	2	18	11.11

Districts	Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
Unalaska City School District	1	9	11.11
Wrangell Public School District	1	9	11.11
Juneau Borough School District	11	126	8.73
Lower Kuskokwim School District	8	99	8.08
Bering Strait School District	6	76	7.89
Yukon Flats School District	1	13	7.69
Kenai Peninsula Borough School District	17	232	7.33
Northwest Arctic Borough School District	3	49	6.12
Kuspuk School District	1	17	5.88
Nome Public Schools	1	17	5.88
Sitka School District	2	36	5.56
Matanuska-Susitna Borough School District	22	420	5.24
State of Alaska Totals	162	3,215	5.04
Yukon-Koyukuk School District	2	45	4.44
Ketchikan Gateway Borough School District	3	69	4.35
Galena City School District	2	51	3.92
Fairbanks North Star Borough School District	10	263	3.80
Southwest Region School District	1	28	3.57
Anchorage School District	36	1,143	3.15
Kodiak Island Borough School District	2	69	2.90

Districts	Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
Lower Yukon School District	1	53	1.89
Aleutian Region School District	0	2	0.00
Copper River School District	0	12	0.00
Cordova City School District	0	12	0.00
Denali Borough School District	0	15	0.00
Haines Borough School District	0	8	0.00
Hoonah City School District	0	4	0.00
Hydaburg City School District	0	4	0.00
Iditarod Area School District	0	11	0.00
Kake City School District	0	7	0.00
Lake and Peninsula Borough School District	0	32	0.00
Pelican City School District	0	1	0.00
Petersburg Borough School District	0	16	0.00
Pribilof School District	0	3	0.00
Saint Mary's School District	0	7	0.00
Skagway School District	0	5	0.00
Tanana City School District	0	1	0.00
Yakutat School District	0	3	0.00
Yup'it School District	0	12	0.00

## **Statement of Findings**

Clearly this report shows that there is an inconsistent approach to reading instruction across our state with inadequate measures for quality control. Alaska's students need focused, comprehensive reading legislation grounded in science-based reading instruction and intervention for pre-k through third grade students.

## **Appendix**

Enclosed are profile pages of each district's responses to the survey.

Please note in the report findings, some district responses were combined where appropriate. An example is in curriculum adoption (some districts reported the publisher whereas other districts reported the name of the curriculum).

# K-3 Reading District Survey Response

Alaska Gateway School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

F & P

Lexia

STAR

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Although RTI has been part of AGSD in recent years the practices and interventions vary from school to school There is a committee working to standardize the procedure and requirements across the district The goal would be for Tier 2 students to receive a minimum of three days a week of intervention for a minimum of 20 minutes and this would increase as the students move towards SST and referral for testing for Special Education What we are doing in practice varies widely from what we know needs to happen and is a goal we are working towards

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

## Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Amplify

Contractor(s)

Heggerty

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Zoo Phonics

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

## Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	15	13.33



# K-3 Reading District Survey Response

Aleutian Region School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Houghton Mifflin

Reading Eggs

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Due to small school and class sizes, intervention is woven into instruction throughout the day

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Dept of Education & Early Development (DEED)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	2	0

# K-3 Reading District Survey Response

Aleutians East Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

McGraw-Hill Reading Wonders 2020

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

120 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Consortium on Reaching Excellence in Education (CORE)

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	11	18.18

# K-3 Reading District Survey Response

Anchorage School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

FastBridge

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

as a district, we developed Kindergarten Clipboard checks and 2nd & 3rd Grade Exit Tickets

FastBridge

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

FastBridge Learning

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

40 Minute WIN Block (What I Need)

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:



Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
36	1,143	3.15

# K-3 Reading District Survey Response

Annette Island School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

Wit & Wisdom and Wilson Foundations

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

2nd grade & 3rd grade between 20-30 minutes

Kindergarten & 1st grade - between 10-20 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	15	13.33

# K-3 Reading District Survey Response

Bering Strait School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

No

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Programs: Cengage Reach Into Phonics and Fast ForWord

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

Parents

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Lexie Domaradzki

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Shelby Skaanes

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Teacher Clarity

Using data to drive instruction

Visible Learning ie Learning Target

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
6	76	7.89

# K-3 Reading District Survey Response

Bristol Bay Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Wit & Wisdom (in conjunction with Amplify CKLA Skills K-2)

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

DRA

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

We do not use a specific Dyslexia screener However, we utilize a variety of screeners that provide needed data (ie WIAT)



### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Amplify

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Wit & Wisdom

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	7	14.29

# K-3 Reading District Survey Response

Chatham School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

iready

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

iready

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	7	14.29

# K-3 Reading District Survey Response

Chugach School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

MAPs

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

MAPs

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

additional intervention is provided based on individual student need and time is provided as necessary

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska's Educational Resource Center (SERRC)

Alaska Staff Development Network (ASDN)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	17	11.76



# K-3 Reading District Survey Response

Copper River School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

Maps Reading Fluency and i-Ready Diagnostic Assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Maps Reading Fluency

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Depends on the classroom schedules, but usually 20-30 minutes a day

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Ready Reading

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	12	0

# K-3 Reading District Survey Response

Cordova City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Reading Wonders

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Measures of Academic Progress

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

No

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

No

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	12	0

# K-3 Reading District Survey Response

Craig City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Into Reading

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

DIBELS

MAP - 2nd & 3rd Grades

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

DIBELS

Fountas & Pinnell

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

## DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### Tiered Intervention System

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### Tiered Intervention System Implementation

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### Tiered Instruction and Intervention Support

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## Instruction and Intervention Strategies

### Core Instruction Requirements

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### Core Instruction Time

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### Intervention Time

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### Intervention Strategies

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## Parent-Teacher Conferences

### Parent-Teacher Conferences

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes



## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska's Educational Resource Center (SERRC)

Contractor(s)

HMH - Into Reading Instructional Coaching

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	13	15.38

# K-3 Reading District Survey Response

Delta/Greely School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Never

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

None

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	17	11.76

# K-3 Reading District Survey Response

Denali Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

EL Education English Language Arts Curriculum

<https://curriculum.elleducation.org/>

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core Curriculum K-2 Skillsblock Assessment

Developmental Reading Assessment (DRA)

Early STAR Literacy and STAR

Informal Reading Inventory (IRI)

or Fountas and Pinnell Literacy Continuum (which includes Oral Reading Fluency)

Phonological Awareness Assessment

Quick Phonics Screener

Seeing Stars Sight Words

Words Their Way Spelling Inventory

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

No

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### **Dyslexia Screener**

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

We do not have a Dyslexia Screener. Students with dyslexia are only identified through Special Education evaluation. :(

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

As needed, per student ~25-30 minutes 2 - 4 times per week

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?  
Response:  
Yes

Professional Development

Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.  
Response:  
Administrators  
Certified Staff  
Instructional Assistants

Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.  
Response:  
Three or more times each year

Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?  
Response:  
More than 8 hours

Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.  
Response:  
Better Lesson  
Contractor(s)  
School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.  
Response:  
Direct coaching with instructional coach, co-teaching, and virtual coaching with Better Lesson for responding to student learning data  
Professional development in the use of adopted curriculum  
Using data to drive instruction

Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	15	0

# K-3 Reading District Survey Response

Dillingham City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Kindergarten uses STAR early literacy before starting to MAP test at the end of the year

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:



### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

It varies by class, but the typical amount of time is 45-minutes. It is slightly more in some classes, and slightly less in others.

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

## Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Lexie Domaradzki has provided training in RTI, with a specific focus on core instruction in reading. This work began at Dillingham Elementary School at the beginning of this school year. We are planning to grow this relationship tremendously over the next few years.

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

We lost significant PD time to the COVID-19 pandemic, so instructional PD was limited last year.

However, we have maintained course with RTI related professional development. Currently, we are gearing up for a K-6 literacy curriculum review process that will begin next year. The committee that drives the adoption process will also plan literacy-based PD annually for the next 5 years. We plan to involve multiple partners in that process, including REACH Education Consulting and Reading is Fundamental.

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	16	12.5

# K-3 Reading District Survey Response

Fairbanks North Star Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Some schools use the curriculum with fidelity

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators  
Certified Teachers  
Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Heinemann - Leveled Literacy

School staff

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
10	263	3.8

# K-3 Reading District Survey Response

Galena City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

MAP Growth

Moby Max

STAR Early Literacy

STAR Reading

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

MAP Growth

STAR Early Literacy

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Individualized

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Interior Distance Education of Alaska = Once monthly

Sidney C Huntington School = Twice yearly and as needed

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Parents

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Harvard Graduate School of Education

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	51	3.92



# K-3 Reading District Survey Response

Haines Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Houghton-Mifflin

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

Amplify Screener

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Lindamood-Bell

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Science of Reading (5 big areas)

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	8	0

# K-3 Reading District Survey Response

Hoonah City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Once each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

30 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Science of Reading (5 big areas)

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	4	0

# K-3 Reading District Survey Response

Hydaburg City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

None

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Our district does not screen

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

fluency from Jamestown publishing

SORT-R

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Depends on student needs

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based strategies using the elements of the science of reading

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff



**Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:  
Once each year

**Professional Development Time**

How many hours per year are staff provided training to support K-3 reading instruction?

Response:  
4-5 hours

**Professional Development Support**

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:  
Curriculum training organizations such as Wilson  
School Staff (Instructional Coaches, Curriculum Coordinators, etc)

**Professional Development Past Training**

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:  
Professional development in the use of adopted curriculum  
Science of Reading (5 big areas)

**Reading Endorsement & Certificate Data**

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	4	0

# K-3 Reading District Survey Response

Iditarod Area School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Wonders McGraw Hill

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

DIBELS

MAP and Sylvan Learning Center Assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Sylvan Learning Assessment - Fall, Winter, Spring

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

First 10 minutes of every class to go over vowels, blends, and sounds

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	11	0

# K-3 Reading District Survey Response

Juneau Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Reading Wonders

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

Amplify Screener

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

LETRS

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Science of Reading (5 big areas)

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
11	126	8.73

# K-3 Reading District Survey Response

Kake City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Read Well

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

NWEA

Tiered Instruction placement assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Tiered instruction (RTI) curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None



### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

Professional Development

Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	7	0

# K-3 Reading District Survey Response

Kashunamiut School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

SAVVAS

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

iReady and MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	11	18.18

# K-3 Reading District Survey Response

Kenai Peninsula Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Fountas and Pinnell

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

min 15 min individually based on students' need

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

Fountas & Pinnell

Heggerty

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Some teachers attend webinars with ASDN

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
17	232	7.33



# K-3 Reading District Survey Response

Ketchikan Gateway Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Collaborative Classrooms

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

MAP Growth

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

It depends on the school and the student

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Collaborative Classrooms

Contractor(s)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
3	69	4.35

# K-3 Reading District Survey Response

Klawock City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Twice each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### Tiered Intervention System

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	5	20

# K-3 Reading District Survey Response

Kodiak Island Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

American Reading Company

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

FastBridge

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

FastBridge

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:



## Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

American Reading Company

Letrs

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	69	2.9

# K-3 Reading District Survey Response

Kuspuk School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

College courses

Dept of Education & Early Development (DEED)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	17	5.88

# K-3 Reading District Survey Response

Lake and Peninsula Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

MAP Growth

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

varied

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Varies from school to school

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Outside professionals/content area experts

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	32	0

# K-3 Reading District Survey Response

Lower Kuskokwim School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

MAP Reading Fluency We use our Nat Geo core curriculum screeners as well as CORE Reading screeners

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.



Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Conceptual Refinement (CR)

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

It varies site to site

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Consortium on Reading Excellence (CORE)

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

Shelby Skaanes (sjsedconsulting)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
8	99	8.08

# K-3 Reading District Survey Response

Lower Yukon School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Read Well from Voyager Sopris Learning

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Once each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

WJ-IV and the extended battery as a screener

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

No additional minutes specific to intervention occur daily

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

Read Well

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	53	1.89

# K-3 Reading District Survey Response

Matanuska-Susitna Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

beginning, middle and end of year tests

NWEA MAP (Measures of Academic Progress)

performance assessments0

Program Assessments (Prerequisite skills

Teacher Observation

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### **Dyslexia Screener**

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Kagan Structures

Multi-Tier Systems of Support (MTSS)

PBIS

Professional Learning Communities (PLCs)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

120 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Kagan Structures

PBIS

Tiered intervention determined by data

## Parent-Teacher Conferences

### Parent-Teacher Conferences

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

For the next 2 years, we are offering the LETRS course from Voyager Sopris and Step Up to Writing School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

PD for the Heggerty Phonemic Awareness program

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
22	420	5.24



# K-3 Reading District Survey Response

Nenana City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Amplify CKLA

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

NWEA MAPs for identification of gaps (3 times a year) Fountas and Pinnell for further analysis (Based on need)

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

Fountas and Pinnell

MAPS assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

SJS/Reach Education Consultants

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	18	11.11

# K-3 Reading District Survey Response

Nome Public Schools

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Benchmark Assessment System from Fountas and Pinnell

MAP Reading Fluency

MAP Skills checklists

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

BAS - Benchmark Assessment System

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

120 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

60 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Laurie Schoenberger, Consultant through CLSD

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	17	5.88

# K-3 Reading District Survey Response

North Slope Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Some schools use the assessment tool provided by the core curriculum

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:



Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

Education Northwest

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
8	69	11.59

# K-3 Reading District Survey Response

Northwest Arctic Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Based on student need

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

Lexie Domaradzki & Shelby Skaanes

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Science of Reading (5 big areas)

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
3	49	6.12

# K-3 Reading District Survey Response

Pelican City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Into Reading

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Mentor's Program

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	1	0

# K-3 Reading District Survey Response

Petersburg Borough School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

School level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

Read Well

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DIBELS

MAP fluency

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:



## DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### Tiered Intervention System

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### Tiered Intervention System Implementation

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### Tiered Instruction and Intervention Support

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## Instruction and Intervention Strategies

### Core Instruction Requirements

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### Core Instruction Time

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### Intervention Time

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### Intervention Strategies

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## Parent-Teacher Conferences

### Parent-Teacher Conferences

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	16	0

# K-3 Reading District Survey Response

Pribilof School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

No

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

No

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

No additional minutes specific to intervention occur daily

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Flexible small group instruction centered around skill deficit

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	3	0

# K-3 Reading District Survey Response

Saint Mary's School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Pearson

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

DRA and BRI

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

DRA and BRI

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

120 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

Dick and Debbie Fagnant

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	7	0



# K-3 Reading District Survey Response

Sitka School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

K-1 Really Great Reading: Countdown and Blast

National Geographic

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Acadience and MAPS Fluency

DIBELS

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Acadience and MAPS Fluency

DIBELS

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

NWEA MAP Fluency Dyslexia Screener

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

Parents

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	36	5.56

# K-3 Reading District Survey Response

Skagway School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Pearson- MyView Literacy

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

MAP Primary

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

MAP Fluency

Pearson MyView fluency progress

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

60 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska's Educational Resource Center (SERRC)

Alaska Staff Development Network (ASDN)

Dept of Education & Early Development (DEED)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	5	0

# K-3 Reading District Survey Response

Southeast Island School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

It's old version of Houghton Mifflin Reading 2004

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

iReady

MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

No

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

No

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

60 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:



Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

iReady trainers

Lexi Domaradzki

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	15	13.33

# K-3 Reading District Survey Response

Southwest Region School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Savvas MyView

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

Woodcox-Johnson by referral

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

60 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

NWEA

SAVVAS

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	28	3.57

# K-3 Reading District Survey Response

Tanana City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

StarFall- Kindergarten

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

MAPS Growth and Reading Fluency

Reading Horizons in program assessments

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

Reading Horizons

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

In our first year of implementation

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

60 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

as needed by parent or teacher request

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Contractor(s)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

SERRC provided training with Melissa Burnside

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Effective/Engaging Instructional Strategies

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	1	0

# K-3 Reading District Survey Response

Unalaska City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Collaborative Classroom

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

MAP and Star Reading

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Star and MAP

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

DIBELS

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:



### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

30 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Collaborative Classroom has provided trainers for K-3 staff

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	9	11.11

# K-3 Reading District Survey Response

Valdez City School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Journeys

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

NWEA MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Some schools use a tiered intervention system

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

No additional minutes specific to intervention occur daily

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Using data to drive instruction

#### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
------------------	--------------------	--------------------------------------------

# K-3 Reading District Survey Response

Wrangell Public School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

We have more than one adopted core curriculum

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

NWEA Screener

Star Test

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

Varies

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

4-5 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Dept of Education & Early Development (DEED)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Strategic Plan Process

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	9	11.11



# K-3 Reading District Survey Response

Yakutat School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

No

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Scott Foresman - Reading Street

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

No

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

AIMSweb

CORE Phonics

iReady

IXL

MAP

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

iReady

MAP

### **Dyslexia Screener**

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

2-4 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

60 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based intervention curriculum/programs

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

More than twice each year

### Reading and Parent-Teacher Conferences

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

### Professional Development

#### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

#### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Twice each year

#### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

6-8 hours

#### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska's Educational Resource Center (SERRC)

Dept of Education & Early Development (DEED)

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

#### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	3	0

# K-3 Reading District Survey Response

Yukon Flats School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Into Reading HMH

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

No The curriculum is a resource, but staff use their choice of materials for teaching Alaska standards

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

Core curriculum assessment

Reading Recovery

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Some schools in our district use a progress monitoring tool

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

Core curriculum assessment

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### Dyslexia Screener Grade Level

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

No

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

No

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

No additional minutes specific to intervention occur daily

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Flexible small group instruction centered around skill deficit

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

### **Professional Development Occurance**

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Never

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

None

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Professional development in the use of adopted curriculum

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
1	13	7.69

# K-3 Reading District Survey Response

Yukon-Koyukuk School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Some schools employ a reading specialist that serves students in K-3

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

Wonders/McGraw-Hill

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

and/or MAPs

Star Early Literacy

Star Reading

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

CBM (Renaissance)

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Multi-Tier Systems of Support (MTSS)

Professional Learning Communities (PLCs)

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

30 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Direct instruction

Evidence-based strategies using the elements of the science of reading

Flexible small group instruction centered around skill deficit

Tiered intervention determined by data

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes



## Professional Development

### Professional Development Training

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Administrators

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Three or more times each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

More than 8 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

Alaska Staff Development Network (ASDN)

Contractor(s)

Corwin

Lesa Meath

McGraw-Hill

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Alaska/RTI/MTSS Conference

Professional development in the use of adopted curriculum

Renaissance

Science of Reading (5 big areas)

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
2	45	4.44

# K-3 Reading District Survey Response

Yupit School District

## District Reading Specialist

Do the schools within your district employ a reading specialist that serves students in K-3?

Response:

Yes

## Curriculum & Assessment

### Curriculum & Assessment Adoption Level

Is curriculum adopted at the district or school level?

Response:

District level

### Adopted Curriculum & Assessment Name

What is the adopted K-3 core reading curriculum used in your schools? Select all that apply.

Response:

HMH Into Reading

### Curriculum Fidelity

Do the schools within your district use the adopted curriculum with fidelity? Choose the answer that best fits the direction of your district.

Response:

Yes; however, staff use supplemental materials to ensure Alaska standards are fully taught

### Curriculum & Assessment Tool

Do the schools within your district use the assessment tool provided in the core curriculum?

Response:

Yes; however, staff also use supplemental assessments to ensure mastery and growth

### Curriculum & Assessment Literacy Screener

What literacy screener(s) does your district use for K-3 students to inform tiered instruction? Select all that apply.

Response:

3rd - MAPS

AIMSweb

K - 2 AIMSweb

### Assessment Frequency

How often are students in K-3 screened to inform tiered instruction?

Response:

Three times each year

### Progress Monitoring Tool

Do the schools within your district use a reading progress monitoring tool for students in K-3?

Response:

Yes

### Progress Monitoring Assessment Tool

If yes, what assessment tool(s) does your district use for progress monitoring reading for K-3 students? Select all that apply.

Response:

AIMSweb

Students who score below the 25% on AIMSweb and below 21% on MAP who are getting tier III intervention are getting progress monitored within the intervention

### Dyslexia Screener

What dyslexia screener(s) is used in your district? Select all that apply.

Response:

None

### **Dyslexia Screener Grade Level**

At which grade level are students screened for dyslexia? Select all that apply.

Response:

### **Tiered Intervention System**

Do the schools within your district use a tiered intervention system to support all reading levels?

Response:

Yes

### **Tiered Intervention System Implementation**

If yes, when was the tiered intervention system implemented?

Response:

More than 5 years ago

### **Tiered Instruction and Intervention Support**

If yes, what system is used to support tiered instruction and intervention for all reading levels? Select all that apply.

Response:

Response to Instruction and Intervention (RTII)

## **Instruction and Intervention Strategies**

### **Core Instruction Requirements**

Does your district require a certain number of minutes for core reading instruction in grades K-3 daily?

Response:

Yes

### **Core Instruction Time**

If yes, how many minutes of core reading instruction occurs for grades K-3 daily?

Response:

90 minutes

### **Intervention Time**

In addition to core instruction, how many minutes of intervention occur daily?

Response:

45 minutes

### **Intervention Strategies**

What intervention strategies are used by staff in your district to support K-3 reading intervention? Select all that apply.

Response:

Evidence-based intervention curriculum/programs

## **Parent-Teacher Conferences**

### **Parent-Teacher Conferences**

How often are parent-teacher conferences held for students in K-3?

Response:

Twice each year

### **Reading and Parent-Teacher Conferences**

Are reading assessment, interventions, and progress shared with parents/guardians during conferences?

Response:

Yes

## **Professional Development**

### **Professional Development Training**

Who receives training to support K-3 reading instruction each year? Select all that apply.

Response:

Certified Staff

Instructional Assistants

### Professional Development Occurance

How often are teachers and staff provided training to support K-3 reading instruction? Select all that apply.

Response:

Once each year

### Professional Development Time

How many hours per year are staff provided training to support K-3 reading instruction?

Response:

1-3 hours

### Professional Development Support

Who provides the training to support K-3 reading instruction to staff? Select all that apply.

Response:

School Staff (Instructional Coaches, Curriculum Coordinators, etc)

### Professional Development Past Training

What professional development have staff received in K-3 reading in the past two years? Select all that apply.

Response:

Leveled Literacy Intervention

Professional development in the use of adopted curriculum

Using data to drive instruction

### Reading Endorsement & Certificate Data

Reading Endorsed	Total K-3 Teachers	% of K-3 Teachers with Reading Endorsement
0	12	0