

March | 2025

Alaska Reads Act Evaluation Report: Year 1

Alaska Department of Education and Early Development



Prepared and presented by:
Pacific Research and Evaluation, LLC

Table of Contents

Executive Summary	2
Introduction.....	7
Methods	8
Findings.....	11
#1 District Reading Improvement Plan	11
#2 Department Reading Program	40
#3 Virtual Learning Consortium	42
#4 Early Education Programs	44
Evaluation Insights.....	47
Appendices	48

Executive Summary

With a mission of “an excellent education for every student every day,” the Department of Education and Early Development (DEED) seeks to address the education challenges students face in Alaska by utilizing DEED’s strategic plan: Meeting Alaska’s Education Challenge Together. The plan identifies five positive trajectories for the agency with the first being to “Support ALL students to read at grade level by the end of third grade.” The Alaska Reads Act (HB114, Chapter 40, SLA 2022) was signed into law in June 2022 with the intention of creating four new programs: **1) District Reading Improvement Plan, 2) Department Reading Program, 3) Virtual Learning Consortium, and 4) Early Education Programs.** DEED began its partnership with Pacific Research and Evaluation (PRE) in September 2024 to measure the effectiveness of the four components of the Alaska Reads Act. This Year One study includes results from the 2023 (n = 52) and 2024 (n = 38) DEED District Reading Survey created and administered by DEED to a representative at each school district, as well as an assessment on student outcomes in the 2023-2024 school year that will be used as baseline data in future study years to demonstrate change over time. Student outcome data was provided by DEED and included demographic data, literacy screener data (DIBELS 8), Alaska System of Academic Readiness (AK STAR) assessment data, grade progression and waiver data, and early education Teaching Strategies GOLD (TS GOLD) assessment data. In Year One, evaluators also conducted informational interviews with seven DEED staff and four external partners, conducted background research to learn more context surrounding the overall project and status of activities, and developed a logic model, research questions, and evaluation plan. A summary of the Year One findings is provided in the report that follows and covers the four new programs of the Alaska Reads Act.

High-Level Key Findings

Below is a summary of high-level key findings for each of the four components of the Alaska Reads Act. These findings are not comprehensive of all findings presented in the full report. For more information about each of the key findings presented in this executive summary, please refer to the full report starting on page seven with the findings section starting on page 11. Many of the findings from the 2023-2024 school year will serve as a baseline for future data collection efforts to evaluate the impact of the Alaska Reads Act over time.

1. District Reading Improvement Plan

Key Findings from State & District Level Data

- ◆ Across all school districts for the 2023-2024 school year, the State of Alaska has a ratio of 18.18 students per one teacher, 215.08 students per one administrator, and 0.09 administrators per one teacher (source: DEED file: 2023-2024 Teacher-Admin and Students Counts by School).
- ◆ As of March 3, 2025, approximately 1,642 educators responsible for reading instruction have received an Alaska Reads Act endorsement. More specifically, 1,534 teachers and 228 administrators have received the Alaska Reads Act endorsement for teachers/administrators, 108 reading teachers have completed the Alaska Reads Act endorsement for reading teachers, and 52 early education lead teachers have completed the Alaska Reads Act endorsement for early education lead teachers. It is important to note that an estimated 2,000 educators have completed the science of reading coursework.

Key Findings from the DEED District Reading Survey

- ◆ In 2024, a total of 38 districts completed the DEED District Reading Survey out of 53 districts. Since the implementation of the Alaska Reads Act, 84.2 percent (n = 32/38) of districts that completed the survey have revised their kindergarten through third grade (K-3) tiered intervention plan (Multi-Tiered System of Support (MTSS)/ District Reading Improvement Plan (DRIP)), while 15.8 percent (n = 6/38) indicated that their intervention plan met the requirements of the Alaska Reads Act (source: DEED District Reading Survey).
- ◆ As of October 2024, over half of districts (57.9 percent, n = 22/38) reported that their reading intervention program is completely or almost completely aligned with their core reading curriculum (source: DEED District Reading Survey).
- ◆ In 2024, the majority of surveyed districts reported having procedures, supports, and resources in place to help school-level staff make decisions about universal screening in K-3 reading (86.8 percent, n = 33/38), placement of K-3 students in tier two and tier three literacy interventions (84.2 percent, n = 32/38), diagnostic testing in K-3 reading (78.9 percent, n = 30/38), and monitoring of K-3 students' progress in tier two and tier three literacy interventions (78.9 percent, n = 30/38) (source: DEED District Reading Survey).
- ◆ Almost three quarters (73.7 percent, n = 28/38) of district representatives agreed or strongly agreed that they had adequate opportunities to provide feedback regarding the implementation of the Alaska Reads Act in 2024 (source: DEED District Reading Survey).

- ◆ In 2024, a majority of districts (89.5 percent, n = 34/38) were confident or very confident that their core reading curriculum is evidence-based and supports the science of reading (source: DEED District Reading Survey).
- ◆ In 2024, nearly all surveyed district representatives (97.3 percent, n = 37/38) expressed confidence in teachers correct usage of reading assessments (source: DEED District Reading Survey).
- ◆ In 2024, representatives reported that time (76.3 percent, n = 29/38) and staffing shortage/turnover (47.4 percent, n = 18/38) are the biggest challenges they face in getting teachers/staff Alaska Reads Act endorsed (source: DEED District Reading Survey).
- ◆ The top three most identified training topics that were needed across all districts included understanding integrity to the core while also differentiating (71.1 percent, n = 27/38), data-based decision-making in reading (63.2 percent, n = 24/38), and reading instruction in a multi-grade classroom (57.9 percent, n = 22/38) (source: DEED District Reading Survey).
- ◆ In 2024, approximately 78.9 percent (n = 30/38) of district survey respondents were either confident (26.3 percent, n = 10/38) or very confident (52.6 percent, n = 20/38) that all parents receive required notifications about the Individual Reading Improvement Plans (IRIPs) (source: DEED District Reading Survey).

Key Findings from the Student Learning Outcomes

- ◆ Of the K-3 students who scored below or well below proficient in the fall of 2023, **51.9** percent (n = 2,296/4,422) of kindergarten students, **36.4** percent (n = 1,291/3,544) of first grade students, **23.5** percent (n = 802/3,411) of second grade students, and **16.5** percent (n = 497/3,007) of third grade students achieved proficiency by the spring of 2024 (source: 2023-2024 DIBELS Literacy Screener data).
- ◆ Among all third grade students enrolled in the 2023-2024 school year, approximately **99.0** percent (n = 8,660/8,745) progressed to the next grade. Over a quarter of all third grade students (**28.1** percent, n = 2,461/8,745) progressed to the fourth grade with a waiver from the 2023-2024 school year.
- ◆ Among the third grade students who attended an early education program, **24.6** percent (n = 656/2,667) progressed with a waiver and among the students who did not attend an early education program, **26.9** percent (n = 1,434/5,323) progressed with a waiver.
- ◆ When looking at progression by race/ethnicity, almost half of all Alaska Native students (**49.1** percent, n = 703/1,433) and over one-third of all American Indian students (**41.7** percent, n = 30/72) progressed with a waiver from the 2023-2024 school year.

2. Department Reading Program

- ◆ The Department Reading Program was first implemented in the 2024-2025 school year and 18 schools were accepted across seven districts (source: DEED Reads Act Teams¹). Future data collection activities will be implemented to evaluate the Department Reading Program.

3. Virtual Learning Consortium

- ◆ The Virtual Learning Consortium (VLC) currently offers five virtual courses: mCLASS Calibration, Keys to Beginning Reading*, Heggerty, University of Florida Literacy Institute (UFLI), and Student-Focused Coaching (source: email on 1/7/2025 from an Education Specialist on the DEED Reads Act Teams). *Approved course to earn Alaska Reads Act Endorsement.
- ◆ As of December 2024, a total of 2,824 teachers/staff have enrolled in courses offered through the VLC, and 2,033 have completed a course (source: VLC data provided on 1/7/2025 by an Education Specialist on the DEED Reads Act Teams).

4. Early Education Programs

- ◆ In 2023, DEED awarded grant funds to seven district grantees, and in 2024, DEED awarded two additional district grantees for a total of nine Early Education Program grantees. One additional district (Anchorage School District) was approved as meeting Early Education Program standards. Across the 10 Early Education Programs, 505 students were enrolled in Spring 2024 (source: Fall 2023 Snapshot and Spring 2024 Snapshot).
- ◆ When comparing rates across all students who completed the TS GOLD assessment, which is an assessment completed by teachers for students in early education classrooms, the total number of Early Education Program students meeting or exceeding proficiency in literacy increased by 41.7 percentage points from fall to spring, indicating a notable increase in literacy proficiency among Early Education Program students throughout the 2023-2024 school year (source: 2023-2024 TS GOLD data).

¹ The DEED Reads Act teams include the Teaching and Learning Team and the Academic Support Team.

Evaluation Insights

Pacific Research and Evaluation provides evaluation insights in reports as a way to offer perspectives from an external organization, as well as to summarize considerations for future evaluation efforts and for DEED as they continue to implement work under the Alaska Reads Act.

- ◆ Since the implementation of the Alaska Reads Act, school districts across Alaska, with DEED support, have made notable strides to revise and align their reading intervention procedures with the new requirements and ensure their core reading curriculum is evidence-based and supports the science of reading. Districts have expressed that time and staffing shortages/turnover have been a challenge in getting teachers and staff endorsed.
- ◆ Almost all school districts have begun implementing the DIBELS literacy screener as of the 2023-2024 school year. In alignment with the most requested training topics by districts, DEED is encouraged to equip school personnel with training on how to best utilize DIBELS data to make data-based decisions for literacy intervention, as well as training on understanding integrity to the core curriculum while also differentiating and reading instruction in a multi-grade classroom. In year two of the evaluation, the Leadership and Educator Survey will gather insight from school-level administrators, teachers, and staff to obtain data on their perspective of the challenges they face with implementing reading interventions, completing endorsement requirements, and additional training or support they need to successfully meet the goals of the District Reading Improvement Plan.
- ◆ While 99 percent of all third grade students progressed from third to fourth grade in the 2023-2024 school year, almost a quarter did not meet literacy proficiency standards and required a waiver signed by a parent or guardian. As teachers and staff complete the science of reading courses and learn to implement Individual Reading Improvement Plans (IRIP), the hope will be to see fewer students progressing with a waiver as a result of not meeting literacy proficiency by third grade.

Introduction

With a mission of “an excellent education for every student every day,” the Department of Education and Early Development (DEED) seeks to address the education challenges students face in Alaska by utilizing DEED’s strategic plan: Meeting Alaska’s Education Challenge Together. The plan identifies five positive trajectories for the agency with the first being to “Support ALL students to read at grade level by the end of third grade.” To achieve this priority, DEED has developed Alaska’s Literacy Blueprint, which outlines six key strategies for achieving Alaska’s reading goal: 1) Professional Development, 2) Evidence-Based Materials, 3) Early Literacy, 4) Frameworks for Success, 5) Communication, Networks, and Stakeholders, and 6) Teacher Preparation. The Alaska Reads Act (HB114, Chapter 40, SLA 2022) was signed into law in June 2022 by Governor Mike Dunleavy. The act created four new programs and additional data collection requirements geared toward students from pre-kindergarten through third grade. These programs (also referred to as components) include the following: **1) District Reading Improvement Plan, 2) Department Reading Program, 3) Virtual Learning Consortium, and 4) Early Education Programs.**²

DEED began its partnership with Pacific Research and Evaluation (PRE) in September 2024 to measure the effectiveness of the four components of the Alaska Reads Act. In the first half of Year One, PRE focused on gathering information and building knowledge around the Alaska Reads Act to inform the development of an evaluation plan, logic model, and data sharing agreement/data request. This Year One report includes findings from the DEED District Reading Survey created and administered by DEED in fall 2022, 2023, and 2024, literacy outcome findings, and district/school-level administrative outcome findings. Future evaluation activities will include annual interviews with DEED staff, an annual statewide survey with district leadership and school educators (developed and administered by PRE), and an analysis of student literacy outcomes and administrative outcomes. The evaluation will gather both formative and summative data to track progress of the Alaska Reads Act implementation, convey impact on program outcomes, and provide data-driven recommendations for ongoing improvement along the way.

² Source: Information gathered through informational interviews and <https://education.alaska.gov/akreads>

Methods

In Year One of the evaluation, PRE conducted a kickoff meeting, informational interviews, and background research to learn about the Alaska Reads Act implementation thus far and future plans to help inform the development of an evaluation plan and logic model. For the Year One report, DEED provided PRE with data from a pre-developed DEED District Reading Survey as well as student literacy outcome data and administrative data. The matrix presented below provides a summary of the methods used to evaluate the impact of the four Alaska Reads Act components. The methods for each data collection activity are described in more detail below. Starting in Year Two, PRE will employ additional methods to evaluate the impact of the Alaska Reads Act (more information about future methods is provided below).

Alaska Reads Act Component	Method
#1. District Reading Improvement Plan	<ul style="list-style-type: none">• Informational Interviews• DEED District Reading Survey• Literacy Outcome Data Analysis• Administrative Data Analysis
#2. Department Reading Program	<ul style="list-style-type: none">• Informational Interviews• Literacy Outcome Data Analysis• Administrative Data Analysis
#3. Virtual Learning Consortium	<ul style="list-style-type: none">• Informational Interviews• Administrative Data Analysis
#4. Early Education	<ul style="list-style-type: none">• Informational Interviews• Literacy Outcome Data Analysis• Administrative Data Analysis

Kickoff Meeting

In September 2024, the PRE team facilitated a kickoff meeting with key DEED points of contact to review the proposed evaluation plan, determine communication and meeting cadence preferences, and discuss upcoming reporting requirements. PRE and DEED also identified important Alaska Reads Act background document materials to review and key personnel to participate in informational interviews.

Informational Interviews & Focus Group

PRE conducted an informational focus group with seven DEED staff and conducted informational interviews with four external partners involved in various components of the Alaska Reads Act. Interviews were held virtually between October 3 and 31, 2024, and covered topics such as component activities that have been implemented thus far, data currently being collected, and desired outcomes. The informational interviews provided PRE evaluators with background information that allowed them to gain a better understanding of the project and develop the evaluation plan, research questions, and logic model.

Background Research

PRE reviewed background information to learn more about the context surrounding the overall project and the status of professional development across the state. Goals of background research also included learning about Alaska Reads Act activities and outputs, as well as short-term and long-term outcomes. The Alaska Reads Act team shared documents and webpages from the Alaska Reads Act website, including but not limited to data collection and monitoring documents, OASIS data handbooks for schools and districts, Early Education Program Standards, and the Alaska Native Literacy Guidebook. Background research supported the development of the evaluation plan, research questions, and logic model.

Logic Model Development

PRE developed a logic model to map the relationship between inputs, activities, outputs, and outcomes of the Alaska Reads Act components. The logic model was informed by informational interviews and background research. PRE worked with DEED to fine-tune and finalize the logic model to ensure that all activities, outputs, and outcomes were included to inform our ongoing evaluation work. The logic model can be found in **Appendix A**.

DEED District Reading Survey

The DEED District Reading Survey was developed and administered by DEED in fall 2022, 2023, and 2024 to gather important insights into reading education for kindergarten through third grade students across each school district. Data from surveys conducted in 2022, 2023, and 2024 were provided to PRE for analysis and inclusion in this report. The surveys administered in 2023 and 2024 featured different questions, though some questions were included in both years. This report primarily focuses on the most recent findings from the October 2024 survey, with some insights drawn from questions that were also part of the October 2023 survey. Since none of the questions from the 2023 or 2024 surveys were included in the 2022 survey, no data

from 2022 is included in this report. DEED aimed for a 100 percent response rate, requesting one entry per school district from a knowledgeable district representative involved in early literacy efforts. In 2023, 52 out of 53 districts completed the DEED District Reading Survey for a response rate of 98.1 percent. In 2024, 38 out of 53 districts completed the DEED District Reading Survey for a response rate of 71.7 percent (Table 1).

Table 1. DEED District Reading Survey response rate

2023 Response Rate		2024 Response Rate	
98.1%	n = 52	71.7%	n = 38

Starting in Year Two of the evaluation, PRE will collaborate with DEED to develop and administer an annual “Leadership and Educator Survey” to begin implementation in Spring 2025. This survey will be sent out to all districts to assess the implementation of and experience with the District Reading Improvement Plan, Department Reading Program, Virtual Learning Consortium, and Early Education Program. The survey will seek to gather survey responses from 1) district leadership, 2) school administrators, and 3) educators responsible for reading instruction. The “Leadership and Educator Survey” will answer many of the research questions not yet addressed in this report (see **Appendix B** for full list of research questions).

Literacy Outcome Data

PRE worked with DEED to determine the appropriate student outcome data and teacher outcome data to examine the impact of the Alaska Reads Act components on literacy outcomes and together developed a data sharing agreement and data request. In Year One, literacy outcome data included demographic data, literacy screener data (DIBELS 8), AK STAR assessment data, grade progression and waiver data, and early education TS GOLD assessment data. PRE conducted a summative analysis of literacy outcomes with the 2023-2024 school year serving as the baseline for future years. Future summative analysis will include, but is not limited to, literacy outcome trends over time, comparison of literacy outcomes for students who progress with a waiver versus those without a waiver, and comparison of literacy outcomes for students who receive early education versus those who do not.

Administrative Data

In Year One, administrative data provided by DEED included district/school-level administrator, teacher, and student ratios, Alaska Reads Act endorsement data, and VLC user data.

Findings

The findings in this report are organized by the four Alaska Reads Act components including 1) District Reading Improvement Plan, 2) Department Reading Program, 3) Virtual Learning Consortium, and 4) Early Education Programs. The findings from the DEED District Reading Survey, literacy outcome data, and administrative data are provided below. PRE met with the DEED team to develop research questions to guide the evaluation of the Alaska Reads Act. Some of the research questions are addressed in this report, however, future data collection tools (e.g., Leadership and Educator Survey) will be developed starting in Year Two of the evaluation to address all research questions in future reports. A complete list of research questions is provided in **Appendix B**.

#1 District Reading Improvement Plan

This section will review findings related to the District Reading Improvement Plan (DRIP) with subsections organized by data source: 1) State & District Level Data; 2) DEED District Reading Survey; and 3) Student Learning Outcomes. The top of each subsection offers key findings to provide the reader with quick takeaways.

The DRIP is the first and only required component of the Alaska Reads Act to be implemented by all 53 school districts. The DRIP requires that all schools offer intensive reading intervention services for students in K-3 who exhibit a reading deficiency with the goal of assisting students in achieving reading proficiency at or above grade level by the end of third grade. Districts are required to develop a district-wide Multi-Tiered System of Support (MTSS) plan to support school staff in developing and implementing Individual Reading Improvement Plans (IRIP) for students identified as reading deficient. DEED has adopted a statewide literacy screener (e.g., Amplify mCLASS DIBELS 8) to identify students in need of literacy intervention.

To support school staff in providing IRIP intervention services, all school staff responsible for providing K-3 reading instruction are required to earn the Alaska Reads Act Endorsement for administrators or teachers by completing a science of reading course from the DEED pre-approved list of science of reading course options. All current school staff are required to earn

the Alaska Reads Act Endorsement³ by June 30, 2025, and all school staff hired after July 1, 2025, will be required to earn the endorsement prior to teaching in a K-3 classroom. Additionally, schools are encouraged to utilize reading teachers to support and supervise other educators and/or provide interventions of IRIPs with students.

State & District Level Data

Key Findings
<ul style="list-style-type: none">◆ Across all school districts for the 2023-2024 school year, the State of Alaska has a ratio of 18.18 students per one teacher, 215.08 students per one administrator, and 0.09 administrators per one teacher.◆ As of March 3, 2025, approximately 1,642 educators responsible for reading instruction have received an Alaska Reads Act endorsement. More specifically, 1,534 teachers and 228 administrators have received the Alaska Reads Act endorsement for teachers/administrators, 108 reading teachers have completed the Alaska Reads Act endorsement for reading teachers, and 52 early education lead teachers have completed the Alaska Reads Act endorsement for early education lead teachers. It is important to note that an estimated 2,000 educators have completed the science of reading coursework.◆ Key findings from the DEED District Reading Survey (p. 15) and Student Learning Outcomes (p. 34) are presented in their respective sections below.

Across all school districts for the 2023-2024 school year, the State of Alaska has a ratio of 18.18 students per one teacher, 215.08 students per one administrator⁴, and 0.09 administrators per one teacher, as displayed in Table 2. Table 3 details the student-teacher, student-administrator, and administrator-teacher ratios for each of the 54⁵ school districts within Alaska for the 2023-2024 school year.

³ Teachers and staff responsible for reading instruction that do not receive the endorsement by July 1, 2025, will be considered “out of field.”

⁴ Administrator includes superintendent, assistant super intendent, principal, and assistant principal.

⁵ The total number of school districts was changed from 54 to 53 for the 2024-2025 school year.

*Table 2. 2023-2024 school year: state-level student, teacher, and administrator ratios
(Administrative data)*

Total # of Students (PK-12)	Total # of Teachers	Total # of Administrators
131,264	7,315	634
Student-Teacher Ratio	Student-Administrator Ratio	Administrator-Teacher Ratio
18.18	215.08	0.09

*Table 3. 2023-2024 school year: student, teacher, and administrator ratios by district
(Administrative data)*

District (n = 54)	Student-Teacher Ratio	Student-Administrator Ratio	Administrator-Teacher Ratio
Alaska Gateway School District*	12.28	97.11	0.30
Aleutian Region School District	12.00	26.09	1.00
Aleutians East Borough School District	8.54	68.33	0.13
Anchorage School District*	17.95	280.73	0.06
Annette Island School District	9.89	87.22	0.13
Bering Strait School District	10.07	77.52	0.13
Bristol Bay Borough School District*	9.83	59.00	0.17
Chatham School District*	8.05	59.27	0.15
Chugach School District*	37.24	317.50	0.06
Copper River School District*	17.20	103.17	0.20
Cordova City School District*	12.92	121.48	0.11
Craig City School District*	25.36	196.06	0.15
Delta/Greely School District*	20.33	251.50	0.08
Denali Borough School District*	36.28	496.77	0.16
Dillingham City School District	13.17	80.60	0.16
Fairbanks North Star Borough School District*	19.10	272.63	0.07
Galena City School District*	83.62	863.11	0.10
Haines Borough School District*	13.60	90.67	0.15
Hoonah City School District	8.38	56.50	0.15
Hydaburg City School District*	15.68	58.00	0.27
Iditarod Area School District*	18.26*	324.00*	0.06
Juneau Borough School District*	16.46	250.44	0.07
Kake City School District	8.36	107.00	0.08
Kashunamiut School District	11.31	164.00	0.07

District (n = 54)	Student-Teacher Ratio	Student-Administrator Ratio	Administrator-Teacher Ratio
Kenai Peninsula Borough School District*	15.92	206.29	0.09
Ketchikan Gateway Borough School District*	12.43	157.77	0.08
Klawock City School District	9.45	66.50	0.14
Kodiak Island Borough School District*	13.95	180.17	0.08
Kuspuk School District	10.48	85.53	0.13
Lake and Peninsula Borough School District*	8.57	45.79	0.21
Lower Kuskokwim School District	16.65	111.12	0.16
Lower Yukon School District	17.01	98.32	0.17
Matanuska-Susitna Borough School District*	18.89	258.56	0.07
Mount Edgecumbe High School	15.13	80.20	0.19
Nenana City School District*	84.09	722.33	0.12
Nome Public Schools*	15.49	118.33	0.13
North Slope Borough School District	11.45	135.79	0.09
Northwest Arctic Borough School District*	19.04	113.18	0.17
Pelican City School District	7.50	15.00	0.50
Petersburg Borough School District	12.40	158.67	0.08
Pribilof School District*	11.37	64.44	0.20
Saint Mary's School District	15.55	106.11	0.16
Sitka School District*	12.32	142.88	0.09
Skagway School District	10.36	145.00	0.07
Southeast Island School District*	10.26	71.59	0.16
Southwest Region School District	13.31	85.19	0.21
Tanana City School District**	10.67	16.00	0.67
Unalaska City School District	12.57	117.33	0.11
Valdez City School District	11.46	191.00	0.06
Wrangell Public School District	12.80	90.33	0.14
Yakutat School District*	17.67	106.00	0.17
Yukon Flats School District	7.96	98.42	0.09
Yukon-Koyukuk School District *	51.09	461.15	0.14
Yupit School District	14.01	155.69	0.11

* These schools have large homeschool correspondence programs that contribute to higher ratios.

**For the 2024-2025 school year, Tanana is included as part of Yukon-Koyukuk School District for a total of 53 school districts.

Table 4, presented below, shows the current number of Alaska Reads Act endorsements awarded by the Teacher Education and Certification Office thus far. It is important to note that an estimated 2,000 teachers and staff have completed the science of reading coursework requirement to receive the endorsement. As of March 3, 2025, 1,534 teachers and 228 administrators have received the Alaska Reads Act endorsement for teachers/administrators, 108 reading teachers have completed the Alaska Reads Act endorsement for reading teachers, and 52 early education lead teachers have completed the Alaska Reads Act endorsement for early education lead teachers.

Table 4. Number of teachers/administrators who have received the Alaska Reads Act endorsement as of December 2024 (Administrative data)

Type of Endorsement	Total # of endorsements	Requirement
Alaska Reads Act K-3 Teacher	1,534	All teachers/staff responsible for literacy instruction
Alaska Reads Act K-3 Administrator	228	All administrators responsible for literacy instruction
Alaska Reads Act Reading Teacher	108	One per K-3 school is encouraged
Alaska Reads Act Early Education Lead Teacher	52	One per EE program**

**There are a total of 493 K-3 schools.*

***There are a total of nine Early Education (EE) programs as of December 2024.*

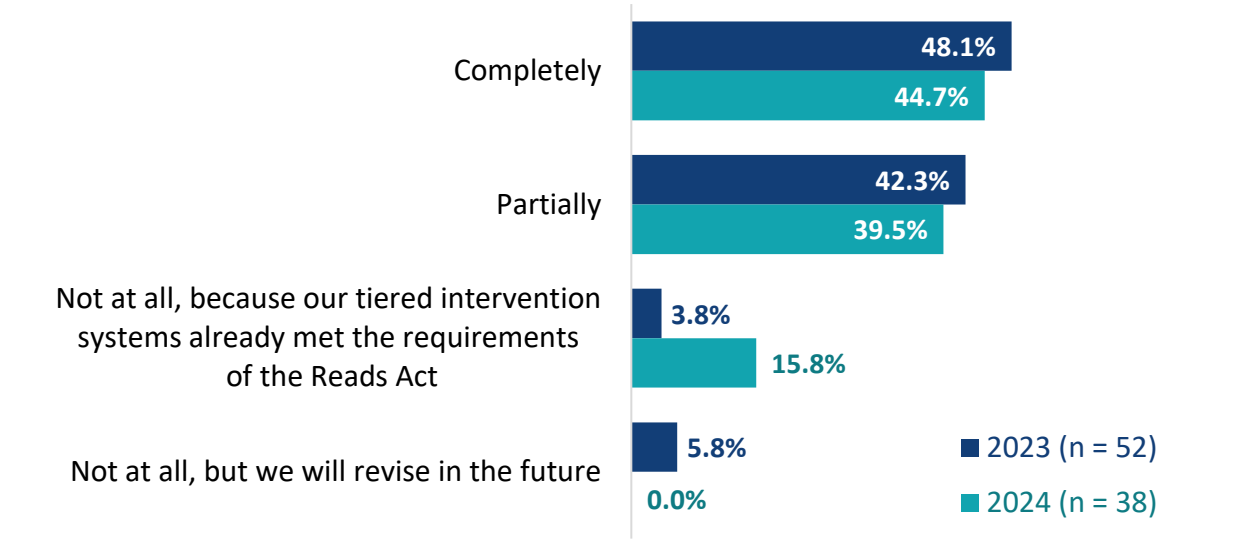
DEED District Reading Survey Findings

Key Findings

- ◆ In 2024, a total of 38 districts completed the DEED District Reading Survey out of 53 districts. Since the implementation of the Alaska Reads Act, 84.2 percent (n = 32/38) of districts that completed the survey have revised their K-3 tiered intervention plan (MTSS/DRIP), while 15.8 percent (n = 6/38) indicated that their intervention plan met the requirements of the Alaska Reads Act.
- ◆ As of October 2024, over half of districts (57.9 percent, n = 22/38) reported that their reading intervention program is completely or almost completely aligned with their core reading curriculum.
- ◆ In 2024, the majority of surveyed districts reported having procedures, supports, and resources in place to help school-level staff make decisions about universal screening in K-3 reading (86.8 percent, n = 33/38), placement of K-3 students in tier two and tier three literacy interventions (84.2 percent, n = 32/38), diagnostic testing in K-3 reading (78.9 percent, n = 30/38), and monitoring of K-3 students' progress in tier two and tier three literacy interventions (78.9 percent, n = 30/38).
- ◆ Almost three quarters (73.7 percent, n = 28/38) of district representatives agreed or strongly agreed that they had adequate opportunities to provide feedback regarding the implementation of the Alaska Reads Act in 2024.
- ◆ In 2024, a majority of districts (89.5 percent, n = 34/38) were confident or very confident that their core reading curriculum is evidence-based and supports the science of reading.
- ◆ In 2024, nearly all surveyed district representatives (97.3 percent, n = 37/38) expressed confidence in teachers correct usage of reading assessments.
- ◆ In 2024, representatives reported that time (76.3 percent, n = 29/38) and staffing shortage/turnover (47.4 percent, n = 18/38) are the biggest challenges they face in getting teachers/staff Alaska Reads Act endorsed.
- ◆ The top three most identified training topics that were needed across all districts included understanding integrity to the core while also differentiating (71.1 percent, n = 27/38), data-based decision-making in reading (63.2 percent, n = 24/38), and reading instruction in a multi-grade classroom (57.9 percent, n = 22/38).
- ◆ In 2024, approximately 78.9 percent (n = 30/38) of district survey respondents were either confident (26.3 percent, n = 10/38) or very confident (52.6 percent, n = 20/38) that all parents receive required notifications about IRIPs.

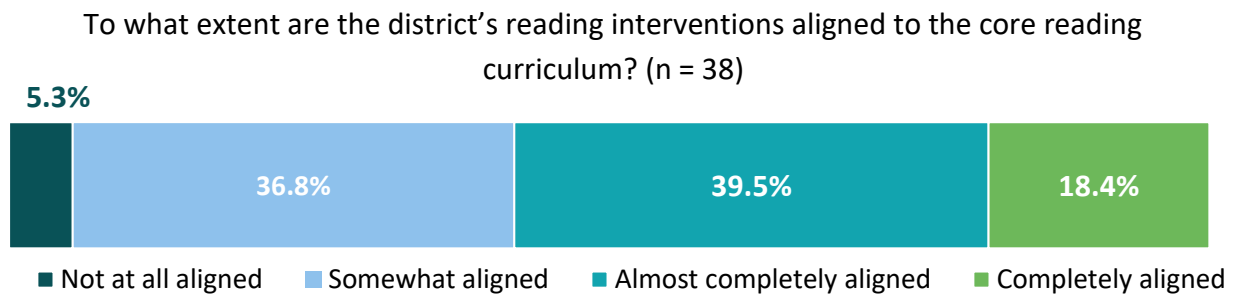
Following the implementation of the Alaska Reads Act, a substantial majority of district representatives indicated that their district had revised its intervention completely or partially (90.4 percent in 2023 and 84.2 percent in 2024). In 2024, all representatives who reported that their district had *not* made revisions specified that it was because their existing systems already met the Alaska Reads Act requirements (15.8 percent) (see Figure 1).

Figure 1. The extent that districts have revised their K-3 tiered intervention plan in the past year following the implementation of the Alaska Reads Act (DEED District Reading Survey)



In the 2024 survey, district representatives evaluated the extent of alignment between their districts’ reading interventions and the core reading curriculum. While 18.4 percent of representatives reported that their district had achieved complete alignment, the majority indicated that their district’s reading interventions were either almost completely aligned (39.5 percent) or somewhat aligned (36.8 percent) with the core reading curriculum (see Figure 2).

Figure 2. Extent of alignment between the districts’ reading interventions and the core reading curriculum (2024 DEED District Reading Survey)



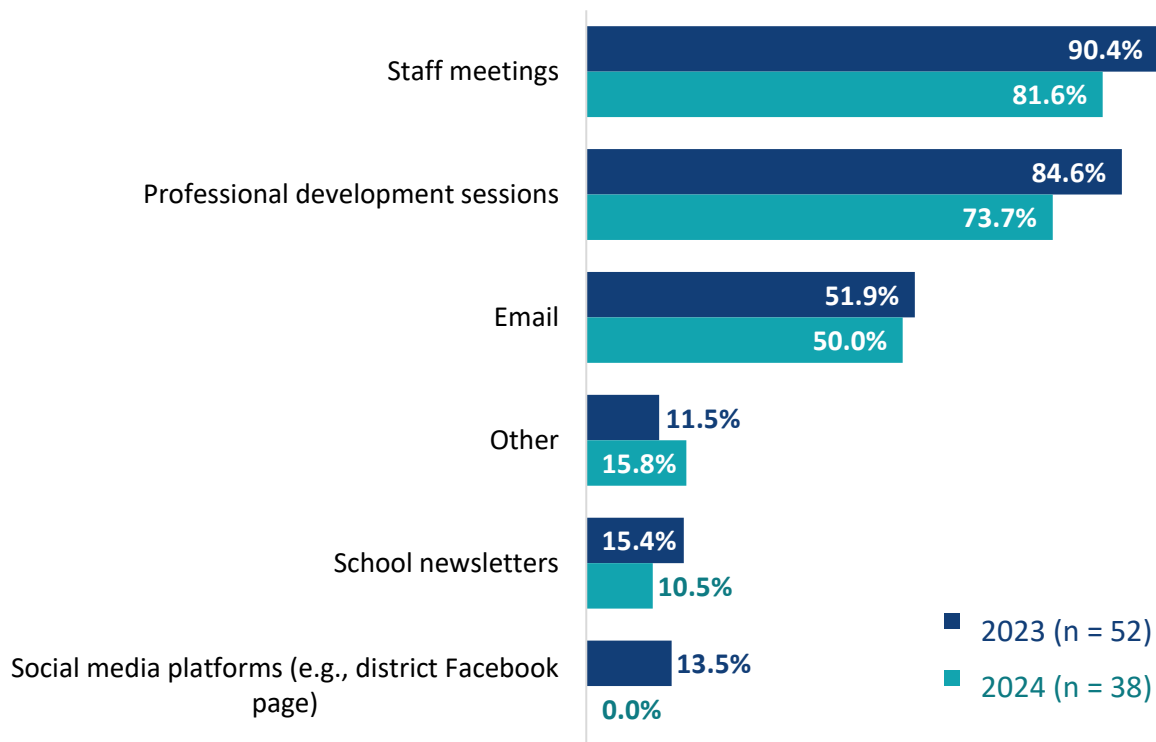
In 2024, the majority of surveyed districts reported having procedures, supports, and resources in place to help school-level staff make decisions about universal screening in K-3 reading (86.8 percent), placement of K-3 students in tier two and tier three literacy interventions (84.2 percent), diagnostic testing in K-3 reading (78.9 percent), and monitoring of K-3 students' progress in tier two and tier three literacy interventions (78.9 percent) (see Table 5). As of October 2024, between 5.3 and 18.4 percent of districts were in the process of putting procedures, supports, and/or resources in place to assist with various decisions about K-3 reading interventions.

Table 5. Percent of districts with procedures, supports, and resources in place to help school-level staff make decisions about the following (DEED District Reading Survey)

2023 Survey Response (n = 52)			
Procedures, Supports, and Resources	In Place	In Process	Not in Place
Universal screening in K-3 reading	92.3%	7.7%	0.0%
Diagnostic testing in K-3 reading	78.8%	21.2%	0.0%
Placement of K-3 students in tier two and tier three literacy interventions	75.0%	23.1%	1.9%
Monitoring of K-3 students' progress in tier two and tier three literacy interventions	76.9%	21.2%	1.9%
2024 Survey Response (n = 38)			
Procedures, Supports, and Resources	In Place	In Process	Not in Place
Universal screening in K-3 reading	86.8%	5.3%	7.9%
Diagnostic testing in K-3 reading	78.9%	15.8%	5.3%
Placement of K-3 students in tier two and tier three literacy interventions	84.2%	13.2%	2.6%
Monitoring of K-3 students' progress in tier two and tier three literacy interventions	78.9%	18.4%	2.7%

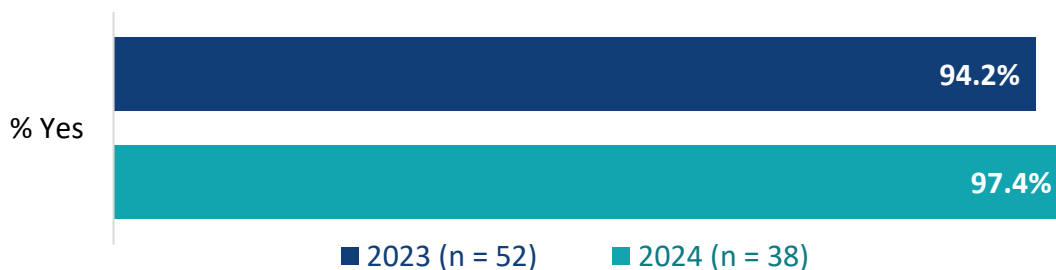
According to surveyed district representatives, in 2024, the primary methods districts used to communicate with staff regarding their K-3 MTSS plan were staff meetings (81.6 percent), professional development sessions (73.7 percent), and email (50.0 percent) (see Figure 3). These percentages indicate decreased usage of these communication methods compared to 2023 and a slight increase of other forms of communication including district newsletters to staff, live radio broadcasts, the MTSS task force, professional learning communities (PLCs), websites, videos, and intervention manuals.

Figure 3. How districts are communicating with staff about the content of their K-3 MTSS plan; choose all that apply (DEED District Reading Survey)



The Alaska Reads Act requires that reading assessments, interventions, and progress be shared with parents/guardians during conferences. In both survey years, nearly all district representatives confirmed that their district guided K-3 teachers on how to share information about the Alaska Reads Act with parents/guardians (see Figure 4).

Figure 4. Percent of districts that provide guidance for K-3 teachers on how to share information about the Alaska Reads Act (DEED District Reading Survey)



Of the district representatives surveyed in 2024, over three-quarters (78.9 percent) expressed confidence that reading instruction in their district is culturally responsive (see Figure 5).

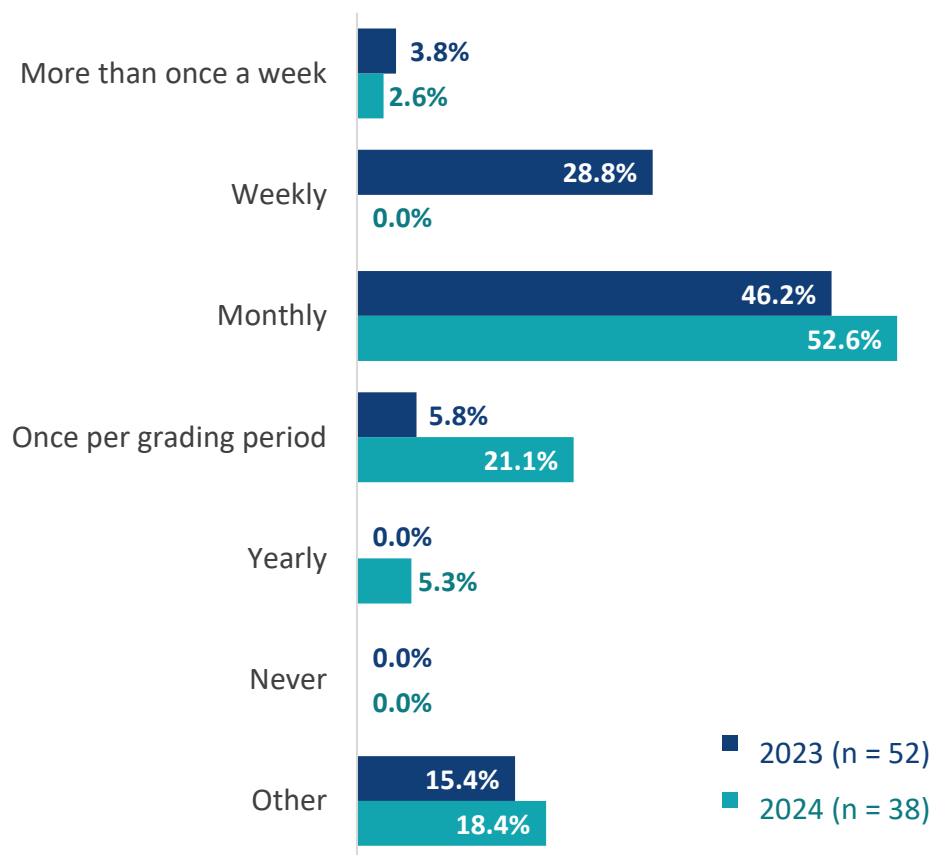
Figure 5. Districts' level of confidence that reading instruction is culturally responsive (2024 DEED District Reading Survey)

How confident are you that reading instruction in your district is culturally responsive? (n = 38)



District representatives from both survey years most commonly shared that their districts communicated with teachers about the Alaska Reads Act monthly (Figure 6).

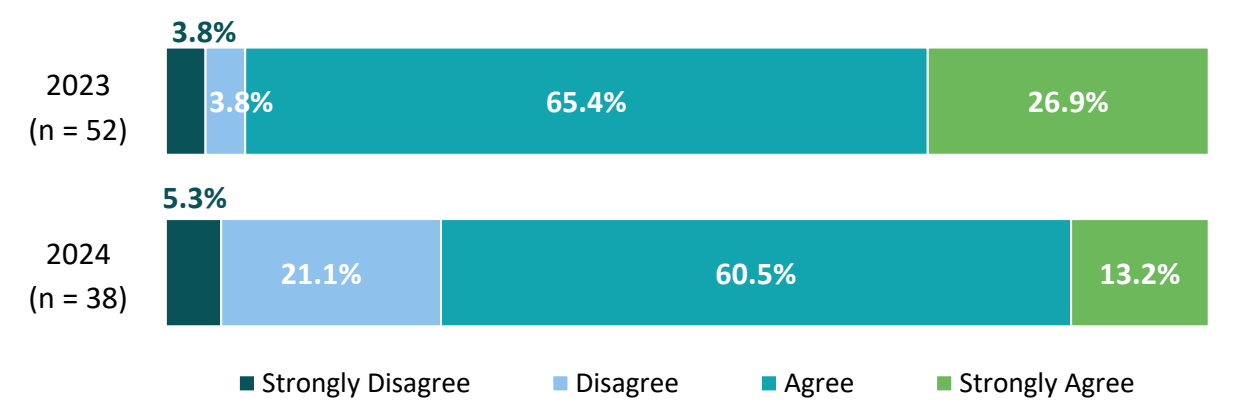
Figure 6. Frequency of district communication with teachers about the Alaska Reads Act (DEED District Reading Survey)



In 2024, nearly three-quarters (73.7 percent) of district representatives agreed or strongly agreed that they had adequate opportunities to provide feedback to DEED regarding the

implementation of the Alaska Reads Act. While this is a solid majority, it marks a decrease from 2023, when 92.3 percent of representatives affirmed that they had adequate opportunities to give feedback to DEED (see Figure 7).

Figure 7. Districts’ level of agreement with the statement: “I have adequate opportunities to provide feedback to DEED regarding the implementation of the Alaska Reads Act.” (DEED District Reading Survey)



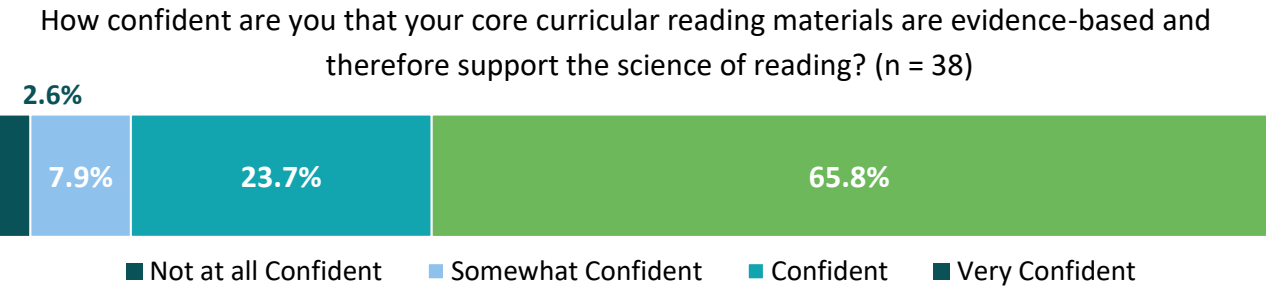
Over half (52.6 percent) of district representatives reported using Core Knowledge Language Arts as their core reading curriculum, over a quarter (26.3 percent) reported using Into Reading (HMH), and over one-third (34.2 percent) reported “Other” (see Table 6). Other core reading curricular materials noted by districts included Ready Reading (Curriculum Associates), Magnetic Reading, MyView, Reach for Reading, RGR, Amplify Kits, Wit & Wisdom by Great Minds, Collaborative Classroom, Fishtank ELA, Heggerty, Montessori, Rewards (Voyager Sopris), Savvas myView Literacy, and University of Florida Literacy Institute (UFLI).

Table 6. Core reading curricular materials used by districts; choose all that apply (2024 DEED District Reading Survey)

Core reading curriculum materials	% Used by Districts (n = 38)
Benchmark Advance (Benchmark)	2.6%
Core Knowledge Language Arts (Amplify)	52.6%
Into Reading (HMH)	26.3%
Open Court 2023 (McGraw Hill)	2.6%
Reading Mastery Transformations (McGraw Hill)	0.0%
Wonders 2023 (McGraw Hill)	2.6%
EL Education (Open Up EL)	0.0%
Other	34.2%

Approximately 65.8 percent of district representatives were very confident and 23.7 percent were confident that their core reading curriculum is evidence-based and supports the science of reading (Figure 8).

Figure 8. Districts’ level of confidence that their core reading curriculum is evidence-based and supports the science of reading (2024 DEED District Reading Survey)



Almost a quarter of district representatives (23.7 percent) believe that teachers in their district always implement the core reading curriculum with integrity and a majority of district representatives (68.4 percent) believe that teachers in their districts implement the core reading curriculum with integrity most of the time (see Figure 9).

Figure 9. Districts’ perceptions of teacher implementation integrity of the core reading curriculum (2024 DEED District Reading Survey)

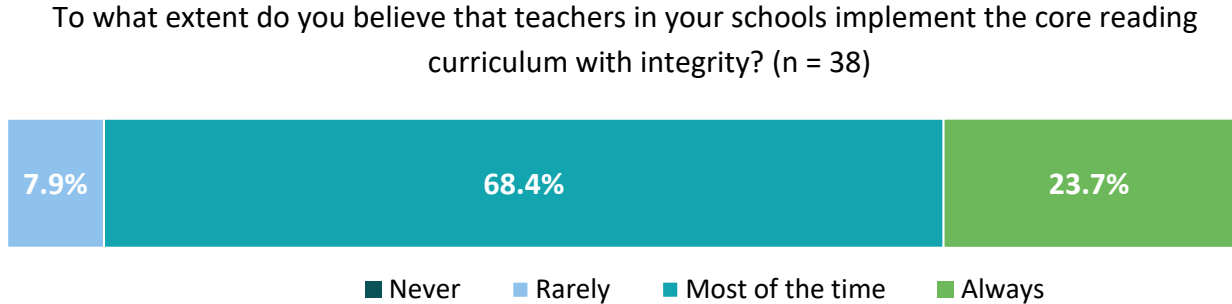


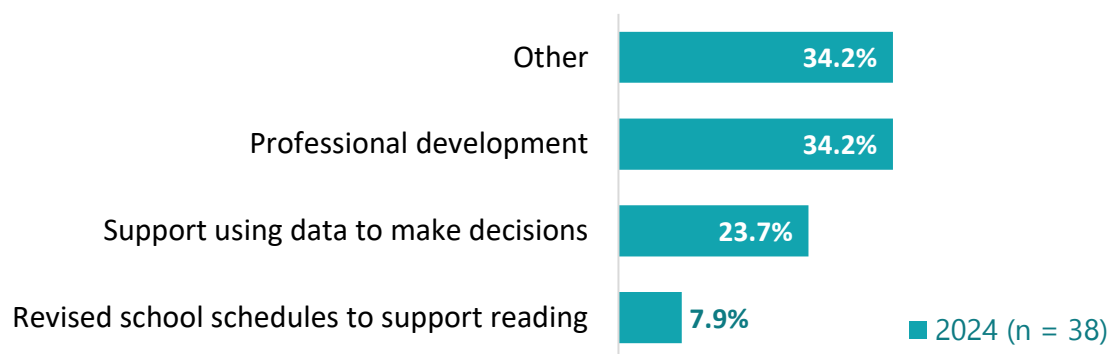
Table 7 presents the various methods that districts employ to ensure that their K-3 core reading programs are implemented as intended. In 2024, over 80 percent of districts reported conducting principal walkthroughs, over 60 percent of districts have data dialogues and allocations of time to support implementation integrity, and about half of districts conduct district walkthroughs, use pacing guides, and review lesson plans. Other strategies noted by districts included instructional coaches, ongoing professional development, professional learning communities (PLCs), and discussions with site principals.

Table 7. How districts ensure that the K-3 core reading program is being implemented as intended; choose all that apply (DEED District Reading Survey)

	2023 Survey Response % (n = 52)	2024 Survey Response % (n = 38)
Data dialogues	48.1%	60.5%
District walkthroughs	42.3%	50.0%
Principal walkthroughs	82.7%	84.2%
Review of lesson plans	57.7%	44.7%
Allocations of time support implementation with integrity	0.0%	65.8%
Use of pacing guide	26.9%	47.4%
Other	19.2%	28.9%
MTSS or Response to Intervention (RTI) non-negotiables	57.7%	n/a
Teacher evaluations	50.0%	n/a

District representatives were most likely to indicate a need for professional development (34.2 percent) or “Other” needs (34.2 percent), followed by the need for support with using data to make decisions (23.7 percent) (see Figure 10). Other needs reported by district representatives included funding to update resources and increase staffing, more time for implementation, collaboration, and discussion, and more instructional coaches at elementary schools.

Figure 10. District needs for improving implementation integrity (2024 DEED District Reading Survey)



District representatives shared the degree to which various assessments informed their district’s decision-making regarding literacy at the district level. The most common assessment that representatives reported using was the mCLASS DIBELS (n = 37), with 67.6 percent

indicating that it is extremely informative and 29.7 percent indicating that it is moderately informative (see Table 8). The second most commonly used assessment that representatives reported using was the NWEA MAP (n = 36), with 38.9 percent indicating that it is extremely informative and 47.3 percent indicating that it is moderately informative.

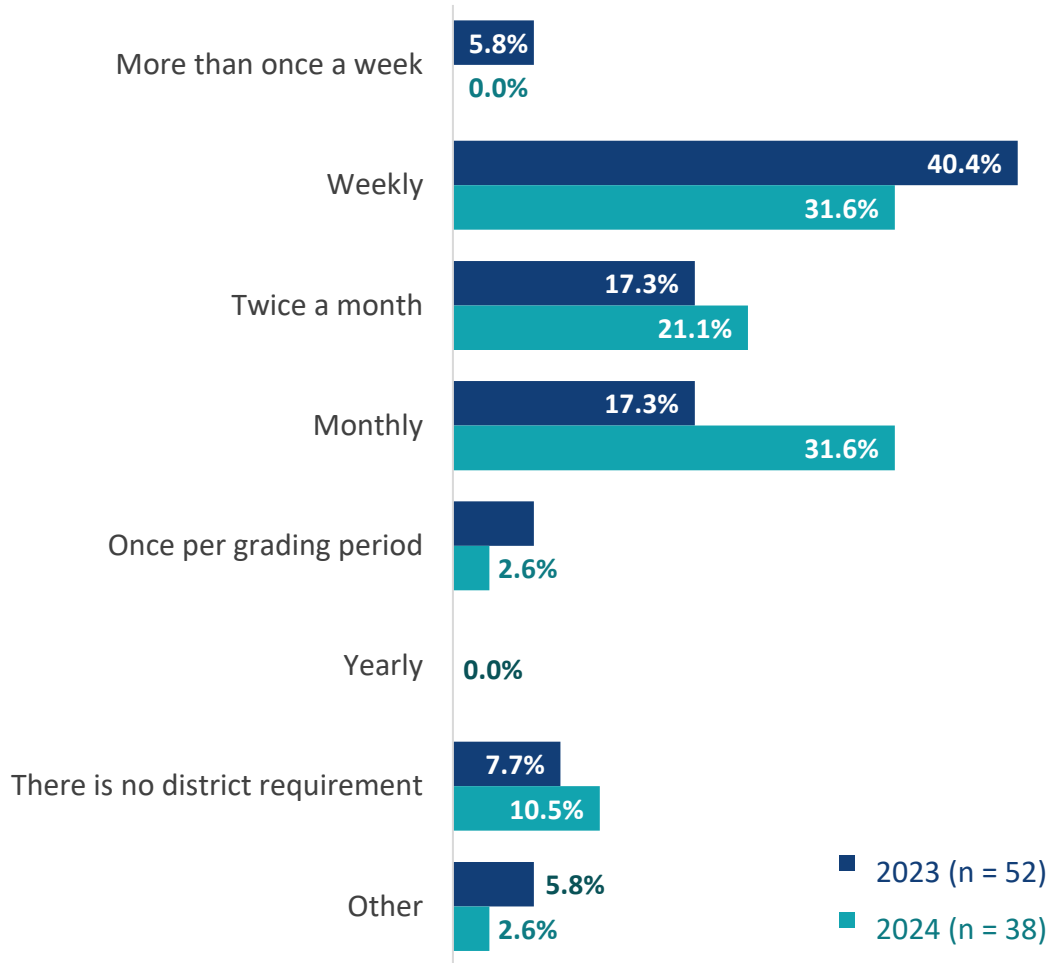
Table 8. The degree to which the following assessments informed decision-making regarding literacy at the district level (DEED District Reading Survey)

Assessment*	Not at all Informative	Slightly Informative	Moderately Informative	Extremely Informative	I'm Not Sure
95% Group PSI: Phonics Screener for Intervention (n = 6)	0%	0%	33.3%	66.6%	0%
CORE Assessing Reading: Multiple Measures (n = 19)	5.2%	26.4%	36.8%	31.6%	0%
iReady (n = 11)	0%	18.3%	36.2%	45.5%	0.0%
mCLASS DIBELS (n = 37)	0%	0%	29.7%	67.6%	2.7%
NWEA MAP (n = 36)	2.7%	11.1%	47.3%	38.9%	0%
Phonological Awareness Screening Test (PAST K1) (n = 14)	0%	28.5%	21.4%	35.8%	14.4%
Phonological Awareness Skills Screener PASS (K-1) (n = 7)	0%	14.1%	14.1%	42.9%	28.8%
Other assessments (n = 9)	0%	11.0%	44.5%	33.5%	11.0%

**Only assessments selected by six or more survey respondents are included in the table.*

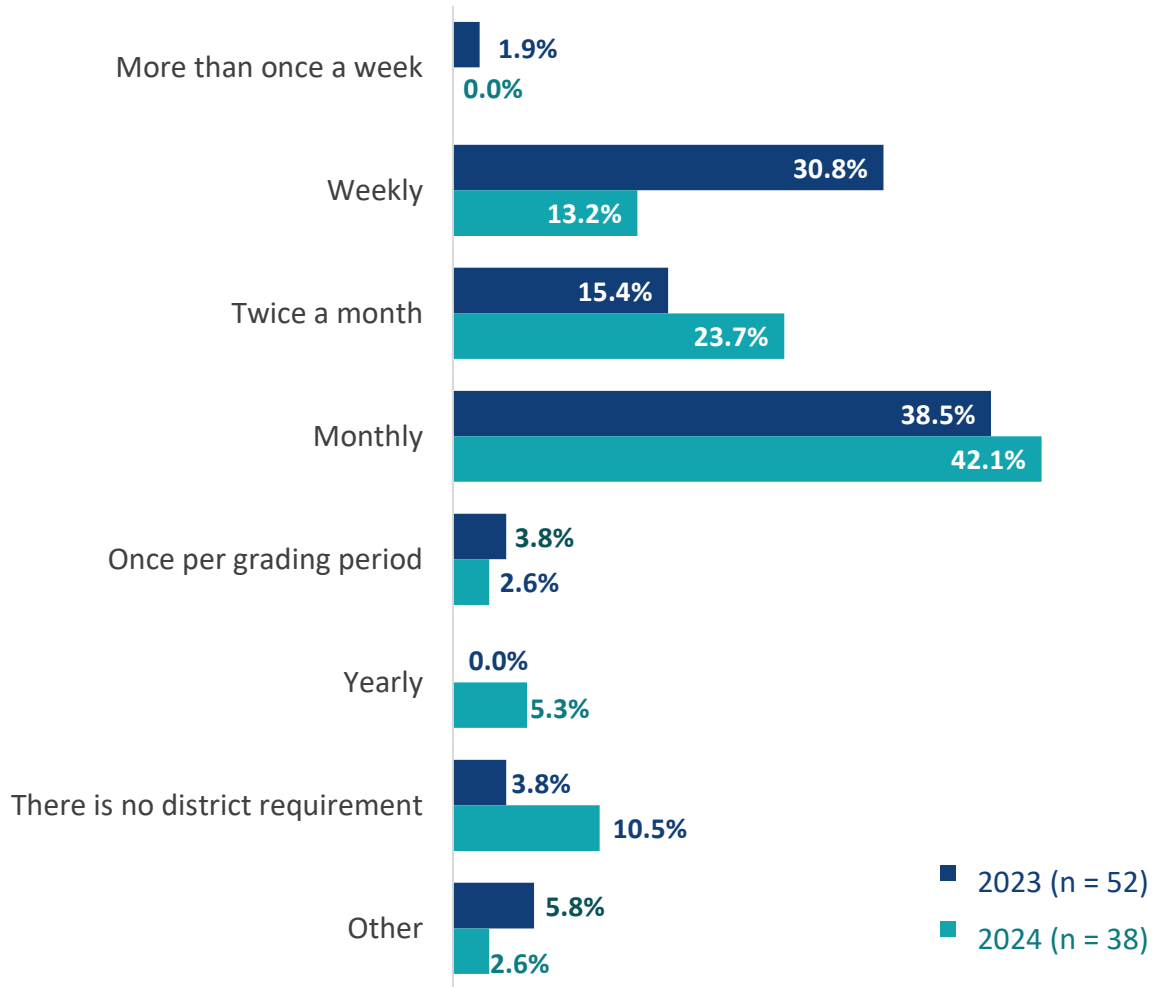
In 2024, district representatives indicated that teachers across districts most commonly make K-3 literacy instructional decisions on a weekly (31.6 percent) or monthly (31.6 percent) basis (see Figure 11). In comparison, 2023 survey data reflected that teachers most commonly made these decisions weekly (40.4 percent).

Figure 11. Frequency of how often teachers meet with other teachers to make K-3 literacy instructional decisions (DEED District Reading Survey)



In 2024, district representatives most commonly shared that district/school leaders met with teachers to discuss K-3 literacy instructional decisions monthly (42.1 percent) (see Figure 12). Additionally, in 2024, just under a quarter (23.7 percent) of representatives reported that district/school leaders met with teachers about these decisions twice a month.

Figure 12. Frequency that district/school leaders meet with teachers to discuss K-3 literacy instructional decisions (DEED District Reading Survey)



Nearly all surveyed district representatives (97.3 percent) expressed confidence in teachers' correct usage of reading assessment data, in which over half (52.6 percent) were confident or very confident (see Figure 13).

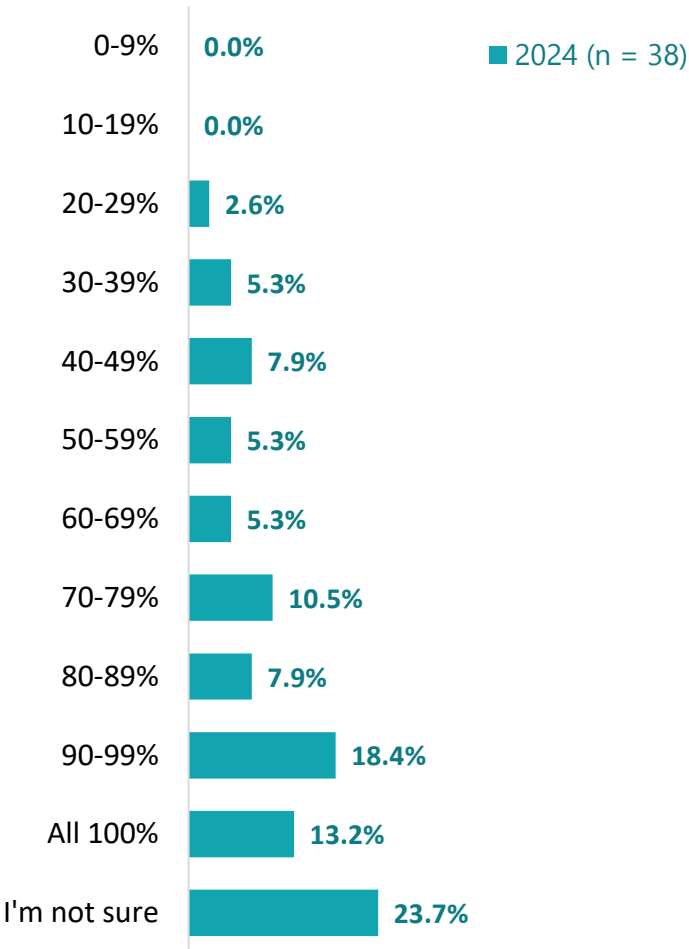
Figure 13. Districts' confidence in teachers' correct usage of reading assessments (2024 DEED District Reading Survey)

How confident are you that your teachers can correctly use reading assessment data? (n = 38)



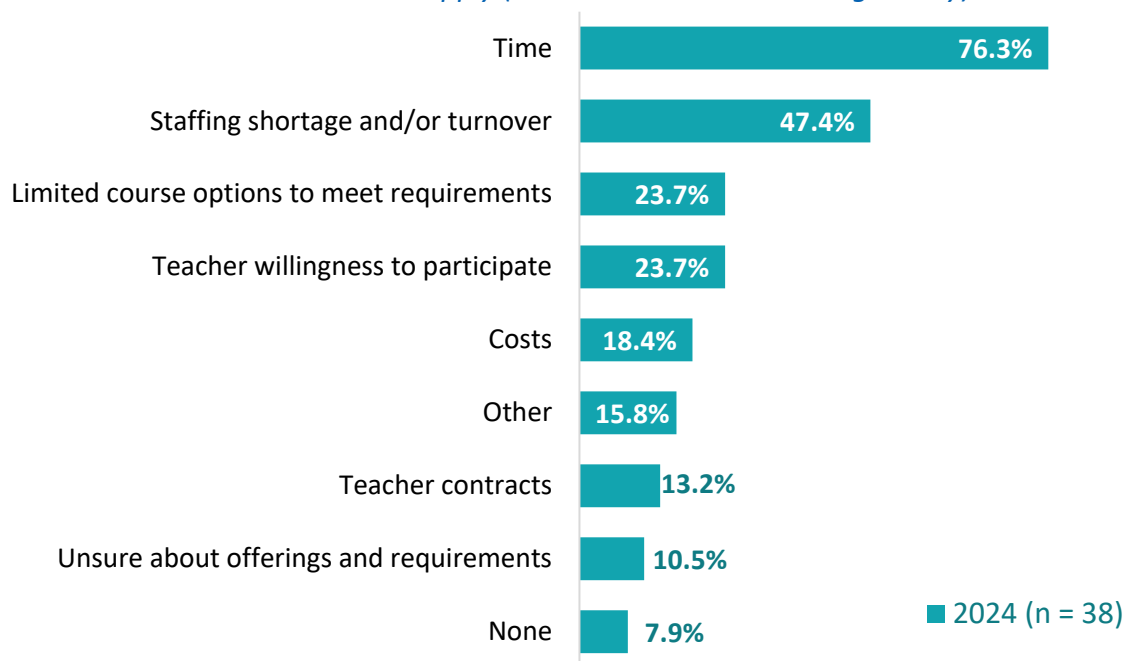
Approximately half of the districts indicated that 70 percent or more of their teachers have completed the science of reading coursework for the Alaska Reads Act endorsement (see Figure 14). Nearly a quarter (23.7 percent) of district representatives were unsure whether their teachers had completed the science of reading coursework for the Alaska Reads Act endorsement.

Figure 14. Districts’ percentage of K-3 teachers who have completed the science of reading coursework for the Alaska Reads Act endorsement (2024 DEED District Reading Survey)



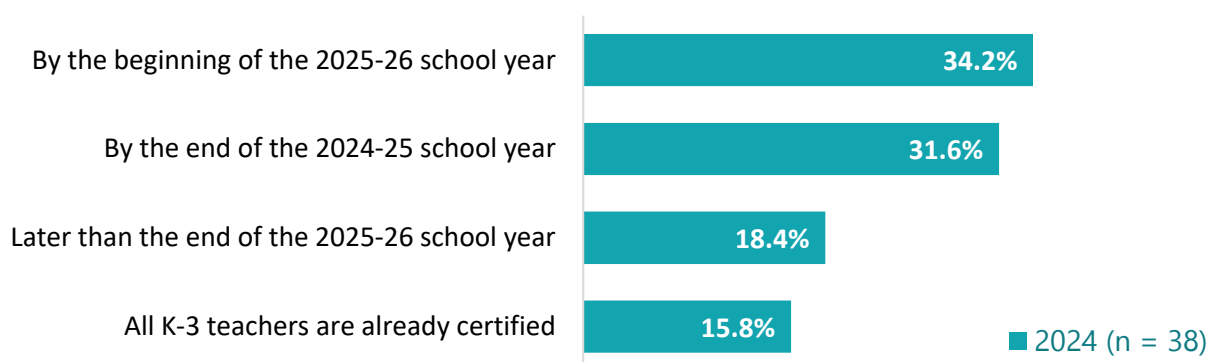
Over three-quarters of district representatives (76.3 percent) reported that time is a challenge they face in getting teachers/staff Alaska Reads Act endorsed. Other challenges reported by districts included staffing shortage and/or turnover (47.4 percent), teacher willingness to participate (23.7 percent), limited course options to meet requirements (23.7 percent), and cost (18.4 percent) (see Figure 15).

Figure 15. Challenges that districts face in getting teachers/staff Alaska Reads Act endorsed; choose all that apply (2024 DEED District Reading Survey)



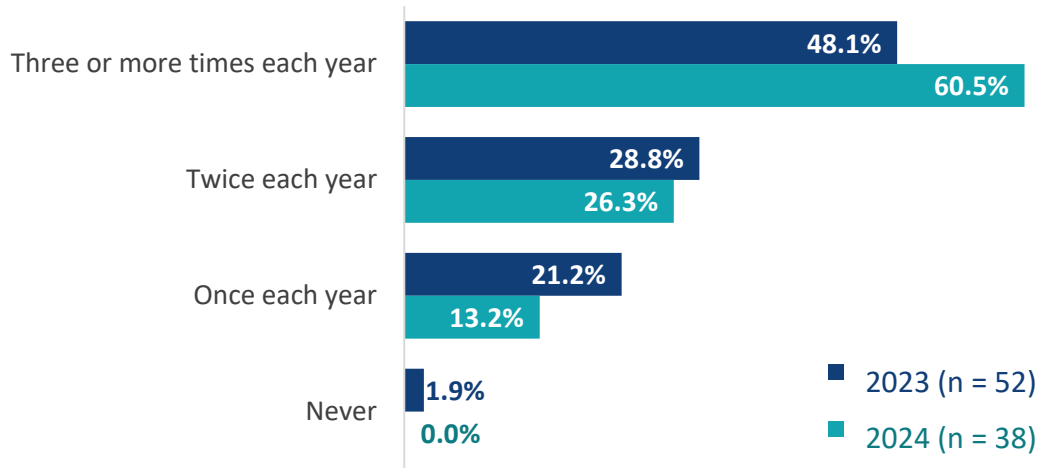
District representatives most commonly expected all their K-3 teachers to complete the science of reading coursework by the beginning of the 2025-2026 school year (34.2 percent) or by the end of the 2025-2026 school year (31.6 percent) (see Figure 16).

Figure 16. Districts' expectation for all their K-3 teachers to complete the science of reading course work for the Alaska Reads Act endorsement (2024 DEED District Reading Survey)



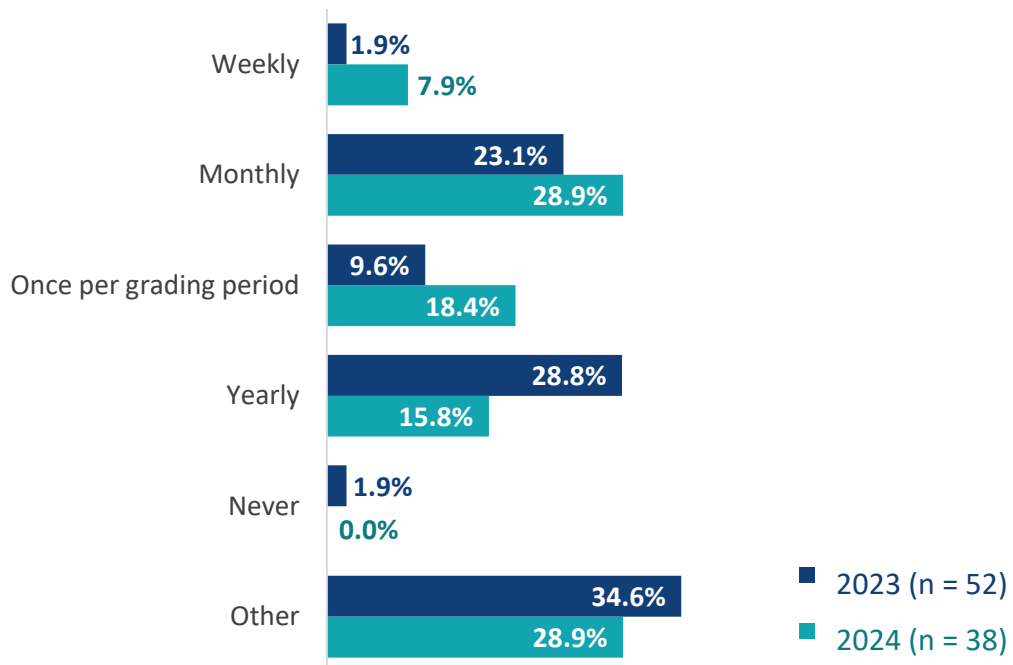
Compared to the 2023 district survey, teachers and staff in 2024 were more likely to receive district-sponsored professional development on K-3 reading instruction three or more times each year (60.5 percent) (see Figure 17).

Figure 17. Frequency that teachers and staff are provided with district sponsored professional development on K-3 reading instruction (DEED District Reading Survey)



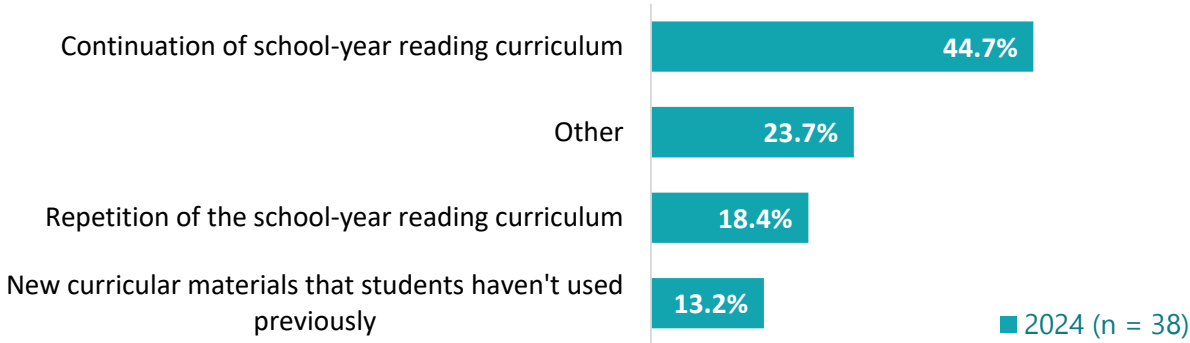
Over a quarter of district representatives (28.9 percent) in 2024 shared that trainings on K-3 core reading and intervention curricula took place monthly, which is slightly more than in 2023 (23.1 percent) (see Figure 18). Over a quarter of district representatives reported “other” most commonly noting one to three times per year or dependent on grade and teacher needs.

Figure 18. Frequency of trainings on K-3 core reading and intervention curricula (DEED District Reading Survey)



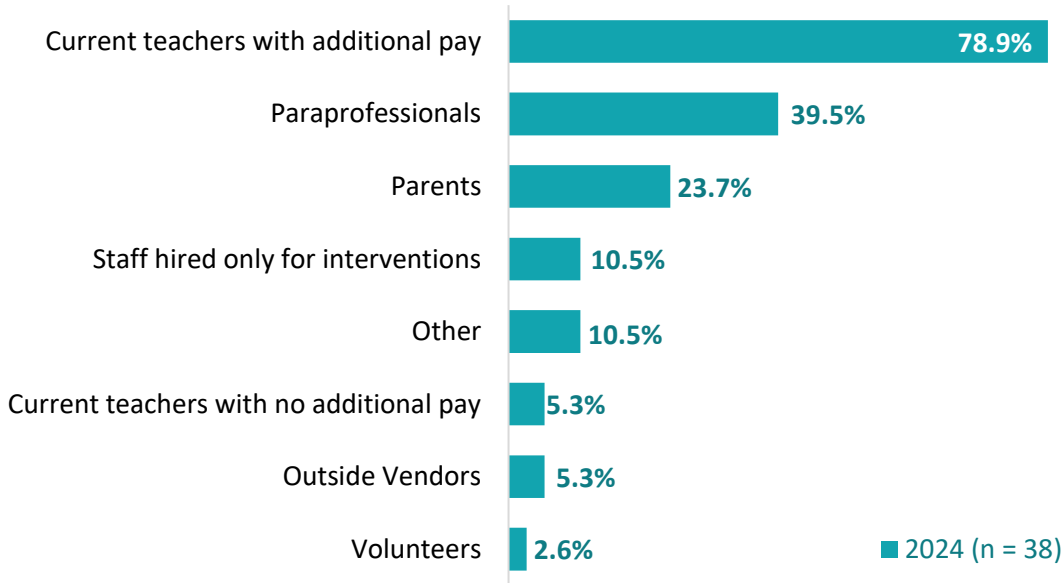
Approximately 44.7 percent of district survey respondents stated that their district used a continuation of school-year reading curriculum for their summer reading curriculum (see Figure 19). District respondents who selected “other” indicated they use a combination of the three options, as well as provide tailored support to the students’ needs.

Figure 19. Type of summer reading curriculum used by districts (2024 DEED District Reading Survey)



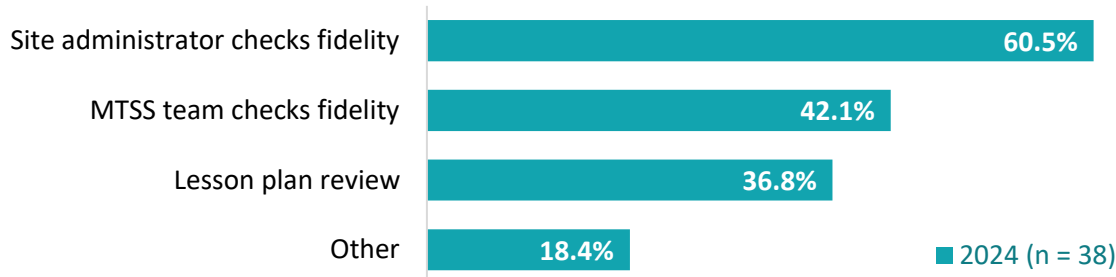
Districts most commonly reported that the role responsible for providing summer reading curriculum included teachers with additional pay (78.9 percent), paraprofessionals (39.5 percent), and parents (23.7 percent) (see Figure 20).

Figure 20. Who will provide summer reading curriculum (2024 DEED District Reading Survey)



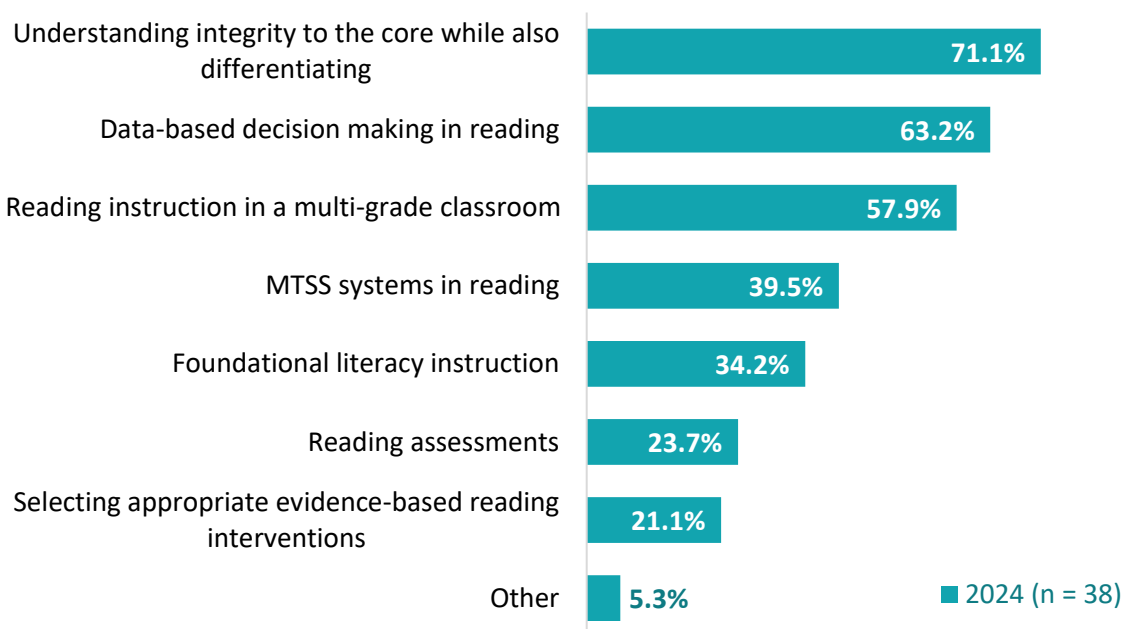
District representatives responded to how they monitor interventions to ensure additional instruction is aligned with student IRIPs. Over half (60.5 percent) reported that a site administrator checks fidelity, 43.1 percent reported MTSS team checks fidelity, and 36.8 percent reported conducting lesson plan reviews (Figure 21). The respondents who selected “other” did not elaborate further.

Figure 21. Ways districts monitor interventions to ensure additional instruction is aligned with student IRIPs; choose all that apply (2024 DEED District Reading Survey)



The top three most commonly identified training topics that were needed most across all districts included understanding integrity to the core while also differentiating (71.1 percent), data-based decision-making in reading (63.2 percent), and reading instruction in a multi-grade classroom (57.9 percent) (see Figure 22).

Figure 22. Training topics needed most across all districts; choose all that apply (2024 DEED District Reading Survey)



Nearly one-third (31.6 percent) of district survey respondents cited using Read Naturally for tier two targeted interventions, while a little under a quarter (23.7 percent) cited using Read Naturally for tier three targeted interventions. Additionally, REWARDS was commonly used for tier two (18.4 percent) and tier three (15.8 percent) targeted interventions (see Table 9).

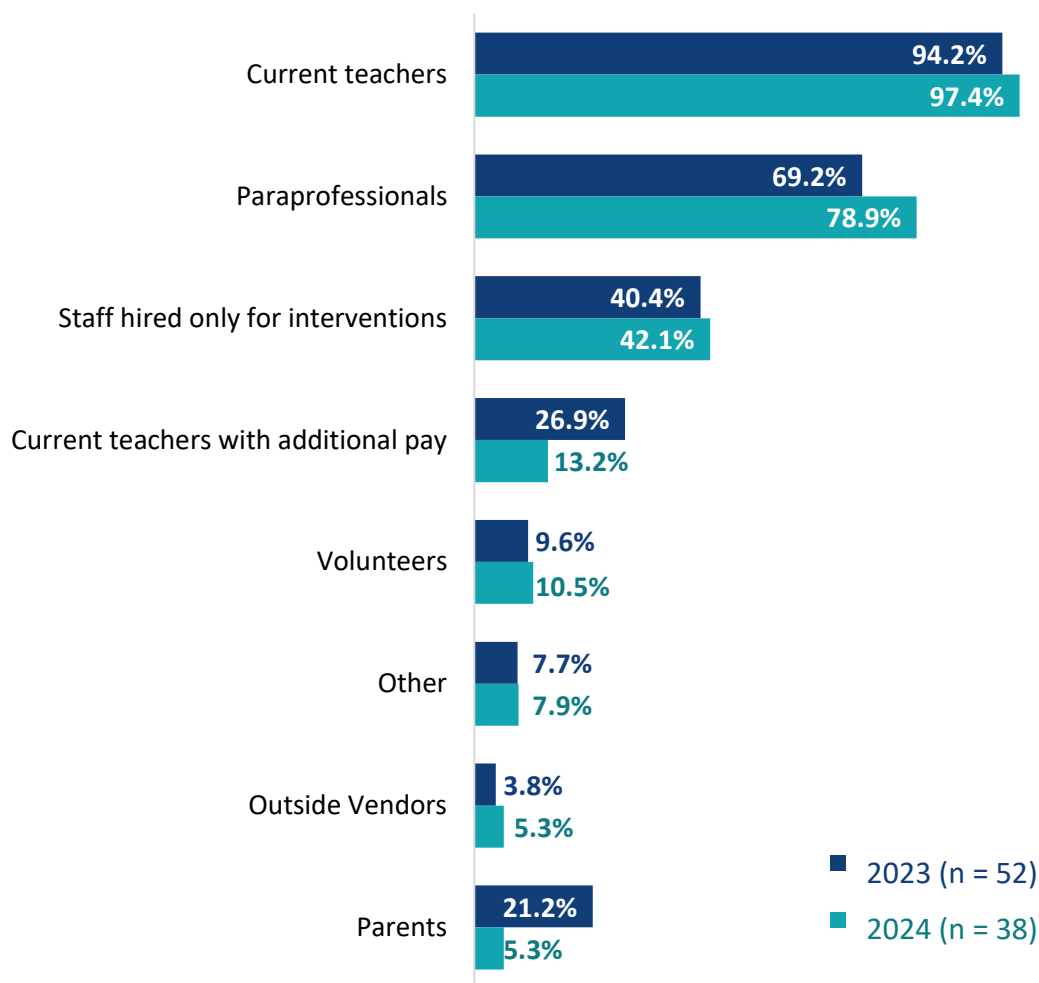
Table 9. Reading interventions used for tier two and tier three targeted intervention groups among schools; choose all that apply (2024 DEED District Reading Survey; n = 38)

K-3 Core Reading Program	Tier 2 targeted interventions	Tier 3 targeted interventions
Corrective Reading (McGraw Hill)	0.0%	7.9%
Corrective Reading- Comprehension (McGraw Hill)	10.5%	10.5%
Corrective Reading- Decoding (McGraw Hill)	7.9%	5.3%
Early Interventions in Reading (McGraw Hill)	0.0%	2.6%
Foundations (Wilson Language Training)	7.9%	7.9%
Language for Learning (McGraw Hill)	2.6%	5.3%
Language for Thinking (McGraw Hill)	2.6%	2.6%
Peer-Assisted Learning Strategies, PALS (Vanderbilt University)	0.0%	0.0%
Phonics Chip Kits (95% Group)	2.6%	5.3%
Phonics Lesson Library (95% Group)	2.6%	5.3%
Phonological Awareness Lessons (95% Group)	10.5%	13.2%
Read Naturally (Read Naturally)	31.6%	23.7%
Read Well (Voyager Sopris)	5.3%	5.3%
Reading Horizons Discovery (Reading Horizons)	2.6%	0.0%
Reading Mastery (McGraw Hill)	10.5%	7.9%
REWARDS (Voyager Sopris)	18.4%	15.8%
Saxon Phonics (HMH)	5.3%	5.3%
Seeing Stars (Lindamood Bell)	5.3%	5.3%
SIPPS (Center for Collaborative Classroom)	10.5%	10.5%
Sonday System (Winsor Learning)	2.6%	2.6%
S.P.I.R.E. (EPS/School Specialty, Inc.)	7.9%	7.9%
Vocabulary Surge (95% Group)	0.0%	2.6%
Voyager Passport (Voyager Sopris)	0.0%	0.0%
Wilson Reading System (Wilson Language Training)	2.6%	0.0%
Other*	73.7%	81.6%

**Other tier two and tier three targeting interventions noted by districts included Amplify, University of Florida Literacy Institute, Heggerty, Boost, Bridge the Gap, I-Ready, Phonics for Reading, Lexia, and Edmark.*

In 2024, almost all district representatives reported that current teachers (97.4 percent) provided K-3 interventions and a large majority (69.2 percent) indicated that paraprofessional roles also provided K-3 interventions, similar to 2023 survey findings (see Figure 23).

Figure 23. The role(s) providing K-3 interventions across all districts; choose all that apply (DEED District Reading Survey)

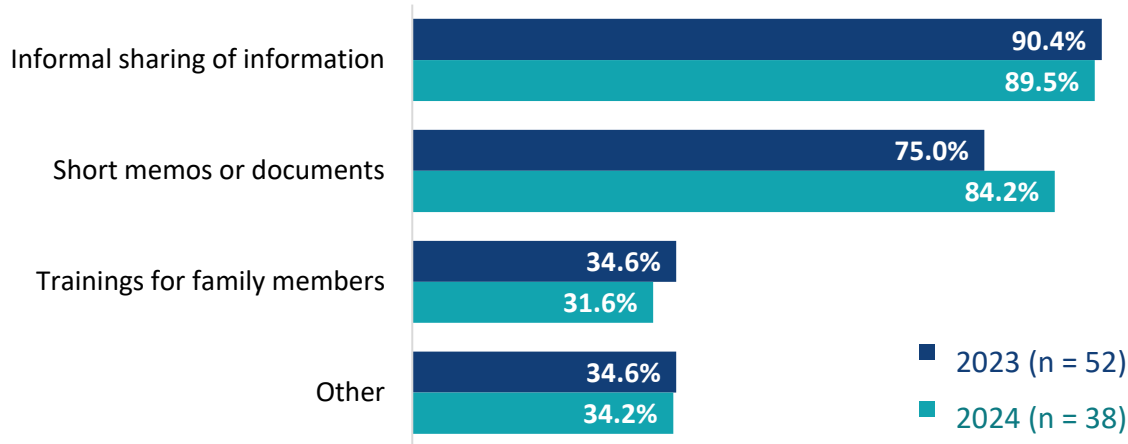


**Other roles involved in providing K-3 interventions noted by districts included Title I teacher, part-time staff, reading specialist/coach, administrators, and RTI literacy specialist.*

Approximately 89.5 percent of district representatives in 2024 reported that they engaged in informal sharing of information to communicate with families about the Alaska Reads Act, similar to 2023 survey findings. Further, over 80 percent (84.2 percent) of survey respondents

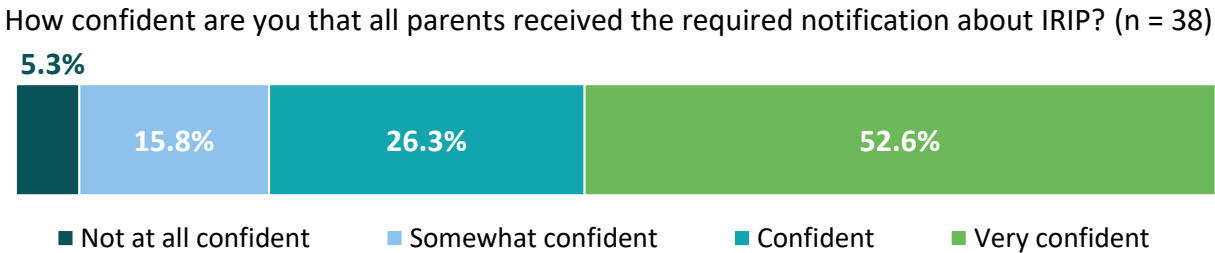
shared short memos or documents about the Alaska Reads Act with families (see Figure 24). Other ways districts communicated with families included family literacy nights, conferences, emails, dedicated webpages, parent letters home, parent/teacher conferences, radio shows, social media, board presentations, videos, news reports, translated documents, and weekly text messages.

Figure 24. How districts communicate with families about the Alaska Reads Act; choose all that apply (DEED District Reading Survey)



Approximately 78.9 percent of district survey respondents were either confident (26.3 percent) or very confident (52.6 percent) that all parents received required notifications about IRIPs (see Figure 25).

Figure 25. Districts’ level of confidence that all parents receive required notifications about IRIPs (2024 DEED District Reading Survey)



Student Learning Outcomes

Key Findings
<ul style="list-style-type: none">◆ Of the K-3 students who scored below or well below proficient in the fall of 2023, 51.9 percent (n = 2,296/4,422) of kindergarten students, 36.4 percent (n = 1,291/3,544) of first grade students, 23.5 percent (n = 802/3,411) of second grade students, and 16.5 percent (n = 497/3,007) of third grade students <u>achieved proficiency by the spring of 2024</u>.◆ Among all third grade students enrolled in the 2023-2024 school year, approximately 99.0 percent (n = 8,660/8,745) <u>progressed to the next grade</u>. Over a quarter of all third grade students (28.1 percent, n = 2,461/8,745) progressed to the fourth grade with a waiver from the 2023-2024 school year.◆ Among the third grade students who attended an early education program, 24.6 percent (n = 656/2,667) progressed with a waiver and among the students who did not attend an early education program, 26.9 percent (n = 1,434/5,323) progressed with a waiver.◆ When looking at progression by race/ethnicity, almost half of all Alaska Native students (49.1 percent, n = 703/1,433) and over one-third of all American Indian students (41.7 percent, n = 30/72) progressed with a waiver from the 2023-2024 school year.

The DIBELS literacy screener was administered by districts at three timepoints throughout the 2023-2024 school year. The DIBELS literacy screener categorizes students into four levels of proficiency, including “well below,” “below,” “meeting,” and “exceeding” proficiency. Students who scored as meeting or exceeding proficiency in the fall were not required to take the DIBELS assessment at winter or spring; however, most proficient students did complete the DIBELS at winter and spring. The findings presented below in Table 10 showcase the progress in literacy proficiency of students who scored below or well below on the DIBELS in fall. The literacy proficiency findings from the 2023-2024 school year presented below will serve as a baseline to compare to future years.

Is there an increase in the percentage of students reading at grade level by third grade?

DIBELS screener data were available for 14,384 students who scored below or well below proficient on the DIBELS screener in fall of 2023 and completed the assessment at a second time point during the 2023-2024 school year. Of the 14,384 K-3 students that scored below or well below proficient on the DIBELS screener in fall of 2023, 34.0 percent (n = 4,886) achieved

proficiency by the spring of 2024 (see Table 10). When looking at improvement in literacy proficiency by grade, of the students who scored below proficient in the fall, 51.9 percent (n = 2,296) of kindergarten students, 36.4 percent (n = 1,291) of first grade students, 23.5 percent (n = 802) of second grade students, and 16.5 percent (n = 497) of third grade students achieved proficiency by the spring (see Table 10). These findings suggest that literacy proficiency levels improved from fall to spring across each grade level during the 2023-2024 school year.

Table 10. 2023-2024 School Year: Percent change in student literacy proficiency from fall to spring (Literacy outcome data)

Grade Level	# of Students Below Proficient in Fall 2023*	% Achieved Proficiency by Spring 2024
Kindergarten	4,422	51.9% (n = 2,296)
1st Grade	3,544	36.4% (n = 1,291)
2nd Grade	3,411	23.5% (n = 802)
3rd Grade	3,007	16.5% (n = 497)
All K-3 Students	14,384	34.0% (n = 4,886)

**These findings are based on the total number of students who completed the DIBELS assessment at both fall and spring timepoints during the 2023-2024 school year.*

How do student literacy outcomes compare for students who progress with a waiver to students who progress without a waiver?

Among all third grade students enrolled in the 2023-2024 school year (n = 8,745), approximately 99.0 percent (n = 8,660) progressed to the next grade and 28.1 percent (n = 2,461) progressed with a waiver signed by a parent/guardian or superintendent⁶ (see Table 11).

Table 11. Percent of third grade students who progressed and progressed with a waiver (Literacy outcome data)

School Year	% Progressed	% Progressed with Waiver
2023-2024 (n = 8,745)	99.0% (n = 8,660)	28.1% (n = 2,461)

⁶ During data cleaning procedures, certain students were excluded if they had multiple data entries that contained conflicting information about demographics, reasons progressed, and/or AK STAR literacy assessment results.

Across all third grade students (n = 8,745) from the 2023-2024 school year, approximately 30.5 percent (n = 2,667) previously attended an early education program. Among the third grade students who attended an early education program, 98.5 percent progressed to the next grade level, with 24.6 percent (n = 656) progressing with a waiver (see Table 12). Among the students who did not attend an early education program, 99.2 percent (n = 5,282) progressed to the next grade level, with 26.9 percent (n = 1,061) progressing with a waiver.

Table 12. 2023-2024 School Year: Third grade student progression by early education attendance (Literacy outcome data)

	% Progressed	% Progressed with Waiver
Attended an early education program (n = 2,667)	98.5% (n = 2,627)	24.6% (n = 656)
Did not attend an early education program (n = 5,323)	99.2% (n = 5,282)	26.9% (n = 1,434)
Undisclosed by Parent (n = 755)	99.5% (n = 751)	49.1% (n = 371)

When looking at progression among third grade students by early education program type, approximately half (50.8 percent, n = 336) of all third grade students who attended a non-state-approved early education program and almost one-third (31.2 percent, n = 136) of third grade students who attended a Head Start program progressed from third grade with a waiver (see Table 13). Students who attended a private (13.7 percent, n = 124), state-approved (8.8 percent, n = 43), or out-of-state (9.8 percent, n = 17) early education program were less likely to progress from third grade with a waiver (see Table 13).

Table 13. 2023-2024 School Year: Third grade student progression by early education type (Literacy outcome data)

Early Education Type	% Progressed	% Progressed with Waiver
State-approved (n = 489)	98.6% (n = 482)	8.8% (n = 43)
Non-state-approved (n = 662)	96.7% (n = 640)	50.8% (n = 336)
Private (n = 907)	99.6% (n = 903)	13.7% (n = 124)
Head Start (n = 436)	98.4% (n = 429)	31.2% (n = 136)
Out of State (n = 173)	100% (n = 173)	9.8% (n = 17)

Over a quarter of male third grade students (28.9 percent, n = 1,298) progressed with a waiver. Similarly, over a quarter of female third grade students (27.3 percent, n = 1,163) progressed

with a waiver. Almost a half of all third grade students with disabilities (43.7 percent, n = 681) progressed with a waiver and 20.8 percent (n = 146) of English Learner students progressed with a waiver (see Table 14).

Table 14. 2023-2024 School Year: Third grade student progression by demographic characteristics (Literacy outcome data)

Demographic	% Progressed from 3 rd to 4 th Grade	% Progressed with Waiver
Male (n = 4,488)	99.0% (n = 4,442)	28.9% (n = 1,298)
Female (n = 4,257)	99.1% (n = 4,218)	27.3% (n = 1,163)
Disability (n = 1,560)	98.3% (n = 1,534)	43.7% (n = 681)
English Learner (n = 701)	99.4% (n = 697)	20.8% (n = 146)

When looking at race/ethnicity, almost half of all Alaska Native students (49.1 percent) progressed with a waiver closely followed by 41.7 percent of all American Indian students (see Table 15). Approximately one-quarter of all white students (26.2 percent), Black students (25.5 percent), students with two or more races (22.4 percent), and Hispanic students (21.3 percent) progressed with a waiver. Finally, 18.8 percent of Native Hawaiian or Pacific Islander students and 8.4 percent of Asian students progressed with a waiver.

Table 15. 2023-2024 School Year: K-3 student progression by race/ethnicity (Literacy outcome data)

Demographic	% Progressed from 3 rd to 4 th Grade	% Progressed with Waiver
Alaska Native (n = 1,433)	97.1% (n = 1,392)	49.1% (n = 703)
American Indian (n = 72)	98.6% (n = 71)	41.7% (n = 30)
Asian (n = 382)	99.7% (n = 381)	9.4% (n = 36)
Black (n = 196)	99.0% (n = 194)	25.5% (n = 50)
Hispanic (n = 718)	99.2% (n = 712)	21.3% (n = 153)
Native Hawaiian or Pacific Islander (n = 239)	100% (n = 239)	18.8% (n = 45)
Two or More Races (n = 1,300)	98.9% (n = 1,286)	22.4% (n = 291)
White (n = 4,405)	99.5% (n = 4,385)	26.2% (n = 1,153)

How are student literacy outcomes impacted by the DRIP as they progress through the grade levels over time?

The AK STAR assessment is administered to students in third through ninth grade to assess student learning outcomes. Findings from the AK STAR assessment administered in the spring will be gathered each year to assess the change in student literacy outcomes over time. The AK STAR assessment categorizes students into four levels of proficiency, including “needs support,” “approaching proficient,” “proficient,” and “advanced.” AK STAR literacy outcome findings from Spring 2024 will serve as a baseline to compare to future literacy outcomes among third grade students over time. Approximately 83.1 percent of all third grade students⁷ (n = 8,033) completed the AK STAR assessment in Spring 2024. Table 16 presents the percentage of third grade students scoring at each proficiency level in the 2023-2024 school year⁸.

Table 16. AK STAR literacy proficiency rates among third grade students (Literacy outcome data)

AK STAR Literacy Proficiency Level	Spring 2024 – All 3 rd Grade Students (n = 8,033) (baseline)*
% Needs Support	36.5% (n = 2,935)
% Approaching Proficient	35.4% (n = 2,844)
% Proficient	18.3% (n = 1,474)
% Advanced	9.7% (n = 780)

**These findings exclude students who did not complete the AK STAR assessment. These findings include students with Medical, English Language Learner, and Full-Time Equivalent exemptions (n = 85).*

While some of the research questions about the District Reading Improvement Plan have been addressed, starting in Year Two, additional evaluation data collection activities will be designed to gather data to address additional research questions (see **Appendix B** for complete list).

⁷ The participation rate of the AK STAR assessment is based on the number of students enrolled on the first day of the test window. Please also note that the n-size may vary as students who only took the beginning-of-year assessment were excluded.

⁸ During data cleaning procedures, certain students were excluded if they had multiple data entries that contained conflicting information about demographics, reasons progressed, and/or AK STAR literacy assessment results.

#2 Department Reading Program

This section will review findings related to the Department Reading Program described in more detail below. The key finding below provides the reader with a quick takeaway from this section.

Key Findings

- ◆ The Department Reading Program was first implemented in the 2024-2025 school year and 18 schools were accepted across seven districts. Future data collection activities will be implemented to evaluate the Department Reading Program.

The Department Reading Program (DRP) was created to provide direct support and intervention services for the lowest performing 25 percent of schools. Participation in this program is voluntary and qualifying schools have the opportunity to apply. This program was first implemented in the 2024-2025 school year and 18 schools were accepted across seven districts. As part of the Department Reading Program, DEED reading specialists will coach, train, and mentor teachers and school staff as well as help to design a K-3 Intensive School Reading Improvement Plan (ISRIP) to be implemented the following school year. Department Reading Program funding will also be used by the schools to provide professional development and purchase reading intervention materials.

The following schools have been accepted to participate in the Department Reading Program during the 2024-2025 school year:

Annette Island School District

- Richard Johnson Elementary School

Bristol Bay Borough School District

- Naknek Elementary School

Hoonah School District

- Hoonah Elementary School

Lower Kuskokwim School District

- Bethel-Ayaprun Elitaurvil
- Joann A Alexie Memorial School
- Akiuk Memorial School
- Ayagina'ar Elitnaurvik
- Mikelnguut Elitnaurviat
- Gladys Jung Elementary School

Lower Yukon School District

- Kotlik School
- Marshall Elementary School
- Hooper Bay School
- Nunam Iqua School

Southwest Region School District*

North Slope Borough School District

- Alak School
- Fred Ipalook Elementary School
- Meade River School
- Nuiqsut Trapper School
- Nunamiut School

**DEED is supporting the Southwest Region School District leadership team.*

Future data collection activities will be implemented to evaluate the Department Reading Program goals including: 1) All Department Reading Program schools have an ISRIP developed by the end of the school year, 2) School staff at Department Reading Program schools are better prepared to provide direct support and intervention services to students with reading deficiencies, and 3) All Department Reading Program schools see improvement in student reading outcomes such that the number of K-3 students proficient in reading increases each year. Starting in Year Two, evaluation activities will seek to gather data to answer the additional research questions about the Department Reading Program (see **Appendix B** for complete list).

#3 Virtual Learning Consortium

This section will review findings related to the Virtual Learning Consortium (VLC) described in more detail below. The key findings below provide the reader with quick takeaways from this section.

Key Findings

- ◆ The Virtual Learning Consortium currently offers five virtual courses: mCLASS Calibration, Keys to Beginning Reading*, Heggerty, University of Florida Literacy Institute, and Student-Focused Coaching (source: email on 1/7/25 from an Education Specialist on the DEED Reads Act Teams). *Approved course to earn Alaska Reads Act Endorsement.
- ◆ As of December 2024, a total of 2,824 teachers/staff have enrolled in courses offered through the VLC, and 2,033 have completed a course.

The VLC was established to provide virtual learning and professional development resources for educators and students. The consortium provides an array of virtual courses for teachers on the science of reading, literacy instruction, and virtual instruction methods, with more courses on a variety of topic areas continuously being developed. The consortium will provide virtual intensive reading intervention services to students in the future.

What courses are offered through the VLC?

The VLC currently offers the following courses:

- mCLASS Calibration
- Keys to Beginning Reading (meets Alaska Reads Act endorsement requirement)
- Heggerty
- University of Florida Literacy Institute (UFLI)
- Student-Focused Coaching

Future courses to be provided through the VLC include:

- Phonics for Reading
- Alaska Reading Playbook
- Public Consulting Group (PCG) Science of Reading for Administrators
- Northwest Evaluation Association (NWEA) Science of Reading for Leaders

How frequently are school staff accessing courses and resources through the VLC?

As of December 2024, a total of 2,824 teachers/staff have enrolled in courses offered through the VLC, and 2,033 (7.0 percent) have completed a course (see Table 17).

Table 17. Enrollment and completion of courses offered through the VLC (Administrative data)

Course	# Enrolled	# Completed
mCLASS Calibration	2,245	1,891
Keys to Beginning Reading	334	63
Heggerty	55	21
University of Florida Literacy Institute (UFLI)	173	57
Student-Focused Coaching	17	1
Total	2,824	2,033

Starting in Year Two, evaluation activities will seek to gather data to answer additional research questions about the VLC (see **Appendix B** for complete list).

#4 Early Education Programs

This section will review findings related to Early Education Programs (EEP) described in more detail below. The key findings below provide the reader with quick takeaways from this section.

Key Findings

- ◆ In 2023, DEED awarded grant funds to seven district grantees, and in 2024, DEED awarded two additional district grantees for a total of nine Early Education Program grantees. One additional district (Anchorage School District) was approved as meeting Early Education Program standards. Across the 10 Early Education Programs, 505 students were enrolled in Spring 2024.
- ◆ When comparing rates across all students who completed the Teaching Strategies GOLD (TS GOLD) assessment, which is an assessment completed by teachers for students in early education classrooms, the total number of Early Education Program students meeting or exceeding proficiency in literacy increased by 41.7 percentage points from Fall 2023 to Spring 2024, indicating a notable increase in literacy proficiency among Early Education Program students throughout the 2023-2024 school year.

The Alaska Reads Act directed DEED to establish the Early Education Programs component. This program was designed to provide grant funding to districts that are not adequately served by Head Start programs and other high-quality early education programs. Participation in the Early Education Program is voluntary, and districts had to apply and be accepted to receive grant funds to either develop a Pre-K program in a district where none exists or to expand and improve an existing program. In 2023, DEED awarded grant funds to seven district grantees, and in 2024, DEED awarded two additional district grantees for a total of nine Early Education Program grantees. In addition to the nine Early Education Program grantees, one additional school district (Anchorage School District) was approved as meeting the Early Education Program standards and is included in the findings presented below.

How many early education programs have a lead teacher with an early education lead teacher endorsement?

The Alaska Reads Act requires one lead educator from each of the 10 Early Education Programs to earn the Early Education Lead teacher endorsement by June 30, 2025, or within two years from the date of employment. This endorsement requires the successful completion of a DEED-approved evidence-based reading training program. As of December 17, 2024, a total of 34 lead

educators received the Alaska Reads Act Early Education Lead teacher endorsement across the 10 Early Education Programs.

Student Learning Outcomes

Is the number of students receiving early education increasing over time?

During the 2023-2024 school year, across all 10 Early Education Programs (n = 10), approximately 525 students were enrolled in Fall 2023, and 505 students were enrolled in Spring 2024 (see Table 18).

Table 18. Student enrollment and TS GOLD assessment completion in the 2023-2024 school year (Literacy outcome data)

	Fall 2023	Spring 2024
Total number of EEP students enrolled	525	505
Total number of completed TS GOLD assessments	366	378
Total number of completed TS GOLD assessment at <u>both time points</u>	270	270

How do student literacy outcomes compare over time for students who receive early education (Pre-K) to students who do not receive early education?

All Early Education Program sites administer the observation-based assessment tool called TS GOLD, which is completed by teachers on behalf of students in the fall and spring of each school year. During the 2023-2024 school year, almost 70 percent of early education students (n = 366, 69.8 percent) completed the TS GOLD assessment in fall, and almost 75 percent of all early education students (74.9 percent, n = 378) completed the TS GOLD assessment in spring. A total of 270 Early Education Program students completed the assessment at both fall and springtime points during the 2023-2024 school year.

Among all early education students with a TS GOLD assessment in fall, almost half were below proficient in literacy (47.5 percent, n = 174), and a little over half met or exceeded proficiency in literacy (52.5 percent, n = 192) (see Table 19). Among all early education students who completed the TS GOLD assessment in Spring 2024, only 5.8 percent (n = 22) were below proficient in literacy, and 94.2 percent (n = 356) met or exceeded proficiency in literacy. The total number of early education students meeting or exceeding proficiency in literacy increased

by 41.7 percentage points, indicating a notable increase in literacy proficiency among early education students throughout the 2023-2024 school year.

Table 19. Literacy proficiency levels of all Early Education Program students' proficiency in fall and spring (Literacy outcome data)

	Fall 2023 (n = 366)	Spring 2024 (n = 378)
% Below Proficiency	47.5% (n = 174)	5.8% (n = 22)
% Meeting Proficiency	51.4% (n = 188)	68.3% (n = 258)
% Exceeding Proficiency	1.1% (n = 4)	25.9% (n = 98)

When looking at the Early Education Program students who completed the TS GOLD assessment at both fall and spring time points (n = 270), in fall, 43.7 percent (n = 118) were below proficient in literacy, and 56.3 percent (n = 152) met or exceeded proficiency in literacy (see Table 20). In spring, only 5.2 percent (n = 14) were below proficient in literacy, and 94.8 percent (n = 256) met or exceeded proficiency in literacy. The total number of Early Education Program students meeting or exceeding proficiency in literacy increased by 38.5 percentage points, indicating a notable increase in literacy proficiency among early education students throughout the 2023-2024 school year.

Table 20. Literacy proficiency levels of Early Education Program students who completed the TS GOLD at both timepoints from fall to spring (Literacy outcome data)

	Fall 2023 (n = 270)	Spring 2024 (n = 270)
% Below Proficiency	43.7% (n = 118)	5.2% (n = 14)
% Meeting Proficiency	55.6% (n = 150)	70.4% (n = 190)
% Exceeding Proficiency	0.7% (n = 2)	24.4% (n = 66)

Evaluation Insights



Pacific Research and Evaluation provides evaluation insights in reports as a way to offer perspectives from an external organization, as well as to summarize considerations for future evaluation efforts and for DEED as they continue to implement work under the Alaska Reads Act.

- ◆ Since the implementation of the Alaska Reads Act, school districts across Alaska, with DEED support, have made notable strides to revise and align their reading intervention procedures with the new requirements and ensure their core reading curriculum is evidence-based and supports the science of reading. Districts have expressed that time and staffing shortages/turnover have been a challenge in getting teachers and staff endorsed.
- ◆ Almost all school districts have begun implementing the DIBELS literacy screener as of the 2023-2024 school year. In alignment with the most requested training topics by districts, DEED is encouraged to equip school personnel with training on how to best utilize DIBELS data to make data-based decisions for literacy intervention, as well as training on understanding integrity to the core curriculum while also differentiating and reading instruction in a multi-grade classroom. In Year Two of the evaluation, the Leadership and Educator survey will gather insight from school-level administrators, teachers, and staff to obtain data on their perspective of the challenges they face with implementing reading interventions, completing endorsement requirements, and additional training or support they need to successfully meet the goals of the District Reading Improvement Plan.
- ◆ While 99 percent of all third grade students progressed from third to fourth grade in the 2023-2024 school year, almost a quarter did not meet literacy proficiency standards and required a waiver signed by a parent or guardian. As teachers and staff complete the science of reading courses and learn to implement Individual Reading Improvement Plans (IRIP), the hope will be to see fewer students progressing with a waiver as a result of not meeting literacy proficiency by third grade.

Appendices

Appendix A. Alaska Reads Act Logic Model

Alaska Reads Act Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
ALL <ul style="list-style-type: none"> AK Reads Act guidelines DRIP <ul style="list-style-type: none"> Science of Reading training offerings DIBELS 8 (or alternative literacy screener) MTSS Plan template/guidelines IRIP Plan template/guidelines DRP <ul style="list-style-type: none"> Reading Specialists, PD, reading intervention materials Opportunity for bottom 25% of schools to apply for supports Funding for schools VLC <ul style="list-style-type: none"> Virtual Platform EdgePoint Learning support Purchase/development of courses Virtual Reading Specialists EEP <ul style="list-style-type: none"> Opportunity for Districts to apply for additional supports Funding for Districts Screener & TS GOLD Assessment 	DRIP <ul style="list-style-type: none"> Teachers/Administrators complete a science of reading training Literacy Screener (i.e., DIBELS 8) administered 3 times per year to K-3rd grades MTSS plan development (school level) IRIP plan development (teacher level) Reading intervention provided by teacher in addition to core reading instruction Notify parents, conduct 10 parent meetings Parents determine student progression to 4th grade with waiver DRP <ul style="list-style-type: none"> DRP schools receive direct support and intervention services provided by DEED Reading Specialists Support with IS RIP development Participate in PD and utilize reading intervention materials VLC <ul style="list-style-type: none"> Build virtual courses in online platform for educators Build awareness and increase usage of VLC offerings among educators Provide virtual reading intervention services for students to access in VLC EEP <ul style="list-style-type: none"> District grantees develop, expand, improve Pre-K programs District grantees administer the Pre-K screener and TS GOLD Assessment Early Education leads complete a science of reading training 	DRIP <ul style="list-style-type: none"> Number of teachers trained in the science of reading and number of earned endorsements Number of endorsed reading instructors Identification of students in need of intensive support MTSS plan created for each school (Y) IRIP plans created for students in need of intensive support (Y) Number of Parents informed of student literacy status Number of students who do not progress to 4th grade with demonstrated reading deficiency DRP <ul style="list-style-type: none"> Number of schools receiving direct support and intervention services provided from Reading Specialists IS RIPs developed for each school Number of school staff trained from PD Number of school staff utilizing reading intervention materials VLC <ul style="list-style-type: none"> Number of virtual courses offered Number of educators accessing the VLC Percent of educators completing VLC courses Number of students receiving virtual reading intervention services through the VLC EEP <ul style="list-style-type: none"> Number of early education programs available Number of students enrolled in Pre-K in Alaska Pre-K students are identified for developmental or intervention support Number of Early Education leads trained in the science of reading and earned endorsement 	DRIP - DRP - VLC - EEP <ul style="list-style-type: none"> Teachers are confident in their knowledge of the science of reading to better support students Students in need of reading intervention support are identified at the fall assessment timepoint and receive intervention support immediately An increase in the number of students testing at benchmark on the literacy screener each year Parents are aware of student progress and involved in decision to progress student to next grade* Increased number of students reading at grade level by the end of 3rd grade Increased number of state-approved early education programs available in Alaska Increased number of students enrolled in state-approved early education programs <p>Note: Outcome with "*" will not be measured as part of the evaluation.</p>
Acronym Legend <p> DRIP - District Reading Improvement Plan DRP - Department Reading Program VLC - Virtual Learning Consortium EEP - Early Education Programs MTSS - Multi-tiered System of Support IRIP - Individual Reading Improvement Plan IS RIP - Intensive School Reading Improvement Plan </p>			IMPACT <ul style="list-style-type: none"> ALL students can read at grade level by the end of 3rd Grade

This logic model was developed for the Alaska Department of Education and Early Development (DEED) by Pacific Research & Evaluation, LLC | November 2024

Appendix B. Research Question / Method Matrix

These research questions were designed and reviewed with DEED during the design phase of the evaluation in fall 2024. These research questions will help inform the development of future data collection instruments. PRE will collaborate with DEED to design data collection instruments that are tailored to these research questions and the specific information DEED wishes to gather at the district level, school level, and teacher level.

Research Questions	Method
Component #1: District Reading Improvement Plan	
To what extent are district-level MTSS plans being implemented at the district and school level?	Annual DEED Staff Interviews Annual Leadership & Educator Survey
How are districts/schools being prepared to implement MTSS plans effectively?	Annual DEED Staff Interviews Annual Leadership & Educator Survey
How can districts/schools be better supported to implement MTSS plans more effectively?	Annual Leadership & Educator Survey
To what extent do educators report student literacy outcomes are improving with the implementation of MTSS plans?	Annual Leadership & Educator Survey
Which Science of Reading trainings are educators participating in?	Annual Leadership & Educator Survey
What were educators' reactions to completing the Science of Reading training?	Annual Leadership & Educator Survey
To what extent did educators like the Science of Reading training and find it useful?	Annual Leadership & Educator Survey
To what extent did educators perceive their knowledge and skills were impacted by participating in the Science of Reading training?	Annual Leadership & Educator Survey
To what extent do educators feel equipped with the knowledge to develop and carry-out IRIPs as a result of the Science of Reading training?	Annual Leadership & Educator Survey
How did educators perceive learning from the Science of Reading training differed from other literacy-related trainings?	Annual Leadership & Educator Survey
What supports did districts or DEED provide for educators engaging in Science of Reading training?	Annual Leadership & Educator Survey
To what extent did educators feel supported in completing the Science of Reading training by the district/school?	Annual Leadership & Educator Survey

Research Questions	Method
To what extent have educators changed the way they provide reading instruction as a result of the Science of Reading training?	Annual Leadership & Educator Survey
What barriers are educators facing with transferring learning from the Science of Reading training into their instruction?	Annual Leadership & Educator Survey
Under which conditions and/or supports are educators best able to apply their Science of Reading training when providing intervention services with students?	Annual Leadership & Educator Survey
What are educators' perceptions of the Science of Reading on student learning?	Annual Leadership & Educator Survey
How are educators being supported in developing and carrying out IRIP intervention services with students?	Annual Leadership & Educator Survey
How can educators be better supported to implement IRIP intervention services?	Annual Leadership & Educator Survey
To what extent are educators developing and carrying out IRIPs when students demonstrate a reading deficiency?	Annual Leadership & Educator Survey
What barriers are educators facing with carrying out IRIP intervention support?	Annual Leadership & Educator Survey
How are educators using literacy screener data to inform their intervention support with students?	Annual Leadership & Educator Survey
To what extent do educators report student literacy is improving because of IRIP intervention services?	Annual Leadership & Educator Survey
To what extent are schools meeting with parents of students with reading deficiencies?	Annual Leadership & Educator Survey
To what extent are parents of third grade students with reading deficiencies choosing to progress their students to fourth grade?	Annual Leadership & Educator Survey Literacy Outcome Data Analysis
What have been the benefits and barriers of engaging parents in student literacy discussions?	Annual Leadership & Educator Survey
How do school administrators/educators perceive parent engagement regarding student literacy?	Annual Leadership & Educator Survey
Is there an increase in the percentage of students reading at grade level by third grade?	Literacy Outcome Data Analysis
How do student literacy outcomes compare for students who progress with a waiver to students who progress without a waiver?	Literacy Outcome Data Analysis

Research Questions	Method
How are student literacy outcomes impacted by the DRIP as they progress through the grade levels over time?	Literacy Outcome Data Analysis
Component #2: Department Reading Program	
How have reading specialists worked with DRP schools to develop ISRIPs?	Annual DEED Staff Interviews
To what extent are schools prepared to implement their ISRIPs effectively?	Annual DEED Staff Interviews
What barriers are schools facing with implementing their ISRIPs effectively?	Annual DEED Staff Interviews Annual Leadership & Educator Survey
To what extent do educators report student literacy is improving as a result of ISRIP plans?	Annual Leadership & Educator Survey
To what extent are DRP schools seeing improvement in student literacy outcomes?	Literacy Outcome Data Analysis
How are student literacy outcomes for DRP schools changing over time?	Literacy Outcome Data Analysis
Component #3: Virtual Learning Consortium	
What courses are being offered through the VLC?	Administrative Data Analysis
How frequently are school staff accessing courses and resources through the VLC?	Administrative Data Analysis
To what extent are school staff finding value in the courses and resources provided through the VLC?	Annual Leadership & Educator Survey
What supports did districts or DEED provide for educators engaging in the VLC?	Annual Leadership & Educator Survey
To what extent have educators changed the way they provide reading instruction because of the VLC?	Annual Leadership & Educator Survey
How frequently are students accessing virtual intensive reading intervention services through the VLC?	Administrative Data Analysis
What are educators' perceptions of the VLC on student learning?	Annual Leadership & Educator Survey
Component #4: Early Education Programs	
Which Science of Reading trainings are lead early education teachers participating in?	Annual Leadership & Educator Survey
How many early education programs have a lead teacher with an early education lead teacher endorsement?	Annual Leadership & Educator Survey Administrative Data Analysis
Is the number of students receiving early education increasing over time?	Literacy Outcome Data Analysis

Research Questions	Method
How do student literacy outcomes compare over time for students who receive early education (Pre-K) to students who do not receive early education?	Literacy Outcome Data Analysis